

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Bede's Catholic College

24A Heritage Drive, CHISHOLM 2322

Principal: John Murphy

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

About this report

St Bede's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 Strategic 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.

Message from key groups in our community

Principal's Message

After nine years, the building program officially concluded at the end of 2025. With all four buildings having been completed in 2024, interruptions throughout 2025 were limited to outdoor work at the back of the school and some internal work late in the year.

The two key annual strategic goals for 2025 were:

- i. Embedding the College Vision and Mission Statement, *'Act with Courage, Thrive with knowledge, Connect with Community, Live with Faith'*, into practice: This became better understood and embedded in everyday life at St Bede's, with each term having a focus on a component of the Vision Statement which were linked to our four pillars and houses.
- ii. Improving writing skills for all students through targeted and consistent teaching practices. A key focus for staff professional development was on writing improvement. This enabled a more consistent approach in targeting writing improvement across all subjects. Student skills in writing coherent and clearly structured responses improved throughout the year, as validated by external test data.

Enrolment numbers throughout 2025 continued to increase from approximately 850 in 2024 to over 900. Enrolment numbers in Years 7–10 were at capacity of 180 per year group, with numbers in Years 11 & 12 having increased. Further enrolment increases next year in Years 11 & 12 are expected to take total enrolments to over 950.

Outstanding results were achieved in a range of other sporting competitions, including the U'15s Boys Bill Turner Cup team progressing to the Semi Finals in a competition of over 850 schools, and the Intermediate Netball Team placed Runners-Up in the Major Division of the NSWCCC State Netball Championships.

There were outstanding achievements across a range of non-sporting co-curricular activities, including Elinsarose Varghese having her Year 12 Visual Arts HSC Major Works being exhibited at the First-Class Exhibition, and Blake Grieve from Year 10 traveling to the United States in a musical theatre production, and the performance of students at ASPIRE and DioSounds at the Civic Theatre Newcastle.

Successes throughout 2025 were a result of the positive partnership between staff, parents/carers, and students. The staff were committed, hardworking, and professional. Parents/carers were supportive, positive, and engaging. The Class of 2025 set a high benchmark for all students to follow. The outstanding facilities and collaborative partnership between staff, students, parents/carers enabled student potential to be reached in their performances.

John Murphy (Principal)

Parent Body Message

At St Bede's one of the main opportunities for parents/caregivers to be involved in the life of the school is our Family And Community Engagement (FACE) Forums that are held each Term. These meetings provide an educative item, enable discussion of current topics and for lines of communication to remain open.

St Bede's was represented in the Diocesan Federation of Parents and Friends Association by two parents who were also involved each term in formulating FACE Forum Agendas by highlighting current issues.

A high priority continues to be placed upon the development of positive relationships between staff and families via clear communication processes that include fortnightly newsletters, electronic notifications, social media, an invitation to participate in the 2026 School Priorities Family Consultation Survey and the use of Compass.

Michelle McDonald and Kristy Muxlow (Parent Representatives)

Student Body Message

This year marked an important milestone as the building phases at St Bede's reached completion, allowing our focus to shift toward elevating connection across the school community.

Our goal was to strengthen relationships among students, between students and teachers, and with the wider community. Key initiatives helped achieve this, including the revitalised House Cup, which encouraged cross-year engagement, the Media Team's work to create pathways for students to connect, and Student Voices meetings that supported open dialogue where teachers and students could share their perspectives. A renewed anti-bullying initiative, aligned with the diocesan student wellbeing report, further reinforced our commitment to safety, respect, and belonging.

Throughout the year, the student leadership team modelled presence, collaboration, and initiative, setting a strong foundation for future leaders to build upon.

We extend our sincere thanks to all staff and to the student leaders who supported and championed these initiatives.

We are proud of the chapter we leave behind and confident that the structures now in place will continue strengthening partnerships between families and the school community.

