



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

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ST BEDE'S
CATHOLIC COLLEGE
CHISHOLM

St Bede's Catholic College

24 A Heritage Drive, CHISHOLM 2322

Principal: John Murphy

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About this report

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

Detailed information about the College's improvement journey is documented in the 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 the COVID interruptions of the previous two years, we had a full uninterrupted year of learning without lockdowns and school closures. Hopefully, the days of lockdowns and students working from home are behind us. With our first cohort of students who commenced in 2018 progressing to Year 11, we entered a new stage of our journey as a new school in becoming a Year 7 – 11 school. Next year will mark the completion of this journey as St Bede's becomes a full Year 7 – 12 school.

Enrolment numbers, as expected, continued to increase to approximately 680 students which in turn led to the employment of additional staff. It is anticipated that next year our enrolment numbers will be approximately 830 before further increasing to over a 1,000 within another few years. The calibre of the staff recruited were excellent and they quickly and successfully transitioned to life at St Bede's. Learning gain results continued to improve which became evident in a range of measurements. Our NAPLAN learning gain results in reading and writing were particularly impressive. Spelling and numeracy were our targeted areas of improvement this year and we expect to see learning gain results in these two areas to jump next year.

The third of the four stages of the building works commenced mid-year, with the McAuley Building set to open in the first half of next year. The official opening of our second building, the Dominic Building, and the first stage of the Peregrine Trail took place on the 23rd of October. The Peregrine Trail and the large interconnecting floors are not only large spacious thoroughfares that connects the respective buildings, but also has a mix of breakout flexible open learning spaces, display areas, and locker storage. Although these learning spaces have been operational since last year, the official opening had been postponed due to COVID restrictions. The opening marked the mid-way point of the building works and provided the opportunity for special guests and stakeholders to see how the outstanding facilities are fostering high-standard student learning. Special guests included Mr Sean Scanlan, our Diocesan Chief Executive Officer, and Mr. Gerard Mowbray, our Catholic Schools Director. Included in the features of the Dominic Building are:

- The Science Centre where there are four modern designed Science labs with retractable glass sliding doors between paired rooms, an outside tiered sandstone area with access from the Science labs, and a large theory-based learning area.
- A large cluster open learning centre, with smaller breakout spaces.
- A food centre, with an integrated state of the art food technology and hospitality rooms, and a canteen/cafeteria.
- An art centre with interconnected art rooms and a large STEM room.

With St Bede's now in our fifth year of operation, a comprehensive external review known as COSI (Continuum of School Improvement) was completed. This review consisted of a panel of six spending two days at the College. A detailed written report, along with supporting evidence and survey data, was submitted prior to their visit. The two-day visit commenced with an Executive presentation of this report and was followed by a series of lesson observations and meetings with students, staff, and parents. The panel then developed a COSI Report and presented this to the Executive. The COSI Report gave a glowing endorsement of the direction of the College and the high standard of Catholic education being provided to our students. This COSI Report will be invaluable as we consolidate our position as a growing Year 7 – 12 Catholic co-education school. The panel outlined many affirmations and suggestions and future challenges as the College continues to grow. The affirmations included:

- The school ethos is built around high expectations and a commitment to excellence.
- Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- There are no obvious behavioural problems, high rates of school attendance, and staff morale is sustained at a high level.
- There is a happy, optimistic feel to the school.
- Student teacher interactions demonstrate a strong focus on knowing and supporting students.
- There is a strong sense of belonging and pride in the school.
- A strong collegial culture has been established. There is shared agreement about what students are expected to learn and be able to do, with high expectations of every student's learning.
- Pride in the St Bede's way.
- The excellent practice displayed in the move to online learning during the pandemic.

Suggestions and future challenges included:

- Providing access to experiences, support and intellectual and/or physical resources not available within the school.
- A review of the connectedness across the mission, vision and four pillars.
- Further engaging parents and families as valued partners in student learning. E.g., Involvement in Careers.
- Planning for the impending departure of the first student cohort and how an exemplar alumni program could be co-constructed.

Another significant event of 2022 was the inauguration of our first senior student leaders. The model of selecting student leaders from our four house groups was broadened with Year 11 having eight selected leaders, with each being allocated a portfolio to oversee. The eight senior leaders are Blaze Brockman, Ricky Curley, Eaden Dawson, Mackayla Jones, Leila Kelly, Charlotte Mate, Caitlin Price, and Bella Sepos. Through an interview process, Eaden Dawson was selected as our first ever College Captain and Caitlin Price as the College Vice-

Captain. Eaden and Caitlin and our other six senior leaders are successfully working with our junior students in providing outstanding student leadership.

