



2018

ANNUAL SCHOOL REPORT

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St Bede's Catholic College, CHISHOLM

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About the Annual School Report

St Bede's Catholic College is registered by NESA as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

As the 58th school and the 12th secondary school in the Maitland Newcastle Diocese, St Bede's Catholic College officially opened on Friday 2 February 2018 with 107 students and a small but enthusiastic staff. With a large contingency of parents, guests and media, the opening assembly marked a historical day for the College.

The first semester was based in our Flexible Learning Village (FLV), while the first of four buildings were being finished, students quickly adapted to an open learning design and the rigours of secondary education. With the luxury of not having any other year groups, a unique student transition program ran for the first four weeks of the year which included a three-day camp at Myuna Bay. In the comfort of air-conditioned and newly refurbished classrooms, the quality of the student engagement was astonishing as was evidenced at our inaugural Student Showcase Evening on the 6 June.

The first day of Semester Two on Tuesday 24 July marked the move into the newly completed and refurbished Benedict Building. Students excitedly embraced their new learning spaces and immediately took their learning to the next level. Attended by a range of Church, educational and political leaders, the media and of course our staff, students and parents, the 'Benedict Building' was officially opened on Monday 29 October. Our students demonstrated why the large financial investment in our College had already paid dividends through their enthusiastic participation in a service that epitomised the quality education offered here at St Bede's.

A range of quantitative measures, including assessment data results, were carefully tracked in planning and evaluating chosen strategies in the successful implementation of our Foundation Plan. Additionally, a range of qualitative indicators were constantly referred to in reviewing and improving practices and processes. These included the general demeanour and happiness of the students, student pride in their personal grooming and wearing of their uniform, participation in special events, the effectiveness of the student committees, the social interactions between students, respect and engagement between teachers and students, behavioural standards, and the quality of community events.

In observing such positive qualitative indicators of success, St Bede's successfully commenced the journey of becoming a lighthouse school within the Maitland Newcastle Diocese where we will "*Shine with Christ's glory*". 2018 will be remembered as the first of a six-year journey in working towards our 2023 vision which 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*".

Parent Body

A parent meeting was called in early Term 1 to discuss possible parent engagement models. It was decided that a parent forum model would be adopted which would take place once a term for the remainder of the year. These parent forums would mainly include key note speakers and the possibility for an open discussion if time allowed for matters submitted by parents to the Principal to be considered if deemed appropriate for discussion at the meeting.

In addition to the parent forums we were invited to attend a welcome assembly and morning tea for the first day at St Bede's. Parents and caregivers were also invited to attend other events throughout the year including the Opening Mass, a parent information night including a volunteer's induction session, a Showcase evening of Student works, the Swimming & Athletics Carnivals and the Official Opening of the St Benedict Building at St Bede's. At the end of the first and second semesters we were able to book in for parent/teacher interviews with each teacher to discuss our child's progress. At the conclusion of our first year we were also invited to attend a Presentation Evening where all students were recognised for their talents.

Parents and Caregivers received regular communication via the Compass app, including fortnightly newsletters, electronic notifications, on-line student reports, assessment/feedback, attendance/punctuality and achievements. We also had the opportunity to communicate directly with the teacher via the student planner.

Michelle Burgess and Natalie Easey.

Student Body

On the 2 February, 107 students started our first year at St Bede's as foundation students which marked the start of an amazing year. We started off in our temporary classrooms, called the Flexible Learning Village (FLV), with a 5-week transition program which finished with an amazing three-day camp at Myuna Bay. We got to do all sorts of activities where we could bond with each other.

We then started the term proper and engaged in a range of amazing topics. From playing an instrument for the first time to doing practical work in Science, we got to enjoy many new learning experiences.

The excitement of the first term continued into Term 2 where we started working on new topics. By this stage, everyone had settled in and we were starting to get many different opportunities like the musical 'Diosounds', a drama club and competing in sports teams.

During Term 2, we had our first St Bede's feast day which included a fair with stalls run by the homerooms. We raised money for the Mary Rice Centre in Nairobi Kenya. We also had a Student Showcase Evening where we got to show the community what we had been working on. Everyone was assigned a role and we had a showcase for every subject. There were also performances by our musicians and some of us read aloud poems.

Term 3 started with a liturgy where we went from the front of the school, to the FLV and then to the our new Benedict Building. We had finished with the FLV and started classes in the Benedict Building where we were able to start doing more practical experiences such as cooking and science experiments.

In Term 4 we had our official opening ceremony of the Benedict Building. We now had the first of the four buildings. We kept working right until the end of the year which finished with a student awards ceremony and our 'Shine Day' where we did more fund-raising activities. It was the perfect ending to a great year.

The many sports throughout the year were fun. We got to choose from a range of sports and could experience a game we had never played. There was also the option of representing St Bede's in soccer, netball and Oz tag in Terms 2 and 3. Irrespective of the sport you chose, it was always enjoyable.

Four assessment tasks were required for completion in each subject over the course of the year. Each task was different and some were very creative and interesting. We didn't just stick to one subject for each task but rather we had cross curricular tasks in Term Three for Science & Mathematics and English, History & Music. The cross curricular tasks were great in the way that we could combine our knowledge of many different topics and use them to create a rewarding final product.

2018 was a year where we started something amazing. We created a community built on the four pillars of community, courage, faith and knowledge. We truly did 'Shine with Christ's Glory'.

SCHOOL FEATURES

History of the school

St Bede's began with the vision of Bishop 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 went onto to become one of the most famous saints and scholars of all time.

St Bede's was officially opened by the Director, Michael Slattery, on Friday 2 February 2018 with 107 students, 11 full-time teachers, and a number of support staff in a temporary school site titled our Flexible Learning Village. Enrolment numbers are expected to grow initially by 120 per year for the next two years. From 2021, when the second building is opened, we expect year group sizes to increase to approximately 180 students. We expect the student population to reach approximately 1,000 students in 2023.

The 'Benedict Building' was officially opened on Monday 29 October 2018. This building will be interconnected to three other buildings as they open over the next few years.

Location/Drawing Area

St Bede's is located on Heritage Drive Chisholm. When completed, there will be four large modern designed interconnected buildings, a chapel, a playing field and hard courts. 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 at Chisholm, located next door, and Our Lady of Lourdes at Tarro.

For the location of St Bede's click [here](#)

Catholic Identity and Mission

Catholic Imagination and Spirituality

- Many staff completed the 'Faith Story Witness' module
- Registered completion of a staff spirituality day that went towards the 'Accreditation to Work, Teach and Lead'
- A Student Committee structure was established to encourage leadership opportunities for the students. The committees were Social Justice, House, Learning, Mission and Stewardship.
- Students were able to participate in fundraising activities to raise much needed funds for those in our local, national and international communities.
- The Catholic Identity of the school was strengthened through the creation of iconography for the Houses. Each House had a specific focus that was represented in the artwork displayed in the icons in the foyer and at special school events.
- Staff and students were provided with authentic experiences through class prayers, sacred spaces (including a liturgical focus), liturgies and Masses, House celebration days and parish visits.
- Along with their studies in RST, students were provided with opportunities to explore their understanding of who Jesus is. They were able to hear how the life of St Bede reflected the Gospel values.

Family, Parish and Diocesan evangelising and catechesis

- Development of a scope and sequence for the integration of Gospel values across the curriculum.
- Rationalisation of the language and methodology in the integration of values across the curriculum.
- Teacher participation in quality professional learning in developing programs with a focus on Catholic Principles across the curriculum.
- Successful implementation of extended Friday homeroom prayer.
- Development of a St Bede's prayer handbook accessible in all classrooms.
- College and year group run prayer sessions with the involvement of the Student Mission Committee.
- Bringing to life the House prayers.
- Inclusion of prayer inservicing at staff and homeroom team meetings.
- Implementation of a high-quality liturgical program with positive staff and student engagement.
- Development and distribution of a St Bede's liturgical rationale.
- Inclusion of a liturgy in the Year 7 Camp and Year 8 Reflection Days.
- Development of an RCIA program, with some students engaged in the program.
- Visible promotion of student engagement in parish run sacramental programs.

- Utilisation of Parish Youth Workers in school developed evangelisation programs.

Christian Discipleship

- All staff briefings and meetings began with a prayer. Staff prayer in the community was a shared responsibility giving them the opportunity to provide prayers for others. Great care was taken to prepare these prayers.
- Post-graduate study in theology and education was encouraged and subsidised by the Diocese. Many staff have post-graduate qualifications in Religious Studies and Theology. Staff were supported to obtain and maintain their Accreditation to Work, Teach and Lead, through various courses provided by the CSO.
- The Catholicity of the College was nurtured through liturgical celebrations and other forms of worship. There was Mass twice a term led by homeroom classes. There were liturgies to celebrate the Opening of the College, Ash Wednesday and Holy Week, Anzac Day, St Bede's Feast Day, House Patrons Feast Days, Mothers' and Fathers' Day, the Official Opening of the Benedict Building with Bishop William Wright presiding, and an end of year Presentation Evening.
- A very successful Spirituality Day was held for staff.

Religious Education and Curriculum

- Student respect and responsibility were promoted as part of the College ethos. This in turn was achieved by the promotion of the House values of community, knowledge, courage and faith and the Gospel values of truth, compassion, justice and love. The school wellbeing program, Religious Studies lessons, social justice initiatives, assemblies were all utilised in the promotion of these values.
- Social justice was a high priority during 2018. The College supported the 'Project Compassion' appeal through Lent, Catholic Mission through October and St Vincent de Paul.
- Strong support was also given to raising funds for the Mary Rice Centre (MRC) in Kenya which is a school for children with disabilities living in the slums of Nairobi. This schools teaches basic learning, prevocational and vocational skills as well as providing therapy services and outreach programs. Included in the fund raising for the MRC were mufti days and House Patron Feast Days.
- Student committees were established to promote the College's values which in turn led to various student driven initiatives. These committees were Stewardship, Houses, Social Justice, Ministry and Learning.

Initiatives Promoting Respect and Responsibility

The four key pillars of courage, knowledge, community and faith were given expression through a uniquely designed visual identity initiative. Led by one of our staff members, each one of these pillars had a design that provided an explanation of its importance to the College community. Social justice and wellbeing programs were then structured in a way to align to these pillars. The well-being program consisted of fortnightly well-being lessons run by homeroom teachers in addition to special events such as Harmony Day and Well-being Week. These pillars and the values from our Foundation Plan of love, truth, justice and compassion began to be integrated across the curriculum including being explicitly evident in our teaching programs.

Examples of social justice initiatives included fund raising for local and overseas appeals including drought-stricken farmers and the Mary Rice Centre in Kenya, and the St Vincent De Paul Christmas Hampers.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
6	28	6

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	108
Year 8	0
Year 9	0
Year 10	0
Year 11	0
Year 12	0
Total	108

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
91.7	0	0	0	0	0	91.7

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

Pastoral care structures were designed to allow students to grow and develop in a supportive and nurturing environment. A code of rights and responsibilities was implemented which assisted in the promotion of positive relationships. A strong commitment was given to the concept of student wellbeing being a collaborative partnership between staff, parents and carers and our school and parish community.

A formal wellbeing program was implemented which included fortnightly lessons that focused on building key skills in resilience, organisation, self regulation, and positive relationships. Each term focused on one of the four key College pillars of courage, knowledge, community and faith.

Particular strategies implemented in the promotion of positive pastoral care and student wellbeing included an initial 5-week transition program, student interest clubs, a student wellbeing hub, student leadership committees, and individualised programs for students with additional needs.

For further details, open the link [here](#)

Discipline Policy

The College's discipline practices are imbedded in the Pastoral Care and Wellbeing practices. Restorative justice practices formed the basis of discipline procedures which focused on personal accountability and restoring the broken relationships rather than retribution and punishment. An emphasis was placed on students learning from their mistakes, reconciling differences and resolving problems with others.

The aims of student behaviour management procedures that were clearly conveyed and implemented were::

- Protect the right of every student to a safe and respectful school environment.
- Promote and encourage positive student behaviours which respect the dignity of each individual.
- Develop young men and women with competence, conscience and compassion who exercise good moral judgement and an ability to discern.

For specific information of the College system of merit and commendation details and behaviour management procedures open the link [here](#)

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Bede's Catholic College Anti-Bullying Policy* is reviewed regularly and is available on the school website.

A key aim of St Bede's is to provide an authentic Catholic education based upon Gospel values and a consideration and respect for both the individual and the community. There is a strong commitment to students having the right to a safe, supportive and caring environment, free from intimidation. The College has the view that any form of bullying or harassment is unacceptable, and every member of the St Bede's community has a right to feel protected, nurtured and valued.

As a Catholic school based on our patron of St Bede, we seek to reinforce the values of care and consideration for others, to be respectful of each individual, and to witness the Gospel values values in both the school community and broader community.

In being pre-emptive of potential bullying, the College's wellbeing program includes lessons and activities on this theme. Strong disciplinary action is taken in cases when a student's behaviour has been deemed

as bullying.

For further details, open the link [here](#)

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

The goal of Learning Support at the College is to ensure that children with diagnosed disabilities and additional needs benefit from an inclusive education of quality learning opportunities with high expectations that consider each child's individual needs.

This was achieved in 2018 by a committed and well-qualified specialised learning support staff, the utilisation of a specialised area which was specifically designed and furnished to best cater for student needs, before school and lunch time learning clubs, individualised programs for students, and a literacy intervention program (MacqLit). In addition, all students with identified needs had a comprehensive transition program developed prior to their commencement which was successfully implemented. This involved visitations to the students primary schools in consulting with their teachers about their needs which was then imbedded into their plans and communicated to our staff. Strong learning improvement gains were successfully achieved as a result of these measures.

All learning support procedures were consistent the Maitland- Newcastle Catholic Schools Office policies and procedures. For further details, open the link [here](#)

School Improvement

School Improvement Plan

The four key areas of focus of the School Improvement Plan were:

(1) Catholic Formation and Mission:

- Provide opportunities to nurture individuals' faith and encourage a relationship with Jesus Christ.
- Provide a curriculum that promotes our Catholic identity and has Jesus Christ at the centre.

(2) Learning:

- Improve the literacy and numeracy skills of all students.
- Know students and respond to their learning and pastoral needs.
- Develop a shared pedagogy that is innovative, exciting, enriching and challenging.
- Use the learning environment to promote collaboration, creativity and support risk-taking in a supportive environment.

(3) Leadership:

- Foster improved leadership skills.
- Develop high quality, committed and accredited teachers.
- Foster improved leadership skills.

(4) Service and governance:

- Provide a safe learning environment for the whole community.
- Adopt an approach to student wellbeing that builds internal strength and self-confidence.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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Catholic Formation and Mission:

- Development of a scope and sequence for the integration of Gospel values across the curriculum.
- Rationalisation of the language and methodology in the integration of values across the curriculum.
- Teacher participation in quality professional learning in developing programs with a focus on Catholic Principles across the curriculum.
- Successful implementation of extended Friday homeroom prayer.
- Development of a St Bede's prayer handbook accessible in all classrooms.
- College and year group run prayer sessions with the involvement of the Student Mission Committee.
- Bringing to life the House prayers.
- Inclusion of prayer inservicing at staff and homeroom team meetings.
- Implementation of a high-quality liturgical program with positive staff and student engagement.
- Development and distribution of a St Bede's liturgical rationale.
- Inclusion of a liturgy in the Year 7 Camp and Year 8 Reflection Days.
- Development of an RCIA program, with some students engaged in the program.
- Visible promotion of student engagement in parish run sacramental programs.
- Utilisation of Parish Youth Workers in school developed evangelisation programs.

Catholic Formation and Mission:

- Development of a scope and sequence chart for all subjects where Gospel values have been explicitly included.
- Rationalisation of the language and methodology in how these values are integrated across the curriculum.
- Positive teachers engagement in quality professional learning to increase their knowledge and understanding of how to develop programs in keeping with diocesan requirements on a focus on Catholic Principles across the curriculum.
- Broadening of the College's social justice program, including building relationships with the Mary Rice Centre in Nairobi Kenya which is a small school for severely intellectually and physically disadvantaged students.
- Off-site staff spirituality day.
- Further engagement with the wider community via invitations to attend school liturgies and showcase evenings and the running of joint parish-school events.

(2) Learning:

- Growth in literacy levels following the implementation of the intervention program 'Macquit' and 'Fast Forward' for identified students that was run in the first half of the year.
- Developed a consistent approach and understanding of learning and assessment differentiation via a three-tier model.
- Identification of individual student learning needs and the implementation of enrichment and learning support clubs.
- St Bede's launched as a Gifted Education Lead (GEL) school in Term 4 with the appointment of a Gifted Education Mentor (GEM).
- Well-attended Student Showcase Evening where students displayed/demonstrated projects and activities to the wider community.
- Comprehensive learner profiles on every student completed and follow-up personalised plans completed for all students with additional needs.
- Top result in the Religious literacy test in the Maitland Newcastle Diocese.
- In depth use of NAPLAN data to identify areas of improvement and the implementation of appropriate strategies.
- Implementation of a subject cluster model which catered for subject specific and cross-curricular teaching and learning.
- Implementation of a Specific BYOD scheme which enhanced digital literacy skills.

Learning:

- Targeted literacy and numeracy intervention programs, including the continuation of a literacy based program, 'Macqlit' and the introduction of a numeracy based program, 'Quicksmart'.
- Launch of a Learning Wellbeing Framework that will help facilitate a shared pedagogy that is innovative, exciting, enriching and challenging.
- Continued work on differentiation of learning for all students.
- Further challenging of gifted students through the GEL program.
- Establish a shared understanding of flexible learning spaces.
- Further resourcing of additional learning spaces.
- Further teaching of independent and critical thinking skills.
- Whole school professional development plan aligned to the school improvement plan.
- Resourcing and effective use of the Learning Hub, including student breaks.
- Utilise the skills and expertise of staff to provide professional development to enhance teaching and learning in areas such as personalised learning, use of assistive technology, and quality teaching practices.

(3) Leadership:

- Engaged in a rigorous Individualised Professional Practice and Development process by all teachers.
- Engaged with University of Newcastle and University of New England in providing opportunities for student teachers.
- Published a high quality student diary.
- Collaboratively planned and implemented a leadership through a committee-based program which enabled students to have a genuine voice.
- Successful completion of a number of high standard staff professional development days which favourably impacted on the quality of teaching and learning.

(4) Service and governance:

- Significant progress towards the publication of a St Bede's Learning Wellbeing Framework document.
- Implementation of an effective communication system with parents and the wider community through ways such as newsletters, electronic communication, parent evenings.
- Collaborative development of an effective parent engagement model as an alternative to the traditional P&F model.
- High percentage of parents completing the volunteer induction program.
- Strong school representation at the Morpeth Anzac Day Ceremony.
- Development of a WHS Committee with sound governance procedures.

Leadership:

Staff: The Professional Practice & Development (PP&D) model of teachers working with an assigned leader will be broadened to include class visitations and alignment to a growth coaching model. A structured professional development model will be devised to align after school meetings and staff days to the professional standards requirements of the NSW Education Standards Authority.

Students: The committee-based student leadership model will be broadened to include Year 7 students. Currently there are five student leadership committees with four Year 8 students per committee. Following the completion of some leadership formation training sessions with the Year 7's, interested students will be able to apply to fill an additional 2-4 vacant positions per committee. Other student leadership opportunities will also be explored.

Service and Governance:

Work Health and Safety (WHS) will continue to be a targeted area of improvement. With continued building works and rising staff and student numbers, the new Diocesan WHS team will be utilised in conducting audits and assisting in the implementation of policies and procedures.

Academic Achievements

A strong commitment was given to catering for students of all ability levels. Student profiles were developed via two staff members visiting the primary schools of the incoming students so their learning needs could be understood. Extensive external testing at the start of the year assisted in identifying whole school and individual learning challenges.

Students with identified learning need were then supported by the Learning Support Team, differentiation of the curriculum by the classroom teacher, administering of literacy and numeracy support programs, and the running of optional before school and lunch-time learning clubs.

The College was granted additional staffing in becoming a Gifted Education Lead (GEL) school in Term 4. This was used in providing extension and enrichment activities for gifted and talented students.

A Learning Framework model was launched at the start of the year which provided structures in students achieving strong learning gain results.

Cultural achievements

About half of the 120 students became enthusiastically involved in extra-curricular ensembles. This included [Liturgical and Mass Ensembles](#), a Vocal Ensemble, Rock Band, [DioSounds Instrumental Ensemble](#) and a [Drama Group](#). A Student Showcase Evening and 'Shine' Day allowed students to exhibit their creative talents.

A peripatetic music programme was developed, allowing our students to deepen their skills and knowledge in a selected instrument with the employment of five specialist tutors.

Even though Visual Arts was not a timetabled KLA in 2018, [gifted artists](#) were provided the opportunity to experience an [art exhibition](#) at an assembly and the [St Bede's Open Evening](#).

Students attended the Bell Shakespeare Company and [ASPIRE "Dark Matter"](#) at the Civic Theatre and selected drama students attended an [intensive workshop](#) in improvisation. Live student performances occurred at fortnightly assemblies, in curriculum-based assessment tasks for English, HSIE and Music, the 'DioSounds' production of 'Heavenly Legends', Our Lady of Lourdes Spring Fair, Total Field Days, Dance (sport) and Diocesan Festival of Voices.

Sporting achievements

As a foundation year, positive and enthusiastic involvement in sport was clearly evident. Every Friday afternoon all students participated in 2-hours of sport, where they were able to elect from a variety of different activities, such as Basketball, Cheer Leading, Tennis, Touch Football, Soccer and Dance. The College held a high energy Athletics Carnival at the Hunter Sport Centre, Glendale and an equally spirited Swimming Carnival at East Maitland Pool. The attendance and participation at both these events were outstanding. From these carnivals, we then had a number of students' progress to the Diocesan Carnivals. Our Cross-Country carnival was held with St Mary's Gateshead. From this carnival we had a number of students' progress to the Diocesan Carnival, and one student competed in the CCC Carnival. Teams were entered in the Diocesan Touch Football, Oztag, Soccer and Netball competitions and gala days. The College successfully gained School Sporting Grants which were used to develop skills and resources in cricket.

Student Achievements

Performance in National Testing

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 College 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 College 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	57.50%	56.00%	14.20%	16.70%
	Writing	30.80%	35.70%	28.00%	32.00%
	Spelling	54.20%	58.70%	15.90%	16.80%
	Grammar	50.50%	58.50%	20.60%	17.50%
	Numeracy	48.60%	57.80%	8.40%	14.70%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

N/A

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2018 was 0

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	10
II. Teachers at Highly Accomplished/Lead	1

Many of the staff have post-graduate degrees and/or are undertaking additional post-graduate study which is encouraged by the College. There is a strong commitment to on-going professional development and where possible further formal post-graduate studies.

Workforce Composition

Number of Staff	
Total teaching staff	11
Total non-teaching staff	11
Grand total	22
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher attendance rates were high which reflected the strong sense of belonging.

Teacher Retention

The teacher retention rate was 100% with none of the eleven teachers employed at the start of the year leaving the College. One teacher did have some time on approved maternity leave and arrangements have been made for her to return in early 2019.

The 100% retention rate was an indication of the high level of staff satisfaction.

Professional Learning Undertaken

There were seven full staff development days throughout 2018 which is higher than most other schools. The reasons for these additional days was to put into place the required planning and induction of staff for a new school. Each of these days were carefully sequenced with clear identifiable outcomes. The College's inaugural strategic plan was the framework which guided these staff days in putting into place processes that would effectively address the objectives and strategies within this plan.

A three team leadership model was adopted to guide decision making and professional learning at the College. These three teams were the Management, Learning and Mission Teams.

All staff embraced the Professional Practice & Development (PP&D) model in guiding professional development. This involved three meetings per year between a teacher and allocated leader and optional

class visitations.

Staff professional development based meetings occurred after school each Monday which greatly assisted teachers in the development of key skills required in a new school.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff 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 staff.

Parent Satisfaction

Parent forums was the main methodology to gauge parent satisfaction levels in 2018. A collaborative decision with the parent community was made at the start of the year to adopt a parent forum model of parent engagement rather than a traditional Parent and Friends Committee. The key features of this Parent Forum model included meetings occurring once a term, a key-note speaker on an identified topic of interest, a question/answer session, and an open discussion on possible areas for improvement. The well-attended parent forums enabled parents to provide input into the direction of the College. Feedback from these forums were overwhelmingly positive, supportive and meaningful.

Other forms of feedback from parents that indicated a high level of parent satisfaction included surveys, social media, one on one discussions, enrolment patterns, attendance numbers at community events, a large pool of active volunteers, and positive relationships with staff. A comprehensive review of the College is scheduled for 2019 to identify areas of improvement will include a detailed parent survey but all indicators suggested a high level of parent satisfaction for 2018.

Student Satisfaction

With the Year 7 students being the foundation group, they thrived on the space and additional care of being the only students in the school and having all new facilities and additional space compared to established schools. With teachers not being burdened by the demands associated throughout the year, the care of students and the differentiation of their learning were clearly evident.

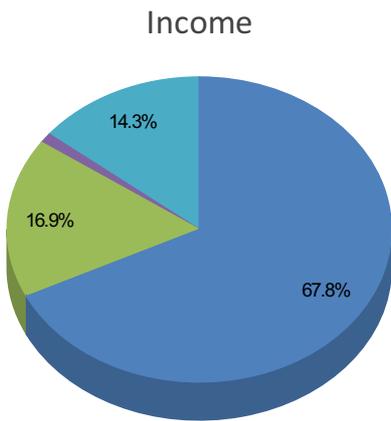
Low rates of student misdemeanours, high rates of student participation in co-curricular activities, the success of fund raising for our selected charities, the success of the student leadership program based around a committee model, the very positive positive relationships of students with each other and their staff, and the happy demeanour and pride of the students in their school were indicators of a high level of student satisfaction.

Feedback from the many visitors who were taken for tours around the school was glowing of the positivity, politeness and engagement of our students which indicated the high level of student satisfaction.

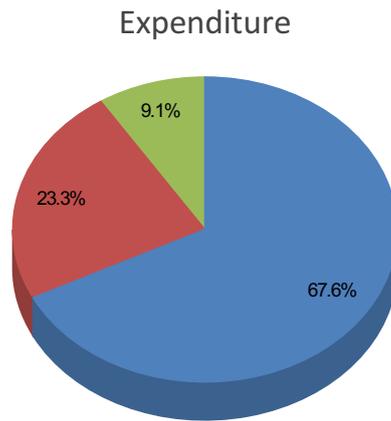
Staff Satisfaction

As a new staff in the first year of operation, there was a great sense of involvement and support. Accompanying the huge demands of setting up a new school, there were periods of stress and feelings of being overloaded. These times were worked through by working as a team and implementing more feasible processes.

Input from staff on key decisions was greater than what normally occurs in an established school as everything had to be developed within a context of a new school. This greater collaboration empowered staff to be proactive in leading various initiatives which in turn promoted a spirit of pride and belonging. With a small staff, their wellbeing was more easily observable which meant issues could be quickly addressed. The zero turn over of staff employed, the active participation in staff activities during well-being week, feedback from surveys and meetings, and the high attendance at staff socials and optional community events were quantifiable indicators of a high level of staff satisfaction.



- Commonwealth Recurrent Grants (67.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.9%)
- Fees and Private Income (1.1%)
- Other Capital Income (14.3%)



- Capital Expenditure (67.6%)
- Salaries and Related Expenses (23.3%)
- Non-Salary Expenses (9.1%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,281,225
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$568,785
Fees and Private Income ⁴	\$35,846
Other Capital Income ⁵	\$479,819
Total Income	\$3,365,675

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$5,829,366
Salaries and Related Expenses ⁷	\$2,006,099
Non-Salary Expenses ⁸	\$786,280
Total Expenditure	\$2,792,379

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

St Bede's Catholic College

CHISHOLM

Phone: 4088 8222

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>