



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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 each individual child - on developing their character, talents and potential. 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. Children at St. Bede's 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

2016 has been a full and productive year for all members of our school community. Our school is growing in number and has staff who are hardworking, enthusiastic and highly professional. Teachers, support staff and parents work closely to ensure children receive 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. Members of the Community Council strive to continually support the school's maintenance requirements and organise improvements to resources, grounds, a healthy canteen and gardening as well as provide social opportunities for families to gather together.

Student Body Message

St Bede's Primary School is a kind and respectful place where teachers look after students and students look after their peers. All 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 also provides fun events like mini-fete, creative arts rotations, disco and out-of-uniform fundraiser days. All teachers encourage us to do our best and challenge us to make contributions outside our comfort zone. Students are enthusiastic about their learning because we have helpful teachers who influence us to always strive to try harder. The school has great resources that help us with our learning. All equipment is looked after well. 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. Senior students are also taught to lead and care for younger students. Year 6 are well prepared to progress into high 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, as of August 2016, has an enrolment of 131 students. Families reside both within Braidwood itself and in a variety of surrounding rural locations. Some students have a long commute in order to attend school. Of the student cohort, six are Indigenous and two 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 and Year 1 classes 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. Our NAPLAN profile shows we are making pleasing gains in all areas of 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 and challenged when needed. The majority of classrooms include breakout spaces for small group work and each classroom has a calming space. Our motto is: St Bede's Catholic Primary School - "A School with Heart" - where we are inspiring, challenging and nurturing one another to live, love and learn from the heart of Jesus.

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

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 of Jesus - 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. The staff base their teaching of Religious Education on the units of work from 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. The teaching and learning is supplemented by a number of resources including the Understanding Faith website and content from the Archdiocese of Brisbane Religious Education Curriculum.

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. The sacramental programs are Parish based and supported by units of work 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 parish priest Father Peter Day and parish associate Brother Brian Berg. Masses are held every Tuesday at 10.00am and 8.30am on Sunday for six months and 6.00pm Saturday for six months.

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 2016:

Girls	Boys	LBOTE*	Total Students
62	71	2	133

* 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 2016 was 92.57%. Attendance rates disaggregated by Year group are shown in the following table.

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

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	3	13

* This number includes 7 full-time teachers and 3 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 2016 our school-based days of professional learning focused on the Principles of Pedagogy, Understanding Students with Autism Spectrum Disorder (2 days) and Visible Learning in literacy and numeracy. There was also a 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	71%	49%	6%	11%
	Writing	53%	49%	12%	6%
	Spelling	59%	46%	12%	12%
	Grammar and Punctuation	65%	52%	6%	10%
	Numeracy	56%	36%	6%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	62%	35%	12%	15%
	Writing	19%	17%	38%	18%
	Spelling	25%	30%	12%	18%
	Grammar and Punctuation	50%	36%	12%	15%
	Numeracy	53%	29%	0%	17%

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 2016

This year there is a school-wide focus on:

- providing a systematic whole school approach to the collection, analysis and discussion of data to build teacher capacity to successfully improve individual student performance and well-being.
- differentiating learning according to students needs to ensure improved student engagement in student selected and open ended learning tasks, alignment of assessment processes with the curriculum, and providing critical feedback and professional conversations on effective pedagogical practices; and
- investigating effective instruction in the teaching of writing through the formulation of and adherence to specified and strategic agreed practices to support the writing process.

iPad use as a tool for learning is becoming seamless in all classes. Senior classes have continuous 1:1 use of an iPad, either as part of the school's BYOD program or through access to a school owed iPad. Junior classes have some students who BYOD an iPad as well as access to a bank of school iPads for class use. Digital technologies are being seamlessly integrated into literacy and numeracy as well as other subjects.

Priority Key Improvements for 2017

In 2017 St Bede's Primary School will focus on the following areas of school improvement:

- effective pedagogical practices that will improve student outcomes through evidenced based programs that support students at risk and the provision purposeful feedback for teachers regarding their pedagogical classroom practices
- systematic curriculum delivery that enables effective school strategies and professional learning that will improve student outcomes
- effective school strategies and professional learning that will improve student outcomes in literacy and numeracy.

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 school 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>.

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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. 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

A parent satisfaction survey was undertaken in August and responses were received by 64% of families. The level of satisfaction, on a scale between 0 and 4, was very high, with all but one of the 21 areas receiving an average of above 3. The lowest response (2.9) concerned the level of technology provided by the school. The highest areas of satisfaction were 'My child's teacher and other staff make me feel welcome' (3.6); 'This school is a safe place for my child' (3.6); 'My child's teacher is approachable' (3.5); and 'I can make contact with my child's teacher or other staff easily' (3.5). Comment made by participants included:

- My child is excited about learning and is happy to be there.
- The focus is on promoting each child's potential.
- It's a loving and nurturing environment, which is the reason my children are thriving at school.
- The Year 6 leaders are excellent representatives of who we would like our son to become. The buddy program, cross grade collaborative opportunities and community events effectively build positive relationships and Christian attitudes.

Student Satisfaction

A student satisfaction survey was undertaken in August and responses were received by 96% of students in Years 4-6. The average, on a scale between 0 and 4, for responses to 17 areas of school life ranged between 3.5 - "My teachers care about me" to 2.6 - "The homework we do helps me learn". 13 of the 17 areas rated an average of above 3. Comments received regarding the best thing about our school included:

- BYOD
- It is a loving place and has great teachers
- I get taught well and have lots of friends who care about me
- It's a great community and everybody knows each other
- That we go to Church and learn how to be Catholic
- Getting to be a leader
- The small size of the school and that you get noticed.

Students' comments regarding what they would like to improve at St Bede's School included:

- My classroom needs more space
- That everyone puts the right things into the right bins
- Being able to learn another language at school.

Teacher Satisfaction

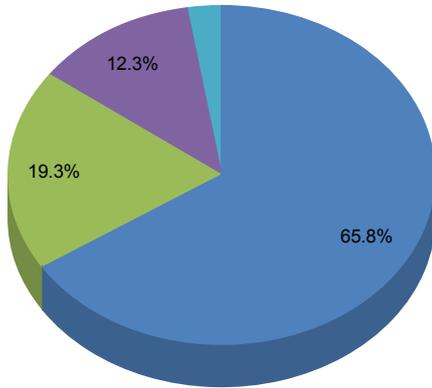
A staff satisfaction survey was undertaken in August and responses were received from 92% of staff. A total of 26 areas of school life were addressed by the survey. Twenty of the the collated responses averaged at above 3, on a scale between 0 and 4. The lowest response was 'I have the resources I need to do my job' (2.6). Effective communication between staff

and the leadership team was identified as an area where improvements can be made. The highest response averages were 'I believe my work makes a difference to our students' (3.6), and 'I believe my work at this school is important' (3.4). Comments by staff on what they particularly like about this school included:

- The sense of community is special. Our students are like none I've come across in other schools
- Parents are supportive and grateful for the efforts made by staff
- The team environment and the support that is offered to students
- The collegiality and professionalism of staff
- The sense that every child is valued for who they are and how they can achieve their best
- The support I receive.

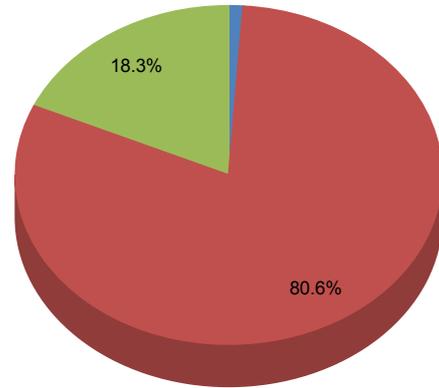
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (12.3%)
- Other Capital Income (2.6%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (80.6%)
- Non-Salary Expenses (18.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,150,468
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$336,823
Fees and Private Income ⁴	\$215,113
Other Capital Income ⁵	\$45,557
Total Income	\$1,747,961

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$18,337
Salaries and Related Expenses ⁷	\$1,364,666
Non-Salary Expenses ⁸	\$309,755
Total Expenditure	\$1,692,758

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.