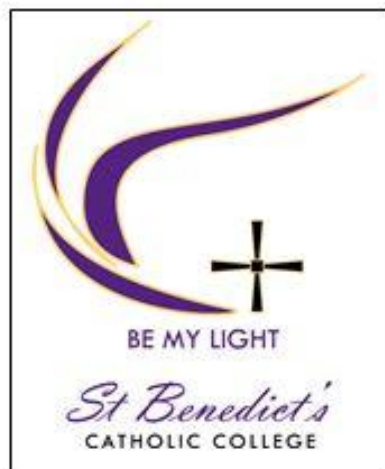


# Annual School Report

## Secondary



2017



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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St Benedict's Catholic College, Oran Park is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

Further information about the school or this Report may be obtained by contacting the school:

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Acting Principal: Stephen Lo Cascio

Date: 28th March 2018

## Vision Statement

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**Our Hope:** To provide a learning environment where there is “Something To Strive For and Nothing To Run From” (*Rule of Benedict 64:19*). St Benedict had a profound veneration for the Holy Cross and for our Saviour crucified. Our Motto is based on the inscription on the traditional Benedictine medallion “May The Cross Be My Light”.

**Our Calling:** In establishing a “School of the Lord’s Service” (*Prologue to the Rule*), our calling is to challenge our young men and women to develop a Love of God, Love of Learning and Love of Neighbour.

## Message from Key School Bodies

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### ***Principal’s Message***

2017 saw the second of the student groups entered for the Higher School Certificate and the continuation of the college building program. Both of these ensured the focus throughout the college was on improving student learning and providing the necessary facilities to cope with the increased numbers of students.

Stage 5 of the building included 18 new General Learning Spaces and linking walkways between the main areas of the college and the Science laboratories. Toward the end of the year saw the commencement of the stage 6 building works which will conclude with the expansion of the central passive area and the completion of the full size oval and Creative Arts spaces. These are scheduled to be completed during 2018.

In terms of the student population, 2017 saw the growth to capacity of Years 7 - 9 as a six stream school with 180 students in each year group. The four stream classes moved into Year 10 with Years 11 and 12 containing the flow through of smaller classes with three streams in Year 11 and two in Year 12.

With the growth in student numbers, there was a proportional increase in staffing which resulted in eight extra teaching and support staff. Due to system requirements, most of 2017 saw the college lead by an Acting Principal and Assistant Principals in preparation for the return of the permanent Principal at the start of 2018.

### ***Parent Involvement***

In keeping with previous years, the Parents & Friends (P&F) provided the catering for St Benedict’s Feast Day and the Orientation Day for the new students joining the St Benedict’s community in 2018. 190 new students joined the college and watched the various stages of construction as the school continues to grow.

P&F funds were used to purchase more portable seating for the yard as well as a large table. This has proven to be a popular way for students to spend their break. Funds raised through the year were used to purchase and install Apple TV’s throughout the GLA rooms.

Once again the P&F have had the support and involvement of various sub committees hosting programs such as a Parenting Teens evening and a Parents and Digital Media Awareness evening. The Maintenance Committee carried out several small jobs. The Hospitality Committee provided the catering at the various events held during the year.

Remaining P&F funds are being banked against the significant cost of purchase of outdoor shade products to be installed at the conclusion of Stage 6 of the building programme in 2019.

The success of the P&F is the result of all parent volunteers. A big thank you to the P&F Executive, members of the sub committees and all the parents that contributed their time and expertise throughout the year.

*Parents and Friends Association, President*

### ***Student Leadership***

As College Captains it is a pleasure to write an article for this Annual School Report. Through the core teachings of St Benedict and the values instilled at the college, students have been able to live out a 'Love of God, Love of Learning and a Love of Neighbour'. They have learnt that through perseverance and resilience anything is possible if you work hard. St Benedict's has given students something to strive for and nothing to run from. It is this foundation that can carry forth into new journeys.

