

2015 ANNUAL SCHOOL REPORT



Bede Polding College, South Windsor

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Bede Polding College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

Bede Polding College strives to be a dynamic, harmonious Catholic community which values and encourages each member to strive for personal excellence; encourages individuals to believe in their self worth and works to equip each member with the skills and passion to make a difference in the community. We are challenged by our college motto, *Called to Bring Peace*.

The Annual School Report is a government initiative that allows our parents to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents who wish to discuss any aspect of this report to make personal contact and work with us collectively.

Parent

Parental involvement exists at both the curricular and extra-curricular level within the school. We have an active and well supported Parents and Friends' Association that meets once a term. Parents are always welcome at the college and a school tour program has been introduced to encourage parents to become involved in the life of the school. Our community is informed through a variety of meetings and through a fortnightly newsletter.

Student

Students at the college are formally surveyed in a centrally administered feedback system that provides information to staff about the students and their experience of school. With around 1200 students, the student population is a dynamic and engaging one.

Our Student Representative Council (SRC) members are elected by their peers and teachers. They must meet certain benchmarks in terms of the college merit system before they can nominate for these positions. Their leadership responsibilities include organising and running college assemblies, representing the college at special events, running fund raising events for the SRC charity and various tasks as requested by the principal.

Who we are

History of the school

Bede Polding College was established in 1986. The college was founded under the leadership and guidance of the Marist Brothers and the Good Samaritan Sisters. From a founding class of 112 students, the college now caters for a student population of almost 1200 across Years 7 to 12.

Our college patron, John Bede Polding, was the first appointed bishop to Australia and the college draws upon the inspiration of Polding as a man of faith and action. The college motto, *Called to Bring Peace*, aligns to Polding's spirit in attempting to live a life inspired by the gospel and lived in service to others.

Location/drawing area

Bede Polding College is a Catholic systemic co-educational high school with almost 1200 students.

The college is located in South Windsor adjacent to the Bligh Park residential development. It accommodates students from across the Hawkesbury region enrolling students from about 50 primary schools. The three main feeder schools are St Matthew's Primary School, Windsor; Chisholm Catholic Primary School, Bligh Park; and St Monica's Primary School, Richmond.

Bede Polding College serves the parishes of St Matthew's, Windsor, and St Monica's, Richmond.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	93
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	28
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	24
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	93.54
Percentage of 2015 teaching staff who were retained from 2014	94

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

We aim to instil in our students a commitment to the gospel values of hope, forgiveness and love. We do this through our school motto, *Called to Bring Peace*, and by the quality of our relationships, modelled on Christ's teachings.

The college has been influenced by the charism of Benedictine spirituality through the Good Samaritan Sisters and their founder, John Bede Polding. In the daily life of staff and students, there is a centrality of community and individual prayer, supported by the Religious Education program and practised in the rituals of homeroom prayer, school prayer and reflection. The college embraces liturgy and Eucharist at significant points throughout the year, while the Sacrament of Reconciliation is also regularly celebrated.

The college recognises its responsibility for creating a faith filled community and its support of the mission of the church, regardless of staff or student background. Our teachers of Religious Education are Catholic, and staff spirituality is developed through a well designed program. Each Year group has a one day prayer/reflection day built around a particular theme, developed within the Religious Education curriculum. These days culminate when, as Year 12 students, they are offered a three day retreat which focuses upon personal growth, relationships and spirituality. In addition to all this, the staff experience a day of prayer and reflection based upon a contemporary theme such as the Year of Mercy.

Social Justice

The Social Justice coordinator is responsible for integrating into the teaching and learning programs, relevant and current social justice resources. At the annual Social Justice Staff Meeting, Key Learning Area (KLA) coordinators and teachers worked collaboratively on programs for nominated Year groups. During 2015, the teaching programs of Year 10 were targeted for embedding specific social justice resources. Alignment between the resource and the relevant Catholic social teaching was made. Teachers were provided with the relevant excerpts from the Compendium of the Social Doctrine of the Church. We also refined our focus on the following: Catholic social teachings; stewardship of creation; dignity of the human person; preferential option for the poor; solidarity; subsidiarity and participation; and the common good.

Opportunities have been available for student leaders and recipients of principal and assistant principal awards to attend social justice excursions. The students represented the college at the launch of the Australian Catholic Social Justice Council's launch of the 2015-2016 *Social Justice Statement*, 'For Those Who've Come Across the Seas'. Students also had the opportunity to participate in a number of social justice themed excursions.

Students have been encouraged to increase their awareness of the world and to address the needs of those locally, nationally and internationally. Year groups and the SRC are working with the nominated charities: Good Samaritans Foundation, Mary MacKillop East Timor Mission, Edmund Rice Centre, Marist Youth Care, Youth Off The Streets, and the San Miguel Family Centre.

