

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Bede's Catholic College

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Principal: John Murphy

Web: <http://www.chisholmsb.catholic.edu.au>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St Bede's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

2020 marked the mid-way point in our journey in becoming a full Year 7–12 school by 2023. Staff and student numbers increased by approximately 50% with student enrolments increasing to approximately 360.

The very positive start to the year set the platform for the proactive way we responded to the COVID-19 Pandemic. A highly successful remote learning program minimised the impact of this pandemic. The cooperation between staff, students and parents underpinned the success of both the remote and face-to-face learning programs.

Year 7's thrived in their transition to secondary schooling. Their enthusiasm and energy quickly became apparent at their three-day camp. Throughout 2020, teaching and learning became even more contemporary. Digital literacy and learning technology became more powerful enablers of learning. Collaboration and cross-curricular learning tasks became even more evident.

The Gospel values of courage, love, knowledge, and faith were evident in lessons and at whole school events such as our Opening School Mass and the Swimming Carnival. Students were provided with excellent facilities, resources, and agile learning spaces. Progress continued with the master building project, with the second of the planned four buildings expected to be completed 2021.

### Parent Body Message

During 2020 and the restrictions brought about by COVID-19, St Bede's parents/caregivers were kept informed and involved with College life via Compass updates from St Bede's and the CSO. This was a challenging time for students and their families, but we continued to work together as a school community, thus enabling students to get the best outcomes they could during their on-line learning.

At St Bede's one of the main opportunities for parents/caregivers to be involved in the life of the school is the Parent Forum (an alternative to the traditional Parents and Friends Association). Throughout 2020 we learnt how to attend these Forum's via Zoom – a method of participation that worked very well. Enabling the parent voice to still be heard; discussion of current topics and concerns to take place and lines of communication to remain open.

St Bede's was represented in the Diocese Federation of Parents and Friends Association by two parents who were also members of the Federation Council. These two parents were also involved in formulating Parent Forum Agendas by highlighting current issues and in

discussions relating to the Senior Uniform for the College that will be worn by Year 11 and 12 students and implemented in 2022.

Parents/caregivers were invited to participate in a working party for the new Devices (Laptops) that would be chosen for Year 7 and Year 10 in 2021 – inclusion of a parent in this discussion was a wonderful opportunity for all interested parties to have their say and be heard. It included College Staff, Students, CSO, Primary Feeder School and parents/caregivers.

A high priority continues to be placed upon the development of positive relationships between staff and parents via clear communication processes that include fortnightly newsletters, the student diary, electronic notifications and use of the online parent portal – Compass. Compass continues to allow parents to be able to access online student reports, assessment/feedback, attendance/punctuality, and achievements.

Restrictions upon parents/caregivers being allowed on College grounds and limitations upon cohorts gathering had a great impact upon events that would usually have taken place throughout 2020. Parent/Teacher/Student Interviews were able to take place at the end of Term 4 via Zoom, a welcome return to ‘almost normality’ and an opportunity to connect directly with teachers, to discuss student’s progress.

### Student Body Message

2020 was a year like no other where we faced many hardships and challenges, the most obvious one being the global pandemic which impacted billions. Despite the struggles COVID-19 created, St Bede’s students and teachers continued their learning and teaching from their very own homes during a period of remote learning. Throughout this time students and staff managed to collaborate, learn, and connect using technology, participating in online classes and one-on-one chats. Despite some internet struggles and adjusting to a new way of learning, students managed to adapt and persevere and remain committed to their learning producing impressive academic results. Our College teachers went above and beyond to ensure all students were supported both academically, mentally, and emotionally and that all learning abilities were catered for. The teachers and students of St Bede’s did not let COVID overshadow their great dedication and commitment towards learning.

After returning to school during Term 3, students were eager to engage in face-to-face learning and reunite with their peers and teachers and find new ways to get involved with various activities despite COVID restrictions.

In Semester 2 a keen group of students from across all years were appointed various leadership roles. These students upheld the St Bede’s spirit and values and maturely took on the responsibilities associated with their roles. They organised a variety of fun College events

and successful fundraisers despite restrictions beings in place and they continue to do an outstanding job representing our school.

Our vibrant and nurturing school community will continue to thrive and grow in 2021 providing students with exciting opportunities and new flexible ways of learning. We are ready to shine in 2021 and continue our journey into becoming capable and resilient young adults.

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## School Features

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### **History of the School**

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

St Bede's was officially opened by the 2018 Director, Dr. Michael Slattery, on Friday 2 February 2018 with 107 students, 11 full-time teachers, and a few support staff in a temporary school site titled the Flexible Learning Village. The first of four interconnected buildings, the Dominic Building, opened in mid-2018. Used concurrently with an expanded Flexible Learning Village, students were provided with high standard air-conditioned learning spaces to cater for the addition of two other year groups in 2019 & 2020.

### **Enrolments**

As the College progressed to Year 9 in 2020, enrolment numbers grew to 360 students. It is expected that enrolment numbers will peak at 540 for 2021 with Year 7 enrolments increasing for Year 7 from 120 to 180 per year. We expect the student population to reach approximately 900 students in 2023 before reaching a maximum of approximately 1,000 in 2026.

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, Chisholm, located next door, and Our Lady of Lourdes, Tarro.

### **Building Works**

The 'Benedict Building' was officially opened on Monday 29 October 2018. This building is the first of four modern and air-conditioned interconnected buildings that are expected to be completed by 2023. Additionally, a chapel, a playing field and hard courts are all expected to be built by 2023. Local council playing fields at the back of the College are also expected to be available for our use once completed. The second building, the 'Dominic Building' is expected to open in mid-2021.

### **Parish and /or feeder schools**

The two local feeder schools are St Aloysius Catholic Primary School that is located next door to the College and Our Lady of Lourdes Catholic Primary School, Tarro. Approximately, half of our students come from these two feeder schools with the other half coming from a range of Catholic and non-Catholic schools. We have a close connection with our two local parishes, Our Lady of Lourdes, Beresfield and Immaculate Conception, Morpeth.

### **Parents and Friends Activities:**

In-lieu of a Parents and Friends Association, a Parent Forum model of parent engagement effectively operated throughout 2020. These meetings occurred once per term from 6.00 – 7.30pm. At each of these meetings, there was a speaker who addressed an area of parent interest, presentations from the two Parent Representatives, the Principal and Assistant Principal, as well as an open question/answer session. Parent input into key decisions was an important part of these meetings. Due to the COVID-19 pandemic, meetings were conducted remotely via Zoom.

### **Co-curricular Program**

Due to the COVID-19 pandemic, the normally diverse co-curricular program was limited in its offerings. As with all schools, inter-school music performances, debating, public speaking, and sporting competitions were limited. It is hoped that these will resume in 2021, pending revised COVID protocols.

Excluding the lockdown period, a very successful Friday afternoon sporting program still proceeded. Fortunately, both the Swimming Carnival and Year 7 Camp were scheduled early in Term 1 and proceeded as planned. Both events were fun filled with close to full attendance.

### **Location/Drawing Area:**

St Bede's is located at 24A Heritage Drive Chisholm, which is located not far from Maitland. For the location of St Bede's [click here](#).

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## Student Profile

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### Student Enrolment

The College caters for students in Years 7 – 9. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
200	158	28	358

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2020 was 88.99%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
88.82	88.64	89.51	0.00

## Managing Student Non-Attendance

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

College 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 College 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	46
Number of full time teaching staff	25
Number of part time teaching staff	8
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

Professional development was aligned to our School Improvement Plan and to the Lead Learning Collaborative initiative of the Diocese.

75-minute staff development sessions occurred 8 times per term on Monday afternoons. Three extended professional development twilight sessions were delivered remotely and face-to-face throughout Terms 1 -3 with a focus on:

- Enhancing staff and student digital literacy for remote learning from home due to the COVID pandemic.
- Developing a pedagogy that engages all students using learning intentions and success criteria.

Five staff professional development days occurred throughout the year. The following were the focus areas:

- New staff induction
- Catholic Formation and Mission
- Teaching and learning
- Student wellbeing
- Strategic planning
- Curriculum development
- School review and improvement
- CPR, anaphylaxis, and first aid
- Child protection

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Bede's Catholic College has continued to work towards achieving our College Mission and Vision Statements throughout 2020. The Mission is a statement that summarises who we are as a College while our Vision is a statement of how we want our students to leave St Bede's at the conclusion of their school education. Our Mission states, 'Inspired by Jesus Christ, St Bede's Catholic College nurtures a vibrant and welcoming community; Seeking knowledge and realising gifts through persistence and collaboration; Living the Gospel in word and action'. Our Vision 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'.

With the launch of the Learning and Wellbeing Framework, structured around the College motto of "Shine With Christ's Glory", the College effectively linked the four domains of Catholic Formation and Mission, Learning, Leadership, Wellbeing and Partnerships. The first domain that shapes the unique Catholic identity of the College is Catholic Formation and Mission. Within this domain the key strategies implemented throughout 2020 were:

- Nurture a sacramental school community which is an authentic and joyful expression of Christ's love witnessed as faith in action.
- To offer quality faith formation that builds staff capacity and inspires students, staff, and families to have a deeper relationship with Christ.
- Explore opportunities to better cater for students, particularly non-Catholics through cross-curriculum and general capabilities via Catholic Social Teaching.

In experiencing a fallow year due to COVID, the College had to adapt to a different situation. The areas of success in the challenging year of 2020 were:

- The launch of the daily College Prayer to ensure that all students had been continuing with their prayer life whether at the college or in remote learning.
- Student led liturgies to be prayed at home with their families.
- Further positive student feedback via a survey on the College Youth Group that will be established in conjunction with YCS, postponed until 2021.
- Successful running of a Staff Spiritual Formation Day with the support of RE&S. Positive feedback from all staff members.
- An educational visit from Bishop William Wright where he spoke to the 2020 Year 7 cohort. He also made a significant donation of a copy of the History of the English Church and People (The Folio Society, 2010).
- Continued fundraising success ensuring that students appreciate taking care of 'the other' in the local and wider community.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The College operated on a fortnightly timetable (cycle) for Years 7 - 9. In Stage 4 there were four streams of up to 30 students in each of the classes in Mathematics, Science, English, HSIE and PDHPE. English/HSIE and Mathematics/Science remained clusters. English and HSIE remained fully integrated with 60 students and up to three teachers co-located. Mathematics launched the individualised learning program 'Mathematics Pathway' across Stage 4 and selected students in Stage 5.

Year 7 students studied Religious Studies, Music and Technology Mandatory. Students also had one period a cycle where they learned research and study skills, adapting a 'Growth Mindset' and becoming organised for high school. In Year 8, students replaced Music to study Languages (Mandarin) and Visual Art.

The introduction of Year 9 brought the launch of a Stage 5 Assessment Handbook and Policy and the introduction of elective lines where students chose two subjects between iSTEM, Commerce, Drama, Visual Art, Food Technology, PASS (Physical Activities & Sports Studies), Music, and Industrial Technology Timber. In Year 9 there were six Mathematics and English classes. The additional two teachers were timetabled in these subjects to create smaller class sizes for extension and support. English lessons were co-located (clustered) with three teachers and up to sixty students. Mathematics classes were in separate learning spaces as these classes were streamed according to the pathways offered. There were six classes in both Science and HSIE (Human Society in its Environment) and these classes occurred across six periods each cycle. Some HSIE lessons were clustered with two teachers to provide differentiated learning experiences. Science classes were held in independent Science laboratories.

Classes in Religious Studies were clustered with two teachers and up to sixty students. The PDHPE classes were timetabled as paired classes to begin each lesson but generally, practical and theory lessons were run separately. Practical lessons occurred twice each cycle.

Across all year cohorts, there were four homeroom classes in each year group of up to 30 students and each homeroom was associated with a given house. The Homeroom Teacher was also the teacher of the wellbeing period, which was conducted once a cycle. St Bede's has earned a reputation across the diocese for its contemporary approach to learning. The College continued its commitment to quality cross-curricular teaching and learning over the course of the year. Students learnt through interconnections across multiple subject areas, with a focus on improving student literacy and numeracy skills.

St Bede's continued to build and improve existing cross-curricular projects in all years. Year 7 continued with a five-week period in which they completed tasks under the concept of "Identity". Two major tasks included, "Identitatem Projectus Horribilus" – (HSIE/English/Music) and CSI Chisholm (TAS, Mathematics and Science), whereby students became journalists and forensic investigators in their respective projects.

The College Learning Support Team supported the school wide focus on improving skills in Literacy and Numeracy through the continuation of the MacqLit program for literacy and the QuickSmart program for numeracy. Both programs provided targeted intervention to identified students.

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## Student Performance in Tests and Examinations

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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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

The College promoted respect and responsibility of our students through a variety of ways, including our Wellbeing Program, Student Merit System, Year Group Meetings, and College Assemblies. A strong stance was adopted in addressing cases of student mistreatment to their peers and bullying. This included a balance of strong sanctions and restorative justice practices. Anti-Bullying measures were supported through visits from our Police Liaison Officer, as well as allocated lessons within the Wellbeing Program.

The College Wellbeing program continued to be developed. This included fortnightly wellbeing lessons where themes such as respect, resilience, bullying, and social justice were covered. The program was aligned to our College Pillars of Courage, Knowledge, Community, and Faith which provided a common language in the promotion of respect and responsibility.

The College Student Leadership was based on five Student Committees - Mission, Wellbeing, Stewardship, Learning, and House. Each Committee had students from the three-year groups and a staff representative. The Student Committees promoted respect and responsibility by providing an avenue for student voice across different facets of College life.

Despite the reduction in the number of College Events due to the COVID pandemic, opportunities were provided for students to promote respect and responsibility to the wider community. This included an Open Evening in February for potential new students considering enrolment for 2021 where students showcased their work and skills. The College also recognised significant national and international events that promoted respect, responsibility, and equality, including Harmony Day and International Women's Day.

Students enthusiastically supported our social justice program, which included fundraising for approved charities such as St Vincent De Paul.

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## School Improvement

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The College implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

### Key Improvements Achieved

Despite the challenges with the COVID pandemic, there were significant improvements throughout the year, particularly in wellbeing and learning. These included:

- 50% increase in our student enrolments, as we welcomed our new Year 7 students.
- Implementation of a remote learning/wellbeing program in response to the lockdown where staff and students worked from home.
- Teaching and learning became even more contemporary, with digital literacy and learning technology becoming more powerful enablers of learning.
- Collaboration and cross-curricular learning tasks became even more evident, such as the Year 7 CSI Chisholm project where students became investigators of a hypothetical murder scene.
- The College's Pedagogical Action Research Team (PART) became key drivers of learning improvement. This included all classrooms having learning intentions and success criteria visible at the front of the room for all lessons and the development of our first student data wall in the staffroom.
- Extensive professional development in faith formation, learning and wellbeing occurring both remotely and face-to-face.
- Recruitment of experienced, accredited, and highly recommended staff members to cater to the growing student population.
- Enhanced flexibility with community engagement with events such as Parent Forums, the Year 7 2021 Parent Information, Parent/Teacher/Student interviews, and the Anzac Day Ceremony occurring remotely.

## Priority Key Improvements for Next Year

- Catholic Formation and Mission: To offer quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ.
- Learning & Teaching: Learning Spaces: To develop an action-research approach to utilisation of new and emerging learning spaces.
- Leadership: To ensure effective staff recruitment, induction and development and organisational processes which convey a shared understanding of being a member of the St Bede's community.
- Wellbeing and Partnerships: Consistent and coherent approach to wellbeing that is understood by staff, families and students.

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## 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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

A comprehensive survey indicated a very high level of satisfaction from the parent community. Below are some of the key points from the "Tell Them from Me Survey" where we had 49 respondents. Each question was on a 10-point scale where 10 was strongly agree.

- Felt welcome at school with clear and regular lines of communication (8.0)
- Teachers were prompt in contacting parents regarding student concerns (7.4).
- The school encouraged their child to do well and expect their child to work hard (7.7).
- Child is clear about rules and behaviour (8.2).
- Child feels safe at school and going to and from school (7.6).
- Teachers help students who need extra support (6.6).
- 92% of respondents believed the school informs them about the Catholic practices that are part of the faith life. The other 8% neither agreed nor disagreed.
- 86% of respondents believed there were regular avenues and opportunities for parents to understand the school's Catholic values and principles.
- 71% of the respondents believed the school has given them sufficient information to know how to report unacceptable conduct within the school community.
- 79% believed the school is adequately maintained and resourced.
- 79% believed there is effective leadership at the school and 17% neither agreed nor disagreed.

### Student satisfaction

A comprehensive survey indicated a very high level of satisfaction from the students. Below are some of the key points from the "Tell Them from Me Survey" where we had 279 student respondents. Each question was on a 10-point scale where 10 was strongly agree.

- 81% of students had friends at school they could trust and who encouraged them to make positive choices.
- 70% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future.

- 86% of students did not get in trouble at school for disruptive or inappropriate behaviour.
- Found important concepts were taught well, class time was used efficiently, and homework and evaluations supported class objectives.
- Found classroom instruction relevant to their everyday lives.
- Found classroom instruction was well organised, with a clear purpose, and with immediate feedback that helped them learn.
- Found teachers to be responsive to their needs and encouraged independence with a democratic approach.
- 59% felt safe at school, or going to and from school.
- Understood that there were clear rules and expectations for their behaviour.
- Believed school staff emphasised academic skills and held high expectations for all students to succeed.
- 84% believed the school promoted child safe practices by teaching them all aspects of keeping safe.
- 57% believed the Catholic beliefs and values are important to the school and lived out in the community.
- 64% believed the school is adequately maintained and well resourced.
- 54% believed there is effective leadership at the school and 30% neither agreed nor disagreed.

### Teacher satisfaction

A comprehensive survey indicated a very high level of satisfaction from the staff. Below are some of the key points from the “Tell Them from Me Survey” where 25 teachers responded. Each question was on a 10-point scale where 10 was strongly agree.

- Believed school leaders created a safe and orderly learning environment and helped them establish challenging and visible learning goals for students (8.1).
- Worked with other teachers in providing cross-curricular opportunities and talked with other teachers about increasing student engagement (8.9).
- Set high expectations for student learning (9.2).
- Monitored the progress of students and gave them written feedback on their work (8.9).
- Tried to include students with learning needs in class activities and set work at a slower pace (9.4).
- Worked with parents to solve problems inhibiting student learning (8.0).
- 88% believed there is a shared responsibility amongst staff for the faith life of the school.
- 92% found Catholic beliefs and values were expressed in all activities including policy implementation.
- 100% believed they prioritised the safeguarding of children at school.
- 88% believed the school is well maintained and resourced.

- 87% believed there is effective leadership at the school.
- 96% believed our school is highly regarded in the community.

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## Financial Statement

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,564,241
Government Capital Grants <sup>2</sup>	\$1,754,928
State Recurrent Grants <sup>3</sup>	\$1,309,987
Fees and Private Income <sup>4</sup>	\$1,001,032
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$332,263
<b>Total Income</b>	<b>\$8,962,451</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$10,155,720
Salaries and Related Expenses <sup>7</sup>	\$4,728,990
Non-Salary Expenses <sup>8</sup>	\$2,253,397
<b>Total Expenditure</b>	<b>\$17,138,107</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.

END OF 2020 REPORT