



Bede Polding College

2024 Annual School Report



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Introduction

About the Annual School Report

Bede Polding College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

Key Messages

From the Principal Mr Greg Malone

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.

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From the Parents/Carers

In 2024, parental involvement existed at both the curricular and extra-curricular level within the school. We had an active and well supported Parents and Friends' Association (titled: BPC Connect) that met once a term and hosted three key events (Year 7 Parent Meet and Greet, Mr Ivan Cleary Coach of Penrith Panthers and a new model for parental engagement in 2025). Parents were always welcome at the college and our school tour program was maintained to encourage parents to become involved in the life of the school. Our community was informed through a variety of meetings and through a fortnightly newsletter. Parents were formally surveyed in a centrally administered feedback system that provided information to staff about their child's and their experience of college. The results are used to look at further improvements.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school. With 1067 students, the student population was a dynamic and engaging one.

Our Student Representative Council (SRC) members were elected by their peers and teachers. They had to meet certain benchmarks in terms of the college merit system before they could nominate for these positions. Their leadership responsibilities included organising and running college assemblies; representing the college at special events; running fundraising events for the SRC charity; and various tasks as requested by the principal.

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School Context

History of the college

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 over 1100 students 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 John Polding as a man of faith and action. The College motto, Called to Bring Peace, aligns to his spirit in attempting to live a life inspired by the gospel and in service to others.

Location / Drawing Area

Bede Polding College is a Catholic systemic co-educational high school with located in South Windsor adjacent to the Bligh Park residential development. It accommodates students from across the Hawkesbury region, enrolling students from about 25 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

Staffing Profile

Staffing Profile	
Total Number of Staff	128
Number of staff who identify as Aboriginal and Torres Strait Islander people	2
Number of full time teaching staff	78
Number of part time teaching staff	15
Number of non-teaching staff	35

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Bede Polding College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's 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.

Specific and focused Professional Learning for the staff of the college this year has included:

- Provide staff and students with additional opportunities to know that they are experiencing God through a variety of ways.
- Develop student capacity to demonstrate understanding through writing, across all Key Learning Areas.
- Increased understanding concepts rather than procedures in Year 8 and 9 Mathematics.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Supporting the St Vincent de Paul Society through the Vinnies Van, Vinnies Winter Appeal and Sleepout, Vinnies Christmas Appeal and Fair.
- Year 10 students volunteered in Special Religious Education, teaching Scripture at Windsor Park Public School every Tuesday afternoon.
- Rural Immersion Program at Bolo Farm, Condobolin and building connections through visiting St Francis Xavier Catholic Primary School, Lake Cargelligo.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff Spirituality Day at the Blue Mountains to support staff in encountering God through the beauty of Creation.
- Staff completion of the Enhancing Catholic School Identity Survey and initial professional learning of College Leadership in analysing the data.
- Professional Learning for Religious Education teachers to unpack the three senses of scripture (literal, spiritual and application).

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	64%	67%
Writing	63%	65%
Spelling	67%	72%
Grammar and Punctuation	58%	61%
Numeracy	69%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	50%	63%
Writing	61%	61%
Spelling	67%	72%
Grammar and Punctuation	45%	55%
Numeracy	63%	63%

Record of School Achievement (RoSA)

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

In 2024:

- The number of students issued with a RoSA in Year 10 was 43.
- The number of students issued with a RoSA in Year 11 was 12.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	64%	67%	66%	59%	52%	56%
English Advanced	100%	96%	92%	95%	99%	94%
Studies of Religion 1	88%	80%	93%	84%	76%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 63.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Design Fundamentals, Early Child Education & Care, Furnishing - School Based Apprenticeship, Industry-based Learning, Plumbing, Sport Lifestyle and Recreation, Studies in Catholic Thought Life Skills, Studies in Catholic Thought.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
English Extension 2	100%	87%
Studies of Religion II	59%	81%

HSC Results Comment

One student was awarded first place in NSW for Studies of Religion II. Another student was awarded a NSW Top Achiever (top 20) in PDHPE. The graduating class of 2024

achieved 40 entries on the Distinguished achievers list i.e. Students achieving a Band 6 or equivalent. Community and Family studies results were 8.65 marks above state average. Food Technology results were 4.77 marks above state average. Legal Studies were 4.56 marks above state average. Four students were accelerated and although being in Year 10 achieved above 90% in Studies of Religion 1 and Hospitality.

Student Profile

Enrolment Policy

Bede Polding College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
516	546
Total Enrolments: 1062	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	88%
8	89%	11	89%
9	89%	12	93%
College Average: 89%			

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 58%.

Post School Destination

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.

Post School Destination	
University	57%
Technical and Further Education (TAFE)	16%
Workforce	27%
Other/Unknown	0%

Characteristics of the student body

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

Student Body Characteristics	
Language background other than English (LBOTE)	165
Students with disabilities (SWD)	245
Aboriginal and Torres Strait Islander	61

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Bede Polding College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- GEM evaluated and restructure. Move daily timetable to accommodate GEM to the morning at 8:45am for focus on attendance and presentation.
- PIVOT surveys conducted regularly to source secondary wellbeing data. Analysis of wellbeing data to assist with student development.
- Attendance communications throughout the College to improve overall and year based College attendance, based on 2024 Wellbeing SIP.

Bede Polding College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Bede Polding College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- MTSS (Multi Tiered Systems of Support). College development and implementation of the MTSS in late 2024 and 2025.
- Harmony Day is acknowledged and celebrating inclusiveness, respect and belonging for all Australians.

- Activities Week is an opportunity for the whole community to immerse in camps, retreats, incursions and positive wellbeing experiences.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents report that the school has a clear focus on student learning.
- Parents report that they are informed of activities and events occurring at the College.
- Parents report that their child feels safe at school.

Areas of strength from the student feedback include:

- Students report that they are focussed on their learning.
- Students experience positive relationships with their peers.
- Students enjoy coming to school and this is reflected in their attendance rates.

Areas of strength from the staff feedback include:

- Staff have a clear understanding of their role and expectations.
- A high level of safety regarding asking questions and seeking feedback.
- Staff report being treated with respect at our school.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To develop student capacity to demonstrate understanding through writing, across all Key Learning Areas.	Still Working Towards.
Priority 2	To Promote an aspirational attendance goal above 90%.	Achieved.

Projected School Priorities		
Priority 1	To develop student capacity to be precise and purposeful communicators in regards to subject-specificity of writing.	
Priority 2	To improve students' understanding of the Catholic approach to engaging with Scripture with the new curriculum 'Encountering Jesus'.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$13,639,437
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,635,055
Fees and Private Income ⁴	\$5,101,981
Other Capital Income ⁵	\$648,369
Total Income	\$23,024,842

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$15,181,761
Salaries and Related Expenses ⁷	\$17,390,573
Non-Salary Expenses ⁸	\$5,880,845
Total Expenditure	\$38,453,179

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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