Bethlehem College, Ashfield
Annual School Report to the Community
2015

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Principal
Mrs Paula Bounds
Bethlehem College is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney (CEO), the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College’s website.
Principal’s Message

The charism of the Sisters of Charity continues to inspire a strong commitment to providing outstanding education for girls and service to the wider community. The College vision is to “foster confident and independent young women of faith, who are creative and collaborative thinkers, sharing a love of learning and striving for excellence and who are courageous in mind and deed, global citizens with a genuine concern for others.” This Report provides a brief snapshot of how Bethlehem College has strived to live out our mission and vision in 2015.

This year the College continued its partnerships with the Catholic Education Office, Southern Cross Catholic Vocational College, Technical and Further Education (TAFE) NSW, Catholic Social Justice organizations and the further development of our Co-instruction program with De La Salle College Ashfield to enhance the learning opportunities for all students as well as professional learning opportunities for our teachers.

In 2015 the College underwent the Cyclic Review of our school’s Learning Improvement Journey from the previous five year cycle. There was also a whole school focus on embedding of the new Pastoral Care structures.

Parent Body Message

Bethlehem College provides many opportunities for parents and caregivers to stay connected to the College and play a role in the learning and care of our daughters. The fortnightly eNewsletter, website, emails, text messages, Schoolbag App and access to the SENTRAL Parent portal are some of the ways this partnership is nurtured.

In 2015 parents have been invited to many liturgical celebrations including the Mothers’ and Fathers’ Day community celebrations. Parents have also participated in Social Justice initiatives including: St Vincent de Paul Night Patrol and Christmas Hamper appeals. They have made valuable contributions to the Cyclic Review, the Newman Schools Accreditation process and the Sydney Archdiocesan Catholic Education Parent Forums.

The Parents and Friends’ meetings held each term are another important way for parents to learn more about life at the College and grow in our roles as parents. There are often informative presentations from the school Counsellor followed by vibrant parent discussion and sharing of experiences. This year the Parents and Friends also coordinated the first Parents and Friends Trivia Evening which was well supported by the whole community.
Student Body Message

The 2015 Student Representative Council Motto “Voices of passion, instruments of change” was inspired by the example of the Sisters of Charity and the saying: “be the change you want to see”. The SRC motto and canvas were a focal point for all whole school events and liturgies as a reminder to all students to strive to live out the motto in all aspects of their lives at the College.

This motto sat beautifully with the College’s existing social justice initiatives and support for local and international charities such as: Caritas, World Vision, Salvation Army, St Vincent de Paul and Sisters of Charity Outreach. It also inspired more students to take up the challenge posed by the motto to engage in a number of new social justice initiatives including the “Stand up Club” and volunteer work with Settlement Services International to support refugees and asylum seekers. It also led to the creation of two student led clubs: the Current Affairs club and Laudato Si devoted to the exploration of the Pope’s encyclical on the care of our earth and its resources.

The students continue to strive to be “courageous in mind and deed and global citizens with a genuine concern for others.”
Bethlehem College is a Catholic systemic Girls College located in Ashfield.

Established in 1881 by the Sisters of Charity, Bethlehem College Ashfield is the oldest Catholic Girls College in the inner west of Sydney. The College motto, “Este Fideles” is lived out as we strive to be faithful to God, ourselves and to others.

The school is one of three schools comprising the Ashfield District Catholic Schools’ Council and is located within St Vincent’s Parish Ashfield. The College draws students from fourteen local feeder Catholic primary schools, other Catholic Primary and State schools. The close proximity of the train line means that we have many students who travel from other areas.

Students come from a variety of cultural backgrounds with over forty-five different language groups, including a growing Indigenous population. The College is a very diverse learning community catering for gifted, English as a Second Language or Dialect (EAL/D) and funded learning support students.

