

ST BEDE'S COLLEGE

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Annual Report

To the School Community

2015

College Principal
Br Garry Coyte

Registered School Number
E 1148



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.



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.

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2015

Dear members of the St Bede's College Community

As mandated by the Australian Government, all Catholic Schools are now required to report to parents on various organisational and educational aspects of their school. This report is available to you at the school internet home page or alternatively, if you prefer, you can request a hard copy by contacting the College Office.

The following information relates to the 2015 College year and the 2016 data will be reported to you in 2017.

STAFF ATTENDANCE:

We have an extremely dedicated and professional staff and their attendance rate in 2015 as recorded on the Catholic Education Data was 92.12%. In 2014 staff leave was in the areas of long service leave, leave without pay, sick leave, maternity and paternity leave and carers leave.

When staff are on leave, particularly when this is short term leave, the College endeavours to use existing part time staff, who are known to the students, so that there is a minimal disruption to the boys' learning. The College also advertises vacancies, particularly where these are due to staff taking extended long service leave.

The staff at St Bede's College demonstrate a high degree of commitment to the College and are involved in many aspects of the College. These include year level and subject based camps, inter-school sports, excursions and a vast array of extra-curricular activities, such as the College production and many other College functions.

STAFF RETENTION:

For 2015, the Catholic Education Office data shows a rate of retention of staff at St Bede's College of 92.68%. At the end of 2015, several staff members decided to take on new positions to further their career, which is something that we encourage and we were very pleased to bring new staff members into the school who have brought with them great enthusiasm and experience. The College has benefited greatly from this during the course of 2016.

Staff turnover also occurred as some contract staff left due to staff returning from maternity leave as well as staff retirements.

STAFF COMPOSITION	
Principal Class	9
Teaching Staff (Head Count)	129
FTE Teaching Staff	119.500
Non-Teaching Staff (Head Count)	54
FTE Non-Teaching Staff	40.050
Indigenous Teaching Staff	1

TEACHER QUALIFICATIONS:

All staff at St Bede's College are qualified to the required standard, as per the Victorian Institute of Teaching requirements. Data from the Catholic Education Office indicates that the following qualifications are held by teachers as their highest qualifications:

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

Please note that many staff have multiple tertiary qualifications and the College actively promotes and supports staff who are willing to upgrade their qualifications.

This data indicates the diversity of qualifications amongst both our teaching and non-teaching staff, the high level of professionalism and a commitment to lifelong learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING:

There were 3 main categories of professional learning that staff were involved in during 2015. The following table illustrates the attendances from the particular categories by listing specific examples and generic courses.

Pastoral	Curriculum	Administration
Grad Dip in Student Welfare Drug Education Learning Difficulties Boys Education Classroom Management Behavioural Management First Aid Beginning Teacher Programmes Lasallian Leadership	VELS VCAL LINC Middle Years Literacy VET VCE Exam preparation/correction Subject specific Subject Conferences Methodology of Teaching	VCE/VCAA ARM Network Meetings (PD, LAC etc) Mentor Support OHS Conferences (Deputies, Careers etc)

Every staff member in the College community has been involved in at least three professional learning activities. The number of teaching staff included in these activities is 129 and 54 support staff. This figure takes into account both full-time and part-time teaching staff as well as non-teaching and support staff. The development of staff through Learning Area meetings is not listed in the table above. This is also an important facet of the development of the curriculum offered to the students in our care. The spread of courses is an indication of the commitment made by St Bede's College to the growth of professional knowledge and practice.

Average expenditure per teacher on Professional Learning is approximately \$525 per teacher. This figure only includes costs of courses and materials, subscriptions to professional bodies and costs for purchasing texts for professional reading. It does not include the associated costs of teacher replacement which are significant and additional costs such as supplies, travel and accommodation. Staff also offer their own expertise to others through running Professional Learning activities as an alternative to seeking outside "experts". This helps to spread the learning throughout the staff, as well as offset a number of costs normally associated with the outsourcing these programs.

Description of Professional Learning Activities

The types of professional learning activities that staff engaged in included:

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

STUDENT ATTENDANCE:

The following student attendance data (listed in year levels) indicate the average daily attendance for 2015 as a percentage of the total year level enrolments.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.58
Y08	90.26
Y09	91.46
Y10	91.14
Overall average attendance	91.61

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

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

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

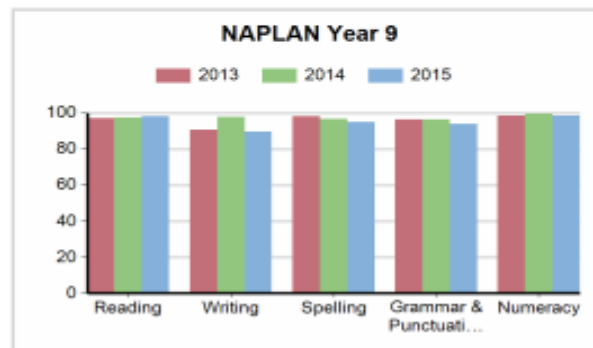
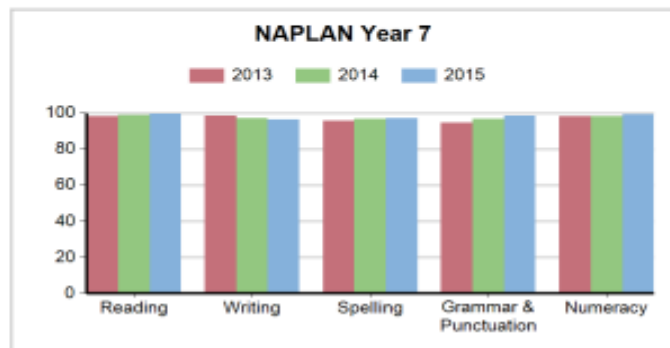
At any point during the day the College can access information to determine if a student is in class as rolls are marked each lesson. In addition, the College can garner information to accurately calculate a student's attendance rate for the year to date.

