



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Benedict's Primary School

839 Main Road, EDGEWORTH 2285

Principal: Danielle Reed

Web: <http://www.edgeworth.catholic.edu.au>

mn.catholic.edu.au

About this report

St Benedict's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is a joy to present the 2025 Annual School Report for St Benedict's Catholic Primary School, Edgeworth. This report offers our community a window into the learning, growth, and shared purpose that have shaped our school throughout the year. We acknowledge the Awabakal people as the Traditional Custodians of this land, and we commit ourselves to honouring their enduring culture.

This year has been one of energy, renewal, and genuine community spirit. With a new executive team, 2025 has been a year of building together. I am deeply grateful for the professionalism and support of our staff, who have embraced change with openness and a shared commitment to our students. Our parent community has also been a strong partner, particularly through strong engagement in student-led conferences and FACE meetings. This sense of collaboration has been a defining strength of our year.

A significant highlight was our first participation in the West Wallsend District ANZAC March and Service. Our students represented St Benedict's with reverence and maturity, demonstrating their understanding of service, sacrifice, and community. It was a proud moment for our school and strengthened our local connections.

Learning has remained at the heart of all we do. Our NAPLAN results reflect solid achievement across the school, supported by a strong and consistent approach to learning support and gifted education. The introduction of new assessment technology has enabled staff to track progress with greater precision and tailor learning more effectively, strengthening our capacity to meet each child where they are.

One of the most visible transformations of 2025 has been the redevelopment of our playground. Beginning in Term 2 and continuing right through to the end of the year, the works required patience, flexibility, and creativity from staff and students alike. Everyone cooperated to make the most of what we had, and the result is an extraordinary new playground that has already become a vibrant hub of play, imagination, and connection that is truly the envy of the Diocese.

This year also saw the launch of our first ever Bennie's Got Talent quest which was a celebration of the creativity, courage, and individuality of our students. It was a reminder that learning is not confined to the classroom and that every child brings unique gifts to our community.

Throughout 2025, our Josephite charism has guided us, particularly as we embraced the Jubilee Year of Hope. Hope has been our anchor - in our relationships, our learning, and our

shared commitment to nurturing a community where every child is known, valued, and supported to flourish.

I commend this report to you and invite you to join me in celebrating the many blessings and achievements of 2025 at St Benedict's.

Parent Body Message

Our experience at St Benedict's Primary School, Edgeworth has been overwhelmingly positive, and we feel incredibly grateful to be part of such a welcoming and supportive community. We have been part of the St Benedict's family since 2020, and during that time we have seen the school continually grow, invest in its students, and strengthen its sense of belonging.

One of the most exciting recent developments has been the new playground, which has made a wonderful difference to the students' daily school life. It provides a safe, engaging, and inclusive space where children can play, socialise, and build friendships across year levels. It reflects the school's commitment to student wellbeing and enjoyment, not just academic learning.

St Benedict's also offers a wide range of extracurricular activities that allow students to discover and develop their interests. Opportunities in sport encourage teamwork, resilience, and confidence, while public speaking programs help students build strong communication skills and self-belief from an early age. These experiences play an important role in helping children grow into well-rounded individuals.

The sacramental program is another valued aspect of the school, nurturing students' faith and helping them develop a strong moral foundation. It is delivered with care and respect, reinforcing the school's Catholic values in a meaningful and supportive manner.

We also appreciate the strong focus on student goal setting and the regular face-to-face meetings between parents and teachers. These meetings create open communication, ensure children are supported academically and personally, and make parents feel genuinely involved in their child's learning journey.

Overall, St Benedict's Primary School is a caring, connected, and inclusive community. It is a place where students are known, valued, and encouraged to thrive, and we are proud to have been part of it since 2020

Student Body Message

At St Benedict's, we participate in all types of sports whether they're fun or competitive and we always encourage students to get involved. Recently, we held our swimming carnival, which was extremely successful in getting our peers out of class and engaged in physical activity. Some students will even progress to compete at the regional level next year in 2026.

This term, we also introduced gymnastics as a sport, which has been a great experience for everyone thanks to the exceptional coaching provided by the gymnastics staff.

There are many opportunities for students in Years 3–6 to participate in a wide range of sports. We have achieved success in athletics, touch football, cross country and soccer, with students representing our school at PSSA (Primary Schools Sports Association) events. These competitions allow students to represent Polding and compete against teams from regions such as Hunter, Sydney East, and Sydney West.

Overall, St Benedict's offers plenty of competitive sporting opportunities and enjoyable physical activities for all students. -Archer

Here at St Benedict's, we are proud to be a multicultural school. We celebrate Harmony Day and embrace our many different cultures through cultural groups and by learning about the Awabakal and Aboriginal people of our land. We also have Mini Vinnies, a group of students who raise money and support families or individuals in need. Once a term, our Mission Day raises funds and collects donations to help those in need as well. -Evie

St Benedict's, we offer students a variety of extracurricular activities. No matter the year level, every student has the chance to join in these activities. During our time at St Benedict's, we have enjoyed visits to the Hunter Valley Zoo and three-day overnight excursions. In addition to these experiences, we have incursions such as drama, science, and lifesaving lessons.

Students in Stage 3 not only participate in overnight excursions but also take part in a STEM activity. The STEM project focuses on solving real world problems, ranging from small challenges to big ones. Everyone learns at least one thing from each branch of STEM: Science, Technology, Engineering, and Mathematics. All these activities include some form of learning even if you don't realize it. -Adam

We've learned so much during our time at school from learning how to count to converting fractions into decimals. I'd like to thank all the wonderful teachers who taught us over the years, as well as the visiting teachers who filled in for us. I'd also like to thank the staff who helped us along the way. We are grateful to our parents for choosing St Bennie's for us. Over seven years, we've learned many different things, but the most important of all is that we made friends. -Jack

School Features

St Benedict's first opened its doors in 1962 on Awabakal land, under the care and dedication of Sister Cabrini and Sister Anne Mary of the Sisters of St Joseph, Lochinvar. With just over sixty students learning in four small wooden buildings, the school's beginnings were humble yet full of the spirit of the Josephite tradition. As the local community grew, St Benedict's grew alongside it, responding to the needs of families and becoming an integral part of the Edgeworth area.

Today, St Benedict's is a co-educational Catholic primary school within the Diocese of Maitland-Newcastle, located in the vibrant suburb of Edgeworth, 18 km west of Newcastle's CBD and part of the City of Lake Macquarie. In 2025, the school was home to 357 students across 14 classes, offering learning from Kindergarten to Year 6.

Our campus now includes a rich blend of indoor and outdoor learning environments: 14 contemporary classrooms, a well-resourced library, a learning support hub, a chapel, a wellbeing hub, a multipurpose hall, and play spaces including fixed equipment, a sandpit, basketball courts, futsal courts and open green areas for active play.

As a Catholic school grounded in the Josephite charism, faith is woven into daily life at St Benedict's. Students and staff come together regularly for prayer, liturgies, and Mass, and the values of compassion, service, and hope guide our relationships and our learning. We are proud to be an active and connected part of the Sugarloaf Parish.

St Benedict's provides quality K.6 education across all seven Key Learning Areas, supported by a dedicated staff committed to nurturing each child's growth, wellbeing, and sense of belonging. Our story continues to be one of community, faith, and a shared commitment to helping every student flourish.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
187	170	90	357

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 91.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.80	91.99	92.00	91.58	90.66	90.03	90.83

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	50
Number of full time teaching staff	14
Number of part time teaching staff	15
Number of non-teaching staff	21

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Benedict's Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	2
Proficient Teachers	25
HALT Teachers	1

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Grounded in Josephite beginnings, St Benedict's embraces the vision: Aspiring to be people of faith, courage and examples of justice for all. As a parish school, we live this mission by growing our Catholic faith, celebrating God's gifts and nurturing a safe, supportive environment where high expectations guide learning and personal growth.

St Benedict's is a K–6 Catholic school grounded in Gospel values, fostering both an understanding of and a commitment to the Catholic faith. Prayer, liturgy and Eucharistic celebrations are central to daily life, nurturing belonging and spirituality. Our Catholic identity is expressed through religious symbols, sacred art, prayer spaces and the Chapel, as well as through a strong partnership with the Sugarloaf Parish.

Students and staff are encouraged to walk in the footsteps of Jesus by putting faith into action. This is lived out through social justice, Mini Vinnies, parish engagement and service to others. St Benedict's contributes to parish life through Parish Masses, school liturgies and active involvement in the Sacramental Team and Parish Pastoral Council.

Religious Education is developmentally appropriate and grounded in the Pedagogy of Encounter, supported by Religious Education Resource Units. Leadership monitors teaching programs, with full implementation across the school progressing. Whole-school and class-led prayer, liturgical experiences and celebrations further enrich faith formation.

Faith development is strengthened through retreats, leadership opportunities, the Great Aussie Bush Camp experience and the school's inaugural Sacramental Formation Day. Staff

formation with the RE&S Team and student leadership experiences deepen understanding of Catholic Social Teaching and the call to live the Gospel.

Respect and responsibility underpin expectations for all students. Leadership, stewardship and service opportunities, including gardening, buddy programs and sustainability initiatives, support the development of responsible, compassionate learners. Social justice remains central to school culture, with ongoing support for Catholic Mission, Caritas, St Vincent de Paul and families in need.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Every teacher uses the NSW syllabus to plan their teaching and learning sequences. They follow the SBE scope and sequence for each KLA and the whole school assessment schedule. Kindergarten to Year 2 classes implement the InitialLit program as a component of the English.

Teachers adjust their teaching and learning programs in consultation with the Learning Support Teachers as outlined in their Personal Plans and tiered differentiation.

St Benedict's Edgeworth follows the initiatives of the Diocese, continuing to embed the work of Lyn Sharratt's, 'Clarity', Michael McDowell's 'Developing the Expert Learner' as well as a wide range of High Impact Teaching Strategies throughout a range of Key Learning Areas.

The main focus of 2025 was to utilise quality assessment to inform instruction. Through a structured PLT system, teachers were able to conduct deep dives into their data and set collaborative targets as a stage and grade. This data analysis allowed for the development of individualised goals using compass insights which was the basis of discussion during partners in learning conferences, along with Semester Reports, further connecting the parent community. Writemark was introduced as a standardised way of comparing moderated writing samples. Changes were made to the mathematics pedagogy to further develop explicit teaching and other high impact teaching strategies such as Peter Sullivan's Launch, Explore, Summarise and Michael McDowell's Surface, Deep and Transfer. This change in pedagogy also allowed space for teachers to utilise their assessment to respond to areas of weakness. Teachers have spent a large amount of time investigating the new curriculum and undergone preparation to take on implementation of HSIE and PDHPE in 2026.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Benedict's Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	65%	54%
	Reading	72%	66%
	Writing	85%	76%
	Spelling	65%	62%
	Numeracy	76%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	65%	63%
	Reading	67%	73%
	Writing	78%	65%
	Spelling	67%	69%
	Numeracy	72%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Consultation with parents, students, and staff remains highly valued at St Benedict's, with their perspectives guiding decision-making and school improvement. Although the Tell Them From Me (TTFM) survey was not conducted in 2025, insights from the 2024 survey continued to inform priorities, supported by ongoing feedback processes that ensured all stakeholder groups had a voice.

Parents remained strong partners in learning. Building on 2024 TTFM recommendations, staff and families collaborated on a consistent, whole-school homework approach, shaped through surveys, FACE meeting feedback, and communication across all stages.

Engagement in Partners in Learning conferences stayed high, with parents embracing goal-setting discussions with their children. To enhance clarity around student growth, Insight goals were added to Semester Reports, offering families more transparent and individualised information.

Overall, parents expressed strong satisfaction with communication, learning support, and the welcoming, inclusive culture of St Benedict's.

Student satisfaction

Although the TTFM survey was not administered this year (it is administered every other year), students continued to provide feedback through regular classroom discussions, leadership forums, and informal check-ins with staff. The Student Parliament remained an active and visible avenue for student voice, with high levels of participation from Year 6 leaders as they engaged in projects, problem-solving and school initiatives.

Students felt that PB4L improved, with students striving for Bennies under clear expectations. Awards were celebrated promptly, and language around achievements became more consistent and fair.

Student voice informed several schoolwide decisions across 2025, including playground use during the redevelopment, wellbeing initiatives, and elements of learning and classroom organisation. Students reported feeling well supported, listened to, and connected to their school community.

Teacher satisfaction

The new Executive strengthened staff morale through regular surveys, accessible feedback platforms and trusting relationships. Teaching and learning remained strong, with staff valuing time for moderation to support consistent reporting and highlighting the need to minimise literacy block interruptions.

Staff praised their inclusive, supportive colleagues. Assessments were viewed as purposeful, with whole-school approaches that promoted consistency. Collaborative planning, differentiated Maths instruction, cultural lessons, wellbeing programs, and breakfast club were identified as strengths. The new playground, structural improvements, and online tools were also well received. Staff appreciated leader accessibility, noting that steady leadership and collaboration contributed to confidence.

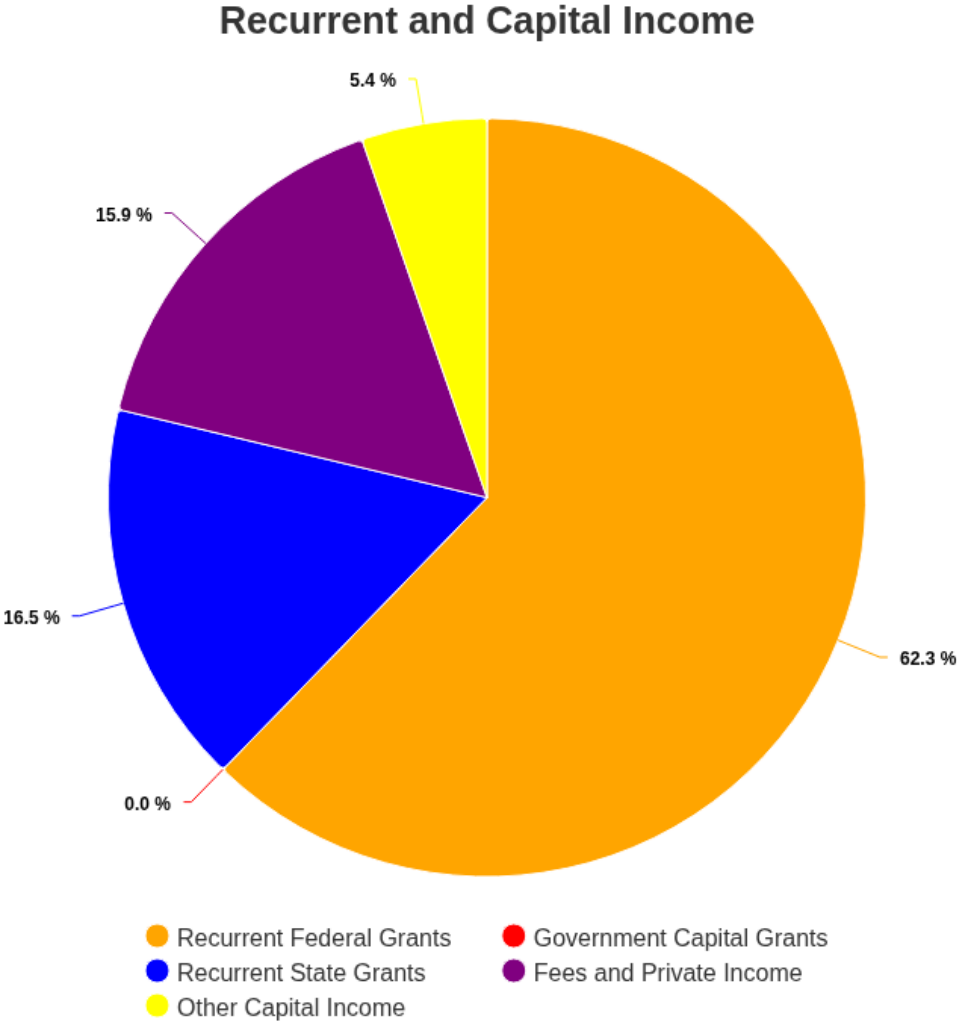
Staff engagement and satisfaction remained high, supported by collegial relationships, stable staffing, and positive culture.

Professional learning was prioritised through targeted staff meetings and PLTs, strengthening shared practice. Termly surveys ensured staff had a voice in wellbeing, workload, and strategic planning, with morale supported by clear communication and a shared sense of purpose.

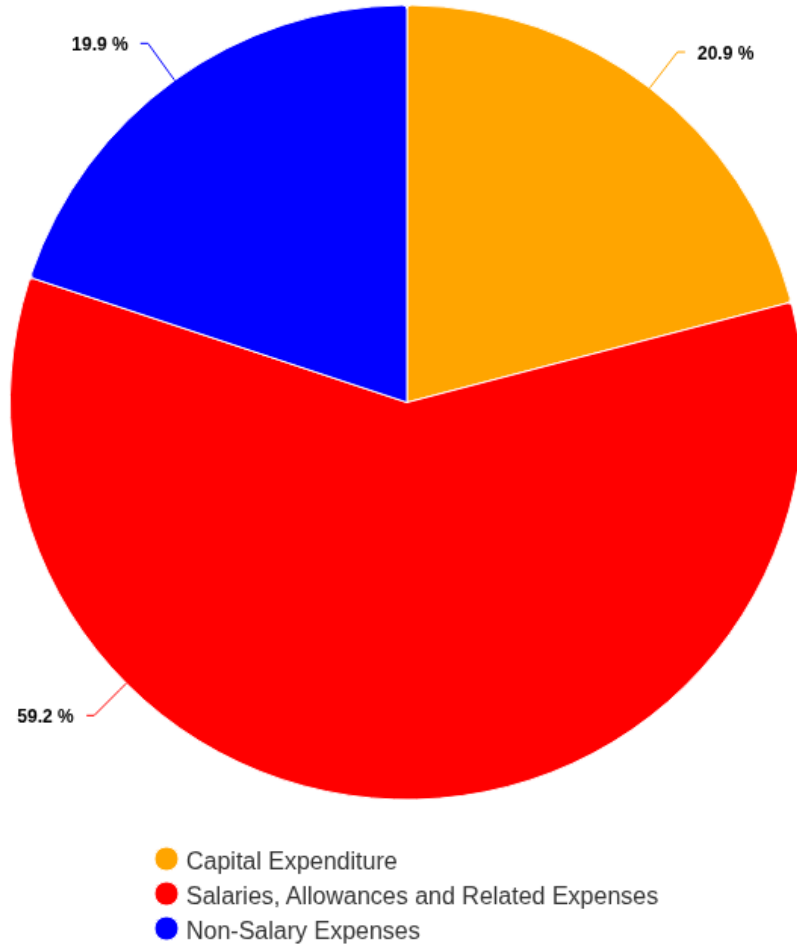
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT