

MOUNT ST BENEDICT COLLEGE
ANNUAL REPORT TO THE BOARD OF STUDIES
FOR THE YEAR ENDING
31 DECEMBER 2008

Principal's Statement

Mount St Benedict College was founded by the Sisters of the Good Samaritan in 1966. The College is one of ten owned by the Sisters in Australia.

The College is an incorporated body which operates as an independent Catholic Congregational school with a Board of Directors. In 2008 there were approximately 835 girls from Year 7 to Year 12, drawn from the Northern and North-Western sectors of the Sydney region. The core values of the College are Pax, Hospitality and Stewardship and the promotion of wholistic education.

2008 was the first year of implementation of the Strategic Management Plan for 2008-2010 and saw a number of new initiatives as well as the continuation of many aspects of the previous plan. One of the most significant of these was the review of the College Mission and Vision Statement which underpins all the policies, programs and practices of the College.

Academic results were very sound in 2008, with one of our most successful ever candidatures for the School Certificate and a number of outstanding achievements in the Higher School Certificate, including a First Place in the State in Food Technology and Fifth in the State in Community and Family Studies.

Over recent years the number of programs available for students identified as gifted in particular areas has continued to increase and the number of students with Learning Support needs has also increased. While offering special programs to both these groups, the College has continued to emphasise a differentiated approach to pedagogy with a view to meeting the needs of each student in the classroom.

During 2008 the College Board formed a Risk and Compliance Committee which has now begun a review of all College policies.

The College has a comprehensive Facilities Master Plan which will enable planning for future developments and refurbishments. Significantly, at the end of 2008, student toilet facilities were totally upgraded to improve the amenity for students. Additional playground furniture and shaded spaces have also enhanced the comfort of students.

The College held Open Day on Sunday for the first time in many years, in March 2008. The day enabled facilities, programs and activities to be showcased to visitors. With over 1000 people visiting on the day, it was judged a great success and the same model will be followed in 2009.

Mount St Benedict College is blessed with dedicated, highly qualified and committed teachers and support staff. Students are cooperative and participate actively in their learning in all domains – physical, intellectual, spiritual and psychosocial. The parent body is supportive and involved in their daughters' education and the Board is comprised of capable, committed people with a very sound understanding of the mission of the Sisters of the Good Samaritan and the College. I am thankful for the contribution of the whole school community in ensuring the many successes during 2008.

Maria Pearson
Principal

1. A MESSAGE FROM KEY SCHOOL BODIES

1.1 Board of Directors Statement

Background

The Congregation of the Sisters of the Good Samaritan of the Order of St Benedict was founded on 2nd February 1857 in Sydney by John Bede Polding OSB, Australia's first Catholic Archbishop. From the very beginning, commitment to women and the education of young people – especially girls - has been at the heart of the Congregation's mission. The Congregation currently operates eleven schools in NSW, Victoria, Queensland and in Sasebo in Japan.

College Structure

Mount St Benedict College is incorporated as a Company Limited by Guarantee. The Members of the Company represent and are accountable to the Congregation of the Sisters of the Good Samaritan. The Board of Directors is appointed by the Members and is responsible for the Management of the College. The Principal is responsible for the internal administration of the College and is accountable to the Board.

The College is governed according to its Constitution.

The Board

The College Board consists of up to 12 directors drawn from the community – they are people of good will from all walks of life and each brings his or her own life experiences, knowledge and gifts, and is prepared to use and share them for the benefit of the school community. The Board ideally needs a balance of special knowledge and experience – for example: educational, legal, financial, business and human resource management.

The Board is firstly responsible to ensure that the primary educational goal of the College is fulfilled, namely, the provision of a sound contemporary Catholic education leading to human and spiritual maturity which fits students for their place in the local, national and global community.

The Board is responsible for the development of policies, their communication and ensuring that these policies are followed. In addition, the Board approves the annual budget, monitors expenditure, and oversees the financial and business management of the College, in accordance with the Corporations Act and the Constitution.

The Board is also responsible for the selection and appointment of the Principal, who is in turn responsible for other staff appointments.

Medium and long term planning is another requirement of the Board and to achieve this every three years it develops a Strategic Management Plan which is prepared in conjunction with the College Leadership team, teachers, students and parent body. 2008 was the first year of implementation for the current Strategic Plan.

During 2008 the Committee Structure of the Board was strengthened. The Board engaged a consultant to facilitate a review of its structures and processes which resulted in a number of recommendations being made. The Board will examine these recommendations during 2009 to ensure it is operating efficiently and meeting its strategic goals.

**Prepared by Bill Raeside
Chair**

1.2 Parents and Friends Association Statement

The Mount St Benedict Parents and Friends Association aims to support the parent community in the education of their daughters at Mount St Benedict College. To this end the Parents & Friends Association contributes financially to the College, organises social events for parents and provides support to those members of the College community in need.

In February the P&F held their traditional welcome BBQ for Year 7 parents. Typically this event is run by Year 8 parents and it provides a great opportunity for new parents to familiarise themselves with the College grounds, to meet other Year 7 parents and for new parents to begin to experience the feel and culture of the College.

In May 2008, the P&F organised the Principal's Dinner. This event has become the premiere event of the MSB social calendar and over the years has been the venue for several excellent after dinner speeches. However, in 2008 we decided on a change in format and ran the Principal's dinner as a dinner dance rather than an evening with a formal after dinner speaker. The event was well attended and everyone enjoyed a fine meal and fabulous Van Morrison covers provided by the band Van the Man.

In Term 3 the P&F organised a Bush Dance. This event was selected on the basis of survey responses from the parent community. Unfortunately the event was not well supported by the parent community and was cancelled. The P&F Executive committee expresses their appreciation to the organisers who spent many weeks preparing for the event.

In Term 4, the P&F served morning tea on International Teachers' Day in recognition of the noble work each of the teachers performs with our daughters on a daily basis.

At the P&F general meetings held throughout the year there were some interesting forums for parents to attend. Notably, Mr Paul Lentern, Dean of Mission, gave a very interesting talk on the structure and approach to the senior religion syllabus.

Funds donated to the College were allocated to shade sails in the senior courtyard and refurbishment of the school toilet blocks.

**Prepared by Paul McNicholas
President**

1.3 Student Representative Council Statement

During 2008 there were fourteen students on the SRC from Years 7 - 12, and two Year 12 Captains. There were a range of activities initiated and supported by the SRC:

Fund Raising and Awareness Raising Activities:

- Biggest Morning Tea for the Cancer Council;
- Pink Ribbon Day for Breast Cancer Research;
- White Ribbon Day for No Violence Against Women;
- Movember for Men's Health Research, supported with a cake stall and sale of fake moustaches.

Year Group specific initiatives and activities:

- Year 7 worked on letter writing and writing of proposals;
- Year 8 created an affirmation activity for Pastoral Care where friendship groups were mixed up and students talked to other students they would not normally socialise with;
- Year 8 also assisted in the organisation of the Year 8 School Dance;
- Year 9 supported their School Dance by selling tickets and assisting in the organisation;
- Year 10 assisted in the planning of the Year 10 Dinner Dance, including selling of tickets, organising of tables, decorations, colour scheme and menus;

Whole SRC activities:

- Picnic Day where the SRC organised snow cones, fairy floss, Mr Whippy, music and games, all run by different Year groups. The SRC assisted the Hospitality Portfolio in running the barbecue. Profits returned from the Coke Machine covered the cost of the day.

Prepared by Kathy Reid
SRC Mentor

2. SCHOOL PROFILE

2.1 Introduction

Mount St Benedict College is a Years 7 – 12 Catholic Independent Girls school located in the Northern Suburbs of Sydney. The College was established in 1966 by the sisters of the Good Samaritan of the Order of St Benedict. Students are drawn from the Upper North Shore, Northern Suburbs, Hills District and the developing North-Western sector of Sydney.

The College does not have any academic prerequisites for entry. Students are able to sit the ACER Scholarship Test and apply for one of three academic scholarships - two for Year 7 students and one for a Year 11 student. These are available only to students who are already enrolled to attend the College.

2.2 Student Profile

There were 835 girls enrolled in the College in 2008. Of these, there were 39 students whose main language is a language other than English, and 105 students who come from a language background other than English. There were no indigenous students.

2.3 Enrolment Policy

The College has an Enrolment Policy which is available in the Policy Folder at College Reception. An Enrolment Package which outlines the process for enrolment is given to prospective parents on enquiry.

Decisions regarding enrolment are made by the Principal, in conjunction with the Registrar. In most cases this follows discussions with the prospective student and her parents, and relevant College staff (Dean of Students, Dean of Curriculum, House Coordinator, Coordinator of Teaching and Learning, Special Needs Support Staff).

Priority for enrolment is given to Catholic students. Special consideration is given to siblings of existing students and daughters of ex-students. Non-Catholic students whose parents accept the College Mission and Vision Statement are enrolled when space permits.

There are no prerequisites for continuing enrolment in Stage 6.

A copy of the Enrolment Policy is attached at the end of this Report.

3. CATHOLIC LIFE AND MISSION

3.1 Catholic Heritage

Established by the Sisters of the Good Samaritan of the Order of St Benedict in 1966, the school is an independent Catholic girls' school located in the Catholic Diocese of Broken Bay and run under the auspices of the Sisters through its Board of Directors and the school Principal.

The Catholic view of life and the mission of Christ underpins and influences all the policies and practices of the school community and these principles remain the fundamental reason for the school's existence. The students receive formal religious education and are also encouraged to participate in a wide range of activities which seek to broaden their understanding of, and commitment to, the faith life of the Church and its service to the broader community.

3.2 Liturgical Life

Celebration of the Eucharist is central to the life of the Catholic Church and this is reflected in the place of the Eucharist in the community at Mount St Benedict. Eucharist is celebrated with the opening of the school year, the commemoration of Mount St Benedict Day, the occasion of the Graduation of the Year 12 cohort and the conclusion of the school year.

Other liturgical celebrations also take place on the occasion of key events in the Church's calendar such as Ash Wednesday and Holy Week, as well as other events significant to the Mount St Benedict community. These events include the Mother/Daughter breakfast, Father/Daughter breakfast and Grandparent's Day.

3.3 The School in the Life of the Parish and the Diocese

While located in the Diocese of Broken Bay, the school is close to the boundaries of parishes in the Parramatta Diocese such as Castle Hill and North Rocks. A significant number of students at Mount St Benedict come from these parishes as well as a number in the Broken Bay Diocese such as Pennant Hills, Carlingford, Arcadia and Waitara.

The partnership between the school and surrounding parishes remains an important feature of life at Mount St Benedict. This partnership is given expression through the involvement of Pastors in the liturgical life of the school as well as the contribution of Youth Ministers to the school retreats and reflection days. The Pastor of our local Catholic Parish of St Agatha's, Fr Brian Moloney, has been very active in support of the school since taking up his position in the early part of 2008.

3.4 Religious Education Curriculum

The program of religious education continues as a mandatory part of the formal curriculum at Mount St Benedict. The courses are designed to develop the knowledge and understanding of students as well as supporting their personal encounter with their own personal faith and the life of the Catholic community. Additionally, the religious education programs provide students with the capacity to recognise the nature of religion and its impact on their local, national and international communities.

The students are assessed through formal tasks, tests and group based projects as well as their participation in activities. Topics for study are blended and sequenced to cover the areas of Scripture, Church History, Sacramental Life, Church Beliefs and Practices, Ethics and Social Justice.

In stage 5 (Years 9 and 10) students complete a 200 hour study of Religion which is accredited with the Board of Studies as an endorsed course. At the completion of this stage of their study, students receive a grade (A-E) as part of their School Certificate credential.

In stage 6 (Years 11 and 12) students complete either a 240 hour (2 Unit) or 120 hour (1 Unit) course in Studies of Religion. This course has been developed by the NSW Board of Studies and accordingly the results appear as part of the Higher School Certificate credential and may be used to contribute to the University Admission Index (UAI). Students from Mount St Benedict have continued to perform strongly in these courses, with the 2008 results being well above the State average for both Studies of Religion courses.

Religious education is a central pillar in the formation of knowledge, faith development and students' responses to the call to discipleship. It is supported and enhanced by other aspects of the Mission of the school such as the liturgical events and social justice activities.

3.5 Catholic Worldview

Mount St Benedict College seeks to live out its Mission in the world by accepting the responsibility to live fully the challenge of the Gospels to love God and to love our neighbour as ourselves. The Catholic worldview calls on the community to develop in our midst young women of compassion, confidence and commitment who can look beyond themselves to a wider community and see "their neighbour" in those who are in need of our care and support.

The Good Samaritan charism of the school calls us to welcome the stranger and show hospitality to those in need. Students are given the opportunity to exercise such hospitality through various community outreach programs, charitable work on behalf of organisations working in the community and an extensive focus on social justice issues.

The Benedictine heritage calls the community to a life of peace, balance and contemplation. To this end, the school engages students in a program of retreats and reflection days which enable students at different stages of their school life to step outside of their normal daily routine and spend some time in prayerful reflection with their teachers and their peers.

3.6 Parent Participation in Catholic Life and Mission

Parents are the first educators of their children in the faith. They are involved in supporting their daughters through the curriculum, social justice, retreats and reflection days. In particular, parents are called upon to support one another through the Parent Support Network conducted by the Parents and Friends Association at Mount St Benedict. The provision of meals and practical support is an expression of the school's charism in the parent community.