It is important to acknowledge and thank the work of the Student Leadership Team. The Prefects have been a positive voice for the college and a role model for students. As a leadership group, the students have involved themselves in college initiatives such as carnivals & Feast Days, began the review of the College House system, and represented the college at a variety of external community events including Diocesan Masses, Parliament visits and leadership gatherings.

Due to the small numbers in the year 12 group, students have all been able to bond and be a significant source of support for each other. The senior retreat was a wonderful opportunity for students to develop and create new friendships, and reflect on life values as well as providing the opportunity to prepare for the year ahead and face its challenges with confidence and support.

It is very important to acknowledge and thank the many staff who have helped the students during the past six years: Year Coordinators; teaching staff (past and present); Assistant Principal; and Principal. Their contributions have helped students to grow into mature young adults.

To the students of St Benedict's, the student leaders hope that they have lead the student community well and acted as a source of inspiration for many fellow students. Good luck as to all students as they complete their schooling journey and grow and mature into young adults over the coming years.

*School Leaders*

## School Profile

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### ***School Context***

St Benedict's Catholic College is a Catholic systemic co-educational school located in the growth area of Oran Park in South Western Sydney. The school caters for students in years 7-12 and has a current enrolment of 753.

The school caters for students from the parishes of St Mary MacKillop Oran Park, St Clare's Narellan Vale, St Paul's Camden, St Aloysius The Oaks and St Anthony's Picton. The drawing area continues to be large, from Picton in the south through to the rapidly developing areas of Leppington and Bringelly in the North. A significant number of students were drawn from the surrounding suburbs of Harrington Park and Narellan and the new town centres of Oran Park, Gregory Hills and Harrington Grove precincts.

The school continues to grow and will accommodate additional students in Years 10-12 until 2020.

### ***Student Enrolments***

2017 Enrolments	
Boys	345
Girls	408
Total	753
Aboriginal and Torres Strait Islander	15
LBOTE	192

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: [www.sbccdow.catholic.edu.au](http://www.sbccdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2017.

## **Student Attendance**

<b>2017 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	92.6%	93.2%
Year 8	90.3%	92.1%
Year 9	91.4%	91.3%
Year 10	88.7%	87.3%
Year 11	93.9%	93.2%
Year 12	93.8%	92.0%
Whole school	91.4%	91.6%

## **Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Research clearly shows that one of the significant factors in academic success and general well-being at school is continual sustained attendance. The St Benedict's Academic Tutor system ensures that parental contact is made by telephone by the third day of absence. Parent education programs around appropriate scheduling of family holidays and extended leave were held throughout the year. Parents were contacted on the morning of their child's absence by email. The college supports new DEC and CEDoW Student Attendance Guidelines and Procedures (2015) that limit Principal approved leave to 15 days per year.

## **Student Retention Rate**

<b>Year 10 Total Enrolment 2015</b>	85
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	52
Actual Retention Rate (%)	61%

## **Student Attainment in Senior Years**

<b>Years 11 - 12 2017</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	15.8%
% of students who have completed at least one (1) VET course in either Year 11 or 12	12.5%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	2%

One student completed a ROSA-only pathway in Year 12.

***Destination Survey***

<b>2017</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	24	19	52
University	-	-	26
TAFE/Tertiary	3	4	2
Employment	8	12	12
Other School	11	3	-
Other/Unknown	2	0	12

## Staffing Profile

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There are a total of 54 teachers and 18 support staff at St Benedict's Catholic College. This number includes 52 full-time, 2 part-time teachers.

### **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

\*Australian Education Institution – National Office of Overseas Skills Recognition

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2017 was 95.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 94%.

Due to the growth of the student population of the college, there was an increase of 5 teaching staff on the overall numbers between 2016 and 2017. The above retention rate is based on the staff who left at the end of 2016 compared with the number who returned in 2017.

### **Professional Learning**

During 2017 St Benedict's Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Benedict's Catholic College whole school development days involving 70 staff.

