

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Bede's Catholic College

24 A Heritage Drive, CHISHOLM 2322

Principal: John Murphy

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



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St Bede's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the School 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 College directly or by visiting the College's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

During 2019 staff and student numbers doubled with our Year 7's progressing to Year 8 and with the intake of a new Year 7 group. 2019 marked the conclusion of our first 3-year Strategic Plan. The great success of 2019 can be best appreciated by reference to the key domains of this Plan:

1. **Catholic Formation and Mission:** School Masses, social justice initiatives, quality Religious Studies classes, integration of the Catholic Principles in all subject areas, visible Catholic iconography and presence of the local Catholic Priests.
2. **Learning:** Launch of our Learning and Wellbeing Framework with an emphasis on literacy and numeracy and developing an innovative, exciting, enriching and challenging pedagogy. Showcasing of student works were evident at College Assemblies, the Student Showcase Evening and within the various learning spaces around the school.
3. **Leadership:** Fostering and supporting high quality, committed and accredited teachers through a structured professional development program. Student leadership development opportunities were evident within student committees, house competitions, and within the wellbeing program.
4. **Service and Governance:** Building a sense of community and making St Bede's a safe place for all students was achieved via maximising student engagement such as the Year 7 camp, fortnightly well-being lessons, enquiry-based learning tasks, guest speakers, excursions, sporting competitions, carnivals, art and music events.

### Parent Body Message

At St Bede's one of the main opportunities for parents/caregivers to be involved in the life of the school is the Parent Forum (an alternative to the traditional Parents and Friends Association). Throughout 2019 these continued to be held once a term with agendas that included keynote speakers and discussion of current topics and concerns.

St Bede's is now represented in the Diocese Federation of Parents and Friends Association by two parents who also help in the formulation of Parent Forum agendas by highlighting current issues.

In addition to the Parent Forums, parents/caregivers were invited to attend other events throughout the year including the opening mass, parent information nights that included volunteer induction sessions, two showcase evenings of student works, the swimming &

athletics carnivals, Mother's Day morning tea and Liturgy, Father's Day breakfast and Liturgy and a presentation evening.

At the end of the first and second semesters, parents/caregivers were able to book in for parent/teacher interviews with teachers to discuss their child's progress.

Parents/caregivers are currently able to volunteer in the school canteen and were also able to participate in two surveys: for the COSI (Continuum of School Improvement) self-review process and with regards to the school uniform.

A high priority continues to be placed on the development of positive relationships between staff and parents via clear communication processes that include fortnightly newsletters, the student diary, electronic notifications, and an online parent portal - Compass. Compass allows parents to be able to access online student reports, assessment/feedback, attendance/punctuality, and achievements.

### Student Body Message

St Bede's is a unique learning opportunity that provides students with valuable and essential life skills for when they leave the college. We nurture a vibrant and welcoming community where every student and staff member are valued and important. Through persistence and collaboration, our community has shaped an extraordinary culture in which all members have a merited opinion. There are so many aspects of our College that makes it unique and an amazing place to learn.

I have been fortunate enough to be elected as a member of a leadership team. This opportunity has helped me to become more involved and invested in the school. It has also assisted me in building on my leadership and life skills that I can not only share with the College but the wider community.

The high contribution of the student body to the school is what makes our College suitable to for all learning abilities. At the end of every term, each subject and activity held throughout has a review that all students complete to tell the staff what was good and what could be improved to assist their learning better.

These reviews also cover our wellbeing sessions, which are held once every fortnight. These sessions provide students with help and tips on areas of our wellbeing.

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## School Features

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### **History of the school**

St Bede's began with the vision of our Bishop who saw the need for another Catholic High School within the Maitland Newcastle region. With the support of our local parish priest, and with the drive of the staff from the Maitland Newcastle Diocese this vision grew into a full-scale project. The College was named after St Bede who was born in 672AD in England and went onto to become one of the most famous saints and scholars of all time.

St Bede's was officially opened by the 2018 Director of Schools on Friday 2 February 2018 with 107 students, 11 full-time teachers, and a few support staff in a temporary school site titled the Flexible Learning Village.

### **Enrolments**

As the College progressed to Year 8 in 2019, enrolment numbers grew to 240 students. It is expected that enrolment numbers will peak at 360 for 2020 before then increasing by 180 for each incoming year group from 2021. We expect the student population to reach approximately 900 students in 2023 before reaching a maximum of approximately 1,000 in 2026.

St Bede's accepts students from both Catholic and non-Catholic schools. Included in the surrounding areas where enrolment applications are accepted are Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth, Thornton, Beresfield and Tarro. The two primary Catholic feeder schools are St Aloysius, Chisholm, located next door, and Our Lady of Lourdes, Tarro.

### **Building Works**

The 'Benedict Building' was officially opened on Monday 29 October 2018. This building is the first of four modern and air-conditioned interconnected buildings that are expected to be completed by 2023. Additionally, a chapel, a playing field and hard courts are all expected to be built by 2023. Local council playing fields at the back of the College are also expected to be available for our use once completed.

### **Parish and /or feeder schools**

The two local feeder schools are St Aloysius Primary School that is located next door to the College and Our Lady of Lourdes Catholic Primary School, Tarro. Approximately, half our students come from these two feeder schools with the other half coming from a range of Catholic and non-Catholic schools. We have a close connection with our two local parishes, Our Lady of Lourdes, Beresfield and Immaculate Conception, Morpeth.

### **Parents and Friends Activities:**

In-lieu of a Parents and Friends Association, a Parent Forum model of parent engagement effectively operated throughout 2019. These meetings occurred once per term from 6.00 pm

– 7.30 pm. At each of these meetings, there was a speaker who addressed an area of parent interest, presentations from the two Parent Representatives, Principal and Assistant Principal, as well as an open question/answer session. Parent input into key decisions were an important part of these meetings.

### **Co-curricular Program**

A diverse Co-curricular program was offered, including music performances, debating, public speaking and excursions. All students enthusiastically participated in a diverse Friday afternoon sporting program which included a range of inter-school competitions such as Touch Football, Oztag, Soccer, and Netball. Many students were selected in representative teams, including Diocesan teams. The College held high energy and successful swimming and athletics carnivals with close to a 100% student attendance rate.

A fun-filled camp occurred at the start of the year for our incoming Year 7 students which greatly assisted their transition to high school. Numerous incursions and excursions occurred throughout the year which positively impacted on student learning.

### **Location/Drawing Area:**

St Bede's is located at 24A Heritage Drive Chisholm, which is located not far from Maitland.

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## Student Profile

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### Student Enrolment

The College caters for students in Years 7 – 9. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
127	109	17	236

\* 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 and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 91.25%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
92.10	90.40	0.00	0.00

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	33
Number of full time teaching staff	16
Number of part time teaching staff	4
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

A whole school professional development plan was developed and implemented following consultation with relevant stakeholders. This professional development was aligned to our School Improvement Plan and provided all teaching staff with a total of 26 NESA accredited hours.

One-hour staff development sessions occurred each Monday afternoon. Three extended professional development twilight sessions occurred throughout Terms 1-3. The following were the focus areas:

- Implementing Catholic Principles in KLA Programs.
- Increase student literacy through a focus on writing.
- Developing a pedagogy that engages all students.
- Enhancing staff and student digital literacy.

Six staff professional development days occurred throughout the year. The following were the focus areas:

- New staff induction.
- Catholic Formation and Mission.
- Teaching and learning.
- Student wellbeing.
- Strategic planning.
- Curriculum development.
- School review and improvement.
- CPR, anaphylaxis, and first aid.
- Child protection.

Most management staff completed a mentoring/coaching course as a way of promoting solution focused problem-solving skills within the broader staff.

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## Catholic Identity and Mission

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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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Bede's Catholic College implemented the final stage of our Foundation Plan throughout 2019, working towards achieving our College Mission and Vision Statements. The Mission is a statement that summarises who we are as a College, while our Vision is a statement of how we want our students to leave St Bede's at the conclusion of their school education. Our Mission states, *'Inspired by Jesus Christ, St Bede's Catholic College nurtures a vibrant and welcoming community; Seeking knowledge and realising gifts through persistence and collaboration; Living the Gospel in word and action'*. Our Vision states, *'Students will leave St Bede's Catholic College as confident, resilient and reflective young adults, embracing learning, searching for truth and living their faith in a contemporary world'*.

Within the Foundation Plan, there are four domains that enable the achievement of our Mission and Vision. Each domain has a series of agreed strategies and indicators of success. These four domains are: Catholic Formation and Mission, Learning, Leadership, Service and Governance. The first domain that shapes the unique Catholic identity of the College is Catholic Formation and Mission. Within this domain the two key strategies implemented throughout 2019 were:

- Provide opportunities to nurture individuals' faith and encourage a relationship with Jesus Christ.
- Provide an environment that promotes our Catholic identity and has Jesus Christ at the centre.

As part of a review process – COSI (Continuum of School Improvement), the following two strengths in this area were identified:

1. There is a clear Catholic identity, vision and mission where the four Gospel values of love, truth, justice and compassion and the four pillars of community, courage, knowledge, and faith permeate College documentation, visual identity and practices.
2. The school supports and nurtures the spiritual and religious wellbeing of students.

Some of the indicators that further verified the success in this area were:

- Excellent results in the 2019 Year 8 Diocesan Religious Studies test.
- Positive student feedback via a comprehensive survey of the importance they place on Religious Studies.
- Positive staff and parent feedback via comprehensive surveys of the importance of our Catholic identity.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The College operates on a fortnightly timetable (cycle). In both years, there are four streams of up to 30 students in each of the classes in Mathematics, Science, English, HSIE and PDHPE. English/HSIE and Mathematics/Science remain clusters. English and HSIE remain fully integrated with 60 students and 2 teachers co-located. Mathematics and Science are co-located one period a cycle where students build their skills in numeracy.

In Year 7 there are six streams of up to 20 students in each of the classes in Religious Studies, Music and Technology Mandatory. Students also have one period a cycle where they learn research and study skills, adapting a Growth Mindset and becoming organised for high school. In Year 8, there are four streams of Religious Studies and six streams of Technology Mandatory, Languages (Mandarin) and Visual Art.

There are four Homeroom classes in each year group of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the wellbeing session period, which is conducted once a cycle.

The College launched its Learning and Wellbeing Framework earlier in the year. The document reflects the work carried out by staff in the College and key stakeholders within the CSO to outline the College direction in learning and wellbeing for future years as the College grows.

St Bede's has earned a reputation across the diocese for its contemporary approach to learning. The College continued its commitment to quality cross-curricular teaching and learning over the course of the year. Students learnt through interconnections across multiple subject areas with a focus on improving student literacy and numeracy skills.

St Bede's launched two cross-curricular tasks involving many Year 7 key learning areas. This cross-curricular assessment approach reduced the number of tasks given to students, therefore reducing the overwhelming feeling students can encounter when presented with multiple tasks and due dates. These tasks came under the concept of "Identity". The entire Year 7 cohort was taken offline for the day to experience and unpack two major tasks;

namely, “Identitatem Projectus Horribilus” — HSIE/English/Music and CSI Chisholm — TAS, Mathematics and Science. CSI Chisholm was presented at the Sydney University STEM Academy Conference. The project was highly acclaimed and presented at Sydney University by our STEM Team.

The College Learning Support Team supported the school wide focus on improving skills in Literacy and Numeracy through the continuation of the MacqLit program for literacy and the introduction of the QuickSmart program for numeracy. Both programs provide targeted intervention to identified students.

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## Student Performance in Tests and Examinations

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Analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 7</b>	<b>Grammar and Punctuation</b>	19%	29%	22%	19%
	<b>Reading</b>	24%	29%	18%	15%
	<b>Writing</b>	9%	15%	31%	28%
	<b>Spelling</b>	28%	31%	11%	16%
	<b>Numeracy</b>	27%	34%	12%	15%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website at this link.



## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

The College promotes respect and responsibility of its students through its zero tolerance to bullying and embedded restorative practices where students are given opportunity to apologise, express forgiveness and preserve the dignity of each person. Anti-Bullying measures were supported through our visiting Police Liaison Officer's presentation to the school. The College promotes positive behaviours through its Merit System and acknowledging students who have been respectful and responsible at occasions such as Year Meetings and Wholes School Assemblies.

The College Wellbeing program continues to be developed and refined across Year 7 and 8. Students engaged in wellbeing activities once per fortnight within their homeroom where they built awareness of ways to respect each other, resilience, defining bullying and explaining its effects and looking after other's in need through charity fundraisers such as St Vincent's DePaul. The program is aligned to the College Pillars of Courage, Knowledge, Community and Faith which provides the school with a common language promoting respect and responsibility of the students.

The College slightly modified its Student Leadership Committee structure to incorporate a Wellbeing Committee and combine the Social Justice and Mission Committees to become the one committee, namely the Mission Committee. Students from Year 8 formally applied to become a Student Committee Leader and were interviewed. The Committees decided upon were Mission, Wellbeing, Stewardship, Learning and House. Each Committee had four Year 8 students and one staff representative (except for the House committee which had eight students and two staff). The Committee structure promoted respect and responsibility by providing an avenue for student voice and Student input across all facets of College life and on important evaluations including the COSI Self-Review.

The College provided many opportunities across the course of the year to promote respect and responsibility. These included the annual Showcase Evening and Open evenings which were represented by our students who showcased work, ushered parents, participated in vocal ensembles, presented to audiences and catered for guests. The College also recognised significant national and international events that promote respect, responsibility and equality through whole school assemblies on occasions including Harmony Day and International Women's Day

The College also implemented special day fundraising events and educated the students on how their responsibilities in raising funds led to making better lives of others in need in places such as the Mary Rice Centre in Kenya. Such events included Christmas Hamper donations, St Bede's Day and the end of year Shine Day.

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## School Improvement

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The College implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

### Key Improvements Achieved

Major improvements achieved in 2019 included:

#### **Catholic Formation and Mission**

- Building of closer parish partnerships, including having the Opening Mass at Our Immaculate Conception, Morpeth.
- An Art Show after Mass at Our Lady of Lourdes, Beresfield.
- Clearer integration of Catholic Social Teachings across the wider curriculum following extensive inservicing of our staff.
- Broader range of opportunities to participate in the life the Church, e.g. school liturgies and Masses, parish connection to Youth Mass, student involvement in social justice activities.
- Broadening opportunities for students and staff to participate in age appropriate religious and Church events, e.g. Project Compassion, Called to Serve Mass, two staff members attending an immersion Trip to Kenya, a staff member attending a pilgrimage trip to the Holy Land.

#### **Learning and Teaching**

- Enhanced interconnection between learning and wellbeing via the effective implementation of the Learning and Wellbeing Framework.
- Increase in cross-curricular teaching in better catering for more personalised learning.
- Decrease in the number of assessment tasks with more tasks being cross-curricular based, that in turn facilitate a richer student learning experience.

- Stronger emphasis on genuine curriculum differentiation for the different learning needs of students and the provision of timely and meaningful feedback.
- Implementation of a school wide approach to building students' skills in Literacy and Numeracy.
- Targeted intervention programs of QuickSmart and Macqlit were very successful.
- A focus on increasing skills in writing and staff use of ALARM (A Learning And Responding Matrix).

### **Leadership**

- Recruitment of experienced, accredited and highly recommended staff members to cater for the growing student population.
- Retaining and developing all employed teachers which enabled continuity in the implementation of our strategic plan.
- Broadening of the existing student committees to include leadership from both year groups.

### **Wellbeing and Partnership**

- Successful implementation of a STEM project for all Year 7 students in conjunction with the University of Sydney. Project was highly acclaimed.
- Provision of practicum opportunities for student teachers via Universities of Newcastle and Bathurst.
- Broadening of wellbeing programs to cater for the additional year group.
- Morning breakfast with parents of students with anxiety.
- 'Live Respect' program run for identified students.
- University of Newcastle Statistics Poster Competition with students in Year 8 achieving an honourable mention.

