About This Report

St Benedict’s Catholic High School, Oran Park is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) 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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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

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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: 31 March 2015
Vision Statement

Our Hope: To provide a learning environment where there is “Something To Strive For and Nothing To Run From” (Rule of Benedict 64:19). St Benedict had a profound veneration for the Holy Cross and for our Saviour crucified. The school 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 the school’s 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 2014 the school occupied its new Art, TAS and classroom facilities and during the year also opened Stage 2, the hospitality centre, which provided the students with facilities for Food Technology, Hospitality (Years 11 & 12), six classrooms and the College “Cloister Café”. In addition, the school opened the adjacent large Cloister area, which provides undercover seating for 500 students. By years end, an additional 100 car parking spaces was nearing completion and works were underway on new Science facilities and Staff and Administration areas.

In 2014 the student population was 363 (Years 7 to 10). In 2015 a six stream Year 7 cohort will commence and the school will progress to Year 11 with the first Higher School Certificate (HSC) class in 2016.

Parent Involvement

In keeping with previous years, the Parents’ and Friends’ Association (P&F) provided the catering for St Benedict’s Feast Day and Orientation Day for new students joining the St Benedict’s community in 2015. In Term 1 the P&F hosted a cocktail function for the new parents.

In 2014, 120 new students joined the College and watched the various stages of construction as the school continues to grow. P&F funds were used to purchase more portable seating for the yard as well as a large portable chess set for use during lunch breaks. This has proven to be a popular way for students to spend their break.

This year the school held the Bene’s Trivia Night at the Camden Civic Centre. With a slight change from the previous one, this trivia night had a Christmas in July theme. The event was attended by approximately 90 parents and teachers who were very enthusiastic and very competitive. Funds raised on the night were used to purchase and install Apple TV’s throughout the General Learning Area (GLA) rooms.

Once again the P&F had the support and involvement of the various sub committees, hosting programs such as parenting teens evening and a parents and digital media awareness
evening. The Maintenance sub-committee carried out several small jobs. The Hospitality committee provided the catering at the various events held during the year. The success of the P&F is the result of all the parent volunteers. A big thank you to the P&F Executive, members of the sub-committees and all the parents who contributed their time and expertise throughout the year.

*Parents and Friends Association, President*

In 2014 the Middle School Leadership team continued to operate. Leadership was provided in areas such as Cultural Innovation, Social Action, Publicity, Stewardship of the Built and Natural Environment and Sporting Endeavour. The Leadership Diploma for Years 9-11 was once again offered providing 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.

*Student Leaders*

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**School Profile**

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**School Context**

St Benedict’s Catholic College is a new Catholic Systemic co-educational secondary school located in the rapidly developing Oran Park. The school currently caters for students in Years 7 to 10 and has a current enrolment of 363. The school will grow each year with a new Year 7 intake, with the first HSC class in 2016.

The school’s 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 to Bradbury in the east. A significant number of students are drawn from the surrounding suburbs of Harrington Park, Narellan, Harrington Grove and the new town centres of Oran Park and Gregory Hills. The school is located at the southern end of Sydney’s south-west growth centre and caters for students from the Parishes of St Paul’s Camden (Camden, Narellan Vale and Oran Park), St Aloysius (the Oaks) and St Anthony’s (Picton).

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>2014 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>166</td>
</tr>
<tr>
<td>Girls</td>
<td>197</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
</tr>
<tr>
<td>Indigenous</td>
<td>9</td>
</tr>
<tr>
<td>LBOTE</td>
<td>83</td>
</tr>
</tbody>
</table>
The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sbccdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

**Student Attendance**

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.6%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.3%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.4%</td>
<td>94.0%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.5%</td>
<td>88.0%</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>
<tr>
<td>Whole school</td>
<td>93.5%</td>
<td>92.7%</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. The school’s 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.

**Student Retention Rate**

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2012</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2014</td>
<td>n/a</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Student Attainment in Senior Years

<table>
<thead>
<tr>
<th>Years 11 - 12 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
<td>n/a</td>
</tr>
<tr>
<td>% of students who have completed at least one (1) VET course</td>
<td>n/a</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Destination Survey

<table>
<thead>
<tr>
<th>2014</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>7</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>University</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Employment</td>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other School</td>
<td>3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 30 teachers and 11 support staff at St Benedict’s Catholic College. This number includes 27 full-time, 3 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

The average daily teacher attendance rate for 2014 was 99%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

**Professional Learning**

During 2014, 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 36 staff. These days focused on:
   - Benedictine Spirituality;
   - Assessment and Reporting;
   - First Aid and Anaphylaxis Training; and
   - Program design (UBD).

