SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Tallara Parkway, Narrabundah, ACT, 2615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mr Matthew Garton</td>
</tr>
<tr>
<td>Parish Priest / School Chaplain:</td>
<td>Fr Stephen Fletcher mgl</td>
</tr>
<tr>
<td>School Board / Council Chair:</td>
<td>Mr Paul Ogden</td>
</tr>
<tr>
<td>Telephone:</td>
<td>02 6295 8027</td>
</tr>
<tr>
<td>Fax:</td>
<td>N/A</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Office.StBenedicts@cg.catholic.edu.au">Office.StBenedicts@cg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.stbenedicts.act.edu.au">www.stbenedicts.act.edu.au</a></td>
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</tbody>
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This report was prepared by:

Matthew Garton
Principal

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
As we prepare to celebrate our 60th Anniversary next year I am proud of the community spirit shared at St Benedict's this year. Our dedicated staff have continued to work hard to cater for each student, with particular focus this year on developing young, articulate and engaged readers.

Of particular note we are proud to have deepened our ‘Five Ways of Being’ as part of our school culture and developed strategies and supports that each student can call on to enhance their social and emotional development.

Our Parish and School continue to become united in purpose and we thank our Parish Priest and Parish Community for their ongoing support for our students and families.

School Board Message
In 2014 the School Board in partnership with the School Parents & Friends Association (P&F) and School Executive focussed its efforts in contributing to the development of the School’s Infrastructure Master Plan. A joint meeting of the Board and P&F was also held to discuss ways of strengthening parent engagement amongst the school community. This joint approach provided valuable insight into the Boards ongoing role of reviewing and updating the School’s policies.

Student Representative’s Message
This year we have enjoyed our lessons in Rock and Water. We have learnt how to breathe and stand strong and be confident in ourselves. Our new music teacher taught us how to play music with the new boomwhackers. They were a lot of fun and we could create our own music with them. We enjoyed music.

The Year 5/6 students enjoyed going on camp together and learning about goldfields as well as have fun together as a group. We developed leadership teams that helped us to organise activities for younger students. It was great to help create a community where we all were friends.

SCHOOL FEATURES
St Benedict's Primary School is a Catholic Primary School located in Narrabundah. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 175 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 78 male and 97 female students; 5 indigenous students; and 20 Language Background other than English (LBOTE).

The school employs 20 staff comprising 14 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including Office Management, Learning Support...
Assistants, Library Administrative Assistants, Website Maintenance and Canteen Manager. None of our staff identify as Aboriginal or Torres Strait Islander.

St Benedict's is a warm, vibrant and friendly school, catering for students from Kindergarten to Year 6. Our actions are based on Catholic beliefs and values in the spirit and charism of St Benedict. Established nearly 60 years ago by the Good Samaritan Sisters, we provide a strong tradition of quality education for a diverse student population. Our small school enables every child to be uniquely known, appreciated and nurtured. We carefully monitor the growth and development of all students in Literacy & Numeracy. In addition to the standard curriculum, students undertake specialist teaching in Dance and Gymnastics.

The school’s website can be found at www.stbenedicts.act.edu.au

RELIGIOUS EDUCATION

St Benedict's follows the Archdiocesan Religious Education Curriculum, Treasures New and Old. This year teachers have begun to plan Religious Education units using new planning pro formas which scaffold teachers in using the ‘backwards design’ process and ensure student outcomes and assessment procedures are a key focus for planning learning activities.

All staff hold current Religious Education Accreditation appropriate to their role. Staff gather daily for prayer to allow further opportunities for spiritual nourishment and growth. We have a prayer wall in the staffroom where we add the names of those in our community in particular need of prayer. Staff have explored Evangelii Gaudium and looked to how we can fulfil Pope Francis’ vision. The whole school gathers to celebrate events in the Liturgical calendar through Mass and prayer celebrations. These are led in turn by all classes throughout the year and coordinated by the Religious Education Coordinator.

Student Leaders lead the whole school in Morning Prayer each day. Each class shares prayer daily in the classroom in a variety of ways. Each term our school explores two of our eight focus values through classroom activities, assembly items and the School Newsletter. Children are encouraged to focus on when and how they can demonstrate these values in their daily lives.

St Benedict’s School works in collaboration with St Benedict’s Parish to provide opportunities for the children of the school to prepare for and receive the Sacraments of First Communion, Reconciliation and Confirmation.

Benedictine Spirituality is an ever-present strength at St Benedict’s School and this year our focus has been on St Benedict’s philosophy that “All guests are to be treated as Christ”. With this as our focus staff and students have explored where and how we can ‘meet Jesus’ in ourselves, our actions and in others.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>419</td>
<td>402</td>
<td>412</td>
<td>426</td>
<td>402</td>
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<tr>
<td>School</td>
<td>440</td>
<td>387</td>
<td>381</td>
<td>427</td>
<td>397</td>
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<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<td>National</td>
<td>501</td>
<td>468</td>
<td>498</td>
<td>504</td>
<td>487</td>
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<tr>
<td>School</td>
<td>530</td>
<td>480</td>
<td>486</td>
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<td>497</td>
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Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td>National</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>36%</td>
<td>0%</td>
<td>8%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 5</td>
<td>20%</td>
<td>20%</td>
<td>12%</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>Band 4</td>
<td>20%</td>
<td>32%</td>
<td>40%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>Band 3</td>
<td>16%</td>
<td>40%</td>
<td>16%</td>
<td>12%</td>
<td>32%</td>
</tr>
<tr>
<td>Band 2</td>
<td>8%</td>
<td>8%</td>
<td>24%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The above tables show that almost all of our students achieve at or above the National Minimum Standard in all areas in Years 3 and 5.

