



**St Benedict's College,
MANGO HILL**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
Education**

teaching • challenging • transforming

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Benedict's College is a coeducational secondary college which opened in January 2013. We commenced with a three stream intake of Year 8 and are master planned as a six stream Year 7 to Year 12 College. In 2021 we have six streams in Year 7 - 11 and 5 streams in Year 12. Our College is the fastest growing school in South East Queensland.

The College provides a connection to secondary education for the students of St Benedict's Primary School and other students in the growing communities of Griffin, Mango Hill, North Lakes and the wider region.

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We support and encourage all students to become successful lifelong learners, confident and creative individuals and active and informed citizens able to contribute fully to their community and the world in which they live.

School progress towards its goals in 2021

St Benedict's College sets goals each year under the five (5) priorities of Brisbane Catholic Education: Catholic Identity, Learning and Teaching, Wellbeing, Our People and Diversity and Inclusion. These goals are set to direct our work for the year.

Despite the challenges faced by COVID-19 restrictions throughout 2021 the College has continued to grow from strength to strength. All goals set at the beginning of the year were achieved.

ANNUAL GOALS

Presence and Possibilities



Catholic Identity

GOAL Deepen the spiritual, scriptural and theological capacity of our students, staff and community so that we celebrate, know and live our Catholic, Benedictine story.

We will achieve this through:

- Embedding the refreshed 2020 Religious Education curriculum into all SBC units
- Celebrating and recontextualizing what is important in our Catholic beliefs through a focus on our values of Service, Balance and Community.

Learning and Teaching

GOAL Improve student achievement in literacy and numeracy. Embed Catholic Perspectives across the curriculum.

We will achieve this through:

- Embedding intentional teaching of the 8 Aspects of Literacy across and within all curriculum areas
- Improving student performance in NAPLAN with a focus on Literacy (Writing, Reading, Language Conventions), Numeracy, and test readiness
- Implementing Catholic Perspectives across all curriculum areas in Year 9.

Wellbeing

GOAL Nurture a safe, sustainable and socially just environment that has a positive effect on individual and community wellbeing.

We will achieve this through:

- Establishing a whole of College wellbeing framework to create a common language and understanding of wellbeing
- Devising and implementing PB4L matrix
- Continuing to deliver Student Voice and Environmental Committee initiatives.

Our People

GOAL Build a talented, committed and highly performing staff supported by our collaborative culture.

We will achieve this through:

- Providing targeted opportunities for learning – professional, personal, and spiritual
- Creating opportunities for leadership that are focused on student outcomes
- Improving data literacy of staff through the development of skills in tracking and analysing student progress.

Diversity and Inclusion

GOAL Develop consistent practices within the College to welcome and provide differentiated learning experiences that cater for the diversity of students and their needs.

We will achieve this through:

- Ensuring consistency of processes regarding NCCD/Engage evidence collection, recording and reporting including consistency of support systems for supported students – linking with Case Manager etc.
- Progressing the implementation of the Reconciliation Action Plan.

2021

Future outlook

As the College continues to grow across 2022, the following priorities have been set for 2022 against the five (5) priorities for Brisbane Catholic Education. The College will set an Explicit Improvement Agenda within the Priority of Learning and Teaching in 2022.

2022 School Annual IMPROVEMENT PLAN

CATHOLIC IDENTITY

GOAL Our focus is to celebrate our Catholic story through dialogue, ritual, prayer, and action.

SUCCESS MEASURES

- Complete and implement the Staff and Student Formation Plan.
- Survey Staff and Students to evaluate the extent to which they celebrated the Catholic Story through their experiences in dialogue, ritual, prayer, and action.
- Investigate participation rates of students and staff in formation and service activities (eg: Rosies, Spirituality Days, St Benedict's Feast Day).

LEARNING & TEACHING

GOAL Our focus is to transform learning and teaching practice to wholly engage each student in deeper learning.

SUCCESS MEASURES

- Development and use of a consistent TLAP across curriculum areas.
- Development of a consistent language and culture of learning within the expert teaching and learning team.
- High expectations for students defined and reinforced consistently by all staff guided by PB4L expectations.

WELLBEING

GOAL Our focus is to build community capacity to advocate for best practice and innovative wellbeing solutions.

