

# Annual School Report

## Secondary

# 2018



BE MY LIGHT

*St Benedict's*  
CATHOLIC COLLEGE



**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 2019.

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

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Principal: Michael Hanratty

Date: 31 March 2019

## 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*

In 2018 the college enrolment grew to 850 students with 6 streams throughout Years 7-10. Towards the end of 2018 the formal building programme came to an end with the Stage 6 Creative and Performing Arts Centre at lock up stage. This brings to a conclusion 8 years of construction. Results in NAPLAN continue to be strong in Year 9 demonstrating good growth in student learning. The third HSC cohort provided the school with the best ever set of results with over 7% of students gaining a Band 6 in one or more subjects.

The college joined the Positive Education Schools Network and is beginning a journey with parents, staff and students looking at a strengths-based philosophy of education over the next few years.

### *Parent Involvement*

This year the St Benedict’s Parents & Friends’ Association (P&F) assisted at a number of activities. Once again the Hospitality Committee were able to assist at a variety of functions with catering including Bennies Feast Day and the Year 7 Orientation Day. The Education Committee liaised with the college to provide a number of parenting evenings, particularly those targeting parents who were new to high school in Year 7. P&F representatives were able to be present at a number of Awards ceremonies and were pleased to be involved in the conferring of awards and involved in the farewell to Year 12. The P&F have also set about putting aside funds to purchase a school mini bus and create the first Honour Board which will recognise academic and cultural success as well as student leadership. Plans for 2019 include further support of the college’s Positive Education programme with parents.

*Parents and Friends Association, President (or other Executive)*

### *Student Leadership*

The 2018 School Leaders would like to thank the staff, the P&F and the wider community for their support and guidance over the past six years. This group of students were also the “first” group of year 7 students (in 2013) to commence on the “permanent site” of St Benedict’s Catholic College.

During this time the College has grown both in the physical aspects of a modern, well equipped campus as well as building its traditions and reputation. All students have a very clear understanding and appreciation of the college motto 'Be my light' and the call to always have 'something to strive for and nothing to run from'.

All students from year 7 to year 12 have been provided a wonderful opportunity to grow in all aspects - spiritual, academic, physical, emotional and pastoral. One of the highlights for the year 12 group was their Senior Retreat.

The Senior Leaders extend their best wishes to the college community for their future endeavours.

*School Student Leaders 2018*

## School Profile

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### ***School Context***

St Benedict's Catholic College is a developing Catholic systemic co-educational school located in Oran Park. The school caters for students in years 7-12 and has a current enrolment of 841 growing to its full capacity in 2020.

The college draws students from across the Macarthur and the Highlands and caters for the south-west growth areas around Harrington, Catherine and Oran Parks, Gregory Hills, and Leppington as well as Camden and Picton. The college offers a full range of subjects across Stages 5 and 6 and has a vibrant extra curricula life.

### ***Student Enrolments***

2018 Enrolments	
Boys	391
Girls	450
Total	841
Aboriginal and Torres Strait Islander	15
LBOTE	240

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 2018.

### ***Student Attendance***

<b>2018 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	92.2%	92.8%
Year 8	90.9%	91.2%
Year 9	89.5%	91.2%
Year 10	89.2%	88.8%
Year 11	89.5%	89.2%
Year 12	95.2%	91.6%
Whole school	90.7%	90.8%

### ***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 2016</b>	<b>88</b>
Year 12 Enrolment at Census Date remaining in Year 12 at end 2018	68
Actual Retention Rate (%)	77%

### ***Student Attainment in Senior Years***

<b>Years 11 - 12 2018</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	25%
% of students who have completed at least one (1) VET course in either Year 11 or 12	28%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### ***Destination Survey***

<b>2018</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	25	18	70
University	-	-	45
TAFE/Tertiary	8	9	12
Employment	6	6	12
Other School	11	3	1
Other/Unknown	-	-	-

## Staffing Profile

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There are a total of 61 teachers and 20 support staff at St Benedict's Catholic College. This number includes 54 full-time, 7 part-time teachers.

### ***Teacher Accreditation Status***

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	0
Proficient	61
Highly Accomplished / Lead	0

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2018 was 95.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 94%.

Due to the growth of the student population of the college, there was an increase of 7 teaching staff in the overall numbers between 2017 and 2018. The above retention rate is based on the staff who left at the end of 2017 compared with the number who returned in 2018.

### ***Professional Learning***

During 2018 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 81 staff. These days focused on:
- The Rule of Benedict - immersion
  - Positive Psychology in Education and the PosEd movement
  - HSC Data Analysis and improving Stage 6 outcomes.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- First Aid Training (all staff)
  - Having a Learning Agenda in your KLA
  - Brain Bites: Cognitive Science, Overload and Retrieval Practice for Teachers
  - New staff induction (7 staff)



- Mathematics programs targeting Stage 4 (6 staff)
- Science program writing (3 staff)
- Beginning teacher and mentor training (5 staff)
- Curriculum leadership (1 staff)
- Introduction to Leadership (3 staff)
- Leadership for Learning (2 staff)
- Growth Coaching (2 staff)
- Learning in Leadership (1 staff)
- Wellbeing training (3 staff)
- Individual subject training (20 staff)
- Literacy initiatives (4 staff)
- Vocational Education training (1 staff)
- Learning Support training (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 \$452.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$487.

## Catholic Life & Religious Education

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St Benedict's has been involved in and supported a range of faith based and social justice initiatives. The college's Social Justice Middle Leaders attended Caritas' Project Compassion launch and the college raised funds over \$3,700 for the Lenten Appeal in Term 1. St Benedict's Feast Day was celebrated with Mass and the college raised \$7,000 for CatholicCare. 'Bennies bring a blanket' initiative saw a significant number of blankets and warm clothes, socks and scarves donated to St Vincent de Paul Winter Appeal. Students also raised over \$600. A Jersey Day was held in September to raise money for the drought initiative. The college raised over \$2,600. The college in October hosted the Catholic Mission Launch for the Wollongong Diocese and raised \$200. During the Christmas Appeal 50 Christmas gifts were donated for needy families and raised \$380.

The college attended the Farewell Mass for Bishop Ingham. This was a wonderful opportunity to show the college's appreciation for the support and time that Bishop Ingham has shown the college community. During this Mass, the school had the special privilege of proclaiming the Gospel through a drama performance. The students enacted Matthew's Gospel of Salt and Light by representing the qualities of Bishop Ingham through their performance. The college also attended the installation of Bishop Brian Mascord at the Wollongong Entertainment Centre. The college had Catechist representatives from Year 10 involved in teaching scripture at Leppington Public Primary School. The Year 11 students engaged in Outreach at Carrington Nursing home throughout the year.

### Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 156 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

The performance of each student was described according to the Common Grade Scale (A to E).

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their knowledge of the:

- core beliefs of the Catholic Tradition
- responsibility of people as stewards of creation.

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:

- draw meaning from a range of scripture passages
- use a range of sources to investigate the significance of key people and events in the early Church.

In the assessment 4% of students were placed in the elementary level, 21% in the basic level, 52% in the sound level, 21% in the thorough level, and 2% were in the extensive 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 2018:***

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

##### 2.2 Rights and responsibilities

Goal: Develop a BOWL management team and roll out SPB<sub>4</sub>L practices.

Goal: Conduct Professional Learning around Positive Education Practices.

Goal: Continue to build student capacity around metacognition.

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

##### 3.3 Teaching practices

Goal: Develop Literacy Case Management meetings for targeted interventions.

Goal: Development of subject specific literacy strategies.

Goal: Deliver staff professional learning on cognitive-based practices such as reducing cognitive overload, retrieval and spaced practice and dual coding.

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

##### 4.2 Professional development of staff

Goal: Develop staff coaching practices through a rollout of the PDP programme and MyPad.

Goal: Create a college Professional Learning Plan.

Goal: Professional Learning in the area of memory, cognition and retrieval.

Goal: Introduction (Year 1) of Positive Education to the staff including setting up a steering committee.

