

2019

ANNUAL SCHOOL REPORT

St Benedict's

Catholic College
Oran Park



BE MY LIGHT

St Benedict's
CATHOLIC COLLEGE

About this Report

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 college's website by 30 June 2020.

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 2020

Vision Statement

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

Principal’s Message

In 2019 the college enrolments grew to 911 students with six streams throughout Years 7 to 10. Towards the end of 2019 the formal building programme was finalised with the Stage 6 Creative and Performing Arts Centre, new Art Rooms and general learning areas completed. This brings to a conclusion almost eight years of construction. Results in NAPLAN continue to be strong in Year 9 demonstrating good growth in student learning. The fourth HSC cohort provided the school with strong results with nearly 60% of students gaining a Band 5 or 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

The St Benedict’s Parents and Friends’ Association (P&F) has been established to encourage strong collaboration, interaction and partnership between parents and the college. The P&F exists to: promote the faith life and educational goals of the school in the context of its particular role within the mission of the Catholic Church in the Diocese of Wollongong; foster effective partnerships involving parents, students, staff, parish, and diocese for the provision of authentic Catholic education within a quality learning environment; works at all times in a cooperative manner with the Principal of the school and consult with them in matters relating to the educational needs of the school, staff and pupils; in consultation with the Principal raise funds to provide material assistance in equipping, maintaining and developing the school; are represented by the Diocesan Delegate at various and appropriate public meetings and gatherings as guided by Diocesan Parents and Friends forum; promote appropriate social contact among the parents and friends of the school; and where appropriate, be a voice for parents on matters of education.

The P&F Committee operates under a constitution and in accordance with the Diocese of Wollongong P&F Guidelines. A copy of the constitution is available on the P&F page on the college website. Membership of the association is open to all parents and carers, college staff, and friends of the college. The Principal and Assistant Principal are members by right of office held. All members have voting rights.

The P&F allocated funds to purchase a 30-seat mini bus for the college to assist with student’s transportation to and from excursions and sporting events. Funds were also allocated to create the first Honour Board to be purchased which will recognise academic and cultural success as well as student

leadership. The Education Committee liaised with the college to provide funding for a parenting evening on strength-based parenting presented by a leading psychologist.

An initiative for a P&F logo was raised and students of the college designed a logo which will be launched by the P&F in 2020.

In 2019 the Hospitality Committee were able to assist at a variety of functions with the catering of the inaugural Mother's Day morning tea and the Year 7 Orientation Day.

P&F Executive attended the launch and workshop of the CEDoW's Social media policy in Wollongong in April 2019. P&F representatives were able to be present at a number of awards ceremonies including the farewell to Year 12.

The P&F acknowledges the support of parents, students and teachers who have volunteered their time and talent to support the P&F and the college community. The P&F wishes to acknowledge the college executive and administration team for their expertise, professionalism, and guidance throughout the year

Parents and Friends Association, President

Student Leadership

The Year 12 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. The education, the memories and the life lessons taught will not be forgotten.

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 every opportunity to strive to do their best. The class of 2019 would like to leave everyone with a few things to think about. Life is challenging and ruthless. People can either hide from it, coast through it, or confront it and achieve something that they can strive for. That is what St Benedict's has enabled students to do.

School Leaders

School Profile

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 911 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 Park, Catherine Park and Oran Park, 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

| 2019 Enrolments | |
|---------------------------------------|-----|
| Boys | 435 |
| Girls | 476 |
| Total | 911 |
| Aboriginal and Torres Strait Islander | 16 |
| LBOTE | 269 |

The document, 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 and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2019.

Student Attendance

| 2019 Attendance | Male | Female |
|------------------------|-------------|---------------|
| Year 7 | 92.5% | 91.7% |
| Year 8 | 90.5% | 93.0% |
| Year 9 | 91.6% | 91.6% |
| Year 10 | 87.4% | 90.7% |
| Year 11 | 92.7% | 92.0% |
| Year 12 | 91.7% | 90.6% |
| Whole school | 91.0% | 91.7% |

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, monitors 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 (2019) that limit Principal approved leave to 15 days per year.