SUCCESS MEASURES

- Encourage diverse membership of the Wellbeing committee to be more representative of the community's demographics.
- Engage in the Student Voice survey.
- Engagement in Wellbeing activities in Wellbeing Week for students.

OUR PEOPLE

GOAL Our focus is to build a talented, committed and highly performing staff supported by consistent practices.

SUCCESS MEASURES

- Identify professional development requirements for staff through dialogue and feedback.
- Develop PLCs around the identified needs.
- Plan strategic times for staff collaboration.
- Identify staff mentors/leaders to build capacity in others.

DIVERSITY & INCLUSION

GOAL Our focus is to value, celebrate and respond to individual identity and diversity within an inclusive community.

SUCCESS MEASURES

- Fostering staff collaboration through redesign and reallocation of staff study areas.
- Repurposing R3 as a centralised learning centre for all students.
- Consistent use of TLAP to plan for and provide differential learning in classrooms.



Weaving Our Story - A Tapestry of Gifts

2022 School Explicit Improvement Agenda CONSISTENCY of PRACTICE



Our School Explicit Improvement Agenda aligns to the strategic direction of Brisbane Catholic Education. We focus on the system priorities of Catholic Identity, Learning and Teaching, Wellbeing, Our People and Diversity and Inclusion.

Our intentional focus in 2022 is on the implementation of consistency of practice in all learning and teaching, planning and pedagogy to improve student learning outcomes and engagement. We understand that consistency across learning areas and year levels allows for students to develop the skills to become resilient and independent learners, with a growth mindset.

WHY is this important?

We believe that all members of the community benefit from consistency of practice with a focus on improvement. Improvement does not always mean doing more but completing work with an intentional focus on implementing strategies that have the greatest impact on student learning and progression.

We believe that at this stage of the College's history it is time to review our work practices at the College, celebrate successes and look for opportunities to continuously improve, ensuring we keep our students at the heart of our work.

HOW will we ensure consistency of practice?

- Develop a College Data Plan and Whole of College Curriculum Plan.
- Review current practices and documentation for planning for student learning and assessment.
- Develop templates for use by staff when planning learning experiences for all students.
- Align Strategies that Maximise Impact with desired student learning outcomes.
- Foster collaboration and provide all staff with opportunities to build capacity in areas of focus across the College.

WHAT will we do?

- Promote learning and wellbeing as key drivers to student success.
- Set high expectations for our learners using the PB4L frameworks.
- Middle leaders collaborate to create consistent templates for student learning to allow for the documentation of learning for all students.
- Implement consistent templates across the College promoting diversity and inclusion for all students.
- All staff engaged in cycles of collaborative planning to improve consistency in the teaching, learning, reviewing and reflecting cycle.

WHY?
HOW?
WHAT?

Our school at a glance

School profile

St Benedict's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	913	460	453	20

Student counts are based on the Census (August) enrolment collection.

St Benedict's College students are drawn mainly from the North Lakes, Mango Hill and the Pine Rivers areas, however with rail access right on our doorstep, we attract students from many other suburbs outside these surrounding areas. Many students come from our feeder schools of St Benedict's Catholic Primary School, Mango Hill Primary, Bounty Boulevard Primary, Holy Spirit School, Bray Park and Our Lady of the Way School, Petrie. Catholic primary schools from the wider region, and local State primary schools provide the remainder, along with students from regional Queensland and interstate who move into this fast growing area with their families.

We have a diverse range of nationalities represented at the College and this contributes greatly to our globalised learning culture and diverse cultural connections. St Benedict's College is inclusive of a wide range of learning styles and abilities. There is strong demand for enrolment with applications and expressions of interest in future years exceeding available places.

The College has high expectations of its students and there is a strong emphasis on encouraging students to give their best, in not only their academic studies but also to actively participate in the wide range of sporting, cultural, social justice and community activities which exist at the College. We believe that the holistic understanding of education at the College will develop and enhance our students as young people who will look with confidence to the future. There is a strong cross school focus on promoting and developing a 'growth mindset' which empowers them to be resilient and determined young people in facing the challenges that life presents to them.

Curriculum implementation

Curriculum overview

From 2013 our College engaged in the implementation of the Australian Curriculum. This means that students are offered an education that covers both the mandated curriculum 'entitlements' and other activities covered by discretionary time.

At St Benedict's College, subjects are offered in the following areas:

- Religion
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences – including History, Geography, Economics, Business, Civics and Citizenship
- The Arts – including Dance, Drama, Media Arts, Music, Visual Arts
- Languages – Mandarin Chinese (other languages may be offered as enrolments increase)

- Technologies – including Design Technology: Food and Materials, Engineering; and Digital Technology
- Vocational Learning.

Years 7 and 8 (Middle Years)

Australian Curriculum, Assessment and Reporting Authority (ACARA) directs that all schools offer:

Mandatory Studies (80% of time): English, Mathematics, Science, Health and Physical Education, Humanities and Social Science, Arts, Languages and Technologies.

Discretionary Studies (20% of time): which for our students will include Religious Education, Pastoral Care, Camps, Excursions, Sports Carnivals and other cocurricular activities.

Years 9 and 10 (Lower Senior Years)

Mandatory Studies (50% of time): English, Mathematics, Science, Health and Physical Education, History.

Discretionary Studies (50% of time): including Religious Education, elective subjects, Pastoral Care, Work Experience (Year 10), NAPLAN preparation, Sporting Carnivals, Excursions and other cocurricular activities. Students choose from the following electives – Geography, Economics and Business, Civics and Citizenship, Chinese, The Arts: Dance, Drama, Media Art, Music, Visual Arts; Technologies: Design Technology: Engineering, Food and Materials, Food Specialisation, Materials; and Digital Technology

Years 11 and 12 (Senior Years)

Senior Years subject choices will cover General, Applied and Vocational Education and Training qualifications. Vocational Education and Training certificates cater for the wide variety of pathway options such as the world of work, apprenticeships/traineeships, TAFE or University study.

Students also have a comprehensive Pastoral Care and personal development program which includes Pastoral Care lessons, camps and retreats.

Extension and Excellence (EAE) Programs

Whilst identifying and celebrating student progress in learning, our College also shone the spotlight on our gifted and talented learners through the Honoratus Program offerings, or 'streams'. These programs are of varying length and are aligned to the Australian Curriculum areas, with each one supporting the extension of learners. In addition to results in the data sets listed above, students' special interests, overall subject area results, teacher recommendation, work ethic, desire to learn, sense of curiosity, and independence also guide the process of selecting Honoratus Program candidates. Each of the Honoratus Program streams provided students with access to specific activities – requiring critical and creative thinking, problem-solving, and the development of responses and dispositions in individual and collaborative contexts – beyond the curriculum.

Providing differentiated learning experiences that cater for the diversity of students was a goal we achieved this year, strengthened by the Honoratus program. Some of our passionate teachers offered gifted and talented learners rigorous, relevant, and engaging learning opportunities to develop their individual learning needs, strengths, interests, and goals. In Term 1, the Honoratus Dance stream extended students' capabilities in Dance and invigorated their energy for the art form. Gifted dancers explored a variety of styles and genres and learnt the technical skills associated with each style before learning a piece to perform at the Sunshine Coast Eisteddfod. The Junior Athlete Development stream ran in Term 3 and saw athletes in Years 7 to 10 engage in workshops focusing on sports nutrition, injury prevention and management, physical preparation, and conditioning as well as time management. Honoratus STEM was also held in Term 3 for students to explore emerging issues in our world today through Science, Technology, Engineering and Mathematics. Some students experimented with coding and robotics others engaged in game creation, and some experimented with food and

sustainability issues through the CSIRO Crest awards. The Honoratus English stream was delivered in Term 4 this year with talented writers in Years 7 to 10 guided by staff to understand the fundamentals of creative writing. Students also developed their analytical and grammar skills and found a new love for literature. In addition, students participated in ICAS Science, Mathematics, English and Digital Technologies this year. In 2021, we also undertook an intensive review of the extension opportunities offered at our College. This was not only to compare our offerings to the other schools in our locale, but also to devise a sustainable program design that can underpin the delivery of extension programs in the long term.

Learning Enhancement

Support is given to students to realise their potential. We provide a structured system of assistance to students who require further support to enable them to better access the curriculum and for those who require extension to their curriculum. Our weekly Homework Club assists students in managing their time as well as offering them immediate assistance with any learning queries.

Extra-curricular activities

Cultural Activities

St Benedict's College offers a broad range of co-curricular opportunities to engage students who are interested in Culture. While participation in these experiences is voluntary, students who join a group are expected to make a commitment to rehearsals/meetings and participate fully in the program. There are opportunities for students to go to competitions, festivals and enjoy guest speakers and visiting artists. The co-curricular program is always very popular with a diverse range of students who enjoy working with their teachers and each other in a relaxed and friendly environment.

Opportunities for engaging in co-curricular Cultural Activities are available in:

- Dance
- Debating
- Drama
- Singing
- Music
- Musical
- Photography
- Sound and Lighting technologies

Performance opportunities can change from year to year depending on external competitions, but often include:

- Queensland Catholic College's Music Festival (QCMF)
- Sunshine Coast Dance Eisteddfod
- South-East Queensland Drama Festival Circuit
- Projects with Seasons Aged Care Mango Hill and Opal North Lakes
- Music Night
- Dance Showcase
- Concerts
- Arts Nights
- SECA Theatre Sports competition
- College Musical
- Liturgical performances

Sport Activities

The Sport Program at St Benedict's College is designed to provide our students with many and varied opportunities for positive experiences in physical activity and competitive sport. Our focus in the sporting arena is always on inclusivity, competitiveness, pride in our College, respect for ourselves, our opposition and the officials and of course, having fun! Throughout the year, our students had opportunities to engage in the following co-curricular Sport Activities:

Term 1

- Beach Volleyball Schools Cup (Coolangatta)
- BOSL Touch
- Pine Rivers Swimming Carnival
- SBC Cross Country Carnival
- SBC Swimming Carnival
- SECA NRL Referee Course
- SECA OzTag & Indoor Cricket
- SECA Swimming Carnival

Term 2

- All Schools Oztag Championship (Sunshine Coast)
- BOSL Basketball
- Catholic Cup Netball
- Intermediate Schools Cup Volleyball (Toowoomba)
- Pine Rivers Cross Country
- SBC Athletics Carnival
- SECA Cross Country Carnival
- SECA Season 1

Term 3

- BOSL Netball
- Pine Rivers Athletics
- SECA AFL (Jnr/Int)
- SECA Athletics Carnival
- SECA Rugby Sevens (Int Boys/Snr Boys/Snr Girls)
- SECA Rugby Sevens (Jnr Boys/Jnr Girls/Int Girls)
- SECA Season 2
- Senior Schools Cup Volleyball (Gold Coast)

Term 4

- Junior Schools Cup Volleyball (Gold Coast)
- Australian Schools Cup Volleyball (Gold Coast)

How information and communication technologies are used to assist learning

St Benedict's College staff continue to redefine their use of technology to transform teaching and learning, to gain considerable positive impacts in student performance.

Our digital pedagogy has been further refined to ensure consistency of data and practise across all curriculum areas. In addition to increasing reliance on tools such as BI to make data informed decisions when planning and teaching, digital strategies to measure success at the classroom level are now ubiquitous. Live data features integrated within Forms Data Summary and Feedback, Teams Polls, OneNote Collaboration Space, and Notifications embedded throughout O365 allow teachers to better identify student success and respond to areas of need in real time. These strategies have been developed through collaboration and exploration amongst staff, contributing to our St Benedict's eLearning Community of 'Best Practice'.

Workflow throughout the College has also been improved, with consistency gained in using the College assignment submission platform (Teams Assignments) for drafting and feedback, to better ensure security and authenticity. The College has also made further improvements to protocols surrounding digital communication tools, device care in wet weather, and providing assistive technology to meet disability and AARA requirements.

Student protection and safety has also been improved, with better monitoring tools (such as AirWatch and FortiGate) to detect, manage and monitor our digital ecosystem for security vulnerabilities. In addition to online safety, students have received further education in their Pastoral Care program to encourage responsible behaviours online, both with their digital footprint and actions.

Through these implemented measures in 2021, St Benedict's College continues to aim for consistency, sustainability, and best practise with its use of Information and Communication Technologies.

Social climate

Overview

All members of the College community play a role in facilitating positive behaviour and responding appropriately to inappropriate behaviour. It is through a strong, genuine, and constructive partnership between students, College staff and parents/carers that this most effectively occurs.

The College utilises Positive Behaviour for Learning – Effective Classroom Practices and Responses as a part of our strategy for maximising student engagement in learning. Every week the College gathers at alternating times where we create and enrich our positive College Culture through celebration, prayer, class presentations, awards, discussions about expectations and reminders about the College Behaviour Expectations – The Big 5.

Pastoral Care brings together all aspects of College life and at its centre are relationships built on respect. Pastoral Care and Support Programs are in place to assist each student to develop into the best person they can possibly be. We believe that the most effective approach to address bullying is a whole college approach that includes: prevention programs, early intervention strategies, intervention procedures, restoration of relationships and wellbeing, as well as clear procedures that are agreed to by all and are consistently implemented. The underlying philosophy of Restorative Practices supports and promotes a positive environment based on quality relationships.

Student Behaviour Support Practices

1. Clarity: Our Expectations

College wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the College's Catholic Identity and provide consistency across the staff and College community.

The College's Big 5 expectations are:

- Respect and Care for Ourselves
- Respect and Care for our Relationships
- Respect and Care for our Community
- Respect and Care for our Learning
- Respect and Care for our Tradition

Our College behaviour matrix is being developed through consultation and collaboration. It is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about positive behaviours for learning at the College.

The community of St Benedict's College strives to:

1. Provide a just and positive environment for the development of each student within the College and wider community.
2. Encourage responsibility for personal decision making and actions with respect for the rights and welfare of all.
3. Develop a sense of pride in oneself and the College community, striving for spiritual, intellectual, physical, and cultural excellence.

St Benedict's College maintains the expectation that all members of our community endeavour to uphold and celebrate the value and dignity of every person, maintain the good name and tradition of the College in the wider community and follow all College guidelines, procedures, and policies. Explicit College expectations are based on respect for our: selves, relationships, community, learning and tradition.

Respect and Care for Ourselves

Students of the St Benedict's College community are encouraged to:

- Respect themselves and others within the College and wider community
- Be honest, truthful and trustworthy
- Be self disciplined
- Be resilient
- Value the opportunity of education
- Set and work towards personal goals that are realistic and achievable.

Respect and Care for our Relationships

As members of the St Benedict's College community we believe that:

- In our interactions with others we are kind, just, compassionate and inclusive
- We have the responsibility to lead by good example
- We demonstrate our acceptance of others and are supportive and encouraging of them
- Our caring behaviour will reflect the respect we have for the person and property of all.

Respect and Care for our Community

Students of the St Benedict's College community will:

- Be aware that their actions reflect on them and the College
- Observe all community expectations in their actions eg public transport expectations and respect for the environment, sportsmanship
- Follow College guidelines
- Show courtesy and respect towards others within the College and wider community.

Respect and Care for our Learning

Students of the St Benedict's College community will:

- Allow all students the opportunity to learn and teachers to lead learning
- Show personal responsibility for learning
- Participate and cooperate in class
- Show respect and courtesy towards College staff, students and visitors
- Be punctual and arrive at class ready for learning.

Respect and Care for our Tradition

Students of the St Benedict's College community will:

- Appreciate the need for an atmosphere of quiet reflection and prayer
- Participate in community prayer, feast days, liturgy and spiritual formation opportunities
- Follow Church customs and practices with dignity, respecting the sacred space.

In addition to our College Expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross curriculum priorities, will assist students to live and work successfully in the twenty-first century.

2. Focus: Teaching Expected Behaviour

Effective instruction requires more than providing the expectation – it requires instruction, practice, feedback, reteaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation days in every year level
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of the school year for the explicit teaching of expectations and behaviours
- College Assemblies reinforcing college engagement/behaviour expectations
- Year Level Assemblies followed by group practice in Pastoral Care classes
- New student orientation when needed
- Student leaders support younger peers
- Restorative Practices demonstrated and enacted by Class Teachers, Pastoral Leaders, Support Teachers Inclusive Education, Guidance Counsellors, College Leadership Team.

Environmental footprint

This is the third year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

In May 2019 a living *Laudato Si'* Energy Reduction and Management plan was issued with a summary of actions with particular focus at looking at upgrading College lighting to LED's, increase landscaping and tree canopy and implement Solar PV and integrated energy management.

