



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



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 Primary School vision is to be 'A School with Heart' where we inspire, challenge and nurture one another to live, love and learn from the heart of Jesus. This vision helps guide each member of our community on a path to becoming the best version of themselves: generous in spirit, courageous in their beliefs and awake to the presence and purpose of God in their lives.

St Bede's School is blessed with a beautiful campus, tight-knit community and excellent teachers dedicated to the highest standards of education. Our focus is on developing the character, talents and potential of each young person in our care. Staff at St. Bede's foster and develop creativity and collaboration with a goal to achieve excellence in learning. Teachers work together to build ongoing systemic improvement and a culture of trust, respect and integrity. Pride in our school and the profession of teaching is highly valued and enables us to offer the best education for the children of the Braidwood community. Students at St. Bede's School are encouraged to find their own love of learning and to see themselves succeeding when they are challenged to think and learn.

Parent Body Message

2017 has been an eventful and productive year for all members of our school community. Our school continues to grow in number and we have staff who are dedicated, enthusiastic and highly professional in meeting the needs of all children. Teachers, support staff and parents work closely to ensure all students have access to a quality, well-rounded education that allows them to succeed across a range of academic, social and sporting areas.

St Bede's Primary School is able to draw upon willing and hardworking parents across a number of areas of school life. It has a long tradition of parents and grandparents being involved in school events. We have high numbers of parents and community members who regularly assist in the classroom, at carnivals, on canteen and at community fundraising opportunities. Dedicated members of the Community Council strive to continually support the school's needs and organise improvements to resources, grounds, a healthy canteen and gardening needs, as well as provide social opportunities for families to gather and celebrate together.

Student Body Message

St Bede's Primary School is a kind and respectful place where teachers look after students and students look after one another. The students love to participate in school events including sports carnivals, gala days and fundraising days. Support from parents and other members of the community is always available. Our school uniform is worn with pride and treated with respect. Students show wonderful team spirit when participating in sporting events. St Bede's School provides fun events like the mini-fete, creative arts rotations, disco and out-of-uniform fundraiser days. The teachers encourage us and challenge us to make contributions outside our comfort zone. Students are enthusiastic about their learning because we have helpful teachers who inspire us to always strive to do and be our best. The school has great resources that help us with our learning. Our school has a Bring Your Own Device (BYOD) program where students can use either their own, or a school owned, iPad as a tool for learning. Year 6 are well prepared to progress into high school and take special pride in looking after the needs of the younger children.

Section Two: School Features

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

St Bede's Primary School caters for students in Kindergarten to Year 6 and, as of August 2017, has an enrolment of 144 students. Families reside in the town of Braidwood as well as in a variety of surrounding rural locations. Some students have a long commute in order to attend school. Of the student cohort, eight are Indigenous and three have a language background other than English.

We have six classes, with younger students being placed into straight year levels and older students placed in multi-age classes. Students also participate in across-class groupings, including Creative Arts rotations, interest groups and school performances. Kindergarten, Year 1 and Year 2 classes work particularly closely with developing students' literacy and numeracy skills; and there is an effective 'Big Mate-Mini Mate' system working between Kindergarten and Year 6. St Bede's 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. Our NAPLAN profile shows we are making pleasing progress across all areas of assessment.

St Bede's Primary School has a family-like atmosphere where the staff assume a sense of responsibility for the growth and development of every student in their care. Students thrive in an atmosphere that promotes and expects all students to feel affirmed and valued, but also encouraged and challenged when needed. The majority of classrooms include breakout spaces for small group work and each classroom has an atmosphere of calm that encourages effective learning.

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. There is a sensory garden, an outdoor stage space, a covered play equipment area and plenty of open grassed play areas that are very popular with students.

Staff, students, parents, grandparents and carers have opportunities throughout the 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 a place of wonder, learning and peace where the lessons of today prepare all for the challenges of the future.

The school's website can be found at www.stbedesb.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

The vision of St Bede's Primary is that we are 'A School with Heart', where we inspire, nurture and challenge one another to live from the heart, love from the heart and learn from the heart of Jesus. This vision is reinforced in all that we do in our daily interactions and classroom activities. Each day begins with the whole community praying together. We regularly gather in the Peace Room to read and reflect on Scripture. As a community we celebrate student and staff birthdays and affirm student achievements with weekly 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. Religious Education units of work incorporate student-centred inquiry learning processes. Teaching and learning activities are supplemented by a number of resources including the Understanding Faith website and content from the Archdiocese of Brisbane Religious Education Curriculum.

St Bede's Primary School is part of St Bede's Parish and together we grow by attending combined Masses, liturgies and prayer celebrations, sharing morning teas and gathering together after celebrating Mass. There is ongoing collaboration between the school and parish, particularly in the preparation and celebration of the Sacraments. Sacramental programs are Parish based and supported by units of work taught at school. The Sacrament of Confirmation is biannual and the Sacraments of Reconciliation and Eucharist are annual events on our calendar. Regular class prayer celebrations and reflections are an important feature each week in the life of students as members of St. Bede's Parish.

The parish is led by parish priest Father Troy Bobbin. Assistant priest Father Peter Day has responsibility for the liturgical life of St Bede's Parish, together with parish associate Brother Brian Berg. Masses are held every Tuesday at 10.00am and every Saturday evening (Vigil Mass) at 6.00pm.

In 2017 St Bede's School underwent the process of re-registration. We were commended for our Catholic ethos, sense of connectedness to our Catholic faith and our close and positive association between parish and school.

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 2017:

Girls	Boys	LBOTE*	Total Students
63	77	4	140

* 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 2017 was 91.96%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	94%
Year 6	90%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	4	15

* This number includes 7 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teachers are regularly involved in professional learning, and view this as an integral part of their ongoing development as highly effective teachers. Professional learning can take many forms, including whole staff days, subject specific in-services, meetings, conferences and workshops. We encourage regular goal setting and feedback from staff.

In 2017 our school-based days of professional learning focused on effective pedagogical practices, the IDEAS (Initiating, Discovering, Envisioning, Actioning and Sustaining) process, instructional leadership, and staff and student wellbeing.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57%	52%	13%	10%
	Writing	43%	45%	22%	8%
	Spelling	39%	46%	17%	13%
	Grammar and Punctuation	74%	56%	22%	11%
	Numeracy	41%	40%	5%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	53%	37%	13%	15%
	Writing	19%	16%	25%	19%
	Spelling	31%	34%	13%	14%
	Grammar and Punctuation	56%	34%	25%	18%
	Numeracy	27%	28%	7%	15%

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 2017

The focus in 2017 at St Bede's Primary School was on the following areas of school improvement:

- effective pedagogical practices that improved student outcomes through evidenced based programs and instructional leadership that provided purposeful feedback for teachers regarding their pedagogical classroom practices
- systematic curriculum delivery that enabled effective school strategies; together with professional learning designed to improve student outcomes
- the implementation of effective school strategies and professional learning that improved student outcomes in literacy and numeracy, with a focus on the early years of Kindergarten, Year 1 and Year 2.

Priority Key Improvements for 2018

In 2018 we will continue to build on our focus on effective teaching and learning through:

- Instructional leadership in Literacy and Numeracy
- Differentiated teaching and learning and tiered interventions
- Targeted student goal setting from teacher analysis of diagnostic assessments
- Capacity building and professional learning.

We will do this through:

- A positive educational environment that empowers learning
- Effective professional relationships that are at the heart of effective teaching
- Systematic collection and analysis of school-wide data and directed, facilitated conversations regarding the implications of this data for teaching and learning
- Explicit professional learning in developing teachers' knowledge of curriculum and understanding of the NSW syllabus documents as a continuum of learning
- Developing teachers' knowledge and skills in using the Learning Progressions and linking these with syllabus documents.
- Analysing student performance data to determine the interventions required to raise teacher performance and student learning.

Section Eight: School Policies

Student Welfare Policy

At St Bede's School our community is shaped by the teachings of Jesus Christ. We endeavour to maintain fair, consistent and effective student welfare procedures that are clearly understood and upheld by all members of our community. We follow procedures that assist in ensuring our school is happy, welcoming and a warm and safe environment; with shared beliefs, consistent expectations and a framework for supporting and encouraging individuals to grow and learn. 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>.

Catholic Education in the Archdiocese of Canberra & Goulburn has a Complaints Policy that is implemented by our school and all systemic schools throughout the Archdiocese. The rationale 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. Catholic Education, Canberra and Goulburn 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 maintained.

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

A parent satisfaction survey was undertaken in August 2017 and responses were received by 65% of families. The level of satisfaction, on a scale between 0 and 3, was very high, with all but three of the 28 areas surveyed receiving an average of above 2. The highest areas of satisfaction were 'I have opportunities to be involved in the life of the school' (2.6); 'The staff at this school take an interest in my child' (2.5); 'This school is a safe place for my child' (2.4); and 'I would recommend this school to others' (2.4).

Comments in the area 'One thing I particularly like...' included:

- The dedication and commitment to seeing the children flourish by all teachers and staff of the school.
- Strong focus on learning - reading and writing, amazing to watch my child's improvement and enthusiasm!
- It's a small, welcoming community. The gentle way that religious concepts of love, acceptance etc are introduced as important, irrespective of religious belief or strength of faith.

Student Satisfaction

Students in Years 4 to 6 participated in a student survey in August 2017. The level of satisfaction, on a scale of 0 to 3, was very high, with 20 of the 23 domains receiving above 2. The lowest result (1.7) was for 'The homework we do helps me learn'. Highest areas of satisfaction included 'My teacher helps me to achieve my learning goals' (2.5), 'I would recommend this school to others' (2.5), 'This school celebrates student achievements' (2.4) and 'My school takes students' opinions seriously' (2.4).

Comments received included:

- We do so many fun activities like writing, maths and literacy.
- The school has got a good playground.
- The sports facilities are great.
- I love school because of the cool activities we have. It's awesome.
- I would like to do more meditation.

Teacher Satisfaction

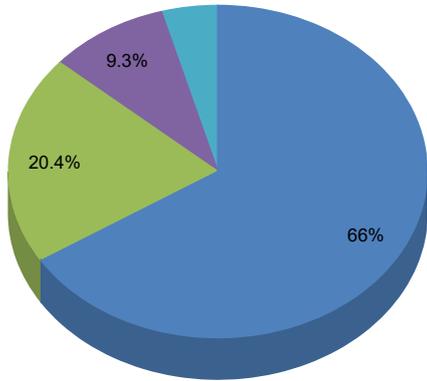
A teacher satisfaction survey was undertaken in August and responses were received from 90% of teaching staff. A total of 37 areas of school life were addressed by the survey. Twenty two of the the collated responses averaged at above 2, on a scale between 0 and 3. The lowest response was 'I have the resources I need to do my job' (1.6). The highest response averages were 'There is a strong partnership between the parish/Chaplain and this school' (2.7); 'My school encourages a climate conducive to staff professional learning and improvement in practice' (2.5), and 'I would recommend this school to others' (2.5).

Comments by staff on what they particularly like about this school included:

- Our collegial, good working environment.
- The sense of community and welcoming feel.
- The school community is very welcoming.
- How we work together as a staff - friendly and caring.
- The focus on evidence based practice.

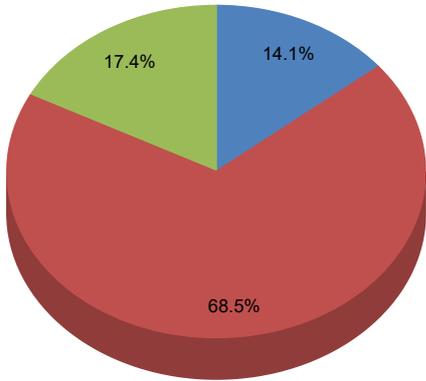
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (66%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (9.3%)
- Other Capital Income (4.4%)

Expenditure



- Capital Expenditure (14.1%)
- Salaries and Related Expenses (68.5%)
- Non-Salary Expenses (17.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,341,585
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$414,479
Fees and Private Income ⁴	\$188,317
Other Capital Income ⁵	\$88,574
Total Income	\$2,032,955

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$318,906
Salaries and Related Expenses ⁷	\$1,547,266
Non-Salary Expenses ⁸	\$393,100
Total Expenditure	\$2,259,272

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.