

2023

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). 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 *Continuous Catholic School Improvement* Strategic Priority 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 Focus Areas and strategic Intent Statement and Goals.

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.

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 2024.

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

St Benedict's Catholic College
1 Hollows Drive
Oran Park NSW 2570

Ph: 02 4631 5300

Email: info@sbccdow.catholic.edu.au

Website: www.sbccdow.catholic.edu.au

Principal: Kerrie Piatek

Date: 22 March 2024

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 2023, the college maintained strong enrolments with six streams throughout Years 7 to 12.

Year 7 and 9 students attended camps in Term 1 and 3, and Year 11 students participated in a senior retreat in Term 4. The Student Leadership positions were reviewed and restructured to reflect the significance of Student House groupings. In addition, a number of student forums were held throughout the year to ensure that there was an authentic student voice present within the college community.

The 2023 HSC cohort performed strongly in the HSC. Five HSC students were nominated for their major work or the major performance section of their HSC courses and there was an increase in the number of students who scored a Band 4, 5 or 6. A new Leader of Learning and Teaching, and Leader of Pedagogy and Innovation 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 and carers, college staff and friends of the college.

The P&F allocated funding in 2023 to assist with the following needs of the students and college resources, and equipment to support the Duke of Edinburgh Program:

- VET Hospitality and Business Services Equipment
- TAS Workshop Tools
- whiteboards for Mathematics classrooms
- new furniture for the college library

- digital cameras for the student media club
- additional shaded seating.

The P&F provided support to the following student and college activities:

- Mother's Day Morning Tea
- Father's Day Breakfast
- Year 12, 2023 graduation gift (stole) and parent luncheon celebrations
- Year 7, 2024 college water bottle.

The P&F acknowledges the support of parents, students and staff who have volunteered their time and talent to support the P&F and the college community. The P&F wishes to acknowledge the college executive and administration team for their expertise, professionalism, and guidance throughout the year.

Parents and Friends Association, President

Student Leadership

The class of 2023 embodies the core of the college motto, 'something to strive for and nothing to run from,' embracing change while aspiring to greatness. Student achievements stand as a testament to the collective triumph, fuelled by the invaluable guidance of the college executive team, dedicated staff, and supportive P&F. At St Benedict's, students found not just a school, but a home where they belonged, engaged, and were consistently challenged. During the students' time here, students witnessed remarkable personal and communal growth; through collaborative endeavors, such as the athletics carnivals, cross country, and taking the lead in the classroom, each individual among this cohort emerged as a leader, leaving an indelible mark on the school's rich history. Students are immensely proud to extend the college's best wishes to St Benedict's. Filled with deep gratitude and boundless optimism, the students eagerly anticipate witnessing the transformative journey that lies ahead for the entire college community.

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 979.

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	443
Girls	536
Total	979
Aboriginal & Torres Strait Islander	31
LBOTE	388

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 2023.

Student Attendance

Year Level	Male	Female
Year 7	85.9%	86.0%
Year 8	83.6%	81.9%
Year 9	84.8%	82.7%
Year 10	81.6%	80.1%
Year 11	83.5%	82.3%
Year 12	64.1%	60.3%
Whole School	81.7%	90.1%

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 2023, St Benedict's continued the role of House Coordinators who worked closely with the relevant Year Coordinator and Director of Wellbeing to ensure attendance follow up.

During 2023 a new process was implemented for approved leave. Year Coordinators met with families and developed a learning plan to ensure that no student fell behind due to extended absence. This also occurred if any student was sick or injured throughout the year.

Student Retention Rate

Year 10 Total Enrolment 2021	177
Year 12 enrolment at Census date remaining in Year 12 at the end of 2023	113
Actual retention rate (%)	64%

Student Attainment in Senior Years

Year 11 – 12, 2023	
% of students undertaking vocational training or training in a trade during Years 11 and 12	44%
% of students who have completed at least one (1) VET course in either Year 11 or 12	44%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2023	Year 10	Year 11	Year 12
# of school leavers	28	16	113
University	0	0	59
TAFE/Tertiary	18	10	18
Employment	2	0	14
Other school	6	3	0
Other/unknown	2	3	22

Staffing Profile

There are a total of 77 teachers and 34 support staff at St Benedict's Catholic College. This number includes 61 full-time, 16 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	11
Proficient	66
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2023 was 93.54%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2022 to 2023 was 85%.