The College completed its Stage 3 building program in early 2019 with the Final Stage 4 building program commencing in April 2021 and due for completion in March 2022.

During 2021 the College continued its focus on landscaping and tree planting to assist with reducing the heat load on buildings. College external lighting continued to be upgraded to LED's during 2021. The Colleges environmental committee which commenced the St. Benedict's Containers for Change Recycling Program in August 2020 continued to operate through 2021. The College completed its air-conditioning of the balance of the classrooms in 2021.

In late October 2020 the College's new 100KW Solar system became operational resulting in 19,900 kWh consumed and 11,609 kWh being exported into the electricity grid in 2020. In 2021 the Solar system produced a total 166,540 kWh of electricity with the College consuming 116,790 kWh and exporting the balance of 49,750 kWh into the electricity grid in 2021. Net result was the College energy footprint only increased by 6.64% from 2020 following the expansion of its air conditioning and expansion of its Stage 4 development.

Environmental footprint indicators	
Year	Electricity (kWh)
2021	219,040
2020	205,398
2019	255,414

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys. **Please note:** The BCE Listens Survey did not occur in 2021. The latest results are from the most recent survey that occurred in 2020.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	94.0%
School staff demonstrate the school's Catholic Christian values	94.0%
Teachers at this school have high expectations for my child	92.2%
Staff at this school care about my child	95.4%
I can talk to my child's teachers about my concerns	91.4%
Teachers at this school encourage me to take an active role in my child's education	84.0%
My child feels safe at this school	94.9%
The facilities at this school support my child's educational needs	93.7%
This school looks for ways to improve	92.1%
I am happy my child is at this school	94.2%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	68.8%
I enjoy learning at my school	82.7%
Teachers expect me to work to the best of my ability in all my learning	94.2%
Feedback from my teacher helps me learn	89.5%
Teachers at my school treat me fairly	79.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	60.5%
I feel safe at school	83.7%
I am happy to be at my school	75.4%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	94.0%
School staff demonstrate this school's Catholic Christian values	96.4%
This school acts on staff feedback	77.2%
This school looks for ways to improve	98.8%
I am recognised for my efforts at work	79.8%
In general students at this school respect staff members	98.8%
This school makes student protection everyone's responsibility	98.8%
I enjoy working at this school	98.8%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are part of the fabric of our College Community and are invited to attend Welcome BBQs, College Opening Mass, Parent Information Evenings, Parent Teacher Interviews, College Open Days, sporting events, religious occasions, cultural events, awards evenings and graduation ceremonies.

We have an enthusiastic Parents and Friends Advisory Committee who represent the parent body and are active in fundraising and supporting student and teacher achievement and wellbeing.

Our Pastoral Board meet regularly and provide support to the College in a number of ways, including endorsement of Policies and Finances, and assistance at College functions.

All families of students with diverse needs requiring adjustments to meet access the curriculum and participate in College life are involved in regular review and monitoring meetings and consultations regarding their child's progress. A comprehensive process is followed prior to enrolment to ensure that the College can meet the needs of the child.

The College's Parent Portal, College calendar, along with our fortnightly Newsletter are the main communication tools between home and the College. Subject Overviews and Assessment Schedules are available on the Parent Portal. Parents are also emailed assessment schedules to assist in planning the school, home, life balance. Parents are invited to give their time as guest speakers to students as business owners, authors, creators, etc. to enhance student learning.

Our students are involved in a number of Parish activities, including attendance at Parish Masses, Parish Youth Group, combined concerts and social events.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The top navigation bar includes 'Find a school' and 'Search website'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	66	43
Full-time Equivalents	66.0	31.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Based on our records:

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	20
Graduate diploma etc.**	15
Bachelor degree	31
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The focus for Professional Development of staff in 2021 was aligned to the College Annual Goals.

The major professional development initiatives were as follows:

- Mandatory Student Protection
- Industry Learning for the continue delivery of Vocational Education and Training
- Enrolment support processes
- Student wellbeing
- Student support including strategies to support diverse learners
- Explicit teaching
- Numeracy and Literacy
- QCAA webinars including AARA, preparation for External Assessment, Curriculum delivery including endorsement, confirmation and external marking and unpacking subject reports for specific subjects
- Cybersecurity
- Embedding Catholic Perspective across the curriculum
- Leadership Network Days
- O365 Training
- Finance, Student Attendance, eMinerva, Public website administration and Parent Portal administration
- Guidance Counselling supervision
- WH&S including First Aid training
- SET Planning.

The Professional Development of Staff at the College cost \$234,900 in 2021.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	94.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.32% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.1%

Average attendance rate per year level			
Year 7 attendance rate	92.3%	Year 10 attendance rate	90.9%
Year 8 attendance rate	90.0%	Year 11 attendance rate	91.6%
Year 9 attendance rate	91.2%	Year 12 attendance rate	90.1%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	91.1%

Description of how non-attendance is managed by the school

Obligations

St Benedict's College has a responsibility to record student attendance and respond to instances of irregular attendance. It is important for the College to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our College, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a College based activity.

Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at and attends school.

Class rolls, whether electronic or paper based, can be required as evidence in court and assist in establishing that the College has met their common law duty of care to students. Attendance records are required as part of a College's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting, fee allocation and government reporting.

Attendance Marking

- Attendance will be marked for all students each morning during Pastoral Care class by Pastoral Care teachers
- Attendance will be marked each lesson for all subject classes throughout the duration of the school day by subject teachers
- The Student Services Secretary will check that Pastoral Care class rolls have been marked by 9.00 am and will phone any Pastoral Care teacher who has not marked their roll
- The Student Services Secretary will email an Attendance Report to all staff by 9.30 am
- Subject Teachers should inform Student Services within 5 minutes of the start of class if a child was present in the previous lesson but has not come to the current lesson
- The Student Services Secretary will email the subject teacher where a class roll is not marked as at 1.45 pm
- The Student Services Secretary will email a final Attendance Report to all staff by 2.00 pm
- The Assistant Principal Pastoral will be advised of unmarked and incorrectly marked rolls, and these will be corrected by the teacher responsible for the class.

Absence

Students who are:

- Not in class, and notification has not been received from a family member or carer, will be marked 'Absent – Unexplained'
- Not in class and notification has been received from a family member or carer to advise the student is absent, will be marked appropriately i.e. 'Absent – Illness', 'Appointment' or 'Personal/Family'
- When marking the roll, if teachers have received written information from the family or carer regarding a student's absence from school, the teacher will enter the details (including absence category) into a log in eMinerva
- If the family or carer has informed the Student Services Secretary of the absence, the Secretary will enter these details into eMinerva
- The Student Services Secretary or Pastoral Care teacher should enter any information regarding future planned absences of students by entering a Notified Absence into eMinerva
- If a student is away for three consecutive days (or earlier if concerned) the Pastoral Care teacher will contact the family or carer. The Pastoral Care teacher will inform the Pastoral Leader of the outcome of that contact
- Any student absent from school without explanation requires same day follow up and reporting to families and carers on the day of the absence
- If a student has been previously marked 'Present at school' but they are not in class without permission, the teacher is to ring Student Services and advise that the student is not present. The Student Services secretary will then inform available staff members (preferably Pastoral Leader/Assistant Principal Administration) that the student is missing. They will then attempt to locate the student who will be dealt with according to the College's Student Behaviour Support plan
- Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from College Leadership.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	123
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	76
Number of students awarded a VET Certificate II or above.	76
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.1
Number of students receiving an ATAR	71
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	99.1

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

St Benedict's College offers a flexible approach to planning and structuring senior study and training around each student's abilities, interests and ambitions. As well as our wide range of General and Applied Senior Schooling subjects we offer campus based Vocational Education and Training (VET) courses and we are able to accommodate a wide range of external or self-paced study options.

The small number of young people in these year level cohorts left school for the following reasons:

1. Family relocation to areas beyond reasonable travel distances including interstate or overseas
2. Financial reasons due to COVID-19
3. Enrolment at other secondary colleges and state high schools due to family/personal reasons
4. Enrolment at Trade College due to practical applications available.

The College Leadership, Business Manager or Curriculum and Pastoral Leaders are involved in meetings and discussions with families in an attempt to support existing and future enrolments at our College.