

2022

ANNUAL SCHOOL REPORT

St Benedict's

Catholic College
Oran Park



BE MY LIGHT

St Benedict's
CATHOLIC COLLEGE

About this Report

St Benedict's Catholic College, Oran Park is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). 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 CEDoW to ensure compliance with all the NESA requirements for registration and accreditation.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2023.

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

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Principal: Kerrie Piatek
Date: 24 March 2023

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

In 2022, the college maintained strong enrolments with six streams throughout Years 7 to 12.

Changes to COVID-19 protocols allowed the college to fully embrace school life. Students in Years 9 and 10 attended camps in Term 3 and a camp experience was introduced for Year 7 students. School assemblies, award ceremonies, masses and information nights were held in the newly completed school Hall, while PDHPE classes, senior students and staff fully embraced the new gym facilities.

The 2022 HSC cohort performed strongly in the HSC. Seven HSC students were nominated for their major work or the major performance section of their HSC courses.

A new Assistant Principal, Director of Wellbeing and Senior School Support Officer were appointed at the college.

Parent Involvement

The Parents and Friends Association (P&F) was established to encourage strong collaboration, interaction and partnership between parents and the college. The P&F operates under a constitution and in accordance with the CEDoW P&F Guidelines. Membership of the association is open to all parents, carers, college staff and friends of the college.

In 2022, the P&F allocated funding to the following college and student needs and activities:

- resources and equipment for the VET Hospitality, Food and Beverage Course
- outdoor tables for students to use in outdoor learning or leisure and recreation
- Mother's Day morning tea
- Year 12 Study Program
- Year 12 graduation gift (stole) and event celebrations
- Year 7 2023 college water bottles.

The P&F acknowledges the support of parents, students and staff who volunteered their time and talent to support the P&F and the college community.

Parents and Friends Association, President

Student Leadership

For the class of 2022, it was a time to exceed expectations and to discover the infinite potential of each individual within the cohort. Though this was a credit to students, it would be remiss not to acknowledge the contribution, passion and direction provided by the college executive team, staff and P&F.

The class of 2022, through their efforts have achieved unprecedented academic success, becoming the college's most successful cohort ever. With this came immense growth at both an individual and communal level, students collaborating to achieve beyond what they thought was possible.

Abraham Lincoln once said, "the best way to predict the future is to create it". The class of 2022 created one of unlimited potential and limitless possibilities. The student body of 2022 wishes all the best for St Benedict's Catholic College, and looks forward to what will become of this incredible institution in the future.

School Leaders

School Profile

School Context

St Benedict's Catholic College is a Catholic systemic co-educational school located in Oran Park. The school caters for students in years 7-12 and has a current enrolment of 968

The college was established in 2011 and draws students from across the Macarthur and the Highlands and caters for the south-west growth areas around Harrington Park, Catherine Park, Oran Park, Gregory Hills and Leppington, as well as Camden and Picton. The college offers a full range of subjects across Stages 5 and 6 and has a vibrant extra-curricular life.

Student Enrolments

Boys	453
Girls	515
Total	968
Aboriginal & Torres Strait Islander	32
LBOTE	358

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 Policy in 2022.

Student Attendance

Year Level	Male	Female
Year 7	85.2%	84.4%
Year 8	84.1%	83.5%
Year 9	81.5%	81.5%
Year 10	80.4%	79.9%
Year 11	85.5%	83.5%
Year 12	62.9%	63.4%
Whole School	80.8%	80.1%

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 St Benedict's STRIVE Program system ensures that parental contact is made by telephone by the third day of absence. Parent education programs around appropriate scheduling of family holidays and extended leave were held throughout the year. Parents were contacted on the morning of their child's absence by email. The college supports new DEC and CEDoW Student Attendance Guidelines and Procedures (2019) that limit Principal approved leave to fifteen days per year. During 2022, St Benedict's implemented the role of House Coordinators who worked closely with the relevant Year Coordinator and Director of Wellbeing to ensure attendance follow up.