These days focused on:

- Beginning of College Year - administration and vision goal setting
- Staff Spirituality - Knowing God
- Staff Wellbeing - enhancing staff skills in building wellbeing within themselves and amongst their students and understanding the PDP Process
- Curriculum Development - Literacy at SBCC



- First Aid training - Ensuring staff accreditation for student safety.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- New staff induction (5 staff)
  - Mathematics programs targeting Stage 4 (6 staff)
  - English – Dyslexia and reading differentiation (1 staff)
  - Science Program Writing (3 staff)
  - WHS education training (70 staff)
  - Beginning Teacher and mentor Training (5 staff)
  - Curriculum leadership (3 staff)
  - Library Inservicing (3 staff)
  - Wellbeing training (3 staff)
  - Individual subject training (22 staff)
  - Literacy initiatives (3 staff)
  - Vocational Education training (1 staff)
  - Learning Support training (2 staff)
  - Information and Technology rollout (2 staff)
  - Digital Technologies rollout (2 staff)
  - Library training (3 staff)
  - Road Safety Management training (1 staff)
  - Drug Education Training (1 staff).

The average expenditure by the school on professional learning per staff member was \$468.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$442.

## Catholic Life & Religious Education

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2017 marked a significant year in the Catholic Life of the college as it entered its second year of HSC courses and implemented the new Year 10 curriculum developments. The Religious Education program and assessments were designed to cater for the various learning needs and religious knowledge of the students. The teaching programs followed the Emmaus paradigm and integrated numeracy and literacy skill focuses based upon the Religious Literacy data and the local Religious Education survey. Additionally the programs focused on differentiating curriculum content to support the varied needs of the students. This ranged from supporting students to extending them when appropriate.

Social justice continued to thrive in 2017 with the college participating in many varied social justice initiatives. The school continued to support the Caritas Lenten Project Compassion campaign through the Academic Care classes and through the annual coin trail. Additionally, the college also supported the St Vincent de Paul appeals including the winter appeal, which not only raised money but allowed students to donate clothes, scarves and blankets for the most needy in the community. The college also supported the Christmas appeal which helped to raise money for this worthwhile cause, but also the donations of valuable food hampers and gifts for the neediest people in the local community, through the Camden branch of St Vincent de Paul. In 2017 a total of \$7075.85 was raised through social action initiatives.

The liturgical life of the college was very active in 2017 with students actively participating and rejoicing in a number of events. This included the College Opening Mass, St Benedict's Feast Day Mass, the end of year Mass and the Year 12 Farewell Mass. In addition, students were able to participate in the Ash Wednesday Liturgies, Easter Liturgy and were on a rostered Friday Mass at St Mary MacKillop Parish within their Religious Education classes. On a daily basis students were guided in prayer through the midday mantra, class prayers and in classroom liturgical experiences.

The college retreat program also gave students the opportunity to develop their spirituality and faith in a variety of planned retreat experiences. The theme for year 7 took its focus on the year 7 unit "Ways of Praying". This day enabled students to come together in solidarity with their peers in prayers such as the Rosary, and understanding prayer through other forms such as music and art. In year 8 the students explored the value and dignity of each other which linked to their unit on Human Dignity. The year 9 students were able to spend the day with a guest speaker, Chris Doyle, that focused the retreat experience selflessness, responsibility and stewardship of the environment. The year 10 retreat program linked to the unit on Catholic Social Teachings and was led by a guest speaker Sam Clear, who through his own personal journey allowed students to see the importance in helping others in the community, even through prayerful initiatives. The senior retreat took the theme "For where your Treasure is, there your Heart is also" and was a valuable experience for these students and their teachers. The staff were also able to participate in an overnight spirituality experience that focused on our Benedictine charism. In 2017 the school also had students participate in liturgical ministries, such as training to be Extraordinary Ministers of Holy Communion, Lector and Cantors, and catechetical training to help serve local public school Catechist programs. This has helped our college to develop a great love of God and serve the Catholic dimension of the community.

youth ministry flourished in 2017 with the appointment of our first Youth Ministry Coordinator. Through initiatives run through the Diocese and internally, students were able to actively participate in the annual 'UNITE' festivals, GLOW Youth Ministry evenings, the 'Live' events run through the Office of the Bishop, the school based outreach program run in collaboration with Carrington Retirement Village and a number of students participated in the Australian Catholic Youth Festival. The school also continued to establish its connections with the Parish of St Mary MacKillop Oran Park, through joint initiatives with St Justin's like Friday Mass, sacramental programs and even precinct meetings between the schools and parish to build community engagement and support networks.

### ***Religious Literacy Assessment***

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 164 Year 8 students who sat the RLA on 21 August 2017.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the core rights and responsibilities as Christians in society and the place of prayer and devotion in Christian tradition, with students achieving 100% accuracy in these areas. Furthermore, they showed a high level of performance in their:

- knowledge of the sacraments of initiation
- knowledge of the Liturgical Year
- knowledge and appreciation of Jesus' parables.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to develop an understanding of:

- the value of the Bible in the community
- Biblical themes
- themes found in the Gospels.

In the assessment 12.7% of students were placed in the developing level, 85.5% in the achieving level and 1.8% were in the extending level.

## School Review and Improvement

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School Review and Improvement (SRI) is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### ***School Review and Improvement components reviewed and rated in 2017:***

#### **Key Area 2: Students and their Learning**

2.3 Reporting student achievement

Goal: Establish Reporting policies and practices throughout the college.

2.4 Integration of Information and Communication Technology (ICT)

Goal: Successful Rollout of completely new integrated student management, finance and attendance package.

#### **Key Area 3: Pedagogy**

3.7 Professional learning

Goal: Ensure professional development is linked to overall school plans and deployed strategically.

#### **Key Area 4: Human Resources Leadership and Management**

4.3 An ethical workplace culture

Goal: Review current status of the college as an ethical workplace.

4.4 Succession planning

Goal: As the college moves into its next phase, seek to develop capacity in future Middle Leaders by providing a range of opportunities for leadership.

### ***School Review and Improvement components to be reviewed and rated in 2018:***

#### **Key Area 2: Students and their Learning**

2.2 Rights and responsibilities

#### **Key Area 3: Pedagogy**

3.3 Teaching practices

#### **Key Area 4: Human Resources Leadership and Management**

4.2 Professional development of staff

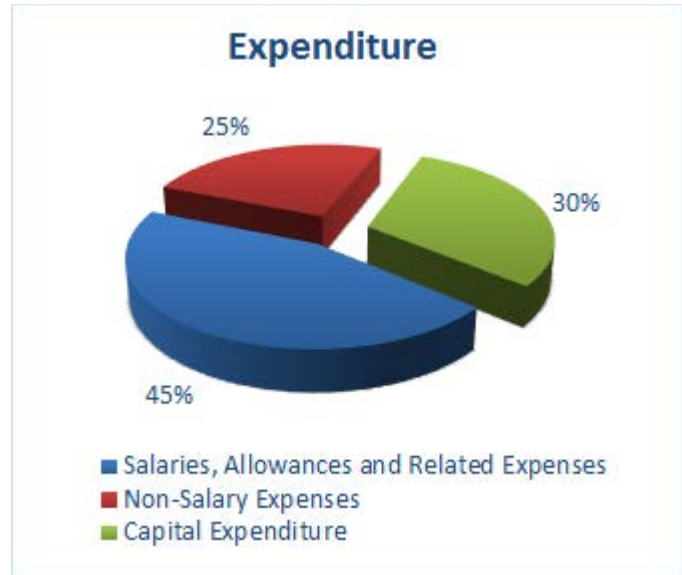
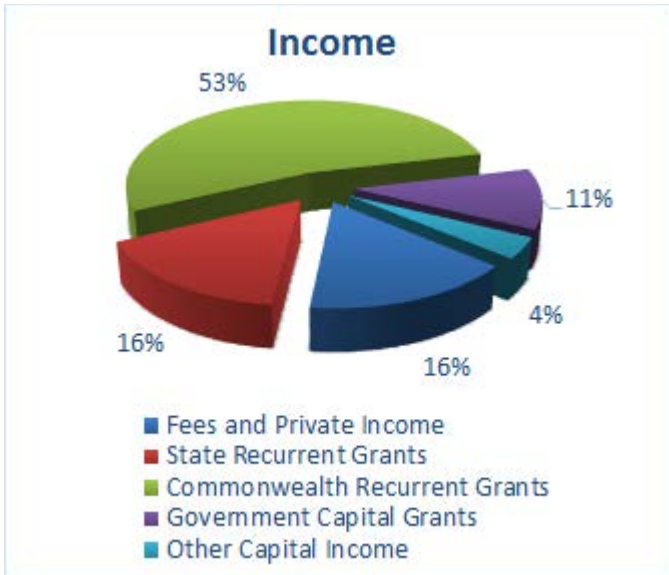
**Key Area 6: Parents, Partnership, Consultation and Communication**

