

Bethlehem College, Ashfield
Annual School Report to the Community

2016



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Principal

Mrs Paula Bounds

ABOUT THIS REPORT

Bethlehem College is registered by the Board of Studies Teaching and Educational Standards (BOSTES), and managed by Sydney Catholic Schools (SCS), 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 Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies Teaching and Educational Standards 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 empowering and providing outstanding educational opportunities for young Catholic women and a culture of 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 overview of how Bethlehem College has strived to live out our mission and vision in 2016.

During 2016 the College began to respond to the recommendations proceeding from the 2015 Cyclic Review including a Change2 process, which provided the opportunity for teachers to reflect on their professional practice, the development of the College’s strategic directions for the next cycle of review and an extensive consultation process on the design of learning spaces for the building program scheduled to commence at the end of 2016.

Parent Body Message

Bethlehem College provides a variety of ways for parents and carers to engage in the College community. In addition to regular Parents and Friends' (P & F) meetings, the College’s fortnightly newsletter, website, email, text message, parent portal and Skoolbag App are means of communication used to keep us up to date.

Parents and Friends' meetings are held once a term where new College events and projects are highlighted as well as guest speakers on parenting. Parent feedback is sought, as well as opportunities for informal social interaction.

Parents had the opportunity to attend many liturgical celebrations including the opening and end of year Masses and Mother's and Father's Day community celebrations. A highlight this year was attending the College’s Refugee and Asylum Seeker Information afternoon tea organised by senior students. Parents have also participated in social justice activities like the St Vincent de Paul Night Patrol, Christmas Hamper appeals, the opportunity to attend the Council of Catholic School Parents Collaboration Forum and The Parent and Friends' Trivia Night.

Student Body Message

The 2016 Student Representative Council (SRC) chose the motto “Let compassion be our light as through diversity we unite.” The SRC motto and canvas were part of a sacred space and a point

of contemplation for staff and students at all whole school liturgies at the College.

Our Student Representative Council believe that compassion should be at the heart of all that we do as young women. In a multicultural community of over 42 different languages, we have always strived to celebrate our diversity. Throughout the year we witnessed growth in the strength, faith and compassion within our community through our united response to issues that not only face our community but also our wider society. Inspired by the example of the Sisters of Charity, we continued to be voices for the voiceless through raising awareness, service and fundraising for organisations such as: Settlement Services Australia, including the student led Refugee and Asylum Seeker awareness evening, Caritas Australia, St Vincent de Paul, The Salvation Army, World Vision, Sisters of Charity Outreach and regular visits to the local nursing home.

SECTION TWO: SCHOOL FEATURES

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 represented, 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 meet 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 and the "X" Factor competition. Our Indigenous students also participated in the "Talk our Language" Project.

Our students have access to a number of leadership opportunities including: the Duke of Edinburgh Award program, Assistant Catechist, Peer Literacy program, Homework Club tutors, the Big Sister/Little Sister program, Student Representative Council (SRC), Faith in Action (FAI)

and Community for the Awareness and Restoration of the Environment (CARE).

SECTION THREE: STUDENT PROFILE

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 2016:

Girls	Boys	LBOTE*	Total Students
730	0	618	730

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 92% completed Year 12 in 2016.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor 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 [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2016 was 92.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.00%
Year 8	93.76%
Year 9	91.86%
Year 10	91.61%
Year 11	92.68%
Year 12	92.23%

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 Sydney Catholic Schools or designated Sydney Catholic Schools 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 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	48%
% of students attaining the award of <i>Higher School Certificate</i> 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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	85%	15%	0%	0%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
67	21	88

* This number includes 36 full-time teachers and 31 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Sydney Catholic Schools. 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 development days this year with areas of focus as follows:

Term 1	No staff development day held this term.
Term 2	6 June 2016 - Taking forward our strategic direction - Growth Mindset and putting faces on data.
Term 3	21 September 2016 - Catering to the learning needs of diverse learners - Differentiation facilitated by Sydney Catholic Schools Officer
Term 4	25 October 2016 - eLearning and the Google platform; 13 December 2016 - Staff Spirituality Day

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the Board of Studies Teaching and Educational Standards:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	67
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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 also attends Mass once a term with the Parish of St Vincent's and the precinct Catholic schools. Special liturgies and class Masses are also celebrated throughout the year. Students work closely with the College Religious Education Coordinator to plan and create meaningful liturgical celebrations and have the opportunity to receive reconciliation at least once 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 and children's liturgy.

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. 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.

Our School's average result (as a mark out of 50)	
Year 8	30.72

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

SECTION SIX: CURRICULUM

The College follows the Board of Studies Teaching and Educational Standards syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. 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 Teaching and Educational Standards (BOSTES) 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. Several students studied Industrial Timber Technology through a co-instruction model and two students began study of Externally Delivered Vocational Education and Training (EVET) Health Services. 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 2016, students in Years 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 Stages 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 2016 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, Geography, History Extension, Hospitality, Information Processes and Technology, 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, Information Processes and Technology and English. A variety of languages were delivered through Open High School, Open Training and Education Network (OTEN) and the Saturday School of Community Languages. Students also completed a range of TAFE-delivered Vocational Education and Training (TVET) and Externally Delivered VET (eVET) courses (eg Southern Cross Catholic Vocational College), and several students studied external subjects such as Music 2,

Information Processes & Technology (IPT) (studied through SCS IW "The Den program), Senior Science and Textiles and Design.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	43.86%	27.60%	13.16%	19.60%
	Reading	27.43%	26.30%	11.50%	17.10%
	Writing	30.70%	15.70%	11.40%	27.10%
	Spelling	43.86%	28.10%	6.14%	17.40%
	Numeracy	31.86%	30.10%	11.50%	15.20%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	20.00%	16.60%	27.20%	27.00%
	Reading	26.83%	20.50%	14.63%	21.60%
	Writing	17.60%	12.40%	27.20%	38.00%
	Spelling	35.20%	21.70%	8.80%	22.70%
	Numeracy	25.62%	22.50%	8.26%	17.60%

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.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion I	63%	49%	63%	51%	65%	49%
English (Standard)	30%	8%	27%	8%	30%	13%
English (Advanced)	76%	59%	79%	58%	71%	61%
Mathematics General 2 BDC	36%	25%	24%	26%	21%	25%
Mathematics	67%	54%	36%	52%	57%	52%
English Extension 1	100%	93%	100%	94%	100%	94%
Legal Studies	47%	40%	56%	41%	52%	42%
Modern History	44%	43%	100%	44%	68%	40%

- Top ATAR 99.6
- Three Premier's list all-rounders
- State ranks: 3rd SORI, 9th Textiles and Design, 16th Mathematics
- 1st in Sydney Archdiocese: SORI, History Extension, Modern History, Textiles and Design, Phillipino Continuers, Ukranian Continuers.
- School Ranks: 64th English Standard, 73rd English Advanced, Ext 1, Ext 2, 116th Mathematics, Ext 1, Ext 2, 177th overall
- 77% of subjects above State average.

In 2016 the number of students issued with a RoSA	9
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Student Welfare Policy

School-based student welfare and pastoral care refers to the wellbeing 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.

This year the Year Mentors revised the Behaviour Management 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 2016. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 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 SCS 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in December 2015 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 SCS 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 Sydney Catholic Schools' *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 *New Horizons: Inspiring Spirits and Minds*. 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 2016

In 2016, the following improvements in the Annual Improvement Plan were achieved:

Catholic life and culture

- The addition of the weekly praying of the Divine Mercy Chaplet.
- The large numbers of students and teachers who attended World Youth Day 2016 in Poland.

