



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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 School community in 2016. 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 our new vision statement captures the essence of this *'St Bede's is a Catholic learning community where we encounter Jesus through one another. We are passionate and purposeful learners pursuing growth through innovation and challenge.'*

Parent Body Message

2016 has brought much change to St Bede's. Cherie Kelly will be leaving us as Principal after a significant contribution over the past three years and serving as a positive change agent on many fronts. We are proud though, to have Julie Douglas appointed as our new Principal and are confident Julie will serve our school well and bring her own unique style as well as a lot of important background and context, given her time at St Bede's, to the role. We have also seen a number of changes within the Board but once again, we are of the view that change brings opportunities to refresh our thinking, re energise ourselves and inject new ideas into our school. This year, the Board focused on implementing a social media strategy that could help us (safely) enter the digital world, sign posting the journey for our current and future learners to provide them with a better view of the future and creating an enhanced sense of purpose and excitement in our families, and working through a SWOT analysis to assist us in focusing on the strategic *matters that matter*. We continue to work on engagement of our school community and believe these efforts will see our school go from strength to strength.

Student Body Message

As School Captains, we do many jobs, some of these jobs include giving awards to students who follow the 5C's, leading assemblies and giving speeches. Our school motto is 'Walk in Love and Peace' and everyone at this school follows and acts by it. We have done many things to raise money this year, both for charities and to support our class and school. One of these things was helping at the P&F Bingo Night, where together with our classmates, we raised over \$1000 towards our end of year activities by selling raffle tickets. In Year Six there are many leadership roles and opportunities such as School Captain, House Captain and SRC president. We also have leaders in Environment, Media, Service, Hospitality and Social Justice. We've loved going to St Bede's and we think it's a really special place to learn and play in because it is so small and everyone knows and cares about each other.

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 a current enrolment of 147 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 Bingo 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 2016 our students have participated in weekly Music and French classes, the Active Kids Challenge, sporting carnivals, dance classes, sports clinics, the Engineering Games, lunch time clubs and activities, 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 2016 whole school focus is our school motto; 'Walk in Love and Peace'. This theme connected to learning in the classroom, Focus Assemblies and prayer opportunities. This theme is 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 the Year of Mercy), Siloam Retreats and staff prayer opportunities. Students have opportunities to develop their faith through daily class prayer and Years 3 and 6 students engage in 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 recently revised units from the Archdiocesan Curriculum for Religious Education, *Treasures New and Old* in their classrooms.

Through our student leadership model; where students work in different areas of service around the school, students have been empowered to organise and run fund raising events for Catholic based charity organisations and other organisations in our local community. Student leadership in the area of Social Justice has continued as a strength for St Bede's. Some of the outreach and social action activities engaged in this year include:

- Raise money for Project Compassion through a Project Compassion Box donation drive
- St Bede's Mini Fete Day to raise money for 'Canteen'
- Year 6 students wrote letters to children in Uganda to go with a CSYMA mission from Australia
- Onesie Day to raise money for Cerebral Palsy Charity
- A Socktober event to raise money for Catholic Mission
- Items were collected and made into Christmas Hampers for St Vincent De Paul

Students have 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 2016:

Girls	Boys	LBOTE*	Total Students
98	49	0	147

* 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 2016 was 93.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	92%
Year 5	92%
Year 6	93%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	5	18

* This number includes 7 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Professional learning continues to be a priority at St Bede's and is vital in the growth and development of our staff and teachers. In 2016 our four whole staff days covered CPR training, a spirituality day on the topic of 'Mercy', development of a new school vision statement, curriculum and pedagogy development. Throughout the year teachers attended professional learning in differentiation, Mathematics, Religious Education, wellbeing and pedagogy. Staff meetings worked towards the development of our priority areas, particularly Mathematics, curriculum and maximising student growth.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	44%	49%	15%	11%
	Writing	48%	49%	4%	6%
	Spelling	41%	46%	11%	12%
	Grammar and Punctuation	33%	52%	7%	10%
	Numeracy	30%	36%	19%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	35%	35%	15%	15%
	Writing	37%	17%	0%	18%
	Spelling	35%	30%	10%	18%
	Grammar and Punctuation	30%	36%	15%	15%
	Numeracy	15%	29%	15%	17%

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 2016

This year our school priorities were the development of a new vision statement, continued development and promotion of the faith life of the school community, the development of an integrated curriculum, implementation of our Mathematics curriculum, mapping of individual student achievement in Mathematics and wellbeing.

Some of the key improvements during 2016 have been:

- The development of a new school vision statement that underpins all our work and our future directions.
- The implementation of our Mathematics Curriculum and consolidation of Mathematics pedagogy
- Fortnightly Focus Assemblies – prayer celebrations that bring our community together.
- The development of an integrated curriculum ready for implementation in 2017.
- Open classrooms every term.
- Numeracy and wellbeing nights for parents.
- The installation of bright and engaging playground markings and new shade sails.
- The continuation 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, Bingo Night and our end of year school Mass.
- Taking our school into the social media space via Facebook.

Priority Key Improvements for 2017

In 2017 the school will work towards:

- The implementation of our integrated curriculum.
- The implementation of KidsMatter - wellbeing and resilience program.
- The consolidation of our Mathematics curriculum and pedagogy.
- The development of literacy pedagogy with a particular emphasis on the development of students inferential understanding.
- Continue to seek parent engagement in their children's learning and in key school priority areas.
- Finalise the school mapping tool for individual student progress in Mathematics in order to better respond to student learning needs for support and challenge.

- 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 their satisfaction with the school's performance in areas of school life. Over twenty one areas of school life and performance parents level of satisfaction was in the 'strongly agree' to 'agree' range for seventeen of these - 81%, with the balance in the 'neither agree or disagree' rating. The areas of greatest parent satisfaction are that their child feels happy and safe at St Bede's and that teachers, staff and the school leadership team are approachable and easy to make contact with. The areas receiving a 'neither agree or disagree' in parent satisfaction were the areas of school grounds improvement and academic performance in Mathematics; an area the school continues to maintain as a priority.

Student Satisfaction

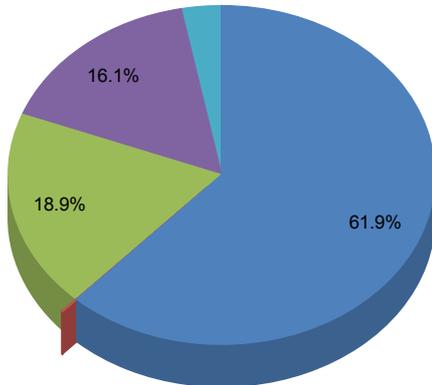
In a survey of school satisfaction, student were asked to rate their satisfaction with the school in areas pertinent to them and their learning. Over seventeen areas of school life a student's level of satisfaction was in the 'strongly agree' to 'agree' range for twelve of these - 71%, with the balance in the 'neither agree or disagree' rating. The areas of greatest student satisfaction are that they feel happy and safe at St Bede's, that they feel their learning is improving and that teachers at this school care about them. The areas receiving a 'neither agree or disagree' in student satisfaction were that they felt they would like a louder student voice, that homework was not necessarily beneficial to their learning and that the school grounds ovals could be improved.

Teacher Satisfaction

In a survey of school satisfaction, teachers and staff were asked to rate their satisfaction with the school's performance in areas of school life. Over twenty six areas of school life and performance pertinent to teachers and staff their level of satisfaction was in the 'strongly agree' to 'agree' range for twenty one of these - 81%, with the balance in the 'neither agree or disagree' rating. The areas of greatest teacher and staff satisfaction are that they believe their work is important, that school leaders know them and care about their wellbeing, that the principal appreciates their work and they believe St Bede's is a good Catholic school. The areas receiving a 'neither agree or disagree' in teacher and staff satisfaction were the demands of the teacher role, the effectiveness of staff meetings not in line with our school priorities, the level of change in education in the last several years and the desire to have greater opportunities to collaborate.

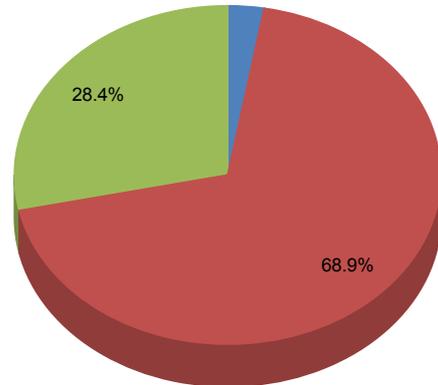
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.9%)
- Fees and Private Income (16.1%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (68.9%)
- Non-Salary Expenses (28.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,359,530
Government Capital Grants ²	\$446
State Recurrent Grants ³	\$415,879
Fees and Private Income ⁴	\$354,345
Other Capital Income ⁵	\$67,021
Total Income	\$2,197,221

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$58,852
Salaries and Related Expenses ⁷	\$1,479,777
Non-Salary Expenses ⁸	\$609,469
Total Expenditure	\$2,148,098

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.