About This Report

St Benedict’s Catholic College, Oran Park is registered by the Board of Studies NSW 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 Annual Action Plan.

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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

Principal: Michael Hanratty  
Date: March 30 2014
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

2013 was a significant moment in the College’s history, with the move to our permanent location at Oran Park/Catherine Field adjacent to St. Justin’s Primary School. Enrolments grew to 227 students with another 150 students enrolled by years end for 2014. A waiting list was established for Years 8 &9 by the end of the year. The College offered a range of electives for Stage 5 for the first time and a variety of new extra curricula activities including the Duke of Edinburgh’s Award and our innovative Leadership Diploma for Years 9-11 offered for the first time.

Stage 1 of the permanent school building program was completed at the end of Term 3 with new facilities in Woodwork, Construction and Engineering, Visual Art, Textiles and Media. Music tutorial rooms were added as well as the first set of permanent male and female toilet facilities.

The College continued its successful “Academic Care” program in the Middle School with a focus on metacognition and transition to high school academic life for Year 7.

Parent Involvement

In its third year since being formed, the St Benedict’s Catholic College Parents and Friends Association (P&F) gained momentum in its support of the College and students. With the addition of 85 Year 7 students it was great to see the increase in parent involvement.

The 2013 year was a major milestone for the college with the school year commencing on the new Oran Park site in the temporary buildings. The construction of the permanent school also commenced. With the move to Oran Park, the Building & Maintenance Committee hosted a working bee early on Saturday morning 4th May. The turn out was fantastic and was attended
by many families who rolled up their sleeves to make the event a success. The Hospitality Committee provided the catering to ensure all the workers were well fed.

In addition to this, the P&F hosted the St Benedict’s Feast Day and the Year 7 Orientation Day. The Education Committee was active in organising information evenings for parents on Cyber safety and the use of media and technologies and the Pastoral Committee continued to assist families in need throughout the year. The P&F purchased 2 shade shelters, which were made to order in the College colours and have the College logo printed on the sides, and an additional 2 large eskies.

A big thank you to all the parents that were involved in the various committees. The future years promise to be exciting times for all the St Benedict’s community, as the College continues to grow.

*Parents and Friends Association, President.*

**Student Leadership**

In 2013 St. Benedict’s inducted their first Middle School Leadership team with students from our inaugural Year 9. Leadership for the College was provided in areas such as Cultural Innovation, Social Action, Publicity, Stewardship of the Built and Natural Environment and Sporting Endeavour. In addition, the College launched its Leadership Diploma for Years 9-11, an innovative program to develop all students’ leadership skills with involvement required in Co-Curricula activities, Social Action and participation in an Outdoor Education Program.

**School Profile**

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**School Context**

St Benedict’s Catholic College is a Catholic Systemic co-educational secondary school located in Oran Park. The College will cater for students in years 7-12 and has a current enrolment of 227.

The college is located in Sydney’s south-west growth area surrounding Oran Park. The College caters for students from the Parishes and schools of St Clare’s Narellan Vale, St. Paul’s Camden, St. Aloysius at The Oaks, St Anthony’s Picton and St. Justin’s Oran Park. Our drawing area continues to be large, from Hilltop in the south through to the rapidly developing areas of Leppington and Bringelly in the North. Students travel from rural areas near Warragamba in the west and Bradbury in the east. A significant number of students were drawn from the surrounding suburbs of Harrington Park and Narellan and the rapidly developing Oran Park, Gregory Hills and Harrington Grove precincts.

The College currently caters for students in Years 7-9 and will be growing to accommodate students across Years 7-12 by 2016.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>2013 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>105</td>
</tr>
<tr>
<td>Girls</td>
<td>122</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
</tr>
<tr>
<td>LBOTE</td>
<td>41</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 2013.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td></td>
<td>96.6</td>
<td>96.5</td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td>92.6</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td>93.3</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Whole school</td>
<td></td>
<td>94.2</td>
<td>94.3</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 by telephone with absentees by the third day of absence. Parent education programs around appropriate scheduling of family holidays and extended leave are held. Parents are contacted on the morning of their child’s absence by email. The College supports the Catholic Education Office Student Attendance guidelines and Procedures (Nov 2012).
**Staffing Profile**

There are a total of 20 teachers and 6 support staff at St Benedict’s Catholic College. This number includes 20 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>Description</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 2013 was 98.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100%.

