



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Benedict's Primary School Narrabundah

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Principal

Mr Matthew Garton

Section One: Message from Key Groups in our Community

Principal's Message

St Benedict's Primary School continued to grow and flourish throughout 2016. Students, families and staff were all engaged in every aspect of school life; celebrating learning, enjoying working together and achieving shared goals.

The community came together with enormous commitment and generosity to host the Archdiocesan Catholic Schools Soccer Carnival. It was a wonderful example of the spirit at St Benedict's Primary School and one of our proudest moments of the year.

Of particular note, our students have grown as young readers and authors, writing on a daily basis and publishing regularly. They have been acknowledged for their fantastic publications by peers, families and other schools. Our young readers have also been acknowledged by the Chief Minister. Thank you to our very professional staff, who always work hard to ensure that every student becomes a highly literate and celebrated individual.

St Benedict's continues to grow as an inclusive school, a place of belonging. Supported by the prayers of parish and with an understanding of its role to be the hands and feet of Jesus, our school has catered for students with diverse backgrounds. All continue to be welcome.

Parent Body Message

Throughout 2016 the School Board, Parents and Friends Association (P&F) and School Parish worked in partnership to support the school community and enhance the students learning experience and environment.

The P&F Association made a significant contribution to the school environment and services through physical and financial support and played a critical role in leading the school community to host the 2016 Canberra-Goulburn Catholic Schools Soccer Carnival during Term 1.

The School Board worked closely with the School Executive to enhance the communication platform for sharing information with families and supported the continued roll out of the BYOD program in Years 5 and 6.

Thank you to the many parents in the community who generously supported the work of both the School Board and P&F throughout 2016.

Student Body Message

As leaders in our school our Year 6 class has enjoyed helping our fellow students and the community.

We had leadership roles that included Sport, Hospitality, Peer Support, Liturgical and Media. All Year 6 students worked on one of these Leadership Teams throughout the year.

During the year we were able to lead small groups of all ages through Book Week and Maths activities. We also organised fundraising days like Socktober and a Market Day where we raised money for a variety of charities. Our leadership groups proudly represented the school by welcoming visitors or going to special functions. We also organised many fun lunch time activities for our younger students to help them learn how to play with each other at school.

Year 6 is a special year at St Benedict's. We enjoy the opportunity to become leaders. It helps us learn to be confident, organised and kind to others. Thank you St Benedict's.

Section Two: School Features

St Benedict's Primary School is a Catholic systemic Co-educational School located in Narrabundah.

St Benedict's Primary School is a Catholic systemic, co-educational primary school located in Narrabundah.

St Benedict's caters for students from Kindergarten to Year 6. At the time of the August Census of 2016 the student population totaled 159 students that included:

- 74 boys and 85 girls
- 9 students identifying as indigenous
- 6 students with a validated disability
- 13 students with English as an additional language or dialect.

The school was staffed by 20 employees of Catholic Education. This included 7 full-time and 13 part-time employees. Full time employees included the school executive, teachers and office manager. Part-time employees included primarily specialist teachers and teaching assistants.

Class structures in 2016 included one each of Kindergarten, Year 1 and Year 2. This was followed by two multi-age classes of Years 3/4 and then of Years 5/6. The multi-age structures continue to be a deliberate strategy to provide students with the opportunity to broaden their friendship base, receive extension when required and develop leadership capacity. The success of this has been evident through the feedback received from visitors to the school and parents of students who have proceeded to high school.

The school environment was warm, vibrant and accessible to all. The outdoors included a large, fenced and supervised playing field. Students had access to several safe and well-maintained areas of playing equipment. This was supplemented by the opportunity for students to access sport equipment and other play equipment for borrowing. Teachers also voluntarily ran clubs for those wishing to relax and play in a quieter way, including Lego Club, Colouring Club, RC Club, Mini-Vinnies, Drama Club, Choir and Library.

The classrooms also exhibited the same vibrancy and enthusiasm for learning. They comprised of flexible wall display areas and doors that could alter the arrangement of the classroom to suit the learning goals.

The BYOD program in Years 5/6 significantly enhanced the learning opportunities for these students and the 40 new ipads became highly productive tools for learning from K-4. Updated technology throughout the school has enabled all students to develop professional publications as part of their introduction to authorship.

As well as the provision to access and participate in the standard Australian Curriculum the students were provided with the opportunity to receive specialist teaching in Performing Arts, Italian Culture and Language, Dance and Gymnastics. Those students who wanted private instrument tuition on site could receive this through a number of approved providers.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Benedict's Primary School has continued to nurture and deepen the spirituality and faith of all members of its community throughout 2017. Being the welcoming face of Jesus remains the cornerstone of all that we do, and underpinned our year-long theme, *Be the face of Mercy*. This theme enabled us to explore the Jubilee Year of Mercy with staff, students and our parent community and to consider the spiritual and practical actions this called us to.

Staff began the academic year with a Spirituality Retreat at Galong, focusing on *Laudato Si* and considering how it linked to everyday life actions at school.

As a whole school community we celebrated First Friday Masses throughout the year, as well as liturgies for Lent, Easter and Advent and Masses for the Feast of the Assumption and Graduation.

Prayer is central to our school and shared each day as a Staff and as a whole school. Classes pray regularly throughout the day. The Prayer Wall established last year is a regular focal point throughout the changing liturgical year.

Staff continued in their own rich faith formation through attendance at the Spirituality Series provided by Catholic Education. The attendance at these was excellent and the cause of much professional and personal discussion between staff members. The series provided staff with greater knowledge, underpinning their classroom RE programs.

The school and parish collaborated on a new model of formation for sacramental preparation. While the school taught about each of the sacraments with all classes, the parish helped to lead a series of sessions that assisted parents in their own faith formation and thus in their role in preparing children for sacraments. Working together students and families were assisted to recognise each sacrament as a part of the life of faith in the church rather than a rite of passage in school.

The school continued to follow the Archdiocesan Religious Education Curriculum, *Treasures New and Old*, all staff trialling the revised units this year. Next year staff will investigate how these could easily align with the Mappen units used at St Benedict's. Some staff will begin to explore the Brisbane Diocese units in readiness for their adoption throughout our Archdiocese.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
86	74	14	160

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 93.25%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	91%
Year 5	94%
Year 6	94%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is 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.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	5	20

* This number includes 7 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Whole staff professional learning included:

- Staff Retreat: Living Laudate Si
- Identification and Teaching of Gifted and Talented Students
- How to make effective use of Personal Plans
- Connecting the Curriculum - building units of inquiry

Individual staff members participated in professional learning such as:

- Tales of the Reading Brain
- Summative and Formative Assessment of Gifted Learners
- Implementing Inquiry Based Literacy Blocks
- Disability Standards for Education
- Working Like a Mathematician
- LEAD Conference
- Early Learning Initiative
- The Eucharist - Our Scriptural Heritage
- A Pathway to Cultural Competence

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	29%	49%	10%	11%
	Writing	24%	49%	10%	6%
	Spelling	24%	46%	24%	12%
	Grammar and Punctuation	48%	52%	10%	10%
	Numeracy	14%	36%	18%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	68%	35%	9%	15%
	Writing	18%	17%	32%	18%
	Spelling	32%	30%	18%	18%
	Grammar and Punctuation	41%	36%	18%	15%
	Numeracy	27%	29%	9%	17%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

Priority Key Improvements achieved for 2016 include:

- Developing an explicit, coherent, sequenced plan for curriculum delivery across K-6 which makes clear what teachers should teach and students should learn. Much time was spent developing units of inquiry and MAPPEN was reviewed and introduced.
- Creating robust structures and opportunities that embrace and support the learning of a diverse group of students. The process for identification and development of personal plans was refined. Further work will be required in this area.
- Ensuring that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations. Staff knowledge of the needs of gifted students grew, impacting on the provision of an inquiry approach to learning.
- Implementing a consistent approach to a differentiated Literacy Block across the school K- 6. This has become a strength of the school with a consistent set of non-negotiable conditions and practices that are tailored to the needs of a variety of learners.

Priority Key Improvements for 2017

The Annual Improvement Plan for 2017 identifies three key improvements from the Strategic Plan 2016-2018:

- Strengthening the positive learning culture that values diversity and intellectual effort and where students appreciate their talents and pursue their highest aspirations. Students will know and articulate their goals and achievements in learning. They will be empowered as learners.
- Support student peer relationships that are resilient, life-giving and compassionate. Through the reinvigoration and further implementation of the Kidsmatter framework, students and families will experience greater well-being and life-giving relationships.
- Continue to develop robust structures and practices that embrace and support student-centred learning. The key focus will be on the efficient and meaningful collection of student achievement data to inform and refine teaching and learning for individuals as well as groups of students.

Section Eight: School Policies

Student Welfare Policy

Student Welfare at St Benedict's Primary School consists of our Behaviour Management Policy, Anti-bullying Policy, Pastoral Care Procedures and is also embedded in the Curriculum Core Document.

Our Behaviour Management Policy provides a positive framework to support the personal development and positive engagement of all students in all aspects of school life. It is grounded in the charism of St Benedict and is expressed as our Five Ways of Being. Each class spends the first week of each year developing a clear and consistent understanding with students about what these 'ways of being' look like and sound like in the classroom and playground. This Policy is reviewed each year with staff to ensure that all are familiar with its intent and actions.

We work closely with all parents in the enactment of this policy through clear communication and collaboration in supporting students towards positive goals.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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The school Complaints Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The goal of the complaints management process is always to seek a solution to any problem considering the best interests of all affected.

A full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

111 of the 231 parents completes the survey (48% completion rate is considered very good). Respondents were from all year levels in the school.

Overall the satisfaction responses for parents were very high. The greatest satisfaction scores were received in response to the statements: The school Principal and other leaders in the school are approachable; My child's teacher is approachable; My child is happy going to school; The school is a safe place for my child; My child's/ children's teachers and other staff at this school make me feel welcome; The staff at this school take an interest in my child.

Three areas remained high in satisfaction but were worth noting for further consideration: The school is well-equipped; I am happy with the school's facilities; I am happy with my child's access to technology in the school.

In reading the comments we are pleased that there is a consistently positive feeling of welcome in the school community. The continued refinement of communication practices in 2017 will also assist in developing this.

Student Satisfaction

The survey was open to Years 4, 5 and 6 students. 46 of the 64 students responded to the survey (72% completion rate is considered excellent).

Overall the students expressed a high level of satisfaction. The greatest satisfaction scores received were in response to the statements; I use technology at this school to help me learn; This school encourages me to be a good community member; I am getting a good Catholic education at this school; I like being at this school; I feel safe at this school; This school celebrates student achievements; My teachers try to make lessons interesting.

Other areas were also high in satisfaction but some areas worth noting for further consideration were: The homework we do helps me learn; The school listens to my opinion; My teacher tells us what we are learning and why.

It is interesting to note that difference in student and parent perceptions in the use of technology in learning. More communication is required for parents around technology use. The Annual Improvement Plan for 2017 identifies strategies to increase student voice and ownership in their learning.

Teacher Satisfaction

The survey was open to all staff members. 16 of the 21 staff responded to the survey (76% completion rate is considered excellent).

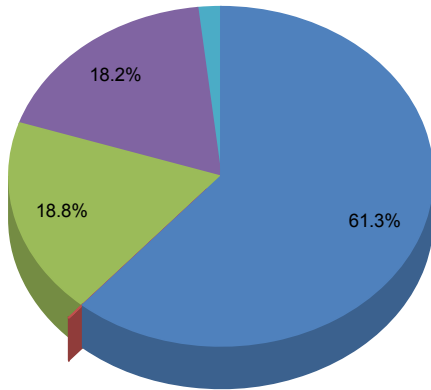
Overall the staff expressed a high level of satisfaction. The greatest satisfaction scores received were in response to the statements; I believe my work at this school is important; I believe my work makes a difference to our students; This is a good Catholic school; Prayer is important in this school; School leaders at this school know me as a person and support me with my well-being; My work in the school is appreciated by my Principal; Access to professional learning opportunities helps me perform my role well.

Other areas were also high in satisfaction but some areas worth noting for further consideration were: The demands placed on me in my role at this school are reasonable; I get feedback that helps me to be a better teacher; Effective communication strategies are in place to keep staff informed of what is happening at our school.

The Annual Improvement Plan for 2017 identifies strategies to implement visible learning practices that will increase the feedback teachers receive about the effectiveness of their teaching.

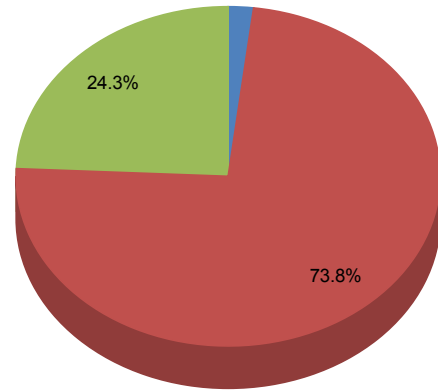
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (18.2%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (1.9%)
- Salaries and Related Expenses (73.8%)
- Non-Salary Expenses (24.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,394,158
Government Capital Grants ²	\$482
State Recurrent Grants ³	\$426,762
Fees and Private Income ⁴	\$413,075
Other Capital Income ⁵	\$39,878
Total Income	\$2,274,355

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$40,361
Salaries and Related Expenses ⁷	\$1,552,654
Non-Salary Expenses ⁸	\$510,859
Total Expenditure	\$2,103,874

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.

4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.