



EDMUND RICE EDUCATION
AUSTRALIA

20 18

annual report





**EDMUND RICE EDUCATION
AUSTRALIA**



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We acknowledge the Aboriginal and Torres Strait Islander Peoples of Australia as the Traditional Owners of the land on which our schools and offices are placed. We are inspired and nurtured by the wisdoms, spiritualities and experiences of our First Nations Peoples. Together we work actively for reconciliation, justice, equity and healing.



Front cover image courtesy Parade College Bundoora and Preston

“

My friends, Jesus is the Lord of risk, he is the Lord of the eternal “more”.

Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths. To blaze trails that open up new horizons capable of spreading joy, born of God’s love and wells up in your hearts with every act of mercy. To take the path of the “craziness” of our God, who teaches us to encounter him in the hungry, the thirsty, the naked, the sick, the friend in trouble, the prisoner, the refugee and the migrant, and our neighbours who feel abandoned. To take the path of our God, who encourages us to be politicians, thinkers, social activists.

”

Pope Francis, *World Youth Day Vigil with Young People*

‘These words of the Holy Father challenge us to welcome new opportunities for sharing the joy and hope of the Risen Christ.

You have dreams for your future. Jesus also has dreams for you and your future. We want to accompany you as you discern the path that God has for you.’

– Year of Youth: Australian Catholic Bishops Conference 2018



the President

Br Paul Oakley

‘I wanted to offer my children a community, that should anything happen to my husband and me, they had a sense of identity attached to [them]. The Catholic community is the one that I know best and the one that most aligns to the values I have grown up with, and so this is the community that I wanted my children to grow up in – where they are taught Christian values as a matter of priority but more than that, where they are encouraged to live those values through social justice opportunities and within their day to day environment.’

These are the reflections of one of the families who have chosen an Edmund Rice Education Australia school for their child.

The words of one of our principals in his welcome to parents could be said of each of our schools, for both young women and young men:

‘Growing up in the fast-paced, complex world that our children inhabit, we endeavour to provide a College experience that complements the values and attitudes that you instil in your sons in your own home.’ (Dr Craig Wattam, St Patrick’s College Strathfield)

Central to this experience is the Catholic education which each school provides. In writing about the education provided within the Catholic tradition, the Congregation for Catholic Education in Rome has said that, in the face of all the cultural challenges in society, education should be a ‘humanising education’:

‘Humanising education means putting the person at the centre of education in a framework of relationships that make up a living community, which is interdependent and bound to a common destiny. [It is] a process in which each person can develop his or her own deep-rooted attitudes and vocation and thus contribute to his or her vocation within the community.’ (*Educating to fraternal humanism*, CCE, April 2017)

Have courage, the good seed will grow up in the children’s hearts later on.

Blessed Edmund Rice

This document, directed to the people in the Catholic universities and schools which cater for over 60 million students in the world, provides four themes that need to be explored in order to develop this humanising education:

- > Firstly, it mentions a 'culture of dialogue' between traditions, cultures, religions and world views. It is to be a dialogue based on the freedom and equality of the participants and which searches for a peaceful and enriching co-existence.
- > Secondly, the document speaks of 'globalising hope', a hope which is based on the truth of Jesus Christ. At its basis is the belief that Christian redemption is connected to the development of peoples and that it is not something indefinite and for the future, but is present already and the source of real hope.
- > Thirdly, there is a need for a 'true inclusion', one that 'allows every citizen to feel actively involved in building a fraternal humanism', a web of relationships that is based on love and concern for the neighbour and for future generations.
- > Fourthly, the document encourages the formation of 'cooperation networks'. Education is still a scarce resource in the world and opportunities need to be found to collaborate and to integrate different people in each teaching and learning circle, especially those who lack access to suitable opportunities themselves.

Though the language of 'fraternal humanism' is not part of our everyday speech, the four themes are ones that we can easily recognise. They sit well with the Touchstones of the *Charter for Catholic Schools in the Edmund Rice Tradition*:

'Edmund Rice Education Australia offers a Liberating Education, based on a Gospel Spirituality, within an Inclusive Community committed to Justice and Solidarity.'

The document from Rome 'urges all those who, by their profession and vocation, are engaged in educational processes, at all levels, to live their experience with dedication and wisdom', in accord with the four themes it had enunciated. Similar challenges are placed before each Edmund Rice Education Australia school community in the reflective questions asked in the Charter for each of the Touchstones.

Thankfully, that dedication and wisdom can be seen in the committed leaders and staff, and the parent associations of each of our schools. Thank you for the contribution that you make to the development of each school as a 'living community'. This living community across all of Edmund Rice Education Australia was particularly evident in the EREA Congress held during the year when, together, we were 'Charting New Horizons' and planning for the future.

This 'living community' is well served by the National and Regional offices of Edmund Rice Education Australia. We are very appreciative of the inspirational leadership of Wayne Tinsey as Executive Director. The Edmund Rice Education Australia Board, under the generous leadership of Graham Goerke, has continued to ensure the growth and development of our network and we thank the members of the Board for their dedication and wisdom. The Edmund Rice Education Australia Council offers a special thanks to Board members whose time concluded at the end of the year: Helen Mahoney, Cathie Scott and Peter Ryan. Further, after nine years of unstinting service on the Council, Anne Garvan has concluded her term and we gratefully acknowledge all that she brought to our ministry.

The Roman document, in considering inclusion, also spoke of 'understanding the fruitful link between a community's historical development and its vocation.' We do not forget that Edmund Rice Education Australia was established by the Christian Brothers and that we have been gifted with the expression of the Charism of Blessed Edmund Rice. We congratulate the Christian Brothers of Oceania on their continuous ministry since Br Ambrose

Treacy and his companions arrived in Melbourne 150 years ago. People from Edmund Rice Education Australia were present at a number of the occasions organised by the Christian Brothers to mark this milestone.

The Council continues to meet with the Province and the Congregation Leadership teams of the Christian Brothers to deepen our understanding of our shared inheritance and its practical application in the ministries that we each have undertaken.

Pope Francis, in his concluding remarks to the Italian Parents' Association in 2018, said:

'Dear parents, children are the most precious gift you have received. Know how to safeguard this gift with commitment and generosity, leaving them the necessary freedom to grow and mature as people who in turn one day will be able to open themselves to the gift of life.'

On behalf of the Council of Edmund Rice Education Australia, I thank the parents of our students for the privilege of assisting you in ensuring the growth and maturity of this precious gift of life.

Br Paul D Oakley cfc – President,
On behalf of the Council of Edmund Rice Education Australia



the Board Chair

Graham Goerke

The Board met on six occasions in 2018, commencing with a two day shared Retreat with Council in February. Other meetings took place at: St Joseph's College, Geelong; St Edmund's College, Ipswich, and three times at EREA national office in Richmond.

In 2018 the Board farewelled and celebrated Mr Peter Ryan's contribution to the Board over five years and welcomed two new members, Mrs Bobby Court and Mr Mark Anderson.

In addition to Board meetings, the members of the Board also put their time into a variety of committees of the Board, as well as working groups for special projects. 2018 saw the creation of a dedicated Governance & Risk Committee to add to the existing Board committees. Participating in the Board meetings and this other work, on top of the reading and travel time, requires a considerable effort and commitment of personal time. I believe that EREA has again this year been well served by its hard working Board and I extend my sincere thanks to the members of the Board for that work and their commitment.

2018 saw EREA move into the fourth year of the current strategic directions cycle, and I can report on some further areas of progress following on from 2017.

Priority 1 – Growing our national identity for mission:

- > The 2nd EREA Congress, held in Melbourne in September, focusing on the achievements and aspirations of EREA into the future, formed an important step in determining the shape of the next EREA Strategic Directions;
- > The roll out of *Life to the Full* and *Safe and Inclusive Communities* supporting schools in promoting safe and inclusive environments for students and young people;
- > The continuing growth of Youth+, responding to invitations and requests for assistance from various dioceses, and
- > The Parent Survey undertaken to gain understanding of parent choice in selecting an Edmund Rice education.



Priority 2 – Educating for mission:

- > The appointment of a Director of Learning, supporting and animating EREA’s Liberating Education agenda for EREA and resourcing this focus;
- > Formation work with and for the Christian Brothers nationally and internationally, consolidated under a new Director of Formation role;
- > Movement towards alignment of School Renewal with diocesan review / improvement processes;
- > Support for schools in addressing ecological sustainability, supported by the Board Sustainability Committee;
- > Commencement of work on the development of a national EREA Reconciliation Action Plan, and
- > St Gabriel’s approved to extend its education offering up to Year 12.

Priority 3 – Governing for mission:

- > EREA’s GRaCE project significantly implemented, building and supporting a culture of continuous improvement in relation to risk and compliance;
- > The creation of the Board Governance & Risk Committee;
- > The appointment of a Director of Safeguarding to oversee and guide EREA’s ongoing response to the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse, as EREA seeks to embed an organisational culture of child safety;
- > A full diagnostic review leading to initiating development of an EREA Gender Equality Strategy, and
- > The ongoing presence of EREA in newly established peak bodies such as the Association of Ministerial PJPs and Catholic Schools NSW, through the active involvement of Council President, Br Paul Oakley.

Priority 4 – Sustaining the mission:

- > Numerous leadership development opportunities as part of national and regional gatherings of school leaders and senior leader reflection and review processes;
- > Mission Sustainability review processes supporting schools to achieve strategic objectives;
- > The appointment (temporary) of a dedicated professional officer to support Growth, and
- > A number of Growth initiatives achieving milestones.

Safeguarding

Notably, considerable time and attention has been given during 2018 to EREA’s response to the Royal Commission into Institutional Responses to Child Sexual Abuse. EREA publicly restated its Statement of Commitment to Child Safety and members of Council, Board and Executive have participated in Catholic Professional Standards Limited sessions to develop the necessary understanding of the CPSL Safeguarding standards. EREA has appointed a dedicated Director of Safeguarding to oversee the organisation’s response and the development of structures to ensure EREA is a child-safe institution with the safety and wellbeing of young people as its highest priority. Key to EREA’s response and cultural improvement is the development of an EREA Child-Safe Standards Framework which will be finalised and rolled out to schools in 2019.

Particular reference points for our consideration of overall strategic outcomes include:

- > Total enrolments in 2018 reached almost 38,000 students (65 additional enrolments in Flexi schools and 267 in mainstream schools from 2017);
- > Enrolments in the Flexi School Networks have quadrupled between 2008 and 2018, and
- > the number of Aboriginal and Torres Strait Islander student enrolments in 2018 was 1633 (up 65 from 2017), representing 4.3% of total enrolments – up by .1% from 2018. (Aboriginal and Torres Strait Islander student enrolments make up 2.7% in mainstream schools and 31.5% in the Flexi schools).

In 2018 the Board continued its focus on its own formation, making the Board and Council Retreat in February a priority. The Retreat proved an important step as Council, Board and Executive planned for the then upcoming Congress, *Charting New Horizons*.

I extend to everyone who is part of the EREA community, especially our school principals, staff and school boards, a very deep expression of thanks for all you have done over 2018 for the safety, nurturing and development of young people in our care.

I reiterate my thanks to my fellow Board members and extend a particular thanks to all our national and regional office staff.

I extend to Br Paul Oakley and the members of Council, and to Dr Wayne Tinsey and the Executive team, my sincere appreciation for your hard work and support over 2018.

There is much to affirm and celebrate in what is being achieved through our collective efforts towards fulfilling EREA’s mission to provide young Australians with a transformative Catholic Education in the Edmund Rice tradition.

Graham Goerke – Board Chair



the Executive Director

Wayne Tinsey

Dear Friends of Edmund Rice Education Australia.

It is an honour a privilege to contribute to the EREA Annual Report for 2018.

There have been so many milestones during this year, and these have been wonderfully addressed by our President and Board Chair in their contributions to this Report.

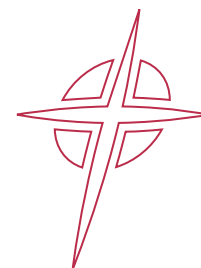
EREA continues to be seen as a Catholic education community in which our vision for mission is clear and focused. This is due in a major way to the power of our Charter and Four Touchstones, which are consistently celebrated in our school communities.

It is fitting that at this stage of our history, the Touchstone of Liberating Education has come to the fore and been a major focus for us during 2018.

At the very beginning of our EREA Congress this year, we heard a clarion call from the student voices for us to articulate for them what we believe constitutes a good, well lived and meaningful life, and what we as their educators will offer them, to help navigate a complex and uncertain future.

So how are we framing our response to our young people in terms of the liberating nature of the education that we hope to provide? What are the hopes and aspirations that we hold for our students?

We want our young people to know that lasting happiness and inner peace arise from living with purpose; living lives of decency, kindness, service and authenticity consistent with their inner moral compasses.



“
*We offer
an education that
celebrates the good
within our culture
but also offers
alternatives to all
that oppresses and
enslaves the human
spirit.*
”

We hope to awaken in the young the desire to experience the Divine in their lives. We teach that every human being is connected since we are all daughters and sons of God. As a Christian community, we hope that our young will find great inspiration and guidance from the experience of Jesus. Jesus lived his humanity so completely, so lovingly and so selflessly, that he revealed the very essence we call God.

We offer an education that celebrates the good within our culture but also offers alternatives to all that oppresses and enslaves the human spirit. An education that skills the young to unshackle themselves from unexamined opinions and inherited prejudices and develops capacity to question and make meaning, to contribute and to live reflectively and compassionately.

We teach that freedom and service are inextricably linked and with privilege comes social responsibility. We teach that our response to the plight of those made poor should not be limited to generous acts but rather, a commitment to advocating for a more just social order for all. We challenge our students to be the loving, compassionate and inclusive face of the Divine to all they meet. We teach them that inclusion and the support of the marginalised and disenfranchised of the world is core to the Gospel and the Christian vision for education.

As a national community in mission, we accept that our authenticity is rooted in our commitment to these beliefs and commitments. As we congratulate our schools on another successful year under the banner of EREA, please pray that all Catholic schools in the Edmund Rice tradition will

continue to be faithful to this vision and mission. Pray also that we never rest on our laurels or assume that our vision will continue to inspire. Authenticity is a journey to which we continually need to recommit.

God bless all who are part of our national community as we journey towards this deeper sense of what the Gospel calls us to be as Catholic schools in the Edmund Rice tradition.

