

2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

Education is Achieved



2016

Not Received

ST BEDE'S COLLEGE
2 Mentone Parade, Mentone, Victoria, 3194

REGISTERED SCHOOL NUMBER: 1431



Contents

Contact Details	2
Minimum Standards Attestation.....	2
Our College Vision	3
College Guiding Principles	3
College Overview.....	3
Principal's Report	4
Education in Faith.....	6
Learning & Teaching.....	9
Student Wellbeing.....	12
Child Safe Standards.....	15
Leadership & Management.....	17
College Community	20
Financial Performance.....	22

Contact Details

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Minimum Standards Attestation

I, Br Garry Coyte, attest that St Bede's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

St Bede's College is a Christian community within the Catholic and Lasallian tradition. It is primarily concerned with the human and Christian education of the whole person. The College embraces a learning culture where excellence in the academic, cultural and sporting areas is encouraged, recognised and celebrated. Relationships are the cornerstone of learning at St Bede's College and are central to the community's wellbeing.

College Guiding Principles

- **God** is our focus. God is spoken about and we give time and energy to worship and social action.
- Brothers/sisters to each other. We always take care of each other. The older students will guide and care for the younger students. The Lasallian spirit of **brotherhood/sisterhood** will underpin all our actions.
- Always be **honest** – no lying or cheating. The value of honesty is at the heart of relationships at St. Bede's College.
- **Respect** for self, others and property. These are gifts and are sacred.
- **Achievement** is valued. In the cultural, academic and sporting fields we strive to give our best effort.

College Overview

History

St Bede's College was founded in 1938 by the De La Salle Brothers. The founder of the Brothers was Saint John Baptist De La Salle, who was born at Rheims in 1651 during the reign of Louis XIV. De La Salle dedicated his life to establishing schools for the human and Christian education of youth, especially the poor, and was canonised in 1900. He was named Patron Saint of teachers in 1950.



Present

St Bede's College Mentone, is an independent Catholic school for boys in Years 7 to 12 and has a current student population of approximately 1530. Situated in the south-eastern suburb of Mentone, the College caters for boys from Years 7 to 12. The College is located on one campus and is positioned on Beach Road with stunning ocean views from the front oval.

At St Bede's College we believe boys need a strong sense of belonging and connectedness to a vision of the future – a future where they can make a worthwhile, positive and active contribution to their community. We aim to help boys discover and fulfil their potential. To achieve this, we provide

modern facilities and state-of-the-art resources backed by dedicated and professional teaching and administrative staff.

Our Strategic Intent

As part of our heritage and tradition as a Catholic school in the Lasallian tradition, St Bede's College Strategic Plan 2015-2020 affirms the value of each and every individual within its community and calls for proactive attention to the values of justice and equality of opportunity.

It is our task in a Lasallian school to nurture core values in each individual student and to encourage our students to reach the fullness of their potential.

The Strategic Plan aims to build on our past successes and to present a clear set of intentions to provide direction for the next five years. It is a framework from which we aim to broaden the capacity of the College to deliver a student-focused, world-class, holistic education.

St Bede's College embraces the gifts of the Lasallian charism. This is especially important to us, as it links us not only to the teachings of St John Baptist De La Salle but to the living communities to which we are connected around the world.

The College seeks to promote the formation of the whole person; an individual who is well-rounded and lives by the Gospel mission of justice, tolerance, forgiveness, compassion and generosity.

Key to Lasallian education is a commitment to learning and the opportunity to achieve academic and personal excellence within a community of faith.



Principal's Report

The 2016 school year was another positive and successful year for the College. The focus of the College is always the College Strategic and Action Plan. Key ingredients of these plans are the following: Catholic and Lasallian Character, Teaching and Learning and Student Wellbeing. Underpinning both plans are the Five Guiding Principles, which are the cornerstone of the College.

The College is governed by an Incorporated Board under the leadership of the Chair, Mr Anthony Brinkley. This year the College Board went through an excellent process in the recruitment of new Board members. I am grateful for the outstanding work the College Board and its committees do for the good of the College. Their focus this year has been to ensure that the College has clear policies and procedures in place regarding Child Safety.

The heart of any good school is the area of Teaching and Learning. This area continues to be a real focus for the College in seeking constant improvement in one of its prime responsibilities. There has been a real focus on the delivery of the curriculum and plans have been developed for 2017 where staff will spend Professional Development time looking at and exploring better teaching and learning strategies.