6.1 Parent involvement

## Financial Summary

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The following graphs reflect the aggregated income and expenditure for St Benedict's Catholic College, Oran Park for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.



## Student Welfare

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The area of student wellbeing at St Benedict's Catholic College continued to develop in 2017. A priority for the college is the academic, social and emotional wellbeing of students and this area was addressed through the morning Academic Care Program. The scope and sequencing program was reviewed once more in 2017 with the focus on continually assessing the relevance of activities to ensure changing student needs are addressed. Staff meetings had a focus on Growth Mindset and these ideas were also addressed at college assemblies.

Student leadership developed in 2017 with the appointment of a strong Student Leadership Team. The College Captains and Prefects in Learning, Mission and Ministry and Co Curricular worked towards the new House system, while student engagement and developing a school culture were identified as their focus areas. Middle School Leaders were again appointed in the areas of co curricular, learning, stewardship and social action, with more students taking on these roles as a reflection of growing community numbers. These students were involved in many activities including Caritas fundraising, supporting 'R U OK Day', 'World's Biggest Morning Tea', 'Bennies Got Talent', 'Bennies Bring a Blanket' and the lunchtime homeroom sporting competitions.

The Leadership Diploma program is seen as a base for the development of student leadership in the college. In 2017, 25 students completed the Stage 1 'Purple' Diploma, whilst a number of Year 10 students are still working towards the award of the 'Gold' Diploma. The Leadership Diploma is not only designed to develop a student's leadership abilities but also to immerse them in community service activities and the overall college co-curricular life. The continuing growth in numbers of students completing the 'Purple' Diploma is indicative of the value this program.

The college ran a variety of other programs in 2017 including 'Rock and Water', 'Buckets Full of Generosity', 'Free to Be', 'Cyber Safety', a Backpack Awareness Program, Facing Adversity and Building Resilience with Paul Wade, and Drive to Survive Programs. Along with this there were visits from the Australian Defence Force Academy, Western Sydney University (WSU) and local TAFE to discuss career and study options for the students. All programs and initiatives are designed to follow the college ideal of giving the students 'Something to Strive For and Nothing to Run From'.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2017.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## Learning and Teaching

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### **Introduction**

The second group of students at St Benedict's Catholic College completed their Higher School Certificate in 2017.

The learning and teaching programs at the college incorporated a wide variety of learning experiences designed to cater for different learning styles, skills and ability levels based on 'Understanding by Design' principles.

