Annual School Report

2012
About This Report

St Benedict’s Catholic College, Oran Park 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.

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 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 2013.

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

St Benedict’s Catholic College
PO Box 805
CAMDEN NSW 2570
Ph: (02) 4561 3000
Fax: (02) 9603 1339
Email: info@sbccdow.catholic.edu.au
Website: www.sbccdow.catholic.edu.au

Principal: Mr Michael Hanratty
Date: 28 March 2013
**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 second year the priorities remained both educational and cultural. With the growth to a full Stage 4 cohort (Years 7 & 8) and six new staff, we continued establishing a College based around Benedictine values with structures to support them. Our Academic Care model that provides each student with a tutor who monitors their academic, social and emotional learning continued to be refined. Staff were able to work with a range of data to challenge students to improve their learning through the development of personalised learning plans.

In Curriculum, planning for Stage 5 electives was completed with a full range of subjects offered to the students. Food Technology, Graphics, Drama and Industrial Technology – Timber were amongst the subjects selected which will run in 2013. Our High Performance Programme was launched mid year. This captured the students who, through diagnostic testing and observable classroom work, had distinguished themselves from their peers with outstanding academic achievement in a variety of disciplines. Linking students with external University Programs and extension experiences as well as differentiating their learning was a key feature of the Program.

Development work continued at the Oran Park site and the College looks forward to moving to the permanent school site for 2013, together with our neighbour, St. Justin’s Catholic Primary School.

**Parent Involvement**

The St Benedict’s Catholic College Parents and Friends Association (P&F) were active in supporting the College and students throughout the 2012 school year by hosting events such as Feast Day and the Orientation Day for Year 7 (2013).

The highlight event for the P&F was the inaugural St Benedict’s Trivia night which was at the Camden Civic Centre. The event was very successful and was attended by approximately 80 parents and staff. It has been decided to make this an annual event.
Towards the end of the year the P&F purchased 10 bench seats for the students to use as they watch their permanent buildings being built around them. During the year the P&F held a combination of both Executive and General Meetings and the 2012 Annual General Meeting (AGM) was held early in 2013. At the AGM the constitution was ratified. Parent involvement during the year was invaluable and we were able to draw on their strengths and talents through the formation of several sub committees. A big thank you to all those parents who made up the Building & Maintenance Committee, Hospitality Committee, Pastoral Committee and Education Committee.

The move to the new school at Oran Park will bring much excitement to all the St Benedict’s Community and a college and learning environment that the students can finally call “home”. The next phase promises to be an exciting time for students, teachers and parents. The P&F would like to encourage all parents to attend the P&F meetings and join us in working with and supporting the school on their journey.

P&F President

Student Leadership

Students continued to lead the College in a variety of roles. A very active Social Action Committee supported a variety of causes this year, particularly Caritas Australia through Project Compassion and St Vincent de Paul outreach to young people locally in the Claymore Project. Once again, the Knitters Corner supported the Winter Appeal with blankets for families and Catholic Care were the beneficiaries of fundraising with our second year of “Bake For a Mate”. The Hospitality Committee was active again in providing a welcoming space for our many visitors as well as a heavy involvement in Year 6 Orientation and Primary school visits. In 2013 the College Leadership Diploma will be launched for Year 9 in conjunction with the appointment of Middle School Leaders in a variety of roles.

Student Leaders

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 at the beginning of 2013. The school caters 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. A significant number of students were drawn from surrounding suburbs of Harrington Park and Narellan and the rapidly developing Oran Park, Gregory Hills and Harrington Grove precincts who attended Harrington Park Public School.

The school caters for students in years 7 and 8 and will be growing to years 7-12 by 2016. The College has a current enrolment of 135.
Student Enrolments

<table>
<thead>
<tr>
<th>2012 Enrolments</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
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<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan 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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

<table>
<thead>
<tr>
<th>2012 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>91.0%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.2%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Year 9</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 10</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 11</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 12</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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. 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.
**Staffing Profile**

There are a total of 12 full-time teachers and 5 support staff at St Benedict’s Catholic College.

**Teacher Standards**

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2012 was 97.69%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

**Professional Learning**

During 2012, St Benedict’s 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 whole school development days involved 17 staff.

These days focused on:

- Staff Spirituality;
- Curriculum and pedagogy using the Understanding by Design (UBD) framework;
- New Staff orientation; and
- Whole staff CPR training.
B. Other professional learning activities provided at school level including CEO run courses:
- *Schoolwide Positive Behaviours for Learning (SPB4L)* (13 staff);
- Learning and Leading Networks (8 staff); and
- Religious Education training (3 staff).

The average expenditure by the school on professional learning per Staff member was $346. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $412.

**Catholic Life & Religious Education**

St Benedict’s Catholic College is primarily a place of Catholic education for youth in the Camden region. This philosophy permeates the delivery of curriculum with Catholic values and ethos incorporated in cross curricula activities throughout the College. Each student participates in Religious Education classes that use a team teaching approach. The students are taught Religion by their Academic Care Tutors so that the faith dimension and values intrinsic to St Benedict’s can be called upon to assist in all aspects of the student’s education.

As a fundamental component of College life, the entire community participates in liturgical celebrations including Masses at the start and end of the school year, as well as for important feasts of the Church such as at Easter and St Benedict’s Feast Day. These celebrations involve the priests from the Camden Parish and build on the core values of Love of God, Love of Neighbour and Love of Learning. Other liturgies occur throughout the year at various stages of the teaching programs and important seasons of the Church calendar.

The Religious Education Program that is delivered at the College is endorsed by the NSW Board of Studies and has been authorised by the Bishop of Wollongong. It uses the Emmaus Paradigm that encourages students to ‘walk with Jesus’ and celebrate with liturgy at the conclusion of each topic. The students use the textbook *To Know, Worship and Love* as the basis for their learning. This is regularly supplemented by class discussion and research in order for students to develop deeper knowledge and understanding of their own faith.

Students are encouraged to ‘act out their faith’ through involvement in social action groups. Students participated in fundraising during Lent to aid those with less opportunities by supporting Caritas Australia. At various other times during the year, fundraising for St Vincent de Paul and natural disaster relief formed the focus of student activities.

Staff spirituality was nurtured through a staff retreat that was held at the start of the year. The focus of this retreat was a delving into Benedictine values and was delivered by a member of the Good Samaritan Formation Team. This retreat encouraged staff to reflect on how Benedictine values can be brought to life in the everyday actions within a school based on the beliefs and traditions of St Benedict. In 2012, a midday prayer based on Benedictine
notion of stillness was introduced throughout the school as a means of focusing staff and students on an important theme each day.

As a community based on a Benedictine charism, St Benedict’s Catholic College has adopted the motto ‘Be My Light’ from the phrase “May The Cross Be My Light” which is attributed to St Benedict and which appears on the Benedictine medallion.

Financial Summary

The following graphs reflect the aggregated income and expenditure for St Benedict’s Catholic College, Oran Park for the year ended 31 December 2012. This data is taken from the 2012 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’s Academic Care Program ensures each student has a personal tutor who monitors their academic progress and guides the student in managing many of the challenges that adolescents face such as time management, balance in life tasks, conflict and friendship transitions, developing resilience and perseverance and developing a positive approach to learning and school life.

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

For students that require support, other services are available such as support through Catholic Care counseling services.

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 2012.
In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.
Access to all policies and guidelines can be obtained by contacting the school office.
Learning and Teaching

Introduction

In 2012, staff at St Benedict’s have continued their focus on developing and delivering innovative learning and have maintained the requirements of the NSW Board of Studies. As the College grew to cater for both Year 7 and Year 8 students, the College offered a growing range of subjects that provided both academic rigour and experiences across a broad range of practical areas. While students made use of a technologically rich one to one computer environment, utilising digital textbooks, interactive internet-based learning tools, independent learning activities and learning management systems such as Moodle, they also participated in a range of important practical and theoretical experiences across different Key Learning Areas. Teaching programs incorporated a wide variety of learning experiences that were designed to cater for different learning styles, skills and ability levels.

Curriculum & Pedagogy

Curriculum was expanded to include Year 7 and Year 8 during 2012. Students studied Religion, English, Mathematics, Science, History, Geography, PDHPE, Technology, Music, Languages and Visual Arts. In addition, students participated in a range of sporting and co-curricula activities. In Year 7, students continued to focus on the History Course for HSIE and on Visual Arts in the Creative Arts. In Year 8, students studied the Geography Course (HSIE) and Music (Creative Arts).

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 against a number of other skills and social based criteria.

Cross Curriculum

Year 7 students completed a school-based program entitled LaNTERN (Literacy and Numeracy Technological Exploratory Research Node), an interdisciplinary course designed to build students’ skills in responsibly using technology and developing the literacy and numeracy skills essential in a secondary school environment. 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. The High Performance Program was also instituted this year. This program identifies and caters for academically gifted students by coordinating a range of enrichment activities within nominated subject areas and also in co-curricula activities. Furthermore, all students have 24 hours access to learning modules through our online Learning Management System, Moodle and carry digital texts that provide enhanced needs-based learning opportunities for students.

Expanding Learning Opportunities

During 2012, students were given the opportunity to participate in College based sports, Macarthur Independent School Association (MISA) interschool activities 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 Geography coastal environments survey, local History field research, and Literacy and Numeracy excursions to the local shops and library. Capacity was also built to deliver core subjects and a range of student chosen electives in the Stage 5 syllabus.

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

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.
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. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2012: % in Bands</th>
<th>YEAR 7</th>
<th></th>
<th></th>
<th>YEAR 9</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
<td>Bands 8 and 9</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
<td>Bands 9 and 10</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School 12%</td>
<td>64%</td>
<td>25%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>53%</td>
<td>28%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School 24%</td>
<td>52%</td>
<td>25%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>National 27%</td>
<td>53%</td>
<td>18%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School 10%</td>
<td>71%</td>
<td>19%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>National 17%</td>
<td>53%</td>
<td>29%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School 10%</td>
<td>63%</td>
<td>27%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>53%</td>
<td>29%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School 27%</td>
<td>62%</td>
<td>12%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>National 21%</td>
<td>52%</td>
<td>25%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>NAPLAN 2012: % AT or ABOVE NMS</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>97%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>90%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>NA</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</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>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</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 2012 to determine levels of satisfaction with the College covering a number of areas. All students and teaching staff (14) completed the survey and returns from parents were low at about 25% although options to return in confidence via email or post were given. Overall, all groups reported high levels of satisfaction with the College in 2012. 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 94% of students reporting that they were proud to attend a Catholic School in St. Benedict’s College.

Our continuing aim 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% of students reporting said they 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.
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 2012:

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 Rated in 2012 with some key achievements

- **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 and Management**
  4.1 Recruitment, selection and retention of staff
  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, Consultation and Communication**
  6.3 Linkages with the Wider Community
Key Indicators this year included:

- Staff formation programme on Benedictine Spirituality
- Benedictine “stillness” in the middle of the day adopted as part of the day structure
- Development of College Prayer
- Development of High Performance Programme for academically gifted students
- Refinement of the Understanding By Design curriculum approach to programming and teaching
- Anti-Bullying Policy & Protocols developed
- Development of House System and House Patrons in line with our Mission Statement
- School-Wide Positive Behaviours (SPB₄L) approach adopted for student management
- Development of Electives for Year 9 based on student choice
- Highly commended Mathematics and English programmes as assessed by the CEO cyclic review compliance audit
- Recruitment and appointment of the first KLA Coordinators and Year Coordinators including Director of Mission and Director of Learning and Teaching
- Development of Elective Structure for Year 9 and classes created and staffed
- Links with Harrington Park community, St Vincent de Paul at The Oaks and Campbelltown, visits to feeder Primary Schools and involvement with Oran Park Town Community Group.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
- **Key Area 2: Students and Their Learning**
  2.2 Rights and Responsibilities
- **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment and Relationships
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement
- **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, Development and Change