

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



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



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Minimum Standards Attestation

I, John Finn, 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018

Our College Mission Statement

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 1,530. 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.

A Catholic School in the Lasallian Tradition

As part of our heritage and tradition as a Catholic school in the Lasallian tradition, St Bede's College 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.

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 2017 academic year was one of both consolidation and planning for our College Community. We were informed by our Strategic Plan, which had a focus on several key Learning and Teaching areas as well as further improvements to our infrastructure. The Five Guiding Principles of St Bede's College continue to bring the Mission of the school to life for our students in a practical, everyday manner. These Principles are prominently displayed around the site and referred to often within assemblies and like gatherings. The specific Annual Action Plan sought to guide our improvement in the areas of communication and teamwork.

Our Lasallian heritage strongly supports the Mission of our Catholic school as it places context to the teachings of our faith through both story and a shared history. Major liturgical events highlighted our place within this Community and the Community of Faith beyond the gates of Beach Road. We offered numerous opportunities for out of hours social service activities in a variety of places. Retreats are run for every year level, along with several opportunities for older students to take part in immersion programs in India and Thailand. Essentially, this is faith in action. The hiring of a second Lasallian Youth Minister has strengthened our ability to have young people listen to their contemporaries in a meaningful way. We are proud of our Lasallian heritage. It gives our community a distinct and well-articulated view of education, allowing young men to feel connected, empowered and able to make a clear difference in the world.

Prayer is said in class daily, as well as timetabled liturgies for each of the various year levels. Religious Education has been further strengthened by ensuring we have both appropriately qualified and supported staff (through professional development) taking these classes. Our local contact with the numerous Parish schools connected to the College remains strong.

The St Bede's College Board took up a number of opportunities to undergo formation on the life of St John Baptist de la Salle at various meetings throughout the year. We are fortunate to have a dedicated and talented group of people who willingly give of their time for the benefit of our school. St Bede's College is in a sound state both from a governance and financial viewpoint. The College is moving to a renewed structure where the Lasallian Mission Council (a national body) will have overall governance. This is expected to be ratified early in 2018. One of the key roles of the Board was in conducting the procedure for the appointment of the first lay Principal of the College (a non-religious brother). A rigorous process was set in place with the appointment of that Principal being made in late April.

Learning and Teaching remains a focus. It was decided to place more emphasis on collaboration between teaching staff through the use of the fortnightly meeting structure on a Monday afternoon. This has enabled professional conversations around learning and the opportunity to refine the documentation around curriculum. The Victorian Certificate of Education results were pleasing with numerous boys achieving ATAR (Australian Tertiary Admission Rank) results well into the high range and the College being placed above state average in overall standings. We also catered for a substantial number of young men who chose VET (Vocational Education and Training) and VCAL (Vocational and Applied Learning) courses, often having a mix of internal and external courses. The College continues to strive to ensure we cater for the broadest range of students, wherever possible.

Child Safety is an area of non-compromise. As with all schools, we continue to modify and refine our policies to ensure we have the appropriate structures and processes in place to support young men and their holistic needs. An interconnected pastoral care system operates with a horizontal system in Years 7-9 and a vertical House System in Years 10-12. School Improvement Survey (SIS) results indicate a high level of perceived safety from our students along with a strong connection to the College. They also indicate that an even greater level of student involvement, within class time, would be appreciated.

The Performing Arts in music and drama have been prominent through both formal classes and co-curricular offerings. The number of students undertaking voice and formally studying or playing music has increased, whilst the interest level in our senior play and College musical remains very strong. Sport is also strongly supported through a rigorous ACC (Associated Catholic Colleges) program. The standard is high, as too the quality of coaching involved. Our public speaking and debating program attracts large numbers of dedicated students who participate in out-of-hours competitions across Melbourne.

Our parents and guardians continue to show great loyalty to the College. The Parents and Friends Association has been active through the running of various functions, beginning with the Welcome Evening for parents new to the school. Parent satisfaction levels rated highly in the latest SIS results. A friendly and mutually beneficial relationship exists with our Old Collegians Association. Numerous reunions were held along with significant events on-site. A growing contact list is testimony to a desire to remain in touch with the College.

Works on the new Technology, and Information, Communication and Technology (ICT) buildings began late in the year with an expected completion date of mid-2018. These facilities complement a number of other recently renovated or re-built areas of the College.

