



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Benedict's Primary School Narrabundah

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Principal

Ms Rachel Smith

Section One: Message from Key Groups in our Community

Principal's Message

St Benedict's Primary School is an engaging, vibrant and welcoming community where each individual is valued and all members strive to nurture the hearts, minds and spirits of others. Students, families and staff are engaged in every facet of school life: taking every opportunity to celebrate learning, work together and achieve shared goals.

We continued to strengthen our relationship with the St Benedict's Parish and the Missionary of God's Love priests who work to support the school and actively grow the parish community. We value and appreciate their ongoing support and prayers for our community.

Our staff and students came together with enormous commitment and enthusiasm to present our whole school musical '*Fractured Fairy Tales*'. All students participated with excitement and zeal, providing the wider community with a wonderful example of the spirit of St Benedict's Primary School. It was one of the proudest highlights of the year.

St Benedict's continues to thrive as an inclusive school, where all members have a sense of belonging. All students are known, valued and supported by the community and our dedicated staff is committed to each and every student reaching their potential.

Parent Body Message

The St Benedict's Primary School Community was strengthened in 2017 by the work of the School Board and Parents and Friends Association (P&F). They worked collaboratively to build and support the school and its vision. They actively endeavoured to build community and enhance the students' learning experience and environment.

The P&F Association made a valuable contribution to the school environment through the completion of the school courtyard and the purchase of new classroom furniture for the younger grades. They also worked to build community relationships through their organisation of many social gatherings for family members.

The School Board worked consistently throughout 2017 to develop ways to increase parent engagement across the school and worked to prepare a financial strategic plan to both target appropriate and measured spending over the next 5 -10 years.

Thank you to the many parents in the community who generously supported the work of both the School Board and P&F throughout 2017.

Student Body Message

Our highlight as leaders this year was our whole school performance of '*Fractured Fairy Tales*'. Every student in the school performed on stage and we filled the hall with parents, grandparents and friends. It was such an exciting opportunity that we enjoyed being part of.

As student leaders at St Benedict's we have enjoyed helping our fellow students through the running of a variety of clubs at lunchtime including games, Lego, colouring, meditation, dance and Library. We have undertaken leadership roles that included Liturgical, Environmental, Media, Peer Support, Hospitality and Sport, and through these we have strengthened the student voice in our school.

In 2017 our school worked tirelessly to fundraise for the *Love Your Sister* charity as Connie Johnson the founder of the charity, was one of our Mums. Through *the Big Heart Project* our school raised \$2500 for cancer research. In addition to this we also had three Year 5 students who, supported by Year 5, raised a massive \$578.55 through our own *Kids Fight Cancer Fundraiser*. They ran food stalls and activities on the day and a great day was had by all!

Thank you St Benedict's for the opportunity to be your school leaders in 2017.

Section Two: School Features

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

St Benedict's caters for students from Kindergarten to Year 6. At the time of the August Census of 2017 the student population totalled 151 students that included:

- 63 boys and 88 girls
- 10 students identifying as indigenous
- 4 students with a validated disability
- 10 students with English as an additional language or dialect.

The school was staffed by 21 employees of Catholic Education. This included 8 full-time and 12 part-time employees. Full time employees included the school executive, teachers and office manager. Part-time employees included primarily specialist teachers and teaching assistants.

In 2017 we changed our class structure to include one Kindergarten, followed by two multi-age classes of Years 1/2, Years 3/4 and 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 the 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 play 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, Meditation Club, Drawing Club, Book Club, Mini-Vinnies, Gardening 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 Year 5/6 significantly enhanced the learning opportunities for these students and 40 ipads became highly productive tools for learning from K-4. Chromebooks were purchased at the end of the year to further develop students' learning opportunities and skills.

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 Music, 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 the mission, faith and tradition of St Benedict.

Staff undertook specific professional learning and spiritual development through the *Called and Gifted Discernment Process* under the guidance of the Missionaries of God's Love Priests and the Parish. This process is designed to help Christians discern the presence of charisms in their life. The three step process helps individuals gain an understanding of how they are gifted and how to begin to apply this in the real world.