Student Retention Rate

Year 10 Total Enrolment 2020	161
Year 12 enrolment at census date remaining in year 12 at the end of 2022	119
Actual retention rate (%)	74%

Student Attainment in Senior Years

Years 11 – 12 for 2022	
% of students undertaking vocational training or training in a trade during years 11 & 12	21%
% of students who have completed at least one (1) VET course in either year 11 or 12	21%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	100%

Destination Survey

2022	Year 10	Year 11	Year 12
Number of school leavers	33	24	119
University	0	0	90
TAFE / Tertiary	6	2	11
Employment	18	22	18
Other School	5	0	0
Other / Unknown	4	0	0

Staffing Profile

There are a total of 73 teachers and 36 support staff at St Benedict's Catholic College. This number includes 61 full-time, 12 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	6
Proficient	67
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2022 was 92.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 81%.

Professional Learning

During 2022, 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 all staff.

These days focused on:

- Learning and Teaching - Implementing Teaching and Learning Framework
- Wellbeing - Positive Education
- Staff Spirituality - Understanding Benedictine Culture.

B. Other professional learning activities provided at school level including CEDoW run courses:

- First Aid Training (all staff)
- New staff induction (8 staff)
- Program writing (all staff)
- Beginning teacher and mentor training (6 staff)
- Curriculum leadership (4 staff)
- Leadership for Learning (6 staff)
- Wellbeing training (all staff)
- Individual subject training (all staff)
- Learning Support training (20 staff)
- Middle Leader Program (all middle leaders).

The average expenditure on professional learning per staff member was \$689.

Catholic Life & Religious Education

St Benedict's has been involved in and supported a range of faith-based and social justice initiatives. The college community participated in the Caritas Lenten Appeal, where staff and students from all year groups participated in this Diocesan wide initiative. From this appeal, the college raised \$3,080 for the Lenten Appeal in Term 1.

- The baking and selling of Anzac Biscuits raised \$147 for Legacy.
- St Benedict's Feast Day was held in June, \$11,046 was raised.
- The 'Bennies Bring a Blanket' initiative was held in June to raise awareness of homelessness and was organised by the college's Social Justice Team. Students and staff donated blankets, socks, and warm clothing. Money was also raised (\$159) which was donated to the St Vincent de Paul's Winter Appeal.
- Bennies Beanies donation of \$94 went to Matthew Talbot Homeless Appeal.
- A Jersey Day was held in June and \$277 was raised for the St Vincent de Paul NSW Conference.
- A special BBQ organised by Year 12 was held for Camden Flood Appeal. \$973 was raised and this was donated to Yellow Umbrella and Catholic Mission.
- Year 11 Studies of Religion students were involved in a cultural encounter program with Amity College. This pilot initiative was organised by Catholic Mission.
- Year 9 and 10 students were involved in the Cross-Generational Workshop organised by CatholicCare.
- 12 students volunteered at Mater Dei Country Fair on Sunday 23rd October 2022.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 161 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

The performance of each student was described according to the Common Grade Scale (A to E).

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

- ability to articulate the core beliefs of the Catholic tradition
- describe the structure of the Bible and some of its principal themes
- application of Christian beliefs and principles to decision making processes.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- draw meaning from the actions and parables of Jesus and how to apply this to everyday living and Christian discipleship.

In the assessment 4% of students were placed in the elementary level, 23% in the basic level, 50% in the sound level, 20% in the thorough level, and 3% were in the extensive level.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area:

Spiritual Formation (1.1)

The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities.

Religious Education (1.6)

Quality Religious Education engages students and is delivered by highly skilled and committed staff.

Strategic Intent Statement/Goal:

By the end of 2022 the curriculum, wellbeing and faith program will be influenced by and aligned to the college's Benedictine Values and Pillars.

Mission Dimension 2 – Learning and Teaching

Focus Area:

Student Achievement and Performance (2.1, 2.4, 2.5)

Students achieve and perform to their potential.

Contemporary, clearly understood system-wide standards enhance student learning outcomes. Proactive, differentiated, and collaborative approaches to learning enhance the learning culture.

Strategic Intent Statement/Goal:

By the end of 2022, all students will have the opportunity to achieve their potential as a positive learning culture is embedded in the college, placing growth in students' learning outcomes and appropriate pedagogical practices at the core of its focus.

Mission Dimension 3 – People and Culture

Focus Area:

Leadership Development (3.5)

Current and potential leaders are identified and provided a range of leadership development and professional growth opportunities.

Strategic Intent Statement/Goal:

By the end of 2022, the college will have developed leadership skills of staff, in order to support all staff in driving improved student learning outcomes.

School Review and Improvement components to be reviewed and rated in 2023:

Mission Dimension 1 – Formation in the Catholic Tradition

Focus Area:

1.1 *Students are supported to flourish through their deep knowledge and appreciation of Catholicity and their active participation in how it is lived and celebrated today.*

By the end of 2026 a culture of continuous individual and collective ministry will be embedded so students will demonstrate a greater sense of belonging and that staff and students' application of Catholic faith in their daily lives is strengthened.

Strategic Intent Statement/2023 Annual Goal:

Staff and students' knowledge and understanding of Catholic Social Teaching (CST) is strengthened.

Mission Dimension 2 – Learning and Wellbeing

Focus Area:

2.2 *Schools are providing high quality pedagogy that supports all students to grow in their learning and achieve their academic best.*

By the end of 2026, every student will be engaged in learning through implementing a data-informed approach to effective teaching and learning practice and a student-teacher relationship where each learner is known.

Strategic Intent Statement/2023 Annual Goal:

Datasets are refined and a college data plan developed to strengthen the assessment knowledge and skills of all teachers.

Mission Dimension 3 – Belonging in a connected Community

Focus Area:

3.1 *Students actively engage and feel safe and empowered to take co-responsibility for their learning and wellbeing at school.*

By the end of 2026, students will actively participate and influence their own learning and wellbeing.

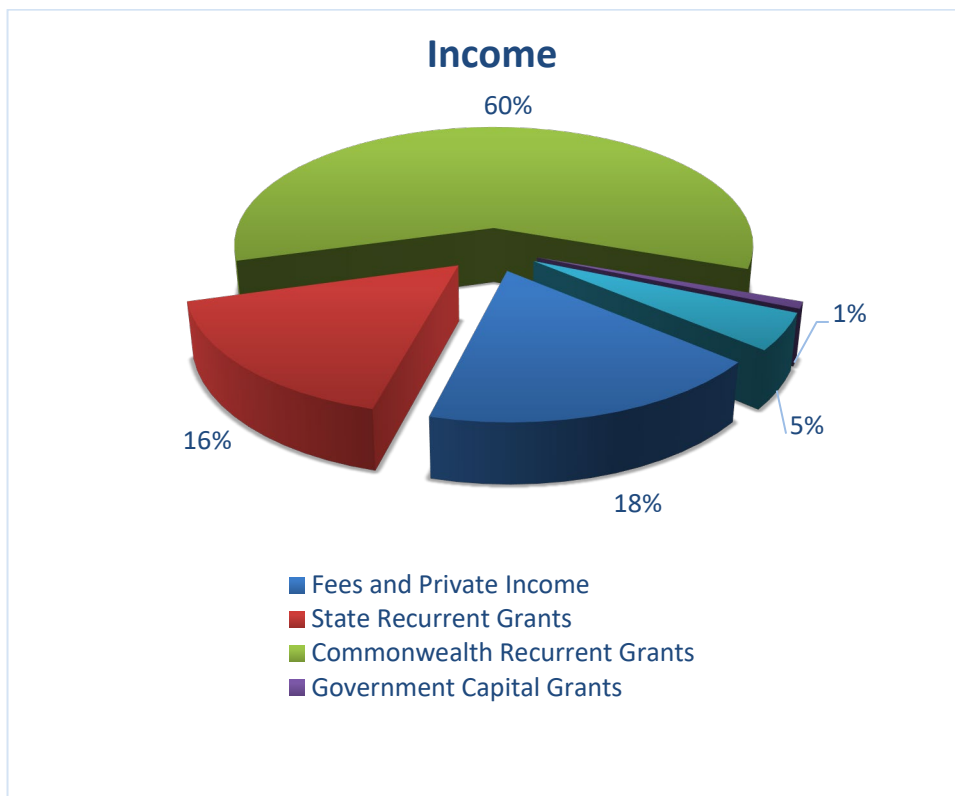
Strategic Intent Statement/2023 Annual Goal:

Develop and embed school community knowledge and understanding around student voice and agency.

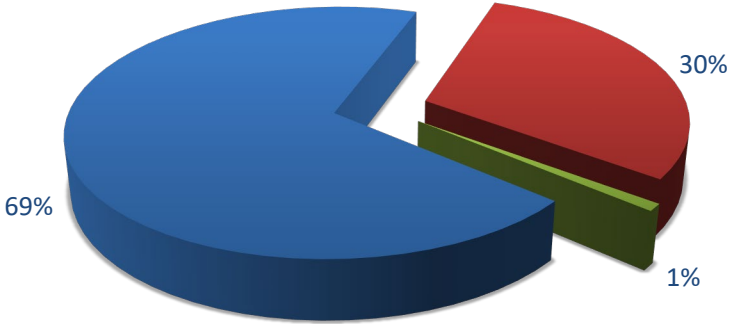
Financial Summary

This year the school continued to maintain a good collection rate of school fees. Monitoring and reviewing outstanding fees as well as putting families on agreement and instalment plans has helped maintain a good collection rate. Spending continued to be adjusted and tracked to stay on budget and the budget was reviewed regularly. The P&F continued to support the school this year by funding the cost of setting up a new cafe to be used for Vet Hospitality courses. This is in addition to other contributions towards the school community. Significant spending continues to be committed towards upgrading technology infrastructure, equipment and licences needed to deliver a better learning experience for students and staff.

The following graphs reflect the aggregated income and expenditure for St Benedict's Catholic College, Oran Park for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education, and Training.



Expenditure



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

Student Welfare

At St Benedict's, students continue to engage in the college's STRIVE Program which focuses not only on the wellbeing of each and every student, but also their academic learning goals. Teachers engaged in meaningful conversations with students on a one to one basis and mentored students through the challenges and successes of their schooling. This year, teachers and students participated in both the Tell it From Me (TTFM) and PIVOT surveys in order to further develop and enhance the STRIVE program. Student voice is utilised from these surveys to incorporate the expressed strengths and areas of opportunity to continue to support students.

In 2022, pastoral and wellbeing programs provided students the opportunity to embrace not only college community spirit, but built on student strengths and character concepts to enhance holistic student welfare. As a college community, Flourish Day saw the students develop skills in study preparation, road safety skills and spiritual reflection. Feast Day celebrations brought the college community together in a collective drumming experience to raise a substantial amount of money for St Vincent de Paul. Over the course of the year, students were able to build upon the concept of their individual character strengths working with their peers, STRIVE Coaches and Year Coordinators to develop goals and true accomplishment that strengthened student development. Elements of the program included health and nutrition, positive relationships, leadership, challenging self and teamwork. Further, students engaged in a Guided Visual Meditation initiative through CEDoW to generate time for self and determine the benefits of effective meditation. 2022 saw the continuation of the Positive Education Program which is a school priority goal. With the guidance of the college's Leader of Positive Education, this program continues to foster a positive sense of self through the key character strengths which are displayed throughout the college.

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. All schools follow the CEDoW's *Student Pastoral Care and Wellbeing Policy* and the associated *Student Anti-Bullying Procedure*. 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2022.

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 are available on the school website: www.sbccdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

At St Benedict's Catholic College the approach to learning supports teachers to design experiences that are responsive to the needs and interests of individual students. Aimed to provide a learning environment that fosters and promotes students' spiritual, academic and emotional growth so that each student can reach their potential.

The seventh group of students at St Benedict's Catholic College completed their Higher School Certificate in 2022. 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.

The college values a strong partnership between parents and teachers of St Benedict's College. Teachers and support staff put the educational and wellbeing needs of students at the forefront of all their planning.

Curriculum and Pedagogy

The Teaching and Learning Committee continued their work on embedding the learning culture of the college into all staff through their work on the Teaching and Learning Framework. High Impact Teaching Strategies were a key focus for 2022. House Leaders were involved in focus groups and articulated that they enjoyed being challenged in their learning and felt their teachers always supported them to do their very best. They identified that they felt safe to take risks in their learning and that their teacher's ongoing feedback allowed them to improve.