B. Other professional learning activities provided at school level including CEO run courses:
   - Australian Curriculum Development;
   - new staff induction program;
   - Disability Discrimination Act awareness;
   - Creating Positive Schools; and
   - Record of School Achievement (RoSA), Australian Institute for Teaching and School Leadership (AITSL) Standards, and Professional Development Planning and Review (PDPR) training.

The average expenditure by the school on professional learning per staff member was $407. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of $177.

**Catholic Life & Religious Education**

There were many highlights in the area of Catholic Life and Religious Education in 2014. The oldest group of students entered Year 10 and programs and assessments were designed to cater for the needs of the students. These programs were designed taking into account the student’s level of religious knowledge as well as their relevant numeracy and literacy skills. These decisions were based on Religious literacy data and a local Religious Education Survey.
Planning was also started for the Year 11 Religious Education programme consisting of both Studies of Religion and Catholic Studies.

There were many social justice initiatives in 2014. Students, through donations and fundraising, were able to raise $3776 for Project Compassion. The College supported many St Vincent De Paul appeals, including the winter appeal, where students donated clothing to be distributed to those most needy in the 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 also organised fundraising activities to support Catholic Mission and their end of year campaign. Students also supported Mater Dei School’s Peace Egg fundraising during the Lenten season.

Students actively participated in many liturgical events in 2014. Theses included the Opening College Mass, St Benedict’s Feast Day Mass and the End of Year Mass. In addition, students were afforded opportunities during Religious Education classes, Ash Wednesday and Easter to participate in liturgical experiences. Students were also guided in prayer with a weekly prayer focus for the midday prayer and were given the opportunity to attend Friday Reflection, which focused on the Gospels.

Students availed themselves of the 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 of Praying” 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 Year 10 program was connected to the unit “Working for Justice in Australia” and helped students understand the importance and significance of helping their neighbours. The staff was also afforded the opportunity to have an overnight retreat. The focus for this retreat was to look at Benedictine Spirituality and its significance for staff in their daily and school life. It developed an understanding of staff members’ mission and how this mission is lived, and how it inspires students in the community. Initial planning was also undertaken for a Senior Retreat to be held in 2015. The College began its Sacramental Program, which saw several students Baptised in the Catholic Tradition. Several students also undertook training in Liturgical Ministries such as Extraordinary Ministers of Holy Communion, Liturgical Art, and Cantoring.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of 83 Year 8 students who sat the Religious Literacy Assessment (Part A) on 18 August 2014 and 87 students who completed the Extended Task (Part B). The Extended Task was based on the Unit: Early Christian Communities and undertaken during Term 3.

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

Overall, Students at St Benedict’s achieved a mean of 44.37 in Part A and 58.49 in Part B. The combination mean was 50.83.

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 settings of the Gospels;
- ability to describing the experiences of the early Church; and
- ability to identify the different mission and functions of the Church.

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 student average in this section was 11.1 out of 20.

For Part A, 50.60% of students were placed in the developing level, 49.40% in the achieving level.

For Part B, 32.30% of students were placed in the developing level, 59.80% in the achieving level and 8% were in the extending level.

Combining Parts A and B, 36.10% of students were placed in the developing level, 63.90% 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 2014:

- **Key Area 1: Catholic Life and Religious Education**

  1.4: Parents, Parish and the Broader Church
  
  Goals:
  - Broaden involvement of older students in Parish life and begin preparation for sacramental programs including Baptism.
  - Seek ways to be appropriately involved in the neighbouring Primary Schools sacramental program.
  - Source a Baptism program for adolescents and undertake the programme for those interested and their parents.
  - Training of Liturgical Ministers: extraordinary Ministers of the Eucharist, Musicians at Mass and Lector (reader) training to be undertaken for Year 11 students.
  - Link with Saturday night Parish Mass once per semester.