**Professional Learning**

During 2013, 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 26 staff.

These days focused on:

- Benedictine Spirituality;
- Incidental Counselling Skills;
- First Aid;
- Curriculum and Pedagogy; and
- Australian Curriculum Development.
B. Other professional learning activities provided at school level including CEO run courses:
   - Understanding By Design Curriculum Framework (KLA Coordinators)
   - *Introducing the Australian Curriculum (all staff, CEO provided)*
   - Creating Positive Schools: (Year Coordinators)
   - Coaching for Learning (National Partnerships, Leadership Team).

The average expenditure by the school on professional learning per staff member was $551.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $242.

**Catholic Life & Religious Education**

There were many highlights in the area of Catholic Life and Religious Education in 2013. As the school progressed to year 9, programs and assessments were designed to cater for the needs of the students taking into account their level of religious knowledge as well as relevant numeracy and literacy skills. Planning was also started for the Year 10 Religious Education programme. The Religious Education faculty also participated in the System Appraisal day for its Stage 4 and 5 programs.

There were many social justice initiatives in 2013. Students, through donations and fundraising, were able to raise $3 085 for Project Compassion – approximately $14 per student. The College supported many St Vincent De Paul appeals, including the winter appeal, where students donated clothing to be distributed to the most needy in our community. In addition, the Social Action group organised a “Bennies Bring a Blanket” night, which raised awareness and generated understanding of the issue of homelessness. All money raised was forwarded to the St Vincent de Paul Winter appeal. Students also supported the Christmas Hamper appeal and were able to donate many hampers to St Vincent De Paul’s Camden branch at the end of the year. The Social Action group organised fundraising activities to support Catholic Mission’s “Build my Church” Campaign at the end of the year. Students supported Mater Dei Special School’s Peace Egg fundraising during the Lenten season.

Students also actively participated in many liturgical events in 2013. Theses included the Opening College Mass, St Benedict’s Feast Day Mass and the End of Year Mass. In addition, students were afforded opportunities in Religious Education classes, Ash Wednesday and Easter to share in liturgical experiences. Students also were guided in prayer with a weekly prayer focus for the midday prayer and were afforded the opportunity to attend Friday Reflection, which focused on Gospel reflections.

Students were also provided with opportunities to develop their spirituality and faith through the College Retreat Program. The Year 7 Retreat program took as its focus the Year 7 unit “Ways People Pray” and provided students with an opportunity to experience different forms
of prayer. Year 8 were involved in a program called “The value in me and the value in others” and explored the value and dignity innate in all. Year 9 had a guest presenter who focused on selflessness, responsibility and stewardship of the environment. The staff were afforded the opportunity to have an overnight retreat. The focus for this retreat was to look at our story and the sharing of our story. It looked at the mission of the school and how this mission is lived and how it inspires students in the community.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 75 Year 8 students who sat the Religious Literacy Assessment (Part A) on 20 August 2013 and 78 students who completed the Extended Task (Part B). The Extended Task was based on the Unit: *Early Christian Communities* and undertaken during Term 3.

Students showed a high level of performance in their knowledge of religious tradition. This high level of performance was particularly noticeable in their

- knowledge of the importance of the Sacraments of Initiation for Christians
- explanations of a Christian perspective on care for creation
- knowledge of the Lord’s Prayer.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge about Early Christian Communities.

The performance of each student was described as developing, achieving or extending.

For Part A, 10.70% of students were placed in the developing level, 88% in the achieving level and 1.3% were in the extending level.

For Part B, 18.40% of students were placed in the developing level, 65.80% in the achieving level and 15.80% were in the extending level.