Student Retention Rate.

| | |
|---|------------|
| Year 10 Total Enrolment 2017 | 117 |
| Year 12 Enrolment at Census Date remaining in Year 12 at end 2019 | 75 |
| Actual Retention Rate (%) | 64% |

Student Attainment in Senior Years

| Years 11 - 12 2019 | |
|---|------|
| % of students undertaking vocational training or training in a trade during Years 11 and 12 | 41% |
| % of students who have completed at least one (1) VET course in either Year 11 or 12 | 38% |
| % of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 100% |

Destination Survey

| 2019 | Year 10 | Year 11 | Year 12 |
|----------------------|----------------|----------------|----------------|
| No of School Leavers | 22 | 19 | 67 |
| University | 0 | 0 | 52 |
| TAFE/Tertiary | 4 | 5 | 10 |
| Employment | 5 | 9 | 2 |
| Other School | 12 | 5 | 1 |
| Other/Unknown | 1 | 0 | 2 |

Staffing Profile

There are a total of 65 teachers and 20 support staff at St Benedict's Catholic College. This number includes 61 full-time, 4 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 | 65 |
| Highly Accomplished / Lead | 0 |

Teacher Attendance and Retention

The average daily teacher attendance rate for 2019 was 95.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2018 to 2019 was 98%.

Professional Learning

During 2019 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 86 staff. These days focused on:

- Positive Psychology and the influence on charism and structures
- Positive Psychology in Education and the PosEd movement (2)
- HSC Data Analysis and Learning Culture.

B. Other professional learning activities provided at school level including CEDoW run courses:

- First Aid Training (all staff)
- Brain Bites: Cognitive Science, Overload and Retrieval Practice for Teachers
- New staff induction (6 staff)
- Science program writing (3 staff)
- HSIE Program writing (4 staff)
- Beginning teacher and mentor training (2 staff)
- Curriculum leadership (1 staff)
- Leadership in Learning (1 staff)
- Growth Coaching (1 staff)
- Wellbeing training (3 staff)
- Individual subject training (20 staff)
- Literacy initiatives (4 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 \$631.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$197.

Catholic Life & Religious Education

St Benedict's has been involved in and supported a range of faith based and social justice initiatives. Students from Year 11 attended Caritas' Project Compassion launch and the college raised funds over \$4,280 for the Lenten Appeal in Term 1. St Benedict's Feast Day was celebrated with Mass and the college raised \$10,000 which was distributed to Monks in Norcia, The Benevolent Society and Macarthur Legal Centre. 'Bennies warms the city' initiative saw a significant number of toiletries collected, packed and donated to Orange Sky Laundry.

The college in October attended the Catholic Mission Launch for the Wollongong Diocese and raised \$250. During the Christmas Appeal, sixty Christmas hampers were donated for needy families and raised \$1,132.

St Benedict's had over sixty students attend the LIVE Festival held in Wollongong on 30 August 2019. The college had catechist representatives from Year 11 and 10 involved in teaching scripture at Leppington Public Primary School. The Year 11 students engaged in outreach at Carrington Nursing home throughout the year. Students also attended the Mass of Thanksgiving for the Retirement of the Director of Schools.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2019 consisted of 170 Year 8 students who sat the Religious Literacy Assessment on 26 August 2019.

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 regarding:

- the range of prayer forms and experiences
- exploring and drawing meaning from a range of scripture passages
- the nature and significance of the Sacraments of Initiation.

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 understand:

- the principal themes of the Bible
- how Jesus changed the lives of people he encountered.

In the assessment 4% of students were placed in the elementary level, 27% in the basic level, 34% in the sound level, 24% in the thorough level, and 11% were in the extensive level.

School Review and Improvement

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 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.

School Review and Improvement components to be reviewed and rated in 2020:

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.

Religious Education (1.6)

Quality Religious Education engages students and is delivered by highly skilled and committed staff.

Focus Area

By the end of 2022, learners will be exposed to quality learning experiences that are infused with Catholic Benedictine values, so that students find meaning and purpose and growth in learning

Mission Dimension 2 - Learning and Teaching

Student Achievement and Performance (2.1, 2.4,2.5)

Students achieve and perform to their potential.

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

Proactive, differentiated and collaborative approaches to learning enhance the learning culture.

Focus Area

By the end of 2022, all students have the opportunity to achieve their potential as a positive learning culture is embedded in the college, placing growth in students' learning outcomes and appropriate pedagogical practices at the core of its focus.

Mission Dimension 3 - People and Culture

Leadership Development (3.5)

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

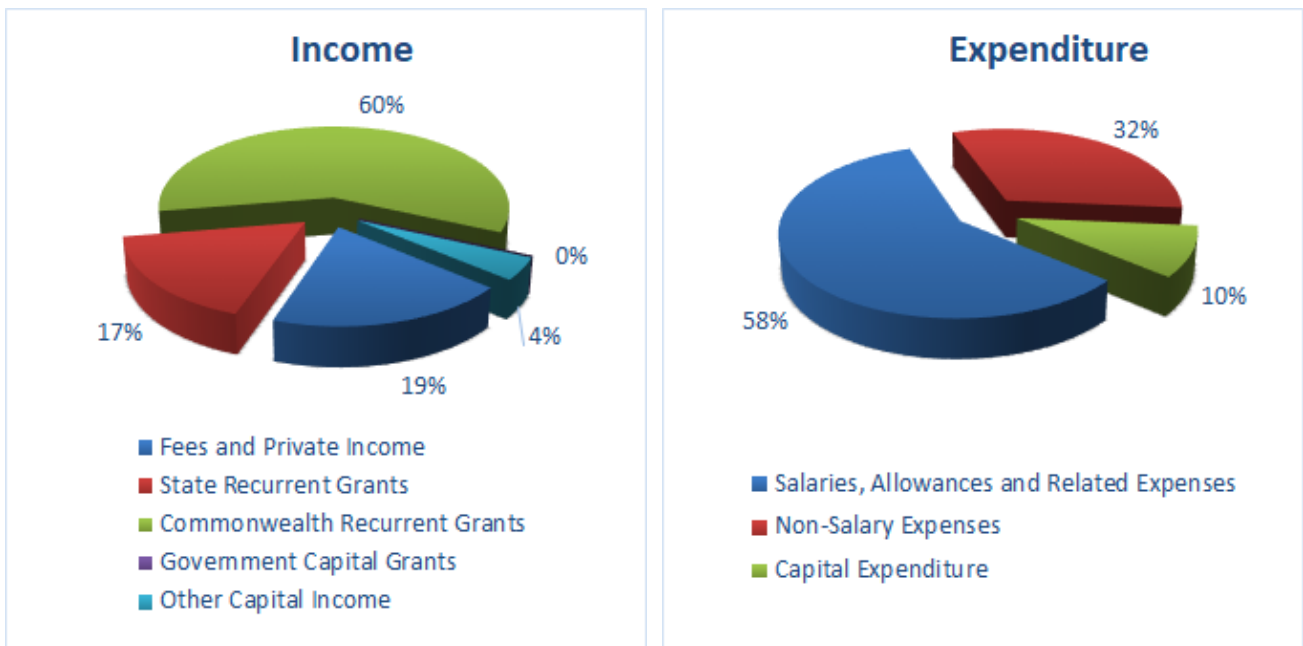
Focus Area

By the end of 2022, the leadership skills of staff will be improved, in order to support all staff in driving improved student learning outcomes.

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 are a considerable number of families who have used direct debit, BPAY or other instalment payment methods, to settle their school fees account. The school committed significant funds to purchase and installation of security cameras and technology infrastructure and also equipment for practical subjects in Technology Applied Studies.

The following graphs reflect the aggregated income and expenditure for St Benedict's Catholic College, Oran Park for the year ended 31 December 2019. This data is taken from the 2019 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Throughout 2019 there were a number of Pastoral Care initiatives that were conducted at St Benedict's. A key focus throughout the year was the Positive Education program 'Respectful Relationships' and building a community throughout each year group. This was done through a number of Year Meetings and presentations from external providers.

St Benedict's conducted a number of Pastoral Days where the focus was on a "Flourishing" Student. In the inaugural Flourish Day students participated in a number of activities that dealt with their wellbeing. Events on the day included U-Turn-the-Wheel, House Focus Activities and Right and Respectful Relationships.

Other successful programs offered at the college were Cyber Safety and Respectful Relationships of Teenagers. These programs for Year 7 and Year 9 students, focused on bullying and harassment; what it is, what you can do and how you can get help. The interactive presentations were thoroughly enjoyed by the students.

2019 saw the continuation 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 and training provided by the Positivity Institute.

The Outdoor Education program was a success throughout 2019 where students in Years 9 and 10 participated in an overnight program that developed resiliency and challenged students to accomplish goals. This Outdoor Education program is linked with the college's Purple and Gold Leadership Diploma which students have to achieve in order to be eligible to apply for 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. All schools follow the CEDoW's ***Student Pastoral Care and Wellbeing Policy*** and the associated ***Student Anti-Bullying Procedure***. 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2019.

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 are available on the school website: www.sbccdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

The fourth group of students at St Benedict's Catholic College completed their Higher School Certificate in 2019. 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 twenty nine courses in Year 12 and thirty four courses in Year 11. As well as a wide range of English and Mathematics options, students also studied the following courses: Ancient History, Automotive, Biology, Business Studies, Catholic Studies, Chemistry, Construction, Community and Family Studies, Computing Applications, Construction, Design and Technology, Drama, Early Childhood Care and Education, Hospitality, Human Services, Industry Based Learning, Industrial Technology, Legal Studies, Modern History, PDHPE, Photography, Video and Digital Imaging, Sports, Lifestyle and Recreation, Sport and Recreation, Studies of Religion, Visual Arts, Work Studies. In Years 7 to 10, the college continued with its implementation of a number of new Stage 5 and 6 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 assessment 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 Year 7 English and Mathematics were re-organised at the end of Term 1 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 in the High Performance Program.

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 a level playing field for technology use and access to digital textbooks where available, 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 in 2018 and continued into 2019 were: lunchtime tutoring, Mathematics Challenge (AMT), and teachers across all Key Learning Areas (KLAs) used consistent writing scaffolds such as PEEL, PETAL and RUTAC, and focused on instructional language in assessments.

In KLAs, teachers discussed specific strategies they could use to address literacy and numeracy 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. All teachers were introduced to Learning Intentions and Success Criteria and were trained in the use of these for the lessons.

Aboriginal and Torres Strait Islanders

Aboriginal and Torres Strait Islander students were supported in their learning and connection to the cultural background through an Aboriginal Education Assistant funded by the CEDoW. These students led NAIDOC week celebrations and the learning was supported by an Individual Education Plan.

Meeting the needs of all students

Diversified learning

St Benedict's, under the coordination of the CEDoW, opened a Muticatergorical MacKillop Gold Specialist Setting for five students with a range of disabilities this year. The students were supported by 1.4 FTE teachers and a full time School Support Officer. Students were integrated into mainstream classes through Academic Care, the practical component of PDHPE, Visual Arts and Technology Mandatory. All other courses were delivered in the MacKillop Gold setting.

Whilst St Benedict's Catholic College caters for a wide range of students with specific abilities and needs, outside of MacKillop Gold 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. Associated KLA Google Classroom pages 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. Mac Lit was conducted for selected students in Years 7-10 to support them with their Literacy needs.

Expanding Learning Opportunities

During 2019, students were given the opportunity to participate in college based sports, Macarthur Independent Schools Association (MISA) inter school activities, and representative sports held at a Diocesan level.

Students participated in external academic competitions including Science, English and Mathematics. Extra-curricular 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 (Purple) and Year 11 students were involved in the Leadership Diploma (Gold). 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 six 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, Early Childhood Care and Education, Automotive, Human Services, Business Services, Electrotechnology, Fitness, and Sport and Recreation with other Registered Training Organisations (RTOs).

Student Achievement

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, 97.7% of students achieved at or above the national minimum standard and 8.6% of students were at proficiency. In writing, 98.3% of students achieved at or above the national minimum standard, 16% at proficiency and the school average were significantly above the national mean. In spelling 96% of students were at or above the national minimum benchmark, 5.7% were at proficiency. In grammar and punctuation 96% were at or above the national minimum benchmark, 13% were at proficiency. In numeracy 97.7% of students were at or above the national minimum benchmark and 6.9% 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, 96% of students were at or above the national minimum standard, 8% were at proficiency and the college was above state and national mean. In writing 93.5% of students were at or above the national minimum benchmark, 28% were at proficiency and the college was above state and national mean. In spelling, 98.7% of students were at or above the national minimum benchmark, 13.6% were at proficiency and the college was above state and national mean. In grammar and punctuation, 98.1% of students were at or above the national minimum benchmark, 17.5% were at proficiency and the college was above state and national mean. In numeracy, 100% of students were at or above the national minimum benchmark and 11% 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 2019: % 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 | 11 | 61 | 28 | 12 | 68 | 20 |
| | National | 15 | 54 | 29 | 20 | 57 | 21 |
| Writing | School | 18 | 67 | 15 | 33 | 58 | 10 |
| | National | 28 | 55 | 15 | 38 | 48 | 12 |
| Spelling | School | 10 | 59 | 31 | 15 | 60 | 25 |
| | National | 16 | 52 | 30 | 20 | 57 | 21 |
| Grammar & Punctuation | School | 18 | 55 | 27 | 20 | 60 | 20 |
| | National | 19 | 50 | 29 | 25 | 55 | 19 |
| Numeracy | School | 9 | 60 | 31 | 11 | 68 | 20 |
| | National | 15 | 49 | 34 | 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.

| NAPLAN 2019: % AT or ABOVE NMS | | YEAR 7 | YEAR 9 |
|--------------------------------------|----------|--------|--------|
| Reading | School | 98 | 96 |
| | National | 95 | 92 |
| Writing | School | 98 | 96 |
| | National | 89 | 82 |
| Spelling | School | 96 | 99 |
| | National | 93 | 92 |
| Grammar & Punctuation | School | 96 | 98 |
| | National | 92 | 90 |
| Numeracy | School | 98 | 100 |
| | National | 94 | 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 49 students in 2019.

Higher School Certificate

In 2019, 4.6% 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 300 schools in NSW. Nearly 60% 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 to 6 range. 2019 HSC students were above state average in 68% of courses attempted. 73% of students scored a Band 5 or 6 in Visual Arts. 70% of students scored a Band 5 or 6 in Community and Family Studies. 50% of students scored a Band 5 or 6 in Construction. 28% of students scored a Band 5 or 6 in Mathematics Standard 2. 2.2% of students scored a Band 6 in Studies of Religion 1. A student was placed 1st in the Diocese for Construction Examination, and 11 Students made the Distinguished Achievers list.

Student Achievement (Band Performance)

| Band Performance (%in Bands) | | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 |
|--|--------|---------------|---------------|---------------|
| English (Standard) | School | 4.2 | 77.1 | 18.8 |
| | State | 12.2 | 75.5 | 11.8 |
| English (Advanced) | School | 0 | 41.7 | 58.3 |
| | State | 1.1 | 37.1 | 61.8 |
| Mathematics | School | 0 | 50.0 | 50.0 |
| | State | 7.6 | 43.0 | 49.2 |
| Mathematics Standard 2 | School | 16.3 | 55.1 | 28.6 |
| | State | 16.2 | 58.8 | 24.1 |
| Biology | School | 5.0 | 55.0 | 40.0 |
| | State | 15.3 | 52.7 | 31.3 |
| Ancient History | School | 0 | 90.9 | 9.1 |
| | State | 14.8 | 48.3 | 35.5 |
| Business Studies | School | 16.2 | 61.3 | 22.6 |
| | State | 16.0 | 49.9 | 33.0 |
| Studies of Religion I | School | 0 | 38.4 | 61.6 |
| | State | 4.0 | 49.5 | 46.1 |
| Industrial Technology | School | 16.7 | 66.6 | 16.7 |
| | State | 20.0 | 57.9 | 21.4 |
| Community & Family Studies | School | 4.3 | 26.1 | 69.5 |
| | State | 10.3 | 51.5 | 36.3 |
| Personal Dev,Health & Physical Education | School | 11.8 | 70.6 | 17.7 |
| | State | 11.4 | 56.5 | 31.3 |

Student Achievement (Mean Performance)

| Mean Performance (%) | Students | School | State |
|---------------------------------------|-----------------|---------------|--------------|
| English (Standard) | 52 | 71.8 | 69.2 |
| English (Advanced) | 12 | 80.3 | 80.7 |
| Mathematics | 4 | 78.8 | 78.0 |
| Mathematics Standard 2 | 52 | 72.0 | 70.7 |
| Biology | 22 | 73.5 | 71.9 |
| Ancient History | 12 | 72.5 | 72.6 |
| Business Studies | 35 | 71.0 | 72.2 |
| Studies of Religion I | 26 | 39.9 | 38.2 |
| Industrial Technology | 8 | 68.1 | 68.7 |
| Community & Family Studies | 24 | 80.7 | 74.0 |
| Personal Dev,Health & PE | 19 | 73.0 | 72.6 |

Comparative Performance over Time

| School Performance (%) | 2016 | 2017 | 2018 | 2019 |
|---------------------------------------|-------------|-------------|-------------|-------------|
| English (Standard) | 69.4 | 71.2 | 73.7 | 71.8 |
| English (Advanced) | 78.6 | 80.8 | 81.4 | 80.3 |
| Mathematics | 81.8 | 75.0 | 70.8 | 78.8 |
| Mathematics Standard 2 | NA | NA | NA | 74.6 |
| Biology | 77.3 | 77.0 | 72.7 | 73.5 |
| Ancient History | 65.1 | 72.4 | 80.6 | 72.5 |
| Business Studies | 75.0 | 68.7 | 71.6 | 71.0 |
| Studies of Religion I | 40.1 | 40.2 | 38.2 | 39.9 |
| Industrial Technology | 76.1 | 76.6 | 76.7 | 68.1 |
| Community & Family Studies | 75.5 | 76.4 | 79.1 | 80.7 |
| Personal Dev,Health & PE | 72.9 | 71.2 | 77.1 | 73.0 |

Parent, Student and Staff Satisfaction

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 parents and students, further opportunities for feedback was provided via regular P&F meetings and for 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 from parents that the college's Benedictine charism centred on Christ gives a strong faith dimension to all practices in the school with over 97% agreeing or strongly agreeing. In survey results over 90% of families believed that the college effectively communicates information about activities and events.

Over 90% of students agreed or strongly agreed that their teachers encourage them to learn to the best of their ability furthermore, 95% of students agreed or strongly agreed they understood their rights and responsibilities, while 86% thought there were sufficient co-curricular activities. Whilst this area is still strong, there is opportunity for improvement.