Per Vias Rectas

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
- 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
- ANZAC Day Assembly
- *The Stations of Mary* to celebrate the month of May
- Founder's Day Mass and commissioning of Thailand Volunteers
- Assumption Day Mass
- Year 12 Valet 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
- Lasallian Youth Leaders (Years 10-12) committed themselves to serve the College and wider community through
 - Facilitating Years 7, 8, 9 and 10 Retreats with the Lasallian Youth Minister
 - Lasallian Youth Gathering Sydney
 - Mission Action Day BBQ
 - St Brigid's and St Louis' Parish Picnic
 - Frankston Homework Help
 - Pancake Tuesday awareness raising and fundraising for Caritas Australia
 - Vinnies Sleep Out
 - Knit a Square Club
 - 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

- Staff Retreat day
- Staff Accreditation sessions
- Staff attendance at Lasallian Formation courses, from Induction through to Buttimer experience

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.

Lasallian Outreach

St Bede's College is proudly organises three annual international outreach volunteer programs where students and staff give their time supporting the works conducted by the De La Salle Brothers in both India and Thailand. The building projects undertaken by these groups are made possible by the funds raised by the College's Mission Action Day Program

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.

Thailand

In 2017, 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, a canteen and a toilet block assist in the care of over thirty orphaned, refugee or neglected children. The 2017 volunteers continued such works, building a new dormitory, study hall and a combined kitchen and dining hall to cater for the growing number of children cared for by the Brothers.

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 Curriculum in Years 7-10.
- To improve student learning and understanding of the learning process.
- To improve overall student academic outcomes.

Achievements

Student Learning Outcomes

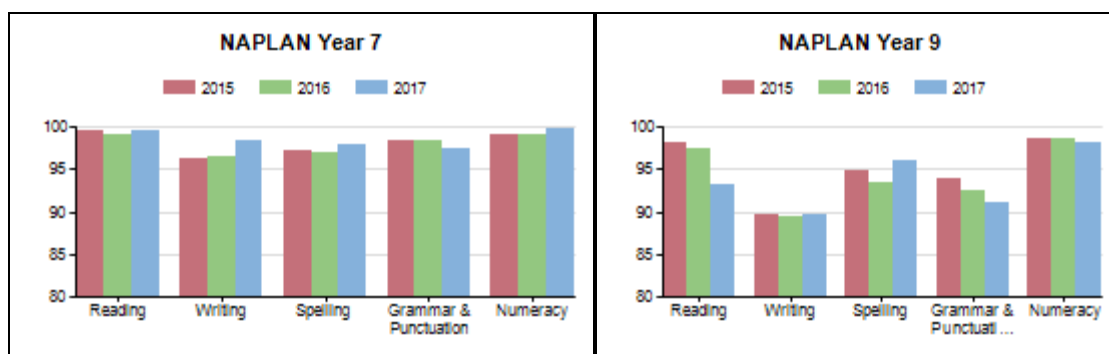
SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	100%

NAPLAN Data

The NAPLAN data indicates that students at the College are consistently meeting minimum standards over the 2015 – 2017 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 2017 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	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes %	%	Changes %
Year 7 Grammar & Punctuation	98.4	98.3	-0.1	97.5	-0.8
Year 7 Numeracy	99.2	99.1	-0.1	100.0	0.9
Year 7 Reading	99.6	99.2	-0.4	99.6	0.4
Year 7 Spelling	97.1	97.0	-0.1	97.9	0.9
Year 7 Writing	96.3	96.6	0.3	98.3	1.7
Year 9 Grammar & Punctuation	93.9	92.5	-1.4	91.0	-1.5
Year 9 Numeracy	98.6	98.7	0.1	98.2	-0.5
Year 9 Reading	98.1	97.4	-0.7	93.3	-4.1
Year 9 Spelling	94.8	93.4	-1.4	96.0	2.6
Year 9 Writing	89.7	89.5	-0.2	89.7	0.2



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590.00
Year 9 Writing	570.30
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	594.90

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.

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 organised 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 Swimming	Debating	Mission Action Day
ACC Basketball	ACC Table Tennis	Drama Productions	Public Speaking
ACC Chess	ACC Tennis	Family Masses	Retreats
ACC Concert Band	ACC Vocal Workshop	First Aid Certificate	Ski Trip
ACC Cricket	ACC Volleyball	House Athletics	Student Support Groups
ACC Cross Country	Art Exhibitions	House Cross Country	Winter Festival
ACC Football	Battle of the Bands	House Football	Year 9 Social with Kilbreda College
ACC Golf	Camp Programs & Outdoor Education Activities	House Football Tipping	India Volunteer Program
ACC Hockey	Community Service	House Swimming	Thailand Volunteer Program
ACC Music		Learn to Dance	
ACC Soccer		Meals on Wheels	

Management of Non-Attendance

The following student attendance data (listed in year levels) indicate the average daily attendance for 2017 as a percentage of the total year level enrolments.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.46
Year 8	92.26
Year 9	92.04
Year 10	92.57
Overall average attendance	92.83

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 contact the College 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 2017, 838 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 Child Safety Plan encompasses 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 2017

- 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
- Professional Learning Teams Day 6 Program
- 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
- School Law conferences

- Visible Learning
- Preparing staff and students for outreach experiences

Number of Teachers Who Participated in PL **133**

Average Expenditure Per Teacher For PL **\$1,052**

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.49%

STAFF RETENTION RATE	
Staff Retention Rate	91.13%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	25.20%
Graduate	51.18%
Certificate Graduate	7.09%
Degree Bachelor	92.13%
Diploma Advanced	16.54%
No Qualifications Listed	2.36%

STAFF COMPOSITION	
Principal Class	8
Teaching Staff (Head Count)	133
FTE Teaching Staff	123.100
Non-Teaching Staff (Head Count)	58
FTE Non-Teaching Staff	48.430
Indigenous Teaching Staff	1

Teacher Satisfaction

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 satisfied with their job and believed that they did a very good job. Staff indicated that they are proud to work at the College. Responses in relation to College morale indicate that there is generally a good team spirit.

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 regularly to students the many ways to be involved co-curricular activities.
- Provide opportunities for students to speak to other members of the community about their co-curricular experiences.
- Parents encouraged to stay connected via the Newsletter and College calendar for upcoming events.
- Parent Seminars:
 - Study Skills Night
 - PACTS (Parents as Career Transition Support) Evening
 - VTAC Information Seminar
 - Meet the Tutor Evening
 - 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.

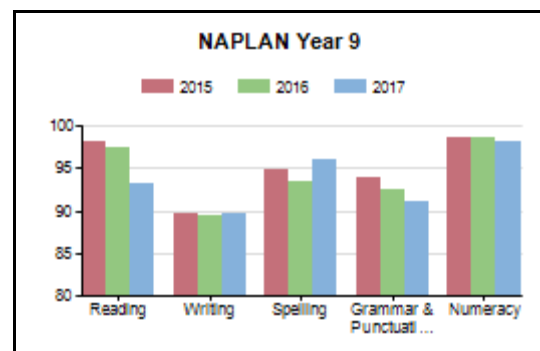
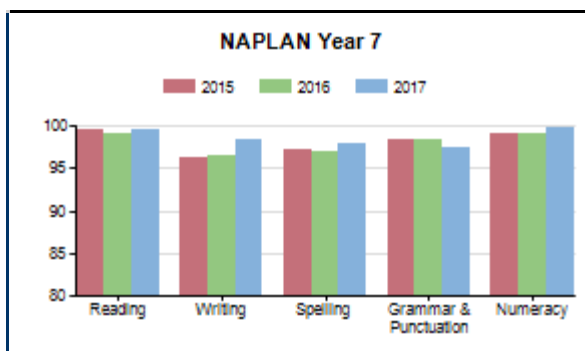
Parents' responses also indicated a high level of satisfaction with their level of comfort about approaching the College should they have any concerns. Also, parents believed that the teachers at the College were very good at encouraging their son to learn, however there was concern amongst parents that 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.

VRQA Compliance Data

E1148 St Bede's College, Mentone

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
Year 7 Grammar & Punctuation	98.4	98.3	-0.1	97.5	-0.8
Year 7 Numeracy	99.2	99.1	-0.1	100.0	0.9
Year 7 Reading	99.6	99.2	-0.4	99.6	0.4
Year 7 Spelling	97.1	97.0	-0.1	97.9	0.9
Year 7 Writing	96.3	96.6	0.3	98.3	1.7
Year 9 Grammar & Punctuation	93.9	92.5	-1.4	91.0	-1.5
Year 9 Numeracy	98.6	98.7	0.1	98.2	-0.5
Year 9 Reading	98.1	97.4	-0.7	93.3	-4.1
Year 9 Spelling	94.8	93.4	-1.4	96.0	2.6
Year 9 Writing	89.7	89.5	-0.2	89.7	0.2



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 – 12 Student Retention Rate	123.32%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.46
Year 8	92.26
Year 9	92.04
Year 10	92.57
Overall average attendance	92.83

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.49%

STAFF RETENTION RATE	
Staff Retention Rate	91.13%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	25.20%
Graduate	51.18%
Certificate Graduate	7.09%
Degree Bachelor	92.13%
Diploma Advanced	16.54%
No Qualifications Listed	2.36%

STAFF COMPOSITION	
Principal Class	8
Teaching Staff (Head Count)	133
FTE Teaching Staff	123.100
Non-Teaching Staff (Head Count)	58
FTE Non-Teaching Staff	48.430
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590.00
Year 9 Writing	570.30
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	594.90

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

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	51.0%
TAFE / VET	15.0%
Apprenticeship / Traineeship	12.0%
Deferred	10.0%
Employment	11.0%

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>