Combining Parts A and B, 14.90% of students were placed in the developing level, 85.10% in the achieving level and 0% were in the extending level for Religious Literacy.
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 2013:

- **Key Area 1 Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
  Developed a sequential student and staff formation programme
  Developed an active Social Justice committee and built this into the student Leadership Diploma

- **Key Area 2 Students and their Learning**
  2.2 Rights and Responsibilities
  Continued work on our School Wide Positive Behaviours Programme

- **Key Area 3 Pedagogy**
  3.6 School climate, learning environment and relationships
  Developed staffroom data walls
  Staff meetings predominantly Professional Development and Conversations
  PDPR processes incorporate individual student learning goals from tutor groups
  Staff Professional learning around Understanding By Design continued into 2013

- **Key Area 6 Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement
  Development of the Clothing Pool on site
  Ratified P&F Constitution and formalised role descriptions of the Executive
  Linked Parent Helper groups to event organisation around Hospitality, Adult Education, Maintenance

- **Key Area 7 Strategic Leadership and Management**
  7.2 Innovation & Change
  Created a new senior Uniform for Years 9-11
Developed the Leadership Diploma (stage 1) for Year 9 to build ROSA capacity

Restructured our Middle School Curriculum hours

Introduced a greater variety of extra curricula activities such as the Duke of Edinburgh Award and Photography Club

Planning for the ‘cashless café‘ continued with the engagement of the caterers and the ICT system to deliver it

Investigation of the ways in which the tutor system could continue into the Senior school.

School Review and Improvement components to be reviewed and rated in 2014:

The following elements respond to changes in the broader school environment as we grow the College into Stage 6 and also respond to data collection by staff:

- **Key Area 1 Catholic Life and Religious Education**
  1.4 Parents, Parish and the Broader Church

- **Key Area 2 Students and their Learning**
  2.1 Educational Potential;
  2.5 Pastoral Care

- **Key Area 3 Pedagogy**
  3.1 Curriculum Provision;
  3.6 School Climate, Learning Environment and relationships

- **Key Area 4 Human Resources Leadership and Management**
  4.1 Recruitment and selection of Staff;
  4.5 Overall compliance with legislation and other requirements

- **Key Area 5 Resources, Finance and Facilities**
  5.4 Financial Management

- **Key Area 7 Strategic Leadership and Management**
  7.1 Planning for Improvement
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 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

**Income**

- 53% Fees and Other Private income
- 29% State Government Funds
- 9% Commonwealth Recurrent Grants
- 7% Government Capital Grants
- 2% Other Capital Income

**Expenditure**

- 62% Salaries, Allowances and Related Costs
- 20% Non Salary Expenses
- 18% Capital Expenditure
Student Welfare

The College’s Academic Care programme ensures each student has a personal tutor who monitors their academic progress and coaches 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. At its core, the system encourages the development of metacognition skills.

The College runs a transition programme on two levels. Students with high needs are involved in a transition programme as well as ongoing support with our ‘Baseline’ Programme at the end of the day and “Good Start” programme which assists organisation at the beginning of the day. The College also runs a High Performance Programme which targets identified students who have a particular academic gift, talent or skill. This provides them with some differentiation in their work and also links them with outsider providers such as the Scientia Programme (UNSW) for further challenges.

In 2013, the College ran a number of programmes targeting particular adolescent developmental stages such as ‘Rock and Water’ for boys (Year 8) and the “Butterfly” programme for girls.

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 school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2013.

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
St. Benedict’s Catholic College welcomed Year 9 students for the first time in 2013. Students made use of a technologically rich 1:1 computer environment, utilising digital textbooks, interactive internet-based learning tools 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.

National Partnerships
St Benedict’s Catholic College participated in the Teacher Quality Principal Professional Learning National Partnership Agreement. This provided the opportunity to focus on a range of initiatives designed to support the implementation of the Australian Institute for Teaching and School Leadership’s (AITSL) Australian Teacher Performance and Development Framework. As a participating school our initiative included:

- Growth Coaching training was conducted for members of the Leadership Team and is being implemented as part of our Professional Development Performance and Review Process.