Bella Avis, 2025 School Captain

School Features

St Bede's opened in 2018 with 106 students and eleven full-time teachers. Since that time, the College has grown into a full Year 7 – 12 Co-educational Catholic College, with the first three cohorts having graduated. St Bede's is located at 24A Heritage Drive Chisholm, located within the Maitland Region. The College has 900+ students with 180 students in Years 7 – 10, with smaller size cohorts in Years 11 & 12. As the numbers increase in Years 11 & 12, enrolment numbers will increase to over 1,000 students in the coming years.

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 College offers outstanding learning facilities, with all building works now fully completed. The architectural design, and the high quality of the building works, furniture and fittings means students attending St Bede's are provided with outstanding purpose-built learning facilities to maximise wellbeing and learning opportunities. The final stage of the building works, including the oratory/chapel, oval, cricket nets, and handball courts were completed last year.

The two local feeder schools are St Aloysius Catholic Primary School, located next door to the College, and Our Lady of Lourdes Catholic Primary School, located in the nearby suburb of Tarro. About half of our students come from these two feeder schools with the other half coming from a range of other Catholic and non-Catholic schools. Additionally, students are accepted from St Joseph's Primary School East Maitland. We have a close connection with our two local parishes, Our Lady of Lourdes, Beresfield and Immaculate Conception, Morpeth.

A Parent Engagement Group (PEG) met each term. Included at these meetings, were presentations from guest speakers, our two Parent Representatives, the College Executive, question/answer sessions, and optional building tours.

There were high participation rates in the College's diverse co-curricular program, including in sport, music, drama, debating, public speaking, and excursions. Students enthusiastically participated in a diverse Friday afternoon sporting program. The College achieved excellent results in a range of inter-school competitions, such as Touch Football, Oztag, Soccer, Futsal, Rugby League, Rugby Union, Cricket, and Netball. Some students were selected in representative teams, including Diocesan, State, and national teams. Included in overnight student events were the Year 7 Camp and Year 11 Retreat.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
489	421	89	910

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 86.79%. 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	Year 11	Year 12
88.71	85.62	86.36	84.49	86.99	88.58

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	21 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The 2025 cohort pursued a diverse range of post-school pathways, including tertiary study, apprenticeships and employment. 53% received tertiary offers, reflecting strong academic achievement. The breadth of pathways highlights the College's commitment to supporting student aspiration beyond school.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	127
Number of full time teaching staff	69
Number of part time teaching staff	32
Number of non-teaching staff	26

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Bede's Catholic College in 2025:

Conditional Teachers	10
Provisional Teachers	2
Proficient Teachers	89

Catholic Identity and Mission

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

The key aspects of the Catholic identity of St Bede's Catholic College in 2025 were:

- The appointment of Fr Priyantha Fernando as Priest Chaplain and Beverley Bailey as Family Engagement Coordinator.
- The celebration of the liturgical year through liturgy and prayer. This included liturgy and prayer for opening the school year, Ash Wednesday, Holy Week, Easter Season, Advent, farewelling Year 12, and House Feast Days.
- The celebration of St Bede's Feast Day. This included a whole College liturgy, which was followed by a range of games and activities in Houses.
- Refection Days for Year 7 (So God created humankind in his image), Year 8 (Blessed are the peacemakers), Year 9 and 10 (I came that they may have life and have it abundantly) and Year 12 (So God created humankind in his image).
- Year 11 students participating in a three-day Retreat, focussing on the theme of 'Journey', at The Collaroy Centre.
- Participation in Diocesan and community events, including the launch of Project Compassion and Catholic Mission Month, Catholic Schools Week, and the Senior Student Leaders Retreat.
- Student Leaders attending Mass at Immaculate Conception Catholic Church, Morpeth, for the Solemnity of the Immaculate Conception.
- Joining with the Parish community at Our Lady of Lourdes Catholic Church, Beresfield, for the celebration of a Vigil Mass. Staff and students carried out the various ministry roles integral to the Mass.