To draw families more fully into the life of the school community a number of significant events are held. During 2008 these included the Mother/Daughter breakfast to celebrate Mother's Day, the Father/Daughter breakfast to celebrate Father's Day as well as a special day to honour and share with the Grandparents of our community. The mission of the Catholic Community calls us to bring our community together to develop bonds of love and support for one another and to celebrate our gift to one another.

During 2008, Mount St Benedict was fortunate enough to have the contribution of Sr Therese Quinn sgs who worked closely with staff, parents and students to build up key aspects of our community life and lead us in prayerful response to the many challenging situations that arise regularly in any community of this size.

3.7 Professional Learning in Catholic Life and Mission.

The staff at Mount St Benedict College continue to develop their professional skills through regular inservice training through a range of providers including the Diocese of Broken Bay, The Good Samaritan Mission Team and the Association for Studies of Religion.

Further opportunities for study in the field of Social Justice and mission are provided through groups such as Caritas Australia and the St Vincent De Paul Society. Additionally, formation in facilitating Retreats and Reflection days is provided through the Montagne Institute.

3.8 2008 Initiatives

During 2008 the College hosted a regional gathering for the Journey of the World Youth Day Cross and Icon where we welcomed our Bishop, David Walker, Fr Chris and members of the JCI team. Representatives of the Broken Bay Catholic Schools Office and staff and students from a number of local schools were also present.

The International Benedictine Youth Congress (IBYC) brought together approximately 300 students from Benedictine schools worldwide for a week long immersion experience.

The World Youth Day Week activities were supported by two groups of Mount St Benedict Students, one group attending for the whole week with the second group, mostly comprised of Year 12 students, attending for the weekend activities. A significant number of other students also attended as part of their parish and diocesan groups.

4. EXCELLENCE IN TEACHING AND LEARNING

4.1 Curriculum Overview

Mount St Benedict College offers a rigorous academic programme and a comprehensive curriculum, in the spirit of the Benedictine and Good Samaritan tradition. The curriculum caters for a diverse range of needs of students and allows for the more able students to engage in fulfilling and rewarding courses of study while also catering to the needs of students with special learning needs.

The co-curricular life of the College spans the academic, cultural and sporting interests of the girls and enriches the educational experience of the students by developing critical thinking and independent learning which assist them in their course work learning.

Students with learning difficulties are catered for both in the integrated classroom and where necessary in intensive small groups in Years 7, 8 and 9. In addition, in 2006 Life Skills courses were available in Years 7 to 12.

A realistic appreciation of a student's interest, ability and possible career options forms the basis for subject choice in Years 9 to 12 and as such, promotes an understanding and acceptance of diversity. The student, in partnership with her parents and teachers, is able to clarify her understanding of her own abilities.

In Years 9 and 10, apart from the core curriculum the College offers an extensive range of electives. Also, broad ranges of courses are offered in Years 11 and 12 from the traditional course such as Physics, Economics, English and Mathematics Extension 2, through to the VET Courses (Vocational Education & Training) such as Information Technology and Hospitality Operations. During 2008, a staff member undertook training to deliver the VET Entertainment Course, which will be offered to students in 2010. The College also offers courses externally at TAFE, which are both non-framework courses such as Welfare, and framework courses such as Tourism.

4.2 Approaches to Teaching and Learning

At Mount St Benedict College there is an acceptance that all members of the community are engaged in life-long learning.

There is an understanding that education is the development of the whole person - spiritually, intellectually, emotionally, socially, physically and culturally. It is hoped this will develop young women of competence, confidence and compassion. Our understanding is built on gospel values, which are based on the life and teachings of Jesus Christ.

Key learning principles

At Mount St Benedict College we recognise and believe that:

- All students have gifts and talents.
- All students are capable of learning.
- Learning occurs at different rates and in different ways.
- The teacher is a critical factor in a student's learning.
- Learning and teaching need to take place in a context of high expectations.
- Learning happens best when student-teacher relationships are based on mutual trust and respect.
- Learning occurs best where student, home and school have a common goal, interact positively and are mutually supportive.

- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- Students take responsibility for their own learning.
- On-going feedback is part of the process of learning.

4.3 Significant Initiatives

In 2008 the College developed Professional Learning Teams amongst the staff with a focus on improving skills in using ICT in the classroom. These teams, which met once per term, were across faculty groups focusing on interactive whiteboards, Web 2.0 tools, contemporary bullying and using a Tablet computer. After evaluating the process of staff being involved in Professional Learning Teams in 2008 it was decided that many faculties would prefer teams for 2009 to be faculty based and for some of these to continue to focus on the innovative use of ICT in the classroom.

In addition the College has continued to build on the good work on Assessment for Learning last year. The activity included the whole teaching staff, with participants choosing which workshops they attended during the Professional Development Week. Further conversations regarding assessment were conducted during the year at Heads of Department, Teaching and Learning Resource Team (TLRT) and Faculty meetings.

Assessment scaffolds were refined and implemented across all KLAs. There was a systematic checking of all assessment tasks in respect to literacy and numeracy, special needs, rigour and Gifted and Talented, information resources, date, outcomes and link to marking criteria. Assessment for life skills adjustments and special provisions were developed with the support of an AIS consultant.

Allwell testing was implemented for all Year 7 and the *Let's get started* parent session was very successfully introduced on a Saturday morning. The sessions included an Allwell package presentation to staff and inservice on catering for all students learning needs. The College accelerated a Year 7 Mathematics class made possible by class placement and Allwell G&T testing.

The College supported Literacy and Numeracy week through the introduction of numerous activities. This was augmented with Book Week activities and the Premier's Reading Challenge. A Numeracy Working Party was formed, with professional development provided to assess the "Counting On" program. It is anticipated the College will create a role in 2009 for the introduction of this program to support less able students in Mathematics.

In respect to literacy the College implemented the Even Start program. The analysis of a student IRC help survey helped the IRC to develop medium and long term plans to meet the needs of the students in the area of information skills and literacy. The Peer Support reading program was successfully implemented and a standardised spelling test and writing test were administered to Year 7. The results allowed the identification of students at risk in these areas.

Under the direction of the Teaching and Learning Coordinator, many new initiatives were consolidated, such as the College's Minerva peer programmes for Gifted and Talented students. Other initiatives continued or developed were:

- Year 7 teacher G&T workshop resources shared;
- Thinking skills passport implemented semester 2;
- Excellence program developed and implemented semester 2;
- Year 12 Encouraging Excellence 4 meetings 16 students attended;
- HSC students, preparation for study beyond school, careers, dealing with stress;

- Year 7 2008 testing for Nominated G&T students –sharing of information on these students with English and Mathematics faculties, Gifted and Talented student Conference - nine Years 10 and 11 students attended.
- Year 7 teachers across-faculty inservice on catering for the most able, profiling students’ learning needs, strategies to enrich and extend;
- Excellence Program commenced in semester 2 with 4 students working towards completion;
- Chess club held each Friday lunch mostly attended by year 9 students.

The Information and Communication Technology (ICT) Committee continued to develop the Interactive Whiteboards under the direction of the IRC Coordinator. An Interactive Whiteboard Working Party was consolidated which was cross faculty.

The Loss of Teaching Time Working Party recommendations were considered and agreed upon recommendations were implemented.

4.4 Student Achievement

2008 NAPLAN results

Literacy

2008 NAPLAN results

Year 7	Reading mean	Writing mean	Spelling mean	Grammar and Punctuation	Overall Literacy
All students in the State	543.2	535.5	549.5	537.3	541.2
Mount St Benedict College	574.5	592.3	587.5	594.2	586.2

Year 9	Reading mean	Writing mean	Spelling mean	Grammar and Punctuation	Overall Literacy
All students in the State	584	569.8	86.4	578.8	579.5
Mount St Benedict College	611.2	634.2	615.7	620.9	621.2

More specifically, results by achievement show even a better comparison:

Year 7 2008 NAPLAN results by achievement levels (%)

Year 7	Reading mean		Writing mean		Spelling mean		Grammar and Punctuation	
	MSB	STATE	MSB	STATE	MSB	STATE	MSB	STATE
Band 9	15	11	22	10	18	11	24	10
Band 8	30	18	36	19	44	25	34	20
Band 7	29	24	29	24	23	29	24	25
Band 6	18	29	9	30	10	20	12	23
Band 5	6	14	4	11	4	9	4	14
Band 4	4	2	0	7	1	6	1	7

Year 9 2008 NAPLAN results by achievement levels (%)

Year 9	Reading mean		Writing mean		Spelling mean		Grammar and Punctuation	
	MSB	STATE	MSB	STATE	MSB	STATE	MSB	STATE
Band 10	8	7	25	9	8	7	21	10
Band 9	21	16	23	12	35	22	19	12
Band 8	35	16	34	25	32	25	19	21
Band 7	26	28	10	23	18	27	27	29
Band 6	6	17	6	21	3	11	11	17
Band 5	1	6	1	10	3	9	2	11

Numeracy

Year 7	Number Patterns Algebra mean	Measurement Data mean	Space Geometry mean	Numeracy mean
All students in the State	554.3	551.9	549.7	552.9
Mount St Benedict College	572.4	569.2	567.5	570.8

Year 9	Number Patterns Algebra mean	Measurement Data mean	Space Geometry mean	Numeracy mean
All students in the State	591.5	599	590	593.7
Mount St Benedict College	601.3	627.2	598	607.2

More specifically, results by achievement show even a better comparison:

Year 7 2008 NAPLAN results by achievement levels (%)

Numeracy

Year 7	Number Patterns Algebra mean		Measurement Data mean		Space Geometry mean		Numeracy mean	
	MSB	STATE	MSB	STATE	MSB	STATE	MSB	STATE
Band 9	22	18	23	22	14	12	19	16
Band 8	17	15	12	9	29	21	20	18
Band 7	30	23	35	28	26	25	34	24
Band 6	24	24	21	18	22	24	21	24
Band 5	4	15	3	15	6	15	2	16
Band 4	2	4	6	9	3	3	4	3

Year 9 2008 NAPLAN results by achievement levels (%)

Numeracy

Year9	Number Patterns Algebra mean		Measurement Data mean		Space Geometry mean		Numeracy mean	
	MSB	STATE	MSB	STATE	MSB	STATE	MSB	STATE
Band 10	10	13	20	17	11	10	12	13
Band 9	18	14	23	17	18	17	15	16
Band 8	32	23	28	20	34	28	36	25
Band 7	26	26	18	21	23	25	25	24
Band 6	14	16	7	15	14	13	11	19
Band 5	0	7	3	10	2	6	0	5

School Certificate

The School Certificate examinations in English Literacy, Mathematics, Science and Australian History Civics and Citizenship, Australian Geography Civics and Citizenship, and Computer Skills were held in November.

Mount St. Benedict College results were excellent with each of our subject's results above the State average. The results are reported in six performance bands, Band 1 to Band 6, with Band 6 being the highest.

5 students achieved a **Band 6 result in 5** of the courses sat for in the School Certificate.

8 students achieved a **Band 6 result in 4** of the courses sat for in the School Certificate.

6 students achieved a **Band 6 result in 3** of the courses sat for in the School Certificate.

14 students achieved a **Band 6 result in 2** of the courses sat for in the School Certificate.

22 students achieved a **Band 6 result in 1** of the courses sat for in the School Certificate.

Cumulative Percentage of students at MSB in Bands 6-4 compared to the State

		Band 6	Band 6 and 5	Band 6 and 5 and 4
English	MSB	27	68	93
English	State	6	39	77
Mathematics	MSB	9	30	73
Mathematics	State	7	24	47
Science	MSB	13	58	88
Science	State	6	32	65
Australian History	MSB	18	58	89
Australian History	State	5	23	51
Australian Geography	MSB	25	68	92
Australian Geography	State	7	28	65
Computing Skills	MSB	86	97	97
Computing Skills	State	57	98	98

English – literacy test – cohort

Band	Percentage of students at MSB in this Band Rounded to a whole number	Cumulative Percentage of students at MSB Rounded to a whole number	Percentage of students in the State in this Band Rounded to a whole number	Cumulative percentage of students in the State in this Band Rounded to a whole number
6	27	27	6	6
5	41	68	33	39
4	25	93	38	77

These results show that Mount St. Benedict’s performance was significantly above the State’s performance in the top 2 Bands in English Literacy.

The cumulative figures show that 68% of Mount St. Benedict students were in the top two bands compared to 39% in the State. 9 % of our students were in the top 3 Bands compared to 7 % in the State.

Mathematics

Band	Percentage of students at MSB in this Band	Cumulative Percentage of students at MSB	Percentage of students in the State in this Band	Cumulative percentage of students in the State in this Band
6	9	9	7	7
5	21	30	17	24
4	43	73	23	47

These results show that Mount St. Benedict’s performance was above the State’s performance in the top 2 Bands in Mathematics.

The cumulative figures show that 30% of Mount St. Benedict students were in the top two bands compared to 2 % in the State. The cumulative figures show 73% of students at Mount St. Benedict’s were in the top 3 Bands compared to 47% in the State.

