

2024

Annual Report to the School Community



**St Bede's
College**

St Bede's College

2 Mentone Parade, MENTONE 3194

Principal: Deborah Frizza

Web: www.stbedes.catholic.edu.au

Registration: 1431, E Number: E1148

Principal's Attestation

I, Deborah Frizza, attest that St Bede's College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2025

About this report

St Bede's College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

From The Chair

2024 has been a year of focusing on our core objective of educating boys in an inclusive, connected, globally aware and values-driven environment. We have not only upheld our focus on providing an exceptional education, we have also made strides in ensuring the College operates in both a financially and environmentally sustainable way.

We have taken meaningful steps toward a more sustainable future and have begun the work of embedding environmental responsibility into the heart of our campus operations and student life. We're proud to highlight some of the ways our College Community has worked together to reduce our environmental footprint and inspire a culture of sustainability. Our solar panel installations which power parts of our Mentone and Bentleigh East campuses with clean, renewable energy, are not only reducing emissions but are also helping to balance rising utility costs.

We have set ambitious waste-reduction targets in our Mentone cleaning contract which encourages a proactive approach to managing waste and recycling, ensuring our facilities remain clean, efficient, and environmentally responsible. We have begun to review our existing heating and ventilation installations to plan for smarter management enhancements, further lowering our energy consumption and ensuring our commitment to eco-friendly practices in facility management. Through the leadership of our Ecological Captain, we have also implemented a range of student-led ideas for waste to increase our recycling volumes. Pope Francis, a strong advocate for sustainability, emphasises the moral and ethical responsibility to care for the Earth, which he describes as our "common home". Through these initiatives, St Bede's College is actively building a legacy of sustainability and stewardship, paving the way for a greener, more responsible future for generations to come.

In today's rapidly evolving environment, managing risks effectively is essential not only to protecting our resources, but also to ensuring our students and staff thrive in a secure, supportive setting. We began implementing a comprehensive College-wide risk management framework to further enhance the safety and resilience of our operations. The framework will enable us to foresee and mitigate potential challenges, strengthening the foundations of our College and reinforcing our commitment to excellence in every aspect.

We are grateful for the ongoing support provided by our company members, led by the Lasallian Brother Visitor Br Tim Peter, with Br Peter Ryan, Maria Pearson and our liaison member Mary Fitz-Gerald.

I thank our Risk and Finance Board Sub Committee members who give up a lot of personal time to provide a substantial contribution to the College.

A heartfelt thank you to our Principal, Deb Frizza and the Senior Leadership Team for their continued support of the Board. Your dedication has been instrumental in driving our vision forward.

To our incredible Parents and Friends, and valued Old Collegians—your commitment and connection to our College Community make a lasting impact. We are deeply grateful for all you do.

With several important initiatives planned in 2025, we look forward to an exciting year for St Bede's College.

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Deputy Chair of the Board

Vision and Mission

Our Vision

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

Our Mission

St Bede's College is a Catholic secondary school for boys, guided by the Lasallian values 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. It's our mission to teach students from diverse backgrounds and beliefs to learn, live and lead 'by right paths' to become confident, socially just and resilient individuals.

College Overview

College Overview

St Bede's College has a rich history, dating back to 1938 when the De La Salle Brothers were invited to establish a boys' college on the Beach Road site at Mentone overlooking Port Phillip Bay. The College has been unwavering in its commitment to the mission of Jesus Christ and the Church since that time.

Our Lasallian heritage is continued through the Five Guiding Principles to support our Mission. These centre our focus on God, our sense of brotherhood/sisterhood and care for others, showing respect and valuing best effort and achievement in all fields of endeavour. These allow us to respect and honour our heritage while looking to the future with imagination and optimism.

The College has become an educational destination for families of South-East Melbourne and we are now welcoming fourth-generation families. For 2024, our opening student enrolment was 1890 and included 325 Year 7 students and 24 new students at other levels.

We work and learn across two well-resourced campuses in Mentone and Bentleigh East, and operate Cypress Lodge at Phillip Island for student camps, retreats and leadership events.

Our motto is Per Vias Rectas (By Right Paths). For our young people to fully grow, it is essential that everyone they encounter at the College has an interest in their development beyond their capabilities as a student. It is important that young people have strong values that underpin how they live and are provided with opportunities for leadership and responsibility.

We are a thriving and inclusive community where students have the right to be safe, valued, challenged and respected, as brothers and sisters to one another. The quality of relationships is essential in our students' lives and education. Each student should be named and known. Strong pastoral care between each student, family and our College is a significant hallmark.

In living our Lasallian heritage and the teachings of John Baptist de La Salle, we seek to develop young people who find success and fulfilment in the service of others. Our students are socially just and become aware that they are part of a global society.

Our vision for learning encompasses all aspects of life - intellectual, spiritual, physical, social, emotional, ethical, and cultural - where education is consciously structured to develop the whole person in a caring, family-oriented community.

Academic aspiration matters, and it is important that every student is inspired to be the best they can be. The College seeks to deliver a holistic educational program that supports each

student's individual needs so they may experience enjoyment and success in learning. A broad curriculum and an established pastoral care program strongly enhances student outcomes.

We offer an extensive range of VCE, VCE-VM and VET studies to ensure our students experience an innovative and dynamic environment that provides them with the academic and personal skills to flourish.

We are an accredited member of Council of International Schools (CIS), a member of the International Boys' Schools Coalition (IBSC) and a partner school of The Resilience Project.

Principal's Report

Principal's Report

A Thriving Culture Of Service

2024 provided us with further examples of Lasallians being of service to others. It is a Lasallian value to respond to the needs of others through acts of service. Among the Service activities our community supported were:

- Fighting for Felix appeal on behalf of Felix Burgess (Class of 2023).
- Stefan and Lachlan Lamble (Class of 2017 and 2019) with their 500km trek on foot across Australia in less than 100 days. Their efforts raised over \$210,000 for Australian Cancer Research Organisation as a tribute to their grandmother.
- Student participation in Vinnies Vault and Winter Appeal in support of local St Vinnies groups and the Asylum Seeker Resource Centre.
- Year 12 students donated blood to the Red Cross during National Blood Donation Week.
- Students took part in the Push-Up Challenge, raising funds for three major mental health organisations.
- Our Lasallian Youth Leaders (LYL) program continued to grow into a strong collective of 55 students gathering regularly and involved in many social justice initiatives.
- Mission Action Day united our College Community in fundraising activities as global citizens, with \$93,000 to go to essential projects that improve the lives of our Lasallian brothers and sisters in developing communities and countries via the Lasallian Foundation.
- The Finian Foundation Appeal: Led by The Old Collegians Association, the community showed its generosity in support of St Bede's College families experiencing severe economic hardship.

Student Service and Cultural Immersion Programs

Indigenous Immersion to Broome and Derby

Our delegation of Year 10 students and staff travelled to Broome, Beagle Bay and the coastal community of Derby, in Western Australia. The program aimed to help our students grow in their awareness, understanding and appreciation of Australia's First Nations Peoples, their culture and relationship with the Land.

Our group explored Broome's history, culture and nearby communities, particularly the Catholic Church's contribution to health and education in this region. The group assisted with gardening and assisted teachers with their students at Holy Rosary Primary School in Derby.

Indigenous Immersion to Balnarring

A group of our Year 10 students, together with Kilbreda College students, engaged in a three-day program led by Adam Magennis (Aboriginal Elder), to explore the history and culture of the Kulin Nation around Point Nepean.

Service Tour - Thailand

This enriching experience was in Sangkhlaburi, where the La Salle Learning School and the Bamboo School help support impoverished and displaced children.

Our group of students and staff contributed to construction of a road to improve access to the school, creating a rock garden and painting of classrooms. Our help was provided in English and Maths lessons. All materials and expert labour to make the project possible was financed by a portion of the funds raised for Mission Action Day 2024.

Service Tour - Fiji

Five boys (Class of 2024) and three teachers spent time in Fiji with the community of Belanbelo Village. They painted structures at the school and local churches, and planting vegetable seedlings.

In the nearby village of Laselase, our group painted an over century old church ahead of it being repurposed into a women's centre who will use it to make and sell goods to provide income for their families and the village.

European History Tour

As part of their VCE History studies, twelve Year 11 students and three staff travelled to Berlin, Krakow, historical locations of the Western Front in Belgium and France, Reims - home of our Founder John Baptist de la Salle - Paris and Versailles, as well as Istanbul and Gallipoli. These cities and sites are significant locations studied in the College's History curriculum (Years 9 to 12).

Student and Staff Awards

VCE Premier's Award Recipients

Congratulations to our two VCE Premier's Award Recipients from the Class of 2023 - Matthew Billing and Austin Warfe (Dux) - for their perfect scores of 50 in Geography. A fitting reward for their dedication and hard work during their final year.

F1 in Schools

Congratulations to Team Aiolos (Year 10, 2024) who competed in the National Finals in Adelaide, and came home with the award for Best Graphic Design. The team placed 7th overall in a very tough competition.

Well done to the team - Nick Shipham, Luca Sullivan, T'zario Lay, Matt Donnelly and Roháhn Marie-Jeanne - for their extraordinary efforts. We are grateful to staff members, Peter Russell and Donald Ngo who expertly mentored and supported these students and accompanied them to Adelaide.

At State Finals, four teams from our College competed, with Team Vincere (Year 7) placing 2nd in the Development Class and winner of five awards; and Team Vitality (Year 11) winning an award in the Professional Class.

Da Vinci Decathlon

A first venture into this competition allowed many students across Years 7 to 10 and our BEAM program to shine. Teams tackled ten subjects, including Maths, English, Science, Code Breaking and Engineering. Among many fine performances, our Year 7 team placed 1st in Engineering and Year 8 team achieved an impressive 3rd place in Cartography.

Big Science and BrainSTEM Competitions

The students representing our College in the annual Big Science Competition - which included Science Inquiry Skills, Science as a Human Endeavour, Science Understanding, Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences - outperformed the country in each of the domains.

In the BrainSTEM Innovation Challenge, students worked in teams with other schools to develop creative solutions to sustainability issues.

Cybersecurity National Final

Congratulations to our College team who competed and placed third in the Cybersecurity National Final in Brisbane. This skilled team of students from Years 8 to 12 fought their way to qualify for the Final against 500 students and 125 schools. The team performed to an outstanding level in a tough competition amongst three other top finalists.

Alex Lyne Fieldwork Award

Our Year 8 Geography teaching team was recognised as one of only two Highly Commended recipients for the 2024 Alex Lyne Fieldwork Award.

Professional Learning With International Educational Researcher

Our teachers had the opportunity to be in audience of Emeritus Professor Dylan Wiliam, a globally respected educational researcher whose academic work has focused on the use of assessment to support learning, known as Formative Assessment. Professor Wiliam works with teachers all over the world on developing Formative Assessment practices.

These insights will enable our teachers to build more dynamic and responsive classrooms that foster deep understanding, critical thinking, and resilience in our students. This expertise will also help our staff embrace new educational opportunities, including the evolving role of AI in teaching and learning.

NAPLAN 2024

The 2024 NAPLAN data for St Bede's College indicates an improvement in performance.

Year 7

Performance for this cohort was above State and National levels in each of the test domains and improvement from 2023 was shown in Writing, Spelling by a considerable margin, and in Grammar & Punctuation. While Numeracy was still substantially above State and National levels, there was a small decline from our 2023 performance. Student proficiency levels in each domain showed the proportion of Year 7 students judged as "strong" or "exceeding" to be above State and National proportions in these proficiency levels.

Year 9

Performance was again pleasing relative to State and National norms, though the test domains were a little up and down relative to our 2023 performance. Though 2024 Year 9 Writing levels improved on those of 2023, they did not keep up with improvement at the State level. Once again, nation-wide concerns over the results in Grammar & Punctuation were mirrored in the performance of our Year 9s.

Year 9 Aggregate of Average Performance

2023 = 2736.46

2024 = 2762.41

Student proficiency levels in each of the test domains showed the proportion of Year 9 students judged as "strong" or "exceeding" to be above the State and National proportions in these proficiency levels.

College Action Plan - 2024

2024 was Year 1 of implementing actions that contribute to meeting the College's Strategic Plan. We are pleased to share important achievements from our Annual Action Plan for 2024 in each of the five areas of Catholic education.

Education in Faith

- An agreed RE Curriculum (Year 7-9).
- Designed, resourced, delivered and evaluated the "The Rite Journey" program for Year 9.

- Implemented adjusted Indigenous Immersion Program to the Kimberley (Broome and Derby) for Year 10.
- Planned and offered Outreach/Immersion programs for Year 11 to Thailand.
- Created a student-led environment team to audit, design and promote integral ecology initiatives.
- Investigated, planned and implemented Faith experiences (Retreat & Liturgical) to cater for a range of student and staff interests and needs.

Learning and Teaching

- Developed a structured Professional Learning Program centred on furthering capacity in Formative Assessment.
- Commenced a process using classroom observation to enhance Professional Learning.
- Utilised data to examine the impact of Formative Assessment on student achievement across all year levels.
- Made recommendations regarding Year 9 Program structure for 2025/26.
- Undertook necessary steps to ensure an increased number of VET subjects onsite in 2025.
- Designed explicit learning activities that develop assessable skills, knowledge and understanding.

Student Wellbeing

- Held staff briefings regarding College Child Safety and Safeguarding. Ensured staff awareness of all mandated requirements. Reminded College Community of rights and responsibilities.
- Placed greater emphasis on Child Safety Student Sub-Committees (Student Voice).
- Focussed on building positive relationships between members of the Homeroom Group/Tutor group during Administration Time and Wellbeing period.
- Promoted and accessed The Resilience Project (TRP) resources and encouraged students to use their TRP Planner daily.
- Conducted student assemblies on identified issues of Mental Health, led by the Wellbeing Team.
- Presented students with more opportunities to form groups outside class based on shared interest.

Leadership and Management

- Approved new Risk Management Framework.
- Regular monitoring, review, budgeting and progress reporting.

- Developed improved monitoring, review, and reporting structures for financial, strategic, cyber credibility/reputational, child safety, human resources, and outdoor educational risk management (risk registers).
- Implementation of Strategic Plan—Year 1.
- Implementation of Staff Professional Learning Plan, including feedback and classroom observations.
- Implementation of a partnership with Growth Coaching International for staff leaders.
- Review of POL structure and appointments under the new POL cycle.

College Community

- Parent viewpoints collected and acted upon in future decision-making.
- Develop Communication Plan to provide realistic timelines and effective communication regarding all community events.
- Celebrate cultural diversity in our community to enrich learning.

Associated Catholic Colleges (ACC) Competitions

The College performed to a very high level in all aspects of ACC competitions, placing first in both the Swimming and Cross Country Carnivals - and in both cases - for the 5th consecutive year; won individual and teams Triathlon events; and placed first in both Senior and Intermediate Public Speaking Competitions and Senior Debating Competition.

In various weekly competitions, our top results were as follows:

- Seniors—Cricket 35 Overs-Premiers; Cricket T20 (2)-Second; Hockey-Second; Table Tennis-Third; Public Speaking; Debating.
- Year 10—Tennis-Premiers; Volleyball-Second; Soccer-Second; Table Tennis-Third.
- Year 9—Football-Premiers; Hockey-Premiers; Tennis-Premiers; Volleyball-Second; Soccer (1)-Third; Soccer (3)-Second; Basketball (1)-Third; Basketball (2)-Third; Badminton-Third; Table-Tennis-Third.
- Year 8—Hockey-Premiers; Cricket (2)-Premiers; Volleyball (1)-Second; Volleyball (2)-Second; Football (1)-Third; Football (3)-First; Basketball-Third; Badminton-Third; Table Tennis-Second.
- Year 7—Soccer (3)-Second; Hockey-Second.

These results are a great reflection on the very large number of students who participate and excel and to the staff who coach and manage the teams.

Council of International Schools (CIS) Community Surveys

These surveys form part of our ongoing accreditation with CIS and are designed to assess how the College is preparing our students for Global Citizenship in a “High Performing

School.” Many facets of our operations are surveyed, including how we cater for every student and how we create genuine pathways for them beyond the College.

Survey results were pleasing and, over the years, trending upwards. Broadly, satisfaction levels with College operations are highly positive, with responses recording “Agree” or “Strongly Agree” percentages of 80+, and in many cases, 90+%.

Key messages from 2024 surveys of Parents, Student, Support Staff and Teaching Staff were:

- Our community is happy with the education received/provided at St Bede’s College.
- Further work is required in relation to global citizenship and intercultural understanding.
- More needs to be done in awareness and action on environmental sustainability.
- Responsible use of social media and ICT, while good, remains a continuing challenge in light of new technologies.
- Families and students indicated that not all students are being offered activities outside of class that match their interests.

Survey insight is used in considering possible initiatives for improving the experience for our students and families.

College Productions

- Shrek the Musical was the College’s major production for 2024 in collaboration with Kilbreda College and Mentone Girls’ Grammar School. The attendance was at record levels.
- Our Year 7-9 students also participated in Kilbreda College’s junior production of Disney’s Frozen Jnr—The Musical, and the OLSH junior production of Matilda the Musical.

College Grounds & Buildings Projects 2024

Mentone Campus

- Roof replacement—Wellbeing Centre, Art/Technology Building
- Artwork
- Replacement of air conditioners
- Replacement of classroom doors
- Upgrade of Function Room courtyard with new table tennis area for students
- Replacement of Electrical Switch Board
- Carpet replacement
- Lock replacements

- Artificial running track
- Window replacement of Solomon Building
- Music equipment
- Cardio equipment
- Oval and cricket pitch restoration

Bentleigh East Campus

- Solar Project
- Aluminium doors installed
- Replacement of air conditioners
- Artwork
- Roof Replacement - Administration building
- Electronic keying system
- Oval and cricket pitch restoration

Cypress Lodge Phillip Island

- Ensuities

Congratulations and Gratitude

We celebrate the achievements of our Class of 2024. The holistic education from our College, 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.

Congratulations to 2024 College Dux, Thomas Davis with an ATAR of 98.7 and to Dux Proximus, Archie Lamb (College Captain) with an ATAR of 98.65. Perfect scores of 50 were achieved by Piero Palleschi, Year 11 (Biology and Mathematical Methods); Archie Lamb (Geography); Kyle Davidson (Physical Education)

Per Vias Rectas

Deborah Frizza

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- To strengthen the St Bede's College Community within the Catholic and Lasallian tradition.
- To evaluate and improve the Religious Education offering at our College.

Intended Outcomes

- To improve the engagement of students and staff in RE.
- 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

- Ongoing alignment of RE Curriculum for Years 7 to 9 at both campuses.
- Implemented 'The Road Ahead' into the Year 7 and 12 program.
- Further refinement and development of The Rite Journey to include families for launch and conclusion, and extended student mentorship.
- Implemented a revised Indigenous Immersion program to the Kimberley (Broome and Derby) for Year 10 students in June 2024. 11 students and 3 staff attended.
- Launched Thailand Outreach program for Year 11 students in September 2024. 10 students and 4 staff attended.
- Created a student-led Ecological team to audit, design and promote initiatives in collaboration with the Integral Ecology Leader.
- Investigated, planned and implemented faith experiences (Retreat and Liturgical) to cater for a range of students' and staff interests and needs.

Value Added

- The continuation of our successful Seasons for Growth student program, led by our Campus Minister to support students experiencing grief and loss, and practice new skills to cope effectively with change and loss.

- Our Mission Action Day 2024 fundraising campaign raised \$93,000 for numerous impoverished Lasallian schools in Pakistan and Papua New Guinea. A small proportion contributed to building materials required for Outreach and Immersion Tours in Derby, Thailand and Fiji.
- The keynote speaker for the Staff Retreat Day was Rob Gell, geomorphologist and TV weather presenter, with a degree in meteorology. His presentation on Integral Ecological Conversion supported the College's efforts to align with the *Laudato Si* platform.
- Providing Senior Years Students and staff with meaningful and practical opportunities to engage in community service includes our regular participation in the John Paul College Companion Van. This initiative distributes food, beverages, clothing and other essential items to those in need, fostering a spirit of compassion and social responsibility.

Learning and Teaching

Goals & Intended Outcomes

Goals

- To embed Formative Assessment (FA) as part of every teacher's pedagogical approach.
- To design learning programs that support the needs of students.

Intended Outcomes

- Ensure every teacher employs a range of Formative Assessment (FA) strategies as part of their classroom practice.
- Leverage data to examine the impact FA has on student achievement across all year levels.
- Further develop, and in some cases design, curriculum that enables all students to learn.
- Develop increased VET subjects onsite at St Bede's College.
- Explicitly design learning activities across the College that develop assessable skills, knowledge and understanding.
- Review and make recommendations regarding the Year 9 Program at St Bede's College

Achievements

- Development of a Professional Learning Plan with a structured program centred on furthering capacity in Formative Assessment (FA), with clearly identified approaches for each teacher.
- Adjusted curriculum to better enable implementation of FA in every class.
- Commenced process of classroom observation to enhance professional learning, with Learning Area Leader (LAL) Training on leading observation.
- Worked with LALs on development of FA process and implementation and reviewed impact of FA on tasks.
- New recommendations for Year 9 Program structure for 2025, with refinements to Careers Experience, City Experience, Camps, Retreats and The Rite Journey.
- Engaged and secured agreements for VET providers.
- Developed courses and construction required to host VET Courses onsite.
- Offered new VET Electrotechnology Courses for 2025 subject offerings.

- Reviewed one subject per year level to identify essential skills, knowledge and understanding and identified resources required to explicitly teach.
- Developed classroom activities, including FA practices that ensure all students receive appropriate teaching at their point of need.

Value Added

- Full rollout of the High Achievers Program for 31 Year 12 students with dedicated and trained College-based Mentors and expert practitioners for incursions.
- Dedicated Teaching and Learning staff conference with Formative Assessment thoughtleader, Professor Dylan Wiliam hosted by and at St Bede's College.

Student Learning Outcomes

2024 NAPLAN Results

Year 7 Testing - St Bede's College

The average score was higher than national and state averages in all areas; an improvement on 2023.

Reading

- National 2024 - 536.26
- College 2024 - 552.38 (2023 - 553.61)

Writing

- National 2024 - 533.7
- College 2024 - 557.54 (2023 - 542.42)

Spelling

- National 2024 - 539.37
- College 2024 - 543.67 (2023 - 534.48)

Grammar and Punctuation

- National 2024 - 538.89
- College 2024 - 544.05 (2023 - 541.52)

Numeracy

- National 2024 - 538.41
- College 2024 - 563.44 (2023 - 565.24)

Year 7 Proficiency Standards

Reading (319 students)

- Strong 58.9%
- Exceeding 21.9%
- Developing 16%
- NAS 3.1%

Writing (320 students)

- Strong 61.9%
- Exceeding 15%
- Developing 21.3%
- NAS 1.9%

Spelling (318 students)

- Strong 56%
- Exceeding 21.7%
- Developing 17.3%
- NAS 5%

Grammar & Punctuation (318 students)

- Strong 53.8%
- Exceeding 13.8%
- Developing 27.7%
- NAS 4.7%

Numeracy (317 students)

- Strong 68.5%
- Exceeding 15.1%
- Developing 14.5%
- NAS 1.9%

Year 7 St Bede's College Percentage of “Strong/Exceeding” compared to State/ National averages

Reading

- National 67.3%
- State 72%
- **College 80.8%**

Writing

- National 65.3%
- State 66.1%
- **College 76.9%**

Spelling

- National 72.3%
- State 72.7%
- **College 77.7%**

Grammar and Punctuation

- National 61.5%
- State 63.4%
- **College 67.6%**

Numeracy

- National 67.2%
- State 69.7%
- **College 83.6%**

The percentage of students classified as Strong or Exceeding in the Reading and Numeracy tests led to a strong College performance in these areas. Attention is required for those students identified as Developing, particularly in the area of Grammar and Punctuation. The percentage of students identified as Developing in Writing, whilst higher on the scale, has improved on 2023.

2024 NAPLAN RESULTS

Year 9 Testing - St Bede's College

The average score was higher than National and State averages for four of the five testing areas. Spelling was only marginally higher and Writing was below the State average. Performance in Numeracy was strongest, with the College score 22.60 points above the state mean.

Reading

- National 2024 - 565
- College 2024 - 583.82 (2023 - 578.24)

Writing

- National 2024 - 573.9

- College 2024 - 582.67 (2023 - 581.27)

Spelling

- National 2024 - 566.9
- College 2024 - 569.28 (2023 - 570.6)

Grammar and Punctuation

- National 2024 - 553.3
- College 2024 - 559.84 (2023 - 559.04)

Numeracy

- National 2024 - 565.3
- College 2024 - 593.72 (2023 - 586.86)

Year 9 Proficiency Standards

Reading (326 students)

- Strong 63.2%
- Exceeding 14.7%
- Developing 19.3%
- NAS 2.8%

Writing (325 students)

- Strong 53.5%
- Exceeding 15.1%
- Developing 21.7%
- NAS 4.3%

Spelling (316 students)

- Strong 63.9%
- Exceeding 13%
- Developing 20.3%
- NAS 2.8%

Grammar & Punctuation (316 students)

- Strong 44%
- Exceeding 11.7%
- Developing 36.4%
- NAS 7.9%

Numeracy (320 students)

- Strong 70.3%
- Exceeding 9.4%
- Developing 18.9%
- NAS 1.9%

Year 9 St Bede's College Percentage of "Strong/Exceeding" compared to State/National averages

Reading

- National 63%
- State 66.4%
- **College 77.9%**

Writing

- National 61%
- State 66.1%
- **College 68.6%**

Spelling

- National 72%
- State 72.6%
- **College 76.9%**

Grammar and Punctuation

- National 54.8%
- State 55.5%
- **College 55.7%**

Numeracy

- National 63.4%
- State 65.4%
- **College 79.7%**

The percentage of students classified as Strong or Exceeding in the Reading and Numeracy tests led to a strong College performance in these areas. Attention is required for those Developing in Grammar and Punctuation and Writing.

Senior Secondary Outcomes

VCE & VCE-VM

- Median Study Score - 30
- Median ATAR Score - 70.75%
- ATAR > 90 - 11.8%; 29 students
- ATAR > 80 - 31.4%; 73 students
- A+/A Grade Scores -21.6%
- % of Study Scores above 40 - 6.9%
- Number of VCE-VM students: 35
- VCE Completion Rate: 99%

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	544	68%
	Year 9	560	56%
Numeracy	Year 7	563	84%
	Year 9	594	80%
Reading	Year 7	554	81%
	Year 9	584	78%
Spelling	Year 7	544	78%
	Year 9	569	77%
Writing	Year 7	558	77%
	Year 9	583	69%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	99%
VCE VM Completion Rate	95%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	57.8%
TAFE / VET	12.5%
Apprenticeship / Traineeship	9.4%
Deferred	-
Employment	20.3
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goals

- To maintain a strong focus on child safety.
- To build student resilient and opportunity for relationships.
- To improve the student transition experience.

Intended Outcomes

- Continued development of a holistic whole College approach to Student Wellbeing that integrates the academic, physical, social, emotional and spiritual development.
- To maintain a focus on Child Safety Processes ensuring the College Community meets legislated requirements.
- To improve awareness of the elements and importance of Mental Health.
- Provide greater opportunity for students to feel connected to the College.

Achievements

- Greater emphasis on Student Voice via the Child Safety Student Sub-Committee.
- Ensured ongoing staff awareness of Mandatory Reporting Requirements.
- Communication to College Community of Child Safety and Safeguarding rights and responsibilities.
- Conducted a tailored series of mental health assemblies in collaboration with the Student Wellbeing Team.
- Programmed proposal for greater mentoring between Years 9 and 7 for 2025.
- Year 7 transition for incoming students and families.
- Continued implementation of The Resilience Project within the College Curriculum.
- Ongoing promotion of Student Wellbeing and College Counselling services and benefits to students, staff and families.
- Continued engagement with student support groups.

Value Added

Value Added

- Programmed proposal for greater peer support between Years 7 to 11 via The Common Ground: Future Fit Masculinities program in 2025
- Value-added student activities include the opportunity for participating in:
 - ACC Sport - Athletics, Badminton, Basketball, Cricket, Cross Country, Football, Golf, Hockey, Soccer, Swimming, Table Tennis, Tennis, Volleyball
 - ACC Competitions for Art and Technology, Battle of the Bands, Chess, Concert Band, Debating, Music, Public Speaking and Vocal Workshop
 - Beda Broadcast - student voice project
 - College Camps and Retreats Program
 - Drug and Alcohol Education including special guest presenter, Paul Dillon of Drug and Alcohol Research and Training Australia
 - House Sport Events - Athletics, Cross Country, Swimming, Football.
 - House Competitions - Debating and Public Speaking Championships, including Brother Quentin O'Halloran Public Speaking Event, House Music Competition
 - Men's Mental Health Seminars
 - College Captains Netball competition with Kilbreda College and Mentone Girls' Grammar School
 - RSL Engagement with Mentone and Bentleigh East for ANZAC Day and Remembrance Day
 - Student Child Safety Sub Committee

Student Satisfaction

Student Satisfaction

The College is accredited with Council of International Schools (CIS). The process of attaining and maintaining accreditation looks at how we as a College prepare our students for Global Citizenship in a 'High Performing School'.

The 2024 survey included responses from 1404 students regarding wellbeing, teaching and learning, community and home partnerships, and purpose and direction with the results including:

- 86% agree/strongly agree that the school environment supports students' learning and wellbeing.
- 82.4% agree/strongly agree the school supports them socially and emotionally.
- 86% agree/strongly agree they feel safe at school.
- 86.2% agree/strongly agree they know what to do if they experience harmful or bullying behaviours by other students.

- 81.5% agree/strongly agree that harmful behaviours are not tolerated in our school.
- 95.1% agree/strongly agree that they understand how they are expected to behave in school.
- 81.5% agree/strongly agree that they are satisfied with the effectiveness of the school's career guidance and counselling processes.
- 87.5% agree/strongly agree that their lessons challenge them to learn and improve.
- 87.5% agree/strongly agree that the school provides opportunities to develop their leadership skills.
- 91.9% agree/strongly agree that they understand the school's mission, vision and values.
- 82.1% agree/strongly agree that the school has helped them understand how to develop as a global citizen.
- 83.2% agree/strongly agree that they are learning how to behave with people of different backgrounds and cultures.
- 90.1% agree/strongly agree that the school's leaders show respect for their culture and cultures of other students.
- 82.4% agree/strongly agree that the school supports them socially and emotionally.

Student Attendance

Student Attendance (Year Level Average)

Year 7 - 90.44%

Year 8 - 89.90%

Year 9 - 89.46%

Year 10 - 87.94%

Year 11 - 88.56%

Year 12 - 90.65%

Overall Student Attendance (All Year Levels Average)

89.49%

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	87.35

Average Student Attendance Rate by Year Level	
Y07	90.4
Y08	89.6
Y09	89.4
Y10	87.9
Overall average attendance	89.3

Leadership

Goals & Intended Outcomes

Goals

- To strengthen Risk and Compliance across the College and enhance continuous improvement practices.

Intended Outcomes

- Implementation of a holistic, strategic approach to College-wide Risk and Compliance.
- Effective management of high-level College risk register.
- Effective management of risk across financial, strategic, cybersecurity, credibility / reputational, child safety, human resources and outdoor education departments.
- Build the growth and capacity of senior and middle leaders in effective leadership coaching practice.

Achievements

- Proceduralised Risk Management Framework within College operations.
- Developed monitoring and feedback process for the Framework.
- Developed and/or improved assessment, monitoring, review and reporting structures for risk management across financial, strategic, cybersecurity, credibility / reputational, child safety, human resources and outdoor education departments.
- Strategic Plan implementation.
- Initiated College Master planning process.
- Significantly increased the level of staff accreditation in First Aid, Anaphylaxis, Asthma, Diabetes and Epilepsy training to further support the needs of our students.
- Implementation of a Human Resources Information System.
- Staff Professional Learning Plan implemented including feedback and classroom observations.
- Partnership established with Growth Coaching International (CGI) for Leadership and Staff (Senior and Middle Leaders).
- Positions of Leadership (POL) structure reviewed.
- Appointment of new POL cycle.
- Induction and formation of POL appointees.

Value Added

- Our risk management framework provides clear guidelines that minimise ambiguity, enhance awareness and engagement among staff and students; and strengthens our commitment to duty of care and compliance.
- Staff development for Senior and Middle Leadership program continues to enhance professional growth, operational efficiency, and organisational effectiveness.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Careers & Pathways Professional Development • Chief Warden Training • Emergency Response & Safety Training • Examination Assessment Professional Development • ICT Professional Learning & Development trainings • Lasallian & Catholic Tradition Professional Learning • Leadership conferences • Growth Coaching Workshops and Professional Learning • Gaining & Maintaining Accreditation • Middle Leadership formations • Observation Professional Development • Classroom Observation processes, practice and protocols • Child Safety Professional Learning, including the eLearning module developed by the Department of Education and Training- Protecting Children: Mandatory Reporting and Other Obligations. • Learning Diversity Professional Development • Resource Centre Professional Learning • Student Wellbeing Professional Development • Learning Area specific Professional Learning • Formative Assessment • High Impact Teaching Strategies • First Aid Training • Anaphylaxis Training • Asthma Training • OHS Training 	
Number of teachers who participated in PL in 2024	170
Average expenditure per teacher for PL	\$1125.00

Teacher Satisfaction

Teacher Satisfaction

The College is accredited with Council of International Schools (CIS). The process of attaining and maintaining accreditation looks at how we as a College prepare our students for Global Citizenship in a 'High Performing School'.

When measuring such performance, there are many factors to take into account, including how we cater for every student and create genuine pathways for them beyond College.

Overall, we are very pleased with the results for 2024, with the trend in the main heading upwards. Our community, as a whole, is happy with the education received/provided at St Bede's College.

The survey included responses from 130 teachers regarding wellbeing, teaching and learning, community and home partnerships, and purpose and direction with the results including:

- 94.9% agree/strongly agree that the guiding statements (mission, vision, values, & strategic intent) guide the school in its decision making.
- 88.2% agree/strongly agree that the school's guiding statements and their ethical basis influence how the school operates.
- 93.4% agree/strongly agree that the school's governing body/board and leadership act legally and ethically.
- 80.8% agree/strongly agree that the governing body/board and the head of school work together in establishing and sustaining positive professional relationships among staff.
- 91.8% agree/strongly agree that the school's curricular programmes are aligned with the school's guiding statements.
- 90.3% agree/strongly agree that the school encourages innovation of teaching strategies and assessment techniques.
- 85.4% agree/strongly agree that sufficient learning support is provided to students with special learning challenges to enable them to fulfil their potential.
- 87% agree/strongly agree that teaching and learning resources enable the curriculum to be taught effectively.
- 77.7% agree/strongly agree that the school provides professional development which is relevant to my needs.
- 91.5% agree/strongly agree that the school has a professional and trusting working environment.

Teacher Qualifications	
Doctorate	1
Masters	40
Graduate	68
Graduate Certificate	9
Bachelor Degree	151
Advanced Diploma	9
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	189
Teaching Staff (FTE)	174.55
Non-Teaching Staff (Headcount)	99
Non-Teaching Staff (FTE)	79.78
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals

- To create opportunities and experiences for everyone in our Community to flourish.
- Foster a thriving community through diverse opportunities and experiences.
- Cultivate a positive cultural impact within the College by Community Members.
- Ensure genuine access and active engagement for all Community Members.

Intended Outcomes

- Improve lines of effective communication with the aim of enhancing community voice.
- Develop Communication Plan to provide realistic timelines and effective information regarding all community events.
- Authentic access and active participation for all community members.
- Celebrate cultural diversity in our community to enrich learning.

Achievements

- Conducted Council of International School (CIS) survey to parents to support decisions and future planning.
- A Communication Plan provided the structure for regular communication to College community members. The communications ranged from future, current, and past staff, students, parents as well as the extended community.
- Participation rates of members increased due to changes in event structures and new events being conducted. These included new formats for Mothers and Father's Day events and a new welcome event for new community members.
- Cultural diversity awareness was raised during events such as the one held for International Women's Day with a guest speaker focussing on refugees.
- Enhanced Feedback Channels
 - Expansion of committees and advisory forums such as the Parents and Friends Committee, the Old Collegians Committee, and staff feedback meetings, leading to more effective feedback.
- Volunteer Engagement
 - Notable increase in community member participation as volunteers at various events.

- Cross-Campus Integration
 - Organised activities that facilitated interactions among students, staff, and families across campuses, strengthening community bonds.
- New Welcome Picnic Event
 - Fostered early social connections among Year 7 families, parents, students, and teachers.
- 5 Year Reunions
 - Offering students who missed their reunions due to COVID the opportunity to reconnect at the College.
- Social Media and Communication
 - Enhanced promotion of Old Collegians events through an expanded social media presence with consistent stories about Old Collegians success being shared.
- Legacy Celebrations
 - Recognition of 46 students of second, third, or fourth-generation families, including a special breakfast celebration for two fourth-generation families starting in 2024.
- Support for Families
 - Increased financial support through the Finian Foundation charity grants, rising from \$37,075 to \$47,725 benefiting more families in need.
- Reunion Attendance
 - Growth in St Bede's Old Collegians Association (SBOCA) reunion attendance, with seven reunions in 2024 attracting more attendees than the previous year.
- Fundraising Success
 - Record donations for the Finian Foundation Charity Golf Day, raising over \$20,000, and a new 24-hour fundraising drive that raised \$18,170.
- Expanded Celebrations
 - Increased capacity for Mother's and Father's Day events by 250 people each.

Significant Events and Activities

- Year 7 Welcome Morning and Picnic
- International Women's Day Breakfast
- Annual Old Collegians Reunions (1, 5, 10, 20, 30, 40, 50+ years)
- Finian Foundation Charity Appeal and Golf Day
- Mother's Day and Father's Day Breakfasts
- Celebration of the Generations
- Mission Action Day
- Founder's Day Mass
- Lasallian Youth Leader Program
- Anzac Day Services
- College Production - Shrek The Musical
- Whole College Assemblies

Parent Satisfaction

Parental Feedback and Satisfaction

Parent feedback was collected through CIS surveys and qualitative statements, revealing strong support for the College's community efforts.

- For example over 90% of respondents agreed or strongly agreed with the statement "Communications between school and home help me to understand my child's education."
- Increased Engagement Desire: Parents expressed a growing willingness and desire to be more involved in their children's education and college activities in the future by attending more events this year.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.stbedes.catholic.edu.au