



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Bede's School Braidwood

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Principal

Mrs Patricia Ferlitsch

Section One: Message from Key Groups in our Community

Principal's Message

St Bede's School community is a vital part of Braidwood and its local area. Our links with the community are wide ranging and signify our proud history with over 155 years of providing Catholic education to children of the Braidwood region. The dedicated staff pride themselves on providing opportunities for students to grow and learn. Parents are an integral part of the education process and are encouraged to be engaged in the life of the school. I am delighted to be a part of such a warm and welcoming environment where each individual is valued and accepted, where students are encouraged to do their best and where we demonstrate to all that we are 'A School with Heart'.

Parent Body Message

2015 has been a productive and fulfilling year at St. Bede's Primary School. Two classroom refurbishments were completed, along with the construction of a new toilet block. St Bede's School has always been lucky to have parents willing to help whether they have worked in the canteen, catered for social events, contributed to maintaining the school grounds and gardens, assisted in the classroom or attended meetings. I thank all parents who are actively involved in the life of this school community.

Chair, Community Council

Student Body Message

St Bede's Primary is a place where all the students are kind, compassionate and friendly. The teachers are outstanding and create a wonderful learning environment for us. Students participate in Creative Arts rotations in addition to all our regular subjects. We have Peer Support groups that are led by Year 6 leaders. These help children from different year groups to get to know everybody at our school. There are lots of opportunities to participate in sports and there are Swimming, Athletics and Cross Country carnivals at school, regional and Archdiocesan levels that are always great fun. Our school has a fete, a mini-fete and lots of great celebrations that include families. We acknowledge everyone's birthday and celebrate St Bede's feast day. Kindergarten students have a Big Mate from Year 6 to guide them, look after them and make sure they settle into school and make new friends quickly. St Bede's Primary School provides amazing opportunities and experiences and does a great job of preparing us for secondary school.

Section Two: School Features

St Bede's School is a Catholic systemic Co-educational School located in Braidwood.

St Bede's School caters for students in Kindergarten to Year 6 and had an enrolment of 120 students at the time of the 2015 Semester Two census. Families reside both within Braidwood itself and in a variety of surrounding locations. Some students have a long commute to and from school. Of the student cohort, six are Indigenous and one has a language background other than English.

In 2015, students were grouped in six classes : Kindergarten, Year 1, Year 2, Year 3, Year 4 and Year 5/6. Most learning is conducted within these class groupings; however, across-class groupings also occur, including Creative Arts rotations, interest groups and performances. Kindergarten and Year 1 work particularly closely with literacy and numeracy; and there is an effective 'Big Mate-Mini Mate' system working between Kindergarten and Year 6. St Bede's Primary School has a strong focus on academic achievement where each individual is encouraged to do their best in all endeavours. There is a well-established on-going assessment program focussing particularly on literacy and numeracy.

St Bede's Primary School has a family-like atmosphere where all staff assume a sense of responsibility for the growth and development of every student. Students thrive in an atmosphere that promotes and expects all students to feel affirmed and valued, but also encouraged when needed. Our motto is: St Bede's Catholic Primary School - "A School with Heart", where we are inspiring, challenging and nurturing one another to live from the heart, love from the heart and learn from the heart.

The school grounds are a delight, thanks to the assistance of a number of dedicated parents and grandparents who regularly volunteer their time to ensure our school has a well-presented and attractive environment. In 2015 a sensory garden and outdoor stage space were constructed and planted and these are very popular with students. Kindergarten and Year 1 classrooms have been recently refurbished and provided with glass sliding doors and a large break-out space. New toilet facilities were recently completed and are a welcome addition to our facilities.

Staff, students, parents, grandparents and carers had a number of opportunities this year to meet and enjoy family barbeques, whole school Masses and prayer celebrations, performances, sporting carnivals and working bees. St. Bede's Primary is a place where students, families and staff work together to ensure our community is strong and vibrant. The school's website can be found at www.stbededesb.nsw.edu.au

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

St Bede's School Mission Statement: 'A School with Heart', where we inspire, nurture and challenge each other to 'live from the heart, love from the heart and learn from the heart' is reinforced in all that we do in our daily interactions and classroom activities. Each day begins with prayer, and we regularly gather as a community in the Peace Room to read and reflect on scripture; listen to announcements, celebrate student and staff birthdays and affirm student achievements with awards. Parents are invited and encouraged to attend each morning and we often have our parish Pastoral Associate join us at this time.

Religious Education is a core part of the teaching and learning program at St Bede's School. During 2015 the staff focused on implementing the rewritten units of work of the Archdiocesan Religious Education Curriculum: *Treasures New and Old*. These units are written using student-centred inquiry learning processes and are in the trial phase of implementation.

St Bede's School is part of St Bede's Parish and together we continue to strengthen ties by attending combined Masses, liturgies and prayer celebrations, sharing morning teas and gathering together after celebrating Mass. There is close collaboration between school and parish in the preparation and celebration of the Sacraments of Reconciliation, Eucharist and Confirmation.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
54	66	1	120

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 91.59%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	90%
Year 2	93%
Year 3	93%
Year 4	89%
Year 5	93%
Year 6	89%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	2	13

* This number includes 5 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff in order to improve student learning outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2015. The content of these days was as follows:

Term 1 - Professional Code of Conduct, Teaching Standards

Term 2 - Learning Technologies

Term 3 - Mathematics and the Australian Curriculum

Term 4 - Staff Spirituality Day

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	60%	48%	20%	11%
	Writing	47%	47%	0%	7%
	Spelling	40%	41%	13%	15%
	Grammar and Punctuation	53%	52%	20%	11%
	Numeracy	40%	34%	0%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41%	34%	12%	18%
	Writing	12%	19%	24%	18%
	Spelling	24%	33%	12%	15%
	Grammar and Punctuation	29%	36%	18%	17%
	Numeracy	18%	28%	24%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

In 2015 there was a school wide focus on embedding the Australian Curriculum, particularly Mathematics; targeted at improving numeracy outcomes and student engagement. Literacy Block documentation across the school was formalised with the provision within each class of a minimum of 100 minutes per day of dedicated reading, writing, language conventions and spelling time. The school's iPad program was expanded to a Bring Your Own Device (BYOD) K-6 as a learning tool to assist in improving educational outcomes for our students. Each class has a bank of iPads in addition to those brought to school by students each day. Teachers became more familiar with the Professional Standards for Teachers through staff meetings and professional learning sessions. The collection of data - student, parent and staff - to inform student learning was implemented and the unpacking of this data, together with formative and summative assessment data and school NAPLAN results, was promoted through input from a Catholic Education specialist in data analysis.

Priority Key Improvements for 2016

In 2016 St Bede's Primary will be focusing on the following areas of school improvement:

- continuing the systemic collection of data to inform teaching and learning through a whole-school approach to collection, analysis and discussion in order to build teacher capacity and improve student performance and wellbeing
- deepening teachers' curriculum content knowledge to address the learning needs of students, including high achieving students, through effective differentiation, the provision of open ended learning tasks and effective diagnostic, formative and summative assessment tasks
- increasing the effectiveness of targeted agreed practices to support the teaching of writing and spelling.

Section Eight: School Policies

Student Welfare Policy

At St Bede's school we strive to maintain fair, consistent and effective student welfare procedures which are clearly understood and upheld by all members of our school community. Restorative practices are employed whenever there is a need. We aim to promote the development of students who are self-disciplined, who make wise choices and who take responsibility for their actions. Students are encouraged and supported in their efforts to attain these skills.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

St Bede's School procedures for complaints and grievances are based on procedural fairness and recognition that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the CE website.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In November 2015 school satisfaction surveys were distributed to parents. 33% of families responded to the survey. Parents were particularly satisfied with the commitment of the St. Bede's School staff to quality teaching and providing a safe environment, the high standards of student behaviour, and that staff listen to their concerns and respond in a timely and effective manner. Parents were happy with the opportunities to meet in social settings at school functions. Comments from parents included: "Thank you for providing such a caring and supportive place for my child to learn"; "I could not be happier with the school," and "This is an exceptional school that provides a safe, caring and supportive environment for my children."

Student Satisfaction

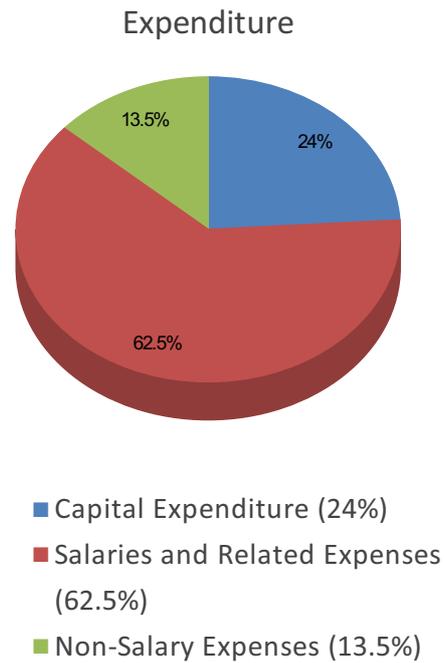
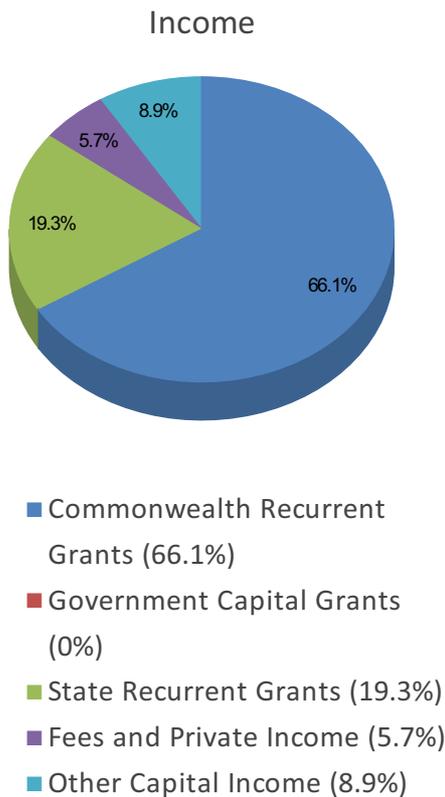
Students completed a short survey in Term 4 on their attitude towards school and what they found easy and difficult about their learning. Over 80% responded that they loved learning and 85% highlighted that their teachers made learning interesting and helped them when they were having difficulty understanding a concept. Students spoke about their enthusiasm for reading for pleasure, using iPads for learning, and their love of participating in sport and science classes. The majority of students indicated that they wished to use technologies more with their learning. Students spoke of their pride in the school grounds, their enjoyment of facilities such as the play equipment and sensory garden and the quality of sports resources provided by the school.

Teacher Satisfaction

Staff completed a survey in November 2015 and provided feedback that the school encourages a climate conducive to learning and that students are expected to act responsibly. They highlighted that situations of conflict are handled with care and confidentiality. There is a very high sense of commitment by staff to St Bede's School, and they identified that together they set students a good example of duty and responsibility.

Staff also highlighted the support they provide to one another and the welcoming atmosphere of the school as key elements they experience on a daily basis. Communication between school executive and staff on various levels was identified as having improved through regular staff memos, use of intranet, emails and administration meetings. However, there is still a need for further improvement in this area and effective and timely communication will continue to be a goal. Ensuring shared ownership of the Annual Improvement Plan goals by all staff will be a focus in 2016.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$993,710
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$290,074
Fees and Private Income ⁴	\$85,437
Other Capital Income ⁵	\$133,307
Total Income	\$1,502,528

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$456,132
Salaries and Related Expenses ⁷	\$1,186,797
Non-Salary Expenses ⁸	\$255,647
Total Expenditure	\$1,898,576

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.