### **Curriculum and Pedagogy**

#### **Syllabus Implementation**

Students studied 26 courses in Year 12 and 30 courses in Year 11. As well as a wide range of English and Mathematics options, students also studied the following courses: Ancient History, Biology, Business Studies, Catholic Studies, Chemistry, Community and Family Studies, Computing Applications, Construction, Design and Technology, Hospitality, Industry Based Learning, Industrial Technology, Legal Studies, Modern History, PDHPE, Photography, Video and Digital Imaging, Senior Science, Sports, Lifestyle and Recreation, Studies of Religion, Child Studies. Six students in Year 11 also studied a number of languages via external providers. In Year 7 - 10, the school continued with its implementation of a number of new Stage 5 courses including new electives.

#### **Assessment and Reporting**

The college continued developing its assessment processes and tasks. In addition to providing teachers with data for on-balance grade judgements, these assessments provided students with important descriptive feedback. Based on these measures, academic progress and achievement were formally reported twice during the year. Reports provided feedback on each student's progress in outcomes for each subject, a number of learning skills as well as social-based criteria. In addition to formal and informal assessments in each of their courses, students were also assessed using diagnostic Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT). PAT Mathematics, Reading and Science tests were used to diagnose and rectify student areas of challenge and teachers responded to this data through learning and teaching strategies in subsequent units of work. Using individual student results, Academic Care Tutors met with their respective students in order to design goals around improvement in specific areas identified in both reports and PAT tests. Using PAT testing, internal assessment and teacher observation, classes in English and Mathematics were re-organised to better target learning.

In addition to these measures, the Australian General Ability Test (AGAT) was used to help identify and differentiate learning for gifted students.

#### **Integration**

St Benedict's Catholic College is based on an educational brief that recognises the specific requirements of



all adolescent learners. The pedagogy is built on the pastoral approach that all students must be known and cared for as individuals. Thus, an essential element of integration this year was the relationship between each student and their Academic Care Tutor.

### **Technology Supporting Learning**

As a 1-to-1 laptop community, all students are provided with Apple MacBook Air computers. In order to provide students with the best possible support to learn how to use these tools, students in Year 7 attended a 2-day MacBook “Boot- camp” designed to teach them the basic use of their computers. Through the use of their laptops, all students across the college had access to digital textbooks, the Google suite as well as a range of other online resources and subject-specific applications.

### ***Cross Curriculum***

#### **Literacy and Numeracy Strategies**

At St Benedict’s Catholic College, students’ strengths and challenges were identified using a variety of measures including NAPLAN, ACER Progressive Achievement Tests, internal assessments and teacher identification. Literacy and numeracy challenges were then addressed.

At a school level, several whole-school initiatives were designed to improve the literacy and numeracy culture of the school. Among the strategies begun this year and continuing into 2017 were: Lunchtime tutoring, Mathematics Challenge (AMT) and teachers across all Key Learning Areas (KLAs) used consistent writing scaffolds and focused on instructional language in assessments.

In KLAs, teachers discussed specific strategies they could use to address skills in specific courses. These skills were listed in the “Responding to Data” section of their programs and were addressed using specific learning intervention strategies.

As part of its continued development of a school-wide literacy framework, the school adopted the literacy framework of Fullan and Sharratt. Teachers attended a range of professional development opportunities in order to foster this new perspective.

Academic Care Tutors gained specific overall data about their students, discussing with them areas of strength and challenge regarding literacy and numeracy in order to develop individual improvement goals.

### ***Meeting the needs of all students***

#### **Diversified learning**

While St Benedict’s Catholic College caters for a wide range of students with specific abilities and needs, it does so within integrated, mainstream classes. A focus this year was on catering for the individual needs of students through differentiation and, where necessary, in-class support. In order to assist with integration into mainstream classrooms, the college offered a successful Year 7 transition program.

### **Gifted Education**

The St Benedict's Catholic College High Performance Program was continued this year. This program identified students through a range of diagnostic tools and teacher referral who were then provided with enrichment extension activities in nominated subject areas. An associated website also provided self-directed learning opportunities. In addition to selecting and receiving differentiated work in classes, students also had the opportunity to engage in external differentiation activities as part of the High Performance Program at the college.

### **Special Education**

Along with the regular testing of students and adjustment of programming and learning strategies, St Benedict's Catholic College Learning Support team provided support for students with special education needs. Learning modifications were designed based on student Personal Plans. The "Baseline" program assisted students in reflecting on their day and preparation for tasks. The Secret Agent Society (SAS) programme enabled students on the autism spectrum to work on a range of social and academic skills. There was also a parent support program run by Learning Support that brought together parents of students with specific special education needs.

### ***Expanded Learning Opportunities***

During 2017, students were given the opportunity to participate in college based sports, Macarthur Independent Schools Association (MISA) interschool activities, and representative sports held at a Diocesan level. Students participated in external academic competitions including Science, English and Mathematics. Extra-curricula programs included debating, music tuition, social justice clubs, college advisory committees, environmental groups and Diocesan Pastoral Care seminars. Students were given a full range of learning opportunities outside the classrooms such as reflection days, excursions to the Sydney Zoo, a Geography coastal environments survey and local History field research. Stage 5 students were involved in the Leadership Diploma (Stage 1) and a number of students participated in the Duke of Edinburgh Award Scheme program.

### **Vocational Education and Training**

The college provided a range of VET courses for Stage 6 students. There were 8 students who undertook a School Based Apprenticeship and Traineeships (SBATS). The college delivered 2 Certificate II Vocational Education and Training (VET) frameworks - Construction and Hospitality (Kitchen Operations). Students also studied external VET courses in Retail and Carpentry with other Registered Training Organisations (RTOs).

## Student Achievement

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The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

### **Year 7 Results**

In reading, 98% of students achieved at or above the national minimum benchmark, 25% of students were at proficiency and the school average was marginally below state average.

In writing, 97% of students achieved at or above the national minimum benchmark, 20% at proficiency and the school average were significantly above state average.

In spelling 97% of students were at or above the national minimum benchmark, 33% were at proficiency and the school average was below state average.

In grammar and punctuation 93% were at or above the national minimum benchmark, 25% were at proficiency and the school average was below the state average.

In numeracy 97% of students were at or above the national minimum benchmark, 18% were at proficiency and the school average was significantly below the state average.

### **Year 9 Results**

The Year 9 results indicate an upward trend from previous years. Student growth was also above average.

In reading, 98% of students were at or above the national minimum benchmark, 23% were at proficiency and the school was at state average.

In writing 89% of students were at or above the national minimum benchmark 16% were at proficiency and the school average was above the state average.

In spelling, 95% of students were at or above the national minimum benchmark, 22% were at proficiency and the school average was below the state average.

In grammar and punctuation, 96% of students were at or above the national minimum benchmark, 17% were at proficiency and the school average was below the state average.

In numeracy, 100% of students were at or above the national minimum benchmark, 15% were at proficiency and the school average was below the state average.

### **Student Achievement in Bands**

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

NAPLAN 2017: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	10%	65%	25%	11%	66%	23%
	National	16%	53%	29%	21%	56%	21%
Writing	School	21%	59%	20%	34%	50%	16%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	11%	55%	33%	18%	60%	22%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	13%	63%	25%	21%	62%	17%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	13%	69%	18%	12%	73%	15%
	National	14%	52%	33%	16%	58%	24%

*National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.*

### **Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<b>NAPLAN 2017: % AT or ABOVE NMS</b>		<b>YEAR 7</b>	<b>YEAR 9</b>
<b>Reading</b>	<b>School</b>	97%	98%
	<b>National</b>	94%	92%
<b>Writing</b>	<b>School</b>	95%	89%
	<b>National</b>	88%	82%
<b>Spelling</b>	<b>School</b>	96%	95%
	<b>National</b>	93%	91%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	92%	96%
	<b>National</b>	92%	89%
<b>Numeracy</b>	<b>School</b>	95%	99%
	<b>National</b>	95%	96%

### ***Record of School Achievement***

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 16 students in 2017.