The college continued to strengthen whole-school literacy and numeracy strategies. Data was examined and used to find and help students who were well below the stage in reading and writing through the intervention of programs: MacqLit and QuickSmart. The Study Skills program - Edrolo - was continued to be a useful study tool for Year 11 and 12 students to assist their learning.

Cross Curriculum

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 STRIVE Coach.

The college continued developing its assessment processes and tasks. This required teachers to think differently about the nature of assessment and saw many innovative approaches taken.

In addition to providing teachers with data for on-balance grade judgements, these assessments provided students with important descriptive feedback. Based on these measures, academic progress and achievement were still formally reported twice during the year. Remote learning did not impact adversely on the grade distribution across Years 7-11.

College Semester Reports provided feedback on each student's progress in outcomes for each subject and a comprehensive learner profile. Grade distributions were included on all Year 7-11 semester reports.

In addition to summative and formative assessments in each of their courses, students were also assessed using diagnostic Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) at the end of Term 3. PAT Mathematics, Reading and Science tests were used to diagnose student areas of challenge and teachers have planned to respond to this data early in 2023 through learning and teaching strategies in subsequent units of work.

Using individual student assessment results, STRIVE Coaches met with their respective students in order to design goals around improvement in specific areas identified in both Semester Reports and Assessment Tasks. In addition to these measures, the Middle Years Ability Test (MYAT) was used to help identify Year 7 2022 students for a place in the High-Performance Program.

The college has also begun planning for some new syllabus options that will be undertaken by Year 11 and in 2023. This includes the VET Framework for Hospitality Food and Beverage. The college sees this implementation as critical in adapting to suit the needs of our varied students and building a connection to our Benedictine Virtue of Hospitality.

Technology

All students at St Benedict's have Apple MacBook Air computers. In order to provide students with the best possible support to learn how to use these tools, students in Year 7 attended a one day MacBook "Boot-Camp" designed to teach them the basic use of their computers. Through the use of their laptops, enabled all students across the college to have a level playing field for technology use and access to digital textbooks were available, the Google suite, as well as a range of other online resources and subject-specific applications.

Literacy and Numeracy Strategies

At St Benedict's Catholic College, students' strengths and challenges were identified using a variety of measures including summative and formative assessment, ACER Progressive Achievement Tests, 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. Teachers across all Key Learning Areas (KLAs) used consistent writing scaffolds such as PEEL, PETAL and RUTAC, and focused on instructional language in assessments. In KLAs, teachers discussed specific strategies they could use to address literacy and numeracy skills in specific courses.

St Benedict's Catholic College continued with a program to support carefully selected mainstream students identified, across a variety of measures, with low achievement in literacy and numeracy in Years 7 and 8. These students participated in Quicksmart Numeracy and MacqLit Literacy Interventions.

Around one hundred and twenty students were supported with their literacy and numeracy needs through the COVID-19 Tutoring Program funded by the NSW Government. Two tutors were employed to work with targeted students in small groups. The program also featured some in class support by the tutor to minimise withdrawing students from classes.

The numeracy coach was able to work 1 to 1 with many staff to increase numeracy content in the classroom and to build resources. Activities such as 'number busting' were also introduced to Years 7 and 8 as a warmup exercise where students were required to represent numbers in different ways. Numeracy was also targeted in senior years using past HSC questions from HSIE, TAS, Science and PDHPE.

Aboriginal and Torres Strait Islanders

Aboriginal and Torres Strait Islander (ATSI) students were supported in their learning and connection to the cultural background through an Indigenous Education Assistant funded by the CEDoW. These students led NAIDOC week celebrations, painted murals and totem poles and participated in basic weaving programs and the learning was supported by an Individual Education Plan and in class support.

Meeting the needs of all students

Diversifying Learning

St Benedict's has a Multi-categorical MacKillop Gold Specialist Setting. This year, the setting hosted ten students across Years 7, 8 and 9. The students were supported by teachers and full-time School Support Officers. In Semester 2, the college moved to integrating students into more mainstream classes and provided SSO support for these students each lesson. Teachers were trained on how to adjust the curriculum to meet the needs of these learners. Year 9 and 10 students accessed two elective classes of their choice in the mainstream setting.

Whilst St Benedict's Catholic College caters for a wide range of students with specific abilities and needs, outside of MacKillop Gold it does so within integrated, mainstream classes. A focus in 2022 was on catering for the individual needs of students through differentiation and, where necessary, targeted in-class support.

Gifted Education

The St Benedict's Catholic College High-Performance Program expanded to include Year 7 and 8 students. A dedicated class was created for these students. Students were identified through parent/teacher nomination, Year 6 and Year 7 reports, Year 5 and 7 NAPLAN, PAT and MYAT testing, along with Semester Grade data. Students were placed into a High-Performance class for all of their courses.

Class teachers of these students undertook Mini-COGE training and were awarded a Certificate of Gifted Education from UNSW.

Students were challenged to make connections between subjects and were provided with a number of enrichment opportunities including ICAS.

Special Education needs

The goal of the Learning Support Department is to support students with diverse needs within the learning environment. Learning Support Officers and Learning Support Teachers assisted students with diverse needs across all curriculums. Disability Provisions were provided for examinations to assist students with additional needs.

Along with the regular testing of students and adjustment of programming, learning strategies, and assessment, St Benedict's Catholic College Learning Support team provided support for students with special education needs. Additional support was provided to students through the Assessment Support program where students can receive small group or 1 to 1 support with their assessment tasks.

Learning modifications were designed by teachers based on students' personal plans. The Secret Agent Society (SAS) programme enabled students on the autism spectrum to work on a range of social and academic skills. MacLit was conducted for selected students in Years 7-10 to support them with their literacy needs. QuickSmart Numeracy was used to support identified Year 7-10 students with their numeracy needs.

Expanding Learning Opportunities

During 2022, students were given the opportunity to participate in college-based sports, Macarthur Independent Schools Association (MISA) interschool activities, and representative sports held at a Diocesan level. Extracurricular programs included debating, chess club, drama club, art club, band, choir, music tuition, social justice clubs, and environmental groups.

Vocational Education and Training

The college provided a range of VET courses for Stage 6 students. There was one student who undertook a School-Based Apprenticeship and Traineeships (SBATS). The college delivered three Certificate II Vocational Education and Training (VET) frameworks - Business Services, Construction and Hospitality (Kitchen Operations). Students also studied external VET courses in Human Services 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. 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. 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, 96.2% of students achieved at or above the national minimum standard. In writing, 93.4% of students achieved at or above the national minimum standard. In spelling, 97.2% of students were at or above the national minimum benchmark. In grammar and punctuation, 95% were at or above the national minimum benchmark. In numeracy, 95% of students were at or above the national minimum benchmark.

Year 9 Results

The Year 9 results indicate an upward trend from 2021 in reading and writing. In reading, 95.6% of students were at or above the national minimum standard and the college was above state mean. In writing, 91.8% of students were at or above the national minimum benchmark. In spelling, 97.8% of students were at or above the national minimum benchmark. In grammar and punctuation, 91.1% of students were at or above the national minimum benchmark. In numeracy, 100% of students were at or above the national minimum benchmark.

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.

NAPLAN % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	9	64	26	15	64	21
	National	15	56	27	23	54	21
Writing	School	16	60	24	27	60	13
	National	22	52	24	33	49	17
Spelling	School	13	56	32	18	68	15
	National	17	49	33	21	60	17
Grammar & Punctuation	School	20	61	19	25	57	18
	National	21	54	24	27	49	22
Numeracy	School	15	58	27	15	71	15
	National	19	48	32	19	59	20

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.

NAPLAN % at or above NMS		Year 7	Year 9
Reading	School	96	96
	National	94	90
Writing	School	93	92
	National	91	84
Spelling	School	97	98
	National	93	92
Grammar & Punctuation	School	95	90
	National	92	87
Numeracy	School	95	100
	National	92	95

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 28 students in 2022.

Higher School Certificate

In 2022, students achieved the best HSC results yet for the college. The college was the highest performing Catholic school in Macarthur with 8% of the college's HSC exam results in the top Band 6/E4 range. There were 47 entries on the Distinguished Achievers list comprising of 27 different students. Just over 70% of the exam results were in the Band 4 to 6 range.