Learning and Teaching

- The College participated in a Change2 process facilitated by a representative from SCS with a focus on meeting the diverse learning needs of students.
- The College responded to areas of development in NAPLAN by putting faces on data and creating data walls and sharing of strategies.
- Professional development for teachers on differentiation occurred.
- Changes to the meeting structure of the College to allow for a greater focus on teacher professional development.
- Preparation for the introduction of the Invigorating Science Technology Engineering Maths (iSTEM) elective in Stage 5 2017.

Wellbeing

- Whole School wellbeing project – Breakfast Club.

Capacity Building

- Refinement of existing active role descriptions for the Leadership Team including the

creation of a new role, Wellbeing Coordinator.

Stewardship of Resources

- Collaborative design of vibrant and innovative contemporary learning spaces for the College building project.

Priority Key Improvements for 2017

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

- development of staff capacity and resources to better support students with diverse learning needs through the creation of an Action Learning Team
- creation of a marketing team and targeted marketing plan with the aim to further increase enrolments
- embedding of the principles of Growth Mindset through the College's pastoral structures
- building the leadership capacity of new leaders in Religious Education and Youth Ministry through mentoring and professional learning.

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

Parent satisfaction

Feedback processes included:

- consultation at the Parents and Friends' meetings in regard to the design of the new College website, Breakfast Club, proposed changes to the 2017 Staff Development Day, the timing for the annual Awards Evening and our involvement in some social justice initiatives
- a parent survey on the structure of Parent/Teacher/ Student meetings.

Feedback with strong support included:

- parent information evenings on cyber safety
- Parents and Friends' meetings where the Counsellor presents relevant sessions on parenting tips
- 94% of parents surveyed were happy with the Online booking system for Parent/Teacher/ Student interviews
- 100% of parents surveyed thought publishing the reports to the parent portal prior to the interviews was a great idea.

Feedback that suggests further development is required included:

- the College should review the current organisation of parent/student/ teacher meetings in regard to the location of teachers and the timing of interviews.

Student Satisfaction

Student Satisfaction

The students had a variety of opportunities to feedback to the College leadership team throughout 2016 including: the Semester 1 parent/student/teacher interviews, feedback on the Peer Literacy program and the Year 12 Exit survey.

Feedback with strong support included:

- 80% of Year 12 students felt that the College provided many and varied opportunities for their spiritual formation and involvement in social justice initiatives particularly the Year 12 Retreat.
- 93% of Year 12 students felt their teachers were very generous with their time both in and outside of the classroom and the great pastoral support they offered them.
- The large numbers of students from Years 7-12 who are involved in co-curricular activities such as sport and the performing arts and who volunteer for social justice initiatives, demonstrates enthusiastic engagement.

Feedback that suggests further development is required includes:

- the need to review assessment procedures to reduce stress among students
- the need to review and refine programs for homeroom circles.

Teacher Satisfaction

Staff satisfaction

Throughout the year staff had opportunities to offer feedback on the building and professional development programs, the response to the opportunity created through the Change 2 process and the Contract renewal process. Some of these opportunities included: evaluations of our Staff Development Days, and the consultation on the design of new learning spaces for the building project.

Staff gave very positive evaluations of Staff Development days on Growth Mindset, Data walls, differentiation and the Google platform. There were also very positive responses to the changes to meeting structures with a greater focus on professional learning, the Coordinator contract renewal process and the opportunity to contribute to the design of the new learning spaces for the building project.

SECTION ELEVEN: 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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$6,044,055	Capital Expenditure ⁶	\$1,469,413
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$7,924,045
State Recurrent Grants ³	\$1,946,962	Non-Salary Expenses ⁸	\$2,270,989
Fees and Private Income ⁴	\$3,001,343	Total Expenditure	\$11,664,447
Other Capital Income ⁵	\$357,154		
Total Income	\$11,349,514		

For the 2016 year the Bethlehem College received \$92,138 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.