



St Bede's College

Mentone and Bentleigh East

2022

Annual Report to the School Community



Registered School Number: 1431

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Contact Details

ADDRESS	2 Mentone Parade Mentone VIC 3194
PRINCIPAL	Deborah Frizza
TELEPHONE	03 9582 5999
EMAIL	principal@stbedes.catholic.edu.au
WEBSITE	www.stbedes.catholic.edu.au
E NUMBER	E1148

Minimum Standards Attestation

I, Deborah Frizza, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

26/04/2023

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 www.acnc.gov.au

Vision and Mission

St Bede's College Mission Statement

St Bede's College is a Catholic 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.

St Bede's College Vision

St Bede's College aspires to educate students in living "by right paths" to become confident Christian adults. Through a commitment to a life of learning and justice we aim to develop resilient leaders who approach the future with zeal.

St Bede's College Motto

Per Vias Rectas – By Right Paths.

College Overview

St Bede's College is a Catholic school for approximately 1900 boys, across two campuses, in the Lasallian tradition. The patron saint of teachers and education, John Baptist De La Salle, saw the school experience as providing students with the means for better understanding their faith and of maximising their participation in life. He understood that education was the path to freedom and responsibility. There is now a large network of Lasallian schools educating more than one million students worldwide. St Bede's College specialises in boys' education and is committed to providing a holistic program that supports the needs of each student with a view to them experiencing enjoyment and success in learning.

St Bede's College has a rich history and tradition dating back to 1938 and has been unwavering in its commitment to the mission of Jesus Christ and the Church over that time. It has become a school of choice for families and a well-known, loved and iconic place of welcome for families from South Eastern Melbourne. Offering a Christian education, the development of young people who find success and fulfilment in the service of others has always been the focus of the College and continues to direct our mission today. Our students are socially just and become aware that they are part of a global society.

We are an inclusive community where students have the right to be safe, valued, challenged and respected by all. We also believe that such respect carries mutual responsibility for others as part of the College family. St Bede's College thrives on the concept of community where we are brothers and sisters to one another. We understand that the quality of relationships is critically important in the lives and education of our boys and the establishment of productive staff/student relationships has strong resonance with our staff. Each student should be named and known. Strong pastoral care links between the student, family and College are a hallmark of the College. For our young people to fully grow, it is essential that everyone they encounter at school has an interest in their development beyond their capabilities as a student.

Our motto is *Per Vias Rectas* (By Right Paths). It is important that young men have a strong set of values that underpin the way they live and that they are provided with opportunities to take on leadership and responsibility. As such, the College has Five Guiding Principles that support our Mission. These Principles stress a focus on our God, our sense of brotherhood/sisterhood and care for others, showing respect and valuing best effort and achievement in all fields of endeavour—faith, cultural, academic, sporting. Our values and our principles allow us to respect and honour our heritage while looking with imagination and optimism to the future.

We constantly search to have our students experience an innovative and dynamic learning environment that provides them with the academic and personal skills to flourish in the 21st century. Academic aspiration matters, and it is important that every student is inspired to be the best they can be. Our vision for learning encompasses all aspects of life, the intellectual, spiritual, physical, social, emotional, ethical, and cultural dimensions where education is consciously structured to develop the whole person in a caring, family-oriented community.

Principal's Report

Our College student enrolment was approximately 1900 students. 10% of our students had a language background other than English. The full-time equivalent staffing number of 220.2 consisted of 155.1 teachers and 65.1 non-teaching staff.

The 2022 school year brought its special challenges. Following the previous two years, we returned to those many activities which we associate with a “normal” college year; however, this was possible only because of a large dose of goodwill from our staff, students and parents. It was a year of substantial illness and high absence rates. On so many days, staff have arrived at school finding that they have had to cover for the absence of others; yet, there was a preparedness to “keep the ship going”.

The chosen 2022 theme for expressing and living our Lasallian identity was “Together we Serve: Locally and Globally”. However, we also continued to promote our Lasallian identity through constant reference to the 5 Guiding Principles of a Lasallian school and this is further reinforced by the continued presence on site of the De La Sale Brothers and their enthusiastic involvement in major College activities.

Council of International Schools (CIS): In 2021, the College made application for membership of the Council of International Schools. Following the work undertaken in 2021 by our college leaders in preparing the required documentation, we welcomed a panel from the Council of International Schools in March of 2022 to undertake a final review of our submission for membership.

Subsequently we received the news that we have been accredited by the Council of International Schools. This is a tremendous achievement for our college community. My deepest appreciation to those involved in the process and my sincere congratulations to all.

Mission Action Day (MAD Day): This major student-led day was conducted on an ideal autumn day on March 25th. Over 2200 students and staff gathered at the Mentone Campus prior to undertaking the 10-kilometre coastal walk adjacent to Beach Road. Over \$44,000 was raised from the day's activities, and the lead up to this day. We walk because we know that there are many in need. For us, the day is about supporting our Lasallian brothers and sisters in Thailand, India, Papua New Guinea, Pakistan and Balgo (Western Australia). The provision of education is vital in ensuring that our Lasallian schools are well resourced so these students will have a future filled with opportunities and possibilities.

Amalgamation, the next steps: In the second year of the amalgamation between St Bede's and St James Colleges, we made further advances in the four main areas identified for attention as part of the process. These were:

- Middle Years Pedagogy (how and what are we teaching in the middle years and our use of data to inform our practice)
- Senior Years Pathways (identifying the different pathways available to our students to ensure they can follow the pathway most suitable for their post-secondary schooling life).
- Student Wellbeing (Respectful Relationships, The Resilience Project, preventative approaches to wellbeing).
- Community (an identified strength of St Bede's College, but how do we go about rebuilding and renewing school community life following the disruption of the pandemic).

My thanks to staff and Board members who worked on the committees for each of these areas and to former principals, Liz Gleeson and Gaynor Robson Garth who have provided guidance to us.

ACC: We were finally able to conduct a full ACC Interschool Sports Competition 2022, and it proved to be quite a successful year for St Bede's College with many victories, magnificent participation and outstanding "Beda spirit". In Term 1, the College won the Division One premierships in senior cricket and tennis and won the Swimming Carnival for the third successive year; we were fourth in the Athletics. During Term 2, premierships were achieved in: Year 7 Division 3 football, Year 8 Division 1 Football, Year 10 Division 2 Soccer, Year 10 Division 3 football (Bentleigh East) and Year 10 Division 3 soccer (Bentleigh East). Our Term 3 premierships included: Year 9 Hockey, Year 10 Division 1 Basketball, Senior Basketball, Senior Hockey, Division 1 Cross Country champions. Congratulations to our teams, coaches and support crews, irrespective of result.

College Board: The College Board continued its active and supporting role to myself by ensuring quality governance of our College. It is appropriate to acknowledge the contribution of Anthony Brinkley who stepped down as Chair of the Board mid-way through the year. Anthony was a member of the College Board for 11 years, and Chair of the Board for 8 years.

During this time, he led and was part of a team that:

- Guided the College through a world-wide pandemic.
- Led the College through a process that saw the amalgamation of St Bede's College with St James College to form St Bede's College – Mentone and Bentleigh East.
- Maintained very strong enrolments across the College.
- Ensured that the College is in a strong financial position.
- Was part of discussions around a change in Lasallian governance structure.
- Regularly attended St Bede's College community events.

We welcomed Keiren Tilbrook as the new Chair of the Board mid-way through 2022. Keiren has been a member of the College Board since the beginning of 2021. He is a long-time resident of the Bayside area and has four sons, two of whom attended St Bede's

College. Keiren has worked in the ICT industry for most of his working life, with a recent focus on business analysis and strategic planning.

Child Safety: All College policies and procedures related to Child Safety were reviewed and updated to incorporate the requirements of Ministerial Order 1359 which came into effect on July 1, 2022 and replaced the previous Ministerial Order 870.

To maintain a commitment to Child Safety, the College maintains a Child Safeguarding Program that relates to all aspects of child safety and protecting students from abuse or other harm. This program is designed to create and maintain a child safe environment and culture at the College and includes:

- Child Safe Codes of Conduct.
- Clear information as to what constitutes child abuse and other harm and associated key indicators of abuse or other harm.
- Clear procedures for reporting child safety incidents or concerns internally, and for responding to allegations of child abuse or other harm.
- Strategies to support, encourage and enable staff, volunteers, contractors, parents/carers and students to understand, identify, discuss and report child safety matters.
- Procedures for recruiting and screening members of the Executive Leadership Team, staff, volunteers and contractors.
- Procedures for reporting to external agencies, including Mandatory Notifications to the DHHS, CCYP and Reporting to Police.
- Pastoral Care strategies designed to empower students and keep them safe.
- Strategies to support and encourage the participation and inclusion of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds and students living with disability.
- Child safeguarding training.
- Information regarding the steps to take after a disclosure of abuse or other harm to protect, support and assist students.
- Guidelines for record keeping and confidentiality.
- Policies to ensure compliance with all relevant laws, regulations and standards.
- A system for continuous review and improvement.

Major Projects: During 2022, under the guidance of Business Manager, Dominic Langdon, the following works were undertaken:

- Remodelling of Sports Pavilion to meet Child Safety Standards.
- Building a Senior Years Café.
- Drainage for the Bently East Oval.

- Roofing for the Bentleigh East Administration Building.
- Replacement of classroom doors to meet Child Safety Standards.
- Continuing the replacement of locks around the College from keys to electronic.
- Continuing to expand the provision of CCTV coverage across the College.
- Replacing much of the data network at the Bentleigh East Campus.
- Payment of loan associated with St James College.

The following pages of this Annual Report to the School Community will consider the “value-add” in each of the 5 spheres of Catholic education. I would like to draw your attention to some of the very important achievements coming out of our Annual Action Plan for 2022.

Education in Faith

- Introduction of two Integral Ecological Leaders
- Reintroduction of visits to Balgo to commence in 2023.
- Year 10 Indigenous Immersion program at Balnarring with Kilbreda College students.
- Review of Year 12 Religious Education with changes to be implemented in 2023.
- Planning for the Introduction of “The Rite Journey” in Year 9 Religious Education.
- Review of Mission Action Day with changes to be implemented 2023.
- Implementation of a Staff Retreat with a focus on Aboriginal and Torres Strait Islander education at the end of 2022.

Learning & Teaching

- Introduction, following a period of research, of a data system to enable easy tracking of students.
- Introduction of a whole school pedagogical framework.
- Common learning diversity practices across both campuses.
- Implementation of an exam regime from Year 9 – 12.
- Development of a five-year strategic plan for improved teaching and learning and student outcomes.

Student Wellbeing

- Introduction of The Resilience Project across both campuses.
- Compliance with Ministerial Order 1359 with regards to Child Safety Standards, including policy development.
- Research the introduction of a Pastoral Period across both campuses and all year levels for introduction in 2023.
- Upgraded support for programs that serve as educational and awareness-raising opportunities for boys: Reconciliation Week, Harmony Day, NAIDOC Week, International Women's Day, Mothers' Day, Father's Day, Anzac Day, Remembrance Day, RU OK day, Wear it Purple Day.

Learning and Management

- Reintroduction of Annual Reviews for all staff.
- Professional learning for staff to be focused on High Impact Teaching Strategies.
- Development of a shared pedagogical model.
- Begin plans for senior leadership reviews in 2023.
- Planning for a new Strategic Plan and Master Plan.
- Leadership Retreats aimed at increased understanding around Strengths-Based Learning using the work of Brene Brown on authentic leadership. Members of Leadership have accessed professional learning appropriate to their portfolio, including the areas of faith, formative assessment and The Resilience Project.

School Community

- Develop a stronger social media presence.
- Update and refresh of the college website.
- Appointment of two staff in Marketing and communication.
- Visits to local primary schools, and host breakfasts for other principals in the area.
- Reintroduce global travel through outreach programs and educational tours.

A highlight of 2022 was the College's production of "Wizard of Oz" conducted over four evenings. The educational experience provided for the students of the performing arts community (St Bede's, Kilbreda College and Mentone Girls' Grammar School) was nothing short of outstanding. Following months of planning, preparation and rehearsals, the cast of well over 50 students and the student, staff and parent support crew provided performances to large audiences. The College received much positive feedback about the standard of the shows. Well done to all involved.

Congratulations to the Class of 2022 students on its achievements. The final two years of their secondary school journey have been like no other due to the pandemic. Well done to them all for navigating such uncertain and challenging times. Hopefully, they have developed flexibility, adaptability and perseverance as they moved to, and from, remote learning. Consequently, they have built resilience, improved their ability to use technology to aid learning and are in better stead for managing the varied and changing post-secondary pathways. Furthermore, the holistic education our College provides, together with the love and support of their families, will have shaped our fine young men and better prepared them for life after Year 12.

I would like to thank all parents for their support of the College through their attendance at parent's meetings and briefings or by dropping off, picking up, or being on the sidelines at events, supporting sons and teams of St Bede's College. I would like to thank the Senior Leadership Team, the Brothers, the College Board, the Old Collegians and the Parents and Friends for their support and advice during 2022, my first year at the College. Thanks to all staff for their teaching or provision of service to our students, coaching and management of teams, camp attendance, and leadership of other co-curricular activities, often giving up their family time to support the students. I would like to thank the students, your sons, for their hard work and effort in 'aiming for their personal best', aspiring to do their best in all things and for their humour and friendship. St Bede's College is an amazing place and each one of you makes it so!

Per Vias Rectas

School Advisory Council Report

After two years of disruption and chaos, 2022 was a longed-for return to relative normality. We acknowledge though that it is a new normal, and that the effects of the pandemic upon the school community are deep and long lasting. Appropriately the college theme for 2022 has been 'Creating Pathways to New Horizons', and we have seen this play out in many ways over the course of the year.

Having bid a sad farewell to John Finn at the end of 2021, we welcomed Deb Frizza to her role as principal at the start of this year. To say Deb hit the ground running is an understatement, and I know I speak for the whole Board when I say how impressed we have been with Deb's energy, commitment, leadership and pedagogical excellence. On this note, a significant new horizon this year has been St Bedes attaining membership of the Council of International Schools (CIS). One of only 16 secondary schools in Australia to be CIS accredited, this was the culmination of an initiative started in early 2021. It involved a comprehensive review of all aspects of the school, and while the accreditation itself is to be celebrated, it is also true that the journey was as important as the destination. As part of the process the CIS panel interviewed the Board, resulting in several recommendations that we have incorporated into our governance regime.

Governance has been a key theme for the College Board in 2022. In July this year the Victorian Government released a significant update to the Child Safety Standards, resulting in the need to review and update a number of College policies. Board members also undertook training in the new standards. The safety of our students has always been and remains the Board's top priority, and this is now crystalised in Standard 2, which states that "Child safety and wellbeing is embedded in organisational leadership, governance and culture".

There have also been changes to the structure under which the College operates as part of the De La Salle District Council (which covers Australia, New Zealand, Papua New Guinea and Pakistan). Previously, the sole trustee of the school was the Brother Visitor, the term given to the head of the District. This has now been broadened to a panel of four members; two brothers and two lay people, to support a closer and more collaborative working relationship with the trustees. These changes - which also include some minor updates to the constitution - in no way affect the mission or operation of the College. It is appropriate at this point to acknowledge Brother David Hawke, who stepped down from the role of Brother Visitor in September, to be replaced by Brother Tim Peter. The Board thanks Br. David for his services to the Mission and the College, and looks forward to working with Br. Tim and the other members.

The Board also underwent some significant transformation in 2022. After eleven years on the Board and eight as Chair, Anthony Brinkley retired in July. Anthony provided constant and thoughtful leadership throughout some tumultuous times and he will be sorely missed (especially by myself as his successor!). Several other directors also retired this year, including Simon Libbis, Russell Saunders and Geoff Worrell. On behalf of the Board I would like to thank each of them for their dedication and service. Happily we also welcomed four new members; Rebecca Kotow, Allison Tippet, Tim Honey and John Csorgo. Each of these brings significant experience in various domains and they are warmly welcomed. I would also like to personally thank Dominic Langdon, who not only does an incredible job as Business Manager for the College, but also acts as Company Secretary. Dom is a consummate professional and always a pleasure to deal with. A special mention to David Cracknell and Enzo de Toro, both of whom have leadership roles in the school but still find time to devote to the Risk Committee, and to Jo Hynes who - in her 'spare' time - provides executive assistance to the Board with such patience

and good humour. Thank you as well to Deb and the leadership team for supporting the Board, and also to those in the Parents and Friends, Old Collegians, the canteen and other areas where volunteers make such an important contribution to the life of the school.

2023 is looking to be an exciting year at St Bedes College, in particular the introduction of the Senior and Middle Years hubs, and commencement of the master planning initiative.

Catholic Identity and Mission

Goals & Intended Outcomes

- To provide rich, relevant and meaningful faith experiences and Religious Education, to form minds and hearts for social justice and actions, informed by Catholic and Lasallian worldviews.
- To improve the engagement of students and staff in Religious Education.
- To increase the participation of students and staff in social justice and outreach activities
- To increase the involvement and engagement of students and staff in faith development opportunities

Achievements

This year, the St Bede's College theme, **Creating Pathways to New Horizons**, invited us to be united with hope, optimism and zeal in all aspects of school life each and every day.

The College theme reflected the 2022 theme of the wider Lasallian community: *To Dream is our Way Forward: Building new paths to transform lives.*

The extended periods of lockdown in 2020 and 2021, taught us much about drawing upon our own resources and responding positively as we cared for others and ourselves. Even when routines and habits stopped or changed, we seemed to find new, creative and innovative ways to address our needs. When reflecting on the COVID experience, Pope Francis said that this is a time to dream a new path to a better future. He said that God asks us to dare to create something new; this is a moment to dream big, to rethink our priorities – what we value, what we want, what we seek, and what we have dreamed of.

Each year, we offer a number of faith formation opportunities, programs and resources for students, staff and families to nurture and enrich our Catholic and Lasallian identity, including Masses, Prayer Services and Retreats.

Here are some highlights of the year:

Mission Action Day

In solidarity with many Catholic schools in the Lasallian tradition, St Bede's College strives to uphold the Catholic Social Teaching principle of 'preferential option for the poor' by holding our annual Mission Action Day (MAD); a major event on the College calendar. For the second year, MAD involved over 2,200 students and staff!

The funds raised through MAD make possible many of the great Lasallian works that we support in Papua New Guinea, Pakistan, India, Thailand and Balgo, WA ; these works make a difference in the lives of our Lasallian brothers and sisters who live in need.

Educating under-privileged children and adults Building schools and learning centres Upgrading schools and learning centres Providing a safe environment to learn and live

The day commenced with performances by the College band, followed by a whole College prayer service that spiritually prepared us for the day ahead. The focus of the liturgy was the

Christian mandate to care for the vulnerable and needy. By reflecting on the letter of St James' we were reminded that "faith without action is dead". This was complemented with a reading from the Gospel of St Matthew that taught us that we serve God when we serve one another.

Following our time of prayer, waves of keen walkers started their ten-kilometre MAD walk along the beach trail; half of the student body walked to Rickett's Point and back, the other half to Mordialloc and back.

Returning a little weary but satisfied, students received a hot dog lunch (over 2000 were cooked and served!), and enthusiastically enjoyed the post-walk program of carnival rides, performances and other activities that had been planned by the College Student Leadership Team - the afternoon activities are a recent adjustment to MAD and a conflation of the usual Founder's Day celebrations.

Mission Action Day at St Bede's College brings together our Lasallian characteristics of Faith, Service and Community.

Year 9 Retreats

Year 9 were given the opportunity to spend a day out of the normal classroom for Retreat; a day of prayer, reflection and activities. To highlight the importance of this endeavour, we took the students off-site for their Retreat to the Don Bosco Retreat Centre at Lysterfield.

Our Faith Leadership Team and Lasallian Youth Ministers led the retreats, assisted by Lasallian Youth Leaders. We maximised the beautiful country and venue at Lysterfield; one of the highlights was a steady climb through the paddocks up to the granite boulders where a view to the city could be enjoyed.

Year 12 Retreat

A variation to the Year 12 Retreat was offered this year, with students 'opting in' for a day of friendship, fun, faith and food. The self-nominated Year 12's spent a day at the Don Bosco Retreat Centre at Lysterfield to reflect on the College theme, "Creating Pathways to New Horizons". The retreatants had time to reflect on images of God, significant people and events in their lives, and their hopes for the future. The rural location provided the ideal setting for this capstone retreat.

St Bede's College Community Service Program

In 2022 the College embarked on a program for Year 7 and 8 students to undertake "community service". All Year 7 and 8 students across both campuses were encouraged to complete 10 hours of service spread throughout the year. In particular, students assisted their families, extended families and different local clubs. Our Lasallian youth leaders would often visit homeroom classes to mentor and check up on their younger brothers. The College aims to introduce the community service program across different year levels in the coming years. The Catholic Social Teaching principles of participation, solidarity, the common good and working for human dignity reminds students of the importance of life-long serving and giving back.

Indigenous Immersion Program to Balnarring

In collaboration with Kilbreda College, St Bede's offered thirteen Year 10 students the opportunity to participate in an immersion experience which allowed them to learn more about First Nations Australians. Students travelled to Balnarring to participate in a variety of activities led by Boon Wurrung elders and community advocates, designed to help students better understand First Nations peoples, their connection to the land and the challenges they have faced and continue to face today. Students returned from the experience with a developed

cultural awareness and a renewed sense of social justice, which they channelled into making their fellow students at St Bede's more aware of our First Nations brothers and sisters.

VALUE ADDED

- Holy Week Liturgy
- Mission Action Day
- Founder's Day Mass
- Immersion experiences
- Student Retreat Days
- Staff Retreat Day
- Lasallian Youth Leader Program
- Youth Ministry activities
- Community Service
- Liturgical celebrations for Anzac Day, Remembrance Day and Lasallian Saints Feast Days

Learning and Teaching

Goals & Intended Outcomes

- To align curriculum across both campuses such that students are afforded equity in learning opportunities.
- To bring the key guiding statements, (High Quality Teaching and Learning and Global Citizenship) to life in the curriculum.
- To continue to develop data literacy and decision-making across the school.
- To increase the focus on student growth and the impact of teaching practice on outcomes.

Achievements

The St Bede's College Pedagogical Charter was developed, with input from a wide range of stakeholders. This was launched in the second part of 2022, with a focus on High Impact Teaching Strategies in the classroom.

Processes continued to be refined regarding the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The Learning Diversity Leaders developed rigorous procedures to support the identification of students with additional needs and strengthened the recording of adjustments and the review of the effectiveness of adjustments for students. The Learning Diversity Leaders supported teaching staff to enhance their understanding of individual student needs and the adjustments that support the learning.

STUDENT LEARNING OUTCOMES

Like many schools, student learning at St Bede's College has been impacted by the pandemic. Nevertheless, it was pleasing to see that through a commitment to maintaining continuity of learning, excellent ICT provision and sound student wellbeing support, the proportion of students from the College meeting the minimum standard was not significantly impacted. Acknowledging the want to have all students meet the minimum standard, the proportion who have done so at Year 9- which best reflects the program offered at the school- has remained steady. Whilst the number meeting the minimum standard in Grammar and Punctuation dropped slightly (0.1%), Spelling remained the same whilst Numeracy (0.4%), Reading (0.4%) and Writing (2.0%) all improved.

There are several initiatives in place to improve NAPLAN results in the coming years, the details of which will be outlined below.

- An improved Learning Diversity program that better identifies, makes adjustments, consults and reviews programs for students in need. This has led to both

- an increase in in-class support for these students and
- a withdrawal for literacy intervention being designed and implemented in 2023
- A whole school literacy program that is discipline based, led by Learning Area Leaders and due to be implemented in 2023
- An improved library reading program that targets particularly students in years 7 - 9
- Introduction of Literacy Circles that targets reading at Year 9; it is designed to better engage young readers at Year 9 and was implemented in 2021.
- Increased student selection in Mathematics, whereby classes are no longer streamed but rather students decide which level of Mathematics they wish to undertake (Advanced, Core or Foundation) with the capacity to move between levels across the year
- Mathematics Tutoring for identified students in Years 7 - 10 to assist them in improving their learning in this regard.

As is regularly the case, St Bede's College pays close attention to data gathered in relation to literacy and numeracy. This includes NAPLAN, ACER Testing (PAT-R and PAT-M), On Demand and teacher assessments. Such data is used to determine what needs to be prioritised. These priorities form part of the College's Learning and Teaching Annual Action Plans and are closely monitored over the course of the year. Both literacy and high impact teaching strategies formed part of this in 2022 and will remain a focus over the 2023 school year.

MEDIAN NAPLAN RESULTS FOR YEAR 9

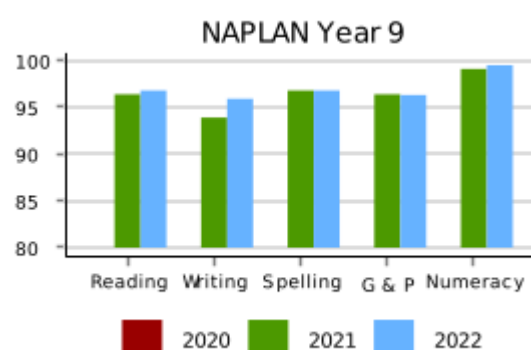
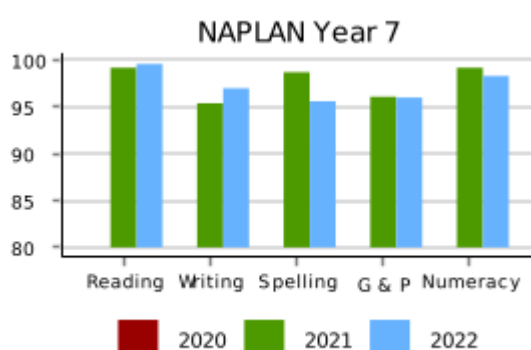
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	593.5
Year 9 Reading	583.7
Year 9 Spelling	582.3
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	96.1	-	96.0	-0.1
YR 07 Numeracy	-	99.2	-	98.3	-0.9
YR 07 Reading	-	99.2	-	99.6	0.4
YR 07 Spelling	-	98.7	-	95.6	-3.1
YR 07 Writing	-	95.4	-	97.0	1.6
YR 09 Grammar & Punctuation	-	96.4	-	96.3	-0.1
YR 09 Numeracy	-	99.1	-	99.5	0.4
YR 09 Reading	-	96.4	-	96.8	0.4
YR 09 Spelling	-	96.8	-	96.8	0.0
YR 09 Writing	-	93.9	-	95.9	2.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- To maintain a strong focus on child safety
- 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.
- To further develop better avenues for student leadership opportunities and student voice.

Achievements

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

The College joined the Resilience Program and begun planning for the introduction of a whole College well-being program to be introduced in the timetable in 2023

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 include chess programs, e-leader activities, 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, athletics and cross-country.

Students are also involved in retreat days, a guest speaker program and activities focusing on outreach programs. The College offers camps at various year levels ranging from 3 to 5 days.

In addition, our College gym is open before school for students to access. Students are also offered a range of lunchtime activities, including the Student Wellbeing Centre lunchtime board games club.

This year, we partnered with Chris Varney from the I CAN network to provide online mentoring sessions for students on the Autism spectrum. 'I CAN' celebrates diverse thinking and provides the skills for these students to have a voice.

VALUE ADDED

- House Swimming
- House Athletics Days
- House Music
- House Debating

- ACC Cricket, Volleyball, Tennis, Football, Soccer, Basketball, Badminton, Table Tennis, Hockey, Chess, Debating, Public Speaking
- Liturgies & Class Masses
- Indigenous Immersion experience
- Little Long Walk
- Student Retreat Days
- ACC Swimming Carnival
- ACC Athletics Carnival
- ACC Cross-Country
- Public Speaking program
- Debating program
- Theatre Studies Production
- College Production: The Wizard of Oz
- Instrumental Music Program
- e-Leader program
- Anzac Day Service
- Year 7 & 8 Community Service
- Camps

STUDENT SATISFACTION

Data around student wellbeing was collected through the Wellbeing team, including Year Level and House Coordinators. Homeroom Teachers and House Tutors are in daily contact with students and monitor the wellbeing needs of students.

The Council of International Schools (CIS) survey data indicated that students feel a strong sense of connectedness to the college and that they feel well-supported by their teachers.

STUDENT ATTENDANCE

Student Attendance Guidelines and notification

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

During the periods of Remote Learning due to COVID restrictions, teachers were able to continue to record student attendance at on-line lessons via the SIMON Learning Management System.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	108.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	88.7%
Y08	85.5%
Y09	84.1%
Y10	86.0%
Overall average attendance	86.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	99.0%

Child Safe Standards

Goals & Intended Outcomes

St Bede's College Child Safety strategy encompasses a range of policies, practices and procedures aimed at ensuring that the child safety focus is integrated into the college vision and the goals for the care and well-being of all students.

A key goal for 2022 was the implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.

All College policies and procedures related to Child Safety were reviewed and updated to incorporate the requirements of Ministerial Order 1359 which came into effect on July 1, 2022 and replaced the previous Ministerial Order 870.

Achievements

To maintain a commitment to Child Safety, the College maintains a Child Safeguarding Program that relates to all aspects of child safety and protecting students from abuse or other harm. This program is designed to create and maintain a child safe environment and culture at the College and includes:

- Child Safe Codes of Conduct.
- Clear information as to what constitutes child abuse and other harm and associated key indicators of abuse or other harm.
- Clear procedures for reporting child safety incidents or concerns internally, and for responding to allegations of child abuse or other harm.
- Strategies to support, encourage and enable staff, volunteers, contractors, parents/carers and students to understand, identify, discuss and report child safety matters.
- Procedures for recruiting and screening members of the Executive Leadership Team, staff, volunteers and contractors.
- Procedures for reporting to external agencies, including Mandatory Notifications to the DHHS, CCYP and Reporting to Police.
- Pastoral Care strategies designed to empower students and keep them safe.
- Strategies to support and encourage the participation and inclusion of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds and students living with disability
- Child safeguarding training.
- Information regarding the steps to take after a disclosure of abuse or other harm to protect, support and assist students.
- Guidelines for record keeping and confidentiality.
- Policies to ensure compliance with all relevant laws, regulations and standards.
- A system for continuous review and improvement.

Policies

- Child Protection-Reporting Obligations Policy
- Child Safeguarding Responding and Reporting Obligations Policy and Procedures
- Child Safeguarding Record Keeping Policy and Procedures
- Child Safeguarding Risk Management Policy and Procedures
- Child Safeguarding Recruitment Policy and Procedures
- Child Safeguarding Training and Supervision Policy and Procedures
- Child Safeguarding Compliance and Breach Policy and Procedures
- Child Safeguarding Complaints Management Policy and Procedures
- Custody Issues Policy
- Student Bullying Policy
- Pastoral Care Policy
- Student Behaviour Management Policy
- Student Participation and Empowerment Policy and Procedures
- Aboriginal and Torres Strait Islander Students Policy and Procedures
- Child Safety Code of Conduct Policy
- Code of Professional Conduct for Staff at St Bede's College
- Staff Code of Conduct Policy
- Sexual Harassment (Prevention of) Policy
- Working with Children Check Policy and Procedures
- Communication Protocol Policy
- Information and Communication Technology Policy
- Disclosure of Abuse or Harm Policy (ANZPPNG)
- Safeguarding Children and Vulnerable Adults Protection Policy (ANZPPNG)
- Safeguarding Children and Vulnerable Adults Position Statement (ANZPPNG)

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

Goals & Intended Outcomes

- To strengthen the performance and development culture of the College and enhance the continuous improvement practices of the College as a learning community
- To develop the leadership capacity of aspiring and middle leaders with a focus on leadership for learning
- To ensure that the facilities and infrastructure of the college support a contemporary and future focused learning environment

Achievements

- At the beginning of 2022, the College welcomed a range of new teaching and support staff in 2022, following some staff retiring at the end of 2021, staff taking extended leave and other staff pursuing opportunities in other settings.
- New staff have undertaken a comprehensive induction program and are immersed in ongoing regular professional learning sessions to support their transition to the College.
- 2022 saw the beginning of a new POL Cycle (2022 - 2024). One of the hallmarks of a healthy organisation is the preparedness of staff to apply for leadership roles. It is pleasing that many staff members put themselves forward of Positions of Leadership (POL) roles. At the end of 2021, a number of staff who are new to leadership roles began an induction program "Learning to Lead", held over a series of afternoons.
- The College introduced a new POL position, Professional Learning Leader from the beginning of 2022. This role supported the implementation of the College Professional Learning plan.
- Across 2022, staff participated in a comprehensive in-house professional learning program, delivered during fortnightly Professional Learning Time (PLT) embedded in the timetable and complemented by whole day Professional Learning sessions.
- Whole staff professional learning focusses on a whole school approach to literacy, High Impact Teaching Strategies and the implementation of a Data Analytics platform.
- Reintroduction of Annual Review Meetings
- Planning for a new Strategic Plan and College Masterplan
- A number of working parties, comprising staff representatives, were formed to focus on the following areas:
 - Middle Years Pedagogy (how and what are we teaching in the middle years and our use of data to inform our practice)
 - Senior Years Pathways (identifying the different pathways available to our students to ensure they can follow the pathway most suitable for their post-secondary schooling life).
 - Student Wellbeing (Respectful Relationships, The Resilience Project, preventative approaches to wellbeing).

- Community (an identified strength of St Bede's College, but how do we go about rebuilding and renewing school community life following the disruption of the pandemic)

Facilities and Infrastructure

- Remodelling of Sports Pavilion to meet Child Safety Standards.
- Building a Senior Years Café.
- Drainage for the Bently East Oval.
- Roofing for the Bently East Administration Building.
- Replacement of classroom doors to meet Child Safety Standards.
- Continuing the replacement of locks around the College from keys to electronic.
- Continuing to expand the provision of CCTV coverage across the College.
- Replacing much of the data network at the Bently East Campus.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- High Impact Teaching Strategies
- Literacy (Glen Pearsall)
- Learning Diversity
- The Resilience Project professional learning
- Student Wellbeing and Mental Health
- Learning Area specific Professional Learning
- Careers Education specific Professional Learning
- Professional learning aimed at strengthening Catholic and Lasallian identity
- Leadership conferences
- School Law Seminars
- Day 8 Professional Learning Sessions
- First Aid Training
- OHS Training
- Emergency Management Training
- Child Safety training, including the eLearning module developed by the Department of Education and Training- Protecting Children: Mandatory Reporting and Other Obligations.

- Disability Standards for Education modules

Number of teachers who participated in PL in 2022	165
Average expenditure per teacher for PL	\$671

TEACHER SATISFACTION

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The Council of International Schools survey data indicated that the college has a professional and trusting work environment and that staff feel well-supported in their roles. Staff reported high levels of professional satisfaction in their roles.

Feedback suggested that staff would like further opportunities to receive feedback about their practice.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	20.4%
Graduate	45.4%
Graduate Certificate	6.6%
Bachelor Degree	88.2%
Advanced Diploma	13.2%
No Qualifications Listed	4.6%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	168.0
Teaching Staff (FTE)	157.4
Non-Teaching Staff (Headcount)	93.0
Non-Teaching Staff (FTE)	76.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To promote strong relationships and partnerships between all members of the College community
- To ensure the principles of *Global Citizenship* are embedded in our actions

Achievements

- A stronger social media presence was developed
- The college website was updated and refreshed
- Appointment of two staff in Marketing and communication.
- Visits to local primary schools, and host breakfasts for other principals in the area.
- Reintroduce global travel through outreach programs and educational tours.

VALUE ADDED

- Mission Action Day
- Founder's Day Mass
- Balnarring Immersion experience
- Lasallian Youth Leader Program
- Mother's Day and Father's Day Breakfasts
- Anzac Day services
- The College Production: The Wizard of Oz

PARENT SATISFACTION

Parent feedback was collected in the form of qualitative statements and survey data. The Council of International Schools survey data indicated strong parental support of the College. There were high levels of positive responses to survey questions around the

College's Child Safeguarding practices and a strong recognition of a supportive environment for student well-being.

Parental feedback indicated that there is a desire for parents to be further involved in the learning process of their children.

Future Directions

The College has commenced consultation for our next Strategic and Master Plans. Staff, student and parent feedback will be sought.