

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



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

Celebrate the Tradition



2018

**Live
the Gospel**

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

Our College Mission and Vision



Mission Statement

St Bede's College is a Catholic boys' school
guided by the Lasallian tradition of faith, service and community.
Relationships are central to our learning experience
and help us to connect with others.

We live an inclusive culture
where one's personal best is encouraged, embraced and celebrated.

We are globally aware and
contribute positively to the world around us.



Vision Statement

St Bede's College aspires to educate boys in living "by right paths"
to become confident Christian men.

Through a commitment to a life of learning and justice
we aim to develop resilient leaders
who approach the future with zeal.

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

As this is my first year at St Bede's College, I acknowledge the wonderful work of the Lasallian Principals who have preceded me in previous years. They, and many like-minded staff, dedicated their efforts to ensuring that the College was always reflective of the motto, *Per Vias Rectas*. This powerful image offers a sense of strength of character. Thus, our boys are encouraged to live the type of life that will model the tenets of a Lasallian education through *Faith, Service and Community*. We all have the great honour of being able to enrich our Catholic ethos through the Lasallian charism by using the story of St John Baptist de la Salle and the thousands of people from the past three centuries who have taken up the call.

As a community we pledged to preserve the distinct heritage we have been entrusted with and to foster it for future generations, working in respectful partnership with the De La Salle Order.

The staff, students and Board of the College went through a process to take a careful look at the many written statements around our Mission and Vision. Our re-worded Mission and Vision Statements have tried to succinctly describe the reason for our being and act as a moral compass in future decision making. These will be officially launched at the beginning of 2019 but are now, effectively, in place.

All our Year 12 students undertook one of the 9 Retreats held throughout first term. This provided a powerful entrée into the year to come in the spiritual, academic and personal sense. All students throughout the College have had similar retreat, liturgical and prayer experiences. We all know that spirituality is a personal experience and that young men need opportunity for reflection. Like many retreats you need to live the experience rather than try to describe it to others.

Our students have performed admirably in many areas this year. Along with a perfect ATAR score achieved by one of our students we also had many other fine results. The play, *Moonlight and Magnolias*, and *Grease, The Musical*, were professionally produced and gave audiences both entertainment and insight. The Visual Arts and Technology Show was outstanding, showing that there are a multitude of ways that young men can display their talents across that wide field. On the sporting field we competed well across all year levels within the ACC competition and had numerous levels of success, not merely in winning pennants, but in ensuring that young men feel included and challenged.

The College is ensuring that we offer as wide a range of senior pathways as possible. We were pleased to see that a number of students had taken up VET and VCAL options in addition to the majority of our students who undertake the many VCE studies available. Our VCE results were indicative of the cohort and in line with expected ability level achievement.

We continue to look at our teaching and learning area with a particular focus on assessment through the more enhanced use of rubrics. This is one form of assessment amongst many, the rubric offering an excellent organisational tool for young men who require structure and sequence to their learning.

Our Technology building was completed and is now in use. This facility offers Information Technology and STEM areas, a customer service area for laptops and Audio Visual, along with Product Design, Robotics and Pottery. It is a first rate building that is being well utilised.

The College Board has endorsed the use of the Council of International Schools Accreditation model as a form of school review. The College has been successful in gaining membership and will now undertake an 18 month review process which will culminate in an international and national panel visiting the College to validate our findings and make a recommendation on accreditation.

May we continue to uphold our tradition of walking *By Right Paths* (Per Vias Rectas) whilst looking to the future with imagination and confidence.

John Finn
Principal



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. In this dimension, the College aimed to articulate an authentic Catholic identity in the Lasallian tradition; and sought as a community, meaningful, relevant engagement of all students, families and staff in their faith journeys.

The College's intended outcomes were:

- 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
- College 80th Anniversary 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 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

Thailand

In 2018, two groups of Year 11 students travelled to Saugkhlaburi, Thailand (located 350km NW of Bangkok) to provide outreach to two Lasallian schools – the Bamboo School and the La Salle Sangklaburi School. At these schools, the De La Salle Brothers help displaced and impoverished 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 dormitory, study hall and a combined kitchen and dining hall and a new canteen assist in the care of over thirty orphaned, refugee or neglected children. The 2018 volunteers continued such works, building a new volunteer's house to cater for the growing number of volunteers that visit and help the Brothers with their work.

When the volunteers were not involved in building works, they involved themselves in recreation activities and organised games for the school children, supported teachers in the classroom and participated in school activities and ceremonies.

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 raised by our Mission Action Day.



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, identifying their individual learning styles.
- To improve overall student academic outcomes.
- Continue to develop and refine as necessary the assessment, feedback and reporting processes so that they are closely connected with classroom practice.

Achievements

STUDENT LEARNING OUTCOMES

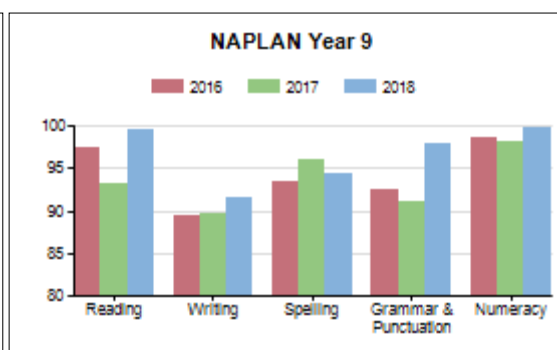
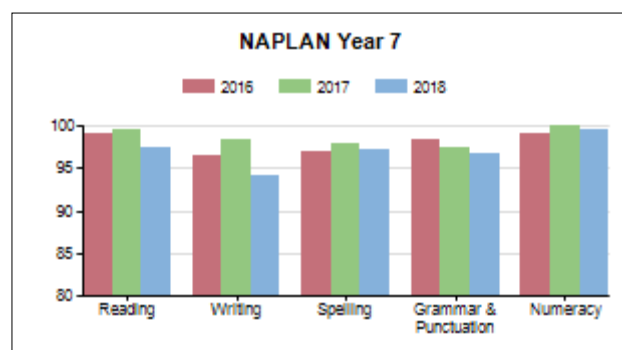
SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	98%
VCAL Completion Rate	98%
POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	62.0%
TAFE / VET	12.4%
Apprenticeship / Traineeship	10.9%
Deferred	6.6%
Employment	5.1%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.9%

NAPLAN Data

The NAPLAN data indicates that students at the College are consistently meeting minimum standards over the 2016 – 2018 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 2018 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	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 7 Grammar & Punctuation	98.3	97.5	-0.8	96.7	-0.8
YR 07 Numeracy	99.1	100.0	0.9	99.6	-0.4
YR 07 Reading	99.2	99.6	0.4	97.5	-2.1
YR 07 Spelling	97.0	97.9	0.9	97.1	-0.8
YR 07 Writing	96.6	98.3	1.7	94.1	-4.2
YR 09 Grammar & Punctuation	92.5	91.0	-1.5	97.9	6.9
YR 09 Numeracy	98.7	98.2	-0.5	100.0	1.8
YR 09 Reading	97.4	93.3	-4.1	99.6	6.3
YR 09 Spelling	93.4	96.0	2.6	94.5	-1.5
YR 09 Writing	89.5	89.7	0.2	91.5	1.8



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	601.9
Year 9 Numeracy	610.4
Year 9 Reading	607.6
Year 9 Spelling	600.4
Year 9 Writing	570.3

Student Wellbeing

Goals & Intended Outcomes

- To develop a work environment that is characterised by shared vision, supportive leadership, and 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 golfing.

Students are also involved in retreat days, a guest speaker program and activities focusing on outreach programs. 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.

The following is a list of curricular and extra-curricular activities in which students can be involved:

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	Lasallian Leader
ACC Cross Country	Art Exhibitions	House Cross Country	Activities
ACC Football	Battle of the Bands	House Football	e-Leader Activities
ACC Golf	Camp Programs &	House Football	Year 9 Social
ACC Hockey	Outdoor Education	Tipping	India Volunteer
ACC Music	Activities	House Swimming	Program
ACC Soccer	Community Service	Learn to Dance	Thailand Volunteer
		Meals on Wheels	Program

STUDENT SATISFACTION

As part of the Catholic Education Office's School Improvement Framework, St Bede's College carries out surveys of students. In 2018, 818 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.

Student Morale has remained strong, complementing the Student Connectedness to School. Motivation levels of students continue to remain high. 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 believe that teachers made learning interesting and engaging.

Management of Non-Attendance

The following student attendance data (listed in year levels) indicate the average daily attendance for 2018 as a percentage of the total year level enrolments.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.4
Y08	91.2
Y09	91.5
Y10	92.2
Overall average attendance	91.8

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).

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 a Director of College Compliance and Policy to ensure that regulatory compliance is maintained in all matters related to child sexual and physical abuse.

Leadership & Management

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.

Expenditure and Teacher Participation in Professional Learning Description of PL Undertaken in 2018

- Medical and first aid training and refreshers – anaphylaxis, CPR, Level 2 First Aid, diabetes.
- Learning Area 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.
- Leadership for Learning Course for Middle and Aspiring Leaders
- Developmental Assessment
- Preparing staff and students for outreach experiences

Number of Teachers Who Participated in PL	138
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Average Expenditure Per Teacher For PL	\$1,239
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Teacher Satisfaction

In 2018, St Bede's College participated in Insight SRC staff, student and parent surveys. The survey asked staff 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.

The data generated from these surveys showed overall improvement in all aspects of the organisational climate, particularly in the areas of Individual and School Moral, Supportive Leadership, Role Clarity, Empowerment, Appraisal and Recognition and Professional Growth.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.6%
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STAFF RETENTION RATE

Doctorate	91.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	24.6%
Graduate	50.0%
Graduate Certificate	7.1%
Bachelor Degree	91.3%
Advanced Diploma	15.9%
No Qualifications Listed	3.2%

STAFF COMPOSITION

Principal Class (Headcount)	8
Teaching Staff (Headcount)	130
Teaching Staff (FTE)	120.1
Non-Teaching Staff (Headcount)	64
Non-Teaching Staff (FTE)	48.9
Indigenous Teaching Staff (Headcount)	1

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.

Parent Satisfaction

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. In addition, 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.