Next year our Year 12 Students will be our first graduating class, and hopefully our College Vision of 'Students will leave St Bede's as confident, resilient, reflective young adults embracing learning, searching for truth, and living their faith in a contemporary world' will become a reality. Thank you to our staff, parents/carers, and students for your contributions in making 2022 such a happy and successful year.

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 the Parent Engagement Group (Parent Forum) meetings. In 2022 these meetings returned (from zoom) to 'in person' meetings as families were once again able to be present on school grounds. These meetings enable discussion of current topics and lines of communication to remain open.

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

A high priority continues to be placed upon the development of positive relationships between staff and parents via clear communication processes that include fortnightly newsletters, the student planner, electronic notifications, social media and the use of Compass.

Michelle McDonald & Nadine Yager (Parent Representatives)

Student Body Message

In 2022, St Bede's re-emerged from Covid lockdowns to reengage with learning and the wider community. The school year began with the continuing expansion of our school community, with the introduction of one-hundred and eighty, eager Year Seven students, and twenty new quality teachers and staff members.

2022 also marked the first year in which St Bede's evolved to a 7-11 college, commencing its first year of senior preliminary studies. With this transition from Stage 5 to Stage 6, also came an increased academic focus, as workloads grew and students strived to achieve their personal best throughout the year. With this increase in academic responsibility, also came a change in our wellbeing structure to better suit the needs of young adults. Senior wellbeing sessions now allow senior students to choose each fortnight what they would like to do depending upon which would best support their wellbeing at that time. These choices stem from our college's 5 Ways to Wellbeing. Student can choose to 'Be Active' by engaging in outdoor physical activity and exercise, 'Keep Learning' by utilising time to study, revise and

catch up on schoolwork, 'Take Notice' by participating in mindfulness activities such as colouring or meditation, or 'Connect and Give' by joining in the wellbeing sessions of younger year groups, providing opportunities to connect and build relationships between junior and senior students.

In Term 4, it was once again time to select a new student leadership team, to represent and lead our college. This provided opportunities for students across all year groups to nominate themselves and provide a voice for the student body.

The St Bede's Inaugural senior leadership team was also introduced, where our first College Captain Eaden Dawson and Vice-Captain Caitlin Price were elected. This followed an extensive process including thorough questionnaires, interviews with the college executive team and a staff and student vote. The establishment of the inaugural senior leadership team was a significant milestone in the history of St Bede's.

Following the election of our Senior Leadership Team, they attended a three-day Diocesan leadership retreat in Newcastle, which allowed students to build connections with other like-minded senior leaders within the Diocese. The retreat enabled our leaders to build upon their knowledge of leadership and develop valuable skills and ideas which could be implemented within the St Bede's community. The retreat also allowed students to participate in missionary visits to various local support services and charities, and to engage in supporting community welfare and showcasing active leadership.

Watching this school and its community continue to grow has been an absolute privilege. Seeing the establishment of our school and the growth of our students has been a pleasure.

Eaden Dawson (College Captain) & Caitlin Price (Vice Captain)

School Features

History of the school

St Bede's began with the vision of Bishop of the Maitland Newcastle Diocese, Bill Wright, who saw the need for another Catholic High School within the Maitland Newcastle region. With the support of our local parish priest, Father Paul O'Neil, and with the drive of the staff from the Maitland Newcastle Diocese, this vision grew into a full-scale project. The College was named after St Bede, who was born in 672AD in England and is regarded as one of the most prominent Catholic scholars in history.

St Bede's was officially opened on Friday 2 February 2018 with 107 students and eleven full-time teachers in interconnected demountables, referred to as our Flexible Learning Village. The first of four buildings, the Benedict Building, was opened on 29 October 2018. The second building, the Dominic Building and the large interconnecting closed walkways/ learning spaces known as the Peregrine Trail was opened on the 23 August 2022.

Enrolments

As the College progressed to Year 11 in 2022, enrolment numbers grew to approximately 680 students. It is expected that enrolment numbers will increase to over 800 students in 2023 and increase each year until enrolments reach a maximum of over 1,000 students around 2025/2026.

St Bede's accepts students from both Catholic and non-Catholic schools. Included in the surrounding areas where enrolment applications are accepted are Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth, Thornton, Beresfield, and Tarro. The two primary Catholic feeder schools are St Aloysius, Chisholm, located next door, and Our Lady of Lourdes, Tarro.

Building Works

Two of the four buildings are completed and are being utilised for high quality contemporary learning. These two buildings are interconnected by a large throughfare, with collaborative learning spaces to the side, referred to as the Peregrine Trail. The Peregrine Trail is encased with a stunning gold exterior which enables outside visibility while maintaining student privacy. The remaining two buildings, the McAuley and Marion Buildings, are expected to be completed by the end of 2024, with the McAuley Building to open next year. These buildings will be connected to the existing buildings, with two additional sections of the Peregrine Trail. A spectacular school chapel to be shared with St Aloysius Primary School, a full-size playing field, hard courts, an Indigenous Garden, an extension of the carpark, and additional landscaped gardens and recreational areas will all be completed by the end of 2024. A large

local council sporting complex close to the College on Emperor Parade Chisholm, which will include playing fields, will be completed in mid-2026 and will be utilised by the College.

Parish and /or feeder schools

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 Catholic and non-Catholic schools. We have a close connection with our two local parishes, Our Lady of Lourdes, Beresfield and Immaculate Conception, Morpeth.

Parents and Friends Activities:

In-lieu of a Parents and Friends Association, a Parent Engagement Group model was introduced in 2018 and again effectively operated throughout 2022 with termly meetings. Included at these meetings, were guest speakers, presentations from our two Parent Representatives, the College Executive, as well as open question/answer sessions. Parent input into key decisions was an important part of these meetings.

Co-curricular Program

A diverse co-curricular program was offered, including music and drama performances, debating, public speaking, excursions, and sport. All students enthusiastically participated in a diverse Friday afternoon sporting program which included a range of inter-school competitions, such as Touch Football, Oztag, Soccer, Rugby League, and Netball. Many students were selected in representative teams, including Diocesan teams. The College held high energy and successful swimming and athletics carnivals with high student attendance rates.

A fun-filled camp for our incoming Year 7 students greatly assisted their transition to high school. The Year 8 camp, that had been scheduled for 2021 but was postponed due to COVID, was also a great success. Numerous incursions and excursions occurred throughout the year which positively impacted on student learning.

Location/Drawing Area:

St Bede's is located at 24A Heritage Drive Chisholm, located within the Maitland Region.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 9. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
352	303	50	655

* Language Background Other than English

Enrolment Policy

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

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

Student Attendance Rates

The average student attendance rate for 2022 was 85.27%. 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
87.17	84.50	84.18	82.95	87.57

Managing Student Non-Attendance

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

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

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

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	0% %

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	77
Number of full time teaching staff	55
Number of part time teaching staff	6
Number of non-teaching staff	16

Total number of teaching staff by NESA category

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

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

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

Summary of professional learning at this school

Professional Learning

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Summary of professional learning at this school

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

One-hour staff professional development sessions each fortnight and three extended professional development twilight sessions throughout the year were successfully completed. The targeted focus for teachers was:

- Developing and implementing a whole school approach to the explicit teaching of identified numeracy and spelling areas for improvement.
- Curriculum development, with a particular focus on Stage 6.
- Learning differentiation, including students with learning needs and gifted education.
- Utilising student achievement data, such as NAPLAN and PAT, to improve student learning.

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

- New staff induction.
- Preparation for the start of the year, School Improvement Plan, CPR & anaphylaxis training, child protection, and compliance.
- Understanding the Dominican charism and the rationale behind the naming of our second building, the Dominic Building.
- Launch of the CSO Wellbeing Together Framework.
- Preparing for the first HSC cohort, with a focus on assessment and programs.

Most of the teaching staff also successfully undertook a 20-hour NESA-accredited course titled 'Understanding Autism Spectrum Disorders'. As some staff had previously completed this course, it meant that almost all of the teaching staff completed this course by the end of 2022. This had a positive impact on catering for our students with autism.

Staff also successfully engaged in a range of other Diocesan and external professional development which they documented in their NESA accreditation accounts.