With much gratitude and many best wishes,

Dr Wayne Tinsey – Executive Director





Significant Events

The following
were some of the
significant events of
2018

- > Welcoming the appointments of Ms Philomena Billington to the EREA Council, and Mr Mark Anderson and Mrs Bobby Court to the EREA Board

- > Celebrating the contribution of Mr Peter Ryan as a member of the EREA Board

- > 2018 EREA National Congress in September

- > Developing priorities and initiatives in line with the EREA Strategic Directions 2015 – 2019

- > Undertaking the National Parent Choice Survey, looking at what draws parents to an Edmund Rice education for their children

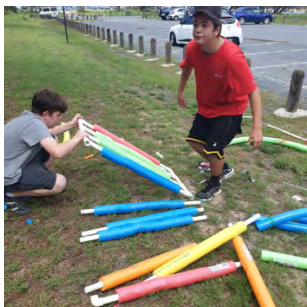
- > Celebrating the 150th anniversary of the arrival of Br Ambrose Treacy in Australia and participating in Gathering the Dreamers with the Christian Brothers

- > Appointing new EREA leadership positions to oversee areas of strategic importance: Director of Learning, Director of Formation and Director of Safeguarding

- > Creating an EREA Board Risk and Compliance Committee

- > Developing EREA Board Committee Terms of Reference

- > Developing further relationships and partnerships with Australian Bishops and Catholic Education authorities



> **Engaging with Catholic Education authorities in further development of EREA Growth initiatives in:**

- > Wollongong
- > Melbourne
- > Maitland-Newcastle
- > Parramatta
- > Canberra-Goulburn
- > Catholic Education South Australia

> **Developing and adopting an EREA Board and Council FIRE Carrier Statement of Commitment to Reconciliation**

> **Supporting Youth + Growth through the:**

- > Registration of St Laurence’s Flexible Learning Centre in Newcastle
- > Registration of Carnarvon FLC, WA

> **Welcoming the following Senior Appointments:**

Director of Regional Support

- > **Mr Shaun Kenny** – Western Region

Principals

- > **Mr Graham Leddie** – Waverley College, Waverley NSW
- > **Mr Shaun Clark** – Ignatius Park College, Townsville QLD
- > **Mr Brian Schumacher** – Rostrevor College, Adelaide SA
- > **Mr Domenic Burgio** – CBC Fremantle, WA
- > **Mr Joe Zavone** – St Edmund’s College, Canberra ACT
- > **Mr Rob Corboy** – St Brendan’s College, Yeppoon QLD

Deputy Principals

- > **Mrs Paula Bacchiella** – Edmund Rice College, Bindoon WA
- > **Mr Patrick Brennan** – Waverley College, Waverley NSW
- > **Mr Neil Alwyn** – CBC Fremantle, WA
- > **Mrs Janet Canny** – St Kevin’s College, Toorak VIC
- > **Mr Gerard Sullivan** – St Patrick’s College, Ballarat VIC
- > **Mr Cameron Alexander** – CBC Adelaide, SA
- > **Mrs Rebecca Kirwan** – St Edmund’s College, Wahroonga NSW
- > **Mrs Elizabeth Ryan** – St Patrick’s College, Ballarat VIC
- > **Mr Frank Chiment** – Christian Brothers High School, Lewisham NSW
- > **Ms Kate Bowen** – Head of Campus, St Marys FLC NSW
- > **Mr Duncan Inglis** – Head of Campus, Gympie FLC QLD
- > **Mr James Ayers** – Head of Campus, St Francis FLC, Hobart TAS

Business Manager

- > **Mr Andrew O’Brien** – CBC St Kilda, VIC

EREA National Office

- > **Mr Paul Shannon** – Director of Learning, Identity & Liberating Education
- > **Ms Thelma Parker** – Education Officer, Aboriginal and Torres Strait Islander Education, Identity & Liberating Education

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Significant Events 2018

> **Successfully delivering 24 Core Formation Programs nationally to school staff**

> **Facilitating school-based formation in a number of EREA and Associate schools**

> **Facilitating regional Board inductions and school-based Board formation sessions**

> **Supporting a number of immersion experiences nationally and internationally**

> **Maintaining the Associate School relationships with the now 34 schools nationally**

Accrediting the following schools and networks through the School Renewal process, some in their second cycle:

- > Christian Brothers' High School, Lewisham
- > Indooroopilly Montessori Children's House
- > St Joseph's College, Geelong
- > Xavier Flexi Schools Network
- > Edmund Rice College, Bindoon
- > St Laurence's College, South Brisbane
- > Ignatius Park College, Townsville

> **Developing and implementing the EREA Mission Sustainability (Business) Plan**

> **Developing and implementing new EREA National Policy Plus site, core programs for EREA schools and new Staff Learning System**

> **Developing, reviewing and approving policies in:**

- > Complaints Handling
- > Privacy
- > EREA Code of Conduct
- > Treasury
- > School Fee Setting & Collection
- > Retained Earnings
- > Capital Procurement



> **Undertaking the 2018 Internal Audit Plan**

> **Initiating and supporting significant EREA Gatherings for stakeholders:**

- > Principals
- > Deputy Principals
- > Business Managers
- > Identity Leaders
- > Junior School Leaders
- > School Board Chairs
- > Induction of Senior Leaders
- > Regional School Board members' Formation in Mission
- > Regional School Board members' Inductions

> **Supporting growth of leadership through:**

- > Regional Aspiring Leaders' gatherings
- > Pilot Coaching program for targeted staff
- > EREA Gender Strategy project

> **The successful management of Reflection & Reviews processes for:**

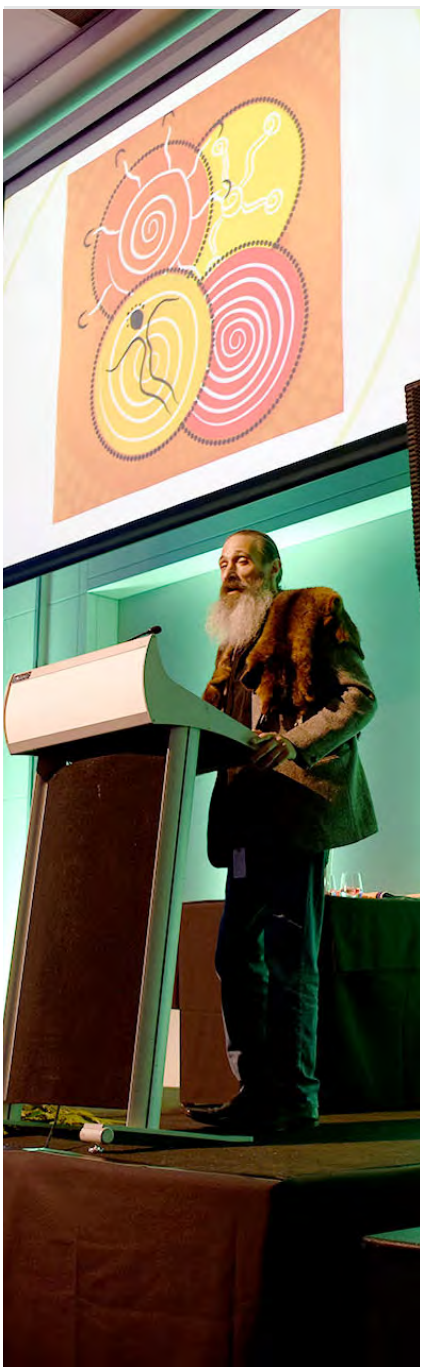
- > 12 Principals
- > 7 Deputy Principals
- > 8 Business Managers
- > 10 FLC Heads of Campus

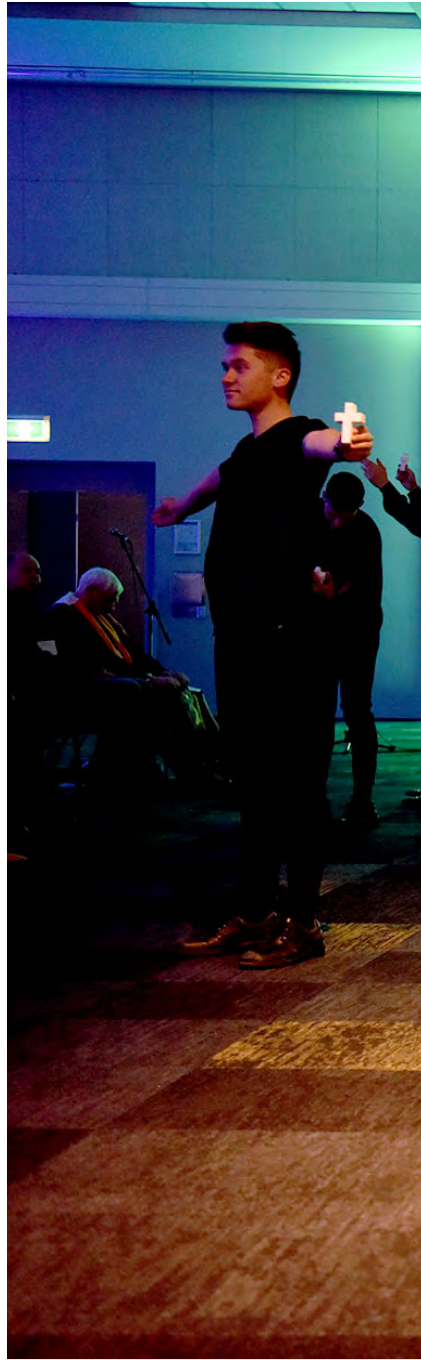
> **Conducting reviews and receiving reports on:**

- > Identity – National Core EREA Formation Programs
- > Community Profile – Staff and Students
- > Student Achievement
- > Enrolment data
- > Child Protection Data Reports
- > Quarterly Risk Reports



EREA CONGRESS 2018 - CHARTING NEW HORIZONS







Finance Report

31 December 2018

The consolidated financial report of EREA for the year ended 31 December 2018 showed that the operating surplus, once adjusted for exceptional items, was in line with budget forecasts.

The consolidated financial report was prepared on an accrual basis and in line with the Australian equivalents of the International Financial Reporting Standards (IFRS). The recurrent operating results were in line with the Key Performance Indicators (KPIs), set by the Board to ensure EREA continued to be a sustainable entity.

The attached report is an extract from the audited consolidated financial report and refers to the flow of income and expenditure from a cash perspective. It is pleasing to note that EREA, as a combined entity, performed exceptionally well during this financial year. This strong performance facilitated further investment in capital works with in excess of \$104 million being re-invested in projects throughout 2018.

The consolidated financial reports indicate that EREA received capital grants of \$2.8 million from both the Commonwealth and respective State Governments as compared with \$19.8 million in 2017. The grants received during the year represented 0.3% of total income as compared with 2.3% last year.

Total Income for 2018 increased by \$34.9 million over the 2017 year, an increase of 4.0%. Income from Government grants continues to provide a significant level of income to schools within the EREA Network. The attached graphs indicate that recurrent income from grants amounted to 49% which is in line with preceding year. Whilst this is a significant component of recurrent income, it falls well short in percentage and dollar terms, of the costs incurred in acquitting employee benefits.

Levies are paid by EREA schools to various Catholic Education Authorities, together with a Network Service fee paid to the EREA Parent Entity. The levies paid to the Catholic Education Authorities are for services provided. The Network Service fees paid by EREA schools to the EREA Parent Entity are paid from non-government sourced income and are for support and services provided, including co-responsibility support to financially challenged schools. Other services provided by the EREA Parent Entity include administration, formation and leadership programs.

The financial operations of EREA have been subject to external audit and all statutory compliance requirements have been adhered to.

Geoff Doyle – National Director Stewardship and Resources

FINANCIAL REPORT

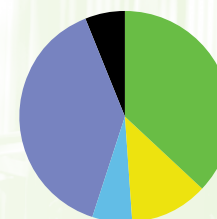
This is an extract from the audited accounts which shows income and expenditure, from a cash 2018 school year perspective, for Edmund Rice Education Australia for the year ended 31 December 2018

INCOME			\$	\$
Commonwealth Government Grants	Recurrent		325,276,093	
	Other		5,409,766	330,685,859
State Government Grants	Recurrent		100,310,131	
	Other		10,046,624	110,356,755
Capital Income	Commonwealth grants		530,810	
	State grants		2,296,729	
	Donations capital		8,788,592	
	Loan proceeds		38,827,641	50,443,772
Student Income	Tuition		343,337,780	
	Other		13,644,678	356,982,458
Other Income	Donations - Operating		1,638,360	
	Building levies		9,009,952	
	Investments		6,057,276	
	Trading activities		29,525,317	
	Other		11,762,790	57,993,694
TOTAL INCOME				906,462,538

EXPENDITURE

Total Salary Costs	Salaries		485,348,136	
	Superannuation		48,561,460	
	Long service leave and provisions		10,243,169	544,152,764
Education and School Support	Faculties and co-curricular expenses		48,318,818	
	Boarding expenses		8,125,377	
	Trading activities		18,922,197	
	Administration		58,456,630	
	Insurance		7,762,376	
	National and Regional costs including co-responsibility support		5,651,429	147,236,827
Capital Expenditure	Net payments for property, buildings, plant & equipment		104,186,900	
	Maintenance		43,648,608	
	Debt servicing (principal & interest)		47,706,428	
	Leasing costs		5,512,925	201,054,861
TOTAL EXPENDITURE				892,444,452
NET INCREASE IN CASH HELD				14,018,086

Edmund Rice Education Australia 2018 school year



TOTAL INCOME \$906.5 MILLION

- C'wealth Grants \$330.7 million, 37%
- State Grants \$110.4 million, 12%
- Capital Grants/Income \$50.4 million, 6%
- Student Income \$357.0 million, 39%
- Other Income \$58.0 million, 6%



TOTAL EXPENDITURE \$892.4 MILLION

- Salary Costs \$544.1 million, 61%
- Education & School Support \$147.2 million, 16%
- Capital Expenditure \$201.1 million, 23%



Youth+ report

Chris Smith, Chair Youth+,
on behalf of the Youth+ Leadership Team



Meaningful
educational opportunities
for young people who struggle
to engage in mainstream
education

EREA Youth+, through the Youth+ Institute, has continued to receive invitations from communities around Australia which have heard of our work and feel disempowered in their own ability to meet the needs of the significant numbers of young people unable and/or unwilling to engage with education in the local schools. Engaging in conversations with such communities is both enriching but also demanding as we face the challenge of the extent of need for flexible learning options to give young people a sense of achievement, increased resilience and, most importantly, a feeling of being welcomed with open arms into a community that is non-judgemental and in which their voices are heard.

In line with the EREA Strategic Directions, Youth+ continues to be a national leader in flexible learning, both in the establishment and operation of services or through consultancy and professional development for educational and government bodies. The need for, and level of interest in this area was highlighted at the 2018 *Doing Schools Differently Conference* where EREA Youth+ was a major partner in organising the event for the 600 teachers, counsellors, youth workers, social workers and community leaders registered.

Whilst there were no new establishments in 2018, considerable resources have gone into planning for a new school in Newcastle, NSW, and campuses of existing flexible learning centres in places such as Carnarvon, Western Australia and Ayr and Bowen in Queensland. All will commence operations in 2019.

Youth+

Marlene Moore

Xavier

Wollemi

South East

Central West

Hemmant FLC
Deception Bay FLC
Noosa FLC
Gympie FLC

Townsville FLC
Ipswich FLC
Centre Education Prog (Kingston, Qld)
Inala FLC

Mt Isa FLC
Rockhampton FLC
Albert Park FLC
Southport FLC

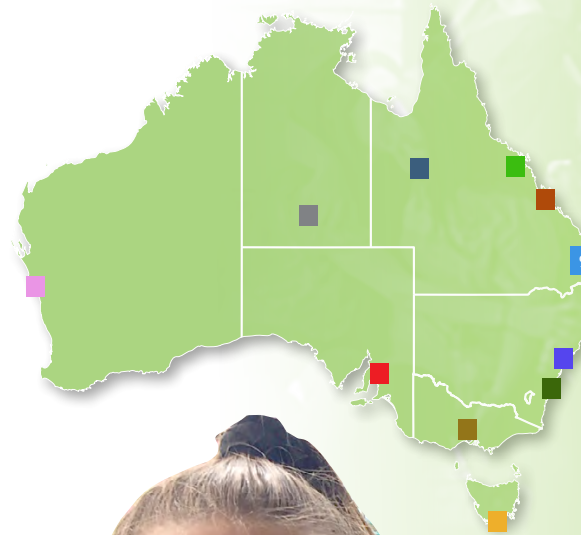
St Joseph's FLC North Melbourne
Wollongong FLC
St Marys FLC
St Francis FLC Hobart

St Joseph's FLC Alice Springs
Geraldton FLC
FAME (South Australia).

In light of the complexity of the South East Network, covering NSW, Victoria and Tasmania, it was decided that the network would be restructured for 2018 and a Co-Principal, Ivan Mahoney, appointed to take responsibility for the NSW schools. The intention is that the South East Network will formally split into South (Victoria and Tasmania) and East (NSW) in 2020.

Individual network reports show many of the innovative ways in which learning can occur in our flexible learning centres. Whilst there is a solid emphasis on teaching there is also a recognition that wellbeing and safety are essential foundations for learning to occur; hence the emphasis on wellbeing frameworks and on being faithful to our philosophy of common ground and operation by principle. In all these ways, we continue the legacy of Edmund Rice who, in 1802, also educated in a way that focused on developing the fullness of humanity.

Chris Smith – Chair Youth+, on behalf of the Youth+ Leadership Team



Youth+ Schools

- Geraldton – FLC
- St Joseph's FLC, Alice Springs
- Mt Isa – FLC
- Townsville – FLC
- Rockhampton – FLC
- Gympie – FLC
- Noosa – FLC
- Deception Bay – FLC
- Albert Park – FLC
- Centre ED Program – FLC
- Inala – FLC
- Hemmant – FLC
- Ipswich – FLC
- Southport – FLC
- St Marys – FLC
- Wollongong – FLC
- St Joseph's FLC, North Melbourne
- FAME – FLC
- St Francis FLC, Hobart



Central West Flexi Schools Network

Principal: Mr Gerard Keating

The Central West Flexi Schools Network (CWFSN) focuses on supporting young people disenfranchised from mainstream education to engage in a program to enhance their educational and wellbeing outcomes. We strive to provide pathways for our young people to 'have life in all its fullness' (John 10:10).