Curriculum and Pedagogy

Syllabus implementation
St. Benedict’s Catholic College implemented new Stage 5 courses. In addition to core Stage 5 subjects, the school also offered Catholic Studies and a range of electives including – Commerce, Italian, Food Technology, Graphics Technology, Industrial Technology (Timber), Information and Software Technology, Drama, Physical Activity and Sport Studies and Visual Arts. In preparation for the NSW Australian Curriculum, the College also prepared Year 7 and Year 9 English, Mathematics, Science and History courses ready for implementation in 2014.

Assessment and reporting
In each course, students were provided with a range of formal assessments of learning in order to gauge student learning. Based on these measures, academic progress and achievement were formally reported twice during the year. These reports also provided parents with feedback on each student’s progress in a number of learning skills as well as social-based criteria.

In addition to formal and informal assessments in each of their courses, students were also assessed using diagnostic ACER Progressive Achievement Tests (PAT). PAT Mathematics, Reading and Science tests were used to diagnose and rectify student areas of challenge and teachers responded to this data through learning and teaching strategies in subsequent units of work. Using individual student results, Academic Care Tutors met with their respective
students in order to design goals around improvement in specific areas identified in both Reports and PAT tests. Using PAT, internal assessment and teacher observation, classes in English and Mathematics were re-organised to better target learning for students who required extra assistance in these subjects. Moreover, after PAT, internal assessment and teacher observation had been used, the PAT Australian General Ability Test (AGAT) was used to help identify and differentiate for potentially Gifted students.

**Integration**

While St. Benedict’s Catholic College caters for a wide range of students with specific abilities and needs, it does so within integrated, mainstream classes. A focus this year was on catering for the individual needs of students through differentiation and, where necessary, in-class support. In order to assist with integration into mainstream classrooms, the College offered a successful Year 7 transition program. A “Baseline” program also enabled students with specific learning and social needs to meet and debrief about the challenges of the day.

St. Benedict's Catholic College is based on an educational brief that recognises the specific requirements of all adolescent learners. The pedagogy is built on the pastoral approach that all students must be known and cared for as individuals. Thus, an essential element of integration this year was the relationship between each student and their Academic Care Tutor. Each tutor would meet with their small group of students during the daily, half-hour Academic Care session to discuss specific integration issues, goals and issues.

**Technology supporting learning**

At St. Benedict’s Catholic College, students were provided with technology that supported their learning. As a 1:1 laptop community, all students had their own Apple MacBook. In order to provide students with the best possible support to learn how to use these tools, they attended a MacBook “Bootcamp” designed to teach them the basic use of their computers. They were also supported in their Literacy and Numeracy Technological Exploratory Research Node (LaNTERN) cross-curricular course designed to teach them how to be responsible Digital Citizens.

Through the use of their laptops, all students across the school had access to digital textbooks and documents. Students also had 24-hour access to the school’s online Learning Management system – Moodle. This provided students with access to class materials, resources and needs-based learning activities provided in each course.

**Cross Curriculum**

**Literacy and numeracy strategies**

At St. Benedict’s Catholic College, students’ strengths and challenges were identified using a variety of measures including NAPLAN, PAT, internal assessments and teacher identification. Literacy and numeracy challenges were then catered for at school-based, KLA-based and Year Group levels.
At a school level, several whole-school initiatives were designed to improve the literacy and numeracy culture of the school. Among the strategies begun this year and continuing into next year were the:

- Mathematics Toolbox – in this initiative, teachers create a toolbox of strategies that students could use to solve problems. This could then be used across different subject areas as a school-wide skill set. This was also associated with a lunchtime “Homework Club” where, under the supervision of Mathematics teachers, students who are skilled at Mathematics, provide assistance to students who need help.
- Text Type Skills Booklet – a booklet to act as a school-wide guide on how to write texts of different forms.
- REACH reading program – designed to embed wider reading and development of reading skills into students’ everyday routine.
- St. Benedict’s Spelling Competition – this is a compulsory school-wide spelling competition.
- Grammar/Punctuation Skill of the Week – designed to improve targeted skills by covering the skills across different subject areas at the same time.

In KLAS, teachers discussed specific strategies they could use to address 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.

Academic Care tutors gained specific overall data about their students, discussing with them areas of strength and challenge regarding literacy and numeracy and create goals in order to improve.

**Meeting the needs of all students**

**Gifted Education**

The St. Benedict’s Catholic College High Performance Program was continued this year. This program identified students. These students were then provided with enrichment activities such as the Stage 4 SPLICED program. Students also nominated subject areas in which they would receive additional extension which would then be provided by their teacher. An associated website also provided self-directed learning opportunities.

**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 who experience specific learning difficulties needs. Firstly, Individual Plans (IPs) were developed and learning modifications were derived based on the IPs. The “Baseline” program assisted students in reflecting on their day and preparation for tasks. “The Secret Spy Club” enabled students on the Autism spectrum to work on a range of social and academic skills. There was also a parent support program facilitated by the Learning Support Team that brought together parents of students with specific special education needs.
Expanding Learning Opportunities

During 2013, students were given the opportunity to participate in College based sports, Macarthur Independent School’s Association (MISA) interschool activities and representative sports held at a diocesan level. Students participated in external academic competitions such as the Mathematics 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 reflection days, excursions to the Sydney Zoo, a Geography coastal environments survey and local History field research. Stage 5 students were involved in the Leadership diploma and the Duke of Edinburgh program.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

For the first time in 2013, St. Benedict’s Catholic College completed the Year 9 NAPLAN tests. Students in Year 9 made significant progress in each of the skill areas tested and, in all subjects apart from grammar, above 60% of students scored greater than expected growth.

In Year 7 Reading, 25% of students were at proficiency and 88% of students were functioning better than National Minimum Standard. Over the three years since the first cohort completed Year 7 NAPLAN, the Reading results have trended up by 13 points. In Year 9, 98.5% of students scored at or above National Minimum Standard.

In Mathematics, 27% of Year 7 students were at proficiency and there has been a steadily increasing trend over the last three years. In Year 9, 92% of students were at or above National Minimum Standard.

Writing in both Year 7 and Year 9 was above state average. In Year 7, students’ Writing scores were, on average, 10 scale scores above state average. In Year 9, Writing scores were 5 points
above state average. For Year 9, this was a significant improvement in comparison to state average from their Year 7 writing results.

In Year 7 Grammar and Spelling, 30% of our students were at proficiency. In Year 7 Numeracy, 27% of students were at proficiency. Year 7 Girls performed 8 scale scores better than their state counterparts in Grammar. In Year 9, 92% of students were at or above National Minimum Standard.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 7 and 9. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

<table>
<thead>
<tr>
<th>NAPLAN 2013: % in Bands</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>72%</td>
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<tr>
<td>National</td>
<td>26%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>58%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>20%</td>
<td>46%</td>
</tr>
<tr>
<td>National</td>
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<td>49%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>17%</td>
<td>56%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</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 2013: % 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>99%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 not granted in 2013 as the College has not yet reached that stage of development.
Parent, Student and Staff Satisfaction

Surveys were undertaken of staff and students at the conclusion of 2013 and parents at the beginning of 2014 to determine levels of satisfaction with the College covering a number of areas. All students and teaching staff (20) completed the survey. However, returns from parents were low at about 35% although options to return in confidence via email or post were given. Overall, all groups reporting expressed high levels of satisfaction with the College in 2013. In the area of education in the faith, 98% 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.

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. 92% of parents believed their child’s individual learning needs were being met and a very high number across the College (98%) reported that they felt the teachers were genuinely interested in the welfare and growth of their children. These numbers have remained consistent across our first three years of development.