



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



## St Bede's Primary School Red Hill

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### **Principal**

Mrs Julie Douglas

## Section One: Message from Key Groups in our Community

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### Principal's Message

The Annual Report to the Community highlights the key work, initiatives and development of our St Bede's School community in 2017. 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 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

During 2017, St Bede's successfully navigated the changes and challenges that the school had faced over the last few years. Julie Douglas as Principal and Breen Fox as Deputy, have enabled our school to implement measures that will better position the students and the staff to face the challenges ahead. A key example is the successful implementation of the Year 5/6 multi-age class - a first for St Bede's. This success was based on careful planning over a number of years, the agility of the school's management, consultation with the school community and the school's continued support for the professional learning of our already skilled staff. The Board considered the development of a forward looking ICT strategy as well as fundraising and marketing strategies. While the beginning of 2017 highlighted the potential impact of funding decisions for all schools, the Board and the school recognised that our focus should be on the value we provide to the students that make St Bede's such a happy school. It is a faith based primary school that is well placed to provide students with the highest quality co-educational schooling in an area of Canberra that is undergoing its own regeneration.

### Student Body Message

This year, 2017, has been a great year to be school captain. We have received many opportunities to show our leadership through work, play and special events. As school captains we receive many jobs such as giving awards to people who follow the 5C's and our school motto, "Walk in Love and Peace", also by leading assemblies and giving speeches. We have also done many things to raise money this year like the Great Gatsby Night Raffle, the Year 6 fete, our walkathon and many more. In most of these events we have raised around \$1000. In Year 6 there are many leadership roles and opportunities such as School Captain, House Captain and Student Representative Council President and representatives. We also have leaders in Environment, Media, Service, Wellbeing, Social Justice and Hospitality. We have loved our time at St Bede's. It has been a wonderful and exciting journey throughout the years. We hope that everyone continues to walk in love and peace after we have moved onto high school.

## Section Two: School Features

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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 138 students. Students attending this school come from a variety of backgrounds and nationalities. At this time there are no indigenous students. The school employs 17 staff comprising 12 teachers and 5 non-teaching staff, the latter being employed in a variety of capacities including office manager and classroom 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 54 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 has coordinated and supported a very successful Great Gatsby 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 2017 our students have participated in weekly Music and French classes, sporting carnivals, dance classes, sports clinics, the Engineering Games, learning afternoon 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](http://www.stbedes.act.edu.au).

## Section Three: Catholic Identity and Faith Formation

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

### Religious Life & Religious Education

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Religious Life & Religious Education The 2017 whole school focus is 'Breath of God'. This theme connected to learning in the classroom, focus assemblies and prayer opportunities. This theme is taught through scripture, 'Making Jesus Real', 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 'Breath of God'), 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. 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 with the money raised going to Caritas; St Bede's Mini Fete Day to raise money for 'Canteen'; 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

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### 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 2017:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
87	49	0	136

\* 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 2017 was 93.94%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	95%
Year 1	95%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	93%
Year 6	92%

## 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

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The following information describes the staffing profile for 2017:

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

\* This number includes 7 full-time teachers and 5 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 2017 our four whole staff days covered CPR training, a spirituality day on the topic of 'Breath of God', a system wide 'Learn to Yearn' conference, curriculum and pedagogy development. Throughout the year teachers attended professional learning in 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	52%	52%	0%	10%
	Writing	67%	45%	0%	8%
	Spelling	38%	46%	0%	13%
	Grammar and Punctuation	62%	56%	0%	11%
	Numeracy	50%	40%	0%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	40%	37%	0%	15%
	Writing	13%	16%	7%	19%
	Spelling	27%	34%	7%	14%
	Grammar and Punctuation	27%	34%	20%	18%
	Numeracy	29%	28%	0%	15%

## Section Seven: School Review and Improvement

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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 2017

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 2017:

This year our school priorities were continued development and promotion of the faith life of the school community, the development of an integrated curriculum, initial implementation of positive schools component of 'Kidsmatter' and mapping of individual student achievement in inferential literacy.

### Priority Key Improvements for 2018

In 2018 the school will work towards:

Developing a deeper understanding of inquiry based learning across all curriculum areas.

The continued implementation of our integrated curriculum.

The continued implementation of 'KidsMatter'.

The development of inquiry based literacy pedagogy with a particular emphasis on the continued development of

students inferential understanding.

Continue to seek parent engagement in their children's learning and in key school priority areas.

## Section Eight: School Policies

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### 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>.

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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.

## Section Nine: 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 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 the school's performance in areas of school life. Over twenty seven areas of school life and performance parents level of satisfaction was in the 'strongly agree' to 'agree' range for twenty four of these - 89%, 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 facilities improvement and promoting targets for improving student outcomes as well as communicating these targets. These are both areas we wish to address and have as priority in 2018.

### Student Satisfaction

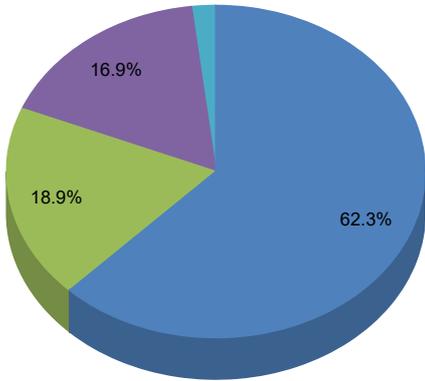
In a survey of school satisfaction, students were asked to rate their satisfaction with the school in areas pertinent to them and their learning. Over the twenty three areas of school life, students' level of satisfaction were in the 'strongly agree' to 'agree' range for most of these - 98%, with the 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 more sporting equipment, use ICT more in learning and that the school grounds could be improved.

### Teacher Satisfaction

In a survey of school satisfaction, teachers and staff were asked to rate the school's performance in areas of school life. Over the thirty seven areas of school life and performance pertinent to teachers and staff, their level of satisfaction was in the 'strongly agree' to 'agree' range for thirty five of these - 89%, 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 collaborative planning processes are effective and that they are given opportunities to improve their teaching practice. The areas receiving a 'neither agree or disagree' in teacher and staff satisfaction were greater support, not pressure from outside consultants, improved financial capacity and for staff to have more time to reflect on what practices are effective and what needs to improve.

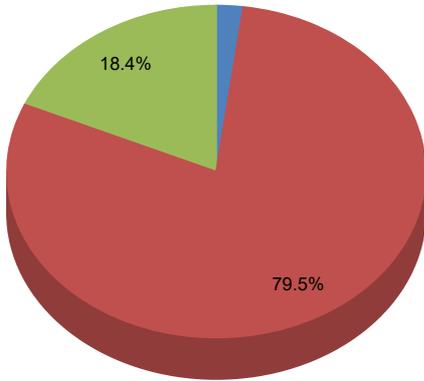
# Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.9%)
- Fees and Private Income (16.9%)
- Other Capital Income (1.9%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (79.5%)
- Non-Salary Expenses (18.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,395,245
Government Capital Grants <sup>2</sup>	\$391
State Recurrent Grants <sup>3</sup>	\$422,551
Fees and Private Income <sup>4</sup>	\$379,330
Other Capital Income <sup>5</sup>	\$41,486
<b>Total Income</b>	<b>\$2,239,003</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$41,878
Salaries and Related Expenses <sup>7</sup>	\$1,604,482
Non-Salary Expenses <sup>8</sup>	\$370,842
<b>Total Expenditure</b>	<b>\$2,017,201</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.