Science

Band	Percentage of students at MSB in this Band	Cumulative Percentage of students at MSB	Percentage of students in the State in this Band	Cumulative percentage of students in the State in this Band
6	13	13	6	6
5	45	58	26	32
4	30	88	33	65

These results show that Mount St. Benedict’s performance were higher than the State’s performance in the top 2 Bands in Science.

The comparative figures show that 58% of students at Mount St. Benedict’s were in the top 2 Bands compared to 32% in the State. 88% of our students were in the top 3 Bands compared to 6 % in the State.

Australian History Civics and Citizenship.

Band	Percentage of students at MSB in this Band	Cumulative Percentage of students at MSB	Percentage of students in the State in this Band	Cumulative percentage of students in the State in this Band
6	18	18	5	5
5	40	58	18	23
4	31	89	28	51

These results show that Mount St. Benedict's performance were higher than the State's performance in the top 2 Bands in Australian History Civics and Citizenship.

The comparative figures show that 58% of students at Mount St. Benedict's were in the top 2 Bands compared to 23% in the State. 89% of our students were in the top 3 Bands compared to 51% in the State.

Australian Geography Civics and Citizenship.

Band	Percentage of students at MSB in this Band	Cumulative Percentage of students at MSB	Percentage of students in the State in this Band	Cumulative percentage of students in the State in this Band
6	25	25	7	7
5	43	68	21	28
4	24	92	37	65

These results show that Mount St. Benedict's performance were higher than the State's performance in the top 2 Bands in Australian Geography Civics and Citizenship.

The comparative figures show that 68% of students at Mount St. Benedict's were in the top 2 Bands compared to 28% in the State. 92% of our students were in the top 3 Bands compared to 65% in the State.

Computer Skills

Band	Percentage of students at MSB in this Category	Cumulative Percentage of students at MSB	Percentage of students in the State in this Category	Cumulative percentage of students in the State in this Band
Highly Competent	86	86	57	57
Competent	11	97	41	98

These results show that Mount St. Benedict's performance were higher than the State's performance in the top 2 Categories in Computer Skills.

The comparative figures show that 86% of students at Mount St. Benedict's were in the Highly Competent compared to 57% in the State.

School Certificate Summary

For all the candidature, the mean of the Mount St Benedict courses were noticeable higher than the mean for the State cohort. This is best summarized below:

Course	MSB Exam Mean	State Exam Mean	Above the State mean
English	83.75	76.63	7.12
Mathematics	76.83	70.67	6.16
Science	80.99	73.61	7.38
Australian History	80.85	70.58	10.27
Australian Geography	83.91	73.52	10.39
Com putting Skills	87.25	80.71	6.54

Higher School Certificate

Students from Mount St Benedict College produced very good results in the Higher School Certificate. Congratulations are due to the students for their hard work, to the parents for their support and to the teachers for their professionalism.

A special mention goes to **a student** who achieved a **first place in Food Technology** in the State. This is a fantastic achievement coming first in a course with almost 3,500 candidates. Also, **another student** was placed in the **top ten** for Community and Family Studies (CAFS) which has over 5,000 candidates.

Course results were particularly strong in Studies of Religion, TAS, PDHPE, Drama, and History. These faculties continue to produce very good results. Also a special mention goes to the English Department for their contribution to the 2008 HSC results.

The table below shows a comparison between MSB and NSW State combined Band 5 and 6 performances. What this clearly demonstrates, and what is not revealed in the papers, is the outstanding work teachers are doing with students lifting them from Bands 3 and 4 into the top two Bands. Not only are Mount St Benedict's results significantly better than the State's, listed below are a wide range of courses where at least 3 out of every 5 students in the courses achieved either a Band 5 or 6.

Course	MSB Bands 5 + 6 combined	NSW Bands 5 + 6 combined
English Extension 1	100%	84%
History Extension	100%	73%
Senior Science	100%	39%
English Extension 2	86%	82%
CAFS	85%	39%
Food Technology	80%	28%
Visual Arts	80%	61%
Music 1	75%	54%
English Advanced	73%	49%
Drama	67%	48%
French Beginners	67%	42%
Studies of Religion 2	67%	48%
Ancient History	62%	37%
Economics	60%	47%
Modern History	60%	41%
Studies of Religion 1	59%	43%

Special mention goes to **three students** who were featured in the NSW's top all rounders. This list celebrates the students who scored 90 marks or above in ten or more units at the HSC.

All these girls received a UAI over 98, with **a student attaining** a UAI of **around 99**. There were many other students who achieved a UAI over 90 and they are to be commended for their efforts.

On **69 occasions** Mount St Benedict College students featured on NSW top All-rounders, an excellent achievement.

In 35 of the 41 courses attempted by Mount St Benedict students in the HSC Examinations, the mean examination mark for the College was higher than the State' mean examination mark.

Course	College's Exam mean	State's Exam mean	Variation above the State mean
Food Technology	88.04	73.19	14.58
Senior Science	89.00	75.19	13.81
CFS	85.51	75.22	10.29
French Beginners	83.40	73.48	9.92
Ancient History	81.66	72.49	8.77
General Mathematics	78.20	70.13	8.07
Modern History	77.99	83.76	7.99
Hospitality	80.93	73.51	7.42
English Standard	72.49	65.55	7.39
English Extension 1 (1 unit)	43.29	39.77	3.52
PDHPE	79.48	72.64	6.84
<i>IPT</i>	77.05	71.13	6.82
Legal Studies	82.10	75.43	6.67
Geography	83.00	76.35	6.65
Economics	81.54	75.45	6.09
Society and Culture	78.34	73.00	5.34
Business Services	77.05	71.99	5.06
Studies of Religion 1 (1 unit)	40.30	37.78	2.52
Biology	78.11	73.22	4.89

4.5 Targets for 2009

The College will continue to support staff in being able to develop Assessment for Learning by continuing to embed assessment into classroom pedagogy.

In 2009 AGQTP funding allocation will continue to support the faculty-based Professional Learning Teams which have an ICT focus. The Heads of Department and teaching staff late in 2008 were consulted to identify which teams would operate in 2009.

The faculty based teams with an ICT focus are:

- English : Creating rich ICT activities for the English classroom;
- Mathematics : Implementation of ICT in the new Mathematics Senior syllabuses
- TAS : Using Sketchpad and IWBs in the TAS classroom;
- Languages : Creating rich ICT activities for the Languages classroom;
- Visual Arts : Using animation in Visual Arts classroom activities;
- History : A 'team approach' – IWBs, ICT, Team teaching in the History classroom;

- PDHPE: Creative and innovative strategies for teaching PDHPE.

The College's Teaching and Learning Framework will be researched and evaluated. A number of Learning Frameworks such as Quality Teaching, New Basics Queensland model, Dimensions of Learning, Teaching for Understanding will be examined with a view to implementing one of them over the next two years.

It is also anticipated that, in respect to ICT in 2009, there will be the following major initiatives:

- Redesigning of the College Home Page and the beginning of reorganization of the College Intranet with a view to exploring different Learning Management Systems.
- Introduction of Office 2007 – All teaching staff in the College now have a Tablet PC with voice recognition and ink annotation capabilities. With all staff having the same laptop, training and support are more effectively managed in the College. Additionally, professional development will be provided throughout the year in the effective use of the Office 2007 for both teaching and learning and administration purposes.
- LCD projectors – The College now has three-quarters of the classrooms with LCDs in faculty teaching areas, with each faculty trained in their use. Additionally some of the College teaching staff have combined to form four professional learning teams, undertaking professional development activities throughout the year.
- Distribution of Federal Government Digital Schools funding.
- Sophos - full monitoring and reporting of student and staff usage of the internet, caching and bandwidth management, anti virus, anti spyware and spam internet filtering. All users of the College technology resources have signed an acceptable use policy.
- Scootle - All students and staff will have access to Scootle and an online ICT tutorial program. Scootle is a combination of interactive lessons, pre- and post-learning assessments and feedback, and was purchased essentially to support the Year 10 School Certificate Computer Skills examination.
- Continuation of professional development for staff in the use of DocCop - an anti-plagiarism tool allowing staff to electronically submit copies of work which are then analysed and a report provided identifying any plagiarism.

In addition, the College will continue to develop the College Literacy and Numeracy Policy placing specific emphasis in terms of its implementation in the area of Numeracy in 2009.

College procedures and processes for New Scheme teachers (NST) have been further modified with a view to now supporting teachers who have been accredited at Professional Competence and also teachers who wish to apply for the new levels of Professional Accomplishment and Professional Leadership.

The Performance Review of Middle Management will begin under the direction and leadership of the Assistant Principals in the College.

4.6 Information, Communication and Learning Technologies

Overview of ICT infrastructure at Mt St Benedict College in 2008

The College has also made extensive advances in the following ICT areas

- ICT curriculum support for students and staff;
- A growing pool of expertise in the use of IT as a teaching and learning tool;
- An expanding program of professional development that meets the needs of teaching and administrative staff;
- Technical staff to support the hardware and software and manage the systems in place;
- Network cabling that reaches into every learning space;
- Networked computers, scanners and printers throughout the school;
- Access to the School's network and the Internet for staff and students for the cost of a local call;
- A presence on the Internet.

The new Strategic Information and Communication Technology Plan will serve to guide the use of ICT and to provide specific goals that the College can use to evaluate its achievements.

4.7 Cocurricular Program

The College offers a comprehensive program of co-curricular activities, including:

Future Problem Solving

(Year 8 – a team of 5 students, Year 9 - two teams of 4 students).

One team competed at National Competition where they were placed 4th in the presentation of Action plan. In FPS Scenario writing two students participated in the competition

Da Vinci competition For the first year four teams were entered in each of Years 7-10. Results achieved were:

- Year 7 - 7th Maths, 13th Engineering challenge, 18th Art and Poetry, Games of Strategy, 20th Creative Producers.
- Year 8 - 14th overall 3rd English, 4th Art and Poetry, 13th English, 14th General Knowledge.
- Year 9 - 20th English, 18th Creative Producers, 18th General Knowledge.
- Year 10 17th overall 15th Science, 6th Art and Poetry, 7th English, 12th Creative Producers, 7th Forensic Sleuths, 9th General Knowledge, 12th Code Breaking.

Tournament of the Minds

Once again Mount St Benedict girls competed successfully in Tournament of the Minds. Two teams were entered in the competition in the areas of Social Science and Language and Literature, with the Social Science team becoming state finalists.

Debating and Public Speaking

Girls from the College competed in a number of competitions, including the Catholic Schools Public Speaking Competition, the Catholic Schools Debating Association and the Rotary Voice of Youth. Three teams progressed to the semi-finals of the CSDA competition and one team to the finals. Five students competed in the Zone Final of the Catholic Schools Public Speaking Competition and a Year 11 student was awarded first place in the Regional Final of Rostrum Voice of Youth, going on to compete at the State Final.

Mock Trial

About twenty students participated in the Mock Trial Competition, competing in five rounds of a mock court. Students argued their clients' cases and played the roles of Solicitors, Barristers, Witnesses and Court Officials.

Duke of Edinburgh Award

More than twenty students commenced their participation at the Bronze Award level. The scheme is about challenge, setting of personal goals, organisation and self-motivation. The criterion for gaining an Award is individual improvement based on each participant's starting point and potential.

Sport

During the year the whole school took part in successful Swimming and Athletic Carnivals, with keen competition between the Houses. The Swimming carnival was held at the Olympic Aquatic Centre at Olympic Park, Homebush and the Athletics Carnival at the State Athletics Centre at Olympic Park.

Students represented the College in the Broken Bay Secondary School Sports Association, Combined Catholic Colleges and at State and National level in a wide variety of sports. Students were selected at Diocesan, Combined Catholic Colleges and NSW All-Schools in Softball, Triathlon, Touch, Swimming, Netball, Cross-Country and Athletics. One student represented NSW at both the Australian National Touch Championships and the Australian National Cross-Country Championships.

The range of sports available to students included Athletics, Basketball, Beach Volleyball, Biathlon, Cross Country, Hockey, Netball, Soccer, Softball, Surf Life Saving, Surfing and Body Boarding, Swimming, Tennis, Touch and Triathlon.

5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 Staff Profile

In 2008, the Leadership Team consisted of the Principal and four Assistants to the Principal: the Dean of Students, Dean of Curriculum, Dean of Mission and Business Manger.

Heads of Departments and House Coordinators, along with the ICT Manager, IRC Coordinator, Administration Coordinator, Studies Coordinator, Professional Learning Coordinator, Coordinator of Teaching and Learning and Special Needs Coordinator, comprise the Middle Management Team.

In 2008 there were 34 non-teaching staff and 79 teachers.

Teachers qualifications can be categorised according to the following:

Teaching qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition(AEI-NOOSR) Guidelines	79
Qualifications as a graduate from a higher education institution within Australia or one recognised with the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
No qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0
TOTAL	79

5.2 Professional Learning

In 2008 the College focused on Professional learning for staff in a number of areas and staff also identified one particular area of professional learning to work on throughout the year in Professional Learning Teams.

Areas of focus for all staff were an understanding of working in Professional Learning Teams, ICT Tools for the future including Tablet PC and Iwise training, Creating Rich Assessment tasks and updating staff on Resuscitation, Asthma, Anaphylaxis and Copyright issues. Areas of focus which staff identified for Professional Learning Teams were using Interactive Whiteboards, Web 2.0 Tools, Tablet PC skills, Cyber Bullying, Service Learning and reviewing the College's Mission Statement.

The College also supported the attendance of staff at a variety of quality professional development opportunities provided by the Association of Independent Schools, Professional Associations, commercial training providers and Professional networks. Staff in 2008 attended professional learning courses such as: Building successful teams; Master of Divinity; Different students, same classroom; Tricky kids; Differentiation in 7-10; Developing young leaders; New Stage 6 Mathematics; Curriculum Mapping and Conferences such as Counsellors, English Teacher's, Visual Arts Teacher's, IT Managers, Pastoral Care, ADAPE and AHISA.

Much professional learning also takes place within the College through the sharing of expertise between teachers. The development of Professional Learning Teams in 2008 supported this with time for staff on return from individual inservice opportunities to share skills and research with their teams and faculties.

In total an amount of \$51,321 was spent on staff professional development, excluding the cost of teacher relief, travel and accommodation. This amounts to an average amount per staff member

(including non-teaching staff) of \$approximately \$500, although many staff members have had more than this expended on their professional development, while others have had less. A greater concentration of the funding has been expended on professional development for teaching staff.

6. TEACHER ATTENDANCE AND RETENTION

6.1 Teacher Retention

Between Term 4, 2007 and Term 1, 2008 93% of teaching staff were retained. Five teachers left the College; four teachers took up positions in other schools and one teacher went on Maternity Leave.

The College generally has a very stable cohort of teachers, with low attrition rates at the end of each year.

6.2 Teacher Attendance

Mount St Benedict College has an excellent rate of teacher attendance. During 2008 there were no teacher absences due to unapproved leave. A number of teachers had periods of Long Service Leave, Maternity Leave, Sick Leave and Approved Leave Without Pay, during which time replacement teachers were employed.

In terms of targeted leave (periods of Sick Leave of less than five days, Carer's Leave or leave for Pressing Domestic Necessity), **the average rate of teacher attendance for 2008 was 95.93%.**

7. STUDENT ATTENDANCE AND RETENTION

7.1 Student Attendance

Mount St Benedict College has procedures in place for monitoring student attendance and following-up unexplained absences. Parents are expected to contact the College on the first day of a student absence. If this does not happen the College telephones the parents to check on the student's absence.

Homeroom Mentors and House Coordinators follow-up any extended periods of absence.

Overall the average student attendance rate for 2008 was 94%.

7.2 Student Retention Rates

The following table indicates the Retention rates for 2006.

Years	Enrolments	Apparent Retention Rate Year 10 to Year 12	Real Retention Rate Year 10 to Year 12
Year 10 2006	158	68%	63%
Year 12 2008	107		

Traditionally at the end of Year 10 approximately one-third of the students from the cohort leave to enrol at a nearby Catholic school which offers co-education in Years 11 and 12. While this is a trend we are keen to reverse, most of the students who leave do continue with their education to Higher School Certificate level (See notes in Section 8 Post School Destinations).

8. POST SCHOOL DESTINATIONS

All students who left Mount St Benedict College prior to the end of Year 10 took up enrolments in other schools.

At the end of Year 10, 46 students left the College from a cohort of 158. Of these all but eight students enrolled in other schools for Years 11 and 12. Five students left to take up places at TAFE, three students destinations were not clear.

From a Year 12 cohort of 105 students, approximately 78% were offered places at universities. About 10% of students continued with further post-school study in other organisations such as private colleges and training organisations; another 3% moved into the workforce and the destinations of the remainder are unknown.

9. SCHOOL POLICIES

9.1 Pastoral Care

Pastoral Care at the College can be viewed through four windows: Policies, Structures, Programs and Resources. The four windows overlap to ensure that the College continually promotes the values of respect and responsibility.

9.1.1 Policies

Mount St. Benedict College has an established Pastoral Care, Student Management and Anti-Harassment Policies for the overall care of the students at the College. These Policies are found in the Staff Handbook with excerpts found in the Student Planner. Further copies are available through the College reception.

Pastoral Care Policy

Mount St. Benedict College has a Pastoral Care policy that clearly outlines the responsibilities of all College staff in meeting the pastoral needs of the students.

Anti-Bullying and Harassment Policy

The Policy against Harassment outlines, as directed by the Dept. of Education and Training, the nature and types of Bullying, and the strategies and procedures implemented at the College. This policy is printed each year in the Student Planner and in the Staff Handbook. The Anti-Bullying and Harassment Policy was reviewed in 2008 to incorporate contemporary bullying problems, such as cyber-bullying, and will be implemented in 2009.

Student Management Policy

The Student Management Policy is based on the fundamental belief in restorative practices and the respect of all persons. It emphasises right relationships and encourages students to use reflective practices and take responsibility for their behaviour. The College rejects the use of physical punishment as a means of behaviour management by staff and/or parents. The College does not permit corporal punishment. A detailed outline of the process for suspension, exclusion or expulsion, which is procedurally fair, is included in the document.

Staff members are introduced to the policy on their first day of attendance and have further opportunities to engage with the process through Professional Development. In 2008, all Heads of Department and House Coordinators participated in the Middle Managers training in Restorative Practices. The key questions of Restorative Justice continue to be included in the Friday detention procedure and are provided to all staff on a laminated card.

The full text of the Student Management Policy is issued to staff through the Staff Handbook. Parents are given the abridged version which includes the Student Rights and Responsibilities, Code of Conduct for staff and responsibilities of all staff. Parents can access the full text through College reception.

The Merit Awards Scheme consists of a booklet of awards that is available to all staff and a database is in use to monitor these awards. Merits are entered onto the database at Student Services. Students are issued awards as they achieve the number of merits required. At the end of the year the house points accumulated by the merits impact on the final tally for the House Cup. Students who achieved a Bronze, Silver or Gold merit were acknowledged in the weekly College Newsletter. Girls who achieved a Gold Merit were also acknowledged at the College Assembly.

9.1.2 Pastoral Care Structures.

The College has a vertical House System and eight houses. House Coordinators are in charge of each House, which comprises a team of six other teachers who are House mentors. The total number of students in each House is approximately 117 with about 18 students in each Homeroom. This allows the College to know and care for the students in a more personal way. In 2008 the structure was reviewed in light of the demands on the House Coordinator.

Pastoral Care lessons occur once a week and rotate through House Assemblies, Vertical Pastoral lessons in Homerooms and some Year Assemblies. The Pastoral Team identified the most appropriate theme from the needs of the girls at the time.

Resources were drawn from the *Mind Matters* resource materials, *Beyond Blues Program*, *Bounce Back Program*, *Helping Teenagers with Stress and Safe Schools' website*. Staff engage in regular meetings as a House Team.

Year 12 had one year assembly per cycle. These assemblies were facilitated by the Studies Coordinator and the Careers Coordinator and address Board of Studies issues as well as Student Leadership issues.

Year 11 also has one year assembly per cycle in which they participate in leadership training in preparation for taking over the leadership of the College in Term 3.

9.1.3 Programs

In 2008 there was a whole school approach to engage students to reflect on their personal behaviour and the impact it had on others. Launched in the Pastoral Program and complementing initiatives in the Mission Team, the girls produced a variety of responses to promote the theme "change yourself to change our community to change our world." Student products were showcased throughout the School Assemblies

Outside Presenters are also utilised in the Pastoral Program. *Brainstorm Productions* complemented school based initiatives on right relationships. Year 10 and Year 11 participated in the RYDA program which is a full day program delivered by Rotary for Youth Driver awareness and Year 10 were addressed by Shiloh on AIDS.

Year 9 girls were trained as Peer Support Leaders for 2009. One student from each Homeroom participated in the training and this resulted in 56 students taking the role of Peer Support Leaders. Year 10's returned to school a day earlier, for two periods, so they would be with the Year 7's on their first day. The program was implemented during some of the Pastoral Care lessons during Term 1.

Programs have been designed and implemented by the Learning Support Teachers for students in Year 7 to 10 who need extra support in literacy and support in completing assessments.

The Learning Support teacher is also utilised with the counsellor to allow the reintegration back into the College of students with anxiety or those who have suffered a significant illness and have been absent for a period of time. In conjunction with the House Coordinators and the Deans of Students, the Pastoral team ensures that the school addresses in the best possible way the needs of girls who experience particular challenges.

In Term 3 Pastoral care Programs were delivered in Year cohorts in order to address particular needs of the group.

9.1.4 Resources

The College Counsellor is available for the girls five days a week, and a part time counsellor is available on Tuesdays and Wednesdays each week.

The College has eight House Coordinators. The Pastoral Team consists of the House Coordinators, Counsellors, the Learning Support teacher, the Studies Coordinator and the Assistant Principal Dean of Students.

9.1.5 Pastoral Care of Families

Both informal and formal support structures exist for families within the Mount St. Benedict College community.

The Parent Support Network provides meals and assistance to families who are in need of help. The meals are purchased and kept frozen at the College until needed. The College counsellor is available for parents to act as support for them as they care for their daughter.

The Pastoral Team works closely with the Principal and parents to provide adequate support. Parents are referred to outside agencies for professional help when appropriate.

Management programs and critical incident plans for students with health issues are maintained and centrally located in Student Services. These are updated annually. All staff were issued with a current list of students who have potentially life threatening illnesses, along with the necessary action plan, should they be required to care for the student.

The College has been accredited as an Asthma Friendly School and staff have been trained in procedures if a student has anaphylactic shock.

9.1.6 2009 Pastoral Care Initiatives

In 2009 the reviewed Anti-Bullying and Harassment Policy will be implemented. Both staff and students will participate in a needs survey so adequate training, education and procedures may be implemented.

Following the success of the change program implemented in 2008, the theme in the Pastoral programs will be about Freedom and being free to make choices.

Cyber safety initiatives are to be implemented in the Pastoral Program and Professional Development of staff in this area will continue.

In 2009 House Co-ordinators will be relieved of Homeroom duties to allow them to access students and support Homeroom mentors more efficiently.

In conjunction with the Dean of Curriculum, the academic care of students is being reviewed.

9.2 Complaints and Grievances

The College has a Complaints and Grievance Policy which is available on request at College Reception. Complaints are recorded on an Intake Form for Complaints and followed up by the relevant personnel. The sheets are filed in a central location with the PA to the Principal.

10. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In the area of respect and responsibility the College has continued to provide experiences which engage with these values in a variety of contexts.

In 2008 these included:

- Community Outreach – All of Year 10 and Year 11 are involved in Outreach programs. These programs included placements working in support of people with disabilities, the elderly and those who are disadvantaged in our community. This service is undertaken in a volunteer capacity and strongly reflects the Good Samaritan charism of the school.
- A program of partnership with St Edmund's School for children with intellectual disabilities and sensory deprivation. This program included reciprocal visits, concerts and showcases of student talents and abilities.
- A major focus on Social Justice and Reconciliation which involved hosting a social justice forum as well as engaging in a range of lunch time and classroom activities.
- The hosting of a picnic day for Refugees and Asylum Seekers which was held in November with a view to having more frequent gatherings in the future.
- A review of the College Mission and Vision statement undertaken in 2008 will assist in sharpening the focus of College programs and initiatives.

11. PARENT, STUDENT AND TEACHER SATISFACTION

Parent satisfaction is measured in a number of ways:

- An opportunity for parents to express opinions in relation to decisions of the College Principal, management of students and College programs is given in the General Business agenda item of each Parents and Friends Association Meeting. These are held once every month during school terms.
- Parents have been consulted in the development of key policies such as the Student Management Policy, Anti-Bullying Policy and others.
- Parents are consulted in the Professional Review process for senior staff, including the Principal. In this process parents have an opportunity to express issues of concern, areas of satisfaction and areas for development.
- The College has a Complaints and Grievance Policy for handling parental complaints, as well as complaints from other members of the public.
- If a parent decides to withdraw a student from the College an Exit Interview is usually conducted to determine whether there are issues related to parent satisfaction.

Students are represented by the Student Representative Council and have an opportunity to present grievances to the College Leadership Team. Exit interviews with students assist in determining the level of satisfaction of students with College programs.

Exit interviews are conducted with teachers and other staff who leave the College to determine whether there are areas of dissatisfaction for staff. Also, there is a General Business agenda item on each staff meeting. Teachers meetings are held twice per term and Support Staff meetings once per term.

Teachers new to the school are also asked for feedback on their experience of the school after the first six months of their employment. This often gives valuable insights into strengths, weaknesses and possible areas for improvement.

There is a high level of satisfaction expressed by teachers at the College, particularly teachers who have recently joined the staff. Teachers have a number of avenues to raise issues with the Principal and Leadership Team, including faculty meetings, pastoral team meetings and direct approach. There is a staff social committee and a representative of the Independent Education Union who brings matters of staff concern to the attention of the Principal. All members of the Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.

Similarly, members of the Leadership Team and the Principal are always prepared to meet with students and parents regarding matters of concern.

12. SCHOOL DETERMINED IMPROVEMENT TARGETS

A number of priorities and challenges were set for 2008. The degree to which these have been achieved is outlined below:

- A new Mission and Vision Statement was developed in conjunction with staff, students, parents, College Board and ex-students. The process was facilitated by a consultant who worked closely with a Working Party representing the stakeholders. The statement was launched in February 2009.
- Redesign of the College website was commenced under the guidance of the College ICT Committee. By December 2008 the design and site map was complete with many of the areas populated. The process will continue in 2009 with a view to launch in Semester Two.
- A review of the model of Ministry and Chaplaincy was undertaken. As the role of Chaplain is a new one it was decided to continue to develop the role through the introduction of a number of programs to assist at-risk students, as well as providing additional opportunities for staff and students to address issues of well-being and spirituality.
- Exit interviews have become more structured with an Interview Form which asks specific questions regarding satisfaction of parents and students.
- It was decided to defer the introduction of a whole-school learning framework to allow recent changes in pedagogy and assessment to be embedded before further change is implemented. Teachers have had significant changes over the past three years which have impacted on their workloads. Work continued in developing teacher skills for differentiating the curriculum and in more rigorous and consistent approaches to assessment, with an emphasis on assessment for learning.
- Recommendations of the Curriculum Working Parties have been implemented in the areas of Loss of Teaching Time, Rich Assessment Tasks and Learning Teams. A Working Party continues to explore models of Service Learning and research is underway into Middle School Models which will include consideration of the Year 6 into 7 transition.
- A number of measures were introduced to address loss of teaching time. These included the limiting of the number of excursions offered in each course, a reduction in the College commitment to external sporting activities, and consolidation of the College calendar to minimise days lost due to whole school activities.
- The College developed Professional Learning Teams amongst the staff with a focus on improving skills in using ICT in the classroom. These teams were across faculty groups focusing on interactive whiteboards, Web 2.0 tools, contemporary bullying and using a Tablet computer. A number of Learning Teams presented their findings to the whole staff and the structure of teams was reviewed at the end of the year
- Teaching staff underwent further training in the application of Restorative Justice principles in student management.
- A number of College policies were reviewed by the Risk Management and Compliance Committee of the Board – these included:
 - Critical Incident Policy;
 - Enrolment Policy;
 - Fees and Debtors Policy;
 - Employment Policy;
 - Child Protection Policy.

13. PRIORITIES AND CHALLENGES FOR 2009

For 2009 the College will address the following areas:

- The structure of Professional Learning teams will be modified in the light of the evaluation of the 2008 model – there will be a team working on Service Learning and Values Education, as well as one researching ways of improving the Year 10 into Year 11 transition.
- New opportunities will be developed for both staff and students in the area of prayer and spirituality.
- The College will continue to build connections with a local refugee group with a view to providing ongoing assistance through English language conversation lessons and computer skills lessons.
- A Learning Team will explore ways of improving the transition from Year 10 into 11. This may also include consideration of different models of organisation for Year 10 students to prepare them for senior studies.
- A Learning Team will continue to explore the most effective framework for values education.
- Links between Pastoral Care and Curriculum will be further explored with a view to improving the academic care of students.
- The College counselling service will be reviewed.
- The student Study Skills program will be reviewed.
- The Teaching Staff Performance Review Process will continue to be implemented by Middle Managers.
- The timetable structure and pattern of study requirements will be examined (particularly in relation to Preliminary Courses) to ensure optimal learning opportunities for students.
- The College ICT Strategic Plan will be reviewed to ensure appropriate planning for new technologies.
- The new College Website will be trialled in Semester 1 and launched during Semester 2.
- The management and operation of the Canteen will be reviewed.
- The development of a College Marketing Plan will be explored with the Development Officer.
- Implementation of the College Facilities Master Plan will continue with plans for a number of small infrastructure projects and the refurbishment of the College Science facilities to commence.

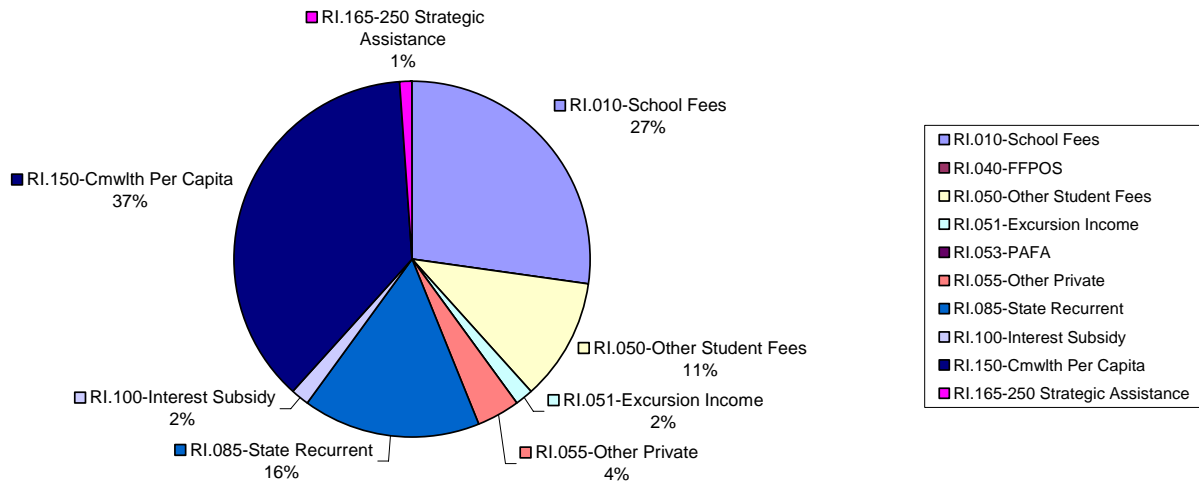
14. SUMMARY FINANCIAL INFORMATION

14.1 Recurrent Income

Recurrent Income

RI.010-School Fees RI.040-FFPOS	3,238,140
RI.050-Other Student Fees	1,349,661
RI.051-Excursion Income RI.053-PAFA	204,675 -
RI.055-Other Private	464,553
RI.085-State Recurrent	1,906,834
RI.100-Interest Subsidy	207,929
RI.150-Cmwth Per Capita RI.165-250 Strategic Assistance	4,463,721 117,889
as per Financial Questionnaire	11,953,402

Recurrent Income 2008

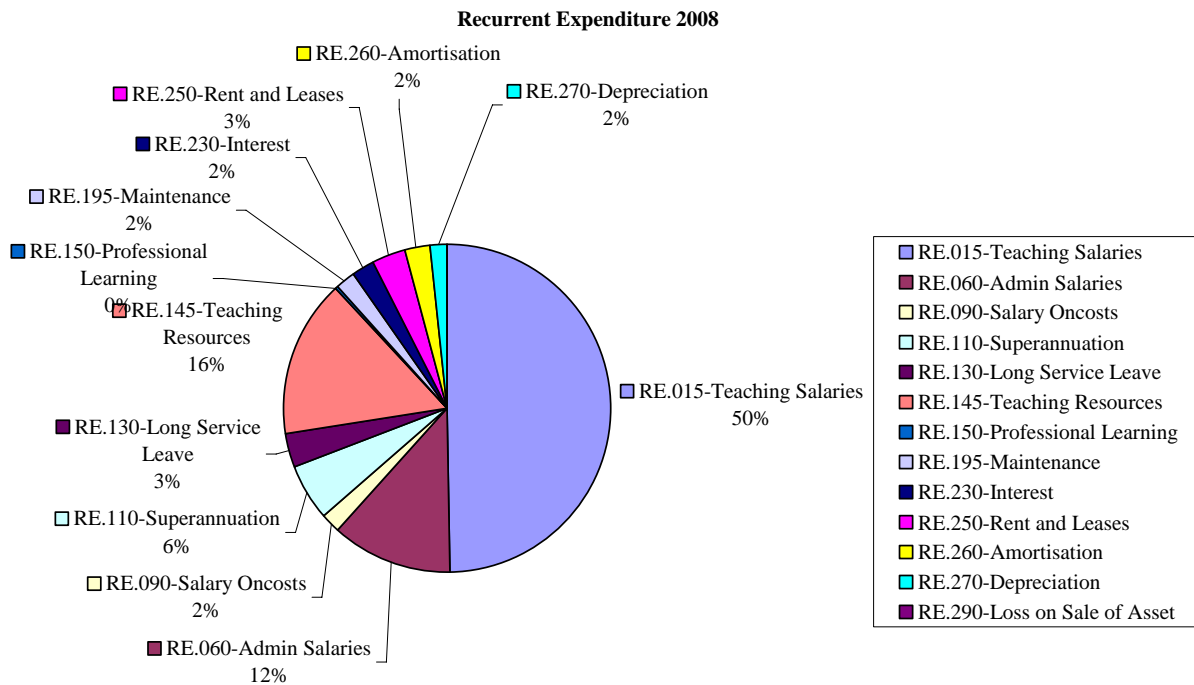


14.2 Recurrent Expenditure

Recurrent Expenditure

RE.015-Teaching Salaries	5,776,631
RE.060-Admin Salaries	1,403,981
RE.090-Salary Oncosts	207,059
RE.110-Superannuation	663,277
RE.130-Long Service Leave	358,641
RE.145-Teaching Resources	1,805,797
RE.150-Professional Learning	51,321
RE.195-Maintenance	234,818
RE.230-Interest	236,502
RE.250-Rent and Leases	401,009
RE.260-Amortisation	283,305
RE.270-Depreciation	196,348
RE.290-Loss on Sale of Asset	

as per FQ 11,618,689



14.3 Capital Income

Capital Income	
CI.010-Cwlth Grants	-
CI.070-State Grant	-
CI.080- Capital Fees & Levies	197,649.00
CI.095-Other Capital Income	454.00

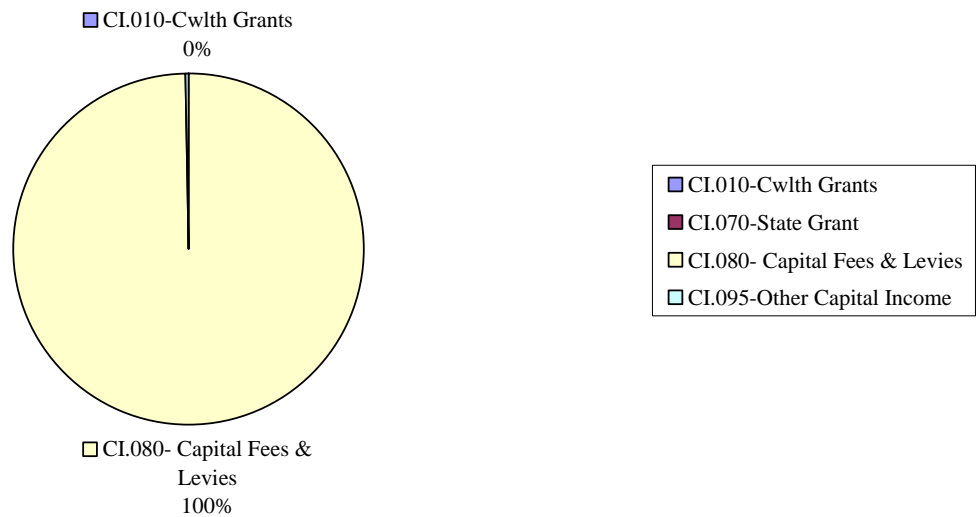
as per FQ 198,103.00

Capital Expenditure

CE.005-Land & Buildings	197,256.00
CE.030-Furniture & Equip	65,406.00

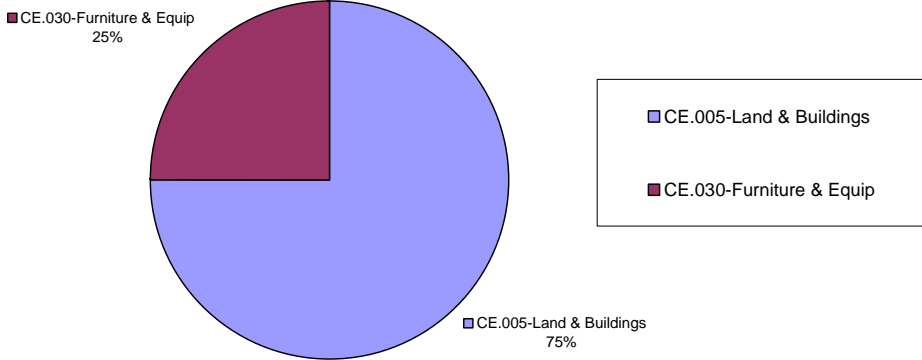
as per FQ 262,662.00

Capital Income 2008



14.4 Capital Expenditure

Capital Expenditure 2008





COMPLAINTS & GRIEVANCE POLICY

Mount St Benedict College is committed to developing an educational and organizational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

The College acknowledges that students, parents and community members may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable or affects them adversely. This policy provides a process for parents, students and members of the wider community to raise a complaint related to any practice or policy of the College

OBJECTIVES

This policy will work towards the achievement of the following objectives:

- to ensure that College practices and policies are consistent with the College Mission and Vision Statement.
- to resolve complaints and grievances as far as possible to the satisfaction of both the complainant and the College;
- to ensure that complaints and grievances are investigated without bias;
- to consider all aspects of a complaint or grievance and to ensure that investigations follow the principles of procedural fairness;
- to respond to complaints and grievances in a timely manner.

PRINCIPLES

Complaints will be

- investigated in a fair and impartial manner.
- A person facing a complaint is entitled to know detailed information about the substance of the complaint and have the opportunity to respond.
- Confidentiality will be observed.
- The complaints management process will be respectful of all parties.
- Persons making a complaint will not be victimised or sanctioned in any way.
- Complaints will be addressed in a timely manner and the complainant will be advised if the matter cannot be finalised within one month.

Ratified by College Board

Date for Review

PROCEDURES

Persons with complaints may choose to deal with the situation personally or contact the College.

The Intake Process

All College personnel who are responsible for taking an enquiry or complaint will make a written record of the following details:

- Contact details of the complainant;
- Nature of the matter including details of the complaint (what is the matter, who is involved, when it happened, where it happened, any contextual information) and the resolution that is sought;
- Any advice provided;
- Any action taken including referral of the complaint.

This record will be forwarded to the person responsible for assessing how the complaint is to be managed (either the Principal or an Assistant Principal).

The record will be filed in the College Complaints Register.

A copy of the record will be forwarded to the person responsible for following up the complaint or enquiry.

Where an investigation is conducted, a separate file is established or documents are included in relevant staff or student files.

When the enquiry is finalised, the result is noted and filed with the original record.

Addressing Complaints

When the complainant is satisfied with the explanation given at the time of making the enquiry or complaint, no further action will be taken, unless it is required under other school policies.

Complaints will be handled in accordance with relevant policies and procedures e.g Student Management Guidelines, Child Protection Policy, Employee Disciplinary Procedures.

Any person against whom a complaint has been made will be advised of the concern and will be provided with an opportunity to respond.

Relevant information will be gathered from witnesses.

Once all the information has been collected the person undertaking the investigation will make a recommendation regarding a resolution to the Principal.

The proposed resolution will be communicated to the complainant, and any person against whom the complaint was made, by the Principal or Assistant Principal.

Appeals

A person who is not satisfied that a matter has been resolved appropriately may choose to appeal to the Principal, if the Principal has not been involved in investigating the complaint, or is not the person named as the source of the grievance.

Otherwise, an appeal may be made in writing to the Chair of the Board.



Intake Form for Complaints

Confidential

Date:	Phone Call	Email	Fax	Letter
Name of Person making contact:			Phone Number:	
Name of Person receiving complaint:				
Nature of Matter:				
Advice/Action:				
Advice Provided By:			Date:	
Assessment:				
<input type="checkbox"/> Support Person Offered				
<input type="checkbox"/> Report to DOCS helpline /Police				
<input type="checkbox"/> Non reportable matter under Ombudsman's Act - matter investigated				
<input type="checkbox"/> Reportable to Ombudsman - file established				
<input type="checkbox"/> Managed by <input type="checkbox"/> Principal <input type="checkbox"/> Dean of Students				
<input type="checkbox"/> <input type="checkbox"/> Dean of Mission <input type="checkbox"/> Dean of Curriculum <input type="checkbox"/> Business Manager				
<input type="checkbox"/> Matter resolved, no further action required				
Assessment made by:			Date:	
Please file this form in the complaints register				



ENROLMENT POLICY

PREAMBLE

Mount St. Benedict College is a Catholic, girls school in the Good Samaritan tradition. In accepting students for enrolment, the College endeavours to offer them a holistic Catholic education, which promotes the College values of Pax, Hospitality and Stewardship.

The College is committed to the development of the whole person, recognising the unique dignity of each. It recognises the need to support parents in their role as the first educators of their children.

PRINCIPLES

- Mount St. Benedict College seeks to serve the Catholic community in fulfilment of its ministry in the Church.
- Mount St. Benedict strives to nurture the spiritual, intellectual, physical and emotional growth of its students.
- The College community encourages the development of students' personal Christian values and lays a firm foundation for continuing education. It develops in the students a sense of responsibility to their community.
- The College is committed to the principles of social justice.
- Enrolment of students will take into consideration future viability of the College.

Criteria

Mount St. Benedict College aims to be fair and equitable in the process of enrolment.

The following criteria are taken into account in determining priorities for enrolment:

- Students who are committed to the Catholic faith have the primary right to enrolment;
- Prior connection to the College e.g. siblings;
- Daughters of ex-students;
- Accept the College Mission and Vision Statement;
- Date of application;
- Commitment to meet financial obligations;
- Commitment to enrolment for six years of education;
- Consideration may be given for students who are transferring interstate, or from other countries.

The Board delegates to the Principal the right to exercise discretion in the acceptance of individual students in the enrolment process.

Ratified by the College Board

Date for Review



ENROLMENT GUIDELINES

Beginning the Process

The enrolment process for will begin with an Application for Admission form, which will be date stamped on its reception at the College. The accompanying correspondence will state clearly that the enrolment process will take place two years prior to the student entering High School and that the parents will be contacted early in Year 5 of the student's education to attend an Information Evening. It will also state that where the numbers of applications for enrolment exceed the places available in Year 7, the Principal will determine, the acceptance of students for the places available.

The Application fee shall be charged and non-refundable. It shall accompany the Application for Admission form.

The letter accompanying the receipt for the Application fee will acknowledge and confirm the Year 7 enrolment request and receipt for deposit will be attached. Deposit to be held until end of Year 12.

Information Evening

An invitation to attend the Information Evening shall be sent to all applicants for enrolment, two years prior to the year of enrolment.

The package that is provided for parents at the Information Evening will include the current fees, cost of uniforms and any additional costs that will be required.

Interview Process

The Principal and Deans of the College shall conduct the Enrolment interviews following the process detailed in the Enrolment Procedure.

Board Determination of Acceptance Process

This shall be according to the Enrolment Policy within the discretion of the Principal.



ENROLMENT PROCEDURE

1. Third Term of each year:

- Letter sent to parishes in Broken Bay and Parramatta Dioceses (including Baulkham Hills, Kenthurst, North Rocks), requesting an entry in Parish Newsletters:

“Reminder: Enrolment Interviews for Mount St Benedict College for Year 7 will be conducted two years prior to commencement. Enquiries should be made to the College Registrar on 9980 0406 and all Applications for Admission to be forwarded to the College no later than the end of 4th Term in Year 4. However, as places are limited, applications should be made early in the Primary School years.”

2. Enquiries for Information

Package sent will include:

- Letter detailing process at present (including the College priorities); Deposit required is \$100 non-refundable – will cover administration costs related to the keeping of records; Information Evening; Web site; Open Day (scheduled for the same day each year e.g. **third Sunday in August**);

Attachments:

- Application for Admission Form backed by Application for Admission Fee Form
- Generalised fee schedule backed by fee policy as applicable to parents
- Information leaflet

3. Return of completed Application form

- Stamped and registered with date stamp when received
- Forwarded for fee receipting
- Receipt returned to Registrar

Acknowledgement of application:

- Application for Admission acknowledged, fee receipt attached, forwarded to parents
- Once aware that a particular year cohort for Year 7 is exceeding places available, the letter should state this. It should confirm what had been advised when the application form was requested
- Non-Catholics will be considered but they should be notified that Catholic families have priority.
- Applications for years other than 7 should be advised that the current year is full (if applicable) but that they may choose to go on a waiting list. The Application fee will apply.
- Applications for Year 11 when made toward the end of Year 10 will not require an Application fee unless application made prior to Year 10. Full deposit will apply.
- Any accompanying letters/documentation should be noted as attachments when acknowledging applications.

4. **Information Evening**

To be decided eg ***Third Tuesday in March***

Information folder will include:

- Cover Sheet Enrolment Information
- A Day in the life of Y7 (Up-date this for relevance for any new Enrolments other than Y7)
- The Religious Dimension
- Pastoral Care
- Curriculum
- Curriculum Outline
- Enrolment Application
- Mission Statement
- Privacy Statement
- Current Year Fee Schedule
- Current Uniform Costs
- School Prayer

5. **Date for return of Applications for Enrolment:**

Two weeks after Information Evening. Parents will be advised at the Information Evening that “no further Applications will be received after this date” Enforce.

6. **Applications culled:**

- Any Confidential Letters to be opened by the Registrar and assessed as to the necessity for Principal's intervention. Letters to be kept in student's file after assessing the advisability of this. Any other letters considered not suitable for inclusion in file should be filed in a locked filing cabinet in alphabetical order under Principal's letters. A note as to the date and whereabouts of letter should be included in student's file for further reference if needed.
- Non-Catholic applications shall be included in deliberations.
- Ex-students and sibling's applications shall be so noted and will be given special consideration, but will not be guaranteed a place. Fee paying history, non-Catholic siblings and conduct/information at interviews will determine whether application accepted.

7. **Enrolment Interviews**

- To be held over two Saturdays, at a suitable date in the second term – 9.00-3.30 and four Wednesdays –3.30-6.15– all to be interviewed. For 2003 only, use the Library.
- The Principal will address Deans beforehand, regarding what we are looking for e.g. Commitment to 7-12 enrolment, any special problems e.g. medical/scholastic, any issues such as Learning difficulties/G&T, (refer to School Report). Obvious learning difficulties to be interviewed by the Special Ed. teacher. Ensure Basic Skills Tests, School Reports & Sacramental Programme Certificates are attached. Registrar will attach stickers with reminders for interviewers.
- Interviewees will be advised when offers are to be made. This will be by the last week of Term 2.

8. **Offers/regret letters:**

- Offer letter requests deposit - \$600 (\$100 Administration costs, the balance held until final year of school –to reduce last school fees)

- Parent agreement form
- Time limit (one month) for deposit to be paid
- If not paid, reminder sent noting offer will be withdrawn if not paid within 14 days
- Regret letters 'if you would like your name to be placed on waiting list, please contact the Registrar by' (one month's hence – same date for return of deposit)

9. First Term year before commencing:

- Invitation to be forwarded to all enrolled students to apply for a scholarship through the ACER exams for the following Year 7. Information is also to be disseminated to the current Year 10 to advise them to apply for a scholarship for Years 11-12.
- Daughters of ex-students invited to apply for the Year 7-10 scholarship funded by the Ex-students Association.

10. Third Term the year before commencing:

- Letter sent advising of Testing process
- Information for Parents Day
- Orientation Day
- Uniform fittings

11. Second week of the Third Term the year before commencing:

- All appointments for uniform fittings must be finalized. Parents must notify the College in writing that they are not completing the Enrolment Process. Letters of confirmation of withdrawal from enrolment will be sent to parents.

12. Fourth Term the year before commencing:

- Letter sent detailing Book Sale, Book List and Order Form, dates of uniform pick-up, date of return to school.



GUIDELINES FOR STUDENT MANAGEMENT

RATIONALE

The management and discipline of students at Mount St Benedict College evolves out of our Mission and Vision Statement which guides and directs our Pastoral Care Policy. Based on our Benedictine values of Pax, Hospitality and Stewardship this Policy strives to nurture and foster the respect students have for themselves, for others in the community and for their environment.

The overall well-being and growth of each individual as well as the welfare of the entire College community is intrinsic to the management of students.

Student management practices focus on empowering students so that all of their actions can be made in response to choice. The consequences which come out of these choices will assist students in developing self-discipline, which includes responsibility and accountability.

The College prohibits corporal punishment as a means of discipline for its students. Both explicitly and implicitly, it does not sanction corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Central to this policy are the virtues displayed by the Good Samaritan, compassion and forgiveness. Students are encouraged to learn from their choices and grow as a result.

The behavioural framework at Mount St Benedict affirms and rewards positive behaviours and provides consequences for behaviours which have a negative impact on the individual student/s, others in the community or on their environment. It works at building connectedness and restoring the broken relationships which result from inappropriate choices.

Principles by which Student Management operates at Mount St. Benedict College

It is expected that all members of staff at Mount St. Benedict College will:

- Follow the Restorative Justice Principles
- Treat students with dignity, equity and justice
- Use positive, corrective practices wherever possible
- Invite, model and accept respect for self and others.
- Actively promote, support and reward positive behaviour
- Minimise unnecessary confrontation when managing students
- Acknowledge, accept and appreciate individual differences amongst students
- Utilise appropriate people and structures available in the College to ensure a comprehensive approach is achieved in Behaviour Management.

Responsibilities of the Teaching staff at Mount St. Benedict College:

Classroom teachers are responsible for implementing sound and just discipline and consistent student management strategies within their classroom. Every classroom teacher at Mount St. Benedict has the responsibility to:

- Model appropriate behaviour which reflects the values of the College
- Establish guidelines and expectations of classroom behaviour which promote and support the students' Code of Conduct

- To recognise and reward the individual/s and whole class achievements in areas of work and behaviour
- Adopt a communication style that is positive, supportive and relational
- Accept and prepare for individual learning needs and styles by using a variety of teaching and learning strategies
- Provide feedback to students in a reasonable time frame
- Maintain current understanding of the syllabus requirements as well as an interest in the teaching area
- Deal with presenting behaviours as they occur using a Restorative Justice approach
- Apply appropriate consequences as outlined in the Student Management Policy
- Arrive punctually to class
- Be prepared and organised for class
- Work as a team to meet deadlines so that reports, marking etc. are completed on time.
- Ensure that students leave teaching spaces clean and tidy.

CODE OF CONDUCT

Expectations of the Students at Mount St. Benedict

It is expected that students at Mount St. Benedict will:

- Be punctual in their attendance, with due work and commitments made with others
- Show respect for themselves and other members in their College community
- Treat their own equipment and the resources of the College with care
- Actively participate in the lesson by bringing all their equipment, engaging in the lesson and completing tasks required
- Be responsible for their own actions and aware that the rights of others are respected
- Take pride in their appearance and their school work
- Be polite, well mannered and courteous to all – both inside and outside of the College
- Accept the consequences which result from inappropriate behaviours with maturity and self discipline
- Work to the best of their ability in all aspects of their learning process.

REWARD AND RECOGNITION OF STUDENTS:

The College acknowledges the importance of recognising and rewarding effort and achievement in all aspects of College life. As a community that values holistic education, awards of recognition are a tangible way this can be translated in the community.

The college Merit System has been designed to acknowledge School Service, Effort, Academic Achievement, Christian Commitment and extra Curricular Involvement. As students accumulate more merits they become eligible for bronze awards, then silver awards and finally the most prestigious which is the gold award. The system promotes self esteem, builds school ethos as well as community and offers students positive goals to work towards. Merits not only accumulate for the individual they also contribute to the House point scores, so that the award of a merit recognises the individual as well as the individual within a House.

The College assembly, once a cycle, is an appropriate forum for student recognition and a display of student talents. Certificates of excellence, achievement and participation are awarded to students for their

involvement in competitions, challenges, programs and events that may have occurred within the College or across schools.

The Presentation of Awards at the end of the school year is a ceremony that recognises talents and achievements in all areas of school life. Certificates and prizes are awarded for Christian Leadership, Sporting success and commitment, Academic Excellence and Effort, Citizenship, All-Rounders and Pastoral Qualities.

STUDENT RIGHTS AND RESPONSIBILITIES

Our College community upholds the values of Pax, Hospitality, Stewardship and Holistic Education. Each student recognises her rights and accepts her responsibilities in these areas so that as a community we can live out the ideals of our Benedictine and Good Samaritan traditions.

Rights	Responsibilities
PAX	
To have opportunities for spiritual growth.	To respect the need for spiritual growth in self and others.
To be treated with respect and dignity and to be valued.	To respect others in the way I speak and interact with them.
To be justly and equitably treated.	To be patient and fair.
To feel safe both physically and emotionally.	To create a safe environment. To respect the personal space of others. To accept the individuality of others.
To be happy at school.	To do my best and treat others with understanding and acceptance. To voice when I am unhappy.
To privacy and confidentiality.	To respect the privacy and confidentiality of others.
To participate freely in College activities.	To encourage others to freely participate in College activities.
HOSPITALITY	
To have a voice which is heard and respected.	To listen to others and be co-operative.
To be supported at the personal, educational and social levels.	To be supportive of others in our community.
To be included.	To include others.
To be treated appropriately, according to one's level of maturity.	To use privileges well and accept responsibilities.
To be respected as an individual within the community.	To acknowledge and respect difference.

Rights	Responsibilities
STEWARDSHIP	
To have a comfortable and safe environment.	To be aware of the comfort and safety of others by using equipment and facilities appropriately.
To have personal items safe.	To respect the property of others.
To have an environment that is clean and tidy.	To keep the College clean and tidy.
To have the College's reputation respected.	To wear the uniform correctly and present with pride.
To enjoy the benefits of the natural and built environments.	To protect and preserve the natural and built environments for the benefit of future generations,
HOLISTIC EDUCATION	
To be taught well, to have the opportunity to do my work and to learn	To concentrate and not distract others. To support others in their learning. To be open to the teaching process.
To be given the opportunity to reach my potential.	To encourage others to use opportunities which will enable them to reach their potential.
To access technology and resources.	To use technology and other resources responsibly.
To access a variety of activities.	To support and participate in the activities offered responsibly.
To have efforts and achievements recognised.	To acknowledge and celebrate the efforts and achievements of others.

PROCEDURES FOR STUDENT MANAGEMENT

In the event of a teacher witnessing behaviour which is inappropriate, irresponsible or diminishes the rights of another student or staff member the teacher is to ask the eight (8) affective questions from Restorative Justice.

Affective Questions

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Behaviours and Consequences

The consequences listed are designed to fully inform students of the outcomes of possible choices in behaviour thus encouraging responsibility and self-discipline. They maintain the dignity and respect of the student at all times and address the behaviour. Additionally they reconnect the student to the community by restoring relationships, modifying damaging behaviours and giving opportunity to reflect on the mistakes.

Level 1: Refers to one off, first offence/low level behaviours. These behaviours are dealt with by the Classroom/ supervising teacher at the time they occur. It is recommended that an entry be made in the Student's Planner.

Behaviours	
These can include: <ul style="list-style-type: none">• Uncooperative behaviour• Rudeness• Incomplete work• Not bringing equipment• Non observance of safety issues• Instances of harassment• Misuse of equipment inside and outside the classroom• Poor punctuality and lateness• Wearing makeup and/or jewellery	<ul style="list-style-type: none">• Littering• Refusing to follow instructions• Use of mobile phone• Inappropriate language• Note passing• Incorrect uniform• Chewing gum• Using liquid paper• Poor manners• Disobedience and dishonesty
Consequences	
These can include: <ul style="list-style-type: none">• Speak to the student using Restorative Justice skills• Student moved to sit with different student• Warning given if specific action is repeated• Record of action in Student Planner to be signed by parent• Meet student at lunchtime• Clean-Up Duty• Uniform infringement form• Refer to Homework Policy and Procedure.• Student requested to remove makeup• Jewellery is to be collected and College protocols followed. Entry made in the Student's Planner.• Mobile phones – To be collected and College protocols followed. Entry made in the Student's Planner• Wrap gum in paper and throw in bin. Student's name entered into the Chewing Gum Detention Book at Staff Support. Wednesday Chewing Gum Detention	

Level 2: These behaviours are of a more serious nature or are repeated Level One offences. They are referred to and dealt with by a House Coordinator or a Head of Department in conjunction with the Homeroom Mentor/Classroom teacher..

Behaviours
To be dealt with by either House Coordinator or Head of Department.
<ul style="list-style-type: none"> • Ongoing student rudeness • Ongoing behaviour changes • Non observance of safety issues inside and outside the classroom • Theft • Truancy from class • Damage to property inside and outside the classroom • Repeated refusal to follow instructions • Repeated uncooperative behaviour • Inappropriate use of Planner

To be dealt with by House Coordinator	To be dealt with by Head of Department
<p>These can include:</p> <ul style="list-style-type: none"> • Regular lateness to school • Regular uniform infringements • Ongoing make up and/or jewellery • Regular and unexplained absences • Out of bounds • Email and text messages being used in an inappropriate manner • Non replacement of Identity card • Possible Bullying • Inappropriate bus behaviour 	<ul style="list-style-type: none"> • Regular lateness to class • Wearing PDHPE uniform out of school • Repeated incomplete work • Misbehaviour on excursion • Plagiarism and cheating • Repeatedly not bringing equipment or uniform to class

Consequences	
These can include:	Issued by:
<ul style="list-style-type: none"> • Withdrawal of the privilege to attend a College event or activity 	<ul style="list-style-type: none"> • House Coordinator or Head of department in consultation with a Dean
<ul style="list-style-type: none"> • Friday afternoon detention 	<ul style="list-style-type: none"> • House Coordinator or Head of Department.
<ul style="list-style-type: none"> • Plan for restoration into class 	<ul style="list-style-type: none"> • House Coordinator or Head of Department.
<ul style="list-style-type: none"> • Withdrawal from class 	<ul style="list-style-type: none"> • House Coordinator or Head Of Department in consultation with Dean
<ul style="list-style-type: none"> • Parents Informed 	<ul style="list-style-type: none"> • House Coordinator or Head Of Department after consultation with House Coordinator
<ul style="list-style-type: none"> • Integration Card 	<ul style="list-style-type: none"> • House Coordinator or Head of Department.
<ul style="list-style-type: none"> • BOS warning letter/ N Award 	<ul style="list-style-type: none"> • Head Of Department in consultation with Dean
<ul style="list-style-type: none"> • Uniform Infringement Card 	<ul style="list-style-type: none"> • House Coordinator after 3 uniform infringements.

Level 3: The behaviours at this level are of greater seriousness to Level Two. They are referred to and dealt with by a Dean and if necessary the Principal following consultation with relevant staff.

Behaviours	
Dealt with by Dean of Students	Dealt with by Dean of Curriculum
These can include: <ul style="list-style-type: none"> • Theft of a significant nature. • Smoking • Illegal activity • Violent behaviour • Use of prohibited substance • Truancy from school • Unresolved behaviour problems • Serious bullying and/or Harassment. • Vandalism 	<ul style="list-style-type: none"> • Cheating in formal exams • Unresolved behaviour problems • Repeated truancy from specific classes • Unresolved and ongoing non completion of Academic work.
Consequences	
These can include: <ul style="list-style-type: none"> • Withdrawal of privileges • Parent involvement • Contracts • Conferencing with the people affected by the negative behaviour • Suspension from class • Referral to outside agencies • Attendance at school on Saturday(s) • Attendance at school on pupil free day(s) • Suspension from school • N award • Discontinuation of enrolment 	

FORMAL STRUCTURES

The College has a number of structures which staff can use in dealing with inappropriate behaviour.

STUDENT PLANNER ENTRY

Staff can enter into a student's planner the date a warning was issued and the behaviour. Staff need to follow up on ensuring parents have signed the entry. Where this is not possible Homeroom mentor will follow up.

UNIFORM INFRINGEMENT FORM

This can be issued by any staff member. Items listed on the form include hair, jewellery, shoes, length of uniform, the inappropriate wearing of a jumper, nail polish, make-up and the inappropriate use of the school bag. Uniform infringement card is issued after 3 uniform infringement forms.

CLEAN-UP DUTY

This can be issued by any staff member. It is important that the House Co-ordinator is informed and an entry is made in the Student's Planner. Students are required to either clean up on the playground or assist in some other way as indicated on the form for half of the lunchtime period.

The teacher issuing the Clean up Duty can indicate whether the signed form is to be returned to the House Coordinator or back to the issuing teacher.

FRIDAY AFTERNOON DETENTION

This detention is on Friday 3.30 - 4.15 in Room C209.

PROCEDURES

- Any House Coordinator or Head of Department can issue a Friday afternoon detention.
- The Coordinator issuing the detention completes the entry into the detention book held with Staff Support.
- On Tuesday of each week Staff Support issues a letter to each student listed for detention. Staff Support will take the letter to the Coordinator who has issued the detention for a signature. The letter is then posted to the parents of the student.
- Parents are asked to speak to their daughter about the detention and sign the form in the space provided.
- On the afternoon of the detention a roll is taken and the signed letter is collected from each student. Students complete a form for the duration of the detention. The staff member on duty ensures that the form is completed thoughtfully and in detail. He/she then collects the completed form and passes it on to the Coordinator who issued the detention.
- Staff Support checks the roll and informs the Coordinator if the student they listed for detention did not attend.

CHEWING GUM DETENTION

This detention is on Wednesday 3.30 – 4.00pm.

PROCEDURES

- Any staff member can place a student on to Chewing Gum Detention.
- Staff need to enter the student in to the Chewing Gum detention Book held with Staff Support.
- On Wednesday of each week Staff Support issues to each student listed a letter outlining the details of the detention. This letter is posted to the parents of the student.
- On the Wednesday of the detention students gather at Student Services to be collected by a staff member.
- Students will scrape desks and other items defaced by chewing gum for the duration of the detention.
- Staff Support checks the roll and informs the Coordinator if the student they listed for detention did not attend.

SUSPENSION AND EXPULSION

The most serious of the Level Three Behaviour Management consequences referred to is suspension from school and the discontinuation of enrolment (referred to from now on as suspension and expulsion respectively).

Suspension

Suspension is the temporary withdrawal of a student's right to attend school and/or school activities for a specified period of time.

The Principal, and Assistant Principals Dean of Students, Dean of Curriculum and Dean of Mission may suspend a student. The Principal will be notified as soon as possible when a student is suspended by an Assistant Principal. Without limiting the circumstances in which this may happen, students may expect to be suspended where they:

- Have engaged in any of the examples of Level three Unacceptable Behaviours set out in the section on Behaviours and Consequences of this policy.
- Persistently disobey staff:
- Are persistently insolent towards, or persistently harass or abuse staff or students;
- Persistently disrupt the learning and teaching of others;
- Persistently breach school policies, regulations and guidelines;
- Persistently disrupt sport and co-curricular activities by, for example, failing to follow the rules set down for those activities.

A student may be suspended with immediate effect. Students may expect this to happen where:

- Their behaviour or threatened behaviour puts at risk the safety of students or staff;
- They are found to possess illegal drugs, substances suspected to be illegal drugs or substances represented by the students to be illegal drugs;
- They possess a weapon or an object which they use or threaten to use as a weapon.

When a student is suspended, Mount St Benedict College will organise a programme of study for the student appropriate to the length of suspension.

As soon as possible after a student has been suspended, the Principal or Assistant Principal, Dean of Students will convene a suspension resolution meeting with the student and her parents to discuss the basis on which the suspension will end and the student return to normal schooling.

If the parents are unable or unwilling to attend that meeting, the Principal or delegate, after consideration of all the circumstances, may determine the basis upon which the student may return to normal schooling. If the student or her parents are not willing to have the student return to normal schooling upon that basis, the Principal may notify the parents of the possibility of expulsion and follow the procedure set out in this policy where that happens.

Expulsion

Expulsion is the permanent withdrawal of a student's right to attend Mount St Benedict College.

The Principal may expel a student. Without limiting the circumstances in which this may happen, students may expect to be expelled where:

- They have engaged in any of the misconduct which can lead to suspension and are unwilling or unable to meet the conditions for return to normal schooling;
- They have behaved in a way which seriously undermines the ethos of Mount St Benedict College.
- Their behaviour has put at risk the wellbeing of Mount St Benedict College, its staff, its students or any member of its community.
- They have sold or distributed illegal substances (including cigarettes, alcohol and illegal drugs);
- They have engaged in repeated breaches of Mount St Benedict's Code of Conduct;
- Their return to normal schooling is not in their best interest and/in the best interest of the members of the College community;

- They have consistently and deliberately interfered with the educational opportunities and endeavours of other Mount St Benedict students;
- They have engaged in conduct of a criminal nature.

The Chair of the College Board will be informed of any prolonged suspension and/or expulsion.

Procedural Fairness – Suspension and Expulsion

Mount St Benedict College acknowledges that suspension and expulsion have serious consequences for students. Accordingly, Mount St Benedict College is committed to adopting procedures in relation to suspension and expulsion which are in all respects fair and appropriate and which are designed to avoid practical injustice. Accordingly, Mount St Benedict College will normally:

- Fully inform a student and her parents of the student's alleged misconduct,
- Give the student and her parents the opportunity to provide a response;
- Ensure that the alleged misconduct is properly investigated;
- Ensure that the person who makes a final decision acts fairly and without bias.

In particular, where a student is to be or has been suspended or is facing the possibility of expulsion, to ensure fairness, the following steps will normally take place;

- A member of the Leadership Team or an appropriate Co-ordinator appointed by the Principal will investigate the alleged misconduct;
- As soon as possible, the investigator will:
 - (a) Inform the student and her parents of the suspension or possible expulsion;
 - (b) Provide to them copies of relevant policy and procedure documents;
 - (c) Provide to them details of the student's alleged misconduct and any matter adverse to the student which has come to the investigator's notice;
- Mount St Benedict College will make available to the student a member of the Pastoral Team to assist the student and her parents to prepare a response to what has been alleged;
- The investigator will give the student and her parents opportunity to respond in person and/or in writing to what has been alleged and to what is proposed (suspension or expulsion):
- The investigator will consider any response given together with all other relevant material and will make any enquiries that are warranted by the student's response before reporting to the Principal.
- The Principal will consider all relevant material, including both internal and external strategies that have been tried to that point, before any final decisions are made;
- The Principal will inform the student and her parents of those final decisions (normally in person).

While Mount St Benedict College is committed to providing the student and her parents with details of the alleged misconduct, this does not mean that the student or her parents are always entitled to the names of those who have made allegations or who have assisted in the investigation.

Appeal Process

Students and parents who consider that correct procedures have not been followed or that an unreasonable decision has been made may appeal.

Appeals must be in writing, addressed to the College Principal stating the grounds on which the appeal is being made and lodged with the College within 7 days of the decision to exclude the student.

Upon receipt of the appeal the Principal will engage the assistance of a Principal colleague from a similar school with a similar environment or a Grievance officer, appointed by the College Board, who will conduct an investigation to ensure that procedural fairness has occurred.

At the completion of the investigation, the student and parents/caregivers will be informed at an interview of the outcome of the investigation and the ground on which the review of exclusion has been either upheld or declined. Written confirmation of the outcome will be given to the parents/caregiver. This will occur within 10 school days of receipt of the appeal.

CONSEQUENCES FOR SPECIFIC SITUATIONS

Absences

Where students have failed to produce a note for an absence after several reminders a letter is mailed out to the parents from the House Coordinator.

Where a student still does not produce a note a Friday Detention will be issued.

Email

All students sign an email agreement which outlines the College expectations of appropriate use. Where students fail to meet these expectations they will have their email and internet access withdrawn by the IT Manager in conjunction with the House Coordinator.

Lateness To School

Girls late to school will have their Planner stamped and collect a computer print out which needs to be signed by parents and returned to Student Services. It is the responsibility of the Homeroom mentor to identify patterns of lateness and refer these to the House Coordinator if the situation remains unresolved. Students will need to make up time lost and complete work missed. To be followed up by House Coordinator or Head of Department.

Students Who Are Upset At School

Students who are unwell or upset and unable to remain in the lesson are to be sent to Student Services, accompanied by another student, with an entry made into the Student's Planner. Girls are not to be sent to the toilets.

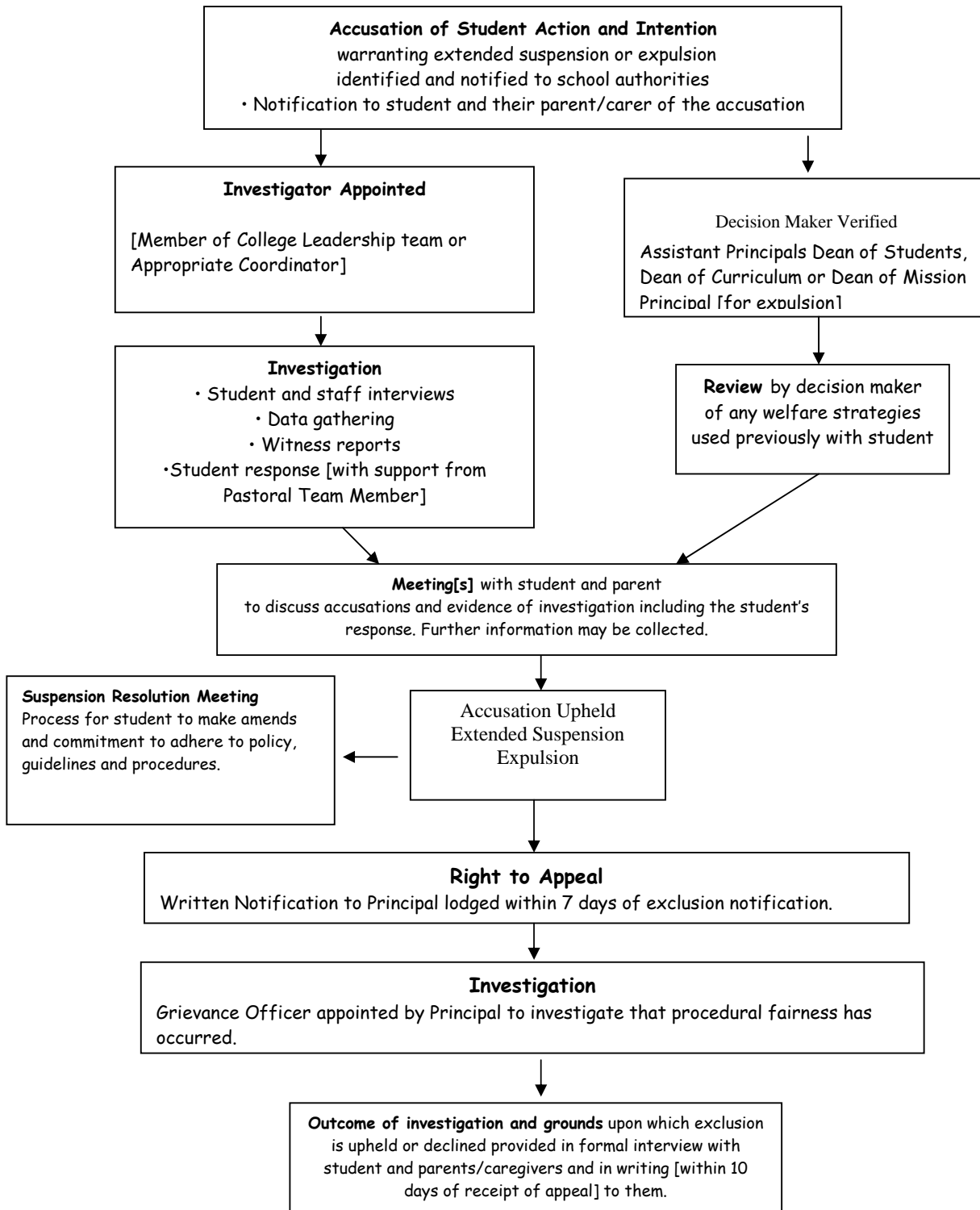
Students will be seen by House Co-ordinators or Dean of Students for further action.

Truanting

Generally where junior students truant a lesson in the day a Friday detention should be issued by House Coordinator or Head of Department.

If a junior student truants a day, the student will meet with the Dean of Students and the House Co-ordinator and will need to make up the time lost.

EXCLUSION AT MOUNT ST BENEDICT COLLEGE AND RIGHT OF APPEAL



INDICATORS FOR ENSURING PROCEDURAL FAIRNESS HAS BEEN AFFORDED TO A STUDENT

Student Name:

INTERNAL USE ONLY

ACTION	DOCUMENTATION	DATE
1. The school has held an interview with the student and notified the parents/carers prior to any suspension from school.		
2. The school has provided all relevant policy and procedure documents to the student and parents/carers.		
3. The school has organised a program of study for the student (where appropriate) while suspended from the school. Depending on length of suspension.		
4. The school has considered the possibility of separating the roles of the investigator and the decision maker, to avoid any perceived or actual bias in the matter.		
5. Information has been collected from others (students, teachers, witnesses) <ul style="list-style-type: none"> • individually and • with the use of non-leading questions and • with no assumption of guilt on the part of the accused student. 		
6. A member of the Pastoral Team has worked with the student and provided support to the student in relation to the alleged behaviours (where appropriate).		
7. The school has reviewed all in school and beyond school strategies that have been or could be exercised in relation to the student.		
8. The school has held at least one formal meeting with the student and parents/carers to allow for the full particulars of any prejudicial information in the matter to be tabled. This does not mean that the names of witnesses or others must be divulged but all other information must be included.		
9. The school has held at least one formal meeting with the student and parents/carers to allow them to give a full and proper response to any prejudicial information that has been collected in the matter.		
10. The school has acted upon any reasonable requests to collect further information in the matter on behalf of the accused student.		
11. A decision has been made in the matter after carefully weighing up the information put before the school.		

Signature:

Date:

Principal(or delegate)

APPEAL AGAINST THE DECISION TO SUSPEND OR TERMINATE THE ENROLMENT OF A STUDENT

(To be lodged within 7 days of the decision)

Student Name:
School Attended:
Homeroom:
Year:
Person making appeal:
Relationship to student:
Address:
Telephone Number: (work) (home)

PLEASE ATTACH A COPY OF THE LETTER FROM THE SCHOOL NOTIFYING YOU OF THE SUSPENSION OR TERMINATION OF ENROLMENT.

This appeal is on the grounds that: *(please tick the appropriate box)*

- a) correct procedures have not been followed
- b) an unreasonable (or unfair) decision has been made

MAJOR REASON FOR APPEALING *(summary only)*

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.....
.....

(You may attach supporting documentation to this form. It is important that all matters that you wish considered in the appeal are mentioned).

Signature of the person making the appeal:

Date:

Checklist:

- Have you attached a copy of the letter of notification from the Principal?
- Have you attached additional information?
- Have you completed all information on this form?
- Have you signed and dated the form?

PLEASE RETURN THIS FORM, TOGETHER WITH THE ATTACHED INFORMATION, TO THE PRINCIPAL AT THE ABOVE ADDRESS



PASTORAL CARE POLICY FOR STUDENTS

PREAMBLE

Mount St. Benedict College, in fulfilment of its Mission and Vision Statement is committed to the entire welfare of the student body. In seeking to offer an holistic education, the College provides a comprehensive vertical pastoral care programme for the students, as well as monitoring procedures for student welfare and behaviour.

PRINCIPLES

The exercise of Pastoral Care is guided by the College Mission and Vision Statement.

The College responds to legislative and regulatory changes which affect the pastoral care of students.

All teaching Staff have legal responsibility for duty of care of students.

Responsibility for pastoral care lies with every member of staff.

Specialist pastoral care resources, through the intervention of the specialist personnel at the College, are in place to meet the individual needs of students.

Discipline in the College is based on the principles of pastoral care.

PROCEDURES

The College is committed to the involvement of all staff in the pastoral care of students.

All students participate in a formal and integrated pastoral care programme.

All staff shall be aware of their responsibilities in pastoral care of the students arising out of lessons, classroom management, supervision, co-curricular involvement, informal contact or interaction with students in administrative or specialist areas.

The Assistant to the Principal, Dean of Students is responsible for ensuring both the formal and informal pastoral care of students.

The Assistant to the Principal, Dean of Students is responsible for co-ordinating the writing, implementation and evaluation of the Pastoral Care Programme.

The House Co-ordinator meets regularly with the Counsellor and the Assistant to the Principal, Dean of Students to review the pastoral care needs of individual students.

The House Co-ordinator works with the Home Room teachers in the implementation of the Pastoral Care Policy of the College.

Home Room teachers are responsible for the implementation of the formal pastoral care offered to each student in the Pastoral Care Programme.

Ratified by College Board

Date for Review