### ***Higher School Certificate***

The Higher School Certificate results of 2017 represented an improvement on the strong results of the school's first HSC cohort. 4.5% of students achieved a Band 6 and 30.2% of students attained a Band 5. Over 50% of students scored a Band 5 or Band 6 in Biology, Advanced English, Extension English, Legal Studies, Modern History and Senior Science. 70% of courses achieved above state average with Modern History, Industrial Technology - Timber, Construction, Community and Family Studies and Senior Science all achieving significantly above state average.

## Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	0.00	90.91	9.09
	State	13.66	70.31	16.02
English (Advanced)	School	0.00	35.71	64.29
	State	1.37	34.88	63.75
Mathematics General 2 BDC	School	41.18	44.12	14.71
	State	25.41	48.84	25.75
Mathematics	School	0.00	66.67	33.33
	State	9.11	37.22	53.68
Biology	School	0.00	44.44	55.56
	State	11.95	48.49	39.56
Ancient History	School	11.76	58.82	29.41
	State	18.39	45.12	36.49
Business Studies	School	10.00	70.00	20.00
	State	12.72	50.59	36.69
Music 1	School	0.00	60.00	40.00
	State	1.35	32.98	65.68
Studies of Religion I	School	0.00	27.78	72.22
	State	4.31	45.65	50.04
Industrial Technology	School	0.00	66.67	33.33
	State	25.06	52.46	22.48
Community & Family Studies	School	0.00	63.64	36.36
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	12.50	58.33	29.17
	State	18.66	50.46	30.88

## Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	35	71.16	69.19
English (Advanced)	14	80.83	80.96
Mathematics General	36	63.31	68.51
Mathematics	6	75.00	77.96
Biology	9	76.96	74.30
Ancient History	18	72.42	71.67
Business Studies	21	68.67	73.17
Music 1	5	79.64	81.45
Studies of Religion 1	18	40.23	38.77
Industrial Technology	13	76.57	67.54
Community and Family Studies	22	76.39	72.71
Personal Dev, Health and Physical Education	25	71.23	71.03

## Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	-	-	69.40	71.16
English (Advanced)	-	-	78.63	80.83
Mathematics General	-	-	70.52	63.31
Mathematics	-	-	81.80	75.00
Biology	-	-	77.33	76.96
Ancient History	-	-	65.13	72.42
Business Studies	-	-	75.00	68.67
Music 1	-	-	-	79.64
Studies of Religion 1	-	-	40.11	40.23
Industrial Technology	-	-	76.10	76.57
Community and Family Studies	-	-	75.49	76.39
Personal Dev, Health and Physical Education	-	-	72.89	71.23



## Parent, Student and Staff Satisfaction

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Students, parents and staff have been afforded the opportunity to comment on the college's strengths and areas for improvement over a number of forums. Google surveys were conducted with families and written surveys provided for parents to comment. In addition to these formats, parents have further opportunities via regular P&F meetings and staff through monthly staff meetings where issues of a positive nature or areas of concern may be raised. Students have a year structure and middle and senior leadership system where they are also able to make comment.

In feedback obtained from these sources, participants overwhelmingly supported the notion that the college provides an environment that is safe and supportive where students are proud to be enrolled. In addition, there is a strong feeling that the college's Benedictine charism centred on Christ gives a strong faith dimension to all practices in the school. In survey results in each of these categories, over 98% of families agreed or strongly agreed and over 94% of families believed that the college effectively communicates information about activities and events. On average, parents rated the college as excellent or exemplary in terms of relationship-building between school and home and in staff recognising situations that require counselling, listening and support skills.

In terms of future development, 79% of students felt they were being challenged in their schoolwork and 86% thought there were sufficient co-curricula activities. Whilst both of these areas are still strong, they presented the greatest opportunity for improvement. Parents identified building skills within staff in negotiation skills with parents as an area for growth. It is envisaged with the natural growth in the numbers of students and staff within the community, all of these areas will present a focus for growth in the future.



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