Professional Learning

During 2023 St Benedict's Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through *Continuous Catholic School Improvement* priorities.

These included:

A. St Benedict's Catholic College Oran Park whole school development days involving all staff focused on:

- Teaching and Learning "Tom March Data Literacy"
- Teaching and Learning "Pedagogical Models and AI"
- Staff Spirituality "Bearers of Christ's Love"
- Wellbeing "De-escalating Behaviours"
- First Aid Training.

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

- Compliance Training (all staff)
- First Aid Training (all staff)
- New staff induction (17 staff)
- Program writing (all staff)

- Beginning teacher and mentor training (5 staff)
- Curriculum leadership (4 staff)
- Leadership for Learning (6 staff)
- Wellbeing training (all staff)
- Spirituality Training (all staff)
- Individual subject training (all staff)
- Learning Support training (16 staff)
- Middle Leader Program (all middle leaders).

The average expenditure spent on professional learning per staff member was \$773.

Catholic Life & Religious Education

St Benedict's has been involved in and supported a range of faith-based, youth ministry 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.

St Benedict's Feast Day was held in June, \$10,000 was raised. This money was used to purchase toiletry items for the creation of bags for the homeless at MacFest in December. 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 (\$1,448) which was donated to the St Vincent de Paul's Winter Appeal. \$71 was raised and donated to Legacy through the sale of Anzac Poppies.

Year 11 Studies of Religion students were involved in a cultural encounter program with Unity Grammar. This initiative was organised by Catholic Mission. Years 8-12 students were involved in the cross-generational workshop organised in partnership with CatholicCare; a Stationery Drive took place during Term 3 and 4 for St Jude's School Masaka and St Mary's Junior School Masaka in Uganda. During Wellbeing Week the college raised \$557 for R U OK Limited.

Over thirty hampers were put together for the St Vincent de Paul and CatholicCare Christmas Appeal. Additional hampers were also provided to the community, four students from Years 10 and 11 were trained as Extraordinary Ministers of Holy Communion. Four students from Year 10 attended the Social Justice Statement workshop "Listen: Learn and Love". Year 10 students assisted in organising and setting up shelving for the Micah Centre. The college's Youth Ministry team was involved in assisting the facilitating of the Year 8 Spirituality Day at St Justin's and the Year 7 Spirituality Day at Mater Dei, and sixty students attended MACFest.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was under review in 2023. St Benedict's Catholic College Oran Park piloted the proposed test program on Thursday 9 November 2023. This school cohort consisted of one hundred and fifty Year 8 students who completed the task.

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 Stewards of Creation. This high level of performance was particularly noticeable in their:

- knowledge of the sacrament of initiation
- articulation of an understanding of the core beliefs of the Catholic Tradition

- articulation of an understanding of how aspects of Christian living can assist people to grow in goodness
- description of key characteristics of life in the early Christian communities.

The students' responses showed a need for them to develop their capacity to work with and apply the understanding to:

- locate, explore and draw meaning from a range of scripture passages
- identify that being human involves rights and responsibilities.

In the assessment, 10% of students were placed in the elementary level, 18% in the basic level, 21% in the sound level, 30% in the thorough level, and 21% were in the extensive level.

Continuous Catholic School Improvement

Continuous Catholic School Improvement (CCSI) is the overarching, linked and integrated system-wide process, designed to improve student outcomes through impactful school, leader and teacher practice and differentiated support from the Catholic Education Office (CEO). CCSI is focused on growth and improvement in faith, learning and wellbeing outcomes for all students. It involves systemic collaboration, inquiry, reflection and learning to identify and evaluate long- and short-term priority areas for ongoing school improvement.

The purpose of CCSI is to provide CEDoW schools with a shared approach to strategic planning that is evidence based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

CCSI Strategic Priority Areas – 2023

- **Formation in the Catholic Tradition**
 - Focus Area: Living Catholicity
 - Strategic Intent Statement/Goal: 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.

 - Focus Area: Living Catholicity
 - Strategic Intent Statement/Goal: By the end of 2023 staff and students' knowledge and understanding of Catholic Social Teaching (CST) supports them to be advocates for issues of peace, stewardship and justice.

- **Student Learning and Wellbeing**
 - Focus Area: Implementing Effective Pedagogical Practices
 - Strategic Intent Statement/Goal: Schools are providing high quality pedagogy that supports all students to grow in their learning and achieve their academic best.

 - Focus Area: Analysing and Discussing Data
 - Strategic Intent Statement/Goal: By the end of 2023 the data literacy and assessment knowledge and skills of all teachers has been strengthened to grow student learning and wellbeing.

- **Belonging in a Connected Community**
 - Focus Area: Promoting a Culture of Learning
 - Strategic Intent Statement/Goal: Students actively engage and feel safe and empowered to take co-responsibility for their learning and wellbeing at school.
 - Strategic Intent Statement/Goal: By the end of 2023 strategies and initiatives were implemented that support students to actively participate and influence their own learning.

CCSI Strategic Priorities Areas - 2024

- **Formation in the Catholic Tradition**
 - Focus Area: Student Formation
 - Strategic Intent Statement/Goal: By the end of 2024 a whole school Student Faith Formation Framework, including a detailed Social Justice Plan is developed to grow student faith.

- **Student Learning and Wellbeing**
 - Focus Area: Learning
 - Strategic Intent Statement/Goal: The college's data plan informs the application of the college's Learning and Teaching Framework and High Impact Strategies in the learning and teaching cycle to grow student learning.

- **Belonging in a Connected Community**
 - Focus Area: Belonging
 - Strategic Intent Statement/Goal: Whole school based processes are developed for collecting student opinion data and implementing and responding to this data leading to improved student engagement and attendance.

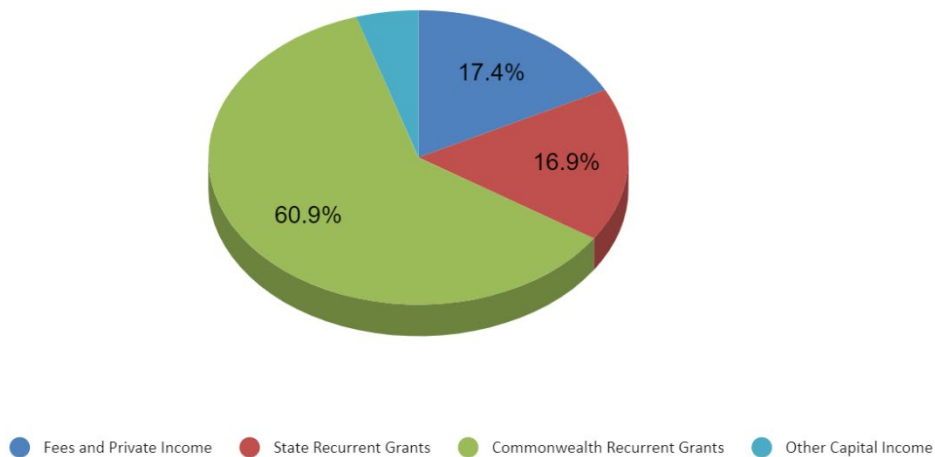
Financial Summary

The school maintained a good collection rate of school fees through monitoring and reviewing outstanding fees as well as putting families on agreement and instalment plans. Spending continued to be adjusted and tracked to stay on budget and the budget was reviewed regularly. Significant spending continues to be committed towards upgrading technology infrastructure, equipment and licences needed to deliver a better learning experience for students and staff. There was also significant spending in the area of school maintenance which is needed to maintain the life of school buildings, equipment and have a positive impact on students.

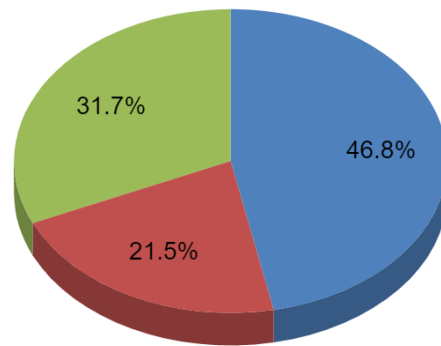
The P&F continued to support the school this year by providing more funding to the cafe used for VET Hospitality courses. This is in addition to other contributions towards the school community.

The following graphs reflect the aggregated income and expenditure for St Benedict's Catholic College Oran Park for the year ended 31 December 2023. This data is taken from the 2023 financial return to the Australian Government, Department of Education, and Training.

Income



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 2023, year groups engaged in lessons which catered to their needs and where they are in their school journey. Each of these lessons were built from the STRIVE (Spirituality, True Accomplishment, Relationships, Involvement, Vitality, Positive Emotions) model. Year 7 looked at the concept of belonging, character strengths, the power of mindfulness, and emotional intelligence. Year 8 explored the notion of true accomplishment, building strong relationships, connections, teamwork, and gratitude. Year 9 looked at persistence, positive engagement, curiosity, motivation, and physical and mental health. Year 10 engaged with their curiosity, empathy and compassion, respect and leadership. Year 11 explored the characteristics of a Stage 6 student, balance, nutrition, study habits and kindness. Year 12 then wrapped up their schooling with items related to persistence, grit, motivation, success, resilience and the HSC. Each of these lessons gave students the opportunities to explore their own beliefs as well as their peers and determined how they can all work together to achieve their goals.

A range of guest speakers and special events were organised to help support the students. The Year 9 group were in the YAM (Youth Aware of Mental Health) Program run by the CEO, Year 7-10 were visited by the local Police Liaison Officers who discussed online activities and safety. Year 9 and 10 had a presentation on respectful relationships, and Year 7 and 8 were visited by Camden Council who explained to them some of the differences between art and graffiti and the impact this has on the community.

In 2023, the college introduced a more recognisable House system. The House leaders were responsible for not only running carnivals, but also college assemblies, and a major event of Feast Day, as well as a series of activities during this five week period. In 2023, *Norcia* organised Harmony Day, *Dharawal* worked with indigenous students on Sorry Day, *Hildegard* and *Social Justice* prepared the college for Bennies Winterfest, *MacKillop* celebrated Feast of Mary MacKillop, *Polding* organised affirmations and flowers for RUOK and *Ingham* prepared the school for the Christmas season with the Tree Setup & Christmas Appeal.

During the annual Feast Day Merit Assemblies, students were recognised for earning merits throughout the year. The college presented '100 Merits' badges to over two hundred students, '300 Merits' badges to eight students and an amazing '500 Merits' badges to two students in Year 12. This is a wonderful achievement for not only those individuals, but for the college as a collective.

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 2023.

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 eighth group of students at St Benedict's Catholic College completed their Higher School Certificate in 2023. 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 2023. 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 the MacqLit program, WARP testing and YARC testing. The study skills program – Atomi continued to be a useful study tool for Year 9 to 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. Teachers are working towards Universally Designed tasks that are accessible to students of all needs.

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.

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 beginning of Term 4. 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 2024 through learning and teaching strategies in subsequent units of work.

Using individual student assessment results, STRIVE Coaches met with their respective students 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 2023 students for a place in the High-Performance Program.

Technology

All students at St Benedict's have Apple MacBook Air computers. 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. This 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, NAPLAN assessments and teacher identification. Literacy and numeracy challenges were then analysed and addressed. At a school level, several 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 and PETAL as well as RUTAC strategies, 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 selected identified mainstream students, across a variety of measures, with low achievement in literacy and numeracy in Years 7 and 8. These students participated in MacqLit Literacy Interventions as well as individualised numeracy interventions. Together with the school literacy and numeracy instructional coaches, teachers collaborated on learning strategies and then worked together by team teaching to different 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 'Brain Busters' were also introduced to Year 7 Science and 'RUTAC' strategies with multiple exposures across mathematics classes being used as warm up exercises. Multiple exposure to these strategies became part of the embedded practice at St Benedict's Catholic College. Numeracy was also targeted in Stage 5 courses of HSIE and Science in an effort to build student capacity for learning numerical concepts that filter through other faculty areas.

Aboriginal and Torres Strait Islanders

Aboriginal and Torres Strait Islander 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

This year, St Benedict's Catholic College hosted a multi-categorical class in Year 8 who required alternative teaching and learning strategies. The students were then supported by teachers taking students into more mainstream classes throughout Semester 2 in an effort to integrate students into the mainstream setting. Teachers were trained on how to adjust the curriculum to meet the needs of these learners using universally designed tasks.

St Benedict's Catholic College caters for a wide range of students with specific abilities and needs within integrated mainstream classes. A focus in 2023 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 Years 7 to 9 students. A dedicated class was created for these students. Students were identified through parent/teacher nomination, Year 5, 6 and Year 7 reports, Year 5 and 7 NAPLAN, PAT and MYAT testing, along with semester grade data. Identified students were placed into a High-Performance class for all their courses.

Class teachers of these students undertook the UNSW Mini-COGE training and/or school-developed professional learning.

Students were challenged to make connections between subjects and were provided with several 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 could receive small groups or 1-to-1 support with their assessment tasks or school work.

Learning modifications were designed by teachers based on students' personal plans. MacqLit was conducted for selected students to support them with their literacy needs as well as numeracy with 1.1 coaching in basic numerical skill areas.

Expanding Learning Opportunities

During 2023, students were given the opportunity to participate in college-based sports, Macarthur Independent Schools Association (MISA) inter school 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. Furthermore, selected students participated in the Bronze level Duke of Edinburgh program led by several staff members.

Vocational Education and Training

The college provided a range of Vocational Education and Training (VET) courses for Stage 6 students. Certificate II courses were offered in - Business Services, Construction and Hospitality (Food and Beverage).

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, and presentations, and student work samples. 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 3 and 5 with the results providing 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, 73% of students achieved at a proficient level. In writing, 71% of students achieved at a proficient level. In spelling, 86% of students achieved at a proficient level. In grammar and punctuation, 68% achieved at a proficient level. In numeracy, 72% of students achieved at a proficient level.

The students in Year 7 achieved above the Wollongong Diocesan and statistically similar schools in spelling and above the Wollongong diocese but below statistically similar schools in reading, grammar and punctuation.

Year 9 Results

In reading, 76% of students achieved at a proficient level. In writing, 74% of students achieved at a proficient level. In spelling, 84% of students achieved at a proficient level. In grammar and punctuation, 67% of students achieved at a proficient level. In numeracy, 75% of students achieved at a proficient level.

The students achieved above the Wollongong diocese and statistically similar schools in reading, writing and spelling. Students achieved on par with the Wollongong diocese for grammar and punctuation.

Reporting of Student Achievement

NAPLAN results are no longer reported as *Student Achievement in Bands* or against a *National Minimum Standard*.

From 2023, NAPLAN results in each domain are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear

information on student achievement. They are set at a challenging but reasonable level expected for the student at the time of the NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against four levels of proficiency: *Exceeding, Strong, Developing, and Needs additional support.*

- Exceeding: the student’s result exceeds expectations at the time of testing.
- Strong: the student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: the student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

Assessment Domains (results shown as %)	Year	Needs Additional Support	Developing	Strong	Exceeding
Reading	7	4	23	56	18
	9	3	21	63	13
Writing	7	5	24	63	8
	9	5	21	55	19
Spelling	7	4	11	61	25
	9	5	11	67	17
Grammar & Punctuation	7	5	27	56	12
	9	10	23	60	7
Numeracy	7	4	24	67	5
	9	4	21	73	3

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 thirty seven students in 2023.

Higher School Certificate

In 2023, students achieved strong HSC results, over 74% of the exam results in the Band 4 to 6 range. There were thirty three entries on the Distinguished Achievers list of sixteen different students. Nine students achieved an ATAR over 90.

2023 HSC students were above state average in 55% of courses delivered. 100% of students scored a Band 4, 5 or 6 in Construction, Design & Technology, History Extension, Mathematics Ext I and English Advanced. 100% of students achieved a Band 5 or 6 in Music 1, and Mathematics Ext II.

Five students HSC Major Works were nominated for the SHAPE exhibition 2023, meaning they were some of the best Design and Technology, and Industrial Technology Timber projects across NSW.

Student Achievement (Band Performance)

Band Performance (% in bands)		Bands 1 & 2	Bands 3 & 4	Bands 4 & 5
English Standard	school	1.8	83.9	14.3
	state	10.3	76.5	13.2
English Advanced	school	0.0	45.5	54.5
	state	0.6	32.3	67.2
Mathematics Standard 2	school	5.5	54.5	40.0
	state	17.7	50.7	31.6
Mathematics Advanced	school	0.0	83.3	16.7
	state	6.9	43.3	49.8
Biology	school	5.0	60.0	35.0
	state	10.6	57.4	32.0
Business Studies	school	8.8	58.8	32.4
	state	11.8	52.1	36.1
Music 1	school	0.0	0.0	100.0
	state	2.0	29.0	69.0
Studies of Religion 1	school	1.4	56.9	41.7
	state	3.2	48.2	48.6
Industrial Technology	school	0.0	66.7	33.3
	state	14.2	62.1	23.7
Community & Family Studies	school	0.0	52.2	47.8
	state	7.8	56.4	35.9
Personal Dev, Health & Physical Education	school	5.6	66.7	27.8
	state	10.4	58.6	31.0

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English Standard	58	71.3	70.1
English Advanced	33	79.9	81.7
Mathematics Standard 2	57	76.1	71.8
Mathematics Advanced	6	70.3	78.0
Biology	22	71.9	73.3
Business Studies	34	72.4	73.8
Music 1	11	86.5	82.1
Studies of Religion 1	73	37.9	38.8
Industrial Technology	10	75.8	70.9
Community & Family Studies	23	80.8	74.5
Personal Dev, Health & Physical Education	38	72.4	73.0

Comparative Performance over time

Band Performance (%)	2020	2021	2022	2023
English Standard	74.6	71.8	72.0	71.3
English Advanced	82.3	80.2	82.0	79.9
Mathematics Standard 2	72.8	69.8	72.4	76.1
Mathematics Advanced	78.0	80.1	77.1	70.3
Biology	73.6	74.6	67.7	71.9
Business Studies	75.6	74.1	75.6	72.4
Music 1	81.0	80.5	85.9	86.5
Studies of Religion 1	38.7	35.2	37.7	37.9
Industrial Technology	79.5	72.1	73.5	75.8
Community & Family Studies	78.7	80.0	79.3	80.8
Personal Dev, Health & Physical Education	74.7	75.2	71.6	72.4

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 (TTFM), PIVOT and other 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 2023.

Students

In the student feedback obtained from TTFM Survey, there was a 6% increase from 2022 in the number of students who reported that they participated in extracurricular activities. In addition, there was an increase in the level of advocacy that students have experienced at school leading to higher levels of wellbeing and belonging. Through PIVOT surveys conducted in semester 1 and 2, the areas of strength in the classroom were identified as teachers providing clear behaviour expectations and that teachers knew their subject area and respected students.

Parents

Parents' responses from TTFM Survey showed the strongest areas of practice for the school was around student safety and that the school supports learning and positive learning behaviours.

Staff

In staff feedback obtained from the TTFM Survey, the strongest areas of practice were identified as staff collaboration and the utilisation of technology in the school.



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