About This Report

St Benedict’s Catholic College, Oran Park is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW and managed by Catholic Education Diocese of Wollongong (CEDoW). The CEDoW is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school’s Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by Wollongong CEDoW 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 2016.

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@sbcc.dow.catholic.edu.au
Website: www.sbccdow.catholic.edu.au

Principal: Michael Hanratty
Date: 24 March 2016
Vision Statement

Our Hope: To provide a learning environment where there is “Something To Strive For and Nothing To Run From” (Rule of Benedict 64:19). St Benedict had a profound veneration for the Holy Cross and for our Saviour crucified. Our Motto is based on the inscription on the traditional Benedictine medallion “May The Cross Be My Light”.

Our Calling: In establishing a “School of the Lord’s Service” (Prologue to the Rule), our calling is to challenge our young men and women to develop a Love of God, Love of Learning and Love of Neighbour.

Message from Key School Bodies

Principal’s Message

During 2015 College enrolments grew to approximately 550 students including our first maximum intake of 180 in Year 7. The building programme continued with the completion of Stage 3: six Science Laboratories with associated preparation areas and the College Reception and Staff Study facilities with accommodation for over 90 teachers.

The first Year 11 cohort was offered a wide range of subjects including a number of TAFE Certificate II subjects including Hospitality and Kitchen Operations and Construction. In addition, the College has a number of students undertaking School Based Apprenticeships through a range of providers.

The College enjoyed a great deal of success on the Sporting field with two MISA trophies in 2015 and two students going on to represent Australia through the Diocesan sporting pathway.

The first College Captains were elected in 2015 as well as the supporting Prefect body and they will be working with our Middle School leaders on a variety of activities in 2016. It was pleasing to see that the Captains had advanced to their role through the College Leadership Diploma which creates a leadership pathway from Year 9.

Once again the College offered a range of co-curricular activities including Debating and Public Speaking, the Duke of Edinburgh Awards scheme and a range of subject specific competitions. We were very pleased to announce our first successful candidate to win the Victor Chang Award for her work in Chemistry in 2015.

In late 2015, St Benedict’s became part of the new Mary MacKillop Parish which was declared by Bishop Peter Ingham. St Benedict’s welcomed our new Parish Priest, Fr David Catterall and look forward to being involved closely with him as he establishes a new Parish in this rapidly growing area.

Parent Involvement

During the year the Parents’ and Friends’ Association (P&F) hosted the new parent welcome evening, orientation day for 2015 Year 7 students as well as funding St Benedict’s Feast Day. With the increase in student numbers, the P&F continued their commitment to equip every class with an Apple TV, 21 additional units were purchased during the year. The success of the P&F is the result of all our parent volunteers. A big thank you to the P&F Executive, members of the sub committees and all the parents that contributed their time and expertise throughout the year.

Parents and Friends Association, President.
Student Leadership

Leadership at Year 12 level is new for the College with the first ever College Captains and Prefects being appointed in Term 4, 2014. It is a privilege and honour to be appointed as the inaugural College Captains and see this as an opportunity to develop the roles for future years to come.

These positions are a culmination of our time at the College and our work within the framework of the Leadership Diploma that was started in Year 9 with Stage 1, and culminating with the completion of the Gold Diploma in Year 11.

We look forward to setting the foundations of student leadership for years to come and together with the Prefect body, developing these unique positions at the College as we move further into Year 12. It is with great pride that we celebrate being the inaugural cohort of Year 12 students at St Benedict’s.

School Captains

School Profile

School Context

St Benedict’s Catholic College is a Catholic systemic co-educational secondary school located in Oran Park. The school currently has students in years 7-11 and an enrolment of 547 at the end of 2015.

We are located in Sydney’s south-west growth centre. The school caters for students from the Parishes of St. Mary of the Cross MacKillop Oran Park, St Clare’s Narellan Vale, St. Paul’s Camden, St. Aloysius The Oaks and St Anthony’s Picton. Our drawing area continues to be large, from the Southern Highlands through to the rapidly developing areas of Leppington and Bringelly in the North. A significant number of students were drawn from the surrounding suburbs of Harrington Park, Camden and Narellan and the new town centres of Oran Park, Gregory Hills and Harrington Grove. One of Sydney’s newest suburbs, Catherine Park, lies immediately behind the school with homes to be occupied in 2016.

The school currently caters for students in Years 7-11 and we reached our maximum capacity of 6 streams in Year 7 in 2015. The College will continue to grow to accommodate students across Years 7-12 in 2016.