Many opportunities are provided for parents to be involved in the life of the College through information evenings, Masses and Eucharistic celebrations, sporting events, performing arts and cultural evenings. We have an active Parents and Friends (P & F) Association that meets once per term to discuss issues related to the education and care of their daughters. We also have an Ex-students’ Association.

Students have access to a wide variety of co-curricular programs to cater for their individual interests and talents including: a number of external academic competitions, the NSW Chemistry Titration Competition, Aurecon Bridge Building Challenge, the Catholic Secondary Schools Association’s Public Speaking and Debating Competitions and the NSW Law Society Mock Trial Competition. The school is affiliated with two representative sporting bodies: Metropolitan Combined Catholic Schools (MCCS) and Catholic Girls Secondary Sporting Association (CGSSSA).

The College has an outstanding Performing Arts Program which includes: scholarships, musicals, performance evenings, choirs, an Instrumental program, the “On the Block” band and community performances. This year’s calendar of events included: Year 8 Gifted and Talented musical “Songs from the Wizard”, the “X” Factor competition the Performing Arts Evening. Our Indigenous students also played key roles in the Goodjarga festival and Indigenous Returned Servicemen ANZAC Day service.

Our students have access to a number of leadership opportunities including: the Duke of Edinburgh program, Assistant Catechist, Peer Literacy program, Homework Club tutors, the Big
Sister/Little Sister program, Student Representative Council’s (SRC), Faith in Action (FAI) and Community for the Awareness and Restoration of the Environment (CARE).
Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>727</td>
<td>0</td>
<td>627</td>
<td>727</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 98% completed Year 12 in 2015.

One student is moving to another High School and two students have enrolled at Southern Cross Catholic Vocational College.

Enrolment Policy

The Archdiocese of Sydney has established an *Enrolment Policy for Systemic Catholic Schools*. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.07%. Attendance rates disaggregated by Year group are shown in the following table.
## Attendance rates by Year group

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.12%</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.54%</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.76%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.19%</td>
</tr>
<tr>
<td>Year 11</td>
<td>92.53%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.25%</td>
</tr>
</tbody>
</table>

### 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 Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance

### Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).
Senior Secondary Outcomes. Year 12 2015

| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 38% |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification. | 100% |

Student Post School Destinations

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

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2015 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>19%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>21</td>
<td>84</td>
</tr>
</tbody>
</table>

* This number includes 37 full-time teachers and 26 part-time teachers.

Percentage of staff who are Indigenous: 0%

**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 Education Office Sydney. 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>No staff development day held this term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>April 27 Strategic Directions for 2016 and the Australian Institute for Teaching and School Leadership Professional Teaching Standards</td>
</tr>
<tr>
<td>Term 3</td>
<td>June 5 English as an Additional Language or Dialect and Literacy in the Mainstream</td>
</tr>
<tr>
<td>Term 4</td>
<td>December 15- Staff Spirituality Day: “Appreciating the presence of God in all that surrounds you- Pope’s Encyclical Laudato Si” December 16- Staff Development Day:Launch of the new Catholic Education Office strategic improvement plan “New Horizon” and our strategic directions for 2016.</td>
</tr>
</tbody>
</table>

A number of teachers attended STEM and Positive Education conferences, a number of teachers have completed the Gifted Education Online 1 course and Science and PDHPE teachers and Key Learning Area Coordinators worked closely with Education Officers from the Inner West office of the Catholic Education Office on a number of eLearning initiatives and improving pedagogy in Stage 6.
Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>59</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop’s Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks To Know, Worship and Love, as authorised by the Archbishop of Sydney.

Bethlehem College was established by the Sisters of Charity in 1881. The Sisters’ motto, "Caritas Christi Urget Nos" (the love of Christ impels us) continues to inspire a strong commitment to providing outstanding education for girls and developing in them an ethic of service to the wider community. We are committed to the development of young people who value themselves as women, who are concerned about significant issues in our world as they relate to justice, peace and the environment, and who value prayer and the reality of God in their lives.

Mass is celebrated at least once a term for the whole school community by the College Chaplain. Each year group attends Mass once a term with the Parish of St Vincent’s and the block Catholic Schools. Special liturgies and class Masses are also celebrated throughout the year. Students work closely with the College Religious Coordinator to plan and create meaningful liturgical celebrations and have the opportunity to receive reconciliation at least twice a year.

The College contributes to the broader life of the Church by providing members of the community opportunities to be trained as altar servers, assistant catechists, Extraordinary Ministers of Holy Communion and assist in St Vincent’s Parish Sacramental program.

Prayer is a focal point of life at Bethlehem College. Both staff and students have the opportunity to share in and lead daily communal prayer. All classes, meetings and gatherings commence with prayer and over the past four years, Christian Mediation has been fostered at the College. During Lent, the College participates in the Lenten program, and morning prayer is organised each Thursday by a Homeroom circle. Praying the Angelus each day at midday has become an integral part of the College’s prayer life.

Many opportunities exist for students to develop their faith through overnight retreats and reflection days. These experiences are invaluable times for students and are facilitated by staff, senior students and ex-students of the College.

All members of our community are actively encouraged to support and be involved in social
justice and awareness initiatives that are identified by the student body and the wider community. Inspired by Mary Aikenhead, the foundress of the Sisters of Charity, and by St Vincent de Paul, we strive to speak out boldly and act against all forms of injustice. This is achieved through the Mary Aikenhead Fund, Faith in Action and CARE groups. The College actively supports the Charitable Works Fund, Project Compassion, Mary of the Cross MacKillop day, and St Vincent de Paul Society Night Patrol, winter and Christmas appeals.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>31.03</th>
</tr>
</thead>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The College follows the Board of Studies 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 Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers all the Board of Studies mandated courses. In addition to Catholic Studies, students study two 200-hour electives in Year 9-10. These include Commerce, Elective History, Dance, Drama, Food Technology, Information and Software Technology, Italian, Japanese, Music, Physical Activity and Sports Studies, Textiles Technology and Visual Arts. The number of students in each of these electives varies according to resources and interest. Year 9 students also undertake the Learn to Learn program (Learn2Learn), an initiative to assist students in developing good learning habits and understanding their own learning strengths and challenges.

In 2015, students in Year 7-8 studied Catholic Studies, English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), Music, Geography, History, Visual Arts and Technology (Mandatory). The compulsory language study is undertaken in Italian or Japanese. Both year groups also study Learn2Learn. A Life Skills program was also offered in Stage 4 and 5.

In Stage 6, all students study Catholic Studies or Studies of Religion I and either English Advanced or English Standard. A broad curriculum offering for 2015 included: Ancient History, Biology, Business Services, Business Studies, Chemistry, Community and Family Studies, Dance, Drama, Economics, English Extension 1 and 2, Fundamentals of English, Food Technology, History Extension, Hospitality, Information Processes and Technology, Italian Continuers, Italian Extension, Japanese Beginners, Legal Studies, Mathematics, Mathematics General 2, Mathematics Extension 1 and 2, Modern History, Music 1, PDHPE, Physics, Photography, Digital and Video Imaging, Retail Services, Society and Culture, Sport, Lifestyle and Recreation Studies, Textiles and Design, Visual Arts, Exploring Early Childhood and several Life Skills courses including Work and the Community, Community and Family Studies, Information Processes and Technology, English and Catholic Studies. A variety of languages were delivered through Open High School and the Saturday School of Community Languages and students also completed a range of TAFE and eVet courses.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>47.06%</td>
<td>28.79%</td>
</tr>
<tr>
<td>Reading</td>
<td>36.13%</td>
<td>28.99%</td>
</tr>
<tr>
<td>Writing</td>
<td>30.25%</td>
<td>15.87%</td>
</tr>
<tr>
<td>Spelling</td>
<td>56.30%</td>
<td>31.23%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.09%</td>
<td>26.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>22.03%</td>
<td>17.11%</td>
</tr>
<tr>
<td>Reading</td>
<td>29.66%</td>
<td>21.59%</td>
</tr>
<tr>
<td>Writing</td>
<td>30.51%</td>
<td>13.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>36.44%</td>
<td>24.11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28.81%</td>
<td>24.42%</td>
</tr>
</tbody>
</table>

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.
<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>87%</td>
<td>49%</td>
<td>63%</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>31%</td>
<td>7%</td>
<td>30%</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>82%</td>
<td>53%</td>
<td>76%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>28%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics General 2 BDC</td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58%</td>
<td>49%</td>
<td>67%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>43%</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>88%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>Modern History</td>
<td>68%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Music 1</td>
<td>100%</td>
<td>59%</td>
<td>90%</td>
</tr>
</tbody>
</table>

In 2015 the number of students issued with a RoSA 2
Student Welfare Policy

School-based student welfare and pastoral care refers to the well-being and total care of the student. ‘Student Welfare and Pastoral care’ recognises the dignity of the person and is reflected in both the process and attitude with which it is implemented. At the heart of the school is a pastoral care system in which all teachers are expected to accept responsibility for the development of quality relationships, the provision of satisfying learning experiences and the establishment of an effective care network both in and beyond the classroom. The College’s pastoral care policy is underpinned by the principles of restorative justice and due process.

All staff have a shared responsibility for the pastoral care of students. Bethlehem College is committed to maintaining a school community that upholds the values, behaviours and attitudes of care, compassion and harmonious relationships. The College works in partnership with parents to nurture the development of each child spiritually, intellectually, socially, physically and emotionally. We believe that quality interpersonal relationships are the bases on which successful learning and personal growth is built.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

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.

Bethlehem College’s Student Management and Discipline policy and procedures exist to promote constructive and positive student behaviour, a healthy self-concept in students and an optimum teaching and learning environment. The Marist Youth Care’s Restorative Justice Program is the foundation of the College Pastoral Care approach and continued to be implemented by both staff and students throughout 2014. The College has an ongoing commitment to utilising the strategies of restorative justice and mediation in areas of student conflict.

The document, *Guidelines for the Management of Students with Challenging Behaviours in Secondary Schools*, also guides staff of the College when there are repeated challenging behaviours. Bethlehem College takes a collaborative, consistent and whole school approach with its discipline policy. The focus is on proactive strategies and prevention when managing students with challenging behaviours.
The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

**Anti-Bullying Policy**

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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 Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Initiatives Promoting Respect and Responsibility**

The College has many ongoing and new initiatives for promoting respect and responsibility, by providing students with authentic opportunities to take responsibility for the initiation, planning and participation in Social Justice activities that allow them to grow in respect for themselves, others and God’s Creation. Some of these initiatives include:

- **Faith in Action** - this group of dedicated students and teachers put their faith in action through their participation in a variety of fundraising and outreach activities in the local and wider community.
- **Community for the Awareness and Restoration of the Environment Group** – raise
awareness of environmental issues and organise Clean Up Australia Day.

- Peer Reading Tutors - TAFE trained Year 10 students tutoring struggling readers in Years 6-8.

- Religious Service to the Community - the College contributes to the broader life of the Church by providing students to be trained as altar servers, reflection day and retreat facilitators, Extraordinary Ministers of Holy Communion and Assistant Catechists.

- Wednesday Afternoon Homework Club facilitated by senior students assisting younger students.
The College implements the Catholic Education Office Sydney School Review and Improvement (SRI) Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College’s Strategic Improvement Plan and informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2015

During 2015, the following key improvements outlined in the Annual Improvement Plan were achieved:

Catholic life and culture

- The introduction of Thursday morning prayer facilitated by students’.
- The growth in numbers of Ex-students who have volunteered to facilitate groups at the Year 10 Retreat.
- The growing number of senior students and teachers wishing to be trained as Extraordinary Ministers of the Eucharist.

Planning, programming and evaluation

- Greater time was allocated to Key Learning Areas in the school to evaluate and refine programs for the Australian Curriculum and new Board of Studies, Teaching and Educational Standards (BOSTES) Higher School Certificate and Vocational Education and Training Courses (VET).

eLearning

- The College Learning Management System, Bethlehem Online, has been updated with training provided for all teachers to populate the site with resources.
- A shift to great use of flipped classroom resources, particularly in Mathematics.
- A greater shift from paper based communication to electronic communication.
Priority Key Improvements for 2016

The key priority improvements as identified in the College Annual Improvement Plan include:

- The introduction of an information session on the Catholic faith for parents and students who are not from a Catholic background.
- Participation in a Change2 process with a focus on building teacher capacity to meet the diverse learning needs of our students.
- Preparations for the transition to a Bring You Own Designated Device (BYODD) in 2017.
- Ongoing work on refining the College's 3 Strategic Directions, The Bethlehem Graduate and The Bethlehem Classroom.
- Preparations for the College's major building program to create contemporary learning spaces scheduled to commence at the end of 2016.
- Reviewing the active role descriptions of the Leadership Team and Middle Managers.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

**Parent Satisfaction**

Feedback processes included: consultation at the Parents and Friends meetings in regard to increasing parent involvement, parent focus groups in regard to the College building program and the Newman Gifted and Talented Education Program Accreditation, feedback on parent education evenings and other anecdotal evidence.

Feedback with strong support included:

- More opportunities for parents to be involved in Social Justice initiatives.
- Great support for the College Building program, including improved learning spaces and more green spaces.
- The Newman Gifted and Talented program, particularly the opportunities for enrichment and the acceleration of students.
- The change to the Year 7 Welcome mass from a night event to one that was incorporated into the College Opening Mass.
- Parent education evenings facilitated by the College Counsellor and Melinda Tankard Reist.

Feedback that suggests further development is required include:

- The College Years 7-10 assessment program and the impact it has on stress levels for students.
- The need to ensure that non-Catholic parents have a good understanding of the College Religious Education program.

**Student Satisfaction**

Student voice is highly valued at the College. The students had a variety of opportunities to feedback to the College Leadership team throughout 2015 including; the Semester One parent/student/teacher interviews, the Cyclic Review Consultation, the Newman Gifted and Talented program accreditation process, consultation on the Master Building plan, feedback on the Peer Literacy program, the Year 12 Exit, and Years 7-10 end-of-year surveys.

The feedback offered during the Cyclic Review, the Years 7 to 10 end of Year survey and the Year 12 Exit surveys all affirmed the positive teacher/student relationships, diverse learning
experiences, pastoral care of students, faith formation, social justice and extra-curricular opportunities at the College, but also offered valuable advice about areas for development such as assessment and reporting.

Teacher Satisfaction

Throughout the year staff have had a variety of opportunities to offer feedback on the academic, pastoral, spiritual and professional development programs offered at the College. Some of these opportunities included: activities and evaluations of our Staff Development Days, Committee Meetings, the Cyclic Review Consultation, the consultation on the Master Building plan, and the Newman Gifted and Talented program accreditation process.

Staff morale continues to remain high with staff highlighting the support they receive from their colleagues and the leadership team. Well planned whole school events, social justice opportunities, pastoral care of staff and students, ongoing professional learning in ICT and increased opportunities for teacher collaboration were the things they most valued in 2015.

Some areas for development were the need to upgrade learning spaces and to continue build student resilience.
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 2015 year is detailed below:

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>Capital Expenditure ⁶</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$5,142,484</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>Salaries and Related Expenses ⁷</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$7,634,786</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>Non-Salary Expenses ⁸</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>Total Expenditure</strong></td>
</tr>
<tr>
<td></td>
<td>$14,671,337</td>
</tr>
</tbody>
</table>

For the 2015 year the Bethlehem College received $111,430 as Interest Subsidy.
Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**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.