The school staff spent time reflecting on and engaging with scripture through the three worlds of the text – the world behind the text, the world of the text and the world in front of the text. The three worlds of texts were also introduced to the students through their Religious Education lessons and class prayers and liturgies. Prayer continued to be an important part of each day in the life of the school particularly with staff and then with all students each morning.

At St Benedict's we follow closely the life of St Benedict with Benedictine spirituality ever present throughout the school and a cornerstone to all decision making and relationships. We encourage the students to understand and live values of respect, equity, integrity, gratitude, justice/service, excellence and compassion.

The Sacramental Program is Parish-based, but is very much supported by the classroom teaching at each grade level. The staff at St Benedict's actively support the program by being a visible presence with the Parish team. Children are involved in class/stage/whole school Masses throughout the year and lead Prayer Celebrations related to special days.

Classes regularly attend Parish Mass on a Friday morning. This is a wonderful opportunity for the parents, children and Parish to join together in prayer. The school choir also sings at a Parish mass every third Sunday of the month.

The school has continued to follow the Archdiocesan Religious Education Curriculum, *Treasures New and Old*, with staff exploring the use of Inquiry Learning in Religious Education.

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 2017:

Girls	Boys	LBOTE*	Total Students
89	63	14	152

* 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 2017 was 93.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	96%
Year 2	95%
Year 3	95%
Year 4	94%
Year 5	91%
Year 6	88%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	6	21

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

Percentage of staff who are Indigenous	0%
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Professional Learning

All staff have been involved in professional learning, with the professional learning aligning with school priorities and teacher's individual professional goals. School focuses for professional learning included:

- Working with Leonie Anstey, Numeracy consultant, to develop a deeper understanding about how children think mathematically and implementing a multi-entry approach to teaching numeracy;
- Exploration of the work of John Hattie in the area of Visible Learning and evidence based learning; and
- Developing a deeper understanding of Inquiry Learning through the *Yearn to Learn Conference*.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	58%	52%	0%	10%
	Writing	54%	45%	4%	8%
	Spelling	38%	46%	8%	13%
	Grammar and Punctuation	69%	56%	15%	11%
	Numeracy	39%	40%	7%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50%	37%	21%	15%
	Writing	20%	16%	7%	19%
	Spelling	40%	34%	0%	14%
	Grammar and Punctuation	53%	34%	7%	18%
	Numeracy	20%	28%	27%	15%

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 2017

Priority Key Improvements achieved in 2017 include:

- Providing a structure through which students will be able to articulate a set of high, achievable and collaboratively set goals for learning that reviewed on a regular basis and celebrated with parents and peers when achieved.
- Teachers identifying high yield teaching strategies as a result of a cycle of reflection and review and using valid and reliable evidence to indicate success.
- Completing Component 1 of KidsMatters and implementing this throughout the school.
- Ensuring that positive psychology and growth mindset are reflected in the school Behaviour Management policy and practices.
- Developing a curriculum scope and sequence that deliberately includes units with a focus on developing resilience and positive peer relationships.
- Implementing a robust structure through which teachers effectively and efficiently collect, analyse and use a range of student achievement data in Literacy and Numeracy to inform teaching and learning, provide feedback to students about learning and provide feedback to parents about achievement and future learning directions.

Priority Key Improvements for 2018

Priority Key Improvements for 2018 include:

- Embedding the use by the community of a common language of learning to describe the students' process of learning, progress with learning and growth throughout their learning.
- Continuing to strengthen the structure through which students are able to articulate a set of high, achievable and collaboratively set goals for learning that reviewed on a regular basis and celebrated with parents and peers when achieved.
- Supporting teachers in their effective collection, analysis and use of a range of valid and reliable student achievement data (documented in evidence) and the Australian curriculum to inform teaching and learning, to allow for differentiation and effective teaching of the curriculum, provide feedback to students and parents about achievement and next learning.
- Strengthening the effective use of technology by teachers in both classroom pedagogy and communication about learning to the wider community.
- Continuing to strengthen the focus of wellbeing for students, families and staff to enhance the link between wellbeing and educational outcomes.

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 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 two weeks 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 by staff each year to ensure that all are familiar with its intent and actions.

We work with all parents in the enactment of this policy through 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 full text of the Complaints Policy may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>

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 process is to seek a solution to any problem considering the best interests of all affected.

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

In 2017 there was a very good response with a large percentage of surveys completed providing the school with valuable data.

The parent data clearly indicates that St Benedict's is operating in a highly effective manner and the school continues to offer quality education. Overall the satisfaction responses for parents were very high. The greatest satisfaction scores, all above 95%, were received in response to the statements: The school is a safe place for my child; The staff at this school take an interest in my child; I would recommend this school to others; The school celebrates student achievements; I feel welcome and part of the school community.

There was also a significant increase and improvement in the number of responders who agree or strongly agree that the staff at the school provides significant challenges for their child in other areas.

In reading the comments we are pleased that there is consistently positive feeling of welcome in the school community. The continued refinement of communication practices in 2018 will also assist in developing this.

Student Satisfaction

The survey was open to Years 3, 4, 5 and 6 students. 49 of the 86 students responded to the survey (57% completion rate is considered excellent).

Overall the students expressed a high level of satisfaction with the school and there were no areas that students felt were very poor. The greatest satisfaction scores received were in response to the statements: My teachers care about me; I am encouraged to care for others; I like being at this school; I feel safe at this school; My school encourages me to be a good community member; I would recommend this school to others; All of my teachers encourage me to do my best.

Other areas were also high in satisfaction but one area worth noting for further consideration included: The homework we do helps me learn. The school is looking to review and update the homework policy for the school in consultation with the students and parents. Students also identified Mathematics as an area where they would like more student voice and variety in the lunchtime clubs offered.

Teacher Satisfaction

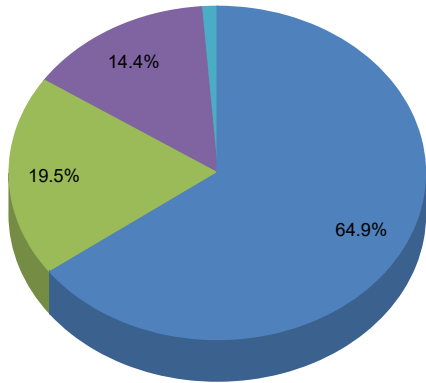
The staff responses were overwhelmingly positive with staff expressing a high level of satisfaction. The greatest satisfaction scores received were in response to the statements: School leaders at this school know me as a person and support my wellbeing; Catholic religious identity is a strong focus in this school; I would recommend this school to others; Parent/teacher conferences are helpful at this school.

Other areas that were also high in satisfaction included: I get a lot of satisfaction from working in this school; I have the opportunity to have input into decisions affecting my work in this school; My school encourages a climate conducive to staff professional learning and improvement in practice; I am provided opportunities to share my skills and knowledge with others.

All areas were high in satisfaction but some areas worth noting for further consideration were: All students, particularly high-achieving students, are appropriately engaged, challenged and extended; I get feedback that helps me to be a better teacher. The Annual Improvement Plan for 2018 identifies strategies that will increase the feedback teachers receive about the effectiveness of their teaching.

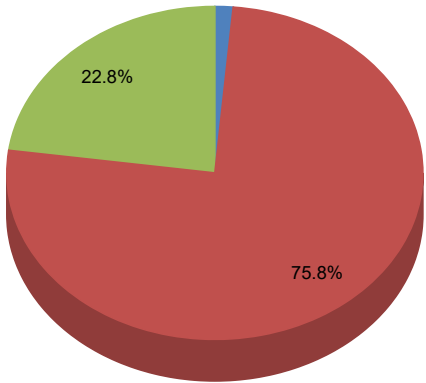
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (14.4%)
- Other Capital Income (1.2%)

Expenditure



- Capital Expenditure (1.4%)
- Salaries and Related Expenses (75.8%)
- Non-Salary Expenses (22.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,706,061
Government Capital Grants ²	\$437
State Recurrent Grants ³	\$512,796
Fees and Private Income ⁴	\$378,578
Other Capital Income ⁵	\$31,803
Total Income	\$2,629,675

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$32,240
Salaries and Related Expenses ⁷	\$1,734,723
Non-Salary Expenses ⁸	\$522,720
Total Expenditure	\$2,289,683

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.