

# 2021

## 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>

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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

Despite all the challenges with COVID, 2021 was an excellent year. Student enrolments increased from 350 to 530. With these increased enrolments came the appointment of additional high quality staff members.

A significant milestone in the St Bede's journey was the mid-year opening of our second building, the Dominic Building, and the first stage of the Peregrine Trial. When fully built, St Bede's will have four buildings and three sections of the Peregrine Trial. The Peregrine Trial are the interconnections that join each building which provide easy movement around the campus and additional flexible learning spaces. The mix of open and closed learning spaces, soft and hard furniture, noise lowering acoustics, purpose-designed furniture, automatic air conditioning set to optimum temperatures, electronic opening louvers, modern looking lockers and bag storage areas, and specialist food and art centres are features of this new building. The extension of the carpark and two large beautifully landscaped areas were also completed.

The Specified Bring Your Own Device (SBYOD) program and the integration of learning technology across the curriculum enabled a seamless transition into and out of remote learning. Having continued to recruit teachers with high-level skills in flexibility, adaptability, and creativity resulted in remote learning activities being engaging and highly effective. In successfully learning from home, students demonstrated resilience, confidence, persistence, and honesty. Parents/carers remained positive and supportive in keeping students focussed by putting measures in place to ensure the St Bede's Remote Learning Program was followed.

There was a continued focus on our Wellbeing and Learning Framework, with the review and improvement of our practices and processes. Our professional learning program called 'Lead, Learn and Collaborate' led to improved student learning outcomes. There was a focus on data analysis, data walls, imbedding of learning outcomes and success criteria in all lessons, and student case management meetings. One example of positive student learning growth was the outstanding improvement in reading and writing in the Year 9 NAPLAN results compared to their results two years earlier.

## Parent Body Message

During 2021 restrictions upon parents/caregivers being allowed on College grounds and limitations upon cohorts gathering, had a great impact upon school life and events that would usually have taken place throughout the year.

This was a challenging time for students and their families, but we continued to work together as a school community, thus enabling students to get the best outcomes they could throughout the year.

At St Bede's one of the main opportunities for parents/caregivers to be involved in the life of the school is the Parent Engagement Group (Parents Forum) meetings. Throughout 2021 these meetings continued to be held via Zoom when 'in person' meetings were not possible, enabling discussion of current topics and concerns to take place and lines of communication to remain open.

St Bede's was represented in the Diocese Federation of Parents and Friends Association by two parents whom were also involved in formulating Parent Forum Agendas by highlighting current issues.

A high priority continues to be placed upon the development of positive relationships between staff and parents via clear communication processes that include fortnightly newsletters, the student planner, electronic notifications, social media and use of Compass.

## Student Body Message

2021 was again a year of much adversity, where much like the rest of the world, the students and staff of St Bede's had to band together and overcome the challenges of Covid-19. Despite the difficulties of COVID and having to adapt to a new style of at-home learning, St Bede's managed to have a successful year once again, full of wonderful accomplishments both academically and as a vibrant school community.

We started off the year with 180 enthusiastic Year 7 students, and more than 20 keen staff and teachers joining our school community. It was also the first year St Bede's had a Year 10 cohort. At the end of the year, we saw some students follow their ambitions, leaving for TAFE, apprenticeships, and full-time employment. It was a bittersweet occasion but demonstrated just how St Bede's is preparing its students to reach their potential and become capable adults out in the world. During the last few weeks of year, the Year 10 cohort engaged in a Year 11 transition program which focused on preparing students for Stage 6 or the workforce. The program included Stage 6 Subject Seminars, study skills sessions, well-being focuses, and musical storytelling. It was great way for Year 10 to finish the year, as we farewelled many students.

St Bede's engaged in its annual Swimming and Athletics carnivals early in the year, showcasing the amazing talent of its students, and demonstrating our house spirit. These days are a great way to take a break from schoolwork, be active and connect with each other.

In 2021 St Bede's celebrated another milestone, with the opening of its Dominic Building. The Dominic building is the second stage in construction of a fully built St Bede's! It includes contemporary and flexible spaces, as well as our state-of-the-art Hospitality kitchen, Canteen, Science labs, and Art Studios. This was an exciting new step for St Bede's, and we cannot wait for more incredible facilities as we continue to grow as a school.

In August, we were once again forced into lockdown due to the pandemic, but this did not break the spirit of St Bede's students and teachers! We had a very successful Remote Learning Program which enabled students to keep learning and stay connected with teachers, through various online forums. Throughout remote learning, St Bede's remained dedicated to its quality learning and wellbeing programs, with teachers supporting and encouraging students along the way, in both a learning and personal aspect.

Towards the end of the year, we saw excitement grow as we returned to school and resumed face-to-face learning in Term 4! Despite COVID restrictions still in place, students and teachers persevered, working together to reach goals and have fun. St Bede's is looking forward to another promising year in 2022, full of learning, fun and faith!

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## School Features

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### History of the school

St Bede's began with the vision of Bishop of the Maitland Newcastle Diocese, Bill Wright, who saw the need for another Catholic High School within the Maitland Newcastle region. With the support of our local parish priest, Father Paul O'Neil, 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 is regarded as one of the most famous saints and scholars of all time.

St Bede's was officially opened by the Director of the Maitland Newcastle Catholic Schools Office, Dr. Michael Slattery, on Friday 2 February 2018 with 107 students and eleven full-time teachers in interconnected demountables, referred to as our Flexible Learning Village. The first of four interconnected buildings, the Benedict Building, was opened on 29 October 2018 by Bishop Bill Wright and the Director of the Maitland Newcastle Catholic Schools Office, Mr. Gerard Mowbray. The second building, the Dominic Building, was opened for use in mid-2021, with the opening ceremony to occur in 2022.

### Enrolments

As the College progressed to Year 10 in 2021, enrolment numbers grew to approximately 530 students. It is expected that enrolment numbers will increase to approximately 690 students in 2022, 880 students in 2023, before reaching a maximum of just over 1,000 students around 2025/2026.

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

Two of the four buildings are completed and are being well used for high quality contemporary learning. These two buildings are interconnected by a large throughfare, with collaborative learning spaces to the side, referred to as the Peregrine Trial. The Peregrine Trial is encased with a stunning gold exterior which allows for inside to the outside visibility but for privacy reasons not the other way round. The remaining two buildings are expected to be completed by the end of 2023. Both these buildings will be joined to the existing buildings with two additional sections of the Peregrine Trial. Throughout 2024, a spectacular school chapel, a full-size playing field, hard courts, an additional extension of the carpark, and additional landscaped gardens and recreational areas will be completed by 2024. Local

council playing fields at the back of the College on Settlers Boulevard are also expected to be available for our use in the coming years.

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

The two local feeder schools are St Aloysius Catholic Primary School, located next door to the College, and Our Lady of Lourdes Catholic Primary School, located in the nearby suburb of Tarro. About half of 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 Engagement Group model was introduced in 2018 and again effectively operated throughout 2021 with termly meetings. Included at these meetings, were guest speakers, presentations from our two Parent Representatives, the College Executive, as well as an open question/answer session. Parent input into key decisions was an important part of these meetings. Due to the COVID-19 pandemic, meetings were conducted remotely via Zoom.

### **Co-curricular Program**

Due to the COVID-19 pandemic, the normally diverse co-curricular program was limited in its offerings. As with all schools, inter-school music performances, debating, public speaking, and sporting competitions were limited. However, the College Swimming Carnival and Athletics Carnivals successfully proceeded as planned.

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

St Bede's is located at 24A Heritage Drive Chisholm, located within the Maitland Region. For the location of St Bede's [click here](#).

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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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
288	232	35	520

\* 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 2021 was 89.58%. 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
90.77	89.01	88.41	90.14

## 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 2021:

Total number of staff	61
Number of full time teaching staff	39
Number of part time teaching staff	5
Number of non-teaching staff	17

### 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

Professional development was aligned to our School Improvement Plan and to the Lead Learning Collaborative initiative of the Diocese.

75-minute staff development sessions occurred 5 times per term on Monday afternoons.

Three extended professional development twilight sessions were delivered remotely and face-to-face throughout Terms 1 -3 with a focus on:

- Literacy development, with a strategic focus on writing and the provision of feedback for student improvement.
- Developing a pedagogy that engages all students using learning intentions and success criteria.
- Case management meetings to develop a shared understanding of how we can best support student learning and engagement.

Five 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 - Stage 6 Focus
- School review and improvement
- CPR, anaphylaxis, and first aid
- Child protection.

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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 has continued to work towards achieving our College Mission and Vision Statements throughout 2021. The Mission is a statement that summarises who we are as a College. It 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'. Meanwhile our Vision is a statement of how we want our students to leave St Bede's at the conclusion of their school education. It 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'.

Learning and Wellbeing are inextricably linked at St Bede's Catholic College as demonstrated in our Learning and Wellbeing Framework. With the Learning and Wellbeing Framework, structured around the College motto of "Shine with Christ's Glory", the College effectively linked the four domains of Catholic Formation and Mission, Learning, Leadership, Wellbeing and Partnerships. The first domain that shapes the unique Catholic identity of the College is Catholic Formation and Mission. The priority within this domain was to offer quality faith formation that builds staff capacity and inspires students, staff, and families to have a deeper relationship with Christ. The key strategies implemented to achieve this priority were:

- Focus on prayer that was part of 2021 and COVID and remote learning.

- The launch and establishment of the College Youth Group, which has been run in conjunction with the YCS Worker employed by the Diocese.
- An educational visit from Bishop Bill Wright. Bishop Bill spoke to the 2021 Year 7 cohort about the life and works of St Bede.
- Positive feedback from staff, students, and parents regarding the Catholic Identity of the College via the Tell Them from Me survey.
- Holding the first Year 9 and Year 10 Reflection Days. The themes were 'Blessed are the peacemakers' (Year 9) and 'Be who God meant you to be and you will set the world on fire' (Year 10).
- Successful running of a Staff Spirituality Day, 'Kurunpa' with the support of an external facilitator and the Aboriginal Education Officers from the CSO. This day focussed on the Catholic response to the Stolen Generation.
- Participation in Diocesan and community events, including the World Day of Prayer and the Ecumenical Way of the Cross.
- Continued involvement in a range of social justice issues through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, The Holy Child Program and Sacred People Sacred Earth.

Sadly, Bishop Bill Wright and our Parish Priest, Father Paul O'Neil, passed way throughout the year. Both made invaluable contributions to the Maitland Newcastle Diocese and to St Bede's and were a strong presence in our local community.

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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.

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The College operated on a fortnightly timetable (cycle) for Years 7 – 10. Lessons were mixed 60 and 65 minutes each across the fortnightly timetable, with Sports on Fridays.

In 2021 welcomed our first cohort of 180 students in Year 7. Students were broken into six streams of 30 students in each of English, Mathematics, History/Geography (HSIE) and Science and 8 streams of Religious Studies, Music, Religious Studies, and Personal Development, Health and Physical Education (PDHPE). Students in English/History/Geography engaged with an integrated curriculum co-taught with 60 students, while Mathematics continued with the individualised learning program 'Mathematics Pathways' across Stage 4. In Year 8, students replaced Music and picked up Languages (Mandarin) and Visual Art.

In Stage 5, the continued development of the curriculum into Year 10 saw the first students complete their elective subjects in Commerce, Drama, Food Technology, Industrial Technology Timber, iSTEM, Music PASS (Physical Activities & Sports Studies), and Visual Art. In Stage 5, students continued with their studies in Religious Studies, English, Mathematics, History/Geography, Science and PDHPE.

Preparation for Stage 6 began early in 2021, with new courses considered and developed over the course of the year by Course Leaders who worked alongside mentors from other schools. A list of offerings was developed, student subject selections completed, and course development for a range of Stage 6 offerings began.

Due to COVID 19 and periods of Remote Learning ongoing adjustment to teaching, learning and formal assessment occurred. Assessment was reduced to smaller informal tasks while students were engaged in remote learning, and this continued after return to school. During remote learning, a hybrid model was developed that included online learning couple with on-site supervision of limited students. Due to excellent investment in teacher technology and training, and the Bring Your Own Specified Device (BYOSD) Program disruption to learning was minimised and students remained highly engaged with their learning while online.

Personalised learning continued to be an important aspect of St Bede's Catholic College. Learning support played an important role in supporting students both at school and during remote learning, including developing personalised programs for some students. Additionally, the Gifted Education Mentor continued to support students at school as well as those involved in the diocesan Virtual Academy program.

## 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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	23%	26%	26%	22%
	Reading	17%	28%	29%	17%
	Writing	21%	20%	27%	25%
	Spelling	23%	32%	18%	15%
	Numeracy	14%	33%	23%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	19%	24%	27%
	Reading	13%	21%	18%	24%
	Writing	9%	14%	33%	36%
	Spelling	12%	21%	24%	22%
	Numeracy	14%	22%	14%	18%

## Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2021, the number of students issued with a RoSA was .

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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 2021.

### 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 promoted respect and responsibility of our students through a variety of ways, including our Wellbeing Program, Student Merit System, Year Group Meetings, and College Assemblies. A strong stance was adopted in addressing cases of student mistreatment of their peers and bullying. This included a balance of strong sanctions and restorative justice practices. Anti-Bullying measures were supported through visits from our Police Liaison Officer, as well as allocated lessons within the Wellbeing Program.

The College Wellbeing program continued to be developed. This included fortnightly wellbeing lessons where themes such as respect, resilience, bullying, and social justice were covered. The program was aligned to our College Pillars of Courage, Knowledge, Community, and Faith which provided a common language in the promotion of respect and responsibility.

The College Student Leadership was based on five Student Committees – House, Learning, Social Justice, Stewardship, and Wellbeing. Each Committee had students from the four-year groups and a staff representative. The Student Committees promoted respect and responsibility by providing an avenue for student voice across different facets of College life.

Despite the reduction in the number of College Events due to the COVID pandemic, opportunities were provided for students to promote respect and responsibility to the wider community. This included showcasing their work and skills in newsletters and social media. The College also recognised significant national and international events that promoted respect, responsibility, and equality, including Harmony Day and International Women's Day.

Students enthusiastically supported our social justice program, which included fundraising, through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, The Holy Child Program and Sacred People Sacred Earth.

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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

The four domains of our 2020 – 22 College Strategic Plan and the accompanying priorities that guided our school improvements for 2021 were:

1. 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. Indicators of success included the staff retreat, the prayer life of the College, and the positive engagement of students in their religious education classes.
2. Learning & Teaching: To develop an action-research approach to utilisation of new and emerging learning spaces. Indicators of success included enhanced student skills in literacy, collaboration, and completion of learning tasks.
3. 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. Indicators of success included high staff retention rates and the recruitment of high-quality staff.
4. Wellbeing & Partnerships: Consistent and coherent approach to wellbeing that is understood by staff, families, and students. Indicators of success included the positive engagement of students in both remote and face-to-face learning and high learning gains.

### Priority Key Improvements for Next Year

- (1) Catholic Culture & Mission: Nurture sacramental school community which is an authentic and joyful expressions of Christ's love witnessed as faith in action.

Smart Goal: By the end of 2022, all Year 11 students would have completed a formal Christian Service Program, as indicated by qualitative and quantitative data.

(2) Student Centred: To ensure every student is known as a person and learner and demonstrates growth in their learning every year.

Smart goal: By the end of 2022 all students will show growth in spelling and numeracy as indicated by internal and external data.

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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

Below is a summary of the results from the "Tell Them from Me Parent Survey"

Key learnings/areas for celebration:

1. Parents feel welcome and well-informed.
2. The school supports student learning through high expectations in behaviour and attitude, showing interest and encouragement.
3. Children feel safe at school.
4. Overwhelming praise of the teaching and learning and pastoral care of teachers and school leadership.

Indicative response: *"St Bede's teachers are excellent and make classroom teaching and learning really interesting. The cross-curricular projects have really engaged my child".*

Comparisons to 2020:

1. The parent community has consistently felt welcomed and well-informed across both years.
2. Time spent on homework and emphasis placed on homework has not changed across both years.
3. School supporting learning has increased.
4. Parents perceive higher expectations and encouragement by teachers on students.
5. Students consistently felt safe at school across both years.

Strategies for Improvement:

1. Increase parent engagement in student learning and wellbeing, including homework and parental support in learning outside of school.
2. Increase communication on bullying and reporting channels in instances where it occurs.
3. Increase survey feedback to parents.

## Student satisfaction

Below is a summary of the results from the “Tell Them from Me Student Survey”

Key learnings/areas for celebration:

1. Students feel safe at school and feel they have an advocate at school.
2. Teachers are responsive to their needs and encourage independence with a democratic approach.
3. There are clear rules and expectations for classroom behaviour with emphasis on expectations for students to succeed.
4. The school focuses on positive and caring relationships to student wellbeing and successful learning.

Indicative responses: *“They love to explain how important our education is for our future”, “Teachers always check on us and make sure we are going alright, and help us solve problems”, “They push us to the best of our abilities”.*

Comparisons to 2020: Increases in students who feel:

1. School is a safe place.
2. Student/teacher relations are positive.
3. There is a positive learning climate.
4. They have positive peer relationship.
5. Positive towards completing homework.
6. Motivated.
7. Positive in their self-esteem.
8. Positive with their behaviour.

Strategies for Improvement:

1. Increased teacher expectations of student completion of homework
2. Targeted student wellbeing sessions in raising self-esteem.

## Teacher satisfaction

Below is a summary of the results from the “Tell Them from Me Staff Survey”

Key learnings/areas for celebration:

1. High level of data-informed practice.
2. Strong learning culture, particularly in high expectations of students, student engagement and monitoring.
3. Highly inclusive of students with special learning needs.

4. Strong focus on Student and staff wellbeing.

Comparisons to 2020:

1. Parent involvement has significantly improved.
2. Technology driving student outcomes is an area of strength at St Bede's.
3. Strong learning culture, data informed practice and student inclusiveness remains high across both years.

Strategies for Improvement:

1. Student Learning agenda items added to Parent Forums.
2. Formalised Learning walks.
3. Student numeracy and spelling skills.

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,028,347
Government Capital Grants <sup>2</sup>	\$4,950,409
State Recurrent Grants <sup>3</sup>	\$1,985,263
Fees and Private Income <sup>4</sup>	\$1,552,055
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$507,101
<b>Total Income</b>	<b>\$16,023,175</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$8,902,215
Salaries and Related Expenses <sup>7</sup>	\$6,784,799
Non-Salary Expenses <sup>8</sup>	\$3,659,590
<b>Total Expenditure</b>	<b>\$19,346,604</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 2021 REPORT