High rate of group visitations from external parties.

### **Priority Key Improvements for Next Year**

#### **Catholic Formation and Mission**

- To offer quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ.

#### **Learning and Teaching**

- Create a rich and personalised learning experience in a supportive environment.

## **Leadership**

- To ensure effective staff recruitment, induction and development and organisational processes which convey a shared understanding of being a member of the St Bede's community.

## **Wellbeing and Partnerships**

- Consistent and coherent approach to wellbeing that is understood by staff, families and students.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

A comprehensive survey indicated a very high level of satisfaction from the parent community. Below are some of the survey results where parents either agreed or highly agreed with the statements.

#### Communication

- Parents are aware of what their child is learning: 95%
- School promotes a culture of high expectations for student achievement: 99%
- Parents know what's happening at the College: 93%

#### Expectations and management of student behaviour

- Policies and procedures about consequences for inappropriate student behaviour are clear and fair: 88%
- School promotes a safe and inclusive environment that respects the dignity of all individuals: 95%

#### Catholic Identity and Religious Education

- Parents are well informed about the Catholic identity and mission and know what it means to be part of a Catholic school community: 99%
- The school has a distinctive Catholic identity that supports and nurtures the spiritual and religious well-being of students: 95%
- Opportunities are provided to celebrate through regular prayer, liturgy and Mass: 96%

#### Parent involvement

- Parents/carers feel valued: 95%

## Student satisfaction

A comprehensive survey indicated a very high level of satisfaction from the students. Below are some of the survey results where students either agreed or highly agreed with the statements.

### **Catholic identity and Religious Education**

- Students regularly celebrate as part of a Catholic community through regular and meaningful prayer, liturgy and Mass: 95%
- Students are aware of the school's Catholic identity and mission: 96%

### **Learning**

- School is a quality learning environment: 96%
- Assessment tasks are timely and high-quality: 90%
- Students are aware of the expectations of completing work at home: 94%
- School provides a quality learning environment for its students: 96%

### **Expectations and Management of Student Behaviour**

- School is a safe and inclusive environment: 90%
- Student behaviour is well managed at our school: 93%
- School rules about consequences for inappropriate behaviour are clear and fair: 91%

### **School Resources**

- School is well managed and organised: 93%
- School is well resourced and maintained: 96%

## Teacher satisfaction

A comprehensive survey indicated a very high level of satisfaction from the staff. Below are some of the survey results where staff either agreed or highly agreed with the statements.

### **Catholic Ethos**

- Staff are actively involved in the school's Catholic Identity and Mission and know what it means to be part of a Catholic school community: 100%
- School has a strong Catholic identity: 100%
- School provides the opportunity to celebrate through regular prayer, liturgy and Mass: 100%
- School has a distinctive Catholic identity that supports and nurtures the spiritual and religious well-being of students and staff: 100%
- Religious Education is a priority at the College: 95%
- College maintains quality links with the Parish community: 93%

## **Learning**

- College caters for the learning needs of all students: 80%
- College provides ample feedback to parents and carers: 93%
- Assessment informs learning at St Bede's: 87%

## **Wellbeing**

- Behaviour is well managed at St Bede's: 87%
- College behaviour and well-being policies are consistently implemented: 94%
- Students are well informed about the avenues of support for well-being: 100%

## **Community and communication**

- College is highly regarded in the community: 86%
- College maintains quality communication with parents and carers: 93%
- College encourages and values parents/carers being involved at St Bede's: 86%

## **Leadership**

- Leadership and organisation are strong at St Bede's: 85%



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## Financial Statement

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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 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3395000
Government Capital Grants <sup>2</sup>	\$350000
State Recurrent Grants <sup>3</sup>	\$975521
Fees and Private Income <sup>4</sup>	\$713212
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$191748
<b>Total Income</b>	<b>\$5625481</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$1749514
Salaries and Related Expenses <sup>7</sup>	\$3206345
Non-Salary Expenses <sup>8</sup>	\$1992362
<b>Total Expenditure</b>	<b>\$6948221</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT