



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Bede's Primary School Red Hill

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Principal

Mrs Cherie Kelly

Section One: Message from Key Groups in our Community

Principal's Message

The Annual Report to the Community highlights the key work, initiatives and development of our St Bede's Primary School community in 2015. This report gives just a snapshot of this energetic, enthusiastic and engaged community of learners. We work in partnership with parents and families and have a commitment to the development of every child; spiritually, emotionally, intellectually and physically. Our motto, 'Walk in Love and Peace,' guides us in our interactions with others and reminds us of the message and example of Jesus in our daily life. We are a small school with a big heart and a 'we can' attitude.

Parent Body Message

2015 was a busy year at St Bede's. Scintillating swimming carnivals, cohesive camps, dazzling discos and tricky trivia nights just a few of the events that marked a year that kept us active and challenged. Technology and the extensive use of iPads in classrooms furthered awareness of the increasingly important digital agenda, critical for our children's success in later life. Technology will become a way of life for them and St Bede's is at the forefront of making the foundational years count in a positive, safe way. Academically we grew through a committed teacher cohort and diverse curriculum and opportunities to enrol our children in extracurricular events. St Bede's has always been about community. As a small school the participation and initiative of our school community are vital. Many events mentioned above would not have been possible without the support and dedication of the P&F, Board, faculty and the broader parent community. We thank you but urge you to remain involved, to continue dialogue and to remain engaged – it is a critical contribution to a well-rounded, well-grounded education for our children and as a parent body we should feel a sense of pride in doing so.

Student Body Message

St Bede's has been like a family to me and everyone cares about each other. Our school motto is to 'Walk in Love and Peace' and we all really believe in it. All students in the Year 6 class are leaders of the school and everyone has a special role. The leadership roles include Captains and Sport Captains, SRC, Social Justice, Media, ICT, Hospitality and Environment. I was part of the Social Justice Team and was able to raise money for a lot of charities this year like Project Compassion and Caritas. All the kids get to take part in many extra school activities like Onesie Day, Pancake Days, Vinnie's Sleep Out, Boorowa Carnival and many more. We also have Swap Time which means we get to be taught by all of the teachers in Year 3 to 6 things like drama and art. I was lucky enough to enter Rostrum this year and I was chosen to represent our school at the Quarter and Semi Finals. My favourite memories of this year is Confirmation and of dressing up for Book Week.

Section Two: School Features

St Bede's Primary School is a Catholic systemic Co-educational School located in Red Hill.

St Bede's caters for students in Kindergarten - Year 6, and has an enrolment of 178 students.

Students attending this school come from a variety of backgrounds and nationalities. At this time there are no indigenous students.

The school employs 18 staff comprising 13 teachers and 5 non-teaching staff, the latter being employed in a variety of capacities including office manager and learning support assistants. Staff come from a variety of backgrounds and nationalities. At this time there are no indigenous staff.

St Bede's continues the work begun by the Good Samaritan Sisters who established the school 50 years ago and prides itself on its rich sense of community; where parents and parish are key partners with the school in the education and development of every child.

St Bede's has an active and supportive parent community. Parents are involved in the School Board, Parents and Friends and the parent network provided by the Class Contact System. This year our parent group have coordinated and supported a very successful Trivia Night, disco, school canteen and uniform shop and they have been a valuable resource as volunteers and helpers in classrooms and at school events.

We strive daily to facilitate rich and engaging learning experiences and to provide additional opportunities for our students whenever possible. During 2015 our students have participated in weekly Music and French classes, the Active Kids Challenge, sporting carnivals, Dance classes, sports clinics, the Engineering Games, lunch clubs, class camps and thinking challenges with other local schools. Students and teachers utilise the rich potential and possibilities of iPads in teaching and learning.

The school's website can be found at www.stbedes.act.edu.au.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

The 2015 whole school focus was to 'Serve with Hearts and Hands'. This theme was connected to learning in the classroom, Focus Assemblies and prayer opportunities. This theme was taught through scripture, Making Jesus Real and values and behaviours. Our school motto to 'Walk in Love and Peace' is lived out in the way we communicate and interact with each other.

Throughout the year, our staff had several opportunities to engage in faith formation, for example during our Spirituality Day (based on Catholic Mission and Faith), Salt and Light Retreats, Siloam Retreats and staff prayer opportunities. Students in Years 3 and 6 had opportunities to develop their faith through Eucharist and Confirmation Retreat Days.

Students at St Bede's take part in regular Reconciliation in Years 3 to 6. They are given this opportunity twice per year.

Teachers are using the newly available units from the Archdiocesan Curriculum for Religious Education, *Treasures New and Old* in their classrooms.

In 2015 a Social Justice Student Team was established to fit into the student Leadership Model. Students were empowered to conduct fundraising events for Catholic based charity organisations and other organisations in our local community. Student leadership in the area of Social Justice has been a strength for the school and students engaged in many opportunities of Social Action including but not limited to:

- students were able to collect blankets and goods for St Vincent De Paul winter appeal,
- raise money for Project Compassion through a 'Pancake Day'
- experience the CEO Sleep out in our school hall and learn about people who are homeless in our community
- held a Socktober Event to raise money for Catholic Mission
- held a book fair to raise money for the Indigenous Children's Literacy Foundation
- Onesie Day – Cerebral Palsy Charity
- St Bede's Mini Fete Day
- Christmas Hampers for St Vincent De Paul

Students have had opportunities to learn about their faith through classroom prayer practices such as Christian Meditation and a whole school language has been developed using the support of the Making Jesus Real Program. These themes have been connected to our Focus Assemblies enabling students to learn about and discuss key values that create the Catholic Ethos at our school.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
121	57	0	178

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.84%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	92%
Year 5	94%
Year 6	95%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, 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, School staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	5	17

* This number includes 8 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Professional Learning is key to the ongoing growth and development of our staff and teachers. In 2015 our four whole staff days covered Senior First Aid training, a spirituality day on the topic of 'Prayer', Understanding by Design in Religious Education and Humanities and Social Sciences and another day developing our iPad Agreed Practice. Throughout the year teachers attended professional learning about Literacy, Mathematics, Religious Education, History and Mental Health and Wellbeing. Staff meetings worked towards the development of many of our priority areas, particularly Mathematics.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School 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 School 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	43%	48%	10%	11%
	Writing	40%	47%	10%	7%
	Spelling	37%	41%	13%	15%
	Grammar and Punctuation	47%	52%	13%	11%
	Numeracy	10%	34%	30%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	47%	34%	0%	18%
	Writing	36%	19%	0%	18%
	Spelling	53%	33%	0%	15%
	Grammar and Punctuation	47%	36%	7%	17%
	Numeracy	20%	28%	7%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

This year our school priorities were Mathematics, developing and promoting the faith life of the school community, continued enhancement of our classroom learning spaces, enhanced learning opportunities in Years 3-6 and the further development of iPads as tools to enhance learning.

Some of the key improvements during 2015 have been:

- the completion of the first draft of our new Mathematics Curriculum
- the introduction of Focus Assemblies – prayer celebrations that bring our community together
- the completion of the 'Enhancing Learning Spaces' project in the senior school with the completion of a furniture upgrade in Years 3-6
- the success of 'Swap Time' in Years 3-6; where students across these grades work in mixed groups with a variety of teachers in sporting and creative activities and projects
- the Year 6 Leadership Program which recognised each Year 6 student as a leader and grew these skills through various leadership roles
- the introduction of Lunch Clubs; offering a variety of extra curricula activities to all students
- Community gatherings – Catholic Schools Week breakfast, Mother's Day, Grandparents Day, Father's Day, Trivia Night and our end of year Mass

Priority Key Improvements for 2016

In 2016 the school will work towards:

- the development of a new school Vision Statement to better reflect St Bede's as a community of faith and a community of learners
- the continued development of our school faith community (children, families and staff) through Focus Assemblies and opportunities to gather, pray, reflect and celebrate our faith
- the implementation of our new Mathematics Curriculum
- begin work on an integrated curriculum as a way to organise and manage teaching and learning.
- the development of a wellbeing and resilience program fitting our context and needs
- mapping individual student progress from K-6 in Mathematics in order to better respond to student learning needs for support and challenge
- the development of messaging and communication strategies that better reach all families
- the continued emphasis on building teacher capacity through professional learning, collaboration and professional goal setting

Section Eight: School Policies

Student Welfare Policy

St Bede's Primary School strives to provide a positive culture and learning environment in the model of Jesus, where each person has the right to be treated respectfully, the right to learn and to teach and the right to feel safe in the school environment. Our rights and responsibilities are expressed in our 5Cs – Courtesy, Consideration, Cooperation, Compromise and Consequences. Rights and responsibilities are clearly articulated across the school, as are clear and supportive pathways for resolving behavioural issues.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available from the Front Office.

The school follows the Catholic Education Policy as listed on the CE website.

Section Nine: Community Satisfaction

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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In a survey of school satisfaction, parents were asked to rate how important various elements and areas of school life were to them and then to rate their satisfaction of the school's performance in these areas. Areas of greatest importance to parents were high expectations of student behaviour, care for their child by the school and that the school provide sufficient opportunities in a variety of learning areas. In addition parents valued being partners in their child's learning, that communication from the school be clear, effective and timely and that children are provided with a safe and stimulating learning environment. Parent responses indicated satisfaction that the school provided a safe learning environment and cared for their child, that technology provided new and interesting learning experiences, that parents are given the opportunity to be involved in school activities and that school information is easily accessible. Parents indicated their desire to have more opportunities to work as partners in their child's learning and that they would like continuing support to better support their child in using iPads for learning.

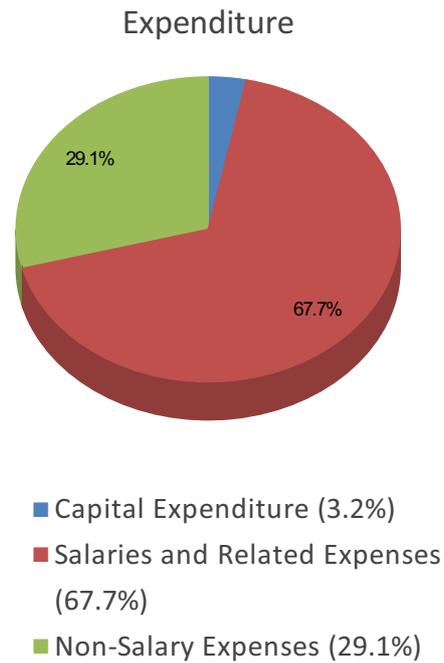
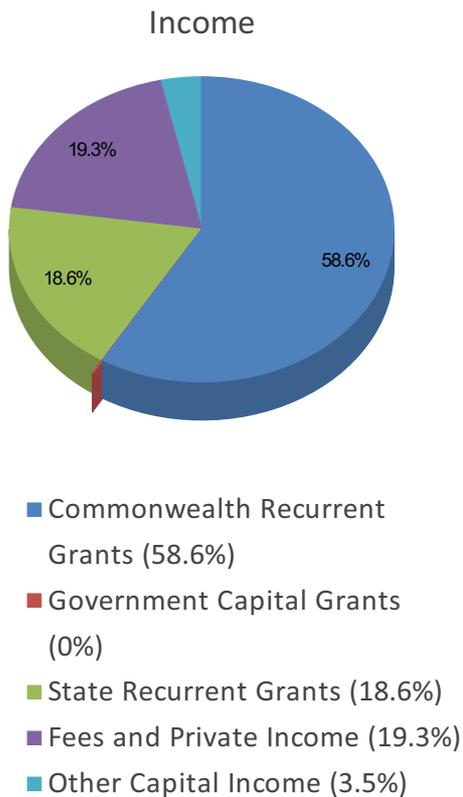
Student Satisfaction

In a survey of students from Years 3 to 6 students responded that they were listened to and cared about and were helped when they were having difficulty with their school work. They felt they were encouraged to improve the standard of their work and that the teachers enjoy teaching and the principal cares about their learning. A majority of students strongly agreed that iPads were important to their learning and there was significant agreement that they have opportunities outside the classroom to be involved in activities. Most students either agreed or strongly agreed that the school follows the example of Jesus.

Teacher Satisfaction

In a survey of satisfaction, staff were asked to rate how important various elements and areas of school life were to them and then to rate their satisfaction of the school's performance in these areas. Staff rated highly the importance of, and the schools performance in, providing opportunities for professional learning and development, working in a supportive environment, setting good examples to students and encouraging a climate conducive to learning. Staff indicated a desire to continue to seek ways to challenge every child in their learning and to continue to work collaboratively with each other in order to develop professionally and to enhance the learning opportunities they provide for their students.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,334,704
Government Capital Grants ²	\$581
State Recurrent Grants ³	\$423,558
Fees and Private Income ⁴	\$438,371
Other Capital Income ⁵	\$79,562
Total Income	\$2,276,776

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$71,527
Salaries and Related Expenses ⁷	\$1,517,933
Non-Salary Expenses ⁸	\$653,072
Total Expenditure	\$2,242,532

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.