School home and parish partnerships

The parish is central to all Catholic communities and the college supports and embraces the parish communities of St Monica's, Richmond, and St Matthew's, Windsor. Bede Polding College embraces its Catholic heritage that was founded to develop and nurture the faith of young people in its care.

Parents are encouraged to be involved in the life of the college. They have a voice through the Parents and Friends' Association and have opportunities to offer feedback at parent forums conducted once each semester on various issues and through various surveys conducted annually.

Religious Education

A vibrant prayer life sits at the heart of college life. Our daily college prayer is the beacon that draws us, as a community, to be attentive to the presence of God in our lives. Our formal prayer

provides us with the opportunity to place our petitions for those in need, and to convey our thanks for the blessings that we enjoy.

The college follows the Parramatta Diocesan Religious Education syllabus, *Sharing Our Story*, for the Religious Education curriculum in Years 7 to 10. The Catholic Studies course offered in Years 11 and 12 also follows this syllabus, with the Board of Studies course, Studies of Religion, offered as an alternative.

At the heart of our school is the Religious Education program. It is the area of study that sets us apart in our curriculum breadth and it is where we learn to value our identity, traditions, values and Christ's teaching. Our Religious Education is both explicit and implicit. We live it out by the quality of our relationships and how we deal with the daily issues of life.

Professional Learning of staff in Religious Education

Staff are involved in a Staff Spirituality Day once each year in Term 4. As well as this reflection on the gospel is the focus of a weekly prayer which educates the whole staff on the significance of Scripture. As well as this the work on programming of Catholic perspectives on social justice includes professional learning related to the Compendium of the Social Doctrine of the Church.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. 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 and learning 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. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	97	92	56	55
	Literacy	94	92	55	51
	Reading	100	95	58	57
	Writing	94	87	46	40
	Spelling	95	93	61	60
	Numeracy	99	96	43	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	92	89	42	40
	Literacy	91	88	40	42
	Reading	95	92	43	47
	Writing	84	80	42	34
	Spelling	91	90	55	51
	Numeracy	99	96	36	51

A whole-school approach on writing over the past few years has seen an improvement in our writing results, particularly in the growth of our students and the number in the bottom three bands. There has, however, been a drop in the number of students in the top two bands.

Improving students' ability to write cohesively is one area which needs to be addressed. There has been a flow-on effect in our reading results, however, there are some concerns around our students' ability to infer information as well as write cohesively. This approach will continue but a dedicated whole-school approach to reading is being maintained to help improve these reading results further. A program to improve our Numeracy results has been introduced with our Year 8 students who were at, or below, the national minimum standard in Year 7. This was maintained in 2015.

Record of School Achievement (RoSA)

At the end of 2015 there were 26 students from Year 10 who requested a RoSA as they were taking up apprenticeships, traineeships or full-time employment. During 2015 there were a further 23 students from Year 10 to 12 who requested a RoSA, having started their studies for 2015. These numbers are in line with previous years.

Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	65	78
English Standard	54	42
English Advanced	97	91
Geography	100	67
Mathematics General 2 BDC	57	51

These results in terms of improvement in student performance between Year 10 2013 and the Higher School Certificate 2015 reflect a maintenance of the gain achieved last year. HSC data analysis workshops are conducted in term 1 using the Catholic Education Commission (CEC) data analysis package and BOSTES Results Analysis Package (RAP) along with student learning surveys which are completed by students during term 2 of their HSC year, allowing us to analyse trends and outcomes and identify areas where further improvement is required.

School curriculum

Bede Polding College offers a number of transition programs designed to meet the needs of a full range of students. For commencing Year 7 students, the programs involve the visit of college staff to the larger feeder schools and contact with the smaller schools to prepare for the transition between primary and secondary school. There are visits and tours of the college to assist in the induction of students to the school. Preparatory programs are organised to assist with the movement between Year 10 and Year 11. Targeted programs are offered to assist students preparing to leave school and assistance is provided in work preparation and career planning. Details regarding additional teaching and learning programs can be found in the 2015 Year Book which will be available from the college office, and the college's website.

The college is involved in a number of co-curricular activities: public speaking and debating; a range of dramatic productions; an Art Award program, People's Choice; and a full range of sporting and interest activities, including Parramatta Diocesan sporting competitions. A comprehensive overview of co-curricular activities can be found in the 2015 Year Book which will be available from the college.

Initiatives to promote respect and responsibility

The promotion of respect and responsibility is not new to Catholic Education and neither is it new to Bede Polding College. It is embedded in the college's Religious Education program and its

Pastoral Care program. We live out our college motto, *Called to Bring Peace*. We acknowledge the federal government's initiative to promote values, yet we have always had this as a linchpin of what we believe education to be. In the words of a former executive director of Catholic education in the Parramatta Diocese: 'An education without values is a valueless education'. Bede Polding College, through its social justice programs and Community Service program, develops and nurtures students to be valued members of our Australian community.

The college also has explicit rights and responsibilities that students are made aware of in Year 7. These are strongly encouraged and supported through to Year 12. The language and actions at the college support these and consequences are also explained to all students.

Professional Learning

There were a number of focuses for professional learning in 2015. One of the main ones has been data analysis, particularly of student learning survey data. These surveys are completed by students in Years 9, 11 and 12. Workshops are conducted using these results. In the case of the Year 12, these results are analysed in relation to the HSC results to identify trends and outcomes. This is a very powerful learning experience for all teachers.

The teaching staff were also involved throughout the year in a series of workshops designed to improve their understanding of quality programming for learning. These included Program Evaluation Days (PEDs) which were held once each semester to improve 'learning alignment' with the syllabus. These activities supported the work being done to improve students' writing.

Staff members have been involved in workshops to improve the embedding of social justice issues in learning programs across the curriculum. This is a whole-school approach.

Workshops covering Survey, Question, Read, Recite Review (SQ3R), and the Super 6 Comprehension strategies have been conducted to improve teacher understanding and the use of these in the classroom to help improve our students' reading and comprehension.

Workshops were conducted in order to improve teacher understanding of the readability of texts. The inability to accurately assess the quality of texts affects the learning of students across the curriculum.

School Improvement

Annual school priorities

Priority 1	Improving reading comprehension
Reason for priority 1	To improve students' skills in reading for information which in turn will improve their ability to study literary materials This builds on work done in 2014.
Steps taken to achieve priority 1	Along with continuing the practices introduced in 2014 teachers were utilising SQ3R as a common strategy in developing students' reading comprehension across all Year groups and reading abilities. This was also being embedded in learning programs for all subjects and courses in Years 7 to 10.
Status of priority 1	Ongoing

Priority 2	Students learning subject specific terminology
Reason for priority 2	To ensure that our students understood the language that they were required to use in order to demonstrate their knowledge and skills.
Steps taken to achieve priority 2	All teachers were required to teach, assess and report on students' ability to use terminology in a variety of contexts. Teachers were also engaged in a process of finding visual texts and cues to use when teaching the terms to help with recall.
Status of priority 2	Ongoing

Priority 3	Students to learn to assess their skills and abilities against published standards
Reason for priority 3	To teach students how to learn by developing their skills in judging the quality of their work against explicit standards.
Steps taken to achieve priority 3	All students were expected to assess their abilities regularly against published report criteria both in formal and informal assessment situations. There was also an expectation over time that more and more students would be given the opportunity to assess the skills of their peers against these same criteria.
Status of priority 3	Ongoing

Projected school priorities

Priority 1	Improving reading comprehension
Reason for Priority 1	NAPLAN data from 2014 clearly indicates the need for a whole school approach to improving students' reading comprehension.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ to continue utilising SQ3R as a common strategy in developing students' reading comprehension across all Year groups and reading abilities ▪ to complete incorporating this skill in learning programs across the curriculum ▪ Teachers will also be involved in learning how students infer information from texts.
Priority 2	Students learning subject specific terminology
Reason for Priority 2	Students' learning how to use key words in a variety of contexts is a recognised way to improve both their reading and their writing, NAPLAN data also indicates that our students need to improve their spelling.
Steps to be taken to achieve Priority 2	All teachers will teach, assess and report on students' ability to use this terminology. Along with continuing to use a variety of methods to improve student understanding and use of subject specific terminology teachers will be matching visual texts including, pictures, symbols and images to reinforce student understanding.
Priority 3	Students are to learn to how to write more cohesively.
Reason for Priority 3	Recent NAPLAN results and our own observation of students' writing has shown that many students do not understand how to write cohesively.
Steps to be taken to achieve Priority 3	Teachers will evaluate the current assessment and report criteria for writing with a view to amending these to reflect the importance of cohesiveness in writing. This will also involve offering professional learning workshops to support teacher understanding.

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported to our parents, students and staff showed that our parents had a high level of satisfaction with the school as a community. Learning focus, approachability, behaviour management and student safety were all areas where a high level of satisfaction was indicated.

Results from a phone survey conducted with a random selection of forty Year 7 and Year 9 parents showed an overwhelming approval for the approaches being taken at the College.

Student satisfaction

The QCS data showed that the areas of greatest satisfaction for our students related to their motivation, connectedness to their peers and student safety. Interestingly they had a more positive view of their motivation to learn than did the teachers. This challenged teachers about how they perceived the students' approach in the classroom.

Teacher satisfaction

The QCS data showed that teachers viewed student behaviour and management as particular strengths in the climate of the college. However these results also showed that there was a need for a more collaborative practice across the teaching staff.

Student Profile

Enrolment Policy

Bede Polding College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	600	617	1217
2014	571	614	1185
2015	538	656	1194

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	93
Year 8	92
Year 9	90
Year 10	90
Year 11	93
Year 12	94
School average	92

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	147
Students with disabilities (SWD)	25
Indigenous	17

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school,

leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 66%.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	20
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

Each year Bede Polding College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination of students leaving Year 12	%
University	57
Technical, and Further Education (TAFE)	10
Workforce	17
Other/Unknown	16

Student welfare, discipline and anti-bullying policies and pastoral care

Pastoral care included:

- Student Representative Council (SRC) activities including camp, ANZAC Day Commemoration assembly, tennis championships and a major fundraiser for charity (SRC initiative)
- Driver Safety Awareness program offered to Years 11 and 12
- peer support training for selected Year 10 students to support the Peer Support program for Year 7
- social nights for Year 11
- a three day camp for Year 7
- a three day camp for Year 9
- social justice education, fundraising and support for charity organisations by each Year group
- peer mentoring for junior study workshops by senior students
- guest speakers on a variety of topics and issues including police youth liaison officer talks to all Year groups on cyber bullying
- a Pastoral program educating students in a range of topics including, cyberbullying, self-image, drug and alcohol education and safe partying
- study skills and motivational talks (Year 11)
- vaccination (varicella, human papillomavirus and hepatitis B)
- an end of year program of activities for Year 10 to prepare them for senior study or employment

Work continued on improving our approach to student management. Our policy focuses clearly on the importance of recognising and acknowledging positive behaviours and increasing contact with parents about these behaviours. Data is used to evaluate the effectiveness of student management processes regularly. This data is used, on a term by term basis, to adjust approaches. These adjustments have led to an improvement in student behaviour inside and outside the classroom.

The college works consistently to create a safe environment and in particular to limit the amount of bullying that occurs. All students must meet the expectations of a 'hands off' policy. A variety of avenues are provided for students and parents to report bullying. Detailed records are kept of bullying incidents and the identity of those involved. These are kept centrally and victims are contacted in an ongoing way to ensure that any measures taken have been successful.

During 2015, our case management of students was extended to include specialist support for students with learning difficulties.

Regular meetings were held by Year coordinators with teachers to support them in their management of students experiencing significant difficulties in managing their behaviours.

There has been little change to our discipline and anti-bullying policies during 2015.

The full text of student management/welfare and discipline policies can be obtained through the school's website, <http://bedepoldingwindsor.catholic.edu.au/>.

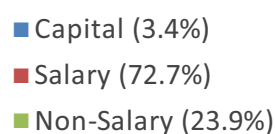
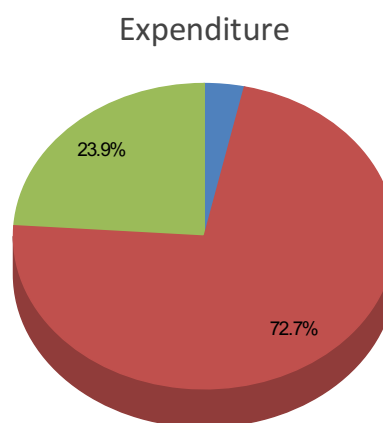
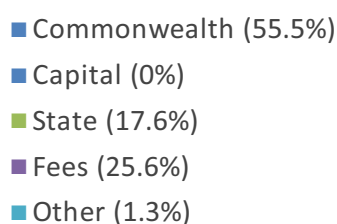
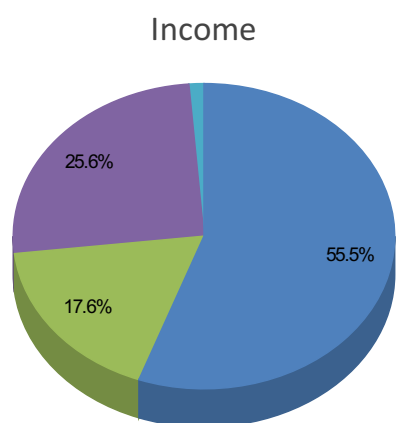
These policies and processes are described in detail in the *Learning Resource Booklets* that are made available to parents each semester. In addition, parents may arrange an interview with any member of the school staff to discuss the college's student management procedures.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy during 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,149,180
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,905,071
Fees and Private Income ⁴	\$4,210,514
Other Capital Income ⁵	\$208,501
Total Income	\$16,473,266

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$536,817
Salaries and Related Expenses ⁷	\$11,527,377
Non-Salary Expenses ⁸	\$3,792,152
Total Expenditure	\$15,856,346

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.