Student Enrolments

<table>
<thead>
<tr>
<th>2015 Enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>239</td>
</tr>
<tr>
<td>Girls</td>
<td>283</td>
</tr>
<tr>
<td>Total</td>
<td>522</td>
</tr>
<tr>
<td>Indigenous</td>
<td>14</td>
</tr>
<tr>
<td>LBOTE</td>
<td>119</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 CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.
Student Attendance

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.6%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89.2%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.0%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.7%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Year 11</td>
<td>88.6%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Year 12</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Whole school</td>
<td>91.2%</td>
<td>90.0%</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. Parents are notified of student absence by midday each day by email. Parent education programmes around appropriate scheduling of family holidays and extended leave are held. The College supports new DEC and Catholic Education Office Student Attendance Guidelines and Procedures (2015) that limit Principal-approved leave.

Student Retention Rate

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2013</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2015</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 2015</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>36%</td>
</tr>
<tr>
<td>% of students who have completed at least one (1) VET course in either Year 11 or 12</td>
<td>0%</td>
</tr>
<tr>
<td>% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th>2015</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>9</td>
<td>5</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>1</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Employment</td>
<td>3</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Other School</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Staffing Profile**

There are a total of 42 teachers and 15 support staff at St Benedict’s Catholic College. This number includes 38 full-time, 4 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 2015 was 98.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 100%.

Professional Learning

During 2015, 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 involving 42 staff.
   These days focused on:
   ● Benedictine Spirituality
   ● Strategic Review and Improvement
   ● Student Wellbeing
   ● First Aid Training
   ● Programming development for HSC and Australian Curriculum

B. Other professional learning activities provided at school level including CEDoW run courses:
   ● New staff induction program (10 staff)
   ● SALT training (42 staff)
   ● Technology/library training (4 staff)
   ● Leadership training (3 staff)
   ● Student wellbeing (7 staff)
   ● Religious Education/Retreat training (7 staff)
   ● Special Education training (4 staff)
   ● Individual subject in-servicing (22 staff)

The average expenditure by the school on professional learning per staff member was $434.
In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $203.

Catholic Life & Religious Education

There were many highlights in the area of Catholic Life and Religious Education in 2015. The oldest group of students entered Year 11 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 12 Religious Education programme consisting of both Studies of Religion and Catholic Studies.

There were many social justice initiatives in 2015. Students, through donations and fundraising, were able to support Caritas’ Project Compassion campaign. Additionally, 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 a wider understanding of the issue of homelessness. All money raised was forwarded to the St Vincent de Paul Winter appeal.
Students also supported the Christmas appeal and raised money to send 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. In total, over $6300 was raised through Social Action Initiatives.

Students actively participated in many liturgical events in 2015. These 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.

All students were 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 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 Senior Retreat took the theme “For where your treasure is, your Heart is also” and was a great success. The staff were 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 teacher’s mission and how this mission is lived, and how it inspires students in the community – in particular focusing on the virtue of Hospitality. Several students also undertook training in Liturgical Ministries such as Lectors and Cantors.

In 2015 there were also developments in Youth Ministry at the College. A St Benedict’s Catholic Youth Festival called ‘Burn’ was held, where 150 students attended. Additionally, an outreach program began, where students assisted in activities at Carrington Retirement Village and the Centre for Sustainable Living. Additionally, plans have been made for connections to the new Parish of St Mary of the Cross MacKillop as well as a regular youth group gathering.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2015. The school cohort in 2015 consisted of 116 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 116 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith. The performance of each student was described as developing, achieving or extending.

Overall, students at St Benedict’s achieved a mean of 48.42 in Part A and 58.45 in Part B. The combination mean was 53.65. 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 symbols;
- identifying the sacraments of initiation;
- understanding of the Beatitudes; and
- understanding of early Christian communities.
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 11.7 out of 20.

For Part A, 38.9 % of students were placed in the developing level, 61.1 % in the achieving level.

For Part B, 33.6% of students were placed in the developing level, 59.5% in the achieving level and 6.90% were in the extending level.

Combining Parts, A and B, 33.90% of students were placed in the developing level, 64.3% in the achieving level and 1.80% were in the extending level for Religious Literacy.

**School Review and Improvement**

School Review and Improvement (SRI) is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2015:

- **Key Area 1 Catholic Life and Religious Education**
  1.3 Catholic Life and Culture

  Goal: Broaden the involvement of the students in Parish life and begin developing sacramental programmes including those for student RCIA.

- **Key Area 2 Students and their Learning**
  2.5 Pastoral Care

  Goal: To formalise documentation around Academic Care and further develop our Awards and Rewards Programme.

- **Key Area 3 Pedagogy**
  3.3 Teaching Practices

  Goal: Develop policies and procedures around differentiation and restructure our processes around assessment in the light of Diocesan changes.

  3.1 Curriculum Provision

  Goal: Review Board Endorsed courses in Stage 6 and trial 100 hour courses in Stage 5 to give greater breadth to subject offerings.

- **Key Area 4 Human Resources Leadership and Management**
  4.5 Compliance
Goal: Ensure that procedures for School Based apprenticeships and ROSA-only candidates are robust and compliant. Develop long term viable security procedures including lock-down and evacuation that take account of our latest location.

- **Key Area 7 Strategic Leadership and Management**  
  7.2 Development and Change

  Goal: Develop role descriptions for Head of Administration, Information Resource Officer, Print Room Officer and Registrar.

  Goal: Migrate entire staff to new facilities and create operating procedures for the Administration area and for use of the staffroom common spaces.

  Goal: Coordinate a strategic approach to the deployment of Sentral including decisions on appropriate modules and migration of data from IRIS, our current Learning Management System.

**School Review and Improvement components to be reviewed and rated in 2016:**

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

- **Key Area 2 Students and their Learning**  
  2.4 Integration of ICT

- **Key Area 3 Pedagogy**  
  3.2 Provision for the Diverse Needs of Learners  
  3.7 Professional Learning

- **Key Area 4 Human Resources Leadership and Management**  
  4.4 Succession Planning  
  4.5 Overall Compliance with Legislation

- **Key Area 6 Parents, Partnership, Consultation and Communication**  
  6.2 Reporting to the Community
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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.

**Student Welfare**

Throughout 2015 there were many highlights in the area of Student Wellbeing for St Benedict’s Catholic College. At the head of this was the appointment of the College’s first ever Senior College Leadership Team with Captains and Prefects being appointed. The positions created were designed to reflect the College Ethos with Prefects announced in Learning, Mission and Ministry and Co Curricular along with the College Captains.

Students were appointed to Middle School Leader positions in the areas of Cultural, Stewardship, Social Action and Sports. These students were pivotal in the development of many activities including ‘Bennies Got Talent’, ‘Bennies Bring a Blanket’ and the enormously popular lunch time inter-homeroom sporting competitions.

A focus for the College was the undertaking by the students of the Leadership Diploma. This program is seen as a base for the development of student leadership in the College with 23 students completing the Stage 1 ‘Purple’ Diploma in 2015, whilst 4 students were awarded the ‘Gold’ Diploma. The Leadership Diploma is not only designed to develop a student’s leadership abilities but also to immerse them in community service activities and the overall college co-curricular life.
Student welfare remains a priority for the College with endeavours including the Academic Care Program remaining a focus for the College. This was further developed in 2015 through a full day staff professional development program run by Dr Andrew Martin from Sydney University on student engagement and motivation as well as all students undertaking the Motivation and Engagement Survey with results being used to inform individual discussions with students. The Scope and Sequencing of this program was also started, with this to be completed in 2016.

Other programs that were run in 2015 include ‘Rock and Water’, ‘Buckets Full of Generosity’, ‘Free to Be’, ‘Cyber Safety’, a Backpack Awareness Program, Career Voyager and Drive to Survive Programs. Along with this there were visits from The Australian Defence Force Academy, University of Western Sydney (UWS) and local TAFE to discuss career and study options for the students.

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 2015.

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

Students at St. Benedict’s Catholic College commenced Stage 6 studies in 2015. The Learning and Teaching programs at the College incorporated a wide variety of learning experiences designed to cater for different learning styles, skills and ability levels based on Understanding by Design principles.

#### Curriculum and Pedagogy

**Syllabus Implementation**

As part of the Stage 6 syllabus implementation, students studied 28 courses. As well as a full range of English and Mathematics options, students also studied the following courses: Ancient History, Biology, Business Studies, Catholic Studies, Chemistry, Community and Family Studies, Computing Applications, Construction, Design and Technology, Hospitality, Industry Based Learning, Industrial Technology, Legal Studies, Modern History, PDHPE, Photography, Video and Digital Imaging, Senior Science, Sports, Lifestyle and Recreation, Studies of Religion, Work and the Community (Life Skills). 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 8 and 10 English, Mathematics, Science and History courses for the NSW Australian Curriculum.

#### Assessment and Reporting

This year, the College broadened its range of assessments of, for and as learning. In addition to providing teachers with a broader range of data for on-balance grade judgements, these assessments
provided students with a wider range of feedback. Based on these measures, academic progress and achievement were formally reported twice during the year. These reports provided 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 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. In addition to these measures, the Australian General Ability Test (AGAT) was used to help identify and differentiate for gifted students.

Integration

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 Air. In order to provide students with the best possible support to learn how to use these tools, students in Year 7 attended a 2-day 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, the College’s online Learning Management System and the Google suite.

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 addressed.

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: Lunchtime tutoring – KLA Coordinators organised lunchtime homework classes designed to assist students particularly with numeracy and literacy difficulties. Grammar/Punctuation Skill of the Week – designed to improve targeted skills by covering the skills across different subject areas at the same time. Mathematics Challenge (AMT) - was designed to develop the skills of high performing Mathematics students. Teachers across all KLAs used consistent writing scaffolds and focused on instructional language in assessments.

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**

*Diversified learning*

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.

**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. Learning modifications were designed based on student Personal Plans. 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 2015, 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.

**Vocational Education and Training**

The College provided a range of VET courses for Stage 6 students. There were 4 students who undertook a School Based Apprenticeship and Traineeships (SBATS) The College delivered 2 Certificate II Vocational Education and Training (VET) frameworks, Construction and Hospitality (Kitchen Operations). Students also studied external VET courses in Retail and Carpentry with other Registered Training Organisations (RTOs).
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations in addition to timed tests. 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.

Year 7 Results

In Reading, 98% of students achieved at or above the national minimum benchmark, 30% of students were at proficiency and the school’s mean was marginally above state average. In writing, 90% of students achieved at or above the national minimum benchmark including 20% at proficiency and the mean was significantly above state average. In Spelling 95% of students were at or above the national minimum benchmark, 31% were at proficiency and the school mean was marginally below state average. In Grammar Punctuation 97% were at or above the national minimum benchmark, 23% were at proficiency and this was significantly below the state mean. In Numeracy 99% of students were at or above the national minimum benchmark, 18% were at proficiency and this was significantly below the state mean.

Year 9 Results

The Year 9 results indicate an upward trend from previous years and were particularly strong in writing. Student growth was also significantly above average. In Reading, 93% of students were at or above the national minimum benchmark, 15% were at proficiency and this was below the state mean. In writing 90% of students were at or above the national minimum benchmark 10% were at proficiency and this was significantly above the state mean. In Spelling, 93% of students were at or above the national minimum benchmark, 24% were at proficiency and this was marginally below the state mean. In Grammar and Punctuation 97% of students were at or above the national minimum benchmark, 13% were at proficiency and this was significantly above the state mean. In Numeracy, 100% of students were at or above the national minimum benchmark, 16% were at proficiency and this was below the state mean.
**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.

<table>
<thead>
<tr>
<th>NAPLAN 2015: % 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>校校</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>国国</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>55%</td>
</tr>
<tr>
<td>Writing</td>
<td>校校</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>国国</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>54%</td>
</tr>
<tr>
<td>Spelling</td>
<td>校校</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>国国</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>51%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>校校</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>国国</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>51%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>校校</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>国国</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>56%</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 2015: % 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>98%</td>
<td>93%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>National</td>
<td>87%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</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 12 students in 2015.

Parent, Student and Staff Satisfaction

Parents, Students and Staff were surveyed using Google Forms, with links sent by email.

Parents

Approximately 30% of all families responded to the survey with nearly half of the total respondents (45%) reporting from Year 8. Ninety seven percent of families agreed strongly or agreed with the statement that the school is helping their child develop a knowledge and understanding of the Catholic tradition; 90% agreed or strongly believed that their child is being challenged to maximise their learning outcomes; 85% believed the College is striving to meet their individual child’s needs;
85% agreed or strongly agreed that appropriate information about their child’s progress is being reported on; 87% believed the College offers a range of co-curricular activities; 96% agreed or strongly agreed that the College provides a safe and supportive environment and 95% agreed or strongly agreed that the school’s communication about events and activities is effective.

**Staff**

Staff satisfaction remains high across all the questions indicated above with all staff respondents (85% of those employed) agreeing or strongly agreeing with all statements as above. The clearest area of strength in staff satisfaction is the area of community safe and supportive environment with 97% reporting strongly agree.

**Students**

Student satisfaction across similar questions remains high. 90% of all students in Years 7-11 (2015) completed the survey. Of note: 98% of students are “Proud to attend St. Benedict’s; 94% of students agree or strongly agree that the teachers encourage and support their learning and 93% strongly agreeing that they feel safe and supported at school. There were strong correlations across wellbeing and learning from all respondents.