Parents are notified via on-line reporting their son's overall attendance percentage for the year.

CHANGES IN AND PROPORTION OF STUDENTS MEETING NATIONAL MINIMUM STANDARDS AT YEAR 7 AND YEAR 9:

Data provided by the Catholic Education Office indicates the following percentage of students in the College, who have met the national benchmark in 2015, 2014 and 2013.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS		2013	2014	2013–2014 Changes	2015	2014–2015 Changes
		%	%	%	%	%
YR 07	Reading	98.1	98.8	0.7	99.6	0.8
YR 07	Writing	98.6	97.1	-1.5	96.3	-0.8
YR 07	Spelling	95.7	96.7	1.0	97.1	0.4
YR 07	Grammar & Punctuation	94.7	96.7	2.0	98.4	1.7
YR 07	Numeracy	98.1	98.3	0.2	99.2	0.9
YR 09	Reading	97.1	97.6	0.5	98.1	0.5
YR 09	Writing	90.5	97.7	7.2	89.7	-8.0
YR 09	Spelling	98.1	96.7	-1.4	94.8	-1.9
YR 09	Grammar & Punctuation	96.2	96.2	0.0	93.9	-2.3
YR 09	Numeracy	98.5	99.5	1.0	98.6	-0.9



NAPLAN Data – 2015

Year 7	Reading	Writing	Spelling	G & P	Numeracy
Median	562	530	549	553	561
Year 9	Reading	Writing	Spelling	G & P	Numeracy
Median	584	570	576	554	604

- Percentage Above, At and Below Minimum Standard
- Difference in Proportion from 2012

Year 7	%	2014	2015	Difference	Year 9	#	2014	2015	Difference
Reading	Above	92	95.4	+3.4	Reading	Above	85.79	79.91	-6.69
	At	7	4.6	-2.4		At	12.32	19.16	+6.84
	Below	1	0	-1		Below	1.89	0.93	-0.96
Writing	Above	80	85.77	+5.77	Writing	Above	80.93	76.06	-4.87
	At	17	10.83	-6.17		At	17.67	16.43	-1.24
	Below	3	3.75	+0.75		Below	1.4	7.51	+6.11
Spelling	Above	87	93	+6	Spelling	Above	84.51	86.32	+1.81
	At	10	4.12	-5.88		At	12.21	8.49	-3.72
	Below	3	2.88	-0.12		Below	3.28	5.19	+1.91
Grammar & Punct.	Above	81	90.94	+9.94	Grammar & Punct.	Above	80.7	78.77	-1.93
	At	16	8.2	-7.8		At	16.9	18.4	+1.5
	Below	3	0.82	-2.18		Below	2.4	2.83	+0.43
Numeracy	Above	91	94.59	+3.59	Numeracy	Above	92.82	91.38	-1.44
	At	8	4.16	-3.84		At	6.7	7.18	+0.48
	Below	2	1.25	-0.75		Below	0.48	1.44	+0.96

VCE Data - 2015

- VCE Median Study Score 31
- VCE Completion rate 100%
- VCAL Completion Rate 100%



VALUE ADDED:

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.

Activities and Programs that have had a positive effect on the Wellbeing of Students

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 boys from all year levels and after hours sporting programs such as squad swimming and golf lessons.

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

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

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

With the huge popularity in technology in recent years, to garner the expertise that many students possess, our Information and Communication Technology (ICT) department has organized interested students to become ICT Education learning Leaders that in many cases assist teachers with the use of technology in the classroom

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

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

Much of the information listed above, is reported to parents via Newsletters and the College Journal. Each of the four Houses also publish their own special newsletter which enables the achievements of relevant students to be highlighted. The College also has a monthly booking with the Leader Newspaper where the College is able to focus on, and congratulate, the achievements of individual students and staff.

Education in Faith:

St Bede's College proudly lives its Catholic and Lasallian heritage and in 2015, the Catholic and Lasallian identity of St Bede's College continued to be nurtured and celebrated across a range of activities and events for students, families and staff. In a particular way, we reflected upon the College theme of **Meeting the Challenge** and the following summary will indicate how well we embraced that invitation across the three Lasallian characteristics of *Faith, Service and Community*:

Faith

- Student Retreat programs
- Staff Retreat day
- Staff Accreditation sessions
- Year Level and House Prayer Assemblies
- Year 7 Bible Presentations
- Year 7, 8 & 9 Family Evening Mass
- Opening College Year Mass
- Ash Wednesday Prayer Services for Homerooms and Tutor Groups
- Outdoor Stations of the Cross
- Holy Week Liturgy with a focus on the significance of the Cross of Christ in our lives
- Founder's Day Mass and commissioning of Thailand Volunteers
- Year 12 Valet Mass
- Wednesday Lunchtime Masses for RE class groups
- Friday Morning Staff Prayer
- Formation and commissioning of senior students as Extraordinary Ministers of Communion
- Mission Action Day liturgy and commissioning of students

Service

- *Vinnies Winter Sleep Out* as an act of solidarity with those who sleep rough and as a means of resource collection for St Vincent de Paul Society (collected clothing, food and funds)
- Lasallian Youth Leaders (Years 10-12) committed themselves to serve the College and wider community through
 - Facilitating Year 7 and 8 Retreats with the Lasallian Youth Minister
 - Pancake Tuesday awareness raising and fundraising for Caritas Australia
 - Staffed Joey's Van in Dandenong
 - Tutoring students in need at Frankston
- Year 7 – 9 Catholic Mission 'Socktober' Day
- Vinnies Christmas Hamper Drive

Community

- In addition to serving the community through some of the above events; St Bede's College assisted the Social Justice Group of Our Lady of the Assumption Parish Cheltenham, by participating in the One Million Stars Campaign (against domestic violence). 180 stars were woven by students and staff for display at OLA Parish.

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 involved in three volunteer programs in which students and staff give their time in order to support the works conducted by the De La Salle Brothers in both India and Thailand.

India

In December last a group of Year 12 students and four 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 4 houses for poor farming families. Many of these families live in thatched huts which are often unable to withstand the monsoon rains and need replacing every year or two. Our students built bricks and mortar homes with money that was raised during our MAD day.

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



Thailand

In 2015, two groups of Year 11 students and staff a total of 20 students and eight staff travelled to Saugkhlaburi, Thailand which is 350km NW of Bangkok to undertake Outreach work at two schools – the 'Bamboo School' and the 'La Salle Learning Centre' both of which are conducted by the De La Salle Brothers.

At these schools, the De La Salle Brothers help Burmese refugee children complete their primary education. In 2013 the two groups of students and staff built a hostel to care for these refugee children. This project was such a success that in 2014 our volunteers have been asked to build another hostel so that more refugee children can be safely housed.

In 2015 we were asked to build a new canteen/multi - purpose building as the previous structure which was only a thatched hut had been destroyed following the monsoonal floods. The new brick building constructed by our teams was completed in September.



MEDIAN NAPLAN RESULTS FOR YEAR 9:

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	583.80
Year 9 Writing	570.30
Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	554.10
Year 9 Numeracy	603.30

SENIOR SECONDARY OUTCOMES:

VCE

In 2015, St Bede's College offered 60 VCE studies at Unit 3/4 level and 23 VET Certificates. In total, some 355 students were enrolled in at least one VCE Unit at 3/4 level. For 2015 a total of 100% of students successfully completed their VCE and 92% completed VCAL.

The median study score for a Unit 3/4 was 31 (out of a possible 50).

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 (2015) from Year 9 (2012):

The majority of students who left St Bede's College did so at the end of their Year 11 course of study and their destinations were primarily to a TAFE institute or to employment. Some students withdrew from the College, due to other factors, including family relocation.

A total of 230 students completed Year 12 in 2015, which included some 85 students who came to the College at the commencement of Year 11 primarily from St James' College. Consequently, the actual retention rate for the same period (2012-2015) was 114.86%.

POST SCHOOL DESTINATIONS:

Table 1: On Track participation, Year 12 or equivalent completers in St Bede's College who exited school in 2014

On Track participation	Year 12 or equivalent completers		
	Males	Females	Total
School leavers in cohort	230	0	230
Consented to participate	220	0	220
Responded to survey	172	0	172
Consent rate (%)	95.7	–	95.7
Response rate (%)	78.2	–	78.2
Participation rate (%)	74.8	–	74.8

Notes:

Consent rate = On Track consenters as a proportion of school leavers in cohort

Response rate = On Track respondents as a proportion of On Track consenters

Participation rate = On Track respondents as a proportion of school leavers in cohort

Figure 1: Post school destinations of Year 12 or equivalent completers in St Bede's College, by gender, 2015

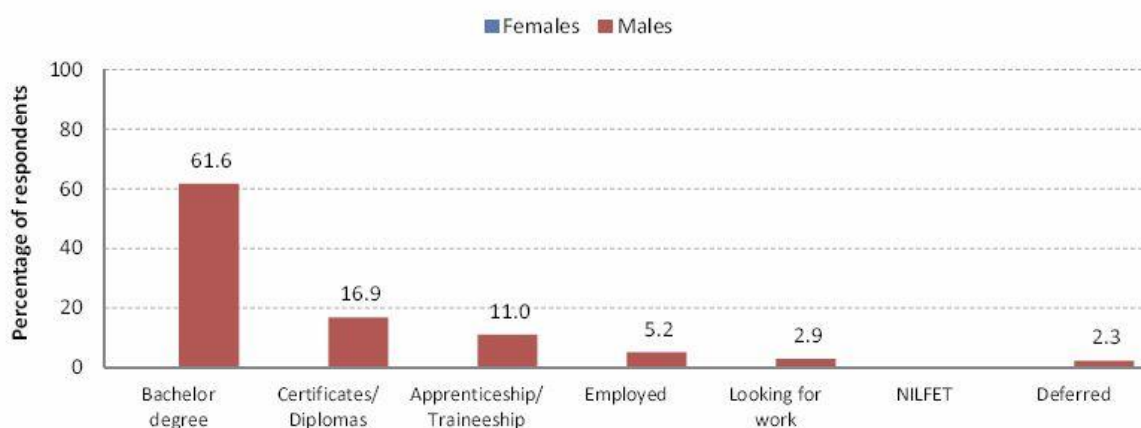


Table 3: Destinations of Year 12 or equivalent completers who exited school in 2014, St Bede's College Kingston and Victoria.

Post-school destination	St Bede'S College		Kingston		Victoria	
	No.	%	No.	%	No.	%
In further education or training	154	89.5	680	82.0	27,141	77.0
Bachelor degree	106	61.6	511	61.6	18,749	53.2
Certificates/Diplomas	29	16.9	121	14.6	5,755	16.3
Certificate IV or higher	24	14.0	100	12.1	4,672	13.3
Certificate I to III	5	2.9	21	2.5	1,083	3.1
Apprentice/Trainee	19	11.0	48	5.8	2,637	7.5
Apprenticeship	15	8.7	34	4.1	1,794	5.1
Traineeship	4	2.3	14	1.7	843	2.4
Not in further education or training	18	10.5	149	18.0	8,078	22.9
Employed	9	5.2	65	7.8	3,393	9.6
Employed full-time	3	1.7	23	2.8	1,097	3.1
Employed part-time	6	3.5	42	5.1	2,296	6.5
Looking for work	5	2.9	19	2.3	1,284	3.6
Deferred	4	2.3	59	7.1	3,211	9.1
NILFET			6	0.7	190	0.5
Unknown					8	0.0
Total respondents	172	100.0	829	100.0	35,227	100.0

Note: NILFET = Not in the labour force, employment or training

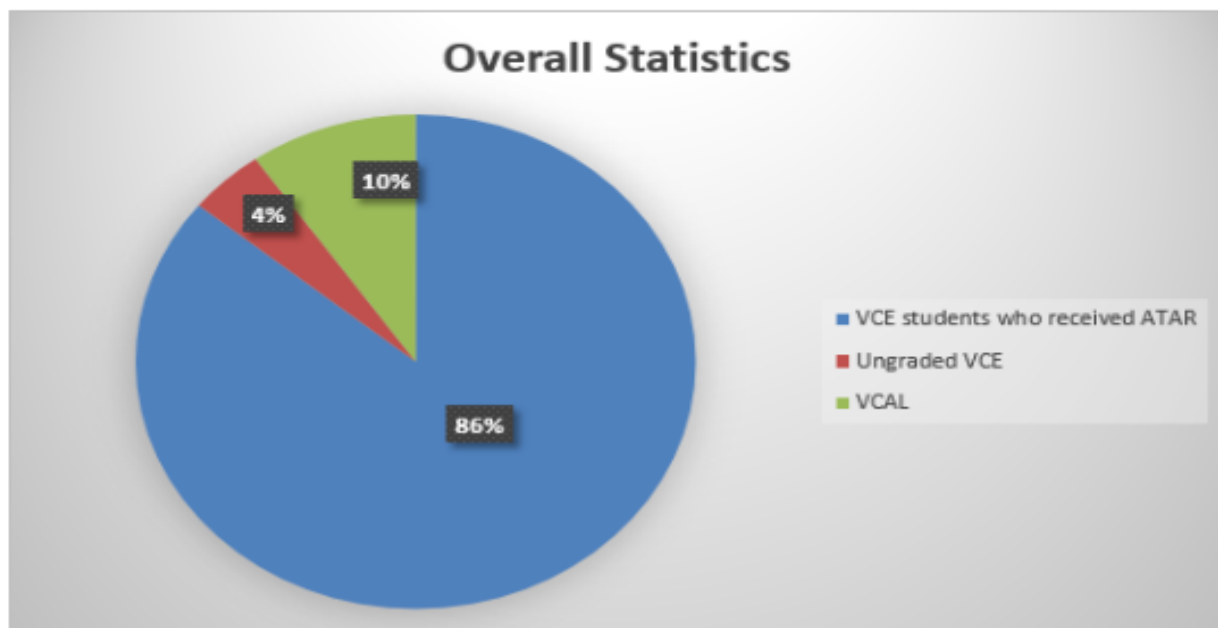
Table 4: Destinations of Year 12 or equivalent completers six months after leaving school, St Bede'S College, Kingston and Victoria, 2013 to 2015

Post-school destination	St Bede'S College			Kingston			Victoria		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
	%	%	%	%	%	%	%	%	%
Bachelor degree	64.6	64.3	61.6	61.7	61.6	61.6	53.2	54.3	53.2
Certificates/Diplomas	10.1	9.4	16.9	15.5	14.2	14.6	15.8	16.1	16.3
Apprenticeship/Traineeship	7.6	10.5	11.0	4.6	5.0	5.8	7.1	7.0	7.5
Employed	7.6	7.6	5.2	8.7	6.7	7.8	10.2	9.1	9.6
Looking for work	1.5	2.9	2.9	2.4	3.4	2.3	3.6	3.7	3.6
Deferred	8.6	5.3	2.3	6.8	9.2	7.1	9.7	9.4	9.1
NILFET				0.4		0.7	0.5	0.4	0.5
Unknown									
Total respondents	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

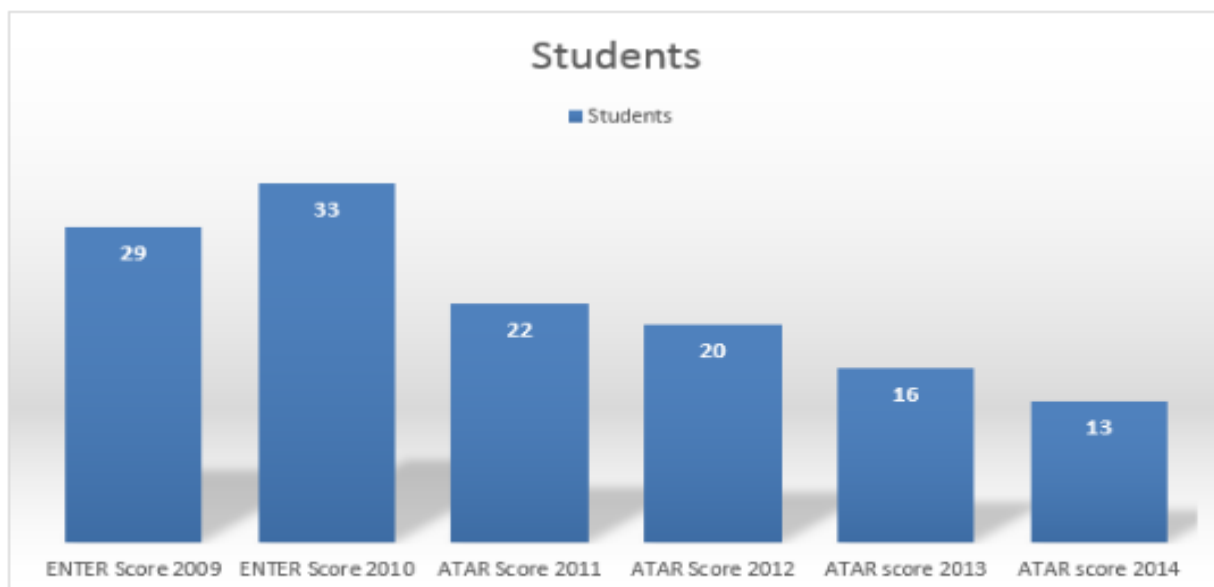
Note: NILFET = Not in the labour force, employment or training

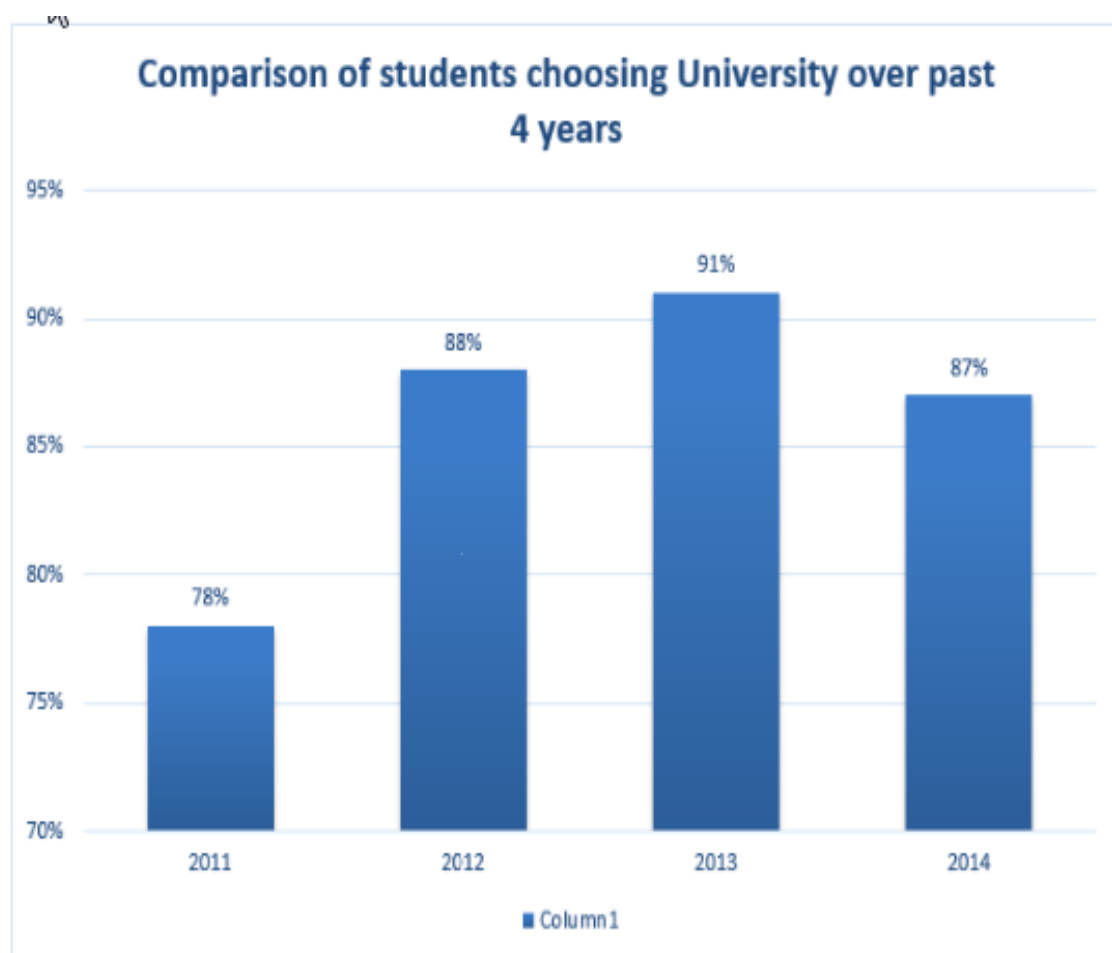
Tertiary Destination for Year 12 students of 2014.

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RECEIVED ATAR SCORE BUT DID NOT APPLY THROUGH VTAC



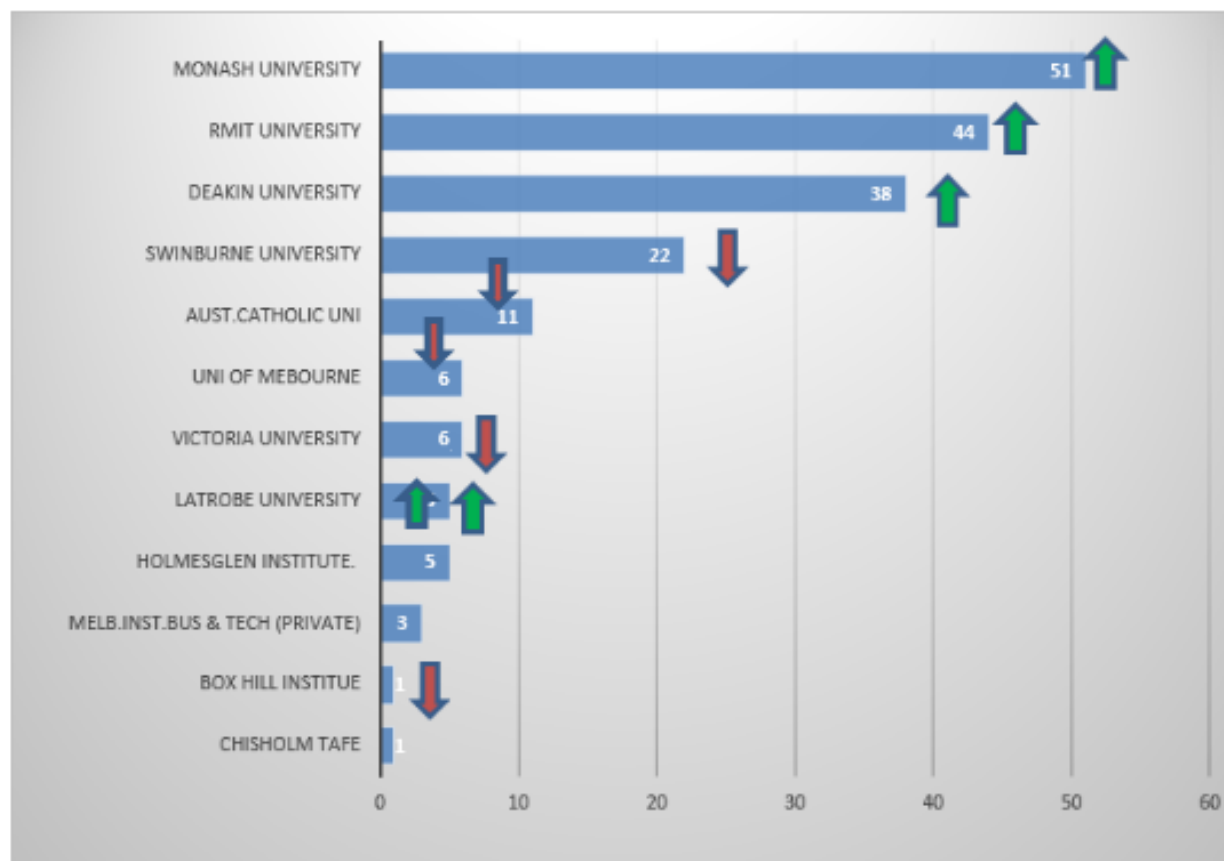


In previous year there were 13 TAFE and this year there are 24 TAFE. This figure includes RMIT University and Swinburne University TAFE courses.

We have a slight downward trend in university places this year. Quite a few of our lower ATAR score students were successful in being offered a place in a TAFE course.

It will be interesting to see if and when the university fee changes does come in whether this will change these figures. The federal government currently fund universities on the number of places/offers taken up by students. The more students they can allow into a course, the more money. This is why some of the universities (bar University of Melbourne and Monash) have lower ATAR scores.

OFFERS BY INSTITUTE



Changes from Previous Year

Monash University – increase from 43 to 51

RMIT – Increase from 23 to 44

Deakin University – increase from 31 to 44

Swinburne University – decrease from 23 to 22

Australian Catholic University – decrease from 12 to 11

University of Melbourne – decrease from 27 to 6

Victoria University – decrease from 7 to 6

Latrobe University – Increase from 4 to 5

Holmesglen Institute – increase from 3 to 5

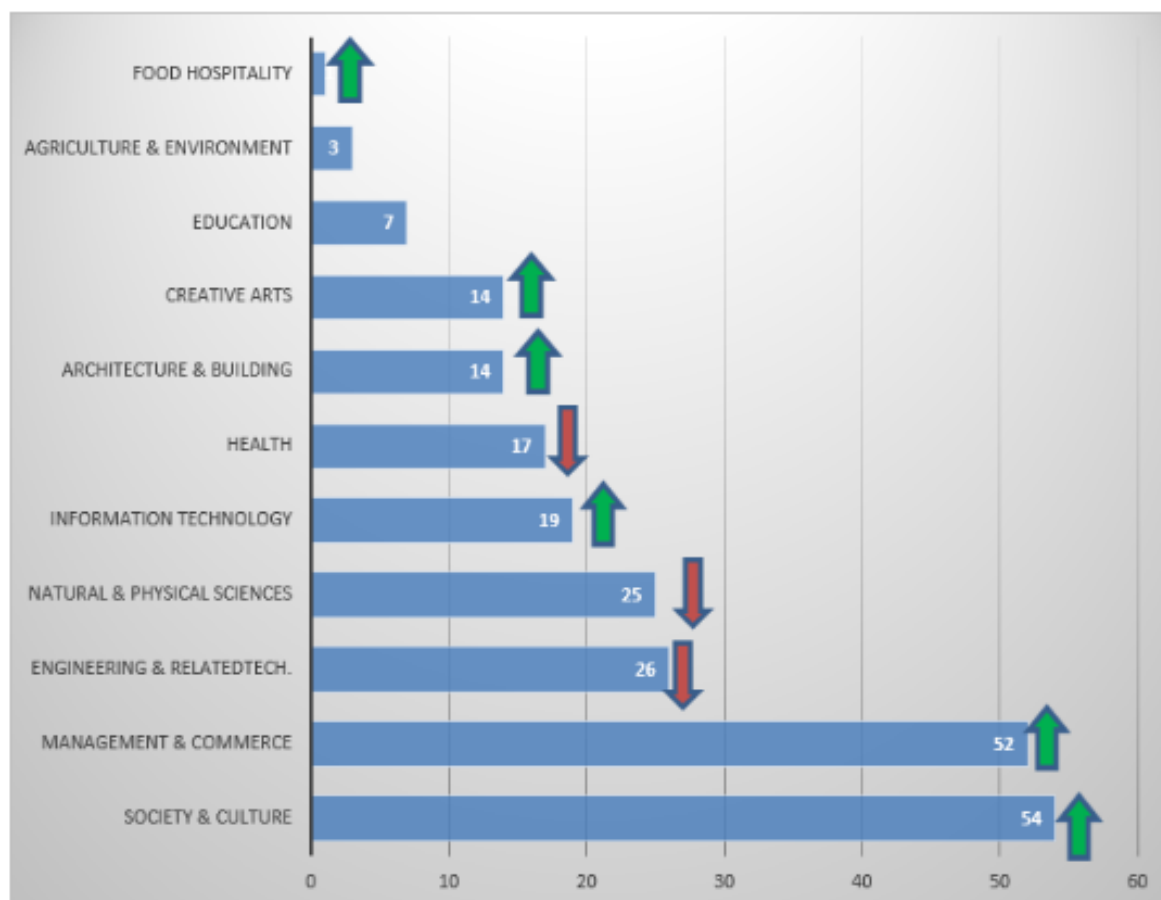
Melbourne Institute of Business and Technology (private provider) - 3

Box Hill Institute – Decrease from 2 to 1

Chisholm TAFE – Same as last year

Big winner this year was both Monash University and RMIT. The RMIT University of Technology figure of 44 includes 14 TAFE courses. Likewise of the 22 at Swinburne University – 4 were TAFE courses. The University of Melbourne dropped substantially from 27 to 6 and you can put this figure down to St. Bede's College NOT being an underrepresented school this year and therefore not receiving the large bonus points afforded to this category.

OFFERS BY FIELD OF EDUCATION



CHANGES FROM PREVIOUS YEAR

SOCIETY AND CULTURE – Increase from 47 to 54

Behavioural Science, Economics and Econometrics, Human Welfare Studies and Services, Justice and Law Enforcement, Language and Literature, Law, Librarianship, Information Management and Curatorial Studies, Other Society and Culture, Philosophy and Religious Studies, Sport and Recreation and Studies in Human Society.

MANAGEMENT AND COMMERCE – Increase from 37 to 52

Account, Banking, Finance and related fields, Business Management, Office Studies, Other Management and Commerce, Sales and Marketing and Tourism.

ENGINEERING AND RELATED TECHNOLOGIES – Decrease from 36 to 26

Aerospace Engineering and Technology, Automotive engineering and Technology, Civil Engineering, Electrical and Electronic Engineering and Technology, Geomatic Engineering, Manufacturing Engineering and Technology, Maritime Engineering and Technology, Mechanical and Industrial Engineering and Technology, Other Engineering and Related Technologies, Process and Resources Engineering

NATURAL AND PHYSICAL SCIENCES – Decrease from 41 to 25

Biological Sciences, Chemical Sciences, Earth Sciences, Mathematical Sciences, Other Natural and Physical Sciences, Physics and Astronomy.

INFORMATION TECHNOLOGY – Increase 11 to 19

Computer Science, Information Systems, Other Information Technology

HEALTH – Decrease 32 to 17

Complementary Therapies, Dental Studies, Medical Studies, Nursing Optical Science, Other Health, Pharmacy Public Health, Radiography, Rehabilitation Therapies and Veterinary Studies.

ARCHITECTURE AND BUILDING – Increase from 7 to 14

Architecture and Urban Environment and Building

CREATIVE ARTS – Increase from 8 to 14

Performing Arts, Visual Arts and Crafts, Graphic and Design Studies, Communication and Media Studies, Other Creative Arts

EDUCATION – Static at 7

Teacher Education, Curriculum and Education Studies and Other Education

AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES – Static at 3

Agriculture, Horticulture and Viticulture, Forestry Studies, Fisheries Studies, Environmental Studies

Other Agriculture, Environmental and Related Studies

FOOD AND HOSPITALITY – 1st student in quite a few years

Food and Hospitality, Personal Services.

STUDENT, PARENT & TEACHER SATISFACTION:

As part of the Catholic Education Office's School Improvement Framework, St Bede's College carries out surveys of a sample of students, parents and staff. In 2014 a total of 291 students, 58 parents and 93 staff completed the surveys.

(a) Students

A random sample of 291 students was surveyed regarding their opinions of the College in a range of areas. These included:

- **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 regarding how they felt about attending the College. Student responses to these questions indicated that they felt very safe from any forms of bullying and harassment, they stated that they felt happy and relaxed while at school. The responses indicated that the young men had a real sense of belonging to a community and were very proud to be "Beda Boys".

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. The response by students to the question "*I try very hard at school*" indicated that the students felt that this was an area that they could improve on.

In the general area of teacher effectiveness students responses indicated that they believed that their teachers were easy to understand and that staff were well prepared and that teachers were preparing them well for their future. The students stated that the level of teacher empathy was high. The responses indicated that the boys believed that teachers made the curriculum easy to understand and that teachers help them to do their best, although some boys felt that they would like to be more excited by what they were learning.



(b) Staff:

Staff members were also invited to complete an online survey, a total 93 staff responses were received. 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 to staff know what is expected and required of them.
- **Professional Growth** - the extent to which staff have opportunities to learn and develop in their roles.
- **Learning and Teaching** - the extent to which staff believe that the College is focused on quality teaching and creates a learning environment that maximises outcomes for students.

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

The areas of teamwork and role clarity were well rated by staff in particular they stated that they were very clear regarding their professional responsibilities and also that they were clear about what others in the College expected of them. Further they stated that they were accepted by other staff at the college and believed that there was a high degree of support and assistance from their colleagues when needed.

Both teaching and non-teaching staff indicated that they felt able to approach the Colleges' Leaders to discuss concerns and grievances and believed that Leaders in the College could be relied on when things get tough. In the area of professional growth the responses indicated that staff felt that they were encouraged to pursue further training and development and that there are opportunities in the College for developing new skills, although it was felt that perhaps more could be on offer.

Responses to the area of student motivation and behaviour indicated that staff believed that students at St Bede's are encouraged to experience success and that young men 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 enabled them to have the opportunity to reflect on their faith and they were given the opportunity to participate in the Colleges' prayer life. Staff believed that the culture within our College was one where staff and students show respect for each other. They also responded very positively to the question "At this school I am encouraged to be compassionate and that there are opportunities for this to be shown".

(c) **Parents:**

Surveys were sent to a random selection of parents of boys 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 children 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 adequate 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 sons connectedness to peers parents believed that their sons relates well to his peers and that they believed he was accepted by other students. 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.

TEACHING AND LEARNING - Goals, Achievements and Intended Outcomes:

In the area of Learning and Teaching, we continued to work with teaching staff to further enhance their knowledge, understanding and use of assessment data as it is provided to schools today. This has involved working with Learning Area Leaders and their teams, working individually with VCE teachers and thirdly, working with subject teams unpacking the details and implications of the NAPLAN data at both Years 7 and 9. Linked to this, the Deputy Principal Teaching and Learning led teams of staff in further developing curriculum design and implementation. The general aim of this process is to ensure that each student is achieving his best and that we are supporting staff in their professional learning and expertise.

Our curriculum continues to blend the very best of educational tradition with the very latest in theory, practise and design. Many of our classrooms are modern, technology-rich learning environments, suitably well-resourced and designed to both encourage and exploit a wide variety of teaching and learning preferences whilst focussed upon higher-order skills.

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	92%

This data provides the median score for Year 9 NAPLAN results in 2015:

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	583.80
Year 9 Writing	570.30
Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	554.10
Year 9 Numeracy	603.30

FINANCIAL PERFORMANCE

The following information relates to St Bede's College financial performance year ending 31 December 2015.

Recurrent Income

School fees	\$5,823,137
Other fee income	\$251,645
Private income	\$366,172
State government recurrent grants	\$2,828,257
Australia government recurrent grants	\$11,377,167
Total Recurrent Income	<u>\$20,646,378</u>

Recurrent Expenditure

Salaries, allowances & related expenses	\$15,284,900
Non-salary expenses	\$4,485,322
Total Recurrent Expenditure	<u>\$19,770,222</u>

Capital Income

Government capital grants	\$0
Capital fees and levies	\$1,941,045
Other capital income	\$69,484
Total Capital Income	<u>\$2,010,529</u>

Capital Expenditure

Loan	
Total opening balance	\$ Nil
Total closing balance	\$ Nil

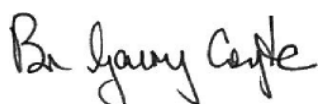
Note that the information provided above does not include the following items:

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

Attestation Statement

I, Br Garry Coyte, attest that St Bede's College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the Victorian Registration and Qualifications Authority (VRQA).

Australian Government accountability requirements related to the 2015 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).



PRINCIPAL

.....
Signature

8 June 2016

.....
Date



MAD DAY WALK 2015