Two students were awarded NESAA All-Rounder status for achieving a Band 6/E4 in all courses studied and the 2022 Dux achieved the highest individual ATAR in the college's history. Nine students achieved an ATAR over 90.

The college had their first student who was accelerated for two courses sit the HSC this year, achieving the top band in both courses.

2022 HSC students were above state average in 65% of courses delivered. 100% of students scored a Band 5 or 6 in Construction. 100% of students achieved a Band 4, 5, or 6 in Music 1, Hospitality. Over 90% of students scored a Band 4, 5 or 6 in Community and Family Studies, Design and Technology, English Advanced, Geography, Visual Arts. All three extension courses delivered had students achieve in the Top Band.

Eight students were placed 1st in the Diocese for English Advanced, English Extension 2, Business Studies, Physics, Mathematics Extension 1, Visual Arts, Korean Beginners, and Geography.

Seven students HSC Major Works were nominated for OnStage, ENCORE, SHAPE, meaning they were some of the best, Drama, Music, Design and Technology and Industrial Technology Timber projects across NSW.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	3.2	85.7	11.1
	State	12.0	72.5	15.5
English (advanced)	School	0.0	34.2	65.8
	State	0.9	32.0	67.2
Mathematics Standard 2	School	7.2	72.5	20.3
	State	18.2	52.7	29.1
Mathematics Advanced	School	0.0	56.3	43.8
	State	5.5	45.5	49.0
Biology	School	28.9	51.1	20.0
	State	20.3	52.9	26.8
Business Studies	School	0.0	72.5	27.5
	State	9.7	55.5	34.9
Music 1	School	0.0	16.7	83.3
	State	1.9	28.4	69.6
Studies of Religion 1	School	0.0	62.4	37.6
	State	4.0	55.1	40.9
Industrial Technology	School	0.0	84.6	15.4
	State	13.4	64.7	21.9
Community & Family Studies	School	0.0	50.0	50.0
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	9.7	71.0	19.4
	State	20.1	53.8	26.1

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English (standard)	71	72.0	69.9
English (advanced)	38	82.0	81.5
Mathematics (standard 2)	74	72.4	70.9
Mathematics (advanced)	16	77.1	78.3
Biology	47	67.7	70.0
Business Studies	44	75.6	74.0
Music 1	6	85.9	81.9
Studies of Religion 1	99	37.7	37.9
Industrial Technology	29	73.5	70.3
Community & Family Studies	19	79.3	74.8
Personal Dev, Health & PE	34	71.6	69.8

Comparative Performance over time

School Performance (%)	2019	2020	2021	2022
English (standard)	71.8	74.6	71.8	72.0
English (advanced)	80.3	82.3	80.2	82.0
Mathematics (standard 2)	72.0	72.8	69.8	72.4
Mathematics (advanced)	0.0	78.0	80.1	77.1
Biology	73.5	73.6	74.6	67.7
Business Studies	71.0	75.6	74.1	75.6
Music 1	0.0	81.0	80.5	85.9
Studies of Religion 1	39.9	38.7	35.2	37.7
Industrial Technology	68.1	79.5	72.1	73.5
Community & Family Studies	80.7	78.7	80.0	79.3
Personal Dev, Health & PE	73.0	74.7	75.2	71.6

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. The Tell Them From Me Survey and other feedback Google surveys were conducted with teachers, parents and students, with further feedback opportunities provided via regular P&F meetings and also Student House Leader Forums in Term 3 2022.

In feedback obtained from these sources, 94% of students reported that they demonstrate positive behaviour at school, however only 16% of students reported that they participated in extracurricular activities. 59% of students said they feel accepted and valued by their peers. Developing this sense of belonging will continue to remain a focus for 2023 and beyond. 85% of parents agreed or strongly agreed that the college supports their child's understanding of the Catholic faith and 80% of parents agreed or strongly agreed that the college infuses catholic values and practices in all areas of the curriculum.

In the feedback obtained from the Tell Them From Me Survey, 85% of teachers agree or strongly agree that the vision, mission and values of the school are shared and understood by the school community and lived out in daily actions. While 81% of teachers agree or strongly agree that the school helps in their understanding of Jesus and how they can apply the teachings in my everyday life.



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