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

##### 6.1 Parent involvement

Goal: Develop a new, multimedia newsletter for parents.

Goal: Continue to develop the role of Community Liaison Officer.

Goal: Consolidate the Alumni Association with the development of a bi-annual newsletter.

Goal: Consult with P&F in development of wider involvement of families who are time poor.

***School Review and Improvement components to be reviewed and rated in 2019:***

**Mission Dimension 1 - Mission and Catholicity**

*Spiritual Formation (1.1)*

The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities.

*Church Engagement (1.3)*

Prayer and liturgy are regularly celebrated in ways that enrich the community, are appropriate for age and culture, and aligned with the Church's seasons.

**Mission Dimension 2 - Learning and Teaching**

*Instructional Coaching to improve literacy and numeracy (2.2)*

Staff have capacity and share responsibility for student learning, engagement and performance in literacy and numeracy.

*Student achievement and performance (2.4)*

Contemporary, clearly understood, system-wide standards enhance student learning outcomes.

**Mission Dimension 3 - People and Culture**

*Student and Staff Wellbeing (3.2; 3.6)*

The wellbeing needs of students and staff are identified and effectively addressed. Parents engage in the life of the school.

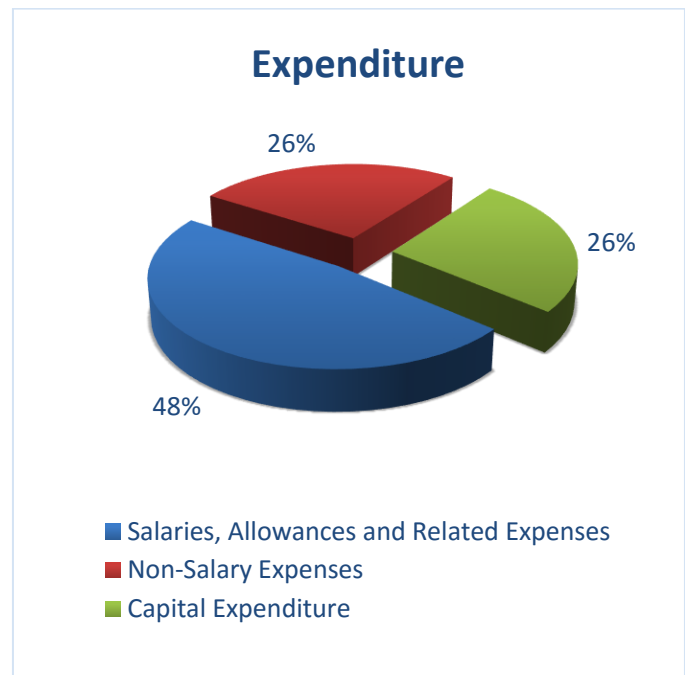
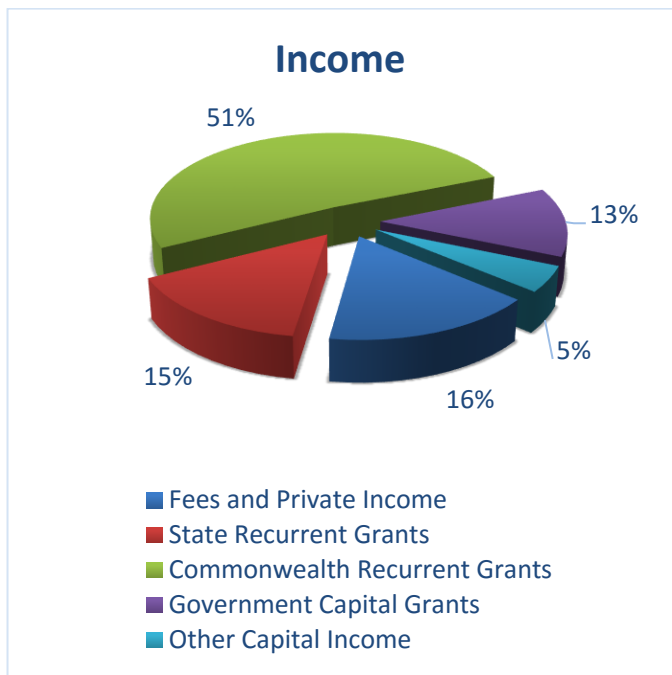
*Leadership Development (3.5)*

Current and potential leaders are identified and provided a range of leadership development and professional growth opportunities.

## Financial Summary

The overall good school fee collection rate and the continued support of the P&F, once again enabled the school to meet all of its financial obligations. Due to continued economic hardship experienced by many families there a considerable number of families who have used direct debit, BPAY or other instalment payment methods, to settle their school fees account.

The following graphs reflect the aggregated income and expenditure for St Benedict's Catholic College, Oran Park for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



## Student Welfare

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Throughout 2018 there were a number of Pastoral Care initiatives that were conducted at St Benedict's. A key focus throughout the year was respectful relationships and building a community throughout each year group. This was done through a number of Year Meetings and presentations from external providers.

A key program involved the Youth Ministry Team presenting to year groups about Right and Respectful Relationships. St Benedict's conducted a number of Pastoral Days where this topic was explained in detail and attempted to give the students an understanding of right and wrong situations that they can find themselves in.

Another successful program that was run throughout the year was resented by Uniting when they ran two days for Year 7 and Year 9 dealing with Cyber Safety and Respectful Relationships of teenagers. These programs dealt with bullying and harassment, what it is, what you can do and how you can get help. These interactive presentations were enjoyed by the students and they have been booked in to continue in 2019.

2018 saw the start of the Positive Education Program which is a school priority goal. The start of this program involved the whole school undertaking professional development on character strengths. This will be continued throughout 2019 where there will be more PD opportunities and a pilot program will be launched with Year 7.

The Outdoor Education program was a success throughout 2018 where students in Years 9 and 10 participated in an overnight program that developed resiliency and tested students and had them accomplish goals. This Outdoor Education program is linked with the Purple and Gold Leadership diploma which students have to achieve in order to be College Captain in Year 12.

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 2018.

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 third group of students at St Benedict's Catholic College completed their Higher School Certificate in 2018. 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 30 courses in Year 12 and 27 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 12 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 2019 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 2018, 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 eight students who undertook a School Based Apprenticeship and Traineeships (SBATS). The college delivered two 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**

#### **Year 7 Results**

In reading, 96% of students achieved at or above the national minimum benchmark and 25% of students were at proficiency. In writing, 94% of students achieved at or above the national minimum benchmark, 18% at proficiency and the school average were significantly above state average. In spelling 95% of students were at or above the national minimum benchmark, 30% were at proficiency. In grammar and punctuation 93% were at or above the national minimum benchmark, 28% were at proficiency and the school average. In numeracy 97% of students were at or above the national minimum benchmark and 22% were at proficiency.

#### **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, 19% were at proficiency and the school was at the state average. In writing 85% of students were at or above the national minimum benchmark 17% were at proficiency and the school average was above the state average. In spelling, 92% of students were at or above the national minimum benchmark and 22% were at proficiency. In grammar and punctuation, 94% of students were at or above the national minimum benchmark and 18% were at proficiency. In numeracy, 98% of students were at or above the national minimum benchmark and 22% were at proficiency.

### ***Student Achievement in Bands***

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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 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. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2018: % 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	18	56	26	17	63	19
	National	16	55	27	19	77	21
Writing	School	31	51	18	30	55	13
	National	32	53	14	41	45	12
Spelling	School	17	54	29	16	62	22
	National	17	51	30	22	53	24
Grammar & Punctuation	School	24	53	23	18	64	18
	National	18	52	30	21	57	20
Numeracy	School	16	63	21	13	64	22
	National	15	55	29	15	58	29

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.

NAPLAN 2018: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96	98
	National	94	94
Writing	School	94	85
	National	87	80
Spelling	School	95	92
	National	93	90
Grammar & Punctuation	School	94	94
	National	92	92
Numeracy	School	98	98
	National	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 13 students in 2018.

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

The 2018 HSC Cohort represented a continuation of the school's upward trend in HSC results. Over 80% of all students achieved a Band 4 - Band 6. 7.34% of the college's HSC students achieved a Band 6 in at least one of their subjects. This placed the college just outside the top 200 schools in NSW. Over 1/3 of all students obtained a Band 5 or Band 6 in at least one of their subjects and 80% of the results were in the Band 4 - 6 range. 2018 HSC students were above state average in 60% of courses attempted. 100% of students in Extension English and 50% of the students in Extension History obtained a top band. Over 20% of students scored a Band 6 in Visual Arts, Design & Technology and Community and Family Studies. Over 50% of students scored a Band 5 or Band 6 in Ancient History, Music I, Visual Arts and Advanced English. Over 20% of students scored a Band 5 or 6 in Biology, CAFS, Industrial Technology Timber, Geography, Legal Studies, Mathematics, Modern History, Studies of Religion, PDHPE. Thirteen students made the Distinguished Achievers list.

**Student Achievement (Band Performance)**

<b>Band Performance (%in Bands)</b>		<b>Bands 1 and 2</b>	<b>Bands 3 and 4</b>	<b>Bands 5 and 6</b>
<b>English (Standard)</b>	School	0	84.6	15.4
	State	15.0	69.4	15.1
<b>English (Advanced)</b>	School	0	38.1	61.9
	State	1.4	35.8	62.7
<b>Mathematics General 2 BDC</b>	School	0	80.0	20.0
	State	19.9	52.5	26.6
<b>Mathematics</b>	School	7.1	64.3	28.6
	State	7.4	40.5	51.8
<b>Biology</b>	School	0	80.0	20.0
	State	10.1	52.6	36.9
<b>Ancient History</b>	School	0	33.3	66.7
	State	14.9	47.9	36.1
<b>Business Studies</b>	School	4.3	87.0	8.7
	State	12.2	49.7	37.0
<b>Music 1</b>	School	0	28.6	71.4
	State	1.6	33.4	64.5
<b>Studies of Religion I</b>	School	0	71.0	29.0
	State	6.6	56.5	36.7
<b>Industrial Technology</b>	School	0	66.7	33.4
	State	23.4	53.6	22.4
<b>Community &amp; Family Studies</b>	School	0	61.9	38.0
	State	13.1	56.3	28.9
<b>Personal Dev, Health &amp; PE</b>	School	0	60.8	39.1
	State	13.5	52.4	33.1

***Student Achievement (Mean Performance)***

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	42	73.7	68.7
<b>English (Advanced)</b>	21	81.4	80.6
<b>Mathematics General</b>	28	71.7	69.9
<b>Mathematics</b>	14	70.8	78.2
<b>Biology</b>	26	72.7	74.1
<b>Ancient History</b>	10	80.6	72.8
<b>Business Studies</b>	23	71.6	73.6
<b>Music 1</b>	7	80.0	81.5
<b>Studies of Religion 1</b>	38	38.2	37.0
<b>Industrial Technology</b>	8	76.7	68.0
<b>Community and Family Studies</b>	23	79.1	72.0
<b>Personal Dev, Health and Physical Education</b>	25	77.1	72.3

### ***Comparative Performance over Time***

<b>School Performance (%)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>English (Standard)</b>	-	69.4	71.2	73.7
<b>English (Advanced)</b>	-	78.6	80.8	81.4
<b>Mathematics General</b>	-	70.5	63.3	71.7
<b>Mathematics</b>	-	81.8	75.0	70.8
<b>Biology</b>	-	77.3	77.0	72.7
<b>Ancient History</b>	-	65.1	72.4	80.6
<b>Business Studies</b>	-	75.0	68.7	71.6
<b>Music 1</b>	-	-	79.6	80.0
<b>Studies of Religion 1</b>	-	40.1	40.2	38.2
<b>Industrial Technology</b>	-	76.1	76.6	76.7
<b>Community and Family Studies</b>	-	75.5	76.4	79.1
<b>Personal Dev, Health and Physical Education</b>	-	72.9	71.2	77.1

## 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 provide feedback.

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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