- **Key Area 2: Students and their Learning**

  2.1 Educational Potential
  
  Goals:
  - Involve staff and students in the creation of a new awards system for “senior School.”
  - Seek ways to adapt the Learning Management System to assist tutors to track student improvement data.
  - Develop Years 10-12 Homeroom/Tutor structure.
  - Student reflection each period: ‘Takeaways’ to be documented in the Diary for feedback to teachers.
  - High Performance Program, role description to be developed for coordinator.

  2.5 Pastoral Care
  
  Goals:
  - Develop role description for Wellbeing Coordinator and wellbeing team for 2015 implementation.
  - Devise a structure for “Life Conversations” for Year 9 targeted students.

- **Key Area 3: Pedagogy**

  3.1 Curriculum Provision
  
  Goals:
  - Prepare appropriate pathways/subjects for Year 11 including non-ATAR pathways and prepare for post school options.
  - Engage a staff member to take a Careers role to begin linking with local providers, investigate School Based Apprenticeships and to provide information about post-school life to Stage 5/6 students.
3.6 School Climate and Learning Environment and Relationships

Goals:
- Begin new PDPR programme involving elements of coaching and integrate new staff skills with Academic Care Coaching for Stages 5 and 6.
- Formalise “What Works Well” and Gratitude Board in staff area.

- **Key Area 4: Human Resources Leadership and Management**

4.1 Recruitment, Selection and Retention of Staff

Goals:
- Source appropriate high performing teachers to take classes for the inaugural Stage 6 HSC group.
- Create role description for and appoint Wellbeing Coordinator (College Executive Position).
- Create Role Description for and appoint Learning Support Coordinator (Middle Leader position).

**School Review and Improvement components to be reviewed and rated in 2015:**

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

- **Key Area 1: Catholic Life and Religious Education**

  1.3 Catholic Life and Culture

- **Key Area 2: Students and their Learning**

  2.5 Pastoral Care

- **Key Area 3: Pedagogy**

  3.3 Teaching Practices
  3.1 Curriculum Provision

- **Key Area 4: Human Resources Leadership and Management**

  4.5 Overall Compliance

- **Key Area 7: Strategic Leadership and Management**

  7.2 Innovation Development and Change
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 2014. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

The College’s Academic Care programme ensures each student has a personal tutor that monitors the student’s 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. For students with high needs, it runs 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. The school also ran a High Performance Programme which targets identified students who
have a particular academic gift, talent or skill and provides them with some differentiation in their work this programme also links them with outsider providers such as the Scientia Programme (UNSW) to offer further challenges.

In 2014, the College ran a number of programmes targeting particular adolescent developmental stages such as ‘Rock and Water’ for boys and the “Butterfly” programme for girls.

Contemporary research indicates involvement in co-curricula activities enhances engagement with schooling and learning and builds resilience and perseverance. To that end, Years 9 to 10 students undertook the St Benedict’s Leadership Diploma that rewards student involvement in co-curricula initiatives, social action projects and an Outdoor Education programme. There are two levels (Purple and Gold) with a community-based activity forming part of the Gold Diploma.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. 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 2014.

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**

2014 saw the school progress to Year 10. Students made use of a technologically rich one-to-one computer environment, utilising digital textbooks and interactive internet-based learning tools. Teaching programs incorporated a wide variety of learning experiences that were designed to cater for different learning styles, skills and ability levels. The College continued its programming and learning strategies built around *Understanding by Design* principles.

**Curriculum and Pedagogy**

*Syllabus implementation*

St Benedict’s Catholic College implemented new Stage 5, Year 10 courses in 2014. In addition to the completion of core Stage 5 subjects, the school also completed its first Catholic Studies course as well as other electives including – Commerce, Italian, Food Technology, Drama,
Physical Activity and Sport Studies and Visual Arts. The school also implemented Year 7 and 9 English, Mathematics, Science and History courses for the NSW Australian Curriculum.

Assessment and reporting
In each course, students were provided with a range of formal assessments of learning in order to gauge student learning. Students were also involved in assessments for and as learning in order to develop their skills and understanding in each course. 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 the Australian Council for Educational Research (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 testing, 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. In addition to these measures, the Australian General Ability Test (AGAT) was used to help identify and differentiate for 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 and goals.

Technology supporting learning
At St Benedict’s Catholic College, students were provided with technology that supported their learning. As a 1-to-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, students in Year 7 attended a MacBook “Boot-camp” designed to teach them the basic use of their computers.
Through the use of their laptops, all students across the college had access to digital textbooks and documents. Students also had 24-hour access to the College’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, the Australian Council of Educational Research (ACER) Progressive Achievement Tests, internal assessments and teacher identification. Literacy and numeracy challenges were then catered for at a school-based, Key Learning Area (KLA)-based, and a Year Group level.

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 Lunchtime tutoring – students in older year groups were involved in tutoring students in younger year groups; and
- 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 in order to develop individual improvement goals.

**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 through a range of diagnostic tools and teacher referral who were then provided with enrichment extension activities in nominated subject areas. An associated website also provided self-directed learning opportunities.

*Special Education*

Along with the regular testing of students and adjustment of programming and learning strategies, St Benedict’s Catholic College Learning Support team provided support for students with special education needs. Firstly, Individual Plans (IP’s) 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 Agent Society (SAS) programme enabled students on the Autism spectrum to work on a range of social and
academic skills. There was also a parent support program run by Learning Support that brought together parents of students with specific special education needs.

**Expanded Learning Opportunities**

During 2014, students were given the opportunity to participate in College based sports, Macarthur Independent Schools Association interschool activities, and representative sports held at a Diocesan level. Students participated in external academic competitions including Science, English and Mathematics. Extra curricula programs including 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 (Stage 1) and a number of students participated in the Duke of Edinburgh’s Award Scheme 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.

Students in Year 9 made significant progress in each of the skill areas tested. Growth was similar to state average in all areas.

In Year 7 Reading, 22% of students were at proficiency and 85% of students were functioning better than National Minimum Standard. Over the four years since the first cohort completed Year 7 NAPLAN, the Reading results have indicated an upward trend. In Year 9, 95% of students scored at or above National Minimum Standard.

In Numeracy, 17% of Year 7 students were at proficiency and no students were below National Minimum Standard. In Year 9, 95% of students were at or above National Minimum Standard with 11% functioning at proficiency.
Writing in Year 9 was above state average. This was a significant improvement in comparison to state average from their Year 7 writing results. In Year 7, 17% of students were functioning at proficiency and 95% of students were at or above National Minimum Standard.

In Year 7 Grammar and Spelling, above 20% of the students were at proficiency. In Year 9 above 11% of students were at proficiency in Grammar and Spelling. Year 7 Girls performed 8 scale scores better than their state counterparts in Grammar. In Year 9, 90% of students were at or above National Minimum Standard.

**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 2014: % 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>Reading</td>
<td>School</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>30%</td>
</tr>
<tr>
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</tr>
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<td></td>
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<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>21%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>19%</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.
St Benedict’s Catholic College, Oran Park Annual School Report 2014

<table>
<thead>
<tr>
<th>NAPLAN 2014: % AT or ABOVE NMS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
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<td>National</td>
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</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>96%</td>
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<tr>
<td></td>
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<td>89%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</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 granted to 3 students in 2014.

Parent, Student and Staff Satisfaction

Students, parents and staff have been afforded the opportunity to comment on the College’s strengths and areas for improvement over a number of forums. Google surveys were conducted with students and staff and written surveys provided for parents to comment. In addition to these formats, parents have further opportunities via regular P&F meetings and staff through fortnightly staff meetings, where issues of positive recognition or concerns may be raised. Students have a year structure and middle leader system where they are also able to make comment.

In feedback attained from these sources, it was overwhelmingly supported that the College provides an environment that is safe and supportive where students are proud to be enrolled and feel they have a strong faith dimension. Of 274 students surveyed and 29 staff, in each of these categories, over 90% of students agreed or strongly agreed and between 93% and 100% of staff also agreed or strongly agreed. On average, parents rated the College as excellent or
exemplary in terms of relationship building between school and home and in staff recognising situations that require counselling, listening and support skills.

In terms of future development, 79% of students felt they were being challenged in their schoolwork and 86% thought there were sufficient co-curricula activities. Whilst both of these areas are still extremely strong, they presented the greatest opportunity for improvement. Parents identified building skills within staff in negotiation skills with parents as an area for growth (scoring 3.5 out of a possible 5). It is envisaged with the natural growth in the numbers of students and staff within the community, all of these areas will present a focus for growth in the future.