About This Report

St Benedict’s Catholic College, Camden is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO 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 and Communities.

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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2012.

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

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CAMDEN NSW 2570
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Website: www.sbccdow.catholic.edu.au

Principal: Mr Michael Hanratty

Date: 4 January 2012
Vision Statement

**Our Hope**: To provide a College 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 our Foundation Year of 2011, our priorities were both educational and cultural. In establishing an authentic Catholic school, the inaugural staff focused on establishing a school environment based around Benedictine values and creating structures to support them. One of the strongest themes in establishing our College was the Benedictine notion of “Something to Strive For and Nothing To Run From”. We introduced an Academic Care model where every student is provided with a Tutor who monitors their academic, social and emotional learning. Students are challenged to engage in reflective practices about their learning and create appropriate goals for themselves. The Care model provides challenge and opportunity for students across a range of areas but also provides support and a safe and secure environment through learning plans that are personalised. Staff continually engage with data about students learning and have undertaken a range of professional development opportunities to enable them to work with not only the data but design a curriculum that fosters retention of knowledge and skills and also transfer of understanding across learning areas and beyond into the wider world.

It has been an exciting year with heavy student involvement in creating Awards and Rewards structures, Hospitality and Leadership. Their involvement in extra curricula offerings included sport, debating and even for a lucky few, going shopping with large sums of money to stock our fledgling Library with a range of fiction and non-fiction.

With our move to Oran Park/Catherine Field in 2012, we look forward to transferring the cultural and educational structures we have created to our permanent physical home and to growing the College together with our new local community in one of Sydney’s fastest urban growth areas.

**Parent Involvement**

The fledgling Parents and Friends Association (P&F) met throughout the year and provided a range of assistance to the new College where needed and created structures for more formalised parent involvement into the future. The P&F were involved in a number of school activities including the Year 7 Retreat and Feast Day where parent help in organising catering and barbecue equipment was invaluable. Parents have also assisted in providing catering for
the school at a range of events and assisting with sales of food when required. During the year, the College provided a series of “Parenting Teens” seminars that were well attended by both current and prospective parents. To ensure the work of the P&F was in line with parent skills, and in an acknowledgement of how time-poor most families are, a P&F levy was introduced to avoid the time taken by fundraising activities. Instead it is hoped that a series of parent committees drawing on parent talent pools will assist the school in a variety of ways as it grows. Towards the end of the year, a draft P&F Constitution was drawn up, in line with Diocesan Guidelines, for ratification in 2012. We look forward to working with the College leadership team in developing the P&F in 2012.

Parents and Friends Association, President

Student Leadership

In our first year, there were many opportunities for all students to be members of a number of specialised groups. The Liturgy and Social Justice committees performed outreach and worked with St Vincent de Paul. A successful campaign was waged by parents to raise funds for our sister schools in Queensland affected by the floods in “Bake For A Mate”. Our Hospitality Committee was involved in creating a spirit of welcome to our many visitors and nearly a third of our students represented the College at Official Functions and were featured in local newspapers and Diocesan gatherings. Two student steering committees were involved in developing the Awards and Rewards system. During 2012 structures to support leadership development and the framework for Junior School student leadership will be devised with Junior Leaders elected to lead the College during 2012.

School Profile

School Context

St Benedict’s Catholic College is a Catholic Systemic co-educational secondary school located temporarily at Varroville and will be moving to its permanent location at Oran Park during 2012. In our Foundation Year, the school catered for students from the Parishes of St Clare’s Narellan Vale, St Paul’s Camden, St Aloysius at The Oaks, St Anthony’s Picton and Mary Immaculate Eagle Vale. Our enrolment in Year 7 was 66 students in 3 streams.

Student Enrolments


<table>
<thead>
<tr>
<th>2011</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>38</td>
<td>66</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The Diocesan 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 the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2011.
Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89.7%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Research clearly shows that one of the significant factors in academic success and general well-being at school is continual sustained attendance. Our Academic Tutor system ensures that parental contact is made with absentees by the third day of absence and parent education programmes around appropriate scheduling of family holidays and extended leave are held. The College supports new DEC and Catholic Education Office guidelines that limit Principal-approved leave to 15 days per year.

Staffing Profile

There are a total of 8 teachers and 5 support staff at St Benedict’s Catholic College. This number includes 8 full-time, 0 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100 %</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0 %</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0 %</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 99.04%. This does not include planned leave such as maternity or long service leave.

Professional Learning

During 2011, St Benedict’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.
These included:
St Benedict’s whole school development days focused on:
• the first staff Spirituality Day held on The Rule of Benedict at Jamberoo Abbey;
• the development of our Curriculum Framework based on “Understanding By Design” (McTighe and Wiggins) principles;
• the development of a cohesive and informative Assessment and Reporting system; and
• School Review and Improvement.

Other professional learning activities provided at school level including CEO run courses:
• Child Protection;
• First Aid and CPR;
• Leadership for Learning and Working With Educational Data; and
• School Wide Positive Behaviours for Learning Programme (SWPB4L).

School based expenditure on professional learning in 2011 was $327.54 per staff member.
In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $346.50

Catholic Life & Religious Education

St Benedict’s Catholic College places a high priority on the education in faith of its students. This is evident in that all staff teach Religious Education and a students’ two Pastoral Tutors also team-teach their Religious Education class. The College follows the diocesan Religious Education Curriculum and uses the student textbooks, To Know, Worship and Love, as authorised by the Bishop of Wollongong.

The Catholic life of the college permeates all its activities, courses and actions. As well as many opportunities for worship through whole school celebrations, year group liturgies and class prayers, the students undertake many activities that give expression to their Catholic beliefs and values. Our College Mission was central to the design of our Academic Awards and Rewards and in our first year, three significant awards based on the Mission were created and awarded on our prize giving day in December.

We have established a strong relationship with our local pastors. Camden Parish Priest, Fr Michael Williams celebrated our most significant celebrations with our Foundation Mass in February, our first St Benedict’s Feast Day and End of Academic Year Mass in December. Fr John Whitty presided at several liturgies including our Ash Wednesday liturgy. We also acknowledge the great assistance given to the College by Fr Greg Chee, Parish Priest of Mt Carmel at Varroville whose generosity with time and with the use of his facilities was greatly appreciated.

One of the College’s first student-initiated groups formed was that of Social Action. During the year this team of students raised consciousness about the work of Caritas Australia and introduced many students to the work of the local chapter of St Vincent de Paul. A large number of students joined the “Knitters Circle” during the Winter Appeal and the blankets they produced supplied much needed warmth for those in need at the local women’s refuge.
During the Christmas season, large donations of food and toys for a family in need were collected from our 66 students.
The students (and their parents) also rallied for the Premiers Flood Relief during Term 1 and joined with other Catholic Schools in the Diocese with our “Bake For A Mate” fundraiser where hundreds of cakes, scones and biscuits were donated, purchased and eaten!

Understanding the charism of a Benedictine School and the teachings of St Benedict was a focus for both staff and students throughout the year. Students undertook a Retreat/Reflection day in Term 3 with the theme “Be My Light”. The staff visited the Benedictine Abbey at Jamberoo where the sisters conducted several sessions on Benedictine spirituality and we also had the opportunity to join them in their midday prayer.

Financial Summary

In its Foundation Year, notwithstanding the temporary nature of the location of the College at Varroville, the College’s fiduciary imperative and responsibilities lay in establishing resources for learning and ensuring teaching staff were well resourced with appropriate levels of equipment and that the accommodation for the students was both comfortable and appropriate for their age.

During 2011, the Parents & Friends Association also made a decision to introduce a levy, to be introduced in 2012, where funds would be raised for capital resources to benefit students.

The following graphs reflect the aggregated income and expenditure for St Benedict’s Catholic College, Camden for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Catholic schools are places of belonging, respect, justice, hope, celebration and quality learning and teaching. They are based on the dignity of the whole person and provide witness to the Gospel Values as a means of living out their daily lives. These values are contained in the Diocesan and College’s Pastoral Care Policies. The college-based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and guidelines for suspension and expulsion. In our Foundation Year we established our Academic Care Model which links student academic success with a personalised learning programme facilitated by a student’s tutor. In encouraging students to work in partnership with their tutor on academic, social and emotional goals, we allow students to set realistic, attainable yet challenging goals which engage them in all aspects of school life.

Pastoral Care

The College ran a transition programme on two levels this year. For students with high needs, we ran a transition programme as well as ongoing support with the ‘Baseline’ Programme at the end of the day and “Good Start” programme which assists organisation at the beginning of the day. All Year 7 students had a transition to High School programme during Term 1 in our “Lantern” course.

During the year and, in conjunction with the P&F, the College, together with Catholic Care, ran a Parent Education Programme over a number of weeks on the Early Adolescent Years. This was well attended and held at a relaxed, independent venue central to the parent community.

Other services were available to members of the College community, such as identification and facilitation for students who require specific professional assistance through the counsellors from CatholicCare.

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* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2011.

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

Access to all policies and guidelines can be obtained by viewing the College website and by contacting the school office.
Learning and Teaching

Introduction

During 2011, St Benedict’s staff have focussed on the development and delivery of innovative learning whilst maintaining the requirements of the NSW Board of Studies. Students completed core subjects that were presented in a technologically rich one to one computer environment. Students accessed digital textbooks as well as interacting with internet based learning management systems such as Moodle. Overall, the students used a variety of approaches in their learning and staff developed programs that catered for a range of learning styles, skills and ability levels.

Curriculum & Pedagogy

Being the first year of the College, Curriculum was delivered only to Year 7 during 2011. Students undertook classes in Religion, English, Mathematics, Science, History, PDHPE, Technology and Visual Arts and undertook a range of sporting activities. Students also undertook studies in a school-based program – Literacy and Numeracy Technological Exploratory Research Node (LaNTERN). The decision was made to focus HSIE solely on the History Course and Creative Arts solely on Visual Arts in order to maximise the skills and resources currently available at the College. St Benedict’s is based on an educational brief that recognises the specific requirements of adolescent learners. The pedagogy is built on the pastoral approach that all students must be known and cared for as individuals. The year began with all classes unstreamed and as a result of data collection such as the ACER Progressive Achievement Tests, along with teacher observation and internal assessment, classes in English and Mathematics were re-organised to better target learning for students who required extra assistance in Term 2. In this way, all students were provided with specific assistance in English and Maths at their level and were able to access general social and learning skills in all other subjects. Academic progress and achievement are formally reported twice each year along with each student’s progress in a number of other skills and social based criteria.

Cross Curriculum

The LaNTERN course responded to individual and cohort data derived from NAPLAN and the Progressive Achievement Tests. It allowed students to participate in creative project-based learning using technology whilst having fundamental literacy and numeracy skills taught and reinforced.

Meeting the needs of all students

Along with the regular testing of students and adjusting of programming and learning strategies, St Benedict’s has a strong Learning Needs Support Team that provides students who require it with one on one assistance. Individual Plans (IPs) are developed in consultation with the Learning Needs support staff, the parents and either the Principal or the Assistant Principal. Information from the IPs is then distributed to staff to ensure that each student is
targeted with the strategies that will best help their learning. Students have 24 hours access to learning modules through our online Learning Management System, Moodle, and carry digital texts and workbooks that provide enhanced learning opportunities for students who may be gifted in a particular area.

**Expanding Learning Opportunities**

During 2011, students were given the opportunity to participate in College based sports and representative sports held at a diocesan level. Students participated in external academic competitions such as the maths competition and were involved in extra curricula programs such as 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 excursions to the zoo, a Medieval History day, and Literacy and Numeracy excursions to the local shops and library.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program 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**

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test 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.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy 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.**
## 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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

### NAPLAN 2010: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>92%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>NA</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Surveys were undertaken of staff, students and parents at the conclusion of 2011 to determine levels of satisfaction with the College covering a number of areas. All students (66) and teaching staff (8) completed the survey and returns from parents were about 70%. Overall, all groups reported high levels of satisfaction with the College in 2011. In the area of education in the faith, 100% of parents agreed or strongly agreed that their children were receiving a strong education in the Catholic Faith, mirrored by 100% staff support and in the 94% of students reporting that they were proud to attend a Catholic School in St Benedict’s College.

One of our aims this year was to develop a personalised education plan for every student to assist them to improve. 97% of students reported that teachers encouraged and worked closely with them in achieving academic goals and, in a separate question, 81% found their schoolwork appropriately challenging. 98% of parents believed their child’s individual learning needs were being met and the same number (98%) reported that they felt the teachers were genuinely interested in the welfare and growth of their children.

All parents who responded to the survey believed the College provided a safe and supportive environment. The statement was also agreed with by 93% of students and all staff.

Both parents and staff indicated strong support around the strength of home-school communication with 92% of parents and 100% of staff agreeing with the statement that there was effective and timely communication about learning progress.

Given the circumstances of our temporary situation we were delighted that the efforts the staff made to ensure the students did not miss out on a range of appropriate Year 7 based activities was recognised by all sections of the community: 81% of parents agreeing there was an appropriate range of extra curricula activities with an even greater number of students (87%) indicating they agreed or strongly agreed that they were happy with the co-curricula life of the College.

School Review and Improvement

School Review and Improvement 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 2011:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission
• Key Area 2: Students and Their Learning
  2.4 Integration of ICT
  2.5 Pastoral Care

• Key Area 3: Pedagogy
  3.2 Provision for the Diverse Needs of Learners
  3.4 Planning Programming and Evaluation

• Key Area 4: Human Resources Leadership
  4.5 Overall Compliance with Legislation and Other Requirements

• Key Area 5: Resources Finance and Facilities
  5.3 Environmental Stewardship
  5.4 Financial Management

• Key Area 6: Parents Partnership and Communication
  6.1 Parental Involvement
  6.3 Linkages with the Wider Community

School Review and Improvement components to be reviewed and rated in 2012:

• Key Area 1: Catholic Life and Religious Education
  1.1 Vision and Mission

• Key Area 2: Students and Their Learning
  2.1 Educational Potential
  2.2 Rights and Responsibilities

• Key Area 3: Pedagogy
  3.1 Curriculum Provision
  3.4 Planning Programming and Evaluation

• Key Area 4: Human Resources Leadership
  4.1 Recruitment
  4.5 Overall Compliance with Legislation and Other Requirements

• Key Area 5: Resources Finance and Facilities
  5.4 Financial Management

• Key Area 6: Parents Partnership and Communication
  6.3 Linkages with the Wider Community