The results at the VCE level were most pleasing. While the Dux of the College, Matthew Slater, received an ATAR score of 99.6 the most pleasing feature was that close of 70% of the class received an ATAR score of 70+, 14% received an ATAR score of 90+ and 23% received an ATAR score of 80+. Perfect scores by students were received in Biology and English. In addition, the Geography Teacher's Association of Victoria recognised the outstanding results of 5 of our students in Geography.

On the Religious Education front much has happened. Our major liturgical events are celebrated by the whole College with Founder's Day being a real focus. Our Lasallian Leaders are very active in College life and the group has increased in numbers. Their contribution to the wider community has been significant eg Vinnies Van, Homework Centre etc. This year all year levels are participating in a retreat including Year 12 students and each Year and House Level has the opportunity for a regular prayer service in the College Chapel. The College is well supported by our local parish clergy. At present we have two staff members doing overseas study in Lasallian Studies.

While there have been major achievements in the cultural and sporting areas the most outstanding achievement was the success of 3 of our students in the F1 Challenge. These students worked with 3 students from a College in Adelaide to compete at the World Titles in the USA. The team was second overall at the World Titles but in addition created a world record for car speed.

On the building front, the Art area has been renovated into a modern art facility and the Technology block renovations and additions will commence in late 2017. While plans are well advanced for the second stage of Cypress Lodge to be completed in 2017.

Our Parents and Friends Association has been an active and supportive group of the College with a variety of activities to support parents' introduction into the Lasallian College life.

Education in Faith

Goals & Intended Outcomes

Education in faith is at the heart of the learning and teaching experience of St Bede's College. The goals and intended outcomes articulated in the College's School Improvement Plan are underpinned by the Catholic and Lasallian values and ethos.

- To continue to strengthen the St Bede's College Community within the Catholic and Lasallian tradition.
- To continue to evaluate and improve the religious education curriculum across all year levels.

Achievements

- Student Retreat programs at each Year Level facilitated by Lasallian Youth Ministry teams
- Staff Retreat day
- Staff Accreditation sessions
- Staff attendance at Lasallian Formation courses, from Induction through to Buttimer experience
- Year Level and House Prayer Assemblies
- Year 7 Bible Presentations
- Whole school Family Evening Mass
- Opening College Year Mass
- Ash Wednesday Prayer Services for Homerooms and Tutor Groups
- Holy Week Liturgy with a focus on the *washing of the feet* as a sign of service
- ANZAC Day Assembly
- *The Stations of Mary* to celebrate the month of May
- Induction of Aboriginal Message Stick
- Founder's Day Mass and commissioning of Thailand Volunteers
- Assumption Day Mass
- Year 12 Valete Mass
- Wednesday lunchtime Masses for RE class groups
- Friday Morning Staff Prayer
- Established active groups to lead in liturgical activities such as Altar Servers, Special Ministers, Liturgical Music and singing, Liturgy of the Word readers.
- Mission Action Day liturgy and commissioning of students
- WYD 2016 The Local Experience (residential program 29-31 July)
- Lasallian Youth Leaders (Years 10-12) committed themselves to serve the College and wider community through
 - Facilitating Year 7, 8, 9 and 10 Retreats with the Lasallian Youth Minister
 - Pancake Tuesday awareness raising and fundraising for Caritas Australia
 - Staffing Joey's Van in Dandenong
 - Tutoring students in need at Frankston
 - Have-a-Ball – donations of pre-loved balls to communities in need
- Years 7 – 9 Catholic Mission 'Socktober' Day

- Community links with local parishes through St Vincent De Paul conferences and Social Justice Groups
- Vinnies Winter Appeal
- Vinnies Christmas Hamper Drive
- Student and staff involvement in the Lasallian Outreach Program in India and Thailand

As a people of *Faith, Service and Community*, St Bede's College Community strives to make God present in our everyday actions and interactions, through both the ordinary and the extraordinary; in this Year of Mercy we continued this tradition

Lasallian Outreach

St Bede's College is proudly involved in three volunteer programs in which students and staff give their time in order to support the works conducted by the De La Salle Brothers in both India and Thailand.

India

In December, a group of Year 12 students and staff travelled to India. The De La Salle Brothers have a number of schools in the Southern India State of Tamil Nadu. Our students were responsible for the building of houses for poor farming families. Many of these families live in thatched huts which are often unable to withstand the monsoon rains and need replacing every year or two. Our students built bricks and mortar homes with money that was raised during our MAD day.

The building work took place during the day. However, when school was finished all of the young men would head off to the playing fields. Here the fun and games involved playing soccer and of course cricket as well as basketball all in a competitive and friendly environment. This healthy competition provides the volunteers and Boys Town students to mix and get to know one another, enabling them to connect with each other and build wonderful bonds as Lasallian brothers.



Thailand

In 2016, two groups of Year 11 students travelled to Saugkhlaburi, Thailand (located 350km NW of Bangkok) to undertake Outreach work at two Lasallian schools – the 'Bamboo School' and the 'La Salle Learning Centre'. At these schools the De La Salle Brothers help Burmese refugee children to complete their primary school education.

Since 2013, the St Bede's College volunteers have worked tirelessly at these schools, building two hostels to care for over twenty orphaned, refugee or neglected children.

In 2016, the construction work was continued by the two groups of volunteers, building a toilet block, supporting the construction of a hostel for teachers who live remotely from the schools and completing major landscaping work surrounding these structures.



Learning & Teaching

Goals & Intended Outcomes

- Develop a vibrant teacher/student learning culture which expects the best from each individual and which maximises the learning of all students.
- Continue the implementation of the Victorian Essential Learning Standards in Years 7-10.
- To improve student learning and understanding of the learning process, identifying their individual learning styles.
- To improve overall student academic outcomes.

Achievements

STUDENT LEARNING OUTCOMES

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	96%

NAPLAN DATA

The NAPLAN data indicates that students at the College are consistently meeting minimum standards over the 2014 – 2016 timeframe. As NAPLAN data is cohort specific each year, the comparison of percentages achieving in excess of the minimum standards is not necessarily cohort comparable.

The median NAPLAN results for the 2016 Year 9 cohort are strong and indicate high levels of competency across Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	98.8	99.6	0.8	99.2	-0.4
YR 07 Writing	97.1	96.3	-0.8	96.6	0.3
YR 07 Spelling	96.7	97.1	0.4	97.0	-0.1
YR 07 Grammar & Punctuation	96.7	98.4	1.7	98.3	-0.1
YR 07 Numeracy	98.3	99.2	0.9	99.1	-0.1
YR 09 Reading	97.6	98.1	0.5	97.4	-0.7
YR 09 Writing	97.7	89.7	-8.0	89.5	-0.2
YR 09 Spelling	96.7	94.8	-1.9	93.4	-1.4
YR 09 Grammar & Punctuation	96.2	93.9	-2.3	92.5	-1.4
YR 09 Numeracy	99.5	98.6	-0.9	98.7	0.1



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	583.50
Year 9 Writing	560.20
Year 9 Spelling	575.60
Year 9 Grammar & Punctuation	575.60
Year 9 Numeracy	586.90

POST-SCHOOL DESTINATIONS:

TERTIARY STUDY	51%
TAFE / VET	15%
APPRENTICESHIP / TRAINEESHIP	12%
DEFERRED	10%
EMPLOYMENT	11%
UNSPECIFIED	1%

Student Wellbeing

Goals & Intended Outcomes

- To develop a work environment that is characterised by shared vision, supportive leadership, a focus on learning and teacher improvement.
- To ensure that all staff have an opportunity to engage in professional development which relates to good teaching and learning.
- To continue to develop a whole school holistic approach to student wellbeing. One that integrates the academic, physical, social, emotional and spiritual development of students.

Achievements

St Bede's College provides a large number of College activities and programs that have a positive effect on the wellbeing and achievements of students and the College community.

Students at St Bede's College are offered a myriad of co-curricular activities to further engage the students in a whole educational experience. Activities range from sailing programs, public speaking, inter school debating, large scale musicals with neighbouring Colleges, drama productions, musical programs in each year level and ensembles that draw students from all year levels and after hours sporting programs such as squad swimming and golf lessons.

Students are also offered as part of their curriculum, retreat days, guest speakers to talk about social issues and days where the College focuses on community aid projects abroad. St Bede's College has as a main focus various community programs, and in particular a group of Year 10 students each week visit our local RSL to socialize with the members. We also offer students the opportunity to work in a food van project, outside of College hours. Senior students also organize a program whereby younger students assist in the tutoring/socializing of recent arrival refugees into our community.

The College offers camps to each year level ranging from 3 – 5 days with overseas language and study programs into Asia and Europe as the need arises.

In addition, our College gym is open before school for students to access if they wish. Students are also offered discussion forums at lunchtime and the Student Wellbeing Centre offers board games one day each week.

With the huge popularity in technology in recent years, to garner the expertise that many students possess, our Information and Communication Technology (ICT) Department has organized interested students to become ICT Education Learning Leaders (eLeaders).

The following is a list of curricular and extra-curricular activities that the students are able to be involved in:

ACC Athletics	ACC Vocal Workshop	Great Victorian Bike Ride	Rock Eisteddfod
ACC Basketball	ACC Volleyball	House Athletics	School Choir
ACC Chess	Art Exhibitions	House Cross Country	Ski Trip
ACC Concert Band	Battle of the Bands	House Football	Social Action Group
ACC Cricket	Camp Programs	House Football Tipping	Student Executive Committee
ACC Cross Country	Canoe Polo	House Magazine	Student Support Groups
ACC Football	Community Development Team	Production	Surf League
ACC Golf	Community Service	House Swimming	Talent Quest
ACC Hockey	Debating	Learn to Dance	Trivia afternoons
ACC Music	Drama Productions	Meals on Wheels	Winter Festival
ACC Soccer	Drug Education	Mission Action Day	Year level socials
ACC Swimming	Driver Education	Musical	India Volunteer Program
ACC Table Tennis	Family Masses	Netball	Thailand Volunteer Program
ACC Tennis	First Aid Certificate	Public Speaking	
		Retreats	

Management of Non-Attendance

The following student attendance data (listed in year levels) indicate the average daily attendance for 2016 as a percentage of the total year level enrolments.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	93.28
Y07	94.15
Y08	92.39
Y09	91.71
Overall average attendance	92.88

As parents would be aware, it is important that students attend school, except where there are exceptional circumstances. Students who regularly miss days of school are at risk of missing out on key learning activities and may experience long term difficulties with their learning. Attendance at school helps young people to develop social skills, such as friendship building, teamwork, communication skills and healthy self-esteem.

Once a student's non-attendance for the day has been noted, unless already notified by a parent, an SMS text message is automatically sent to parents/guardians informing them of their son's absence.

Parents are asked to return text to let us know they are aware of their son's absence.

At any point during the day the College can access information to determine if a student is in class as rolls are marked each lesson. In addition, the College can garner information to accurately calculate a student's attendance rate for the year to date.

Parents are notified via on-line reporting their son's overall attendance percentage for the year. Parents can access attendance information at any time via the Parent Access Module (PAM).

Student Satisfaction

As part of the Catholic Education Office's School Improvement Framework, St Bede's College carries out surveys of students. In 2016, 1009 students responded to the opportunity to undertake this survey regarding a range of areas of the College. These areas include:

- **Student Morale** - that is the positive feelings that students have about school.
- **Student Distress** - that is the negative feelings that students have about school.
- **Purposeful Teaching** - the extent to which teachers deliver their teaching in a planned and energetic manner.
- **Teacher Empathy** - that is the extent to which teachers listen and understand student needs, and assist with student learning.
- **Connectedness to school** - the extent to which students are motivated to achieve and learn.
- **Learning Confidence** - the extent to which students have a positive perception of their ability as a student.
- **Student Safety** - the extent to which students feel they are safe from bullying and harassment.

Students surveyed were overwhelmingly positive in their responses as to how they felt about attending the College. A very high proportion of student responses to these questions indicated that they felt safe from any forms of bullying and harassment and a large proportion stated that they felt happy and relaxed while at school. The responses indicated that the young men had a strong sense of belonging to the College community.

In the area of student motivation students surveyed stated that doing well at school was very important to them and that they were keen to do very well at school. In the general area of teacher effectiveness student responses indicated that they believed that their teachers were easy to understand and that staff put a lot of energy into their teaching and are well prepared. The students stated that the level of teacher empathy was high. The responses indicated that the students believed that teachers made learning interesting and that teachers make school work enjoyable.

Child Safe Standards

Goals & Intended Outcomes

St Bede's College has in place a range of policies, practices and procedures aimed at ensuring that child safety is at the forefront of all we do at the College.

Policies

- Child Protection-Reporting Obligations Policy
- Child Safety Policy
- Child Safety Code of Conduct Policy
- Code of Professional Conduct for Staff at St Bede's College
- Communication Protocol Policy
- Complaints Resolution Policy
- Custody Issues Policy
- Disclosure of Abuse or Harm Policy (ANZPPNG)
- Information and Communication Technology Policy
- Safeguarding Children and Vulnerable Adults Protection Policy (ANZPPNG)
- Safeguarding Children and Vulnerable Adults Position Statement (ANZPPNG)
- Sexual Harassment (Prevention of) Policy
- Staff Code of Conduct Policy
- Workplace Anti-Bullying Policy

Practices and Procedures

1. The College has established the Child Safe School Standing Committee. The Mission Statement of this Committee is that it is to ensure that each student attending the College is safe in all dimensions of their schooling, home life and personal development. Specifically, the Committee is charged with having oversight of, and to ensure that, the child safe standards as set out in Ministerial order 870 are met and fully implemented.
2. At the commencement of each year the College counsellors address each year level and discuss with the students the process to be undertaken if a student is concerned for either their own welfare or the welfare of other students in regards to sexual and/or physical abuse.
3. All College staff (teaching and support) are required annually to complete and be assessed on an eLearning module developed by the Department of Education and Training- Protecting Children: Mandatory Reporting and Other Obligations.

4. All staff have been provided with material which explains the actions required by them in responding to incidents, disclosures and suspicions of child abuse. This is then followed up with training at Staff Briefings.
5. Homeroom teachers, Tutors and Co-ordinators are required to discuss with their pastoral groups the material contained in the PROTECT documents provided by the DET.
6. The College has complied with the requirements of the CECV- Guidelines on the Engagement of Staff in Catholic Schools.
7. The College is at the final stages of complying with the CECV- Guidelines on the Engagement of Contractors in Catholic Schools.
8. The College is well on the way of ensuring it is complying with the CECV- Guidelines on the Engagement of Volunteers in Catholic Schools.
9. The College will be commencing the process of ensuring that the CECV guidelines for "Engaging External Labour Providers and Casuals" are followed.
10. The College has created a new part-time position to ensure that regulatory compliance is achieved in all matters related to child sexual and physical abuse.

Leadership & Management

Goals & Intended Outcomes

Goals articulated in the School Improvement Plan:

- To strengthen the performance and development culture of the College and enhance collaborative and collegial practices.
- To enhance and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement

Intended Outcomes:

- That there will be dialogue with staff around the pillars of Organisational Health.
- That communication between groups will improve.
- That staff will have the opportunity to re-connect staff to College mission and vision to establish a shared focus on school improvement.
- That there will be support for and improvement of leadership capacity of all leaders in the College.
- That the College will develop and implement a supportive appraisal and recognition process.
- That there will be continued development of a professional learning strategic plan to support teaching and learning.

Achievements:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Medical and first aid training and refreshers – anaphylaxis, CPR, level 2 first aid, diabetes
- Faculty specific and curriculum focussed professional learning
- Curriculum conferences and network meetings
- Use and application of ICT in teaching and learning
- Professional learning aimed at strengthening Catholic and Lasallian identity
- Emergency evacuation training
- Regulatory requirements such as mandatory reporting
- Professional learning to enhance skills for dealing with students with special needs (e.g. ASD, dyslexia, asthma)
- Educating students and positive behaviour management
- Drug and alcohol training
- School law
- Visible Learning
- Preparing staff and students for outreach experiences

NUMBER OF TEACHERS WHO PARTICIPATED IN PL:	125
AVERAGE EXPENDITURE PER TEACHER FOR PL:	\$949

STAFF RETENTION RATE	
Staff Retention Rate	92.80%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	26.02%
Graduate	54.47%
Certificate Graduate	5.69%
Degree Bachelor	93.50%
Diploma Advanced	15.45%
No Qualifications Listed	0.81%

STAFF COMPOSITION	
Principal Class	8
Teaching Staff (Head Count)	117
FTE Teaching Staff	108.800
Non-Teaching Staff (Head Count)	48
FTE Non-Teaching Staff	33.640
Indigenous Teaching Staff	1

TEACHER SATISFACTION

- *Comments regarding the results from the School Improvement Teacher Surveys (Insight SRC) can be included here.*

Staff members were invited to complete an online survey as a part of the School Improvement Framework. The survey asked for responses in a range of areas including:

- **Job satisfaction** - the extent to which staff were satisfied with their jobs.
- **Individual Moral** - the positive feelings that staff have about work.
- **Individual Distress** - the negative feelings that staff have about work.
- **Supportive Leadership** - the extent to which the schools' leaders are approachable, can be relied upon, understand the problems facing staff and communicate well with staff.
- **Team Work** - the extent to which staff have opportunities to work together collegially and support one another.
- **Role Clarity** - the extent to which staff know what is expected and required of them.
- **Professional Growth** - the extent to which staff have opportunities to learn and develop in their roles.
- **Learning and Teaching** - the extent to which staff believe that the College is focused on quality teaching and creates a learning environment that maximises outcomes for students.

Responses from staff indicated that they were very satisfied with their job and believed that they did a very good job. In terms of their level of satisfaction in regards to working at the College they were also very satisfied. In regards to the areas of individual morale and distress, the responses indicate staff have high degree of positive feelings about working at the school and staff were proud of the College. Responses in relation to College morale indicate that there is a good team spirit with lots of energy and that they believe that staff work with a high level of enthusiasm.

Responses to the area of student motivation and behaviour indicated that staff believed that students at St Bede's College are encouraged to experience success and that students were treated as being responsible and that students generally were very well behaved. In regards to working in a Catholic College staff viewed this as very important. They believed that working at St Bede's College enabled them to have the opportunity to reflect on their faith and they were given the opportunity to participate in the College's prayer life. Staff believed that the culture within our College was one where staff and students show respect for each other.

College Community

Goals & Intended Outcomes

- To share Lasallian values with all stakeholders
- Ensure that members of the College Community belong to a caring environment
- Facilitate the building of strong relationships between all members of the College Community
- To build a College Community that enhances connections within the College between year levels and with the outside community

Achievements

- Regular engagement with our 12 feeder Catholic Primary schools
- Old Collegians Association is supported to sustain a vibrant and connected community
- Communicate clearly to parents re new reporting procedures beginning 2016
- Spruik to students the many ways to be involved co-curricular, students can guest speak about their experiences
- Parents encouraged to stay connected via the Newsletter and College calendar for upcoming events.
- Parent Seminars:
 - Study Skills Night
 - Cybersafety Night
 - Drug Education
 - Brothers' Program
 - Year 7 Parent Evening

Parent Satisfaction

Surveys were sent to a random selection of parents of students across all year levels. The survey asked parents a range of questions in areas including:

- **Learning Focus** - the extent to which parents feel the educational progress and standards of the College address the needs of their sons.
- **Teacher Morale** - the extent to which parents see teachers as being enthusiastic and passionate about their work.
- **Student Safety** - the extent to which parents believe their children feel safe from bullying and harassment.
- **Approachability** - the extent to which the College is receptive of, and understands, the views and concerns of parents.
- **Connectedness to the College** - the extent to which parents see their sons enjoying and wanting to be part of the Learning at the College.

- **Stimulating Learning** - the extent to which parents believe their sons enjoy and are motivated by the teaching and learning provided by the College.
- **Reporting** - the extent to which parents find the student reporting provides useful information about their son's progress.

Responses to the survey from parents indicate that parents felt strongly that the academic standards at the College provided an appropriate level of challenge for their sons. They also stated that they believed that not only were the educational programs suitable for their sons but also that these were meeting the academic needs of the students.

In terms of their son's connectedness to peers, parents believed that their son related well to his peers and that they believed other students accepted him. Further, in the area of social skills they felt their son was mastering a range of social skills and that their son looked forward to the learning they do at the College.

Parents' responses also indicated a high level of satisfaction with their level of comfort about approaching the College should they have any concerns. Also parents believed that the teachers at the College were very good at encouraging their son to learn, however there was concern amongst parents that their sons were not as motivated as they could be, this finding is reflected in Secondary Catholic Schools state-wide.

The Catholicity of the College was also seen as important with extremely positive responses from parents regarding the provision of opportunities for their sons to reflect on their faith as well as opportunities for the students to participate in prayer. Responses also indicated very strong agreement in the areas of opportunities for the students to show compassion for others as well as raising their sons' awareness of social justice issues. Parents also reported that their sons were very safe at St Bede's College.

Financial Performance

The following information relates to St Bede's College financial performance for the year ended 31 December 2016.

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	\$6,282,259
Other fee income	\$230,888
Private income	\$437,556
State government recurrent grants	\$3,198,573
Australian government recurrent grants	\$11,721,876
Total recurrent income	\$21,871,152
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$15,582,251
Non salary expenses	\$4,912,285
Total recurrent expenditure	\$20,494,536
Capital income and expenditure	Tuition
Government capital grants	\$0
Capital fees and levies	\$2,094,087
Other capital income	\$7,867
Total capital income	\$2,101,953
Total capital expenditure	\$711,632
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	Nil
Total closing balance	Nil

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the My School website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally, when assessing the private income of the school include both recurrent and capital school fees.