Students experienced very high levels of growth from Year 3 to Year 5. The school was named by ACARA as one of the top 20 schools in the ACT for school growth in the area of Reading. Spelling continues to be the lowest performing area for our students with writing a lower performing area for Year 3. Our school will make writing, and spelling in the context of writing, a focus for school improvement in 2015.

The school continues to have very large representation across the middle bands in both Years 3 and 5. While it is positive that the school is under-represented in the lower bands the school would like to experience higher representation in the higher bands.

**SCHOOL POLICIES**

**Enrolment Policy**
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Office website at [http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx](http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx)

St Benedict’s welcomes enrolments from students with English as an Additional Language or Dialect (EALD) and students with disabilities. The enrolment process for these students will typically involve additional steps to develop and ensure the appropriate support structures are in place prior to commencement.

**Attendance Policy**
The roll is marked each day and any unexplained absences are followed up with contact to parents.
If children are absent for unexplained periods of time their teacher informs the Principal who will contact the family.

If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students

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St Benedict’s Primary School Narrabundah – 2014 Annual Report
from culturally and linguistically diverse backgrounds and socially disadvantaged students. The Principal informs the Catholic Education Office of serious attendance issues.

When school procedures are not successful, the Principal writes to parents, requesting that they and the student meet with an authorised person for the purposes of working together to resolve issues that may be hindering the child’s regular attendance. Parents must comply with this written request. The role of the authorised person will vary in each case, depending on individual circumstances.

**Behaviour Management Policy**

Our Behaviour Management Policy provides a positive framework to support the personal development of each child and is embedded into all aspects of school life. It is grounded in the charism of St Benedict and is expressed as 'Five Ways of Being' that emphasise clear and consistent expectations for relationships across the school. We value communication with parents and seek their input in the development and review of school policies through the School Board. Students have been engaged in the development of this policy and its implementation.

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 our school.

The full text of the school’s Behaviour Management Policy is available on the school website or from the Front Office.

**Complaints and Grievances Resolution Policy**

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

**PRIORITIES AND TARGETS**

During 2014 our teaching and learning priorities included further implementation of the Australian Curriculum. Sequences for learning were developed for Personal Development, Health and Physical Education, specifically in the area of relationships where the Rock and Water Program for both girls and boys was introduced after teachers received training. Other support programs were introduced that would provide an explicit focus on bullying prevention.

Teachers participated in a number of projects and professional learning opportunities to build upon the quality of teaching taking place in classrooms. The School Improvement Focus was to develop engaged and enthusiastic readers across all Year levels. We developed opportunities to expose children more often to good literature and assess and track individual reading development in order to provide the appropriate teaching strategies to move children forward. Teachers were also involved in Collaborative Inquiry, a collaborative action research model, to refine effective teaching and learning in Reading.
Our Learning Support program continued to evolve to incorporate a greater understanding of the needs of students with disabilities. Participation in the Positive Partnerships program about teaching students with ASD had a significant impact on the conversation and practice of all staff in supporting the access and participation of a diverse range of students.

During 2015 our focus for school development will include:
- developing a community of successful writers,
- introduction of Kidsmatter,
- increasing technology for new learning, and
- teacher capacity building through a performance and development framework.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific in-services, meetings and conferences.

The school held four whole staff days in 2014. The content of these days was as follows:
- Positive Partnerships
- Collaborative Inquiry
- Administration Day for Policies and Planning
- Reading: Teaching Strategies to Inspire students to read

Other professional learning undertaken by various staff members throughout 2013 included:
- Continued Positive Partnerships
- Continued Collaborative Inquiry
- RE Accreditation Category A
- RE Accreditation Category B
- RE Accreditation Category C
- Twilight Religious Education Session – Classroom Prayer
- Twilight Religious Education Session – The Call to Discipleship
- Twilight Religious Education Session – Teaching Scripture
- Inclusion of Learners with Speech and Communication Difficulties
- Language Teachers Professional Learning
- SoSafe Training
- LEAD Conference
- Rock and Water for Girls
- Literacy Contact Days
- Numeracy Contact Days
- REC/AP Retreat
- Learning Technologies & Library Services Network
- NAPLAN and School Plan Development
Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2014 was 92%.

The teacher retention rate from 2013 to 2014 was 62%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 94%.

School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
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PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, teachers and students were sought to contribute to planning for continuous school improvement. Not all parents, teachers and students were available or chose to participate in the survey.

Parents continued to express a high level of agreement that St Benedict’s is committed in its approach to teaching, that the school has appropriate standards of student behaviour and is meeting the social needs for their child. Ninety-five percent of parents who responded to the survey agreed that they are given the opportunity to be involved in the school’s activities. Comments by parents included suggestions of different languages or musical opportunities that could also be offered to students.

Staff who provided feedback expressed very high agreement that they work in a supportive environment, have recognition from their colleagues and feel professional at work. All staff identified as being committed to the school and believed the Leadership Staff to be open and understanding.

Students shared similarly positive responses and agreed that the school has clear rules and that students are expected to act responsibly. Students also agreed that the school is a caring environment and that they are encouraged to improve the standard of their work.
Comments from students were based on suggestions about additional opportunities for enrichment they would like to explore.

FINANCIAL INFORMATION

St Benedict’s Narrabundah - Income

- Government Capital Grants: 0%
- Other Capital: 1%
- Fees and Private Income: 21%
- State Recurrent Grants: 17%
- Commonwealth Recurrent Grants: 61%
- Other Capital: 1%

St Benedict’s Narrabundah - Expenditure

- Salaries: 71%
- Non-Salary Expenses: 28%
- Capital Expenditure: 1%
- Salaries Allowances and Related Expenses: 71%