In 2018, Peter Romeo was appointed as Business Manager for our Network and Emanuela Simos was appointed into a Network Leadership role with a focus on Policy and School Improvement.

As a Network, we continued to develop our understanding of Trauma Informed Practice through professional development programs run by the Berry Street Institute and Reboot. The integration of this into our Youth+ Practice framework is continuing.

Key Achievements

FAME FLC in Adelaide continued its very successful end of term community day and music gig. The work of a small committee to find a permanent home for FAME is ongoing. The success of five young people completing all the requirements for the SACE, along with a number who will also complete early in the new school, year is a testament to the great work of all our FAME team.

St Joseph's Alice Springs maintained its good interaction with families and the Alice community. The relocation of our service from Anzac Hill to part of the Bloomfield St BIITE Campus has been challenging. However, this will finally provide a home for St Joseph's into the future. Our educational achievements included the eight young people who completed the requirements for the Certificate 1 in Hospitality, 14 young people who completed the Certificate 1 in Functional Literacy, and five young people who completed the Certificate 1 in Vocational Pathways. The continued engagement with the Duke of Edinburgh program saw 12 of our young people complete the Bronze Award and six others completed the Silver award. Our pastoral highlight was the incredible success of the Girls' Canberra Immersion that included some young women who, until engagement with our Outreach Program, did not leave their home areas. A number of these young people did then successfully transition onto our on-site class programs. These achievements would not be possible without the hard work of our Alice staff team.

Geraldton FLC continued its rebuild from 2017 and was able to establish a positive partnership in the community. The continuing focus on enabling young people to become better learners, the community engagement programs for the Senior Transition group who completed the Certificate 1 in Industrial Skills through the local Durack TAFE, and work experience with local organisations, has been a significant development. It was also exciting to see two of our young people participate in the sailing expedition on the Leeuwin Ocean Adventure which was sponsored by the Geraldton Shire Council.



We look to take further steps in each community to bring capital development plans to fruition in order to create quality learning spaces for our staff and young people as well as securing permanent homes for each of our Flexi schools.

We continue to deepen our understanding of, and commitment to, being a Catholic School in the Edmund Rice tradition. The increase in our staff retreat days and the involvement in the EREA Formation and Immersion programs will support this in 2019.

Xavier Flexi Schools Network

Principal: Mr Tim Young

Xavier Flexi Schools Network consists of four separately registered non-state schools: Townsville Flexible Learning Centre, Ipswich Flexible Learning Centre, Inala Flexible Learning Centre and Centre Education Program. Full time enrolments increased from 420 in February to 443 in August. The Network now includes three schools which have reached their maximum enrolments. The Inala FLC took handover of their newly built premises late in 2017 and commenced full time operations from there, beginning in 2018. They have space for additional young people and they will build their numbers slowly across the next few years.

Education in Faith

Professional development and formation of staff continued to be a priority in 2018. The New Staff Conference conducted at the Gregory Terrace Playing Fields at Tennyson provided an induction and orientation. There were many other times when leaders and staff came together throughout the year.

Student Wellbeing

The four schools which constitute the Network annually set Strategic and Operational Goals and work to implement these. Achievements in 2018 by school site include:

Centre Education Program

- > Modifying the enrolment process, which resulted in initial face to face contact experienced by young people and their families/carers, with the staff with whom they will work most closely.



- > Developing a program for the purpose of engaging highly disengaged young people who experience limited success with our current programs. This resulted in the creation of the Engagement Group which is currently working with notionally 15 young people and had two young people successfully graduate year 12 last year, and three students transition onsite to The Centre Education Program.
- > Developing a memorandum of understanding with HeadSpace for the provision of immediate and ongoing care for young people in our community with mental health concerns. This has seen several young people successfully engage in 1:1 counselling and group programs at HeadSpace Loganlea, allowing them support more quickly and in more comfortable situations (i.e group programs and sessions on site). HeadSpace also made themselves present and available to support young people after the death of a staff member at the start of the year.

Inala Flexible Learning Centre:

- > The creation of secret women’s business and young men’s business days to explore gender, culture and community whilst also creating a different relationship dynamic within the Flexi community.
- > The creation of the “Inala Flexi Farm and Orchard”. We are growing over 15 species alongside numerous sustainability practices such as the reduction of plastic use on site, bottle recycling, creation of a communal compost bin and a worm farm.
- > A continuation of the health and fitness programs; PCYC Blue Edge, Boxing, Cross Fit, and Staff vs YP sports days. The involvement of members of the wider Inala community working alongside our young people brings a respect for self and others in the in the wider community.
- > The facilitation of Inala first five day cultural immersion experience at Carnarvon Gorge.
- > The creation of art projects around the school to beautify and promote our values.

Ipswich Flexible Learning Centre:

- > Cultural immersion program supported by local indigenous workers to develop understanding of local culture and relationships.
- > Development of a pilot reading program undertaken by YP with specifically employed teacher aides to staff the one-on-one reading process.
- > An adventure based learning program that included a 10-day trip to Dubbo – Canberra – Sydney, and five 2 night /3 day camps to Caloundra.

Leadership & Management

The Xavier Flexi Schools Network Board, chaired by Tony Macksey, invited Heads of Campus or Xavier Support Team members, when available, to talk and share insights learning much about Flexible Learning Centre operations.

The Chair Youth+ continued to lead the Youth+ Leadership Team who met twice a term. This team is comprised of the Chair, Director of the Youth+ Institute and the five Network Principals from across Australia.

Community

Master plans were developed for each site during 2018. It is planned to lodge a Capital Application for the Inala site in 2019 and for other sites after some further planning in 2020.

Each site also completed a new Strategic Plan in 2018. The Network Team also completed a Plan which was ratified by the school Leaders at our final School Leadership Teams retreat in November. This is expected to sharpen the strategic focus across the network from 2019.

Finally, it should be acknowledged that wonderful community celebrations punctuated 2018, including weekly community meals, NAIDOC and Sorry Day events supporting Reconciliation, and the end of year Senior farewells, fittingly acknowledging the transition of another group of students. These celebrations continue to demonstrate the support which each Flexible Learning Centre provides to the whole community.



Marlene Moore Flexi Schools Network

Principal: Mr Paul Flanders

As well as strengthening our curriculum offerings and accredited learning options for our young people, staff professional learning has focused on embedding Indigenous perspectives and differentiations, and supporting students with disabilities.

Literacy Support Programs

A number of schools in our network have implemented programs to support one-on-one reading support programs. Some of these include engagement of community volunteers and dedicated learning spaces - reading rooms.

Our staff and young people have engaged in project-based learning through collaborative partnerships across our network and developed Enterprise Learning projects with community organisations in local areas.

Community partnerships through Enterprise Education and Media Projects

Partnership with Japara Aged Care Facility and Noosa FLC to:

- > Run a café providing our young people with work experience; to create an outdoor garden space for residents and to connect with local residents through service learning, and
- > Create a short film aimed at staff workplace training.

Gympie FLC produced an award winning film 'Brainstorm'. This project was the result of a collaboration between our FLC and the Gympie Network Mental Health Sub-Group and was sponsored by the Gympie Regional Council and On Track Community programs. The film tells of the struggles and challenges that teenagers experience and provides hope, reassurance and inspiration for young people to overcome life's obstacles.

The Flexi-Force landscaping and maintenance team at Hemmant FLC has provided young people with practical skills and work-readiness opportunities in the labour market. They mow, whipper snip and clean up yards in a successful enterprise education initiative.

The Lowitja Foundation Project worked with Aboriginal and Torres Strait Islander young people and staff, and Aboriginal & Torres Strait Islander researchers Dr Marnee Shay (UQ) and Professor Grace Sara (QUT).

- > This project explored culture and identity with Aboriginal and Torres Strait Islander young people at Hemmant FLC through the creation of visual art (paintings, drawings on traditional totems of the Quandamooka people) and the production of an original song clip, featuring the song writing and performance talents of young people, with support from music and media staff at Hemmant and Gympie.



Community service partnerships, Advocacy and Edmund Rice Education Beyond Borders

- > Our schools continue to engage young people in community service such as the Community Meals Program (hosting Saturday lunches for local community organisations and local community members who engage with them), and Backyard Blitz and lawn mowing services within the local community.
- > Rites of Passage program supporting young men aged 14-18, operating in partnership with local members of the RSL.
- > Participation in ERA for Change advocacy events such as the Lantern Parade.
- > Our first Marlene Moore Flexi School Immersion to the Philippines with four staff and four students from Deception Bay and Hemmant Flexi schools.



Outdoor & Adventure Based Learning (OABL)

An ongoing commitment to OABL across our network saw joint adventures to Fraser Island (Gympie and Noosa FLC) as well as camps to Stradbroke Island (Hemmant FLC), taking advantage of the natural surrounds of the bays, beaches and bush venues, through stand-up paddle boarding, canoeing and mountain biking.

South East Flexible Schools Network

Principals: Ms Chloe Hand, Mr Ivan Mahoney and Mr Ted Javernik (Acting)

In its response to supporting young people previously disengaged from education, 2018 has been a year of continual growth for the Youth+ South East Flexible Schools Network.

The young people of **St Joseph's Flexible Learning Centre, North Melbourne** have experienced highlights in various teaching and learning programs including:

- > A Careers Day where young people were given the opportunity to engage in career development curriculum;
- > The Lake Mountain snow trip;
- > The Enterprise Sailing Trip for the Girls;
- > The "In Case Of ..." Art Exhibition Emotional Emergency Kit Project - items that make students feel safe or comforted in a time of crisis, with awesome artworks displayed at school and in the Arts House in North Melbourne, and
- > 'Journeys: Provoke Your Mind' photographic exhibition.



St Joseph's Flexible Learning Centre, Geelong campus is continuing to establish itself into its new space within their growing Flexi community, including commencing a class to focus on culture for a cohort of indigenous young people. Throughout the year, the young people of Geelong have experienced an abundance of new learning experiences including:

- > A fantastic sports day;
- > Surfing expeditions, and
- > An emotional camp for the VCAL students which took them to various locations in Tasmania, including a visit to the St Francis Flexi in Hobart.

St Francis Flexible Learning Centre, Hobart is continuing to bring positive changes to the community as it continues to grow. The enrolments are now over 90 young people! With its most successful year to date, the St Francis community concluded the 2018 school year with their first ever formal when young people dressed up in their formal attire. This was supported by the Hobart community with donations of suits, dresses and food. In addition, the young people enjoyed a range of various offsite activities including:

- > Weekly Parkour sessions with a Parkour instructor;
- > Weekly visit to YMCA Glenorchy to work with a personal trainer;
- > Exploring the many bush walks of Hobart;
- > Learner drivers' program with a number of young people obtaining their L's, and
- > A full day experience on the Windward Bound, learning to sail one of the Tall Ships!

Wollongong Flexible Learning Centre

- > Great strides in our engagement with local community and in our relationships with local Aboriginal elders.
- > Expansion in our engagement with the Project Warrior personal development and fitness program.
- > Skills and confidence developed through performance, rehearsal and training with Nitro Circus.
- > Successful participation in local OzTag competitions.

St Marys Flexible Learning Centre

- > The establishment of our Aboriginal Cultural Group that developed our own acknowledgement of country, conducted cultural activities and began a regular smoking ceremony with input from local elders.
- > Work with our local Neighbourhood Jobs Program providing fantastic work experience for our young people.
- > Our inaugural Community Day and Sausage Sizzle which resulted in some amazing feedback and support for our school from the local community.



Wollemi Flexi School Network

Principal: Mr Peter Tracy

In 2018, the Wollemi Flexible Learning Centre Network (Mount Isa, Rockhampton, Albert Park and Southport FLCs) had a distinct focus on developing its strategic priorities that align to the EREA Touchstones. Significant time was dedicated to having an inclusive process of gathering information from all staff to ensure they were intentionally being authentic to the EREA Touchstones. The process enabled us to have a closer look at the Touchstones and to re-interpret them so that they gave meaning to their day-to-day work. In essence, they made the Touchstones practical and real, with the end product being a simple, easy to read one page document that we all own.

By way of example, for Liberating Education in 2019, Albert Park FLC will have a distinct focus on teaching practical life skills and self-advocacy through an arts-focused curriculum. Mount Isa FLC will work to ensure the school is known as a place of learning and that there are clear transition pathways available for the young people. Rockhampton FLC will encourage young people to take ownership for their own learning and Southport FLC will look at developing young people's life skills with an expansion of the VET offerings at the school. All very different interpretations of the same Touchstone but locally contextualised to suit the individual needs of each school.

The development of the strategic priorities during 2018 built on the great work that was happening during the year. Some of the many highlights were:

- > Albert Park celebrated 150 years of education being conducted on the current school site and this included unveiling of the commemorative school front gate. Another significant achievement was the SCHEMA project in which Albert Park FLC partnered with Griffith University in a drug and alcohol performance project. The culmination of work by many staff and young people led to a successful public performance and to skills developed in the performing arts for the young people involved.
- > Southport moved into the new school site and hosted the official opening of the school. Moving into a new school site has seen a whole range of changes to the running of the FLC, including increased enrolment.
- > Mount Isa had a strong focus on consolidation of practice for the whole staff team. Staff participated in a range of professional development opportunities which included a purposeful whole team, three day visit to another flexible learning centre and team training in implementing a whole brain trauma informed approach to education.
- > Rockhampton had new staff which brought increased opportunities for young people to engage in sailing, small engine repairs and woodwork. A group of young people have been instrumental in creating and building a community garden at the school. The whole school has put an enormous amount of time into running camps, culminating in a hugely rewarding event that was held as part of Child Protection Week.



western REGION



Edmund Rice College

Bindoon

Principal: Mrs Marie Barton



This year we embarked on another exciting chapter with the introduction of our new identity: Edmund Rice College. There are many dreams and possibilities that enable us to provide the best education possible for all of our students while honouring the trust their families place in us.

This year we have undertaken an extensive review of our curriculum and VET offerings. As a result we have developed a very exciting model that builds on the work that we have been doing while acknowledging that times are changing and students require additional skills as they enter the work force.

We celebrate diversity in so many ways within our community and are extremely fortunate to have a wonderful VET and Options program, which extends the gifts and talents of our students. With the skills of the trainers and teachers the children are immersed in a variety of hands-on activities that we are known for in the wider community.

This year we have also celebrated the 80th birthday of the school with a high tea on Open Day. It is important that we remember the strong, resilient woman, Catherine Musk, who donated her farm to the Christian Brothers, allowing a farm school to be established – and this in an era when students physically built the school!

Edmund Rice College is a place where, in the past, there have been many wonderful milestones as well as many injustices. Our College – students, staff and parents – continue to deal with

this difficult reality

in its history. Our school, because of its unique story, has often taken the first steps down the road of justice and solidarity. We hope that our honesty, openness and strength have helped others.

Jesus showed us how to live in the world with one another and, in the best way he could, showed us what God is like. Blessed Edmund Rice began his work over 200 years ago in Ireland. We continue his work and are privileged to be able to carry his name forward into our future.

Our College has had a number of names throughout its history and there were many people who have brought it to this place. It is now the task of our current and future students and staff to continue to build this great community and influence its legacy. Our school has begun a new era – an era of healing and hope - an era that will be known as Edmund Rice College, Bindoon.

We will build on the strong foundations, resolve and resilience of all who have lived and learned here – in the name of Edmund, in the name of Jesus.

This year also saw the introduction of an initiative born out of an idea that our Deputy Principal Paula Bacchiella had during the EREBB India Congress. An invitation was extended to St John's, Chandigarh, India, and CBC St John's, Parkland, South Africa, for their students to come to visit us in Australia, to experience an authentic Aboriginal Cultural and Australian Farm Experience. Our hope is that each year staff and students will travel to one another's schools, get to know each other and be truly immersed in the culture of another place.



Christian Brothers' College Adelaide

Principal: Mr Noel Mifsud

Christian Brothers College celebrated 140 years since the College Foundation Stone was laid on the Feast of the Assumption, August 15th 1878. CBC celebrated throughout 2018 with a range of activities and commemoration events including:

- > A Celebration for staff in the rotunda at the Adelaide Zoo. Staff were treated to CBC hospitality and music from Old Scholars.
- > Our Year 12 Careers breakfast brought together the entire Year 12 cohort and over 70 Old Collegians, Board members (past and present) and Industry leaders. Guest Speaker Paul Vasileff (Former Old Collegian and 2017 Young Australian of the Year) motivated students via a live feed from Paris.
- > The CBC 140 Year Mass at St Francis Xavier's Cathedral. Mass was celebrated by College Chaplain Fr Charles Gauci (who was ordained Bishop of Darwin in September 2018).
- > This Mass was followed by a CBC community street parade and police escort from Wakefield Street to the College ovals where students gathered for activities and a whole school photo.
- > The 140 Year Purple and White Ball was held at the Adelaide Entertainment Centre. Once again it featured the music of CBC Old Collegians and was hosted by ABC radio announcer, Mr Jules Schiller.
- > CBC Music and Art faculties combined for a 140 event to showcase the amazing abilities of our boys with a display of creativity and talent, including musical performances from the Junior and Senior campuses and a range of art pieces from both current students and Old Scholars.



- > The 140 Speech and Awards Night, attended by over 2,000 people at the Adelaide Entertainment Centre, acknowledged student achievement and showcased CBC performing arts through numerous choir and ensemble acts.
- > The College was excited to launch our 140 Celebration book *A School on a Mission: 140 years of CBC on Wakefield Street*, written by Lingard Goulding and launched by guest speaker Brigadier Ellis Wayland. Later in the year, the College also celebrated two other significant milestones:
- > For the second consecutive year, our community

celebrated 100% SACE completion. It is a significant achievement to know that after 13 years of compulsory schooling, every CBC boy has achieved the certificate. In many ways, it is a wonderful example of a liberating education win action. And, > We celebrated 12 years of dedicated service by our Principal, Mr Noel Mifsud. Noel has been a visionary leader for CBC, highlighted by the building of our Junior Campus, the expansion into Early Years, our connection with Asia, our commitment to boys' education, and more recently, the commencement (and now near completion) of our Centre for Innovation and Learning. In his final speech, Noel, our first lay Principal, wrote: 'As I leave the familiar shores of CBC, I thank you for allowing me to see the mystery of childhood unfold in our College community - for allowing me to experience the joy and satisfaction our noble profession of teaching provides'. We take this opportunity to thank Noel for 12 wonderful years at CBC, and wish him every success for the future.

Christian Brothers' College Fremantle

Principal: Mr Domenic Burgio

'Today's boys ... tomorrow's gentlemen' captures the CBC Fremantle journey from the decision to enrol, to the graduate who hangs up the green blazer and goes out to bear witness to Gospel values. The journey is signified by the ellipsis and is underpinned by the EREA Touchstones every step of the way.

The challenge is to bring the Touchstones into the awareness of our 21st century learners and make them a part of their understanding of the values of their education. This year the College produced sets of banners for every classroom with images of our students engaged in activities that provide a tangible illustration of how the boys are living out the Touchstones.

The banners complement a new and beautiful art piece that was installed in the main area of the College in the Cloisters. The bronze sculpture was created by local artist Greg James and depicts Blessed Edmund Rice sitting on a stone bench with his left hand reaching out to a pile of four tomes each labelled with a Touchstone, suggesting the solid foundations of an Edmund Rice education. In his right hand he balances a book entitled *The Life of Nano Nagle*, honouring the influence the founder of the Presentation Sisters played on his life and symbolising the value of women in the male-centric order of the Christian Brothers. The figure is dressed simply in the religious garb of the day, with well-worn



shoes signifying his life amongst the people that is also reflected in his warm yet serious face. There he sits in the College Cloisters amongst the students, often accompanied by boys eating their lunch and talking with their mates, and the bronze patina is already receiving a shine due to friendly back rubs and passing pats.

The College also engaged ceramicist, Jenny Dawson, to create a mosaic in the centre of the Cloisters and give a voice to the four Touchstones. The design features the EREA Indigenous symbols etched against an ocean blue background and circled by screen-printed tiles with images from the College archives. The two art pieces were blessed at the Opening Mass at the beginning of the year, with Blessed Edmund seated at the edge of the altar, taking a special part in our community event.

These stunning features have been incorporated into the Retreat program at the College, and the story of Edmund takes on a far deeper poignancy with all of the boys able to see and touch the man. It is a joy to observe the students hasten to show their visiting families the figure and explain what it means to the College, and the mosaic depiction of the Touchstones has been very successful in generating a deeper interest and discourse amongst the students.

CBC continues to create dynamic opportunities for students to embrace all four Touchstones, particularly in the areas of Service Learning and the Immersion programme. In 2018, the College ran the first Peru Immersion with 13 students travelling to Lima to build a home for a family in need with Christian Brothers, Paul Keohane and Stephen Casey. The experience was phenomenal for the boys who participated, and the Immersion is planned again for 2019, with a father and son contingent.



Trinity College East Perth



Principal: Mr Shaun Kenny (Acting)

It gives me great pleasure to provide a snapshot of life at Trinity College in 2018. We continued to provide a broad, balanced education based on our four pillars: Faith, Academic, Culture and Sport. Our faith-based education involves a threefold approach: head, heart and hands. The 'head' aspect is covered through our Religious Education program for Years 4 to 10 and the Religion and Life courses, for Years 11 and 12. The 'heart' component is conveyed through our extensive retreat programs, while the 'hands' component is encouraged through the generous and enthusiastic participation of students and staff in our Christian Service programs. These programs continue to provide many opportunities for our students and staff to serve others and to learn from these experiences about living out their faith.

Our second pillar is that of Academia, with an intention to provide every student with a first-class education. Whether our students are in Year 4, 12 or somewhere in between, we aim to provide a broad and rich curriculum and learning experience. Our Year 12s did exceptionally well in their external examinations with one Trinity student being awarded a Subject Exhibition in Mathematics Applications for obtaining the highest examination mark in the course. Three Trinity students received a total of four Subject Certificates of Excellence (awarded to students who are in the top 0.5% in a course). Furthermore, the College achieved a 98% success rate for Secondary graduation (achievement of the Western Australian Certificate of



Education – WACE) for the 188 Year 12 students of 2018. We also opened two new innovative learning spaces – our Junior School STEM Room and a state-of-the-art Virtual Reality Classroom in the Senior School. In our Cultural pillar, we continue to provide opportunities for students to be involved in areas such as Music, Art, Dance and Drama. Through formal curriculum and optional activities, the boys continue to develop their skills.

For the first time in over 20 years,
we put on our first full school musical – *The Pirates of Penzance*, which was an outstanding success.

Trinity continues to perform to the highest levels in the Performing Arts Festival for Catholic Schools and Colleges. For the fourteenth consecutive year, we have been awarded the Zenith Music Award for the most outstanding school in the festival.

Under our Sports pillar we continue to ensure that every student participates in both a summer and winter sport, as well as being given the opportunity to compete in the Swimming, Athletics, Surfing and Golf inter-school competitions. We had two of our Year 12 students selected to represent Australia at the Youth Olympics in Buenos Aires in the sports of Freestyle Wrestling and the

400 Metre Hurdles – an outstanding effort by both boys.

On a sad note, as a College we farewellled Mr Ivan Banks, the College's longest serving Headmaster. From 2007 until 2018, Mr Banks distinguished himself as a Headmaster of outstanding qualities and character, and he has left a legacy that will be with us for many years to come.

St Paul's College Gilles Plains



Principal: Mr Paul Belton

In 2018, St Paul's College celebrated its 60th year as an Edmund Rice school. The theme for the year was 'Celebrating our Pride' and we have much of which to be proud. From very humble beginnings, the College has grown into a thriving example of an authentic Edmund Rice Catholic school.

Throughout the year there were many highlights and celebrations, none more wonderful than our 60th Anniversary Gala dinner. Our guest of honour, Fida Hussain, inspired the gathering with his amazing refugee story of humility, courage, gratitude and perseverance. Another great highlight was our annual Edmund Rice Day Mass which, for our 60th anniversary year, was held in St Francis Xavier Cathedral in Adelaide. It was a beautiful celebration of our diverse College community. Many reunions were held to welcome back Old Scholars from across the decades. Many wonderful stories were told especially by those who were in attendance the very day the College began. How times have changed!

The year was again full of highlights across the four strategic areas of the college. From our Inspiring Academic Excellence area again came excellent academic results across the whole college. The development of STEM classes in the middle years and the ongoing preparation for an integrated, project-based approach to middle schooling has set the College up for the inclusion of Year 7s into the secondary setting in 2019.

The Learning Council, in its second year of restructure, has continued to drive our St Paul's pedagogical framework.

It was most

encouraging to see the increased presence of our families during celebrations such as Mothers' and Fathers' Days, Grandparents' Day, Information Evenings, Liturgies and our very successful Parent Education Evenings. With over 30 different languages spoken in our homes, the need to connect with our families continues to grow.

In an extremely courageous move, the College both remodelled and reduced our fee structure. Nurturing Stewardship is an area that requires us to both build and sustain our College, particularly from a moral and infrastructure point of view. This reduction in fees, together with sustained resource development, has ensured success in this area.

Most importantly is our core commitment to Living Faith in all we do - from wonderful liturgies to an extensive Christian Service Learning program. Our students and staff actively live our faith. The Year 10 St Vincent de Paul Breakfast Program for Homeless men is a wonderful example of this, as is our commitment to working with the Special Olympics and SCOSA associations. Our continued development of programs that include our multi-faith population (e.g. Turbans of Trust) help us develop a greater appreciation of the EREA Touchstone 'Inclusive Community'. St Paul's continues to succeed across a myriad of sports and activities. Our musicians again had much success at the Generations in Jazz festival and individual students represented the state (and country) across several areas. Ben Rocca, for example, won several gold medals at the national Swimming Championships.

As we move into a new decade of Edmund Rice Education Australia, St Paul's remains at the forefront of 'Charting New Horizons' with our commitment to inclusivity, to support the marginalised and to social justice while providing an excellent holistic education.



Rostrevor College Woodforde

Principal: Mr Brian Schumacher

Our 2018 student leaders chose 'The Year of Recognition' as their theme for 2018. In seeking to recognise the contribution and achievements of every boy at Rostrevor, they also sought to emphasise how Rostrevor is shaped by the presence of every member of our community.

School registration renewal, the completion of the College's five-year strategic planning cycle and the commencement of a new Principal certainly provided fertile ground for our community to review most aspects of College life in 2018.

Celebrating the 95th year since our founding in 1923 was cause for many celebrations while we pondered who we are called to be on the eve of our second century of education in the Edmund Rice tradition. Our 2018 Year 12 cohort continued the trend of outstanding SACE results with 100% of boys in the graduating class fulfilling the requirements of the South Australian Certificate of Education.

While such results speak to our capacity to provide an entire cohort with access to the liberating effects of completing secondary education, we were also delighted by the number of boys who achieved the highest accolades in their respective subjects. College Dux, Cyril Saji, was awarded the Tennyson Medal for first place in English Literary Studies, the first time it has been awarded to a boy in the last eight years. Three of the Year 12 Visual Art students have been featured in the 2019 SACE Art show which exhibits the



top 100 art and design works from across the state. Whenever one visits Rostrevor College, or meets with a group of our Old Collegians, the diversity of our community is immediately apparent. With this in mind, we were especially proud of achievement of SACE by all of our Year 12 Aboriginal and Torres Strait Island students. Their success is evidence of the key role that Rostrevor plays in supporting the national agenda of closing the gap in secondary school completion. 2018 was also a year in which we took new steps to enhance the level of expertise within our Inclusive Education Team, increasing our capacity to help more boys achieve success at Rostrevor.

During the year, we celebrated the 30th Anniversary of our India Immersion Program, with many of the original group of students on hand to wish our 2018 pilgrims well. We were also reminded that this wonderful experience was the work of a persistent Year 9 lad and an attentive Brother who responded enthusiastically to the challenge of creating a real opportunity for Rostrevor boys to make a positive impact on the world beyond their local community.

Earlier in 2018, a small group of students, fathers and teachers also enjoyed our second Sri Lankan Cricket Tour. With a similar purpose to the Indian immersion, the Sri Lanka Tour brings people from vastly different communities together through their love of cricket. While some of these bigger initiatives linger in our memories, one cannot overlook the smaller, sometimes daily, acts of generosity that make for a well-rounded education; helping in the study skills centre or cooking a BBQ for the prefects' charity all contributed to a much larger community effort to make the world beyond our gates a better place for everyone.



Aquinas College Salter Point

Principal: Mr David McFadden

Aquinas College succeeds primarily because of its culture, which predominately derives from teaching young men moral values and Christian principles that strengthen our society, model kindness, tolerance, empathy and respect for others.

Ultimately Aquinas College strives to instil the importance of an inner spiritual life that helps boys shed societal stereotypes.

The College provides wonderful adult role models, both men and women, who encourage boys to discover the good within themselves, empathy for others and the importance of simple acts of service and kindness.

In 2018, the College introduced a number of significant initiatives to meet future demands. The separation of Middle (Years 7-9) and Senior Schools (Years 10-12) is now well established, and the adjustment of the academic years within the Senior School has also been embraced enthusiastically.

A new format of term goal setting reports that reflect on Academic Studies and Character, an expansion of the Arts in Junior and Middle Schools, new options in Global Studies and Innovation and Enterprise, and the launch of Middle and Senior School

Leadership Challenge and Reading Programs were some of the key changes across the College in 2018. The Veritas Program was also introduced in Middle School and Year 10, focusing on character education, study skills, mental health, relationship skills, cultural competency, leadership and social justice.

The Aquinas College Junior School, for the first time since its inception, became a primary school with a full complement of year levels in 2018, from Kindergarten to Year 6. Junior students were also introduced to a new and dynamic Leadership and Service Learning program this year, becoming active participants in a variety of activities and new initiatives aligning with the College's Catholic values of supporting those in need.

As well as classroom works, a new staffroom and new Year 12 common room, the major refurbishment works for College boarding students, comprising the construction of a new boarding house for Year 7 boarders, and refurbishment of the three older boarding houses, were successfully completed.

Early in 2019 the work on the Chapel will be completed, including moving the northern wall and other internal work, increasing its capacity to 600. This increase will enable whole-school masses and Graduation ceremonies to be held in the Chapel. It is wonderful to see that the Chapel will again be, metaphorically as well as physically, the centre of the College.



eastern REGION



St Pius X College Chatswood

Principal: Mr John Couani



Our theme for 2018 was *Stewards of Creation* following the Papal encyclical letter, *Laudato Si*. We enacted many initiatives to ensure that the school actively acknowledged our shared responsibility to respect and recognise God's presence in all parts of the Earth.

A particular feature of the Gospel is the inclusion of Indigenous Spirituality in our life here. On November 19, the student and College leadership team visited our shared (with Christian Brothers, Lewisham) Retreat Centre at Terrigal. Previously known as Huntingdon House, the Centre was re-dedicated as *Workul Koo*, which means 'One God' in the Darkinjung language. The Darkinjung people are the traditional owners of the Wyong and Gosford regions. Our Aboriginal ambassador, Kaleb Taylor, who is based at Christian Brothers, Lewisham, performed the smoking ceremony to mark the occasion. Father Paul Finucane presided at Mass at the Centre, which was attended by Mr Peter Leuenberger (Deputy Executive Director of EREA), Board Members, student leaders from both schools, as well as staff.

To facilitate our connection with the wider community the College launched its App in February this year. This has allowed us to communicate quickly and effectively with people both near and far. We are also in the process of upgrading our website. Student reports are now available online as are many other school-related resources. We were also pleased to acknowledge, at Founder's Day, staff members who have served the

College so well for over 20 years. This Touchstone guides our holistic approach to education at the College. As such we aim to educate students spiritually, academically, socially and physically. An important aspect of this aim is to ensure all people, staff and students have an opportunity to extend themselves. The 2018 HSC results were particularly impressive. Joshua Rayner, an outstanding all-round student, was Dux with an ATAR of 99.45. He was one of six boys in the prestigious All Rounder Achievers' list. Jasper Choi gained First Place in New South Wales in the History Extension Course. Hunter Clarke's HSC performance was of such a high standard that he was invited to present it on stage at the prestigious 2019



ENCORE Concert held in the Concert Hall of the Sydney Opera House. In addition, Jack Moran was nominated for ARTEXPRESS and Callum Stephen was also shortlisted for OnSTAGE as a result of his fine presentation in Drama. The results were very strong at the top end of the range with 17 students achieving ATARs above 95, and 28 students with ATARs over 90.

A number of initiatives gave practical form to our Touchstone of Justice and Solidarity. The very successful Drought Appeal in October raised \$30,000 for the Coonabarabran community, with whom we have a close relationship. The aim of this appeal was to raise funds for people in drought-affected areas but also to promote a sense of community between the mainly city-based students at the College and those who live in the harsh conditions of the outback. At Founders Day, four students from St Ignatius Riverview spoke about their families' experience of drought. In other Social Justice initiatives, the biennial Kokoda expedition supported Callan Services in New Guinea as part of their experience.

St Patrick's College Strathfield

Principal: Dr Craig Wattam

Our College's 90th birthday was celebrated during 2018 with a number of Old Boys coming back to the College to share their stories with the students at assemblies. Our current students enjoyed taking visitors on tours of the campus, with a display of the history of the College being a special highlight. A commemorative tie-pin marked this year as a special one for all boys.

The College theme for 2018, chosen by the student leadership team - "Arise, for it is your duty. We are with you; so have courage and act!" - from the book of Ezra proved to be an apt choice for us as an Edmund Rice school, where the works of justice and advocacy are inextricably linked with our commitment to our faith practice.

Our College community continued to work actively in the name of the 'other' with initiatives and activities including, but not limited to, Night Patrol volunteering, Detention for Detention, our massive Lenten Fundraising program, Work and Welcome program, Terracycle, Winter Sleepout and our sustainability work in and around the College. A dedicated space for Faith in Action and Social Justice teams was created and named the Bangawarra Room.



Our Touchstone focus for the year was Gospel Spirituality and this allowed us to link all our efforts in justice and charitable works to the imperative of the message given to us by Jesus. The Identity of our College has been articulated in a new document, entitled *Our Formation Vision*. This vision outlines the faith formation practices and understandings that we subscribe to at St Patrick's and spells out the path we walk together in faith. Student leadership structures were refined during 2018, to see Year Ambassadors appointed to each year group. These students worked closely with the Student Leadership Team, identifying concerns with their relevant cohorts and working on ways to address these with the wider student body. In continuing to promote the student voice in the College, we sought to increase opportunities for students to engage formally and informally in decision-making arenas.

One area in which Year 11 boys were given a new opportunity was to provide a student representative voice on College Board committees. The addition of a senior student has proven to be a very positive and dynamic move.

The academic profile of the College was well and truly maintained with stellar results being earned by the graduating class. This group did themselves proud, not only with their learning but also in terms of their leadership of the College. They graduated with dignity and style and set a new benchmark for others to seek to emulate. The institution of a new High Achievers' Assembly during 2018 afforded a more formal opportunity for us to recognise the achievements of students in the HSC. Even more importantly, and as our College Mission Statement suggests, our task continues

to be to produce young men who are inspired by the Gospel and Edmund Rice, through a liberating education, who are resilient and spirited and who are challenged to serve.

Edmund Rice College Wollongong

Principal: Mr Peter McGovern

There were a number of key events in 2018. The year was memorable for the addition of vibrant new learning spaces and an emphasis on our touchstone of liberating education, which inspired learning and teaching initiatives throughout the year. The opening of Waruga House in February was a long awaited day for Edmund Rice College. As a recipient of a CBGA grant for \$1.25 million for these works, the new facilities were a much-needed boost for a growing school that saw 1075 students commencing at the College in 2018.

The functionality of the new building, with its large open learning spaces that accommodated the Visual Arts, Digital and Photographic Media and pottery in a magnificent sylvan setting across the creek and overlooking the Chapel, is a magnificent location for the Arts in the College and epitomises the direction of the College in developing this area as a curriculum priority in recent years. The addition of a new Commercial Hospitality wing and two STEM classrooms on the site of the former Art Rooms was similarly a significant boost for the College in the improvement of its resourcing. In the Strategic Action Plan in 2018, there was an emphasis on student engagement. An extensive literacy program was expanded across the College to coincide with an Academic Care Program that focused on classroom work ethic and the further development of an online study skills program.

The introduction of an online tutorial video system ATOMI gave our Year 11 and 12



students a very effective resource to support their learning.

The commencement of a senior mentoring program in Year 12 with a career focus, targeted students who were not achieving to their potential. The program was successful in encouraging students to commit to career pathways, which in turn led to stronger academic results.

Highly successful senior student retreats, camps across the junior years and social justice days were amongst the highlights of the past 12 months. The Immersion to the Pilbarra in Western Australia of a group of

Year 11 students and staff forged new links between the Rawa Community and the

College. The College also initiated a new program of immersion in North-Eastern India with eight Year 11 students and three staff forging a new partnership with two Christian Brothers' schools in the region. The richness of the co-curricular program in 2018 witnessed an extensive public speaking and debating program across all years

with considerable success in local, regional and state competitions. The College Music and Drama programs further expanded in 2018.

There were many sporting successes in 2018 highlighted by a victory in the Tom Anderton Shield in Rugby League and a victory as champion boys' school in the Vince Villa Trophy, a points system across all sports amongst Catholic high schools in the Illawarra. Such was the year at Edmund Rice College in 2018.



St Dominic's College Penrith

Principal: Mr Michael Ronchetti



The College theme for 2018, 'Live the Gospel', is based on the EREA Touchstone of Gospel Spirituality. This theme provided all members of the College with a great insight into the charism of Blessed Edmund Rice.

The learning landscape continues to evolve with a blended approach to teaching and learning becoming more evident throughout the College. Students have become much more familiar with the College's learning management system, CANVAS. This provides a platform for students and parents to engage in the learning agenda along with their son's teachers.

The College's communication practices have contributed to supporting an innovative and holistic learning environment.

The College recognised the efforts of the Graduating Class of 2018, commending the outstanding success of the Year 12 cohort at our annual High Achievers' Assembly. The College recognised the outstanding achievement of Ahmed Khan (ATAR 99.5) who was named on the HSC All Rounders List for receiving a Band 6 in all his subjects. Other notable achievements included 30 Band 6, 60% of all students in the top 3 bands of courses, 12 of the 30 courses were equal to or above the State Average. Our Art students continued their success with the works of two students featuring in ART EXPRESS. Throughout 2018, St Dominic's College continued its excellence in the sporting domain. Notable successes: six out of six winning Basketball Teams, three Football premierships, Year 9/10 Cricket winning again, and our Senior AFL team maintained its winning streak. There were numerous individual successes with the most notable being Zac Cini who was selected for the



Australian Schoolboys' Rugby League Team. Zac toured England as part of the team and was awarded the Most Valuable Player.

The co-curricula program of the College provides all students the opportunity to express themselves in so many different ways. Throughout 2018, there were many events that provided opportunities for our students to demonstrate their talents and abilities, such as the Night Garden, Dommies Day, College Snow Trip, Duke of Edinburgh, Seibudai Niizi High School visit from Japan, Relay For Life, Year 12 Social Day with Caroline Chisholm, Year 11 RYDA Safety Day, Surawski Beyond Blue Day, Peer Support, Debating, Public Speaking, the visit of Japanese students from Kogyokusha High School, Year 8 Urban Challenge, Write a Book in a Day, Winter Sleep Out, Literacy and Numeracy Week, Senior Retreat, and Reflection Days.

The College Master Building Plan gained real momentum in 2018 with EREA approving our building plans in developing contemporary facilities to support the learning environment of the College. The replacement of two demountables that have been part of the College for the past eleven years had become a priority of the College in the development of this plan. The new building will include additional parking space, three specific music rooms, three musical tutorial rooms, a 220 seated lecture theatre, four general classrooms and a gym.

Our Savio Education Centre closed its doors for the final time in 2018. For ten years it had educated students challenged by mainstream schooling. The Centre had been an integral and effective part of the College and had been well served by its dedicated staff. In 2018, the College lost a faithful servant, Mr Chris Hobbs. This was totally unexpected. Mr Hobbs had played an integral part in the growth and development of so many fine young men. His legacy will remain part of the College well into our next 60 years.

St Edward's College Gosford

Principal: Mr Mark Bonnici



As an Edmund Rice School with a proud tradition of providing a quality Catholic education for young men, we are constantly challenging boys to 'be the best they can be'.

Staff at St Edward's College are committed to ensuring that our teaching practice remains contemporary in meeting the learning needs of students. In 2018, we embarked on a professional learning approach, based on the research of Professor John Hattie from the University of Melbourne, titled *Visible Learning*. A key component of this work is being able to analyse the impact that we, as teachers, are having on student learning, so that we can effectively plan to implement teaching and learning strategies to engage students in their learning.

The College also began the process of developing a Building Master Plan for the next ten years.

As a Catholic school conducted in the traditions of Edmund Rice, it is important that we take time as a community to reflect on the important sacred stories that underpin our faith and values.

Students are challenged to think critically and reflect on current social concerns, problem solve and communicate their thoughts and ideas, with the intention of developing their own passion for the promotion of justice and peace.

In September of 2018, a small group of teachers and students participated in the annual Immersion to Nairobi, Kenya. The theme of the Immersion is *Kesheni*, which means 'Stay Awake' in Swahili. The program provides participants with



the opportunity to immerse themselves in the work of Edmund Rice Ministries in the slums of Nairobi, with the hope of challenging and inspiring them to become agents for change in their own communities and to motivate others to support the impoverished and disempowered in our local context.

As part of our Founder's Day celebration every second year, students at St Edward's donate money which is distributed to worthy organisations in Australia and abroad. In 2018 the funds raised from Years 7, 8 and 9 were donated to the Mary Rice Centre, a school established by the Christian Brothers to support disabled students in the Kibera slum in Kenya. This money was used to purchase a new demountable classroom which will replace the shipping containers currently serving as classrooms.

We are fortunate to be able to work each day in an idyllic environment on the shores of Caroline Bay. With this privilege comes a responsibility to ensure that we are aware of our impact on the environment, and that we foster in the students, knowledge and skills that develop their understanding of eco-justice issues. A number of programs are implemented throughout the year that challenge staff and students to think critically about environmental sustainability.

It is very pleasing to see the way staff and students have responded to the Touchstones for Edmund Rice schools. These Touchstones will remain our guide to decision making and planning for ongoing school improvement. They will continue to guide our vision of supporting young men to be the best that they can be. I would like to acknowledge the commitment of all staff to the promotion of the values of the Touchstones through the work that they do. The caring, compassionate and professional way they engage with our boys daily, with the common goal of challenging them to be the best that they can be, is truly appreciated.

St Edmund's College Canberra

Principal: Mr Joe Zavone

Our common vision is to ensure that any student who travels through their years at St Edmund's becomes an 'Eddie boy' – a young man of vibrant spirit and strong character. Everything we do leads to this – our curriculum, our pastoral program and processes, our co-curricular program, our camp and retreat program, our immersion experiences, our cultural and arts programs and so forth.

2018 was the first year we had a dedicated NAIDOC Week Assembly – it was very important for us to acknowledge and celebrate the significance of Aboriginal culture, heritage and contribution in a respectful manner, and to acknowledge our own Aboriginal students and the richness they bring to our community. We heard from Aboriginal women who shared their stories and achievements and allowed us to truly appreciate this year's NAIDOC theme, "Because of her, we can".

A very moving part of the assembly was a special presentation to the College of a unique Aboriginal representation of the College crest, created by our Aboriginal students. This tells the story of the gathering of a community with our symbol of the pelican as the focus. We have placed this in the front entrance foyer of the College to ensure that we always remember our place and our context within a much wider and deeper history of the land on which this College sits.

Our Anzac-related activities were so well co-ordinated that we were named as the Australian Capital Territory winner of the secondary school category in the 2018 Anzac Day Schools' Awards. The entry included the integration of Anzac issues into our curriculum,



the Anzac Day Assembly, as well as research and exploratory trips to the Australian War Memorial. The culmination of our entry was the planting of the Lone Pine at the front of the College and the significant ceremony that accompanied this event. We are very proud of our association with the Australian War Memorial, our legacy of being a War Memorial high school and our strong connections with the Defence community, and we will continue to recognise and commemorate the service and sacrifice of Australia's service men and women.

Our rich Youth Ministry program and Immersion program provides opportunities for our students to form, express and share their faith with others in our local and wider community.

A group of students visited three Catholic colleges across Darwin and the Tiwi Islands, facilitating retreats for the students in these schools. In this way, our students are given opportunities to nurture and develop their own faith whilst being a platform for other young people to develop theirs. In this way, we clearly reflect our College motto, *Christus Lux Mea*

(Christ Is My Light).

The immersion experience to India provided opportunities to foster and nurture authentic relationships between the College and various community institutions. The students exposed to this experience will hopefully develop a resolute understanding that service to community, faith and advocacy can make powerful changes to individuals and the world around us.

We will continue to review our curriculum programs so that eventually all students in the College have a tailored, individual learning program, liberating them from the confines and limitations of traditional curriculum structures.



Christian Brothers' High School Lewisham

Principal: Br Paul Conn cfc



CBHS Lewisham enjoyed another very successful year in 2018. The Touchstones were core to all our endeavours in the following way.

The first of our Touchstones is Liberating Education. Here we open our hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all. We achieve this by creativity and criticism. Students were encouraged to develop the ability to generate new ideas and to apply them in practice. They were challenged to develop unique capacities for creative thought and action. They must also be able to, in a good sense, be critical. An excellent example of this Touchstone at CBHS is the Professional Practice Program, the school's learning framework 'The Lewo Learning Statement' and RISE (Relational Integrated Student Centred Education). Our second Touchstone is Gospel Spirituality. The whole school community is continually invited into the story of Jesus so as to strive to make His message of compassion, justice and peace a living reality. We can achieve this by compassion and composure. At CBHS we achieve this Touchstone through our Religious Education Program, and an integrated Spirituality and Formation program involving a Year 7 camp, the Year 9 Rubicon Program that is conducted at *Workul Koo* (local Aboriginal Language meaning 'One God'), the Year 11 Retreat *Quo Vadis* and the Year 12 *Rite of Passage*.

Our third Touchstone is Inclusive Community. Our community is accepting and welcoming, fostering Right Relationships and connected to the common good. CBHS students are taught the valuable skills of collaboration and communication. Collaboration allows us to work constructively with others and encourage diversity in thought as this

leads to innovation and the ability to resolve conflicts and support agreed solutions. The ability to communicate allows our students to head confidently in the direction of their dreams, knowing that they are fully supported by the school and the home. Excellent examples of this Touchstone include the school embracing the Edmund Rice Education Beyond Borders agenda and establishing an outstanding partnership with Fe y Alegria School in Lima, Peru and our Indigenous Program.

Our final Touchstone is Justice and Solidarity. We are connected to Justice and Peace for all, by being grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself. CBHS young men were urged to develop an excellent understanding of key concepts such as citizenship and curiosity. They must be empowered and educated to ask questions of 'why' and 'what can we do' when it comes to social injustice and the poor and the marginalised. They were given the opportunities to champion the needs for equal rights, the value of informed dissent and the need to balance personal freedoms with the rights of others to live in peace. Examples of this Touchstone at CBHS Lewisham are our commitment to The Matt Talbot Hostel that involves many Year 12 students, our Year 10 St Edmund's School visits, our new commitment to Jarjun Aboriginal College in Redfern and our continuing commitment to Cairnsfort School for young people with extreme disability.



St Francis' Catholic College Edmonson Park



Principal: Mr Simon Abernethy

2018, was an exciting year for our College as we moved from our temporary site to our permanent home at Edmondson Park. New and well-appointed portable modular classrooms were established onsite and included a large number of specialist rooms so that the demands of the curriculum could be met. Enrolment growth was strong and student numbers more than doubled to a total of 384, in classes from Kindergarten to Year 8. Our staff also grew quickly with an additional 17 staff joining us, to total 67 talented and dedicated professionals.

The EREA Charter and Touchstones were important foundation documents in establishing the College's vision and mission and embedding the charisma of Edmund Rice. There was a particular emphasis throughout the year on Inclusivity, ensuring that all members of our fledgling community experienced a strong sense of welcome which grew to a sense of belonging as the year progressed. Our school community continued to be culturally diverse. The College continued to develop its Positive Behaviours for Learning (PB4L) framework. This was key to inducting and explicitly teaching policy and procedures

to students and their families for our new college site. A new PB4L initiative that was implemented this year was the 'Eddies' program. Students in Years 7 and 8 were able to volunteer to be part of this group. They received training in restorative practice skills, elements of child protection and resolving conflict. The Eddies wear high-vis green vests and wander the playground assisting younger students who are disengaged or socially isolated, or engage student groups with structured play. The Eddies program provides students with leadership opportunities but also actively promotes the touchstone of Inclusivity.

Construction of our first permanent classroom block, a huge multi-million-dollar Technology, Art & Science building commenced in July 2018. It is hoped that these architecturally designed, state-of-the-art learning spaces will be available to students and teachers in the second half of 2019.

Other highlights for the year were our celebrations for the feast of Blessed Edmund, St Francis Day, our athletics, cross country and swimming carnivals, as well as five of the staff travelling to Melbourne to participate in the EREA Congress. On behalf of the staff, parents and students, I would like to thank EREA for their support in planning the school and ongoing assistance in building a community that aims to establish its own Edmund Rice traditions.



Waverley College Waverley



Principal: Mr Graham Leddie

In 2018, Waverley College continued to focus on developing innovative learning, wellbeing and student formation programs designed to assist our students to flourish across their spiritual, intellectual, social, emotional, cultural and physical dimensions. Throughout 2018, after extensive consultation with our community, the College's Strategic Plan 2019-2023 was developed. The key priorities create a strong emphasis on teaching and learning, whilst continuing to develop our boys holistically by providing strong wellbeing, care and faith formation programs.

During 2018, we focused on providing a strong professional learning program for staff that sought to develop and improve teachers' pedagogical practice. Teachers led and coached each other through best practice and innovative teaching strategies for improving student engagement and outcomes. We continued on a whole-school approach to improving literacy and numeracy. Our STEM program in Years 6, 8 and 9 continued to develop, as well as the establishment of the STEM co-curricular group. Our Student Wellbeing Program focused upon the importance of connection, building positive relationships, embracing equality, having empathy for others and making healthy lifestyle choices. We aim for our students to feel connected to each other, their faith, their families and wider communities. The College's Aboriginal and Torres Strait Islander program has continued to build with more enrolments, student immersion opportunities and connections to culture, land and local elders. The College is striving to play its part in closing the gap and to build

further relationships and learning opportunities for all students. Three immersion opportunities were offered to students, in Arnhem Land, Cape York and Mulgoa.

The College saw significant HSC results, creative arts achievements and community awards. There were impressive individual representation in the HSC Drama OnStage, Art Express-Photomedia, Music Encore-Major Composition and the Design and Technology Shape Exhibition, as well as the College's Drama production of *Stories in the Dark*. Ninety-two students were named on the HSC Honour Roll and one student made the HSC All-Round Achievers' list. One of our students received the Pierre de Coubertin Award which recognises secondary school students who demonstrate values which are consistent with the Olympic Movement. Two of our students were awarded amongst the top 20 students from across the country by the Governor for service to their community. One student swam across the English Channel (youngest ever) and raised over \$45,000 for RUOK charity, in response to losing a friend to depression. The second student lost his twin sister to leukemia and embraced the charity 'World's Greatest Shave'. His peers and the community supported him and raised over \$40,000.

Our Social Justice and Advocacy Program continued to develop with students supporting the Matthew Talbot Hostel, the Holdsworth Centre, assisting at a local Aboriginal school, visiting aged care facilities and bowling with the disabled on a weekly basis. Over 500 boys walked and supported the White Ribbon Walk last year from Randwick to Coogee, and one of our students presented at the rally.

I would like to thank all staff, students, parents and members of our community

for all of their hard work and support throughout the year, and we look forward to bringing the College's new strategic plan to fruition.



EDMUND RICE SPECIAL EDUCATION SERVICES (ERSES)

St Edmund's College, Wahroonga and St Gabriel's School, Castle Hill

Principal: Mr Jon Franzin

At St Edmund's College and St Gabriel's School, our Charter Touchstones are lived out and expressed uniquely in both school communities. Students and staff are offered an opportunity to put their faith into practice, either through regular parish attendance, participation in EREA immersion experiences or involvement in social justice initiatives in our local community.

Strategic Planning

Both school communities continued to make steady progress in the implementation of the ERSES Strategic Plan 2017 – 2020. Notable achievements included:

St Edmund's College

- > Completion of the 10 year Master Plan for the College;
- > Approval granted for registration and accreditation from the New South Wales Education Standards Authority (NESA) for St Edmund's College for the next five years, 2019 – 2023;
- > Implementation and delivery of an enhanced new staff induction program;
- > Sacramental program offered to students and their siblings through our Holy Name Parish;
- > Implementation and delivery of Vocational Education for students in the area of Food and Hospitality Certificates I & II;
- > Approval to deliver NESA endorsed courses in the areas of School Wide Positive Behaviour, Enhancing Communication in the Classroom, Differentiating Differently for Disability and Professional and Legislative Requirements at the College, and
- > The development and implementation of a communication and marketing strategy.



- > The development and implementation of a communication and marketing strategy;
- > The development and implementation of a professional review process for all staff based on classroom observations and reflective practice, and
- > Approval to deliver NESA endorsed courses in the areas of School Wide Positive Behaviour Support, Planning and Programming Mathematics, Understanding Language, Personal Safety & Awareness for Students with a Disability, Universal Design for Learning and Disability Standards for Education.

Master Planning

During 2018, both school communities undertook detailed planning for the implementation of the first stages of their 2019 – 2021 Masterplan. The Masterplan considered the educational emphasis proposed for the next decade in conjunction with the facilities and staff needed to support these planned developments. Planning for Stage 1 was completed in 2018 in readiness for change and preparation for the addition of Year 7 at St Gabriel's School in 2019. This is an exciting phase for the school community with a strong desire from families that their children be offered a Catholic schooling in the Edmund Rice tradition from Years K-12.

Community Events

The College remains ably supported by a number of loyal groups such as the Parents' & Friends' Committees, Corporate Sponsors, community groups, volunteers and members of the broader school communities who come together in support of our major fundraising efforts.

This has been achieved at St Edmund's College through events such as Eddie's Big Night Out, the Rotary Breakfast, the annual College Golf day and the Family Fun Day along with our Feast Day which have all helped to bring the wider community into the life of the College. At St Gabriel's, the Coleman Greig Challenge, the annual School Golf day, Family Fun Day, Fathers' and Mothers' Day Liturgies along with our Feast Day all supported a sense of belonging for the staff, students, parents and broader school community.

ERSES is indebted to the Board members, led by Mr John O'Donnell who retired from the position as Chair at the end of 2018, for their unwavering support while offering due diligence across all aspects of our venture.



St Edmund's
COLLEGE

At St Edmund's College and St Gabriel's School, our Charter Touchstones are lived out and expressed uniquely in both school communities.



St Gabriel's
SCHOOL



southern REGION



St Kevin's College

Toorak

Principal: Mr Stephen Russell



We began the year with the publication of the wonderful VCE results of the Class of 2017. At our Awards Assembly, honouring those who had excelled academically in 2017, we were privileged to have as our principal guests, two Duces of our past. Dr Joseph Santamaria (SKC '41, Dux of the College and College Captain), and Mr James Maccarrone (SKC '13, Dux of the College and Deputy College Captain), 2018 Victorian Rhodes Scholar. Seated in Smith Hall were another 25 men who had been our College Duces. The nature of our academic leaders has remained remarkably constant across the years. Their academic giftedness, so often developed by effort, doggedness and determination, has regularly been complemented by our academic leaders' deep and genuine involvement in social justice at school and in their professional and community lives beyond our gates.

The Omnia documented nearly every Centenary function. I wish to mention but a few. The Eucharist, celebrated by the Archbishop of Brisbane Mark Coleridge (SKC '65), began the year, in the most joyous and appropriate way. The Captains' Dinner in K C Smith Hall had an atmosphere of brotherhood and goodwill I have rarely encountered. The Pilgrimage to Ireland, particularly time at Glendalough and Waterford, will be long-remembered and treasured by all privileged to follow in the footsteps of St Kevin and Blessed Edmund. The Centenary Ball brought together such a broad cross-section of our community, past and present, in a spirit of harmony and gratitude. The Teams of the Century event witnessed reunions and introductions that spoke so strongly about shared heritage. I have listened to the sublime sounds of the Concert at Hamer Hall, again and

again, marvelling at the talent of our boys. The Albert Street Lecture series provided intellectual stimulus and encouraged reflection. Gatherings of former staff and Board Members, and the Generations event, were so significant. May I express gratitude to all who found time to attend and support any of our Centenary-specific celebrations and those regular events which had that Centenary flavour added to the day.

On the sporting fields, the depth and quality of our program continues to offer character formation, physical development and deepening relationships to all who participate. Productions were front and centre of our cultural life this year with nine shows, giving hundreds of students the chance to learn theatrical crafts and enjoy being part of an artistic team. Debating and Public

Speaking continues to be well-supported by our boys across the year levels and the many other public speaking events and competitions, means we have a national standing as orators and arguers!

Music plays a vibrant role in the life of our College. Our Glendalough boys play and sing with skill and maturity well beyond their years. The number of orchestras, bands, ensembles and groups attest to the enthusiasm and expertise of our teachers,

which translates into the hundreds of boys whose lives and studies are enriched by music. I spend time every day in the yard or on the ovals, most afternoons on Heyington Station, walk the corridors of Heyington classrooms and visit regularly Glendalough and Waterford. My Saturdays allow so many conversations with boys and parents as I follow our teams' fortunes. My enjoyment of our other co-curricular activities is constant. The point of my many observations is the validation of my statement that St Kevin's boys enjoy school, develop meaningful and life-giving relationships with peers, teachers and SKC families. Our College is built on foundations proven solid across a century. May each of us contribute something tangible and long-lasting so that heritage is passed on to the next generation. *Omnia pro Deo.*



St Joseph's College Geelong

Principal: Mr Tony Paatsch



2018 commenced with just over 1800 students, including 336 Year 7 boys and 27 new staff. Bishop Mark Edwards OMI celebrated our opening Mass as we gathered as a faith community. Living out this faith throughout the year saw students and staff undertake community service, promote Respectful Relationships, celebrate inclusivity through Diversity Day and faithfully respond to *Laudato Si* through sustainability initiatives. Regular liturgy and a range of renewals and seminars provided students the opportunity to develop an informed position on their own faith journeys. Immersion experiences provided opportunity for faith in action and offered life changing experiences in 'developing world' communities in Timor Leste, Uganda and Kokoda and in indigenous communities in Daly River, Yeppoon, Tiwi Islands and Ampilatwatja. Each group remained cognisant of the words of Gangulu elder, Lilla Watson, 'If you have come here to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.'

During the year we formally opened St Joseph's Secondary Vocational School in Kensekka, Uganda, and welcomed the school as a member of EREBB (Edmund Rice Education Beyond Borders). This school has been built and is financed by the generosity of our community. The College's strong push to promote academic outcomes and better prepare students for the world beyond secondary school continued. The

2018 VCE results saw 13.2% of students with an ATAR above 90, a median ATAR of 68.45 and median study score of 31. Similarly impressive outcomes were achieved by our VCAL students with



100% successful completion. Project based learning continued to develop as our primary pedagogy with a goal of developing skills suited to the demands of the 21st century.

A new strategic plan was launched during Term 3 with our strategic goals set out according to the four Touchstones. The six-yearly College Renewal Process conducted by Edmund Rice Education Australia with Catholic Education Melbourne saw us reaccredited as an 'authentic school in the Edmund Rice tradition' and our reregistration as a school renewed by the Victorian Registration and Qualifications Authority.

Enrolment demand remains strong and prudent management has enabled us to maintain our fees below \$6000 per annum. Upgraded facilities included the Cricket Pavilion deck, Queens Road Carpark and 'The Peter Chanel Centre' containing 12 new teaching areas including music and science rooms.

Arts, sport and music flourished in 2018. Visual arts were again showcased in our gallery through the annual student art and technology exhibition and Alumni art exhibitions, performing arts through the musical production, *Grease*, and media talent through the 15 Words film festival. The Vocal Ensemble and Stage Band participated in *Generations in Jazz* in Mt Gambier. The Senior Band received a Platinum Award in the Victorian Schools Music Festival and the Vocal Ensemble won two of three sections at the Geelong Eisteddfod.

In the Associated Catholic Colleges our students acquitted themselves well in the culinary competition, chess, debating, public speaking, drama and leadership events.

Sporting highlights included: Year 10 soccer team – ACC premiers and champions, Intermediate basketball team - Division 2 State Champions, open golf - ACC Division 1 champions and athletics - ACC Division 2 champions.

St Bernard's College Essendon

Principal: Mr Adam Taylor



Developments in the St Bernard's College faith life in 2018 included the institution of a weekly 8.00 am community Mass in the newly built and consecrated College Chapel. The faith life of the College was also enhanced by the work of our retreat team. A comprehensive retreat program from Years 7 to 12 has been designed, framed around five narratives:

- > The indigenous story;
- > The Jesus story;
- > The Edmund story;
- > The St Bernard story, and
- > Each student's own individual story.

The College's former successful 'Discere' extension program, which was limited to a small number of students, was offered to all students in English and mathematics in Year 7 this year. This expansion was facilitated by an enormous amount of work by a dedicated team of teachers. They put into practice the Discere program principles of individualising the curriculum for students and encouraging maximum student engagement. The pedagogy sees teachers deliver a very brief period of direct instruction, after which students undertake a brief diagnostic test to check their understanding. From there, students choose a rich task designed to develop deep understanding, pitched at one of three levels: stretch, build or consolidate.

Through Growth to Achievement, the 2018 report of the review to achieve educational excellence in Australian Schools, better known as the Gonski 2.0 Report, set as Australian schools' first aspirational priority to deliver at least one year's growth in learning for every student, every year. In a notable example in Year 7 English this year, one student who



finds school challenging achieved three years' growth for one year's learning. There has been a four to fivefold increase in the number of students working at the top two mathematics levels for Year 7 over the course of 2018. The expanded Discere program will continue into Year 8 in 2019.

Meanwhile, a team of our teachers has been working on developing an integrated curriculum for Year 9/2020 that aspires to engage students in authentic learning experiences, both at Essendon and Santa Monica. Their work has been augmented by the development of a Vision for Learning at St Bernard's, the document that we intend to be used by the teaching staff to enhance and further deepen the delivery of engaging, authentic learning experiences at the College. *The*

Vision for Learning responds to the challenges of contemporary understandings of pedagogy and the circumstances of our contemporary world. While intended as a guiding document for staff, a version of the *Vision for Learning* will be released for the community in the new year.

A successful 2018 at St Bernard's was facilitated by a committed community of College leaders and staff, as well as many community contributors to the College Board, its committees and the many parent and community engagement groups that make up the St Bernard's family. Structures are in place for this to continue well into the future.



Christian Brothers College St Kilda

Principal: Mr Gerald Bain-King

At CBC St Kilda learning continues to be central to everything we do. Our College learning philosophy of *Learning Always* means that we believe we must foster learning in all aspects of College life. Therefore, for us, although we see differences in the context of the classroom, sporting field or an overseas incursion, the focus remains the same – developing growth through learning; growth that is intellectual, spiritual, social and emotional.

CBC's VCE results continue to be strong with a median score of 31 and very strong ATAR scores in which 15% of the VCE cohort received an ATAR of 90 or above, 15% were in the band of 80 and 12% in the 70s. CBC's focus throughout the six years of education is to enable achievement for all students, and as such, we are very proud of the achievements of CBC's VCAL students who develop capabilities in a broad range of workplace learning contexts that will prepare them for life in a wide range of vocations.

Students undertake learning in a range of important ways. On example is the Year 8 focus on developing independence through the use of project-based learning, when students undertake two work exhibitions that are open to parents and other members of the community. These exhibitions foster skills in independence, responsibility and teamwork, which can be challenging for this age group. Through the exhibition process itself the students have important experiences in accountability, as they share their work with the CBC community. One important focus for our Year 9 Campus was the development of Robotics as part of their STEM program.



Our belief is that as CBC students grow toward adulthood, they need to learn how to make sense of themselves and the world they inhabit – and they do this in many different ways not simply through abstract concepts.

In 2018 our international learning took place through our biennial tour of Japan, where students are hosted in Osaka. Students' understanding of environmental challenges deepened through Outdoor Education events in Anglesea, Mt Buller in the snow, the Avon River in Year 8 and Mitchell River for Year 9s.

At CBC St Kilda, through our social justice programs, students see how life situations intersect with social beliefs. The boys' strong interest in fairness motivates them to action. An important part of

this commitment to social justice is ensuring that the boys make decisions in partnership with the College in many of their social justice foci. This growth in the understanding and evaluation of social justice takes place through CBC's very active Social Justice Team which has a large membership and representation from all year levels.

This year they revised the format of their Homelessness Winter Sleepout so that they could have a higher level of street engagement with rough sleepers. The team's commitment to action also saw members of the team travel to Kuala Lumpur to tutor refugees for a number of weeks over the Christmas break. The whole school again conducted its annual Walkathon to support our Indian partners. Each time the students witness injustices, their commitment to solidarity increases, knowing this means nothing if we don't value diversity and inclusivity daily at home. In this way, and in partnership with families, we hope to develop global citizens that will make us all proud.

St Patrick's College Ballarat

Principal: Mr John Crowley



2018 represented the 125th year of St Patrick's College. A number of wonderful celebrations occurred which recognised the rich heritage of the College and the contribution of the Christian Brothers to educating countless young men in the tradition of Edmund Rice.

The year also witnessed the completion of our new Strategic Directions 2019-2021 document. Critical components of this document are our newly formed *Foundational Statements*. They are a mature commentary on what is essential to life at St Patrick's College as an EREA school.

The *Foundational Statements* are dual in nature. There are those which identify features of St Patrick's College that we live through our actions. They have been identified as strong and positive features of a Catholic education in the charism of Blessed Edmund Rice at the College. And there are those *Foundational Statements* that speak to a desire for change. A change in attitude, culture, emphasis. Some of these speak to the boys directly; other statements speak to staff and all members of the community.

There were many initiatives planned for in 2018, including the Year 12 Study Centre which will provide a first-class study facility for boys. We will also welcome the establishment of the new Student Assistance Centre, together with a number of new positions including the Director of Studies and Mission Facilitator roles.

In addition, we have developed clearly identified goals in Learning and Teaching, Wellbeing and Mission. All of these areas will give depth and shape to our

Foundational Statements and Touchstones, and provide great guidance over the next three years in terms of initiatives and planning.

In October the College commenced a full Master Plan of all College facilities. The College aims to complete this Master Plan in mid-2019 as a means of ensuring we continue to offer the best facilities and resources to the boys in our care.

A defining characteristic of St Patrick's College is the strength of our student leadership. They were great role models for our younger boys. In addition, the College was extremely pleased with our Year 12 Results.

Throughout the year a great deal has been happening in the area of Learning and Teaching. Most significantly, the College commenced a full review of its timetable, with a view to potentially introducing a new model for the 2020 school year.

Audiences were thrilled once again with the St Patrick's and Loreto Colleges' production, this year a performance of *Beauty and the Beast*. Our music program underwent a full Strategic Review in 2018, a process that will allow our musical offerings to continue to flourish at the College for many years to come. Other opportunities in this area include our debating program and public speaking evenings.

We are blessed to have such well-organised, vibrant and high standard football, rowing and rugby programs for our boys to participate in, together with an abundance of extra-curricular sporting opportunities. It was especially pleasing to see our Senior Rowing Crew become just the

third in College history to be crowned national champions.



Parade College

Bundoora and Preston

Principal: Dr Denis Moore cfc

2018 was a year of special celebration for the Parade community: 150 years since the arrival of the first Brothers to open the school on a temporary site next to St Francis Church in the city, and 50 years since the move from East Melbourne to the Bundoora site. The Brothers and students moved to the East Melbourne site ready for the start of the school year in February 1871. We look forward to celebrating the official 150 years of the College in 2021.

During the year we held a number of significant events to mark the arrival of the first Brothers and the 50 years at Bundoora.

The Opening Assembly recalled the history and set the scene. Former and current staff gathered at the end of first term and current parents were invited to a barbeque and tours evening in fourth term. Edmund Rice Day offered further opportunity for prayer and reflection on the journey of the College. The proceeds of the annual Walkathon in third term was devoted to Edmund Rice ministries. The annual musical was *Hello Dolly* and a great success. In addition, there was a special musical event at the Athenaeum Theatre at the end of second term where past students presented items from each of the 22 musicals the College has performed since 1996. The evening was a great success and was much appreciated by the audience.



As part of the celebration, we decided to extend the College Chapel to create a much larger space for liturgies with the students, to refurbish the Board Room and to include the front verandah as a pleasant gathering space. We also commissioned Jenny Steiner to prepare a large outdoor artwork - *The Winds of Providence* - for the College community to remember this jubilee year. The art work represents the arrival of the first Brothers aboard the ship *Donald McKay* to open the College in November 1868. Many Brothers gathered in November to view the sculpture and the new Chapel and enjoy lunch in the new Board Room.

Many other significant things happened in 2018 to enhance the atmosphere of celebration. Early in the year, we officially blessed the new Nash Learning Centre which has proved popular with staff and students. We won the ACC Athletics for a second year running after many long years out of the winner's place. There was the usual good successes in the other 12 ACC sports with

quite a few premierships and personal endeavours.

The huge range of co-curricular activities continued in music, theatre, debating, chess etc. Students were invited into ministry in many ways and students again had opportunities for immersion in India and Lake Mungo.

The parents' committee supported the usual host of events such as games nights,

open day, Year 7 parents dinner etc. and we hosted other schools to various educational events. It was the usual busy year for the Parade community with some extra joy in celebration of 150 years and 50 years at Bundoora.



St Virgil's College Hobart

Principal: Mr Damian Messer

2018 witnessed a record number of boys take up the opportunity of enrolment at St Virgil's College.

The student population of 762 boys from Grade 3 to 10, supported by over 130 staff, is the largest cohort of students at the College since it was re-positioned as a Grade 3-10 Catholic school in 1995. The academic year also marked the return of Mr Damian Messer as Principal after a one-year secondment to Rostrevor College, Adelaide. The following activities and experiences provide a snapshot of a St Virgil's education:

Gospel Spirituality

- > The College's commitment to EREA's Justice and Peace Framework, including the planned 2019 appointment of a Justice and Peace Coordinator
- > Traditions and rituals such as the annual Edmund Rice Mass, Mary Rice Day celebrations, Commissioning Assemblies, Reconciliation activities and Leave Taking ceremonies for Grade 10 students
- > Parish partnerships remain strong due to the regular presence in our school of Parish Priests Fr Suresh (Senior School) and Fr Shammi (Junior School)
- > The College is deeply committed to activities such as Project Compassion, Mini-Vinnies, St Vincent de Paul, Anti-Domestic Violence projects, Foodbank, Louie's Van and other local causes

Liberating Education

Students are supported in fulfilling their God-given promise and to live life to the full through a range of engaging, inspiring and challenging programs, including Student Performance and Development.

Examples of initiatives include:

- > Student improvement model
- > Student and parent reflections - integration with Parent Access Module (PAM)
- > Best practice in relation to boys' education
- > Focus on Problem-based learning



Justice and Solidarity

- > Student Service Hours
- > Service Learning Experiences Grades 7 & 9
- > Grade 7 New Beginnings - Visit Chapel, Parish, Cathedral
- > Class Masses - each class has two per year
- > Fortnightly Staff Mass
- > Staff Spirituality Day with EREA staff
- > All staff involved in an EREA Formation Program in 2018
- > Five representatives from the College at the 2018 EREA Congress
- > Staff members completed EREA Indigenous Immersion experience
- > Support of the Mary Rice Centre in Kenya

Inclusive Community

- > Delivery of 'Time and Space' programs which allow parents/carers and their sons to spend time together focusing upon deepening their relationships
- > Management of bursary and fee collection processes to ensure that the College supports families at the margins
- > Management of strong educational programs and partnerships for the College's 35 Indigenous students
- > Respectful and sustainable management of the College resources to ensure future viability and to acknowledge the custodianship of the Mouheneener people

The St Virgil's College community looks forward to an exciting 2019 through the continued implementation of the College's Strategic Plan, *We Belong*, and the submission of a Business Case and Impact Statement to ideally expand the College's educational offering to include Kindergarten to Grade 2 and Years 11 and 12.





northern REGION



Indooroopilly Montessori Childrens' House



Director: Mrs Carmel Ellis

Indooroopilly Montessori Childrens' House is comprised of children and families from many different backgrounds and beliefs. We have had to find ways to remain faithful to the EREA Charter, while respecting and valuing these different backgrounds and beliefs.

IMCH achieves this by providing an environment that focuses on the Gospel values of respect and compassion, and by fostering wellbeing and confidence in all. This ensures that all members of the community feel a sense of belonging from the minute they walk through the door.

This sense of belonging is particularly important for the children, as it is integral to the development of their spirituality, which is the heart of their being, and the nurturing of their spiritual development is essential to their becoming relational, resilient and active members of their families and community.



In 2018, IMCH was selected as one of the 100 centres Australia-wide to participate in the 2018 ELSA (Early Learning STEM Australia) Pilot Research Project undertaken by the University of Canberra.

Early Learning STEM Australia is a play-based digital learning program for children in preschool to explore science, technology, engineering and mathematics (STEM). The Federal Minister for Education and Training,

Senator Simon Birmingham, announced the selection of the 2018 ELSA pilot centres.

ACER is conducting an evaluation of the ELSA Pilot on behalf of the Australian Government Department of Education and Training. IMCH was chosen as one of the eight centres (out of the 100 centres participating) to be a case study site. This provided us with the opportunity to give feedback on what is working well for us and what we would recommend to improve the program. Two

researchers from ACER visited the Centre and spoke to all the educators involved in the pilot, as well as spending an hour in each of the participating classrooms.

Project work is a significant element at IMCH and is designed to show the children and their parents the possibilities: i.e. the amazing range of learning that occurs when children are challenged by information and activities which encourage them to step beyond what is normally expected of 3 to 5 year olds. In 2017,

we mounted our first exhibition of the work of our Kindergarten groups.

In 2018, we began with the same fundamental concepts: the project must follow Montessori principles, the work must be done entirely by the children and it must be meaningful for the children. As IMCH was participating in the ELSA pilot program which was aimed at including elements of science, technology, engineering and maths (STEM) into

Kindergarten programs; we decided to link our art show with the theories behind the STEM program.



Ignatius Park College Townsville

Principal: Mr Shaun Clark



2018 was the end of an era with the departure of Principal Michael Conn after more than 15 years of service and leadership to the Ignatius Park College community. He has left a magnificent legacy with strong enrolments, and the College with a wonderful reputation in the Townsville community for its focus on boys' education.

The year also saw the dedication of our new College Chapel. Since the establishment of Ignatius Park College in 1969, the Christian Brothers have always had a dream for a sacred space where our students can pray and attend Mass. This year this dream became a reality with the construction of *Our Lady of the Mount Chapel* named after the original school (Our Lady's Mount), established by the Christian Brothers in Townsville in 1911.

Liberating Education calls us to develop a social consciousness. Given our distance from other EREA schools, in 2018 we developed our Edmund Rice Education Beyond Borders Strategic Plan to engage our students with other Edmund Rice schools internationally, to develop partnerships to allow our students to explore cultures, traditions, justice and social issues in other countries.

In 2018 Ignatius Park College had its highest ever enrolment of Aboriginal and Torres Strait Islander students and commenced our Journey to Jobs program. The College was the first school in Australia to take on this project. This program is designed to support our Aboriginal and Torres Strait students to develop clear vocational pathways that would support them throughout their schooling, providing them with opportunities to gain training, a driver's licence, white cards, skill development and strong relationships with businesses and universities. We support every Aboriginal and Torres Strait Islander

student throughout their schooling to have clear distinct pathways and that lead them to gaining successful employment. Our College continued to participate in other activities such as Reconciliation Week, NAIDOC Week, our interactions with Palm Island and our dance group performance at the AFL Reconciliation Games, that ensured that our students can learn, emphasise, respect and appreciate Australia's Indigenous cultures.

With the introduction of the new QCE in 2019 our focus was to review our curriculum and improve our teaching and learning. Our vision is to deliver academic excellence in boys' education through the provision of a transformative, vibrant and reflective learning community that equips and inspires our students to confidently and successfully participate as men of integrity in a changing world. The College achieved one of our best results with over 82% of our cohort gaining an OP of less than 15. Some 20% of our Year 12 students received an OP of less than 5 and most of our VET students gained apprenticeships or continued studies at TAFE. In 2018, 98% of our Year 12s were offered preferences into courses at University.

Ignatius Park College in 2018 continued to enjoy considerable success in our co-curricular program with students participating in the Bill Turner Cup (soccer), Interschool Hockey Competition, Aaron Payne Cup Championship and Confraternity Shield (rugby league), State Competitions (rowing), John Elders Country Rugby Cup (rugby union), AFL and Basketball School Competitions, and both our U14s and U18s won the Queensland T20 state cricket titles.

2018 was a year of building upon our rich tradition and ensuring our students make a positive difference in our world. This is the essence of an Edmund Rice education. Br Philip Pinto cfc stated so eloquently that he defines an 'Edmund Rice education is not how we conquer the world but how we illuminate it'.



Ambrose Treacy College Indooroopilly

Principal: Mr Michael Senior



At Ambrose Treacy College, 2018 was the penultimate year before the College reached its full expansion of Years 4-12 students. Rather than being viewed from a 'bridesmaid' perspective, 2018 was once again an important year in the College's growth. Physically, it realised the opening of the Senior School precinct with the Tipperary East and West Buildings, the Waterford Building and the St Francis Xavier Centre coming online.

The College student population exceeded 1000 for the first time and our first elected school captains for 2019 were selected and announced. As with our previous years, 2018 was once again a series of firsts. Combining the energy and excitement of a new school beginning with the rich tradition of 80 years providing quality boys' education, 2018 marked the fourth year of ATC but that was preceded with 76 years of Nudgee Junior. Our week of events was a wonderful celebration of 80 years of rejoicing in the gift of education on our Indooroopilly campus. Bookended with contrasting events, the week showcased so much that has been and continues to be, typical of life in our College community.

The focus on service has been a legacy of the Christian Brothers over the journey of NJC and ATC. Developing a culture of



'service' amongst the ATC community continues to be a key focus and a highlight of the growth of the College. The recorded 24,000 hours of service by the students in 2018 was an incredible achievement and one that indicates service has become a practical reality in the lives of the students.

Across the school, the profile of writing increased through the implementation of the Write That Essay project. 'Boy friendly' writing instruction was abundant. In 2018, more than 250 students worked in extension sessions with

Dr Ian Hunter, to improve their writing.

Parent education evenings were held to enhance partnerships between the College and home, aimed at improving writing standards. In English classes, particularly in the Middle School, the instruction around the writing process has become more explicit.

Another key focus for the Learning Team this year, was the establishment of the College's Senior School curriculum. Having received the news that our current Year 11s were to continue in the OP system, with the government delaying the introduction of ATAR, tremendous energy was directed to the writing of Senior School work programs across 21 authority and authority-registered subjects.

2018 marked 150 years since Archbishop Good asked for a community of Christian Brothers to establish schools in Australia.

Br Patrick Ambrose Treacy cfc was chosen as the leader and was a dynamic community builder. 2018 saw Ambrose Treacy College continue to develop an authentic faith-based community in the spirit of Br Treacy.

St Brendan's College

Yeppoon

Principal: Mr Rob Corboy

2018 marked a year of change. The College embarked on a review program to examine Boarding, the delivery of our IT services and our current facilities - with the intention to upgrade and enhance our already outstanding resources that are nestled across our 300 acres.

From this review, affirming what currently attracts families to join our boarding program, the College made a commitment to explore changes to the boarding menu, opened our new day school canteen, committed to introducing a Recreation Officer, and committed to a plan to reopen the Wallace Residence.

The College undertook an extensive application process to engage a company to deliver contemporary IT services that would support our teaching and learning program.

We commenced work on building Stage Two of the Hall along with a state-of-the-art lighting system for the oval.

The College also embarked on an extensive visiting program amongst our tradition-based communities of central Queensland, as well as introducing many local community events programs that included Grandparents' Day, Mother and Son events and Year Level Barbecues.

2018 saw our rodeo extended over two days instead



of one. We also saw an increased number of students attend rodeo practice in Rockhampton. Equally pleasing was to see similar numbers participating in our music program as in our sports program. Academically our students achieved excellent results with more than 30 percent of the student population receiving awards for academic achievement. Finally, and most importantly, our students and staff continued with their generous support of Eddie's Van, along with a strong presence for a second year in a row with our walk against domestic violence.



The college also supported the 'Do it for Dolly' campaign, a tragedy that puts the focus on the scourge – bullying.

Another outstanding year for St Brendan's that stands on the shoulders of all who have gone before and continues to move from strength to strength.



St James College

Brisbane

Principal: Mr Gerry Crooks



This year the College has celebrated the 150th anniversary of its own foundation which began in May 1868 in a humble cottage, quaintly known as 'Castleracket', originally located on the site of the current College Hall. So began the long history of a remarkable little school that has weathered the test of time, that has consistently kept its gates open to the many who have sought their education here. A school that has continued to rise to meet the challenges that have confronted it decade after decade, without fanfare or self-aggrandisement.

This year also saw the publication of the book *We Stand on Holy Ground: the 150th Year Story of St James College* by Ian McDonald. The title of the book was well-chosen.

Firstly, it is a statement of place – this land is holy – sacred – to the First Australians; for them it is a place of gathering, a place of connectedness where culture has been celebrated and passed on from generation to generation over thousands of years. This place here on Boundary Street, sadly, also spelled out exclusion for Aboriginal People in the earlier history of this city. Today, we would like to think that it is a sense of inclusion rather than exclusion which characterises this place.

We Stand on Holy Ground is, secondly, a statement of community; together we gather here for a common purpose, united in our educational objective, of one mind and one heart that inspires these endeavours. This land on Boundary Street is sacred also to those many, many students and teachers who gathered here over the past 150 years, to engage together, building lives – indeed, building this State – through education.

Thirdly, the title of the book is a statement of presence – the presence of God – a presence that underpins the very purpose of this place. On this holy ground, we encounter our Creator every day in our students and marvel at the way God works in each of them.

Their open palms touching the crest each morning at the gate, therefore, is a symbol of their connectedness to place, to the value of education, to tradition and to that intangible spirit, the 'jimmies Spirit', which has been the source of inspiration to so many.

The life of a school is not built on success alone. It is built on authenticity: being who we are, doing what we do that engages and supports others, being true to an underlying spirituality that both energises and inspires, and also knowing deep in our hearts that what we do is the right thing to do.

This really is the nature of success. It is not always measurable like a State title in basketball is measurable (achieving back-to-back State titles was a pretty remarkable feat this year!). But we are only too aware that such success simply does not happen unless it is underpinned by self-belief and authenticity.

The end that we hope for, that we work for, is the young person who can walk out of our gates, imbued by the values of the Gospel, and into the world confidently, who is just towards others, inclusive in their relationships, passionate about world issues but also 'com-passionate' towards the marginalised. In the final analysis, it is this that will determine whether this school of St James has done its job as an authentic Edmund Rice school.

Faithful Forever



St Edmund's College Ipswich

Principal: Mr Diarmuid O'Riordan

It has been an incredible year! We started with the launch of our new Strategic Directions and Priorities to take us forward for the next three years. This was embraced by our students through the leadership of our College Captains, with the unveiling of the College theme for 2018: 'Run with the Eddie's Wolfpack – Dig a Little Deeper'. The theme encapsulated an abiding affinity with the notion of fraternity in the shadow of the centennial celebrations commemorating the end of WWI. We then boldly put out to our community our improvement goals for 2018 based around the three focus areas of Identity, Improvement and Community. Learning and Teaching was a key agenda for 2018, with the imminent changes to the Queensland senior curriculum to come into effect in 2019. A tangible expression of Liberating Education in action was the College's commitment to being prepared for these changes with the inaugural Staff Conference held in the final week of Term Two. The Conference had a uniquely home-grown flavour, including workshops and presentations delivered by College staff. Featuring among the notable highlights for 2018 was the commencement of the refurbishment and extension of the historic Edmund Rice Building, the original residence of the Christian Brothers when they arrived in Ipswich in 1892. This much-anticipated building project represents the fulfilment of a commitment by the College



Foundation and the Parents' and Friends' Association over a decade ago to start a fund to restore the grand old building to its glory days.

Continuing from our previous community engagement events and underlining our efforts in striving to be an authentic Inclusive Community, the College was delighted to host Susan McLean, an expert in cyber safety, to help consolidate our newly-implemented Student Formation Program – Eddie's Men Can (EMC). Throughout the year, EMC provided the grounding and formation work to address belonging, connection and community spirit.

In 2018, the College set out to embed Justice and Solidarity through enriched practices of Aboriginal and Torres Strait Islander cultural traditions. This included the creation of a Student Culture Group, the development of a Digeridoo Group, incorporating Aboriginal and Torres Strait Islander rituals in our Year 10 Rite of Passage ceremonies, engaging with Hymba Yumba community hub and using the artwork of our adopted Elder,

Uncle Joe Kirk, in our College symbols and designs. We acknowledge three staff members who each celebrated 40 years of service to the College. Congratulations to Di Denman, Ann Mulkerin and Wayne Warren for their dedication and commitment to St Edmund's College. 2018 has been a year of achievement, challenge and opportunity where we have grown together and helped the Edmund Rice story unfold in a uniquely Ipswich way.

St Laurence's College South Brisbane

Principal: Mr Chris Leadbetter



August census data in 2018 had the College population at 1890 boys from Years 5 to 12. The College continues to grow amongst increasing educational competition in the inner-city Brisbane area. During the course of 2018 we have had a focus on delivering the College Strategic Plan. Key to this has been a project to refurbish classrooms into modern learning spaces. This program will be extended from the Primary School to the Middle School.

St Laurence's College caters for a wide range of learners and the academic outcomes continue to be very good, with 257 students graduating from Year 12 in 2018. 95% of seniors obtained a QCE. 191 boys were eligible for University Entrance and obtained an OP score with 89% of boys receiving an OP score of 1 – 15 and 97% of boys receiving a tertiary offer. 71 boys also were awarded one or more Vocational Education and Training qualifications. Staff from St Laurence's College have also worked with our partner schools of Padua College and Iona College in a collaborative learning partnership known as the Learning Exchange (LEX). This partnership allows for the sharing of best practice and collaborative learning to occur. Much of our initial focus has been on the Primary and Middle years. The Primary school has adopted an Enquiry Learning Model in Years 5 and 6. There has been a particular strategy to improve literacy outcomes in both Primary and Middle years. We have 149 teaching staff and an additional 91 staff in support and administrative roles. Staff professional learning has been a strategic priority with the employment of a Director of Human Resources to work under the

direction of the Deputy Principal. This appointment has seen a renewed focus on staff development, appraisals and feedback to improve performance. A great deal of work has been done as we introduce a House system for the Pastoral Care of students in 2019. The College will have ten Houses with a Head of House leading the Pastoral Care and Student Learning in their Houses. Staff at St Laurence's College have been instrumental in developing a new model of sport within the Association of Independent Colleges (AIC) sports competition. These changes will be evident in 2019 with a focus on developing a sports program that supports student growth.

At St Laurence's College, we continue to offer an inclusive education with a variety of programs to support all our young men. Our Faith in Action program allows boys to develop a healthy perspective in which they are challenged to make a difference within their local community.

I acknowledge the work of many in our community, particularly the College Leadership Team, our student leaders led by Harry Kidd, Oscar McCarron and Joel Anich, the College Board led by Mr Paul Begg, Ms Michelle Prendergast from the Parents' and Friends' Association, Mr Rob Siganto from the Foundation, as well as all who 'buy into' our community. 'Our Collective Ambition is to be a high performing Catholic school of choice, delivering contemporary curriculum to a diverse range of learners who graduate as successful, compassionate and caring Lauries gentlemen within the charm and traditions of Edmund Rice.' (*College Strategic Plan*)



St Joseph's College Gregory Terrace Brisbane



Principal: Dr Michael Carroll

2018 was another successful year for Terrace. The Year 12 students' theme of 'Shoulder to Shoulder' typified the camaraderie and passion that permeated throughout the year.

The spiritual life of the College continued to be a central focus during 2018 with further development of the retreat program, ongoing support of the College's service program, the House Friendship Groups, the Year 10 Immersion Program and the longstanding relationship with Timor Leste.

Terrace has a proud history of providing an holistic education. 2018 again saw the College, through its strong focus on teaching and learning, produce exceptional academic results on NAPLAN and the Year 12 OP results. 2018 again saw Terrace named as one of the leading schools in Queensland in regard to its academic outcomes, with 37 students receiving an OP1 and 50% recording an OP 1 – 5.

Changes to the physical landscape at Terrace continued in 2018 with ongoing work on the Mt Sion – Duhig Place Student Wellbeing Centre.

Once completed in 2019, the Centre will provide a new, comprehensive 'One Stop Shop' for student services.

This project, along with other initiatives in

2018 has allowed the College to continue its role with respect to sustainability. Additional solar panelling, further recycling initiatives and the progressive roll-out of 'green' energy solutions continued throughout 2018.

2018 saw Mrs Julie Quinn, Dean of Studies, finish at Terrace after 24 years of dedicated service to the College. Julie has been instrumental in forming and shaping the strong 'Culture of Learning' and subsequent academic success that exists at Terrace.

The College's co-curricular program continued to provide a combination of participation and excellence across a range of sporting and cultural pursuits. Highlights for 2018 included the staging of the very successful musical, *We Will Rock You*, the House Choir on centre court at the Pat Rafter Arena and an extraordinary volleyball game against Churchie. The evidence of strong community engagement at Terrace was again on display by the many parents who support the co-curricular programs via support groups, volunteering on the BBQ and coaching teams.

A defining moment for the College in 2018 was the serious injury to Conor Tweedy during a rugby game. In this time of tragedy, the courage of Conor and his family and the unwavering support from the Terrace Family for Conor and each other, demonstrated in a very real way, that Terrace is a real Catholic School in the Edmund Rice tradition.

St Joseph's Nudgee College Boondall



Principal: Mr Peter Fullagar

The commencement of the 2018 school year was marked by our Opening Mass in February.

College Captain Angus McDonald's inaugural speech featured the Senior motto *To Lead is to Serve*.

Throughout the year Angus, his fellow College leaders and the entire Year 12 cohort fulfilled this motto in ways which embodied the Touchstone of Inclusive Community, such as their inspirational speeches at community gatherings, their support for fellow students at sporting and cultural events and the guidance they provided our youngest students in the Junior School.

The faith life and social justice aspects of the College continued to develop strongly. The basis of these were the liturgical and retreat programs across the school, as well as the Immersion Program and weekly outreach to the local community. During 2018 we re-examined our overseas Immersion Program in the light of changing needs, as well as our desire to connect with programs that share in the charisma of Edmund Rice and the Touchstones of Gospel Spirituality and Justice and Solidarity. As such, we piloted our first Year 10 Immersion to Papua New Guinea. This successful implementation will be built upon in the years to come.

This year a whole school approach to literacy was implemented in an effort to enhance our academic culture. Teachers have been involved in developing their pedagogy in this area through focused sessions of our Professional Learning Communities (PLCs). Literacy strategies have been implemented by teachers across all year levels and in all subjects. Our students have responded well

to these strategies and this whole school approach to literacy will continue to be a focus.

2018 also saw the increasing prominence of STEAM related programs, incorporating the fields of science, technology, engineering, the arts and mathematics. These programs served to develop real world skills including critical thinking, problem solving and creativity. STEAM activities also inspire students to think flexibly and work interdependently in order to overcome challenges.

I commend the teaching staff on their consistent dedication to delivering lessons and programs that inspire and stay true to the Touchstone of Liberating Education.

In Student Formation, staff focused on using data to support students' wellbeing. This data included attendance data and trends, detailed counselling reports outlining key student issues, detention data, and academic progress information.

The focus for Nudgee College Boarding in 2018 was to improve the quality and delivery of the study program for boarders. A new tutoring program with our Year 7 and 8 boarders was initiated with an external provider. The emphasis was on developing study skills and revision techniques with the ratio of one tutor working with seven boys. To date, the results from the new program have been encouraging.

The co-curricular program at Nudgee College continues to grow and to be a strong pillar of College life. Unifying all that we do in these areas is the mateship and Nudgee Spirit that is engendered by participating in, and supporting, these activities.

In looking back over this past year we have much for which to be grateful. It will be with God's blessing that Nudgee Spirit will continue to grow, to inspire and to nurture us as a deeply connected College community. Finally, I would like to note the great energy within our staff, the robust support amongst our parents, and the distinctive spirit that continues to unite and drive our students in all that they do.



**St Patrick's College
Shorncliffe**

Principal: Mr Chris Mayes

During first semester 2018, the College Leadership Team collected feedback from staff, students and families regarding information to inform the next College Strategic Plan (2019-2023). The Strategic Plan was finalised at the end of 2018 and will be launched at the St Patrick's Day Mass in March 2019.

During 2018, the College also completed a review of the middle leadership organisational structures.

As a continuation from the 2017/2018 learning spaces review, twelve classrooms were identified as trial rooms, and classroom layouts and furnishings were acquired for trial through 2019. This also included the acquisition of new technologies and implementation within the classroom.

St Patrick's College expects and continues to encourage all members of its community to work to the best of their ability. A strong focus on the importance of education is nurtured and both the academic and vocational education pathways are offered and valued. The pastoral system offered at St Patrick's College is a fully

integrated Year 5 to 12 program that supports a nurturing and caring community for students.

As a Catholic School in the Edmund Rice tradition, the messages of compassion, justice and peace are living realities for everyone through a range of experiences, initiatives and opportunities to all members of the College community. A range of programs provide all with the opportunity to develop relationships, examine aspects of their own spirituality and complement aspects of their formal curriculum experiences with everyday actions and service programs. The purpose of these opportunities is to offer the College community direct means to live out



the call to Christian solidarity with people on the margins, whilst building real relationships with people from very different walks of life. These opportunities include:

Paddy's Van Ministries

- > Tuesday and Thursday morning breakfast programs
- > Tuesday afternoon tutoring for primary students within the local community
- > Wednesday afternoon barbeque at Sandbag Community Centre
- > Saturday evening barbeque

Solidarity Immersion experiences to:

- > Timor Leste
- > Noonkanbah Indigenous Community in the Kimberley region of Western Australia
- > India
- > Homestay opportunity to support Indigenous students from Normanton, in far North Queensland

In 2018, St Patrick's provided financial support for four Indigenous students from Normanton. These students live with families from within the College in a homestay situation. These Indigenous students are further supported through the appointment of a full-time Indigenous liaison person. The notions of partnership and community are central to what we value most at St Patrick's.

At St Patrick's we believe that Justice, Peace and Solidarity are more than simple slogans to be used on formal occasions but also must be integrated within the religious education and religious life of the College at a 'lived experience' level. The College offers Justice topics within curriculum units such as Indigenous education, eco-sustainability, refugees and health.

ERA for Change is a student-led Advocacy group at St Patrick's. These young men, and the staff who support them, have brought about significant change within the St Pat's community and enhanced the work for Social Justice that is at the heart of our Edmund Rice tradition.



EREA schools offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity.





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