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)

St Bede's Catholic College continued to work towards achieving our College Mission and Vision Statements throughout 2022. The Mission is a statement that summarises who we are as a College. It states, 'Inspired by Jesus Christ, St Bede's Catholic College nurtures a vibrant and welcoming community; Seeking knowledge and realising gifts through persistence and collaboration; Living the Gospel in word and action'. Our Vision is a statement of how we want our students to leave St Bede's at the conclusion of their school education. It states, 'Students will leave St Bede's Catholic College as confident, resilient and reflective young adults, embracing learning, searching for truth and living their faith in a contemporary world'.

Learning and Wellbeing are inextricably linked at St Bede's Catholic College as demonstrated in our Learning and Wellbeing Framework. With the Learning and Wellbeing Framework, structured around the College motto of 'Shine with Christ's Glory', the College effectively linked the four domains of Catholic Formation and Mission, Learning, Leadership, Wellbeing and Partnerships. The first domain that shapes the unique Catholic identity of the College is Catholic Formation and Mission. The key aspects of our Catholic identity were:

- The Blessing and Opening of the Dominic Building.
- Celebration of the liturgical year through liturgy and prayer.
- Visits from Diocesan Administrator, Fr Greg Barker, and Parish Priest, Fr George Anthicad, who led us in liturgical celebrations.

- Positive feedback from staff, students, and parents regarding the Catholic Identity of the College via the 'Tell Them from Me' survey.
- Holding Reflection Days for Year 8, 9 and 10. The themes for these days were 'Do not seek your own advantage, but that of the other' (Year 8), 'Blessed are the peacemakers' (Year 9) and 'Be who God meant you to be and you will set the world on fire' (Year 10).
- Successful running of a Staff Spirituality Day, 'St Dominic and the Dominicans,' with the support of an external facilitator. This is the first in a series of Staff Spirituality Days which seek to strengthen the knowledge and spirituality of the College House Patrons. The day focussed on the life of St Dominic, the work of the Dominican Sisters in the Maitland-Newcastle Diocese, and how the College can live out the Dominican way.
- Participation in Diocesan and community events, including the World Day of Prayer, the Ecumenical Way of the Cross, the launch of the Diocesan Reconciliation Action Plan, and a memorial on the anniversary of the death of Bishop Bill.
- Continued involvement in a range of social justice issues through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, and The Holy Child Program.
- 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.
- Starting a monthly, before-school Mass, which is open to all staff and students.

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 Office (CSO).

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The College operated on a fortnightly timetable (cycle) for Years 7 – 11. Lessons were mixed 60 minutes each across the fortnightly timetable, with Sports on Fridays for Year 7-10.

In 2022 we welcomed our first cohort of 100 students in Year 11. Significant planning had gone into developing subject lines that would accommodate for students wishing to pursue an ATAR and non-ATAR pathway. The structure decided included six subject lines and students required to undertake exactly 12 units in Year 11, with the option to drop to 10 units in Year 12. Subjects offered and run in 2022 include:

- Studies of Religion 1
- Studies of Religion 2
- Studies in Catholic Thought
- English Advanced
- English Standard
- English Studies
- Mathematics Extension 1
- Mathematics Advanced
- Mathematics Standard 2
- Mathematics Standard 1
- Ancient History
- Modern History
- Business Studies
- Legal Studies
- Society and Culture
- Biology
- Chemistry
- Physics
- Personal Development, Health and Physical Education (PDHPE)

- Community and Family Studies
- Industrial Technology: Timber
- Industrial Technology: Multimedia
- Drama
- Music 1
- Visual Arts
- Chinese Beginners
- VET Business Services
- VET Hospitality

Stage 4 now comprised 180 students in each of Years 7 and 8. Students were broken into six streams of 30 students in each of English, Mathematics, History/Geography (HSIE) and Science and 8 streams of Religious Studies, Music, Religious Studies, and Personal Development, Health, and Physical Education (PDHPE). Students in English/History/Geography engaged with an integrated curriculum, called Humanities under a new pedagogical model of the entire cohort of year 7 students and year 8 Students being co-taught at the same time by 6 teachers. Mathematics continued with the individualised learning program 'Mathematics Pathways' across Stage 4. In Year 8, students replaced Music and picked up Languages (Mandarin) and Visual Art.

In Stage 5, the continued development of the curriculum into Year 10 saw students complete their elective subjects in Commerce, Drama, Food Technology, Industrial Technology Timber, iSTEM, Music PASS (Physical Activities & Sports Studies), and Visual Art. In Stage 5, students continued with their studies in Religious Studies, English, Mathematics, History/Geography, Science and PDHPE.

Personalised learning continued to be an important aspect of the College. Learning support played an important role in supporting students through an integrated program where learning support assistants and teachers were timetabled in learning spaces. Additionally, the Gifted Education Mentor continued to support students at school as well as those involved in the diocesan Virtual Academy program.

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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	18%	24%	19%	21%
	Reading	22%	27%	14%	15%
	Writing	22%	24%	19%	22%
	Spelling	24%	33%	14%	17%
	Numeracy	22%	32%	20%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17%	22%	28%	28%
	Reading	28%	21%	16%	24%
	Writing	17%	17%	26%	33%
	Spelling	10%	17%	18%	21%
	Numeracy	11%	20%	14%	19%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 49.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

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

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

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

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

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

Initiatives promoting respect and responsibility

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

The College Wellbeing program continued to be developed. This included fortnightly wellbeing lessons where themes such as respect, resilience, positive relationships, and social justice were covered. The program was aligned with our College Pillars of Courage, Knowledge, Community, and Faith which provided a common language in the promotion of respect and responsibility. With the foundation cohort beginning their Stage 6 course of study, the wellbeing lessons were adjusted to cater for the growing maturity and self-awareness of these young people, and students were provided with choices as to how they used their wellbeing time. Students were able to select from activities based around the Five Ways to Wellbeing, where they could keep learning in additional study time, be active by getting outdoors to do physical activity, take notice by doing mindfulness activities and connecting and giving by supporting younger students in their wellbeing lessons.

The College Student Leadership was based on our four student houses of Benedict, Dominic, McAuley, and Marion and the four portfolios of learning, social justice, stewardship, and wellbeing. Each Committee had students from the five-year groups and a staff representative. The Student Committees promoted respect and responsibility by leading different initiatives and sharing these with the wider community via newsletters, social media, and student works showcase events.

The College also recognised significant national and international events that promoted respect, responsibility, and equality, including Harmony Day and International Women’s Day.

Students enthusiastically supported our social justice program, which included fundraising, through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, and the Holy Child Program.

School Improvement

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

- Catholic Culture and Mission
- Learning

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The St Bede's Catholic College school improvement plan for 2022 was focused on Domain 1: Catholic Culture and Mission, and Domain 2: Learning.

(1) Catholic Culture and Mission

Smart Goal: By the end of 2022, all Year 11 students would have completed a formal Christian Service Program, as indicated by qualitative and quantitative data.

Indicators of success: Most students in Year 11 engaged in service opportunities within the school environment. These included supporting College liturgies, preparing meals for College events, providing technological support and providing support at sporting events. The ability for students to participate in Christian Service was limited by the in-school context and the number of opportunities that could be provided.

(2) Learning

Smart Goal: By the end of 2022 all students will show growth in spelling and numeracy as indicated by internal and external data.

Indicators of success: Active staff involvement in professional learning about the targeted teaching of spelling and numeracy strategies, improved learning results in numeracy and spelling for students in the COVID Intensive Intervention Program, staff engagement in Case Management Meetings, learning walks and talks where the teaching of literacy and numeracy strategies were evident, enhanced student skills in literacy, collaboration, and completion of learning tasks. 2022 NAPLAN results reflected growth in all areas. PAT data gathered at the

end of the year reflected effective growth in spelling, reading comprehension and writing. There was also growth evident in Mathematics Progressive Assessment Tests (PAT) results.

Priority Key Improvements for Next Year

(1) Catholic Culture: Development and implementation of a new College Mission and Vision statement.

Aligned with Catholic Schools Office Strategic Plan 2023-2025: For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

Smart Goal: By the end of 2023, we will redevelop and implement the College Mission and Vision Statement that aligns with the four pillars of Knowledge, Courage, Faith, and Community.

(2) Learning and Wellbeing: St Bede's will build a culture of student empowerment through their learning and wellbeing.

Aligned with Catholic Schools Office Strategic Plan 2023-2025:

Goal 3: For each learner to learn where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

Goal 4: To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

Smart goal: By the end of 2023, students will be empowered to be more connected and engaged with their learning, as evidenced in pedagogical practices, student feedback, learning walks and talks, and professional learning activities.

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Below is a summary of the results from the “2022 Tell Them from Me Parent Survey”

Key learnings/areas for celebration:

1. Child feels safe at school and going to and from school.
2. The school supports positive behaviour.
3. Parents feel welcome when they visit the school.

Comparisons to 2021:

1. The school is consistent in making parents feel welcome.
2. School is consistent in positive behaviour support.
3. Parents believe the right amount of homework is given this year compared to last year where they on average expected less. The average time across both years was 30 mins per night.
4. There is a drop in the perception of inclusivity. The largest drop is in the perception of teachers who give children extra learning support.

Strategies for Improvement:

1. Parents expectations for student work from home is very low (approx. 30 mins per night).
2. Parents generally don't feel informed about their child's social and emotional development.
3. Parent interest in school assignments and talk about how important schoolwork is relatively low.

Strategies undertaken to communicate learnings/celebrate/ and/or to address areas needing attention. What we did/plan to do:

1. Educational items at Parent Forums engaging parents in their child's learning.

2. Feedback regarding student development from Homeroom teachers and Leaders of Wellbeing and Engagement.
3. Student Showcase Evening celebrating student learning.

Student satisfaction

Below is a summary of the results from the “2022 Tell Them from Me Student Survey”

Key learnings/areas for celebration:

1. Students have positive relationships at school.
2. Students have positive behaviour at school.
3. Teachers hold high expectations for students to succeed.

Comparisons to 2021:

1. 54% of students across both years believe the school is a place where catholic beliefs are important and lived out by the community.
2. There has been a decrease in students' sense of belonging from 62% in 2021 to 55% in 2022. This change can mainly be attributed to female students in Year 11 2022 where they dropped from 67% when they were in Year 10 to 48% in the following year.
3. 24% of students were interested and engaged in their learning in 2021 compared with 12% in 2022. The biggest drop was Year 7 2021 (30%) to Year 8 (10%).
4. Cases of moderate to severe bullying have increased from 12% in 2021 to 33% in 2022. Bullying increased by 3.75 times amongst females compared with 2.5 times amongst males.

Strategies for Improvement:

1. Strict uniform and grooming policy believed by some to have adverse effect on mental health and individuality.
2. Limited facilities for quiet space and ability to de-stress and work independently in peace and quiet.
3. Student voices being heard with less teacher-centred actions and teacher control.
4. More clubs and community activities

Strategies undertaken to communicate learnings/celebrate/ and/or to address areas needing attention. What we did/plan to do:

1. Student forums to identify focus areas and use student empowerment to create positive change.
2. Professional Learning Meetings involving collaboration of staff and student leaders to celebrate achievements and discuss areas for improvement.
3. Review Uniform and Grooming Policy.

4. Develop student and staff working parties to develop strategies in addressing areas for improvement with action.

Teacher satisfaction

Below is a summary of the results from the “2022 Tell Them from Me Staff Survey”

Key learnings/areas for celebration:

1. The school has a strong focus on collaboration.
2. The school has a strong learning culture.
3. The school is very inclusive, particularly in supporting students who require additional support.

Comparisons to 2021:

1. The school consistently maintains a strong focus on collaboration although the score is slightly down on 2021 data.
2. The school consistently holds a strong learning culture although the score is slightly down on 2021 data.
3. The school consistently remains highly inclusive in its practices of supporting students with additional needs.
4. There has been a decrease in the level of parent involvement.

Strategies for Improvement:

1. Parent involvement in learning. Sharing learning goals, involvement in quality feedback on student learning and involve parents in creating learning opportunities.
2. School leaders have observed teacher instruction.
3. Students use computers or other interactive technology to track progress towards their goals.

Strategies undertaken to communicate learnings/celebrate/ and/or to address areas needing attention. What we did/plan to do:

1. Learning walks and talks promoted at staff briefings and meetings. Staff encouraged to undertake one per semester with an Executive member or the Pedagogical Mentor.
2. Learning Agenda items are included in the Parent Forums held once every term.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$9,474,070
Government Capital Grants ²	\$1,314,374
State Recurrent Grants ³	\$2,658,116
Fees and Private Income ⁴	\$2,260,783
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$711,096
Total Income	\$16,418,439

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$18,002,815
Salaries and Related Expenses ⁷	\$9,913,133
Non-Salary Expenses ⁸	\$4,879,717
Total Expenditure	\$32,795,665

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT