



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Bede's
Balwyn North

2019

REGISTERED SCHOOL NUMBER: 1482



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Contact Details

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E NUMBER	E1161

Minimum Standards Attestation

I, Brian Grace attest that St Bede's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

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Our School Vision

Bede was a committed scholar and educator in the service of God.

With Bede as our model and Christ

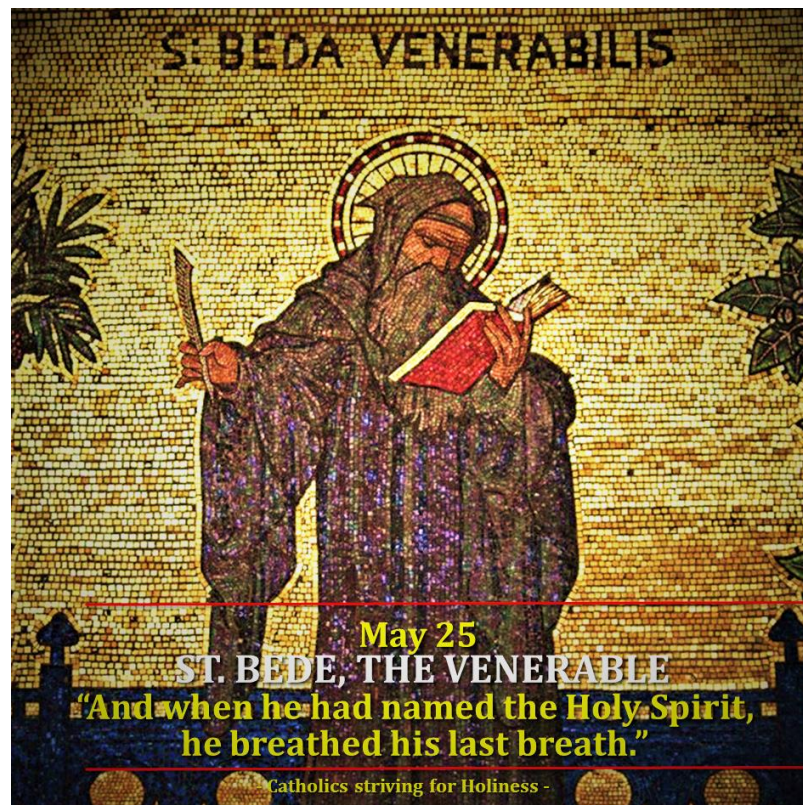
as our everlasting light,

we strive to build a Catholic school community

where each is given time and support to learn,

to know, to do, to live together and to be.

Christus Dies Aeterna Nostra



School Overview

St Bede's School strives to create an educational experience for all students that is strongly grounded in our Parish community. The education of our students, staff and parents begins with an invitation to explore and grow in understanding of our faith and how we can live it out within school and the wider community. The pastoral care of all students is an important focus and we place significant emphasis on Student Wellbeing so that we may offer an education that is holistic.

We give time to meeting and working with parents in order to **build relationships** that strengthen and enrich the way we work. We are keen to build a school culture where staff value working together. We encourage all staff, inclusive of our leadership team, to be responsive in the way they work and to be **open and reflective** when reviewing their own performance and needs. There is a very genuine commitment to working with individuals so that staff will be skilled to improve student outcomes.

We unreservedly create a school culture where expectations, structures and processes are focused on our endeavour to meet the needs of students. We encourage strong commitment to excellence in teaching and learning.

What we wish for each student and member of our school community is

- *Honour the sacred dignity of each person*
- *Search for truth*
- *Embrace difference and diversity*
- *Build a culture of learning together*
- *Engage with the deep questions of life*
- *Honour equitable access and opportunity for all*
- *Commit to achieving the highest standards possible*
- *Make a difference in the world*

Principal's Report

I thank you for taking the time to read this report. I commenced at St Bede's at the beginning of the this year but it is already clearly evident that all staff are extremely committed and dedicated and it is these attributes which contributed to the success of St Bede's as not only a school but a community in 2019.

The staff worked with integrity to ensure that our students showed growth in their learning and personal development. The introduction of BAS assessment along with learning sprints helped in ensuring the students showed this growth. There was a particular focus on reading during 2019

Our Parents and extended community continue to enrich our school and we appreciate the work, friendship and support that is provided in so many different ways. St. Bede's school is so much richer because of the wonderful connection and relationship we have with our Parish and I thank Fr John for his guidance and generosity in working with us to ensure that our whole community can grow in understanding our faith.

I take this opportunity to thank Mrs Annette Broadford for her commitment and dedication to St Bede's over 9 years. Her leadership has allowed St Bede's to flourish.

This report will provide you with some brief snapshots into life at St Bede's. Enjoy reading and viewing but don't hesitate to come and join us for a visit. You are very welcome.

Education in Faith

Goals & Intended Outcomes

To Increase the “Catholic Identity” of our students through in depth Teaching and learning and assessment

Achievements

We have a strong Mini Vinnies student group who support the work of our parish St Vincent de Paul conference as well as engaging in local community service

VALUE ADDED

Sacramental Program- Eucharist Confirmation and Reconciliation

Regular class masses

Family masses

An assessment schedule for Religious Education

St Bede’s Feast Day

Continuation of the implementation of Religious Education into the inquiry process with a focus on Catholic Identity

Learning & Teaching

Goals & Intended Outcomes

School wide inquiries to be conducted based on school needs identified through evidence, analysis and reflection.

Achievements

Some of the many achievements this year included

New reading and tracking tools

Data walls displaying student progress

Focus on Reading/Literacy

Exploring Data Maths DM (fractions)

BAS implemented across the whole school

Continuation of the implementation of the French language program

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	98.1	100.0	1.9	100.0	0.0
YR 03 Reading	96.2	100.0	3.8	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	98.1	-1.9

YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	97.0	100.0	3.0	100.0	0.0
YR 05 Reading	97.0	97.4	0.4	100.0	2.6
YR 05 Spelling	97.0	100.0	3.0	97.8	-2.2
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

Clear expectations about what data is to be used and shared

Engagement of an expert reading coach (Julie Stewart) to work with staff

Professional Inquiry/learning sprints into the teaching of reading

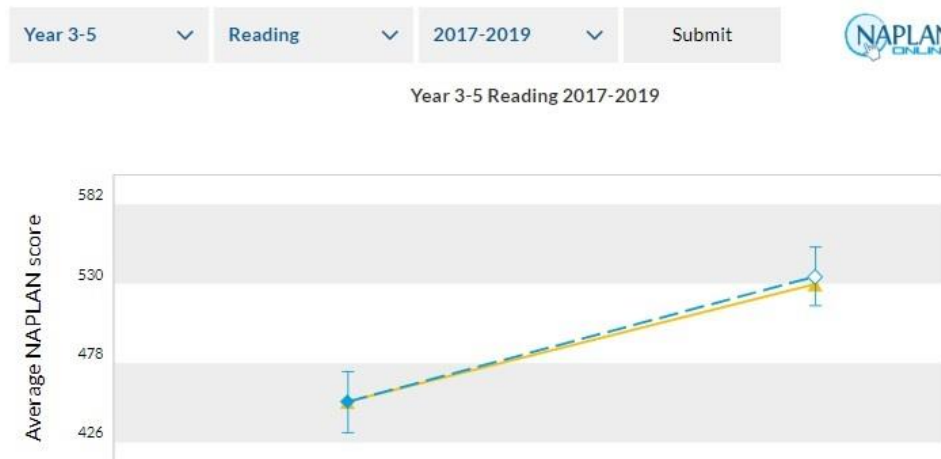
Clear assessment schedule consistently implemented across the school

PL unpacking the literacy learning continuum

STUDENT LEARNING OUTCOMES

From the above chart you can see there have been very little change in the Naplan data results. As it is evident the students at St Bede's achieve very well in all areas assessed.

What was pleasing was the increase in reading scores against schools with the same starting after the implementation of a reading strategies and programs



The above diagram shows that our students starting at the same starting point made more growth than other students across Australia in the Curriculum area of reading (St Bede's is the dotted line). This is a result of the introduction of new programs designed to challenge our students.

The key areas of focus for the next 4 years include

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated Teaching and Learning
8. Effective pedagogical processes
9. School community partnerships

Student Wellbeing

Goals & Intended Outcomes

That explicitly taught lessons are planned for and documented in termly and weekly planners.

Achievements

Wellbeing PLTs are incorporated into each curriculum areas PLT on a weekly basis

Whole school focus and explicit teaching and assessment of;

- Term 1 Focus - Collaboration
- Term 2 Focus - Recognition and expression of Emotion
- Term 3 Focus - Development of Resilience
- Term 4 Focus - Relationship and Diversity

VALUE ADDED

Engaging Dad's - understanding mental wellness in boys and men

- Parent sessions with Dylan Roos x 2
- Whole school Mediation sessions
- Focussed teaching of Social and Emotion Learning context
- Wellbeing Leader part of planning teams

STUDENT SATISFACTION

The CEMSIS (Catholic Education Melbourne School Improvement Survey) indicated that;

81% of our students believe the school had rigorous expectations

77% of our students have a sense of belonging to the school

77% of our students have a positive learning disposition.

These results are very pleasing as at St Bede's we strive for students to be active engaged learners who have a positive mindset to their learning.

STUDENT ATTENDANCE

Attendance Monitoring at St Bede's

1. Student daily attendance is recorded using the NForma software program
2. Staff are required to record attendance twice daily
3. Parents are informed regularly via the school newsletter to inform the school in a timely manner about student absences
4. Working with NForma the school has an automated parent notification process for students who are absent without the school being notified. This is overseen by personnel in the school office
5. Twice yearly reports contain records of student attendance
6. If a child is a "Non Attendance" the school will make contact with the family and the appropriate authorities. These authorities include child first, DHHS and Catholic Education. The school will work closely with the family to ensure the child returns to school.



Our Year 5/6 students on their camp to Canberra

Child Safe Standards

Goals and Intended Outcomes

St Bede's child safe policy which includes the "Code of Conduct" and worked through at Leadership level, staff level and also at Education Board level is available on the school website and is on display in the foyer of the office area. St Bede's is committed to the continuous development and implementation of our child safe policy that ensures the safety of all children at our school. This has included

The embedding of policies and commitments into every day practice

Training of teachers, non-teaching staff and volunteers

Continued Consultation with the community o Student participation and empowerment strategies

Child safety - Risk Management approaches.

Achievements

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The embedding of policies and commitments into every day practice

Training of teachers, non-teaching staff and volunteers

Continued Consultation with the community

Student participation and empowerment strategies

Child safety - Risk Management approaches.

Implementation of 'PROTECT, Identifying and responding to all Forms of Abuse in Victorian Schools'

Strategies addressing the principle of inclusion through buddies and wellbeing programs

Child safety Team/Committee regular meetings

Engagement of Families and communities in promoting child safety through newsletter articles

Leadership & Management

Goals & Intended Outcomes

To build a culture where teacher mentoring, learning walks, collaborative planning and professional discussions take place to enhance student growth

Achievements

The school introduced data walls as a method of measuring growth and putting a “face to the data” This was also in conjunction with the Introduction of BAS and Learning sprints

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Some of the Professional Learning that the staff undertook during 2019 included

BAS

Julie Stewart

Learning and assessment – (Lynn Sharratt)

Exploring Maths – Fractions

Learning Sprints (Simon Breakspear)

Wellbeing (Dylan Roos)

Case Management – Data walls

Reading/Tracking tools

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	21
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$4000

TEACHER SATISFACTION

The CEMSIS (Catholic Education Melbourne School Improvement Survey) indicated a very positive teacher satisfaction rating. The staff indicated there was effective leadership (71%) and an excellent school climate (92%). In all 14 areas surveyed the staff feedback was more positive than the Catholic Education Melbourne average and in some areas by as much as 23% (collaboration around and improvement strategy)

This data is a reflection of the collaborative approach to the implementation of new programs and the want to do ensure the staff make a difference to the student learning.

School Community

Goals & Intended Outcomes

To build a culture that includes collaborative (community planning) that enriches the experiences of everyone involved

Achievements

Some of the community events that took place throughout the year include

Mother's and Father's Day celebrations

Dinner Dance

Book written in conjunction with the RSL

St Vincent De Paul winter and summer appeals (Mini Vinnies)

Communication of the Improvement Agenda with the community through the newsletter

PARENT SATISFACTION

The CEMSIS (Catholic Education Melbourne School Improvement Survey) conducted for the first time in 2019 indicated :

In all areas surveyed; Family Engagement, Barriers to engagement, School fit, School climate, Student safety, Communication and Catholic Identity St Bede's were above the Catholic schools average. Two notable results were,

87% of our families believe St Bede's matches their child's development needs (School fit)

91% of our families believe there is a positive school environment

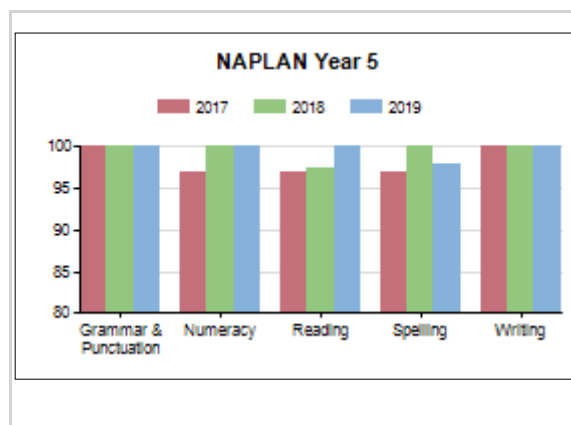
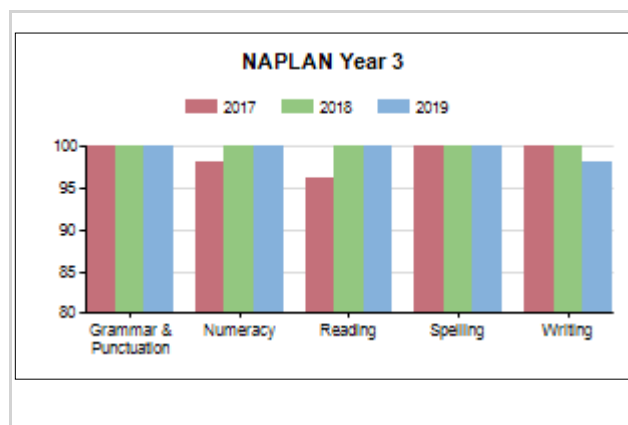
School Performance Data Summary

E1161
St Bede's School, Balwyn North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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	%	%	Changes	%	Changes
			%		%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.5
Y02	93.7
Y03	93.3
Y04	91.7
Y05	92.1
Y06	92.1
Overall average attendance	92.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	77.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	85.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.7%
Graduate	31.8%
Graduate Certificate	4.5%
Bachelor Degree	86.4%
Advanced Diploma	22.7%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.2
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	12.6
Indigenous Teaching Staff (Headcount)	0

