

2020

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 NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2021.

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

St Benedict's Catholic College
1 Hollows Drive
Oran Park NSW 2570

Ph: 02 4631 5300
Fax: 02 4631 5350
Email: info@sbccdow.catholic.edu.au
Website: www.sbccdow.catholic.edu.au

Principal: Kerrie Piatek
Date: 31 March 2021

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 2020 the college enrolments grew to 989 students with six streams throughout Years 7 to 12. College Instagram and Facebook sites were established to promote and build more effective communication between the college and the wider community. The college implemented the Positive Behaviours Learning Framework (PB4L) and also a number of changes to the awards process and procedures.

The fifth HSC cohort provided the school with strong results with 83% of examination results in the Band 4, 5 or 6 range. The college also continued to implement Positive Education initiatives. A Strive Program was implemented to support and grow student wellbeing in response to the unprecedented challenges faced by students and families due to COVID-19.

Parent Involvement

The Parent and Friends’ (P&F) Association in 2020 continued to allocate funding. This included the installation of four flag poles, upgrading and resurfacing of the college sporting oval and the purchase and installation of soccer and rugby goalposts for the sporting oval. The P&F executive members attended the official opening of Stage 4, 5 and 6 of the college in March 2020. Due to COVID-19 restrictions in 2020, annual hospitality events were unable to be held as in previous years. The P&F also supported the following initiatives:

- Year 12 breakfast program
- staff pizza lunch thank you
- pastoral food and grocery vouchers for college families in need
- Year 12 graduation cookies
- Year 7 2021 orientation day catering
- Year 7 2021 college water bottle.

The P&F acknowledges the support of parents, students and college staff 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 Leadership team and the whole student body would like to thank the College Executive Leadership Team for their tireless efforts this year to support the student body through the COVID-19 pandemic and remote learning. The student leaders would also like to acknowledge the teachers' hard work in transitioning to remote learning in the middle of the year, and the time they took out of their personal lives to help students adjust to the new normal. The student body would also like to express gratitude for the initiatives and opportunities provided by the P&F throughout the year, as well as the constant support from parents through the period of remote learning and exams especially. Special acknowledgement to the Year 12 Coordinator, whose support allowed Year 12 students to flourish in a difficult year.

It would be remiss not to mention the effect the COVID-19 global pandemic had on the college community. Of course, remote learning was a new form of education that both students and teachers had to become familiar with, but the student body collectively learnt the importance of communication and cooperation in making big changes more comfortable to live with. It also gave students the opportunity to more fully appreciate the social aspects of school life, and the daily activities that are often taken for granted, such as talking with friends at lunchtime. Students all learnt the hardest lessons in life can be understood together, helping each other grow and realise their potential. St Benedict's allowed students to come together despite the challenges this year posed and create memories that will stay golden for years to come.

School Leaders

School Profile

School Context

St Benedict's Catholic College is a Catholic systemic co-educational school located in Oran Park. The school caters for students in years 7-12 and has a current enrolment of 974.

The college draws students from across the Macarthur and the Highlands and caters for the south-west growth areas around Harrington Park, Catherine Park, 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-curricular life.

Student Enrolments

2020 Enrolments	
Boys	468
Girls	506
Total	974
Aboriginal and Torres Strait Islander	24
LBOTE	317

The Diocesan Secondary Enrolment Policy and Procedures exist 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.sbccdw.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2020.

Student Attendance

2020 Attendance	Male	Female
Year 7	89%	88%
Year 8	85%	86%
Year 9	86%	85%
Year 10	86%	87%
Year 11	86%	87%
Year 12	92%	92%
Whole school	87%	87%

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 Strive Program 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. During 2020 St Benedict's also introduced the role of attendance officer who worked closely with the relevant Year Coordinator and Director of Wellbeing to ensure attendance follow up.

Student Retention Rate

Year 10 Total Enrolment 2018	169
Year 12 Enrolment at Census Date remaining in Year 12 at end 2020	133
Actual Retention Rate (%)	79%

Student Attainment in Senior Years

Years 11 - 12 2020	
% of students undertaking vocational training or training in a trade during Years 11 and 12	19%
% of students who have completed at least one (1) VET course in either Year 11 or 12	18%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2020	Year 10	Year 11	Year 12
No of School Leavers	20	25	133
University	0	0	91
TAFE/Tertiary	15	17	9
Employment	1	7	33
Other School	4	1	0
Other/Unknown	0	0	0

Staffing Profile

There are a total of 74 teachers and 25 support staff at St Benedict's Catholic College. This number includes 67 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	74
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2020 was 92.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 93%.

Professional Learning

During 2020 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 99 staff. These days focused on:

- Wellbeing - Positive Education at St Benedict's
- Learning and teaching - formative assessment.

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

- Syllabus Standards Workshop (all staff)
- First Aid Training (all staff)
- New staff induction (6 staff)
- Program writing (4 staff)
- Beginning teacher and mentor training (2 staff)
- Curriculum leadership (1 staff)
- Leadership for Learning (3 staff)
- Wellbeing training (3 staff)
- Individual subject training (20 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 \$203.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$113.

Catholic Life & Religious Education

St Benedict's has been involved in and supported a range of faith-based and social justice initiatives. The college community hosted the launch of the Caritas Lenten Appeal in our college library, where staff and students from all year groups participated in this Diocesan wide initiative. From this appeal, the college raised \$1,086 for the Lenten Appeal in Term 1.

St Benedict's Feast Day was unfortunately cancelled this year due to COVID-19 restrictions.

'Bennies bring a Blanket' initiative was modified this year due to the effects of COVID-19 and an online awareness and immersion experience was presented via Zoom for participation by students and their families.

The Winter Appeal was overseen by Year 8 students and this raised \$210, along with many donations of blankets, clothes, scarves and beanies to support the work of St Vincent de Paul.

In October, the college supported the Catholic Mission Launch for the Wollongong Diocese with a Year 11 initiative 'Sock it to Poverty' raising \$1,080. During the Christmas Appeal, twenty four Christmas hampers, as well as gifts, were donated to CatholicCare to support needy families in the parish, providing both food and toiletries. This appeal also raised \$922 for the St Vincent de Paul's Appeal.

The college had catechist representatives from Year 10 involved in teaching scripture at Leppington Public Primary School prior to COVID-19. The Year 11 students engaged in outreach at Carrington Nursing home throughout this time.

Religious Literacy Assessment

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

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 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 2020, 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 2020, 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 2020, the leadership skills of staff will be improved, in order to support all staff in driving improved student learning outcomes.

School Review and Improvement components to be reviewed and rated in 2021:

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.

Ecological Conversion (1.7)

Ecological conversion and sustainability are witnessed in the day-to-day life of the educating community.

Focus Area

By the end of 2021, the house system, ecological and social justice offerings will be invigorated to improve staff and students' sense of belonging and leading to more opportunities for students to be extended in their 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 2021, belief in one's ability to learn will be shared by both students and teachers, leading to improved engagement and more opportunities for students to be extended in their learning.

Mission Dimension 3 - People and Culture

Pastoral Care (3.1)

Staff share responsibility for the Pastoral Care of all members of the school community.

Leadership Development (3.5)

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

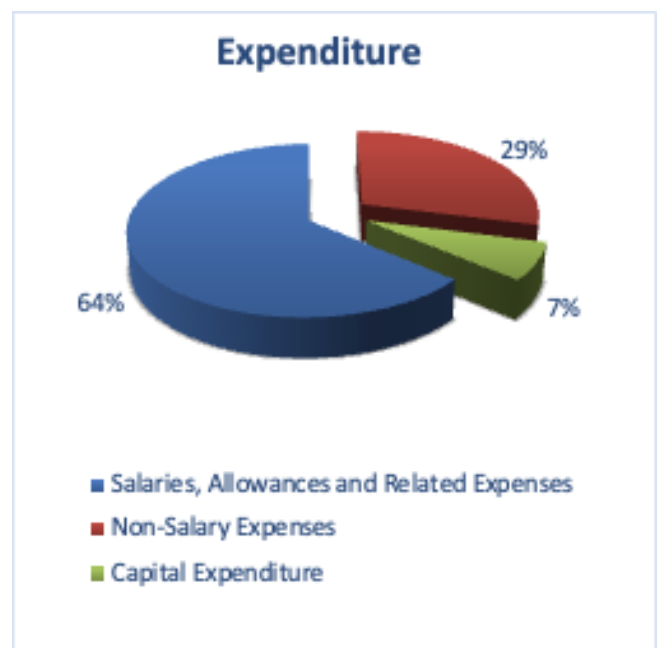
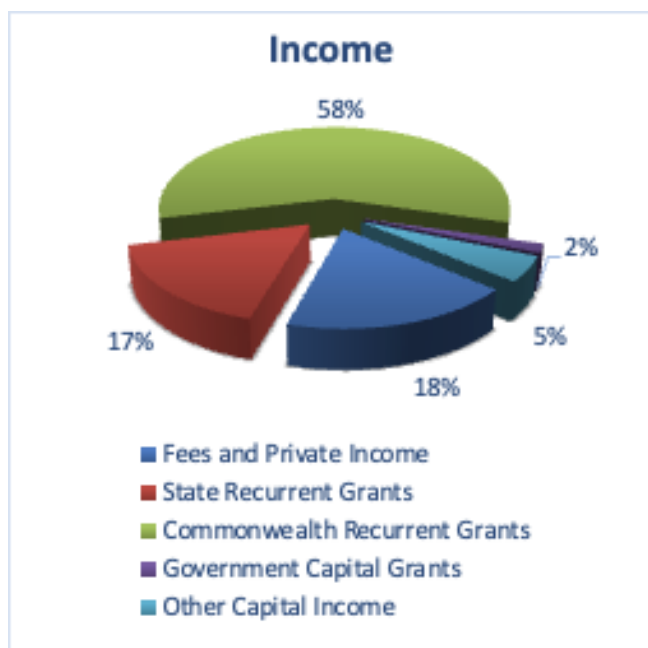
Focus Area

By the end of 2021, the college will have provided opportunities for aspiring leaders and middle leaders to develop their leadership to improve student learning outcomes and their sense of belonging.

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 the purchase and installation of security cameras, technology infrastructure and 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 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education and Training.



Student Welfare

2020 saw St Benedict's launch the STRIVE Wellbeing Program. This program focuses on the wellbeing of the 'entire student' and will link in the current structures surrounding Academic Care, but emphasise the importance of wellbeing in learning. St Benedict's allocated thirty minutes every morning for this program in response to the Social and Emotional Wellbeing survey that students undertook.

Whilst COVID-19 impacted a number of programs that were organised, Year Meetings and Pastoral Days, where the focus was on a "Flourishing" student were provided. Flourish Day continued where 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.

2020 saw the continuation of the Positive Education Program which is a school priority goal. This program involved the whole school undertaking professional development on character strengths and training, provided by the Positivity Institute. The training in early 2020 focussed on coaching conversations and how to develop goal setting with students.

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 2020.

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 fifth group of students at St Benedict's Catholic College completed their Higher School Certificate in 2020. 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.

The college values a strong partnership between parents and teachers of St Benedict's College. Never before was this partnership more important than in the last twelve months. For many parents, stepping in as their child's teacher at home was a challenge. For some parents, it was even a time where they grew to appreciate further the work of teachers and support staff.

Staff worked tirelessly as they moved into remote learning. This was a massive challenge – one which normally would only be enacted over a period of years, not mere days. Parent feedback stated that, for most, this was a great success.

Teachers and support staff put the educational and wellbeing needs of students at the forefront of all their planning.

Curriculum and Pedagogy

Syllabus Implementation

Students studied thirty two courses in Year 12 and thirty three 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, Construction, Community and Family Studies, Computing Applications, Construction, Design and Technology, Drama, Food Technology, Hospitality, 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 courses including new electives.

Assessment and Reporting

The college continued developing its assessment processes and tasks, particularly in response to remote learning. This requires teachers to think differently about the nature of assessment and saw many innovative approaches taken.

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 still formally reported twice during the year. Remote learning did not impact adversely on the grade distribution across Years 7-11.

The introduction of Compass resulted in the college developing new reporting templates. These reports provided feedback on each student's progress in outcomes for each subject and a comprehensive learner profile. Grade distributions were included on all Year 7-11 reports for the first time.

In addition to summative and formative 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, Grammar and Punctuation 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. PAT testing was used to identify if COVID-19 and remote learning had any impact on student learning growth.

Using individual student assessment results, Strive Coaches met with their respective students in order to design goals around improvement in specific areas identified in both reports and PAT tests. In addition to these measures, the Middle Years Ability Test (MYAT) was used to help identify Year 7 2021 students for a place 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 Strive Coach. During remote learning, this relationship was crucial in ensuring students' wellbeing needs were met during this period of isolation.

St Benedict's was able to respond swiftly and effectively to remote learning as given the college's 1-to-1 laptop program. The college managed the remote and flexible learning environment using Zoom, Compass and Google Classroom. In the final days of Term 1, staff and students were efficiently trained in the management of this emerging platform called Zoom. IT staff ensured all students left school with access to the technology they required to learn.

All students at St Benedict's 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 two day MacBook "Boot-Camp" designed to teach them the basic use of their computers. Through the use of their laptops, enabled all students across the college to have a level playing field for technology use and access to digital textbooks were 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 summative and formative assessment, ACER Progressive Achievement Tests, 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. 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 schoolwide literacy framework, the school adopted the literacy framework of Fullan and Sharratt.

Year 7 students were involved in a Literacy Boot Camp in Term 3. This resulted in significant learning growth for almost all students from their pre and post-tests.

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, attended didgeridoo and basic weaving programs and the learning was supported by an Individual Education Plan.

Meeting the needs of all students

Diversified learning

St Benedict's, in 2019, under the coordination of the CEDoW, opened a Muti-categorical MacKillop Gold Specialist Setting for five students with a range of disabilities. This year, the setting hosted nine students across Years 7 and 8. The students were supported by 1.4 FTE teachers and a full-time School Support Officer. Students were integrated into mainstream classes through Strive, 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 in 2020 was on catering for the individual needs of students through differentiation and, where necessary, in-class support.

Gifted Education

The St Benedict's Catholic College High-Performance Program was restructured for a relaunch in 2021. The program will commence in 2021 with Year 7 students who have been identified through parent/teacher nomination, Year 6 reports, Year 5 NAPLAN and MYAT testing. Students continued to receive enrichment in their mainstream classes in 2020.

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. Additional support was provided to students during remote learning. The Learning Support held Zoom meetings with individual students to support them with their assessment tasks and to check their progress in online learning. Learning modifications were designed by teachers based on student personal plans. The Secret Agent Society (SAS) programme enabled students on the autism spectrum to work on a range of social and academic skills. Mac Lit was conducted for selected students in Years 7-10 to support them with their literacy needs. Quick Maths was used to support identified Year 7-10 students with their numeracy needs.

Expanding Learning Opportunities

During 2020, many events were cancelled due to COVID-19 restrictions. Where possible, 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. Extracurricular programs included debating, music tuition, social justice clubs, and environmental groups. Stage 5 students were involved in a modified Leadership Diploma (Purple) and Year 11 students were involved in a modified 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 three 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 Business Services, Electrotechnology, Sports Turf Management and Fitness 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

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

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 51 students in 2020.

Higher School Certificate

At St Benedict's Catholic College 133 students were awarded the Higher School Certificate in 2020. In what was a very challenging year for students, parents and teachers, students demonstrated a love of learning through the achievement of an outstanding set of results. Listed below are some of the key achievements of our fifth HSC Cohort.

Summary of results:

- 111 students were eligible to receive an ATAR from UAC
- 22 students were not eligible to receive an ATAR from UAC due to pattern of study choices
- 40 entries on the Distinguished Achievers list from 22 individual students who scored 90 or above in a subject
- 1 entry on the Top Achievers list for placing in the Top 10 students in the state for a particular course
- There were 38 Band 6 results and 2 E4 results
- 29 unique courses were presented for the HSC Examinations
- 83% of exam results were in the Band 4, 5 or 6 and E3 and E4 range.
- 9 nominations from NESA for outstanding Music, Drama, Design and Technology and Industrial Technology major works
- 5 students studied an External Language course (Armenian Continuers, Spanish Beginners, Spanish Continuers, Spanish Extension, Japanese Beginners).

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	0.0	81.8	18.2
	State	10.8	77.7	11.5
English (Advanced)	School	0.0	32.1	67.9
	State	0.6	36.1	63.4
Mathematics Standard 2	School	10.6	56.1	33.3
	State	24.4	50.8	24.8
Mathematics Advanced	School	0.0	53.9	46.2
	State	4.2	43.2	52.6
Biology	School	0.0	73.5	26.5
	State	13.1	56.2	30.7
Ancient History	School	0.0	45.9	54.1
	State	15.6	51	33.4
Business Studies	School	4.8	53.6	41.4
	State	17	47.7	35.3
Music 1	School	0.0	27.3	72.7
	State	1.7	33.8	64.5
Studies of Religion I	School	3.3	51.7	45.0
	State	5.9	50.3	43.8
Industrial Technology	School	0.0	52.4	47.6
	State	19.2	57	23.8
Community & Family Studies	School	0.0	56.5	43.4
	State	8.9	57.1	33.9
Personal Dev,Health & Physical Education	School	0.0	71.5	28.6
	State	14.4	51.2	34.5

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	78	74.6	69.9
English (Advanced)	28	82.3	81.3
Mathematics Standard 2	68	72.8	68.4
Mathematics Advanced	13	78.0	79.2
Biology	35	73.6	72.4
Ancient History	25	79.1	72.1
Business Studies	42	75.6	72.0
Music 1	11	81.0	81.6
Studies of Religion I	61	38.7	37.7
Industrial Technology	23	79.5	69.5
Community & Family Studies	23	78.7	74.1
Personal Dev,Health & PE	29	74.7	72.5

Comparative Performance over Time

School Performance (%)	2017	2018	2019	2020
English (Standard)	71.2	73.7	71.8	74.6
English (Advanced)	80.8	81.4	80.3	82.3
Mathematics Standard 2	NA	NA	72.0	72.8
Mathematics Advanced	NA	NA	NA	78.0
Biology	77.0	72.7	73.5	73.6
Ancient History	72.4	80.6	72.45	79.1
Business Studies	68.7	71.6	71.0	75.6
Music 1	79.6	80.00	NA	81.0
Studies of Religion I	40.3	38.2	39.9	38.7
Industrial Technology	76.6	76.7	68.1	79.5
Community & Family Studies	76.4	79.1	80.7	78.6
Personal Dev,Health & PE	71.3	77.1	73.0	74.7

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. The Tell Them From Me Survey and other feedback google surveys were conducted with parents and students, with further feedback opportunities provided via regular P&F meetings and for staff through monthly staff meetings where issues of a positive nature or areas of concern were raised. Students had a year structure and middle and senior leadership system where they are also able to provide feedback.

In feedback obtained from these sources, parents overwhelmingly supported the notion that they feel welcome at the college; written information from the college is in clear plain language; their child's progress is written in terms that are easily understood. Information provided about students' positive and negative behaviour is also seen as a strength by parents. 79% of parents agreed or strongly agreed that during remote learning, their child had access to all of the class materials and support they needed to successfully complete the required schoolwork.

Students reported that they have friends at school they can trust and who encourage them to make positive choices. They also stated that they feel safe at school. Students also report that school staff emphasise academic skills and hold high expectations for all students to succeed. 69% of students agreed or strongly agreed that St Benedict's provides students with adequate opportunity to engage in prayer and liturgy.

Staff reported that there was a strong focus on creating a safe and supportive school environment, setting high expectations for student learning and establishing clear expectations in the classroom for learning. There was also acknowledgement from staff that further work needs to be done in engaging parents with student learning.

Areas for improvement reported by parents include providing more information about opportunities for students' future, and information to parents about students' social and emotional development.



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG