

2021

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 school's website by 30 June 2022.

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

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Oran Park NSW 2570

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Principal: Kerrie Piatek
Date: 25 March 2022

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 2021 the college maintained strong enrolments with six streams throughout Years 7 to 12. A college Publicity Officer was employed to manage the college’s Instagram and Facebook sites. The college continued the implementation of the Positive Behaviours Learning Framework (PB4L) and also introduced additional student leadership roles in Years 7 to 11. The sixth HSC cohort provided the school with strong results with a first place in the HSC course, Design and Technology.

There was a strong focus on enhancing House identity with the introduction of student-led House Assemblies and students and staff House Leaders. The college also continued to implement Positive Education initiatives through the STRIVE Program to support and grow student wellbeing in response to the continued unprecedented challenges faced by students and families due to COVID-19.

Parent Involvement

The Parents and Friends Association (P&F) has been established to encourage strong collaboration, interaction and partnership between parents and the college. The P&F operates under a constitution and in accordance with the CEDoW P&F Guidelines. Membership of the association is open to all parents and carers, college staff and friends of the college.

The P&F allocated funding in 2021 to assist with the following needs of the students and college:

- supply and installation of a large shade sail to cover the main handball area
- outdoor table tennis tables.

Due to continued COVID-19 restrictions in 2021, many annual hospitality events were unable to be held as in previous years. The P&F provided support to the following student and college activities:

- Mother’s Day morning tea
- Year 12 breakfast program
- Year 12, 2021 graduation gift (stole) and event celebrations
- Year 7 2022 college water bottle.

The P&F acknowledges the support of parents, students and 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

Before its time, the year 2021 would have transcended the expectations of any individual on this earth. Despite the years' abundant obstacles and bountiful adversity, the community of St Benedict's truly did triumph. The 2021 Student Leadership Team would like to express their utmost gratitude for the strenuous efforts of the college executive team, P&F and beautiful college staff throughout the entirety of the year, for it was their resilience that fuelled students' drive to keep going!

If the student body chooses to look back upon the challenges, that is all they will see, but if they remind themselves of their successes – they can see what great progress the college has made. The multifaceted levels of communication between student and teacher have diversified to its limits, problem solving skills have been deepened in ways the student body never thought possible and their time with one another has certainly been recognised as more significant than ever before. It is through these successes that they see their growth – as individuals, and as a college community.

'Carpe diem', that is the final message to the college as the student body of 2021 move into the next chapter of their lives. Seize the day, take what they have and make the very most of it. *"You must strive to find your own voice because the longer you wait to begin, the less likely you are going to find it at all."* With that, the student body bid the year of 2021 adieu and departed with confidence that St Benedict's Catholic College will continue to thrive in its 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 977.

The college was established in 2011 and 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

2021 Enrolments	
Boys	456
Girls	521
Total	977
Aboriginal and Torres Strait Islander	29
LBOTE	263

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 and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2021.

Student Attendance

2021 Attendance	Male	Female
Year 7	90.0%	90.6%
Year 8	85.4%	85.6%
Year 9	83.2%	86.0%
Year 10	85.0%	84.9%
Year 11	83.8%	87.1%
Year 12	71.1%	71.4%
Whole school	83.1%	84.3%

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 fifteen days per year. During 2021 St Benedict's continued 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 2019	173
Year 12 Enrolment at Census Date remaining in Year 12 at end 2021	120
Actual Retention Rate (%)	69%

Student Attainment in Senior Years

Years 11 - 12 2021	
% of students undertaking vocational training or training in a trade during Years 11 and 12	28%
% 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

2021	Year 10	Year 11	Year 12
No of School Leavers	50	6	120
University	0	0	86
TAFE/Tertiary	4	1	11
Employment	41	5	21
Other School	5	0	0
Other/Unknown	0	0	2

Staffing Profile

There are a total of 74 teachers and 24 support staff at St Benedict's Catholic College. This number includes 66 full-time, 8 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 2021 was 94.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2020 to 2021 was 78%.

Professional Learning

During 2021 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 98 staff. These days focused on:
 - Learning and Teaching - Teaching and Learning Framework
 - Wellbeing - Coaching Conversations.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - First Aid Training (all staff)
 - New staff induction (8 staff)
 - Program writing (4 staff)
 - Beginning teacher and mentor training (3 staff)
 - Curriculum leadership (1 staff)
 - Leadership for Learning (3 staff)
 - Wellbeing training (4 staff)
 - Individual subject training (20 staff)
 - Learning Support training (2 staff)
 - Middle Leader Program (all middle leaders).

The average expenditure by the school on professional learning per staff member was \$169.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$132.

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 participated in the Caritas Lenten Appeal, where staff and students from all year groups participated in this Diocesan wide initiative. From this appeal, the college raised \$3,205 for the Lenten Appeal in Term 1.

St Benedict's Feast Day was held in June. Money was raised for the Hannah Community Development (\$4,030) and the Blue Wren House - Camden Women's Shelter (\$5,000).

The 'Bennies Bring a Blanket' initiative was held in June to raise awareness of homelessness. 'We Are Community' were the keynote speakers. Students and staff donated blankets, socks and warm clothing.

A Jersey Day was held in June and \$277. was raised for the St Vincent de Paul NSW Conference.

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 \$2,911. for the St Vincent de Paul's Appeal.

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 2021.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing 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 2021:

Mission Dimension 1 – Mission and Catholicity

Focus Area:

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.

Strategic Intent Statement/Goal: 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

Focus Area:

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.

Strategic Intent Statement/Goal: 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

Focus Area:

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.

Strategic Intent Statement/Goal: 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.

School Review and Improvement components reviewed and rated in 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area:

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.

Strategic Intent Statement/Goal: By the end of 2022 the curriculum, wellbeing and faith program will be influenced by and aligned to the college's Benedictine Values and Pillars.

Mission Dimension 2 – Learning and Teaching

Focus Area:

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.

Strategic Intent Statement/Goal: By the end of 2022, all students will 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

Focus Area

Leadership Development (3.5)

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

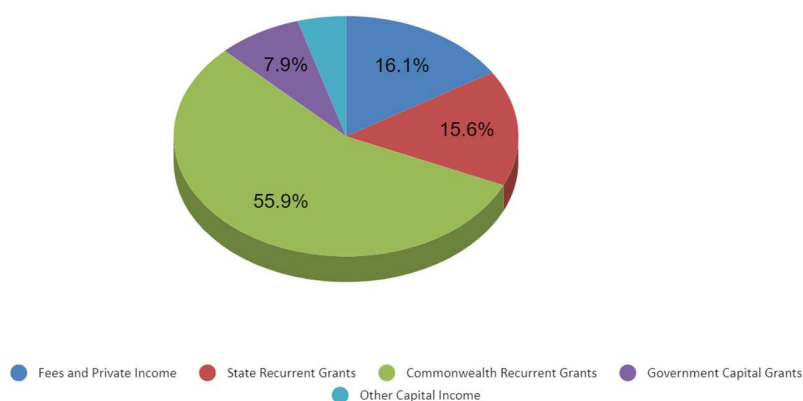
Strategic Intent Statement/Goal: By the end of 2022, the college will have developed leadership skills of staff, in order to support all staff in driving improved student learning outcomes.

Financial Summary

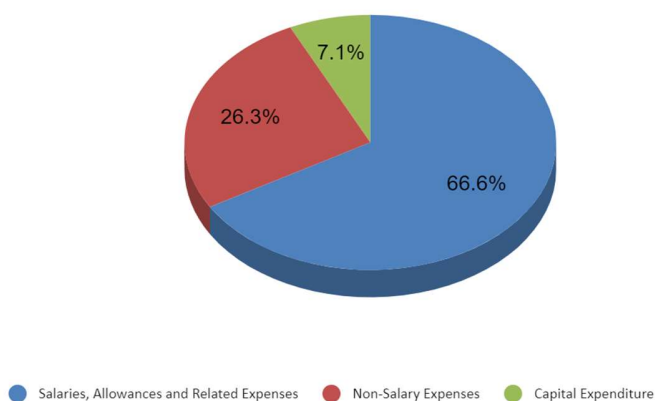
The continued support of the P&F was highlighted this year through their contribution to the shade cloth that was purchased for the school community. The good collection of school fees once again enabled the school to meet all of its financial obligations. Due to continued economic hardship experienced 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 continued to commit 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 2021. This data is taken from the 2021 financial return to the Australian Government, Department of Education, and Training.

Income



Expenditure



Student Welfare

2021 saw St Benedict's continue their STRIVE Wellbeing Program. This program focuses on the wellbeing of the 'entire student' and emphasises the importance of wellbeing in learning. St Benedict's continued allocating thirty minutes every morning for this program in response to the Social and Emotional Wellbeing survey that students undertook and the feedback from TTFM and PIVOT data.

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.

2021 saw the continuation of the Positive Education Program which is a school priority goal. This program involved the whole school undertaking professional development on coaching conversations, provided by the Positivity Institute and members of the college leadership team.

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 2021.

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 sixth group of students at St Benedict's Catholic College completed their Higher School Certificate in 2021. 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 at 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.

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

Students studied thirty two 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, Biology, Business Studies, Chemistry, Construction, Community and Family Studies, Computing Applications, Construction, Design and Technology, Drama, English Extension, Food Technology, Hospitality, Industrial Technology (Multimedia & Timber), Legal Studies, Mathematics Extension, Modern History, PDHPE, Photography, Video and Digital Imaging, Physics, Sports, Lifestyle and Recreation, Sport and Recreation, Studies in Catholic Thought, Studies of Religion, Visual Arts, Work Studies. In Years 7 to 10, the college continued with a wide range of Stage 5 courses.

Cross Curriculum

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.

The college continued developing its assessment processes and tasks, particularly in response to remote learning. This required 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.

College semester 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 semester reports.

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) at the end of Term 4. PAT Mathematics, Reading and Science tests were used to diagnose student areas of challenge and teachers have planned to respond to this data early in 2022 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 semester reports and assessment tasks. In addition to these measures, the Middle Years Ability Test (MYAT) was used to help identify Year 7 2022 students for a place in the High-Performance Program.

Technology

All students at St Benedict's have 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.

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 4. 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 (ATSI) 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, painted murals and totem poles and participated in basic weaving programs and the learning was supported by an Individual Education Plan and in class support.

Meeting the needs of all students

Diversifying Learning

St Benedict's has a Multi-categorical MacKillop Gold Specialist Setting. This year, the setting hosted ten students across Years 7, 8 and 9. The students were supported by 2.8 FTE teachers and full-time School Support Officers (SSOs). Students were integrated into mainstream classes through STRIVE, the practical component of PDHPE, Visual Arts and Technology Mandatory. Year 9 students accessed two elective classes of their choice in the mainstream setting. 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 2021 was on catering for the individual needs of students through differentiation and, where necessary, targeted in-class support.

Gifted Education

The St Benedict's Catholic College High-Performance Program was restructured for a relaunch in 2021. The program commenced in 2021 with thirty Year 7 students who have been identified through parent/teacher nomination, Year 6 reports, Year 5 NAPLAN and MYAT testing. Students were placed into a high-performance class for all of the courses.

In 2021 the Leader of High Performance was appointed. Class teachers of these students undertook Mini-COGE training and were awarded a Certificate of Gifted Education from UNSW.

Students were challenged to make connections between subjects and were provided with a number of enrichment opportunities including ICAS.

Special Education needs

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 team 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 students' personal plans. The Secret Agent Society (SAS) programme enabled students on the autism spectrum to work on a range of social and academic skills. MacLit 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.

Around one hundred and seventy students from Year 7-10 were involved in a COVID-19 Tutoring program for literacy and numeracy that was funded by the NSW Government.

Expanding Learning Opportunities

During 2021, many events, like in 2020, 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) interschool activities, and representative sports held at a Diocesan level. Extracurricular programs included debating, music tuition, social justice clubs, and environmental groups.

Vocational Education and Training

The college provided a range of VET courses for Stage 6 students. There were two students who undertook a School-Based Apprenticeship and Traineeships (SBATS). The college delivered three Certificate II Vocational Education and Training (VET) frameworks - Business Services, Construction and Hospitality (Kitchen Operations). Students also studied external VET courses in Retail and Hospitality 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. 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, 97.8% of students achieved at or above the national minimum standard and 9.1% of students were at proficiency. In writing, 96.8% of students achieved at or above the national minimum standard, 10.2% at proficiency. In spelling, 94.6% of students were at or above the national minimum benchmark, 4.3% were at proficiency. In grammar and punctuation, 93.5% were at or above the national minimum benchmark, 4.3% were at proficiency. In numeracy, 95.7% of students were at or above the national minimum benchmark and 8.7% were at proficiency.

Year 9 Results

The Year 9 results indicate an upward trend from 2019 in reading and writing. In reading, 96.1% of students were at or above the national minimum standard, 12.2% were at proficiency and the college was above state mean. In writing, 89.6% of students were at or above the national minimum benchmark, 15.4% were at proficiency and the college was above state mean. In spelling, 94% of students were at or above the national minimum benchmark, 9.3% were at proficiency. In grammar and punctuation, 91.2% of students were at or above the national minimum benchmark, 18.1% were at proficiency and the college was above state mean. In numeracy, 97.8% of students were at or above the national minimum benchmark and 12.7% were at proficiency.

Student Achievement in Bands

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

NAPLAN 2021: % in Bands		YEAR 7			YEAR 9		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	11	55	34	16	61	23
	National	17	54	28	24	53	21
Writing	School	13	57	30	26	61	13
	National	25	54	20	36	48	14
Spelling	School	10	58	32	15	68	17
	National	15	52	32	22	56	21
Grammar & Punctuation	School	11	51	39	27	51	22
	National	23	50	26	27	52	21
Numeracy	School	13	50	38	15	69	16
	National	16	48	34	18	59	22

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 2021: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98	95
	National	94	90
Writing	School	97	89
	National	90	83
Spelling	School	95	93
	National	94	91
Grammar & Punctuation	School	94	90
	National	91	88
Numeracy	School	94	96
	National	94	95

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 56 students in 2021.

Higher School Certificate

In 2021, 3.85% of the college's HSC students achieved a Band 6/E4 in at least one of their subjects. Just over 70% of the exam results were in the Band 4 to 6 range.

2021 HSC students were above state average in nearly 60% of courses attempted. 100% of students scored a Band 5 or 6 in Visual Arts. 97% of students scored a Band 4, 5 or 6 in Community and Family Studies. 50% of students scored a Band 5 or 6 in Design and Technology. 63% of students scored a Band 5 or 6 in Mathematics Advanced. 52% of students scored a Band 5 or 6 in Studies of Religion II.

One student was a Top Achiever for Design and Technology, placing first of all students in NSW. Five students were placed 1st in the Diocese for Japanese Beginners, English Studies, Design and Technology, Industrial Technology and Hospitality.

Fourteen students made the Distinguished Achievers list accumulating twenty four Band 6/E4 results between them.

One student's Visual Arts Body of Work was accepted into NESA's ArtExpress Exhibition.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.5	88.3	10.3
	State	9.4	73.9	16.6
English (Advanced)	School	0.0	31.0	69.0
	State	0.7	30.5	68.8
Mathematics Standard 2	School	12.5	64.3	23.2
	State	21.4	53.9	24.7
Mathematics Advanced	School	0.0	36.4	63.7
	State	6.2	43.6	50.2
Biology	School	2.3	69.7	28.0
	State	8.8	60.0	31.3
Ancient History	School	23.1	77.0	0.0
	State	20.9	44.7	34.4
Business Studies	School	7.0	72.1	20.9
	State	13.0	50.9	36.1
Music 1	School	0.0	27.3	72.7
	State	1.7	33.9	64.3
Studies of Religion I	School	6.7	78.4	15.0
	State	8.0	50.0	41.9
Industrial Technology	School	0.0	83.9	16.1
	State	20.6	54.1	25.3
Community & Family Studies	School	0.0	56.2	43.8
	State	6.9	61.1	32.0
Personal Dev, Health & Physical Education	School	2.8	63.9	33.4
	State	13.5	55.5	30.9

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	71	71.8	70.5
English (Advanced)	29	80.2	81.9
Mathematics	57	69.8	69.2
Mathematics Standard 2	12	80.1	78.4
Biology	43	74.6	73.4
Ancient History	13	65.8	71.1
Business Studies	45	74.1	73.3
Music 1	12	80.5	81.3
Studies of Religion I	62	35.2	37.4
Industrial Technology	33	72.1	69.4
Community & Family Studies	33	80.0	74.3
Personal Dev, Health & PE	36	75.2	72.2

Comparative Performance over Time

School Performance (%)	2018	2019	2020	2021
English (Standard)	73.7	71.8	74.6	71.8
English (Advanced)	81.4	80.3	82.3	80.2
Mathematics Standard 2	NA	72.0	72.8	69.8
Mathematics Advanced	NA	NA	78.0	80.1
Biology	72.7	73.5	73.6	74.6
Ancient History	80.6	72.5	79.1	65.8
Business Studies	71.6	71.0	75.6	74.1
Music 1	80.0	NA	81.0	80.5
Studies of Religion I	38.2	39.9	38.7	35.2
Industrial Technology	76.7	68.1	79.5	72.1
Community & Family Studies	79.1	80.7	78.7	80.0
Personal Dev, Health & PE	77.1	73.0	74.7	75.2

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 teachers, parents and students, with further feedback opportunities provided via regular P&F meetings and also in 2021, the Cyclic Review. Students also had year meetings and middle and senior leadership systems where they were also able to provide feedback.

In feedback obtained from these sources, parents overwhelmingly supported the notion that they feel welcome at the college, however, COVID-19 has had a huge impact on parent interaction. Parents also reported their child's progress is written in terms that are easily understood. 77% of parents agreed or strongly agreed that the college supports their child's understanding of the Catholic faith and 86% of parents agreed or strongly agreed that the college infuses catholic values and practices in all areas of the curriculum. From the 2021 Cyclic Review, parents spoke of the positive impact of religion and the availability of opportunities for faith development for students. Parents also identified the school as an excellent school and appreciate the constant support provided to their children.

Students also reported that school staff emphasise academic skills and hold high expectations for all students to succeed. From the 2021 Cyclic Review, senior students spoke of well-structured lessons with clear learning intentions, a range of teaching strategies that engaged them in their learning, and effective feedback.

In the 2021 Cyclic Review, staff expressed appreciation of the leadership and the increased clarity of processes in curriculum delivery. Staff also expressed the desire for a whole-school staff wellbeing program to be considered. 90% of staff strongly agreed or agreed that the vision, mission and values of the school are shared and understood by the school community and lived out in daily actions.



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