ANNUAL SCHOOL REPORT TO THE COMMUNITY **2025**

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

St Bede's Primary School
Red Hill

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Principal

Mr Andrew Casey

Section One: Message from Key Groups in our Community

Principal's Message

St Bede's Primary School is a warm and welcoming Catholic community situated in Red Hill, ACT. In 2025, we operated with 13 classes across Kindergarten to Year 6. This report seeks to showcase the achievements and initiatives undertaken throughout the 2025 school year and has been prepared by representatives of our school community, including staff, parents, and students.

At St Bede's Primary School, our staff are committed to delivering a rich and holistic curriculum, with Gospel values underpinning every learning experience and fostering a strong connection between faith and daily life through close partnership with our parish. We are dedicated to providing high-quality, contemporary teaching and learning opportunities, supported by a strong pastoral care and wellbeing program. Our focus remains on nurturing active, engaged learners across all areas of the curriculum.

St Bede's Primary School values strong collaboration and partnership between home, school, and parish. We seek to reflect Catholic values through our relationships and actions each day. As a united community, we strive to live out and model the principles of our school motto: Walk in Love and Peace.

Parent Body Message

In 2025, the School Board continued to actively support the St Bede's Leadership Team and the wider school community. It was a year marked by growth and continued improvement, as the community celebrated ongoing enhancements to the school grounds and warmly welcomed new families into the school. A key milestone was the completion of the transition to the new School Community Council model, which is now embedded across the school.

Throughout the year, the School Community Council model has strengthened collaboration between parents, staff, and leadership, supporting a more responsive and connected approach to governance and community engagement. This shift has enhanced opportunities for meaningful parent involvement, while maintaining a strong focus on student learning, wellbeing, and staff support.

Student Body Message

2025 was a great year for student leadership at our school. Our School Captains and Sports, Community, Environment, and SRC leaders had lots of chances to show their leadership at different school events. One of the highlights was our sports carnivals, where students had heaps of fun, joined in enthusiastically, and showed great sportsmanship.

Each semester, every class elected two new SRC Representatives, giving students the chance to share their ideas and help plan school activities. In 2025, we enjoyed our Feast Day Fete. The fete was organised and led by our Year 6 leaders and was a huge success, raising a lot of money for our school.

Other highlights from the year included the disco, the fete, the Christmas Concert, sports carnivals, excursions, and a variety of shows and performances that made the year exciting and memorable for everyone.

Section Two: School Context and Catholic Identity

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

Faith, learning, and community are deeply connected at St Bede's. Guided by our 2025 theme *Pilgrims of Hope*, we continue to strengthen our Catholic identity by nurturing faith-filled learning experiences and living out the Gospel values each day. Our close and growing connection with the Cathedral Parish remains central to school life and enriches the spiritual journey of our students and families.

In 2025, St Bede's offers eleven classes from Kindergarten to Year 6, providing a high.quality education within a caring, inclusive, and nurturing environment. Our students are supported to grow academically, socially, and spiritually, with the teachings of Jesus at the heart of all we do. Regular liturgies, prayer experiences, and ongoing student spirituality days are embedded across the school, encouraging reflection, service, and a strong sense of belonging to our Catholic community.

Student learning is enriched through specialist teaching in STEM, Music, French, and Library, as well as opportunities such as dance, gymnastics, and sports clinics. Teaching and learning programs are designed to meet the diverse needs of students, with targeted support and extension through differentiation, learning support programs, and extra.curricular opportunities.

All students from Kindergarten to Year 6 have access to digital learning tools including iPads, Chromebooks, ICT equipment, and STEM resources, which are thoughtfully integrated into classroom learning to enhance engagement and creativity.

St Bede's also offers a wide range of additional learning and support opportunities, including private music tuition, participation in external academic competitions, camps for Years 4–6, Before and After School Care through Camp Australia, weekly access to a Catholic Care school counsellor, and a variety of excursions and incursions.

As an inclusive school community, St Bede's welcomes and values diversity. Students with additional needs are supported within mainstream classrooms wherever possible, and student wellbeing remains a priority. We are committed to ensuring every child feels safe, supported, and known.

Strong partnerships with families are central to our school culture. Parents and carers actively contribute through fundraising events, Friday canteen, our school clothing shop, netball club involvement, and as class contacts who foster connection, communication, and community celebration.

Section Three: 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 2025:

Girls	Boys	LBOTE*	Total Students
134	127	17	261

* Language Background Other than English

Enrolment Policy

The Catholic Education Commission has established an Enrolment Policy for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the Catholic Education website.

Student Attendance Rates

The average student attendance rate for 2025 was 90.43%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	91%
Year 2	92%
Year 3	90%
Year 4	91%
Year 5	88%
Year 6	89%

Managing Student Non-attendance

Regular attendance at school is essential for students 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 & Family Services Senior 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 Four: Staffing Profile

The following information describes the staffing profile for 2025:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	13	31

* This number includes 13 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Number of staff with Provisional Teacher Accreditation	3
Number of staff with Proficient Teacher Accreditation	22
Number of staff with Lead/Highly Accomplished Teacher Accreditation	0

Section Five: 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 achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 3	Reading	426.63	402.17
	Writing	431.78	413.89
	Spelling	403.39	405.05
	Grammar and Punctuation	414.73	408.44
	Numeracy	406.84	405.32

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 5	Reading	488.52	491.85
	Writing	464.11	479.56
	Spelling	490.74	487.44
	Grammar and Punctuation	515.43	497.21
	Numeracy	470.30	491.76

Section Six: School Policies

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

Behavioural Support, Suspension and Expulsion Policy

Bullying and Harassment Policy

Child Safety Policy

Complaints Policy

Safe and Supportive Schools Policy

Access to additional policies related to CECG schools can be found on the Catholic Education Canberra Goulburn website.

Further information about processes specific to this school can be found on the school's website.

Section Seven: Parent, Student and Staff Satisfaction

The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

Parent Satisfaction

Overall, parent survey results indicate a very high level of satisfaction, with an overall rating of 93%. Parents express strong confidence in the school's core work, with 95% acknowledging the provision of quality learning experiences. Similarly, 95% are satisfied with their decision to choose a Catholic school, reflecting a strong alignment with the school's values and community expectations. Value for money is also viewed positively, with 93% of parents agreeing that the education provided justifies the cost.

Despite these strengths, the data highlights key areas for improvement. The lowest-rated domain relates to Religious Education, with 63% of parents indicating that the teaching of Jesus Christ supports their child's daily life. This suggests an opportunity to strengthen the visibility and relevance of faith learning. Additionally, 70% of parents report that the school does not clearly articulate how complaints are followed up, identifying a gap in communication and transparency.

In summary, while satisfaction is very strong overall, targeted improvements in religious relevance and communication processes will further strengthen parent confidence.

Student Satisfaction

Student survey results show a strong overall satisfaction rate of 90%, reflecting a positive and supportive school environment. Key strengths are evident in student wellbeing and relationships. A high percentage of students (87%) feel that teachers help them to do their best, while the same proportion report feeling safe at school and having good friends, highlighting a strong sense of security and belonging.

Students also recognise the support provided by staff, with 86% indicating that teachers listen to them and an equal percentage identifying a trusted adult they can approach with problems. These results reinforce the presence of positive, supportive connections between students and staff.

However, the survey highlights areas for improvement. Only 49% of students feel sufficiently challenged in their learning, suggesting a need to strengthen differentiation and extend learning opportunities. Additionally, 54% of students consider Religious Education classes worthwhile, indicating an opportunity to improve engagement and relevance.

Overall, students feel safe, connected, and well supported, with a clear opportunity to enhance learning challenge and the value of Religious Education.

Staff Satisfaction

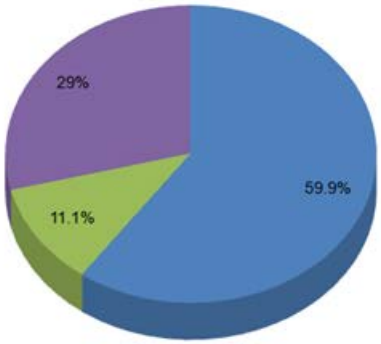
Staff survey results reflect an exceptionally positive workplace culture, with 100% overall satisfaction and a strong sense of belonging among all staff. Every respondent reports feeling listened to by leaders when raising concerns, alongside 100% indicating strong social connections with colleagues and pride in being a member of the school community.

Professional fulfilment is a clear strength. All staff feel supported to adapt teaching resources and report satisfaction with student growth. Additionally, 100% believe they provide valuable learning opportunities and consistently use high-impact teaching practices, demonstrating a strong commitment to effective teaching and student outcomes.

Despite these strengths, the survey identifies areas for improvement. Only 57% of staff express satisfaction with school facilities, opportunities for leadership development, access to professional learning, and workload manageability. Most notably, just 43% feel the school is sufficiently staffed to support students with complex or additional needs.

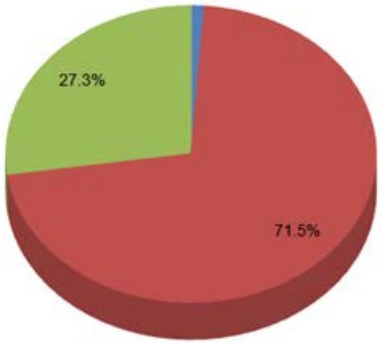
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (59.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (11.1%)
- Fees and Private Income (29%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (71.5%)
- Non-Salary Expenses (27.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants [1]	$3,126,283
Government Capital Grants [2]	$0
State Recurrent Grants [3]	$579,179
Fees and Private Income [4]	$1,511,630
Other Capital Income [5]	$0
Total Income	$5,217,092

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure [6]	$58,091
Salaries and Related Expenses [7]	$3,596,863
Non-Salary Expenses [8]	$1,372,739
Total Expenditure	$5,027,693

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.

Section Nine: Compliance With Registration Standards

This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non.government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2025.