- Continued involvement in a range of social justice issues through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, and Catholic Care. This included a visit to the Mission to Seafarers to help them create gift packs for seafarers for Christmas.
- Celebration of a monthly, before-school Mass, in the Mary, Mother of Hope Oratory, which is open to all staff and students.
- Student participation in prayer, liturgical and formational experiences in the Mary, Mother of Hope Oratory.
- Running the Rite of Christian Initiation of Adults for staff and students who wanted to become Catholic.
- The Christmas Vigil Mass in the School Hall for the school community and for all parishioners and visitors in the local area.

Curriculum, Learning and Teaching

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 in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The College delivers the curriculum as required for NSW Education Standards Authority (NESA) registration as a 7-12 school under the Education Act 1990 (NSW). The College has further established processes to implement curriculum requirements of the Catholic Schools Office (CSO). In accordance with NESA requirements, curriculum design is based on outcomes and content for each learning area along with general capabilities for learning across the curriculum. Operating a fortnightly timetable, lessons are 60 minutes which meets required indicative timing for NESA.

Stage 4 and Stage 5 comprise of 180 students. Students are grouped into 6 streams in English, Mathematics, History/Geography (HSIE), and Science and 8 streams of Religious Studies, Music, Religious Studies, and Personal Development, Health, and Physical Education (PDHPE). A key feature of the curriculum at the College is the incorporation of learning across courses. Stage 4 English and HSIE is delivered as an integrated course, while Science and Mathematics run a concurrent integrated program in Year 7. In Year 8, students replace Music with Languages (Chinese and Indonesian) and Visual Art. The purpose of the integration of the curriculum is to develop transferable knowledge and skills, essential for deep and transfer learning. As the reformed curriculum is implemented there is an intentional focus on seeking opportunities to strengthen cross-curricular initiatives for which the College is known.

Increased cohort numbers have allowed course diversity to be expanded, catering for a wider range of student interest and ability. The number of elective courses offered in Stage 5 have increased to accommodate student use of and engagement in learning in specialised classrooms such as technology spaces and the health and fitness facilities. A Mathematics

accelerated class in Year 10 completed the End of Course Preliminary Examination in Mathematics Advanced. There has been an intentional strategy to increase the vocational education options for students with an expended VET program and greater promotion of SBAT and TAFE courses. Students who excelled in Preliminary courses such as English Advanced and Mathematics Advanced can take one- and two-unit extension courses to pursue their interest and ability in these areas.

Personalised learning continued to be an important aspect of the College. A focus of professional learning this year was to strengthen student writing by focusing on the 'This does that' writing strategy. Learning Support, the Pedagogical Mentor and Gifted Education Mentor have delivered high quality and impactful professional learning to staff which has been extended by the work of Leaders of Learning for faculty groups.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Bede's Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	61%	62%
	Reading	70%	69%
	Writing	65%	64%
	Spelling	74%	72%
	Numeracy	74%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	58%	56%
	Reading	69%	65%
	Writing	67%	61%
	Spelling	77%	72%
	Numeracy	72%	66%

Higher School Certificate (HSC) Diocese

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Student achievement increased in 2025 from the previous year, including students in the top three performance Bands. This reflects strengthening cohort performance and improved outcomes for students across a range of courses.

The school demonstrated strong performance in Food Technology, Hospitality, Music, Legal Studies, PDHPE and Visual Arts. These courses continue to exceed state averages. De Courcy analysis highlights significant learning growth in several subjects. Food

Technology, Hospitality, Music, PDHPE, Ancient & Modern History showed consistent patterns of students achieving above their expected results.

To build on this improvement, the school will prioritise: strengthened student course selection processes to ensure alignment with ability, prior achievement and post.school pathways; explicit teaching of examination technique and examination literacy across all faculties; and consistent use of high.impact teaching strategies, including explicit instruction, formative assessment, worked exemplars and targeted feedback. A continued whole.school focus on improving student writing will support sustained improvement in future HSC performance across a broader range of courses.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Ancient History	0 %	33 %	0 %	37 %	23 %	14 %
Legal Studies	23 %	43 %	36 %	44 %	50 %	18 %
Music 1	88 %	69 %	40 %	68 %	92 %	29 %
Personal Dev,Health & PE	13 %	31 %	36 %	35 %	32 %	14 %
Food Technology	-	-	0 %	32 %	80 %	13 %
Construction Exam	-	-	100 %	47 %	75 %	18 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Community satisfaction information was gathered from events such as information evenings, and the FACE group, with positive feedback on the high expectations for student learning and behaviour and on the faith life of the College.

Parents attended events showcasing student work, such as the 'Drawn In' Creative Arts exhibition and musical recitals. Information Evenings saw increases in parent and student attendance due to revised timings and structures. These evenings coincided with significant educational milestones, including the transition to Secondary School, Stage 5 & 6 Course Selection Seminars, and an HSC Information Evening. Recognising the need to increase family participation in College life, the nature of parent and carer engagement was reimagined. The strong attendance at these events reflects robust family support, and the feedback indicates that the College is meeting family needs. Parent engagement at Parent/Teacher/Student conferences was not as strong compared to exhibition evenings which has motivated planning decisions for 2026 of considerations to include online options for P-T-S conferences in addition to face-to-face ones.

Student satisfaction

Throughout the year, students had opportunities to provide feedback on key aspects of College life through Student Voice Forums. These focus group meetings allowed teachers and College leadership to view the College from the students' perspective, leading to several changes aimed at enhancing the student experience at St Bede's. Year 12 students also completed a comprehensive Exit Survey, affirming the quality of work across key domains, including Teaching and Learning, Faith Formation, Community, and Careers Transition.

The end of year program for Year 10 students saw significant change in 2025 which involved additional taster lessons based on Year 11 subject selections. There were additional activities offered as part of this program including community and faith building days as well as Strengths coaching sessions as a new offering in 2025.

Teacher satisfaction

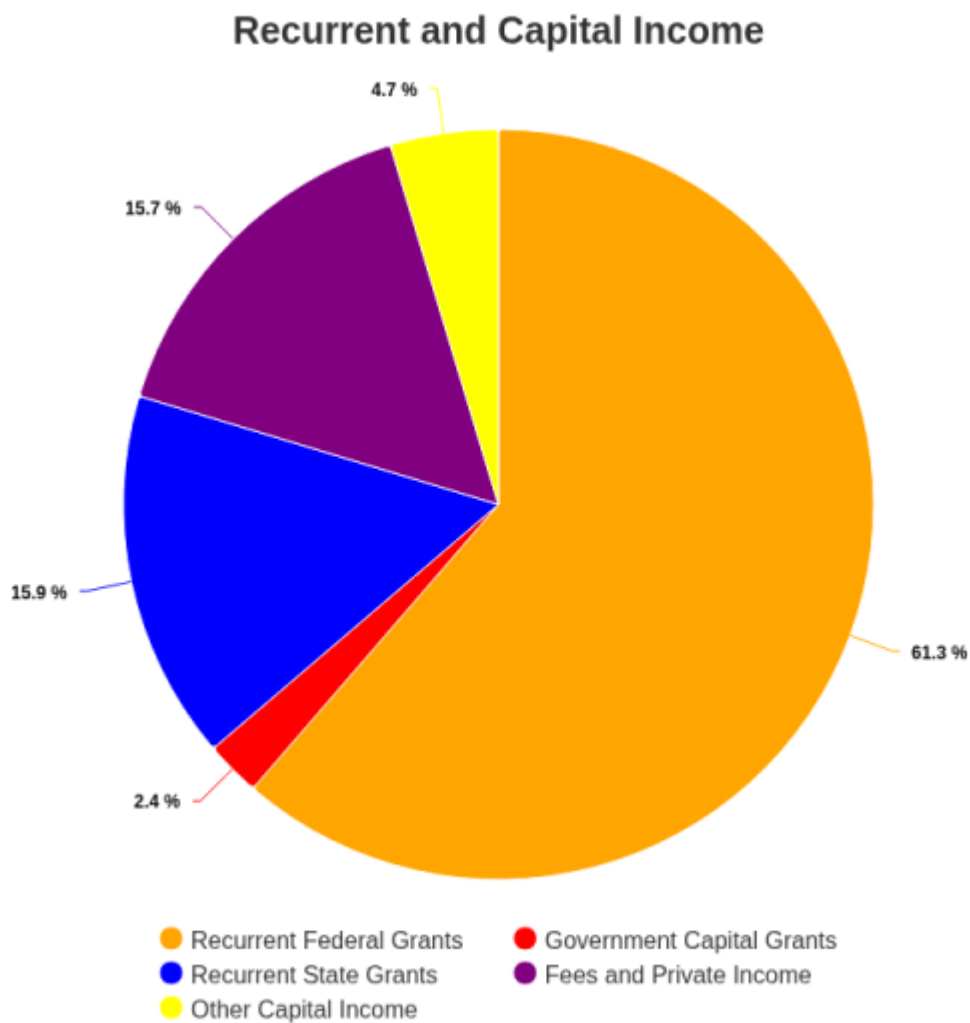
Staff completed the Staff Engagement Survey which was issued to all schools across the diocese. The survey results were analysed by the executive team and shared with Middle leaders and more widely to all staff.

St Bede's staff engagement with the survey was high and strengths highlighted in relation to collaboration and teaching and learning resources. An area for further improvement continues to be leadership opportunities particularly for those aspiring for middle leadership. Further opportunities for growth here will be built into the Professional Learning schedule for 2026.

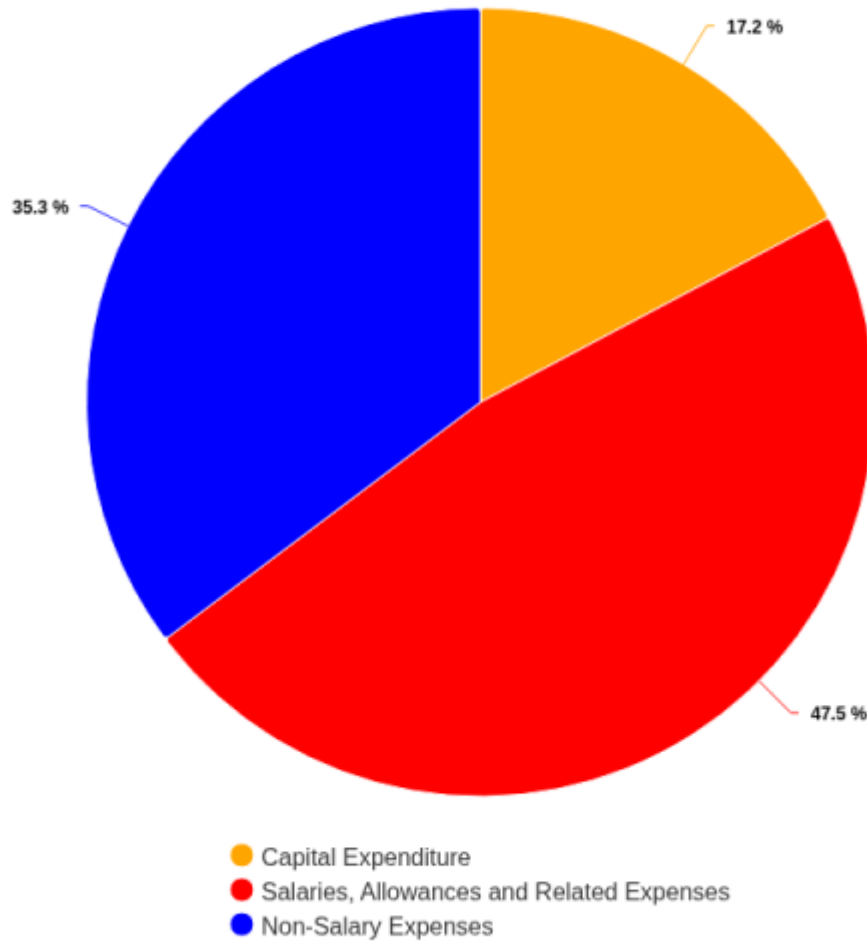
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT