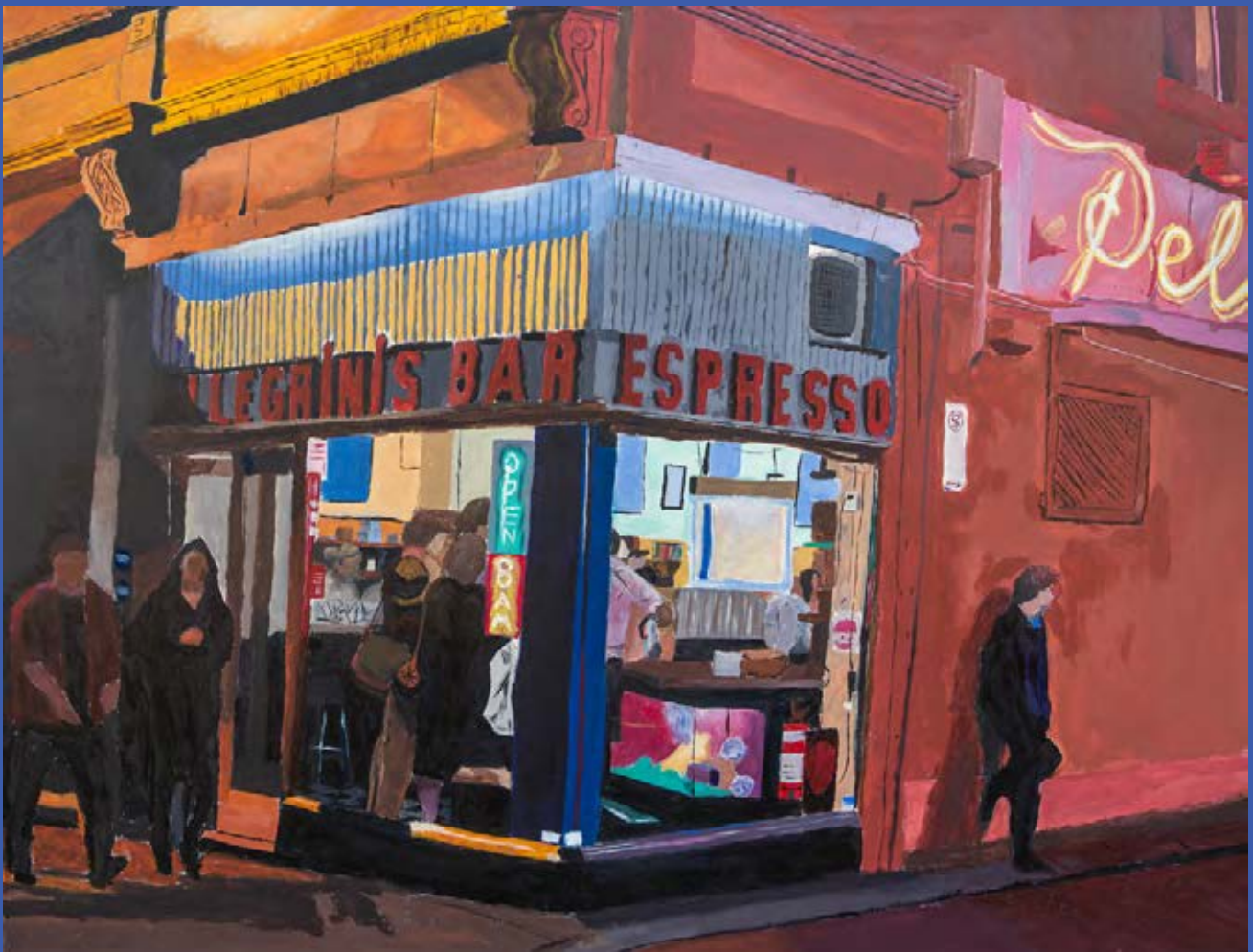




St Bede's College

JOURNAL 2024



COVER ARTWORK

Pellegrini's

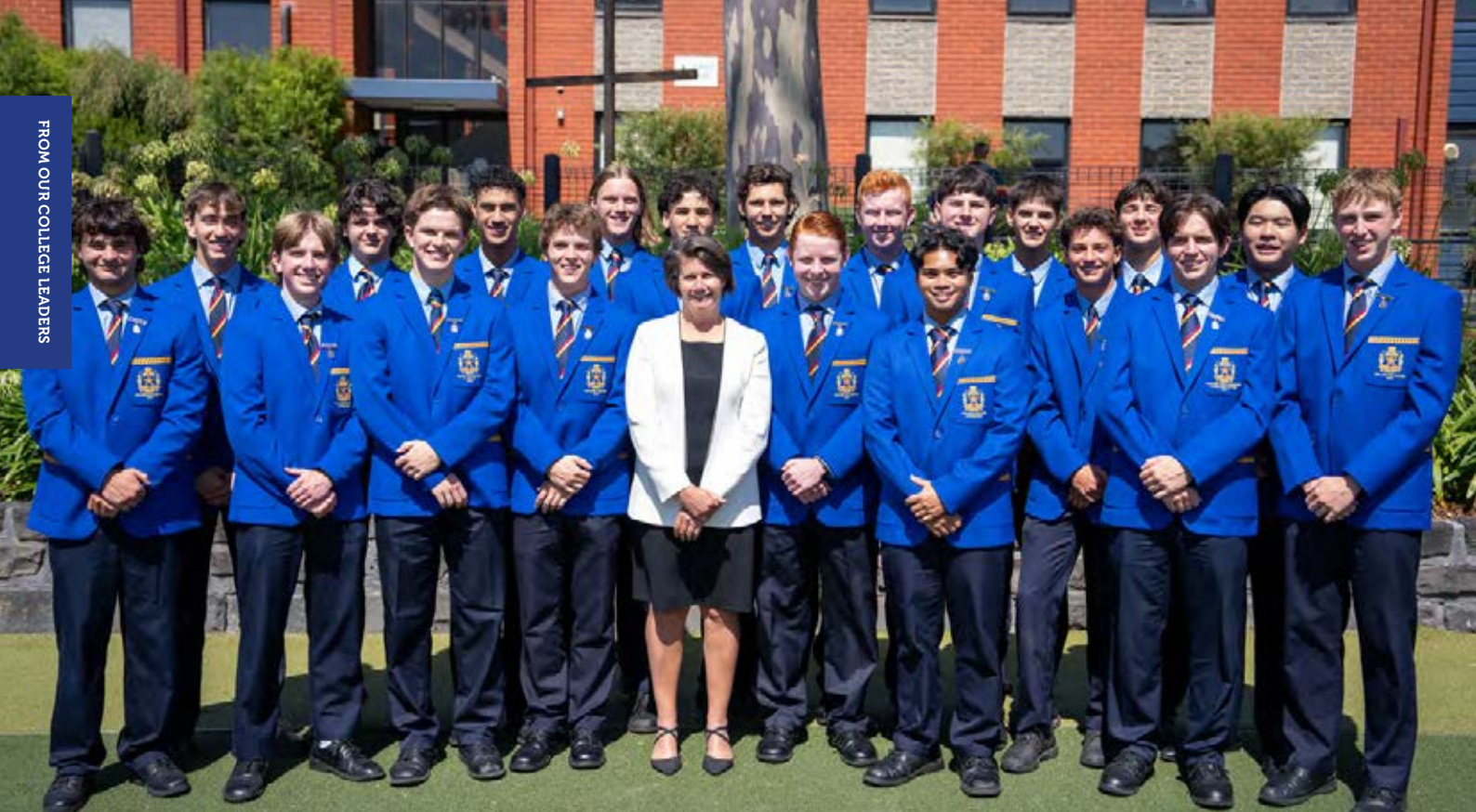
Gus Bitting, 2024 Arts Captain

Acrylic on canvas

St Bede's College acknowledges the traditional custodians of this land, the Bunurong people of the Kulin Nation, whose ancient wisdom nurtured these lands and waters for millennia. May we always walk together by right paths.

CONTENTS

10	KEY MESSAGES	
	From The Principal	2
	From The Board	6
	Student Wellbeing	8
	Teaching & Learning	10
	Faith & Mission	12
20	CLASS OF 2024	
	From the College Captain	16
	From the College Vice-Captains	18
	College Formal	20
	Graduation & Valet	22
	Award Winners / 2023 Award Winners	24
30	OUR LASALLIAN SPIRIT	
	2024 College Theme	28
	Mission Action Day	30
	Indigenous Immersion Experiences	32
	Thailand Service Tour	36
	Student Retreats	38
	Youth Ministry	42
40	CO-CURRICULAR LEARNING EXPERIENCES	
	College Production	44
	Debating & Public Speaking	46
	Music	52
	F1 in Schools	54
50	LEARNING AREAS	
	Careers Centre	56
	Resource Centre	58
	Arts Program - Arts Captain	60
	BEAM & High Achievers Program	62
	eLeaders Program	66
	Integral Ecology Program	68
	Performing Arts	70
	Visual Arts & Media	72
	Commerce	78
	Digital Technologies	80
	English	82
	Health & PE	86
	Health & PE - Outdoor Ed	88
	Humanities - History and Geography	90
	Humanities - European History Tour	94
	Languages - Indonesian & Italian	98
	Materials Technology	102
	Maths	104
	Politics	108
	RE	110
	Science	112
60	ACC COMPETITIONS	
	ACC Highlights	114
	ACC Athletics	116
	ACC Cross Country	118
	ACC Football & Seniors Football	120
	ACC Golf	122
	ACC Hockey	124
	ACC Soccer	126
	ACC Swimming	128
	ACC Teams	130
70	HOMEROOMS AND TUTOR GROUPS	
	Year 7	136
	Year 8	148
	Year 9	160
	Benilde	172
	La Salle	180
	McCristal	188
	Solomon	196
	VCE Vocational Major	204
80	OUR COMMUNITY	
	Staff	210
	Old Collegians	214
	Finian Foundation	216
	Parents & Friends	218
	College Connections	220
	In Memoriam	224



FROM THE PRINCIPAL

FOREVER EMBRACING THE FUTURE

Towards the end of 2022, the world became aware of a new Artificial Intelligence (AI) tool called ChatGPT - a generative AI language model with potential to impact knowledge accessibility and written content generation. Over three decades in the making, Artificial Intelligence has quickly become an indispensable part of our lives by being embedded into the digital tools people use every day.

There are more tools than just text platforms like ChatGPT, Claude, and Gemini. For instance, DALL-E can create amazing images and artworks from user prompts. Schools and education systems are now grappling with how to integrate Generative Artificial Intelligence (GenAI) into their educational provision. AI technologies have the potential to improve teaching and learning opportunities for students and provide enormous benefits for education, but we also need to educate students on how to stay safe as they use these technologies. Because the AI field is so dynamic with continuous advancements, the emphasis on adaptability and life-long learning has never been greater.

At the school level we need to embrace the new technology, but to also be careful as there are challenges on many fronts. There are still very few genuine experts in the field of AI. Although there are thousands of AI educational apps available on the market, there is no independent, comprehensive source of information about the quality of these resources in Australia. One can easily take on a school approach, only to have that approach quickly overtaken by superior advancements. However, it is very clear that Generative AI will allow classrooms to shift from the traditional teacher-centric model towards a highly personalised space. The ability to differentiate learning and drive student engagement can positively impact academic outcomes by ensuring that we are meeting young people at their point of need.

Generative AI is allowing schools to not just automate tedious administrative tasks and enhance curriculum delivery, but also provide real-time, personalised feedback to students. Diagnostics will allow us to more quickly help students who have fallen behind and the potential for speedier feedback will help students identify their strengths.

Naturally there are legitimate concerns about AI; issues such as academic integrity, plagiarism and ethical use of others' work where no consent has been given. Teachers will have to be trained in their responsibilities for safety, ethics and standards, in addition to copyright and privacy legislation.

Students, too, need even further training in critical thinking - asking things like "is this text real?" and "has this photo been manipulated?" Much of the text generated is no better than upper primary school level and of little value to secondary level students, and inevitably uses United States grammar.

Many AI tools can provide a broad picture, but are not very good at finer details. Some tools do not know about world events that have occurred since late 2021; others can find more recent events have limitations at summarising these. Then there is the all-important skill required in understanding that AI tools will reflect the internet's tendency to generate text that has a personal bias, or maybe has information that is toxic, unhelpful, and untrue.



With Generative AI, capable of creating coherent and contextually relevant content, the difference between human- and machine-generated information can become blurred and the information provided is not always authentic.

So, the **human and relational element** must remain at the centre of teaching. Teacher-student relationships will always be the foundation for learning, so the classroom focus will still be on humanity and teacher judgement, with AI doing the hack work in a much more efficient way. The College has been guided by important documentation such as the 'UNESCO Guidance for Gen AI in Education and Research' and the 'Australian Framework for Generative Artificial Intelligence in Schools.'

"Teacher-student relationships will always be the foundation for learning, so the classroom focus will still be on humanity and teacher judgement, with AI doing the hack work in a much more efficient way."

Life Through Our Lasallian Lens

The theme which we adopt for each year is designed to provide the community with a lens through which we can express our Lasallian identity for that year. Our College Theme for 2024 was **Wisdom of the Heart**. Wisdom is more than knowledge; wisdom is reflecting on the human experience to come to a greater understanding of how to make good choices to live a good life. The impetus for our theme came from the encouragement of Pope Francis to exercise *Wisdom of the Heart*, especially in the face of massive developments in information and communication and the expansion in the use of Artificial Intelligence.

Lasallian identity is based on the three characteristics of Faith, Service, and Community and 2024 has provided us with more examples of Lasallians being of service to others. Our **Mission Action Day** raised \$93,000 to go to essential projects that improve the lives of our Lasallian brothers and sisters in developing countries. Members of our community participated

in the **Fighting for Felix** appeal; Stefan and Lachlan Lamble (Class of 2017 and 2019) ran to raise funds for cancer research; students were part of the Carman's Fun Run, the Vinnies Vault and the Winter Appeal, gave blood to Red Cross and participated in the Push-Up Challenge. Led by the **Old Collegians Association**, the community once more showed its generosity in support of the annual **Finian Foundation Appeal** to support College families in need.

The College's continued efforts to have our students go beyond our local community, and to be more national and global in outlook meant the continuation of existing initiatives, with the addition of some new endeavours. Year 10 students took part in two **Indigenous Immersion Programs** where they were able to participate in aspects of history, culture and Indigenous lifestyles. One group visited Broome and Derby, spending time at Holy Rosary Primary School (a former Lasallian school), while others visited the Point Nepean region.

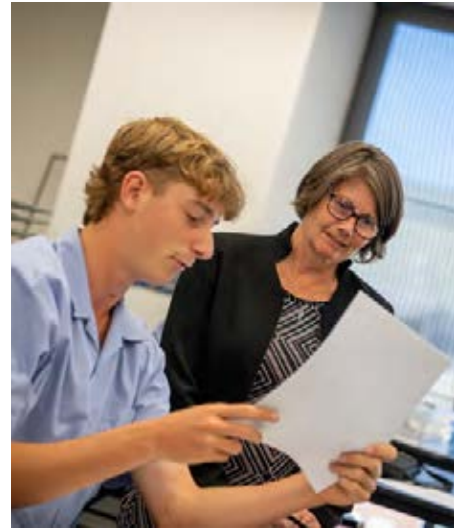
The **Fiji Service Tour** was an eye-opening and life changing experience for our five students where they worked side-by-side with villagers to improve the local school, and help improve the learning experience, for the children of the village. They observed how financially challenged communities work together and support each other by sharing food, water and income and care for each other's children, the elderly and sick.

The relaunch of our **Service to Thailand** program enabled ten students to engage in impactful service, promote social justice, and gain a profound understanding of their place in the global community. Such a program fosters empathy, cultural awareness, and a sense of global responsibility.

Late in Term 3, we conducted our European History Tour, where twelve Year 11 History accompanied by three staff travelled to Berlin, Krakow, and to historical locations of the Western Front, Reims, Paris, Versailles, Istanbul and Gallipoli. All sites are significant locations in the College's History curriculum that students have followed in the past five years.

Congratulations to our **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.

A pleasing feature of the year has been the increased participation and considerable success of students from all levels in a range of competitions that tested their learning skills. Some examples included the **F1 in Schools National Finals**, the **Da Vinci Decathlon**, the **Big Science Competition** and a third-placing in the **National Cybersecurity** final. Staff, too, did not miss out!



Our Year 8 Geography teaching team, was Highly Commended in the **2024 Alex Lyne Fieldwork Award** for fieldwork initiatives that challenge and engage students in creative ways.

NAPLAN assesses the literacy and numeracy skills of our students and our Year 7 and Year 9 test results of 2024 were pleasing. Year 7 school performance was above State and National levels in each of the test domains with improvement to our 2023 performance being shown in Writing, Spelling by a considerable margin, and in Grammar & Punctuation. While there was a slight decline in Numeracy testing, the performance was still substantially above the State and National levels.

Year 9 test performance exceeded the State and National averages, although there were fluctuations in performance relative to our 2003 cohort. Even though Writing levels improved on last year, they did not keep up with improvement shown at the State level. The report into the proficiency standards, i.e. the expected skill level; showed that in Year 7 and Year 9, the percentage of our students assessed as "strong or exceeding standard" was well above the State and National levels.

The College has again performed to a very high level in all aspects of **Associated Catholic Colleges' (ACC)** competitions. The College placed first in the Swimming Carnival and in the Cross Country Carnival, in both cases, for the 5th consecutive year; won the individual and teams Triathlon events; and was placed first in both the Senior and Intermediate level Public Speaking competitions.

In various weekly sporting competitions, the place results for 2024 up to the end of Term 3, were as follows:

Seniors: Cricket 35 Overs-Premiers; Cricket T20 (2)-Second; Hockey-Second; Table Tennis-Third.

Year 10: Soccer-Second; Table Tennis-Third.

Year 9: Football-Premiers; Soccer (1)-Third; Soccer (3)-Second; Basketball (1)-Third; Basketball (2)-Third; Badminton-Third; Hockey-Premiers; Table Tennis-Third.

Year 8: Football (1)-Third; Football (3)-First; Basketball-Third; Badminton-Third; Hockey-Premiers; Table Tennis-Second.

Year 7: Soccer (3)-Second; Hockey-Second

This is indeed a great reflection on the staff who coach and manage the teams and the students who excel in such a wide range of sports.

Student participation, level of performance and audience attendance in our **College Productions** grows year by year. This year's productions included:

- **Shrek the Musical**, our College's major production for 2024.
- Year 7 to 9 students participated in Kilbreda College's production of **Disney's Frozen Jr.** and the OLSH College production of **Roald Dahl's Matilda The Musical Jr.**

The attendance at Shrek The Musical was at record levels - our highest performing stage show to date. The dedication of those involved to improving personal performing skills and seeking excellence, illuminates important values to which we can all aspire. It was a source of joy to see each of the students in the finale, full of pride, joy, and enthusiasm - that sense of self and team that comes from hard work, particularly when it required them to stretch themselves and move outside their comfort zone.

Congratulations and best wishes to our **Class of 2024**. The entire College Community celebrates your achievements with you. Well done for navigating the challenges you have faced during these six years. Your leadership, example and friendship has done much to encourage community and build on the traditions that have come to mark a school year at St Bede's College. The holistic education our College provides, together with the love and support of their families, will have shaped our fine young men and prepared them well for life long after Year 12.

School Boards lend strong leadership and governance to a school's mission, ensure financial viability and sustainability, and improve the quality of educational programs; which lead to improved student outcomes.

Thank you to our Board members; Margaret Burge, Tony Hirst, Sal Algeri, Keiren Tilbrook – Chair, Paula Wilton, Karen Chandler, John Csorgo, Tim Honey, Rebecca Kotow. Thank you especially to our Chair, Keiren, to our Committee Chairs; Margaret, Sal and John and to all for the valuable experience that you bring and for your continuing time and efforts in overseeing the College's governance.

To our students - thank you for your hard work and effort in aiming for your personal best, and for your humour and friendship.

To all parents – thank you for your support. Whether you have attended parent meetings and briefings, done school or sport drop off or pick up, applauded in the theatre, or cheered on from the sidelines, it all adds to the richness of community. Everything you do counts and does not go unnoticed!

To all staff – thank you for teaching and supporting our students, coaching and management of teams, attending camp, and being leaders at co-curricular activities, often giving up your family time to support our students. Thank you for attending to the administrivia that I know you hate, but is now just part and parcel of your load.

To the Leadership Team, the Brothers, Old Collegians and Parents & Friends – thank you for your support and advice.

This community has continued to make St Bede's College "the place to be".

Per Vias Rectas



Deb Frizza
Principal





FROM THE BOARD

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.

This year, 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 more effectively, ensuring our school 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 collection to increase our recycling volumes across both campuses. 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 that our students and staff thrive in a secure, supportive setting. This year 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 of our operations.

We are again 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. We look forward to working closely with the members across important College matters in 2025.

I would also like to take the opportunity to thank our Risk and Finance Board Sub Committee members who again give up a lot of personal time to provide a substantial contribution to the College. My gratitude goes to all other Directors and Committee Members; Tim Honey, Paula Wilton, Karen Chandler, Bec Kotow and Tony Hirst, all of whom are so gracious with their time and expertise.

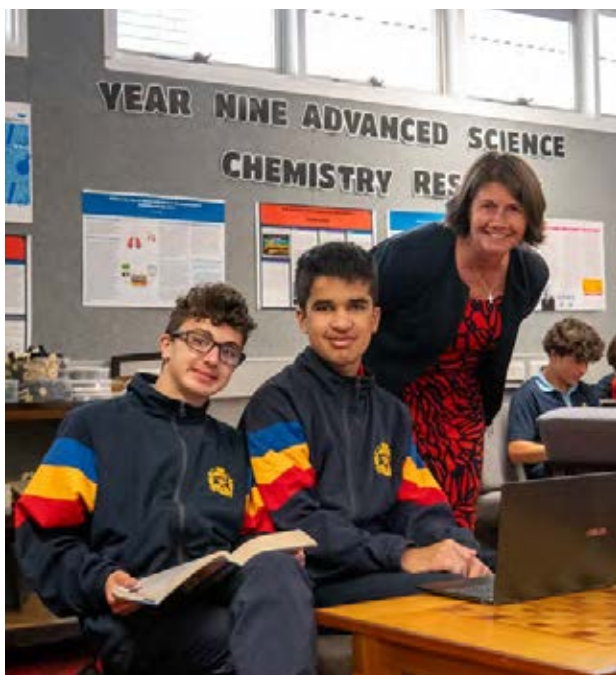
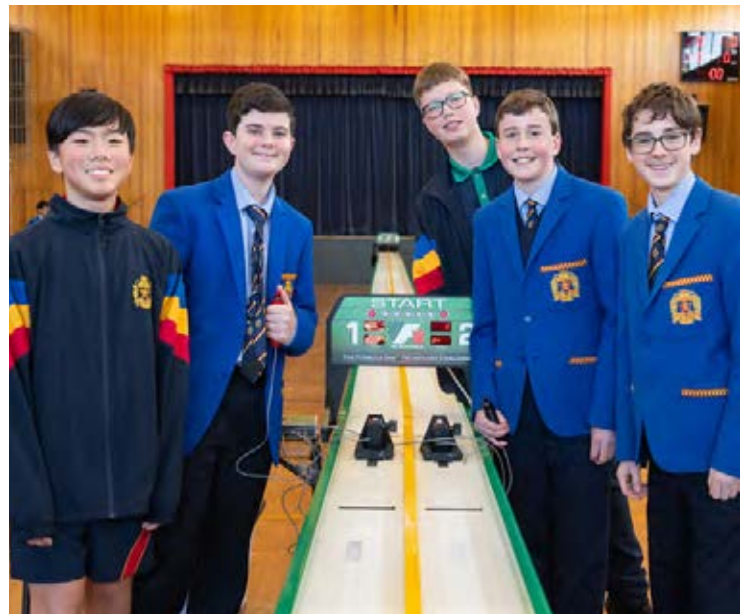
A heartfelt thank you to our Principal, Deb Frizza and the Senior Leadership Team for their continued support of the Board. Your dedication has been instrumental in driving our vision forward.

And to our incredible Parents and Friends, and our 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.

Sal Algeri
Deputy Chair of the Board

Board

Keiren Tilbrook - Chair of the Board
Marg Burge
Karen Chandler
John Csorgo
Tim Honey
Bec Kotow
Paula Wilton
Tony Hirst





STUDENT WELLBEING

SUPPORTING STUDENTS TO ACHIEVE THEIR PERSONAL BEST

Recognising and responding to the wellbeing of students is more crucial than ever. As our students navigate academic pressures and social dynamics, fostering a culture of student safety and wellbeing within our College Community is essential for enhancing their overall experience and success.

Student safety and wellbeing at St Bede's College goes beyond simply avoiding illness; it encompasses emotional, social and mental health, all of which contribute to our students' quality of life. By adopting a holistic approach to wellbeing, we empower our students to thrive academically and personally.

Key strategies we have implemented for promoting Student Wellbeing at the College in 2024 include:

- Creating a supportive environment
- Integrating mental health education
- Practicing Gratitude, Empathy and Mindfulness techniques (GEM)
- Promoting healthy relationships
- Providing resources and support

This year, we also invested more in our partnership with **The Resilience Project (TRP)** by becoming a Partner School, which resulted in greater support and education for our staff and parent community, which in turn benefits our students. Throughout the year, resources from TRP were an ongoing focus for staff and students alike, particularly in their timetabled Wellbeing Period our students have each ten days.

"Student safety and wellbeing at St Bede's College goes beyond simply avoiding illness; it encompasses emotional, social and mental health, all of which contribute to our students' quality of life."

THE
**RESILIENCE
PROJECT™**

“By creating supportive environments, integrating mental health education and fostering healthy relationships, we are proud to play a vital role in shaping the future of our students.”

We were very pleased to present to our students a range of relevant and insightful speakers discussing various facets of Wellbeing across all year levels. Students heard from Paul Dillon of **Drug and Alcohol Research Training Australia**, Wayne Holdsworth from **SmackTalk**, consent workshops with **Elephant Ed** and **The Pat Cronin Foundation** about ending violence.

Our other Wellbeing programs continued with great attendance across both **Seasons for Growth** and **Games Cove**, as well as the **Child Safe School Committee** and the **Child Safe School Student Sub Committee**.

We have experienced a growing number of self-referrals and peer-referrals to Counselling sessions, indicating that this service is well and truly valued. Navigating the challenges of adolescence and school life can sometimes feel overwhelming. Whether students are dealing with academic pressures,

personal issues, conflict resolution or simply need someone to talk to, our College counselling team offers professional support and guidance in a non-judgemental space.

Prioritising wellbeing is essential for nurturing resilient, engaged and happy individuals. By creating supportive environments, integrating mental health education and fostering healthy relationships, we are proud to play a vital role in shaping the future of our students.

Together with your home and our College staff, we intend to empower our young people to thrive both inside and outside of the classroom, ensuring a brighter future for all.



Scott Cadby
College Counsellor and
Wellbeing Coordinator
PACFA Reg. Clinical (21605)
Psychotherapist
BA (Psych)
MPsychotherapyCouns





FROM OUR COLLEGE LEADERS

TEACHING AND LEARNING

2024 has presented another great year for teaching and learning at St Bede's College. Recognising the good fortune we have to be able to combine skilled teachers with motivated students, provides us the perfect educational mix to both take risks with learning, and provide an environment in which students can flourish.

The continued push to ensure formative assessment is a key part of every classroom has continued across the year. In making this a valued part of student learning, it both reinforces necessary skills, knowledge and understanding, as well as provide opportunities for identifying misunderstanding and misconception, leading to more pointed error correction.

The whole-of-College approach to building a stronger learning culture in the classroom has continued through the monitoring of learning habits in all classes for all students. Focusing on the things that are the foundations of learning organisation, engagement, application and feedback; it provides students with a strong understanding of behaviours that enhance capacity and enable individuals to achieve their personal best.

Additionally, it has provided opportunity for reinforcement and commendation, as well as identified situations where improvement is needed.

There have also been a number of initiatives across the year that have been either implemented or further developed to enhance the quality of education we provide. The introduction of the subject-based **VCE Vocational Major** program allows students to better engage in VCE subjects of interest, whilst undertaking a vocational education at the College.

This has provided many students with an option they were seeking; engaging in **Vocational Education and Training** in an area of interest at a provider outside St Bede's College, maintaining the structure of school and undertaking a skills-focused education. The Vocational Major team has worked very hard to ensure that the needs of our students have been met and we congratulate them on their progression.

Another highlight has been the development of the Year 9 experience, which has been underpinned by **The Rite Journey program**. Recognising the year

as one of significant growth, the structure and focus has endeavoured to challenge and extend the students across the year. Events have been explicitly tied to The Rite Journey; as well undertaking The Rite Journey classes as part of the curriculum, students engaged in **The City Experience**, their exams, camp at Lake Eildon and their **Retreat** through the lens of growth. The hope has been that this holistic program gives Year 9 greater meaning and better prepares students for the future.

Continually improving our teaching and learning programs as well as introducing new initiatives has allowed us to continue to build on a very solid educational foundation that is a hallmark of St Bede's College. We look forward to the opportunities that 2025 will provide, as well as celebrating the ongoing success of our students into the future.



Brenden Mair
Deputy Principal -
Teaching and Learning



Professional Learning Reflections

Courtney Stammers

Learning and Teaching Leader – Pathways & Professional Learning Leader

We had the privilege of hosting Dr Susan Nikakis, renowned expert on Gifted and Talented Education from Melbourne Archdiocese Catholic Schools (MACS). Her captivating professional learning session for our teaching and learning staff placed emphasis on how supporting gifted students through pedagogical changes is not just beneficial, but a matter of justice.

This workshop inspired our staff to reimagine their approaches, considering various methods such as flexible grouping, tiered assignments, continuous formative feedback and explicit instruction to address diverse learning needs. We engaged in dynamic discussions, sharing insights and strategies for differentiation.

The session sparked new ideas on how to continuously foster an inclusive and equitable learning environment where every student thrives.

Brenda McCullagh

BEAM Program Coordinator

Dr Nikakis' workshop equipped our teachers and learning support workers with valuable tools to empower all students, particularly our gifted learners (BEAM students), to reach their full potential. By fostering a learning environment that embraces differentiation, we can ensure every student, regardless of academic pace or strengths, is challenged and supported on their unique learning journey.





FROM OUR COLLEGE LEADERS

FAITH AND MISSION

College Masses and Faith in Action

At our College, 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; pre-eminent among these are our College Masses.

For the Opening College Year Mass and Investiture, we welcomed Bishop Tony Ireland as Principal Celebrant, accompanied by our chaplains. Our 2024 College Captains were anointed and commissioned by Bishop Tony at the end of the Mass. It was wonderful to host so many students along with their families to celebrate together.

We celebrated our Founder's Day Mass in May, where more than two thousand students and staff gathered to honour St John Baptist de La Salle and his great legacy as our Founder. Lasallian schools and works are present in over 80 countries across the world, and to highlight this international dimension, our students presented readings and prayers in languages other than English.

Cian Gill (Year 12) read the First Reading in French to honour the cultural and linguistic heritage of St John Baptist de La Salle.

Father Andrew Jekot proclaimed the Gospel in Polish, and students read Prayers of the Faithful in Indonesian, Greek, Tagalog, Italian, Ukrainian and Russian.

As a Holy Day of Obligation, we celebrated the Assumption Day Mass on August 15. The readings, prayers and homily reminded us that we should take Mary as an example of one who trusts in God, no matter the cost. Her life of faith and service is an inspiration for all. At the conclusion of the Mass, the Lasallian characteristics of faith, service and community were highlighted when we presented and badged our Lasallian Youth Leaders (LYLs) who embody these values through their commitment to Lasallian Service, and commissioned the Thailand Service Team.

Saint Patrick's Feast and Catholic Education Week

Mass of St Patrick and Colloquium for Secondary School Students

St Patrick is significant for us in Melbourne, as he is the patron of our Archdiocese. An inspiring model of Christian faith, his personal story of transformation from slavery to leadership is based on his faith and sense of purpose. St Patrick's belief in the ever presence of God, even in times

of adversity, is akin to our Lasallian invocation – *“Let us remember that we are in the presence of God.”*

Catholic Education Week was an opportunity for St Bede's College to join all 334 Catholic schools in the Archdiocese to celebrate our distinctive Catholic identity, our achievements, and the role our school plays within parish and local communities.

A group of our Year 11 students represented the College at St Patrick's Cathedral for the Cathedral Mass and Colloquium for Secondary School Students on 15 March.

The theme for Catholic Education Week was *‘In the light of Christ’*. Archbishop Comensoli animated this theme through his homily, as did the panel of student leaders during the Colloquium.

It was a great occasion to catch up with our friends at De La Salle College, Kilbreda College, Our Auxiliary Bishop Tony Ireland, and Member for Sandringham (and Old Collegian) Brad Rowswell MP, all happily joined photographs with our group.

Thank you to our student representatives **Benjamin Hall, Flynn Sichlau, Oliver McDonnell, Edward Humphrey, George Sakkas, Lachlan Sullivan, Cooper Manuel** and **Maxwell Quirk**.



Student Highlights

Benjamin Hall, Year 11

It was an amazing experience to attend the Mass at St Patrick's Cathedral and later the leaders' conference. It was cool to see so many other young people participating in the Catholic faith, and I learned a lot from the student leaders sharing their own experiences with faith.

I want to thank the College for the wonderful opportunity to attend this event and I appreciate the responsibility that was given to me to represent the school on this occasion.

Cooper Manuel, Year 11

To attend the Mass at St Patrick's Cathedral was an experience I will never forget. The leaders' conference was a great way to connect and hear other people's thoughts about how they see and attend to the Catholic faith. Participating really gave me an open mind into the Catholic faith.

Lachlan Sullivan, Year 11

Being a part of the large number of people who gathered at St Peter's Cathedral was an experience that was very peaceful, and I will be forever grateful for. A highlight of the day was spending the day with friends in a serene environment.



Young Lasallians Evening

George Sakkas, Year 11

We had another great opportunity to meet up with one of our closest relative schools of De La Salle College in Malvern. We had the privilege of discussing and reinforcing our core Lasallian values that drive us and inspire us to be the men, leaders and schools we are today.

As part of the night, we heard Lydia from Young Lasallians ANZPNG talk about her journey through faith and values, and how we can mould our values and views on life to be the best version of ourselves and to help those in need. This night was an inspiring night that taught us all faith, community, respect, and leadership.

Thank you Young Lasallians ANZPNG.





FAITH AND MISSION



Community Strength

Winter Appeal

Thanks to the generosity of our College Community, we collected many pantry items for two essential outreach agencies that support people in great need; St Vincent de Paul Society (Chelsea Conference) and The Asylum Seeker Resource Centre (ASRC) Foodbank in Dandenong.

Both agencies have seen an increase in requests for support as both the cost of living and housing insecurity increases; so our collective efforts were received with gratitude. May we continue to be inspired by the teachings of Jesus who told his followers:

"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me ... Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me" (Matthew 25:35-36, 40).

Have a Ball Day

Students and staff were invited to wear their team sport colours, and bring a donation of sport balls, footy boots or gold coin to support the Have a Ball Foundation.

This not-for-profit provides sporting balls and equipment to children in Indigenous schools and communities in remote areas of outback Australia.

Thanks to everyone's efforts this year, we were able to donate 300 balls, numerous football boots and \$1299.

Les Twentyman Foundation

In December 2023, our College once again supported the Les Twentyman Foundation's Back to School Program by collecting a variety of resources for students in need.

The Foundation assists almost 500 students each year by setting them up with everything they need to start the school year.

Our collective efforts were extraordinary - we doubled our efforts from 2022 - with over 50 large boxes filled with textbooks and study guides for Years 7 to 12, English novels, dictionaries, calculators, laptops and stationery. Some of our decommissioned laptops made their way to the Foundation too. Every item was gratefully received.

"Thanks to everyone's efforts this year, we were able to donate 300 balls, numerous football boots and \$1299."

"Our collective efforts were extraordinary - we doubled our efforts from 2022 - with over 50 large boxes filled with textbooks and study guides for Years 7 to 12, English novels, dictionaries, calculators, laptops and stationery."



Ria Greene
Deputy Principal - Faith and Mission



Campus Ministry

Embracing Wisdom of the Heart

Our College Community was guided throughout 2024 with the theme **Wisdom of the Heart**. The theme calls all of us to deepen our spiritual journey through empathy, compassion and a sense of purpose.

The Campus Ministry helps play an important role in nurturing these values by providing spaces for prayer, reflection and service. Through our Class Masses, Retreats, Service and Immersion Programs and community service, our students are encouraged to explore the heart's wisdom - listening to their inner voice, supporting one another, and finding strength in their faith. This wisdom helps our St Bede's College Community to grow spiritually and emotionally, fostering a culture of love and understanding.

One of the key initiatives in this effort is the **Seasons for Growth** program, which supports individuals in navigating grief, loss and change. Through this program, students are given the tools to build resilience and develop a deeper awareness of their emotions, learning how to heal and grow through life's challenges. This healing aligns perfectly with the theme of **Wisdom of the Heart**, as it teaches us to turn inward, trust our emotional intelligence and emerge stronger, more compassionate individuals.

Throughout the year, several other Campus Ministry activities have included:

- **Guided meditation opportunities** that have helped foster mindfulness and inner peace as part of participants' own spiritual journey.
- The annual **Camp La Salle** at Cypress Lodge afforded a small number of students the opportunity to strengthen bonds, reflect on their values and experience the Lasallian spirit in action, alongside their brothers from De La Salle College, Malvern.
- Presentations to **Year 7 Religious Education classes** to introduce our students to the De La Salle Brothers and the rich heritage of the Lasallian world, emphasising Faith, Service and Community as central to living with wisdom and with heart.

Through programs like these, we have the privilege to give the gifts of hope, healing and wholeness to our College Community.



Brother Tony Cummins
Campus Minister

"...our students are encouraged to explore the heart's wisdom - listening to their inner voice, supporting one another, and finding strength in their faith."

"Through programs like these, we have the privilege to give the gifts of hope, healing and wholeness to our College Community."



FROM OUR COLLEGE CAPTAIN

DEEPENING CONNECTIONS AND POSITIVE IMPACT

"An important part of growing up is having positive role models and people to look up to and model your behaviour after and I hope that this can be a continued pursuit of future groups, to uplift and support younger students."

Looking back on the year that was, as well as my entire time at the College; our connection as a community remains my favourite thing about St Bede's. Whether that be in the classroom and with teachers, on the sporting field, in the College Production and Arts or with Old Collegians, all Beda Boys have an intrinsic connection that cannot be understated and that I think, enables us to attack the future with the knowledge that we will always have a support system and our mates to pick us up if we fall.

The most prominent goal of the 2024 College Captains was to help foster and grow this connection throughout our entire community and into the local area. We activated cross-campus and year level unity, as well as our extended relationships with other schools in the local area. The biggest event on our College calendar, Mission Action Day, is symbolic of the strength and values of the St Bede's community. Mission Action Day this year and every year is not only a chance to fulfill our Lasallian vocation of being brothers and sisters to one another, it is also a showcase of the generosity that lies at the foundation of

the St Bede's community. Despite the cost-of-living crisis across Australia, we were able to band together and surpass our fundraising goal for Mission Action Day. This is testament to the selfless and caring nature of our College and those that participated cannot be praised enough. An amusing observation I made on Mission Action Day was the readiness of the boys to not only participate in the walk and fundraising, but the eagerness to peg water balloons at each other upon return, as myself and a mate flew through 400 water balloons on the water balloon launcher in about 20 minutes.

In addition, a personal highlight was getting to know so many of our younger students at both our Mentone and Bentleigh East campuses. With visits to Year 7 homerooms, as well as running occasional Year 7 Wellbeing classes, it was refreshing and revitalising to be surrounded by the enthusiastic faces of these students. An important part of growing up is having positive role models and people to look up to and model your behaviour after, and I hope that this can be a continued pursuit of future groups, to uplift and support younger students.

Some of my fondest memories come from little conversations with younger students about how they are going and the trials of maths homework.

The Year 7 Welcome Picnic in February was a chance to meet new families and students, and a Year 7 versus Year 12 soccer game to finish the night where the competitive nature and camaraderie of even the newest Beda Boys was evident.

Another thing that we built upon this year was the link between schools in the local area. The annual College Captains netball games between our College, Kilbreda College and Mentone Girls' Grammar School were an opportunity to strengthen ties. Other events such as the Young Lasallians Evening hosted by De La Salle College in Malvern and the opportunity to host and tour international students from La Salle College in Philadelphia were chances to expand our Lasallian community on a global scale! For those events, the Youth Ministers, Brother Tony and Miss Greene cannot be thanked enough for their efforts.

My experiences at St Bede's and the person I am today have been shaped by some extraordinary people and I'd like to take the opportunity to thank them here.

To the staff - not only the teachers but those who do so much work behind the scenes including (but not limited to) IT, AV, canteen, library, wellbeing and maintenance - all your hard work doesn't go unnoticed and ensures that life at the College can run smoothly and efficiently.

To all the teachers, I thank you for your generosity and countless hours, not only in class but also in preparation and marking. Further, the connections made and conversations had - amongst all students with teachers are invaluable and the lessons you pass on will hold us in good stead into the future.

To the students, thank you for making St Bede's College the amazing place it is and I wish you all the best in future endeavours.

Archie Lamb
College Captain

"All Beda Boys have an intrinsic connection that cannot be understated and that I think, enables us to attack the future with the knowledge we will always have a support system and our mates to pick us up if we fall."



FROM OUR VICE-CAPTAINS

Tom Gregory *Vice-Captain*

My six years at St Bede's College have been enjoyable from start to finish, and this year has been the pinnacle. 2024 has been very rewarding, and yet it's over in the blink of an eye. It has been a privilege to have a leadership role and the responsibilities it has entailed.

I'm very proud of the work of the 20 leaders this year, which I played a very small part in. From smashing past our \$90,000 goal in funds raised for Mission Action Day, through to fostering connections with broader communities, Year 12 has been a year to remember. The captains have attended many leadership functions, such as those hosted by ACC, St Leonard's College and Mentone Grammar, and we have been successful on the netball court against Kilbreda College and Mentone Girls' Grammar School.

On a more personal note, I've had the privilege of being involved in many areas of the College, not just this year, but over my whole St Bede's experience. I have been fortunate to be a part of public speaking, debating, hockey, tennis, music, Lasallian Youth Leadership, the BEAM program and more. Subject classes may be the reason we go to school, but the reason we happily remember these days is beyond the classroom. That's why I would advise any Beda Boys to take up as many opportunities, and involve themselves in as many extracurricular activities, as they can. It's the deeper connections in communities of niche interests, within the broader College community, which really highlight the Beda spirit. Each student is accepted

for their individuality and celebrated for their achievements, no matter how diverse, because of these smaller circles. I have found this to be worthwhile, as it results in uniting students with interests in many different areas of life, enriching acquired skills, as well as broadening groups we mix with. For our younger boys, it might make the sheer volume of St Bede's less overwhelming, and the vastness of 2000 students and 200 staff, seem more like home. If you enjoy what you do, give it your best shot, with company who you enjoy spending time with, then you've already succeeded.

I would like to thank the staff leaders with whom I worked closely and collaborated in my leadership journey, including Ms Deb Frizza, Mr Andrew Beaumont, Mr Mark Jones, Miss Ria Greene, Mr Brenden Mair and Mr Chris Mills. Whether it's the organisation of massive College events, or seeing the values of a leader on a daily basis, I continually learned from the example each of you set every single day. Thankyou for your continuous high level of professionalism, coupled with the friendliness and warmth you never failed to show, even in the busiest of times. I will always admire the selflessness of your work, as most of it is "behind the scenes", and largely unnoticed, yet crucial for the functioning of St Bede's College.

Our community of De La Salle Brothers have been a guiding presence throughout my years at St Bede's. I am acquainted with a few of the Brothers, and we are fortunate that our College has the support of their community.

To the teachers and year level coordinators I've had over the years, thankyou for the positive impact you've had on my education. The person I am today is largely due to the experiences I've had with you all.



There are many non-teaching staff who keep our College running efficiently, and your work is noticed and appreciated. I'm grateful for all of the times you have given assistance and information when requested.

As a Benilde boy, I'm grateful to Ms Melisa Lyons for being instrumental in making the Blue Army such a powerhouse. Your pep talks encouraging us to participate in house events, and have a go at anything are memorable.

Finally, and most of all, my fellow College Captains: **Archie Lamb, Lucas Shaw and Hugo Risvanis**. It was an absolute pleasure to share the experience of captaincy over the past year with you. It's hard to believe it's been a year since we were appointed, and heading to the leadership camp in Sydney, which strengthened our camaraderie. Whether it's brainstorming ideas for the College, or sharing a laugh watching the bloopers from the Beda Broadcast, I always find myself smiling when we're together. A year later, we've shared so many experiences, and I'll never forget the memories we've made together.

Ultimately, at the end of the final day of school, I will have taken my blazer off for the last time, but it will always be draped over my heart, knowing that I'm part of the Beda family for life.

Per Vias Rectas

Lucas Shaw *Vice-Captain*

Wow, I can't believe just how quickly it has come to the end of my time at St Bede's College. From being the nervous, quiet Year 7 I was when I first entered the College gates to the person I am now, I am extremely proud to call myself a Beda Boy.

This year has been filled with so many incredible highlights and has truly affirmed why I love this school so much.

At the very beginning of the year, we had the Year 7 Welcome Picnic, in which all Captains were asked to run activities. I ran the tug of war competition alongside a few others. I had a blast joining in and helping out the Year 7s during the kids versus parents match! I was inspired watching the way so many new students,

who had only known each other for such a short amount of time, form valuable friendships through the activities and games. I hope these strong connections continue to form and unite the cohort for years to come.

I have absolutely loved participating in this year's annual House Competitions, including Athletics, Swimming, Cross Country and Music. Knowing this year was my last chance to bring glory to the mighty Solomon House, I personally tried my hardest to participate in every event possible and perform to my highest ability. Senior Athletics will always be a highlight for me, because of my friend group's iconic banana costumes and the opportunity to work alongside House Captains to help our House succeed.

Ultimately, my biggest highlight has been seeing our cohort come together and

enjoy our final year as a group. From formals to hoodies, the entire cohort has had a fantastic atmosphere to it and I'm incredibly proud to call myself a part of the Class of 2024.

As a Captain, I enjoyed meeting and interacting with students from different year levels and groups. The time I have spent chatting with students and listening to their unique perspectives on the College has been so enjoyable and I am proud of the sense of brotherhood and a desire to look out for each other - no matter the year level - that has been created at St Bede's.

During my time at this incredible school, something I have most enjoyed is the variety of activities open to all students. Especially during my junior years at College, I joined as many extracurricular activities as I could to truly discover

Hugo Risvanis

Vice-Captain

As I finish my time at St Bede's, I feel a mix of emotions, both excited and nervous. I am eternally grateful and proud to call myself a Beda Boy.

I can imagine it will be such a surreal difference not coming to a place where I get to see my mates every day. It's these little things that we take for granted that I'm going to miss most.

Being given a chance to end my St Bede's journey as a College Captain has been an honour and an experience I have enjoyed every step of the way. Before we began our Captainship, we weren't exactly sure what being a Captain meant and were thrown into the deep end.

The four of us embarked on a Young Lasallian Leaders' trip to Sydney at the beginning of the 2024 holidays, and we had no idea what to expect, except a few pointers from last year's Captains, who were great in preparing us for the year ahead. However, it was a great experience to somewhat go in blind on our first formal leadership role. We grew connections with other Lasallian schools from all parts of Australia, Papua New Guinea, and New Zealand. It was amazing to observe the differences in culture but also to see the similarities that we share as Lasallians because we weren't all that different.

This year has allowed me to grow and strengthen relationships where I can now call Archie, Tom and Lucas my good mates. We learned a lot about each other and helped each other learn about ourselves. From being forced to dance in front of complete strangers to giving speeches about our faith and beliefs, we have made memories with each other that I will forever cherish. You boys are



each truly amazing people and embody what it is to be a St Bede's student. You are role models not just for the College, but also for myself - thank you. We have shared the challenge of College leadership together, and I'm proud of all we have accomplished, I could not have imagined doing it with anyone else.

Throughout the year, I have uncovered greater respect and understanding for the work and hours put in by teachers and those who make things happen behind the scenes to allow St Bede's to operate impeccably. Especially the staff leadership team, you are all amazing role models for the College and for us Captains, we have looked up to your professionalism and guidance in our own leadership roles, and you continue to make each year amazing at St Bede's. We should all be grateful and acknowledge the individuals whose work goes largely unnoticed, as your roles are crucial for the functionality of St Bede's.

At the end of 2023, Mr Beaumont made it clear to us as Captains that being



named a leader was an honour and a responsibility, but it was also just a title because each and every individual has the ability and opportunity to lead in their own regard. This has truly been embodied by the entire Year 12 cohort. Talents and skills have been uncovered, and the sheer amount of participation has been overwhelming.

The Class of 2024 is filled with leaders in all shapes and forms. I am proud to call each member of Year 12 my Beda Brothers, and a leader in their own right. We have come a long way throughout our schooling journey together, and I couldn't be more proud of every individual.

Although my time at St Bede's has come to an end, whilst I'm eager to go and turn a new page in my life, the deep connection to this College will stay with me forever, and for that, I am eternally grateful - because this school has shaped me into the person I am today.

what I enjoy. I had an incredible time being involved in the e-Leaders program, chess team, ACC Hockey team and so many different music groups. These experiences across so many different facets of the school have shaped me into the person I am today, and have opened my eyes to so many different experiences. I highly encourage all students to spread their wings and try as many new things as possible.

All we have been able to accomplish this year, including the Beda Broadcast, MAD, our House events and countless other events the College has put on would not have been possible without the hard work of many staff members who are determined to make this year successful. I would personally like to thank Mr Beaumont for his work as the Captains Coordinator. This is a job he

has been doing for many years and he has played a massive role in making this year so enjoyable.

I would also like to thank Mr Micaleff and Ms Ryan, my House Coordinator and Tutor Group teacher for supporting me and being such integral parts of my senior years here. The feeling of always having people in your corner to support you is truly appreciated and goes a long way towards making students feel confident to show what they are capable of.

As my time here comes to an end, I am grateful for all the College has done for me and continues to do for so many students. St Bede's truly is a unique place and I am grateful for the opportunity to represent it as Vice-Captain.





CLASS OF 2024



CLASS OF 2024

COLLEGE FORMAL



What a pleasure it was to greet our students and their guests at the Year 12 College Formal. Regarded by many of our Year 12 students as the highlight of the year, over 500 attendees were present at Moorabbin Town Hall for the event, and they all looked and behaved magnificently well.

It is a joy to observe the transformation of our students into confident young adults and the level of manners and behaviour from our students and their guests. Thankyou to our staff who supported and supervised.

Deb Frizza
Principal





"It was an amazing opportunity to gather together and celebrate as a year level. Everyone was looking sharp. Our thanks to Mr Beaumont, our teachers and staff who made it a great night, one we'll cherish forever."

– Archie Lamb, College Captain





CLASS OF 2024



CLASS OF 2024

GRADUATION

College Captain's Address

As a young child, I knew of two plans for my future.

The first being my life plan, which revolved around Richmond Football Club. The plan was simple and infallible in my mind.

Step 1. The Tigers were to be really good and win lots of premierships. Tick.

Step 2. In my draft year, they have a down year and finish last. Tick.

Finally, they draft me with pick one. Well, that will be decided on November 20 this year. Needless to say the Tigers have well and truly lived up to their end of the bargain.

Unfortunately for 5-year-old me, I don't think I've quite done enough to fulfill my end.

The other big plan was that I would undertake my secondary schooling at St Bede's College. I heard stories of this enormous school where I would be surrounded by all of my mates.

Occasionally, I'd catch a glimpse of the esteemed oval while driving along Beach Road.

Clearly, this future planning eventuated and from the first moment I stepped through the gates I have been filled with a sense of pride, passion and connection to every blue blazer.

To the class of 2024: when first elected as leaders, we attended many different events that helped us to both develop our leadership for the upcoming year and learn what the role required.

A common theme that was always discussed was legacy. Personally, I like the idea of leaving places a little better than how you found them, to me that is a good legacy. Legacy was discussed as sort of a plural. I leave a legacy, each of the leaders leave a legacy, as does every individual student.

With this, we will also collectively leave our mark on the College. For this reason, I wish to thank and commend you for the overwhelmingly positive legacy that we have been able to leave at St Bede's. Our connection to each other and the school, participation in College life, relationships formed through the school and the way in which you have represented St Bede's has been impeccable.

Thank you for the laughs, memories and for making my time at St Bede's, the best years of my life. As a cohort we should be proud of all that we have achieved and I wish you all the best for the future. Remember that we are all, always there for each other, never hesitate to reach out.

To next year's College Captains, headed by **Maurice, Finn, Flynn** and **Joe**, good luck and I trust that you will lead the school with integrity and zeal. I hope that we have been able to set an example for you to follow but I also encourage you to break out and forge your own path.

It has been a pleasure sharing the halls and representing you all.

Archie Lamb
College Captain



"Thank you for the laughs, memories and for making my time at St Bede's, the best years of my life. As a cohort we should be proud of all that we have achieved and I wish you all the best for the future."
– Archie Lamb, College Captain



VALETE AWARD WINNERS

Leadership Award

Archie Lamb

Principal's Award

Brandon Duong

Lasallian Award

Elijah Collantes

Community Spirit Award

Liam Casey

Liam Napier

Hugo Risvanis

Cultural Award

Ethan Hepworth

Alexander Hodgkins

Rhys Gillard College All-Rounder

Tom Gregory

John Clements Athlete Award

Oliver Etienne

Ashton Roberts

Leadership in Sport Award

Edward Gibson

Riley Kotow

Long Tan Leadership Award

Lucas Shaw

Patrick Clarke Vocational Major Award

Ryan Haskins

Australian Defence Force Future Innovators Award

Daniel Benvrovato



Daniel Benvrovato



Liam Casey



Tom Gregory



Ryan Haskins



Liam Napier



Ashton Roberts



Elijah Collantes



Brandon Duong



Oliver Etienne



Edward Gibson



Ethan Hepworth



Alexander Hodgkins



Riley Kotow



Archie Lamb



Hugo Risvanis



Lucas Shaw

2023 COLLEGE AWARD WINNERS

Academic Excellence Awards

Year 7

George Batzaxis
Campbell Black
Ashton Bradley
Thomas Bree
Hamish Child
Zac Davies
Vanson Harwood
Adam Humphrey
Alexander Koriev
Dane Quade
Aidan Reidy
Sebastian Taylor
Sebastian Trouw
Cooper White
Harvey Wintle

Year 7 Duces

George Batzaxis
Alexander Koriev

Year 8

Joseph Anderson
Levon Andonian
Roman Atkins
Xander Chilianis
Levi Hanson
Ramy Khodr
Hunter Maudsley
Jacob Murphy
Samuel Pickering
Noah Przychodzen
Aaron Schoenmakers
Oliver Smith
Simon Szabo
Lachlan Tuck
Joseph Whelan

Year 8 Duces

Noah Przychodzen
Simon Szabo

Year 9

Daniel Athaide
William Aufner
Max Calvez
Patrick Devlin
Matthew Donnelly
Hayden Edel
Lachlan Hodgkins
Rhys Jones
Michael Monaghan
Henry Przychodzen
Thomas Rossi
Zack Shaw
Nicholas Shipham
Alexander Sims
Alexander Tsalousidis

Year 9 Duces

Thomas Rossi
William Aufner

Year 10

Oliver Bradley
Alexander Calvi
Jacob Gosling
Joseph Hetherington
Freddie Jeffs
Max Lee
Frazer Luxmoore
Joshua MacKenzie
Harrison McCawley
Piero Palleschi
Tomas Polintan
Ronny Seoud
Matthew Shanahan
Braxton Vella
Marcus Winter

Year 10 Dux

Piero Palleschi

Year 11

Cohen Azzopardi
Thomas Davis
Brandon Duong
Wil Ferwerda
Ciaran Gracias
Tom Gregory
Noah Honey
Blake Johnson
Archie Lamb
Robbie Leonard
Thomas McKeown
Jarrod Pettit
Lucas Shaw
James Sims
Tom Waldron

Year 11 Dux

James Sims

2023 AWARDS

College Dux



Austin Warfe 99.55

Duces Proximus



Matthew Billing 98.65



Benjamin Newman-Morris 98.65

VCE High Achievers

ATAR of 90 and above

Sam Anthonisz	96.40
Harrison Barber	91.40
Joshua Chu	90.55
Dylan Collins	98.35
Jasper Cormick	90.90
Luke Evans	91.40
Nicholas Flockart	91.85
Joshua Gould	95.85
Marc Hende	90.80
Joshua Mathews	95.60
Owen Mathews	96.80
Nathan Murphy	97.80
Maxwell Newman-Morris	97.30
Maxwell Oldham	93.25
Max Okulski <i>Engineering Studies (VCE Vet)</i>	41
Jake Porto	91.55
Cooper Quigley	90.80
Bryce Ricketts	90.75
Musashi Roche	93.90
Alexander Smythe	95.95
Luke Sullivan	95.15
Spencer Thomas	97.95
Tyler Vien	90.50
Xavier Webb	91.45
Charlie Wilson	93.55
Richard Young	93.90

General Excellence Awards

Work Experience Award

Hayden Griffiths

St Bede's College Excellence in Musicianship

Liam Close

Excellence in Public Speaking

Liam Casey

Excellence in Debating

Oliver Bradley

John Carino

Harrison McCawley

Tomas Polintan

Br Garry Coyte Music Award

Blake Adams

Cameron Fellowes Award

Alexander Hodgkins

Intermediate Vocational Major Award

Adam Boyd

2024-2025 Kwong Lee Dow Scholar

Harrison McCawley

Monash Young Scholars

Fisher O'Brien

Thomas Rossi

Alexander Tsaousidis



COLLEGE THEME 2024

WISDOM OF THE HEART



The theme that has guided our College across 2024 has been **Wisdom of the Heart**.

Wisdom is received from many sources: stories, songs, speeches, works of art, performances, conversations with friends and family, and personal experiences. Wisdom is more than knowledge; wisdom is reflecting on the human experience to come to a greater understanding of how to make good choices to live a good life. Wisdom is actually something we can understand quite easily. If you were asked to think of someone you know who is 'wise' you would recognise that they are more than smart, the 'wise person' seems to see a situation, reads it well and knows how to act.

The Bible describes wisdom as a gift of the Holy Spirit. When we receive a gift, we make a choice whether to use it or not. We can choose to put it away and forget that it has been given to us, or we can actively make good use of it. When we choose to use the gift of wisdom, we will notice changes in our lives and the lives of others; we will be confident to seize life-giving opportunities, we will think deeply and critically, and we will constantly seek harmonious relationships with others and the environment.

The image of the heart is helpful on different levels. Anatomically, the heart is a muscle and we know that the more we use a muscle the more we strengthen it. Spiritually, the human heart is where we desire Jesus to be so that he can guide our actions, motivations, thoughts and words. Each time we proclaim the Lasallian invocation, "Live Jesus in our hearts, forever", we acknowledge our need for the wisdom and inspiration of Jesus, and the call to live our lives at the service of others.

Pope Francis encourages us to exercise Wisdom of the Heart, especially as we see the world of information and communication develop, and the use of Artificial Intelligence expands. He warns that we must not lose sight of what it means to be fully human. Pope Francis says that our reflections on the use of digital technologies must begin with the human heart for that is 'the inward place of our encounter with God'.

Wisdom of the Heart will lead to growth and transformation.

Fill us with your wisdom Lord, and send us forth to serve.



Wisdom of the Heart

HEAD

Who is someone that I consider to be wise? What can I learn from them and their approach to living a good and wise life?

Do I actively use the gift of wisdom to make good choices to live a 'good life'?

Are the messages I receive and give worth listening to? Do they contribute to the well-being of others?

HEART

Am I open to change through the influence of positive role models?

Do I make time to encounter God in prayer so I can reflect on my life and the positive choices that I am making?

HANDS

Do I embrace learning and social opportunities that will help me to grow?

Do I actively contribute to the harmony of my community and respond to the needs of the wider world?





OUR LASALLIAN SPIRIT

MISSION ACTION DAY

UNITING TO HELP THOSE LESS FORTUNATE

This year, our students went the extra mile for service and community when they united to fundraise \$93,000 for Lasallian communities in need across the world in March this year.

With sights set on achieving a \$90,000 target for the College's annual Mission Action Day (MAD), students sought sponsors for their 10km walk along Port Phillip Bay.

As well as participating in the walk, students unleashed their creativity and collaborative efforts to surpass their fundraising target. From barbecues, sausage sizzles and bake sales, to car washes, Mario Kart competitions and table tennis tournaments, the energy and enthusiasm across all initiatives was an inspired embodiment of people power for an excellent cause.

For Year 12 student **Brandon Duong** and MAD 2024's highest sponsorship donor,

the mission and its impact are very close to home.

"I felt very driven by this initiative for our disadvantaged Lasallian brothers and sisters overseas. In a fortunate and wealthy country such as Australia, we need to be aware of the hardships those in other countries experience and we need to extend a helping hand to help transform their lives.

My family – especially my mother's side, whereby she and her siblings experienced life in a post-Vietnam War country - understood the misfortune of poverty and hardship that plagues our world today. They were immediately enthusiastic to support with financial aid to poorer overseas communities via Mission Action Day.

I express my gratitude and love to all my family members who were so willing to participate." - Brandon Duong.

"On behalf of all the College Captains, we would like to thank the entire College Community for their fundraising efforts towards MAD 2024. We successfully managed to raise \$93,000 to help our Lasallian brothers and sisters in other parts of the world!

Thank you to all individuals who donated money and prizes and we commend those who contributed to fundraising initiatives organised by student homerooms and tutor groups.

The success of Mission Action Day relies on the power of our Community. To surpass our fundraising target is testament to the care and generosity of every donor and student.

We look forward to sharing with you how these funds positively impact the people and communities in need."





INDIGENOUS IMMERSION EXPERIENCES

IMMERSION PROGRAM

Broome to Derby

In June, a delegation of Year 10 students and St Bede's College staff travelled from Melbourne to Broome, Beagle Bay and ultimately to the coastal community of Derby, in north-west Western Australia. The program was aimed to assist students grow in their awareness, understanding and appreciation of Australia's First Nations Peoples, their culture and relationship with the Land. It was also intended that students would experience the vastness, grandeur and diversity of the Australian natural environment.

Students had the unique opportunity to learn about Indigenous culture and spend time with students at Holy Rosary School, Derby. Their role as volunteers was to assist teachers in their work with the students, often working on a one-to-one basis. They also undertook gardening tasks and ran an after-school AFL clinic.

Prior to the Derby experience, we spent time in Broome to explore the history and culture of Broome and nearby communities, particularly the Catholic Church's contribution to health and education in this region. We also took time to undertake volunteer gardening in Broome, as the Cathedral Parish prepared

for their upcoming NAIDOC Week celebration. Encounters with Indigenous elders and leaders, both in Broome and Beagle Bay, gave particular insights to the history and contemporary reality of our First Nations brothers and sisters.

From 1989 to 1993, the De La Salle Brothers ran Holy Rosary Primary School in Derby, so it was wonderful to connect with a school that had a Lasallian presence. Our students were delighted to see familiar Lasallian images that linked our schools across the distance of 4000 kilometres.

Our students were wonderful ambassadors for our College. In so many settings, including Churches, galleries and airport lounges, the students engaged with members of the public who were curious about them and their presence in The Kimberley. Of particular note was their engagement with the students and staff at Holy Rosary Primary School. In a short period of time, they became like 'older brothers' to the students and 'brothers' to one another.

Ria Greene
Deputy Principal - Faith and Mission

Tour Group

Harry Daniels
Max Davis
Alessio Di Fabrizio
Lachlan Dooley
Cooper Frith
Tom Gillard
Angus Liddell
Finn McNamara
Shayden Mottupally
Jesse Sharp
Ryan Stoppa

Staff

Deb Campion
Ria Greene
Paul Pask

"I feel very privileged to have had the opportunity at the school in Derby, where we helped in classrooms and worked on projects in the school's garden."

– Angus Liddell

Student Highlights

Lachlan Dooley

The Broome/Derby trip was one of the greatest decisions I've made so far. The experience has given me so much insight into what Aboriginal Communities experience. The time we spent at the school was a massive highlight to me. After spending a week with the students, none of us could imagine how much we would connect with each of them. With some of the students having such hard times at home, it was heart-warming to see how each of them looked up to us and how happy they were to see us in their classrooms.

Angus Liddell

My time in Broome and Derby had a huge impact on the way I look at my everyday life. Seeing the children not having a lot but still being happy made me realise that I take things for granted.

I feel very privileged to have had the opportunity at the school in Derby, where we helped in classrooms and worked on projects in the school's garden. This was my highlight, as I felt accomplished on the last day when the students thanked us for all our hard work. I have walked away from this experience wanting to continue to help people in need.

Finn McNamara

This trip is one of the greatest opportunities offered at St Bede's! We spent four days sightseeing in Broome and spending time at places like Cable Beach and the Sisters of Saint John of God Heritage Centre. On our last day in Broome, we also did some volunteer gardening work for the grounds of the Saint Vincent Pallotti Op Shop.

From Broome, we drove to Derby and set up our living quarters at Holy Rosary Primary School. We spent the week working in the classrooms with the different year levels and playing with them during their breaks. We drove back to Broome at the end of the week for one last night away before flying home the next day.





Balnarring

In July, a group of our Year 10 students and Kilbreda College students embarked on a three-day immersion program to explore the history and culture of the Kulin Nation. We were warmly welcomed to Country at Willum Warain Aboriginal Community by Uncle Peter and Uncle John. During our visit, we learned traditional dances, identified healing plants, and had the unique experience of trying on a possum cloak- a particularly welcome activity on a very cold day!

We ventured to Point Nepean, where we delved into three layers of history: Aboriginal archaeological sites revealing the Bunurong culture, remnants of the military base with its canons, and insights into the quarantine of early European migrants. These narratives converged against a beautiful backdrop, though our guide reminded us that for many, the place holds sombre memories.

Our final day was a joyful culmination. We engaged in painting sessions and relished performances by a local dance troupe. Dancing together deepened our connection not only to each other, but also to the land we were privileged to visit. We concluded our journey with a visit to Baluk Arts, a local art gallery showcasing Aboriginal artists from both the local community and across the nation.

Student Highlights

Daniel Athaide, Year 10

The Balnarring Immersion Program offered us a unique experience into the Indigenous culture. Bringing us closer to the Aboriginal community as a College and creating connections that were unforgettable.

Our Indigenous guide Adam - an artist and archaeologist - shared amazing perspectives and insights into his culture through his art and presentations at Indigenous cultural sites.

During our time we learned about how valuable art is for Aboriginal culture as well as the importance of dance, symbols, and the land as well. We discovered these things in the many activities we completed during our three days - from making beautiful artwork, learning about the importance of nature, and exploring bunkers at Point Nepean - this memorable trip had it all. If I could take one thing away from this journey, it would be how lucky we were to have this experience firsthand.

Teaching Highlight

The Balnarring Immersion was a valuable and rich experience for all the students and staff, who were lucky to be able to attend. I believe we all gained a greater understanding and respect for all Aboriginal and Torres Strait Islanders as we were led by Adam Magennis (Aboriginal Elder) whose knowledge was exceptional. One of the highlights of this trip was visiting Point Nepean and learning about the history of this area. Although it was a very cold day, we all thoroughly enjoyed it.

Sharon Torpey

"If I could take one thing away from this journey, it would be how lucky we were to have this experience firsthand."

– Daniel Athaide, Year 10





OUR LASALLIAN SPIRIT

OUR LASALLIAN SPIRIT

THAILAND SERVICE TOUR

Our Service Program to Thailand officially relaunched to much excitement this year, marking our first trip back since 2019. Ten of our Year 11 students and four staff members travelled to the beautiful town of Sangkhlaburi, eager to make a difference in the community.

Our mission was to support those who are often overlooked: the least, the last, and the lost. This immersion experience was truly transformative, allowing our students and staff to engage in meaningful service, broaden their perspectives, and deepen their spiritual journeys.

“Our mission was to support those who are often overlooked: the least, the last, and the lost.”

The Tour cohort helped with important projects to support two schools, Lasalle School and Bamboo School, including construction of a road to improve access to the school, created a rock garden and painted classrooms.

We also supported educational experiences for their students, helping with English and Maths lessons to children at Lasalle School. A highlight for many of us was spending quality time with the group of 18 girls - most of whom are orphaned - who live at Blue Sky House within Lasalle School.

Beyond its service elements, this experience strengthened our bonds and reinforced our commitment to living out our Lasallian values of Faith, Service and Community. We feel privileged to be part of such an inspiring group of volunteers on this transformative journey, and we look forward to the growth and impact that will emerge from it.

Tour Group

Finn Cahill
Ethan Gibson
Sebastian Grostal-Cooke
Lachlan MacLean
Patrick O'Connor
Austin Parkinson
Flynn Sichlau
Hugh Strom
Sebastian Tsaousidis
Lachlan Willis

Staff

Jack Anderson
Sherine Burl
Jo Hynes
Chris Mills

“Our time in Thailand was a truly life-changing and beautiful experience.”

– Flynn Sichlau

Student Highlights

Sebastian Grostal-Cooke

My personal highlight was spending quality time with the Blue Sky Home girls, whom we created strong bonds and relationships with, but also all the students at the Lasalle School.

Together, we overcame language barriers to create relationships with them, played games and organised activities to ensure we all had a memorable experience, learning about our various cultures. This summarises the purpose of the trip, as we volunteered to give up our school holidays to benefit the lives of these children. We helped in their classrooms and also by building a concrete road, our working project that ultimately brought us all closer together.

Lachlan Willis

By constructing the road for the school and assisting in the classrooms, we truly lived out the Lasallian values of Faith, Service and Community. Our presence and efforts helped those who are much less fortunate than ourselves.

Flynn Sichlau

Our time in Thailand was a truly life-changing and beautiful experience. Our objective was to provide assistance in constructing a road, painting and landscaping. Collectively with a mighty and productive group effort, we managed to make an enormous difference at Lasalle School Sangklaburi and the Bamboo School.

Moments that will stick with me personally is how much our effort was appreciated and the affection and love we received when spending time with the students. It truly warmed my heart seeing the smiles on all of their faces and high fiving them every second of the day.

I also am grateful for the opportunity for us boys to build life-lasting relationships with each other, further strengthening friendships and building new ones as we all went through the journey as a solid team.

I was amazed at our experiences amongst Thai culture, consuming and cooking food, visiting significant and beautiful Wats (Temples), as well as hearing the stories and communicating with different people over the two weeks. A trip I would absolutely recommend to everyone!





OUR LASALLIAN SPIRIT

OUR LASALLIAN SPIRIT

STUDENT RETREATS

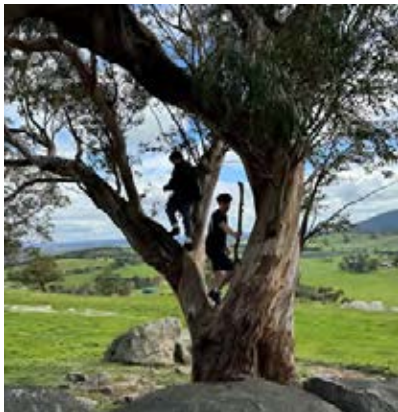
The Rite Journey Retreat – Year 9

As part of the transformative programs, The Rite Journey and Faith Formation, our Year 9 students got to spend a day in nature together at Lysterfield’s Don Bosco Retreat Centre.

This Retreat aimed to be the capstone experience of The Rite Journey, which accompanies our students on the journey from childhood to early adulthood.

We enjoyed a day of prayer, reflection and activities, including a hill-top walk through paddocks to the great granite boulders, team games, mindfulness activities, creative arts, discussions, and recreational games.





Student Highlights

Oscar Andrew, Year 9

The Retreat was a good day to reflect and think about our impact on nature and God's creation. We started the day with the walk to the boulders, we were able to look upon the view and experience some personal time.

I enjoyed where we looked around at the paddocks and hills and were asked to draw them. We were to be in complete silence as we listened to the sound of nature and drew our images. I found this activity calming and being able to have complete silence was perfect for reflecting.

Lunchtime was great to soak up sunshine as we ate and talked about our morning. To finalise the day, we wrote a letter of gratitude to both our parents and ourselves. I believe the day was a great time to reflect, play and create as we talked about the impact of our actions.

Joel Crothers, Year 9

We participated in activities such as team building, drawing of the landscape, writing letters to our future selves and a walk. The team building activity was a highlight for many of the students in our homeroom as we tried to beat the record set by other classes. It was a great way to connect with our classmates and personally grow.

Bill Takis, Year 9

The Retreat was beyond enjoyable. Having the opportunity to explore and visit different areas was great. This day was an opportunity to learn and grow our relationship with not only God, but ourselves. This included things like self-writing and mindfulness drawing, as well as some activities like a walk up a small hill and a fun game with all your classmates and friends.

Retreat in Year 9 is a great experience, and for me personally, one of the best, giving time to hang out with friends and continue your relationship with your religious beliefs.

Gilbert Etienne, Year 9

This was my favourite retreat by far. The activities during the day were entertaining and good for teamwork and relationship building. The location was awesome, with great views of the city and the countryside. The mindfulness activities and Mass were very relaxed, and helped to reflect on the day.

The Lasallian Youth Leaders helped make the day even better! I would definitely go again! Brother Tony, Liam and Kyle made the day run perfectly. The walk up the hill was my favourite because of the view and the big rocks up the top.

Aaron Schoenmakers, Year 9

The Retreat was an enjoyable experience which enabled us to just enjoy the day with our friends. The activities were engaging yet relaxing. For example, the walk we did up to the big hill was relaxing, with fresh air and great views. We also played some teamwork games in small groups, and as a class to help to establish our relationships with our peers.

Additionally, we spent some time in nature and sketched God's creations, which was a calming activity. Finally, we also wrote a letter of gratitude. This was to help us practise being thankful for small and big things.

"Retreat in Year 9 is a great experience, and for me personally, one of the best, giving time to hang out with friends and continue your relationship with your religious beliefs."

- Bill Takis, Year 9

STUDENT RETREATS

The Little Long Walk Retreat – Year 10

The focus of our Retreat was the Little Long Walk, an adaptation of Michael Long (OAM) and his Walk for Indigenous rights in Australia. Our Little Long Walk is in solidarity and cultural awareness of local Indigenous culture.

Our Retreat Walk took us along the beach from our Mentone Campus to Derrimut Weelam Gathering Place (DWGP), Mordialloc. Students were welcomed to Country and addressed by Kalie Kent, a Bidjara Woman from Eastern Queensland, Rainforest Country DWGP Program, and by Josh Sinclair, Superintendent of the Australian Federal Police and member of the DWGP Steering Committee, who played the didgeridoo.

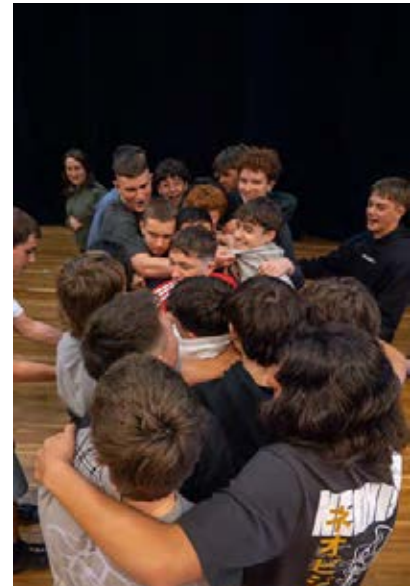
Across the day, students were encouraged to see traces of God in our environment and be open to increase our awareness of local culture.

The day culminated with a fantastic, interactive dance performance by Indigenous Outreach Projects Hip Hop, whose infectious vibes got everyone up and moving!

“The day was great to reflect on our time this year. A key message presented on the day was reflecting in quiet and entering a different state. We participated in a fun and engaging dance class run by an Indigenous dance crew. This was a major highlight as everyone had fun with their friends.”

– Angus Liddell, Year 10





A Retreat is dedicated time to reflect on certain dimensions of your life. It allows you to be present, to appreciate what you have and to make the most of your life.

Our St Bede's College Retreats focus on spiritual refreshment, getting acquainted with yourself and others - and having fun.

GOD

Nurture your relationship with God, and develop your sense of 'something beyond' your own world.

OTHERS

Build or strengthen friendships with others in your year level.

YOU

A chance to reflect on who you are, what you value, what you aspire for, and what is going on inside of you.

Student Highlights

Alessio Di Fabrizio, Year 10

We went on an enriching walk to Mordialloc where we learned about Aboriginal traditions. Engaging in activities and dancing as a year level was both fun and eye-opening. What I enjoyed most was connecting with others while gaining a deeper understanding of Indigenous culture and the importance of preserving it for future generations.

Lachlan Dooley, Year 10

I found the Little Long Walk to be very informative about the lives and struggles of Indigenous Australians and their right to be heard. My favourite part of the day was the Indigenous hip-hop group that got everyone up, dancing and laughing which was something we all needed.

A key message I took in was the right for everyone's voice to be heard, regardless of race or identity, and how important it is to understand the Indigenous culture which has lasted for over 60,000 years on this land.

Finn McNamara, Year 10

The Year 10 retreat was fun, interactive and included many opportunities to not only have fun with friends, but also talk to new people you might not know so well. There were plenty of group activities to keep us entertained and the walk was great for talking to friends and immersing ourselves in nature by walking through the sand along the water.

Angus Liddell, Year 10

The Retreat was a great experience where we learned about Indigenous culture. The day was great to reflect on our time this year. A key message presented on the day was reflecting in quiet and entering a different state. We participated in a fun and engaging dance class run by an Indigenous dance crew. This was a major highlight as everyone had fun with their friends.



OUR LASALLIAN SPIRIT

YOUTH MINISTRY

We've had another great year in the Youth Ministry team here at St Bede's College. Our Youth Ministers have continued to share the teachings of St John Baptist De La Salle across both our Bentleigh East and Mentone Campuses. The team has continued to reinforce the Lasallian values of Faith, Service and Community in a unified effort across both campuses, and it has been great to see students actively engage.

We've seen students flourish as they've explored and lived these values across Retreats, our Winter Charity Drive and especially with our Lasallian Youth Leaders.

Our Year 7 students were welcomed to the Lasallian Charism through the College's Retreat Program. The theme Putting on our Lasallian Filter aims to introduce students to College life and share what it means to be a Lasallian student. We achieved this through team-based and individual activities that prompted the discussion of our core Lasallian values, and our connections to other like-minded people at Lasallian schools across Australia and the world.

Students were introduced to the range of service opportunities they can participate in, to different ways of incorporating faith into our lives, and how the College motto '*per vias rectas*' can positively influence our decision making.

In Year 8, our Retreats focused on the theme of Building Community. We spoke about what makes for a strong community, how we can strengthen ours and the importance of a strong support network in healthy communities. This, combined with a fun mix of retreat games like Jockey's Up, Br Quentin's Bible and Ninja Tag, made a great day for all.

Celebrating Our Lasallian Youth Leaders

Our Lasallian Youth Leaders (LYL) program continued to grow into a strong collective of 55 students College-wide, who gathered together regularly and were involved in social justice initiatives.

It was great to see our LYLs maintain the momentum built in 2023 into 2024, further working towards reducing waste amongst our College Community through promotion of Beda Keep-Cups.

This energy extended to College-based initiatives, including our charity drives for Vinnies and the Asylum Seeker Resource Center in winter, for mental health via the Push-Up Challenge and in service for youths in Indigenous communities for Have a Ball Day.

Our LYLs also had the honour of hosting international guests at our College, students from La Salle College High School in Philadelphia USA, reinforcing the connection amongst our international Lasallian community.

We commend and thank all our LYLs for their dedication to helping the College Community and thank them for their efforts in upholding our Lasallian values. We trust they continue to wear their badges with pride as we journey together into 2025.

Kyle Goodwin and Liam Collins
Youth Ministers

Student Highlights

Cooper Manuel, Year 11

Being a LYL at St Bede's College is an incredible opportunity for personal growth and community service. Involvement allows students to learn about social justice issues, including the difficulty of the homeless, and to actively participate in initiatives to make a difference.

As Leaders, we develop essential skills such as empathy, leadership, and teamwork while working alongside peers to support those in need. The experience of giving back not only enriches the lives of the less fortunate but also fosters a deep sense of purpose and fulfilment, making it a truly rewarding endeavour.

Daniel Athaide, Year 10

The LYLs are a welcoming group of students who create a warm and inclusive environment. I joined the program after going on the Balnarring Immersion program which was amazing.

Chris Svilar, Year 11

As an LYL, numerous opportunities have presented themselves to me which I am so grateful for. When signing up at the start of the year I wasn't sure what to expect, but after volunteering for my first Retreat, my views on the LYL program have changed significantly, and I love being an LYL. After I volunteered at the Retreat, I was asked to represent the College at the Young Lasallians Evening. Thank you for making an amazing program.

Billy Waters, Year 10

With the LYLs, it's not just a service to others, but also yourself. You participate in many service activities which help develop your social skills and spirituality.



Benjamin Hall, Year 11

The LYL program has been an amazing experience for me over the last two years. When I first joined the program, Liam and Kyle were so welcoming which made me more excited and enthusiastic about coming back. Since joining, I have helped out at multiple Retreats and contributed to initiatives, such as the Beda Keep Cups. The LYL program has helped me to learn more about my faith and grow stronger in it.

Flynn Hunter, Year 11

The LYL program has been both beneficial for the communities that we aim to help and the leadership opportunities it has provided to students. The LYL program gives us students many chances to give back to our community and I'm confident I speak for us all when I say we are extremely grateful for the program and love getting involved in everything available to us.

Jack Mulqueoney, Year 11

As LYLs, we uphold the College and Lasallian standards, and encourage active participation from younger Beda Boys.

Sunny Topal, Year 11

The LYL program is a great gateway to friendships, opportunities and much more. It has plentiful amounts of positivity and is a great way to strengthen my spirituality and overall faith.

Brandon Duong, Year 12

This program has been a significant success with life-changing initiatives, such as MAD Day and the Winter Drive. I've had the opportunity to involve myself in these events and I find myself fulfilled and satisfied by bringing smiles to people's faces.

Frank Imperatori, Year 9

It's an amazing extracurricular program. What they offer is amazing, fun and rewarding. It should be something everyone does as it is an incredible experience.

Lucas Shaw, Year 12

It is a fantastic initiative that gives students a chance to do good for the betterment of the community. I am proud of the work we do and hope to see the group continue to grow.

Ethan Thredgold, Year 10

The LYL program is a great program to get involved in with different initiatives, like helping out with Retreats. It is a great way to learn about faith, service and community.





CO-CURRICULAR LEARNING EXPERIENCES

COLLEGE PRODUCTION



This year's College Production of **Shrek the Musical** was a resounding success, breaking records for ticket sales and drawing an unprecedented number of auditionees. The vibrant cast, featuring students from all year levels, brought the beloved fairytale to life with energy, humour, and heart.

The production was a celebration of diversity, showcasing a wide range of skills, backgrounds and abilities. From the towering ogre Shrek to the diminutive Donkey, every character was portrayed with authenticity and conviction. The musical's message of acceptance and friendship resonated deeply with audiences of all ages.

The success of *Shrek the Musical* is testament to the hard work and dedication of our students, staff, and volunteers involved. The production was a memorable experience for all, and its legacy will continue to inspire future generations of students.

Jamie Parton
Productions Leader

Student Highlights

Noah Angus, Year 10

Shrek The Musical has been the first musical I have ever participated in, and it has been by far my favourite experience at school. I am so grateful to have had this opportunity to take part in such a wonderful experience, not only being able to dramatically expand my acting and performing skill set but also being able to form many new friendships and strengthen existing ones.

Being a part of such a massive project really makes me focus on and appreciate individual roles so much more, appreciate the effort, time and dedication every single member has put in to make this show what it is. I love putting in as much attention to detail in every role I have, be it one of eight Duloc dancers or as a cross-dressing wolf! I have enjoyed every moment of it.

Tane Rewi-Wetini, Year 11

Being part of *Shrek the Musical* has been incredibly rewarding. The encouraging and accepting environment has allowed me to express myself creatively and build my confidence, which could not have been better for my first-ever production.

Everyone in the hardworking cast and crew have made the experience endlessly thrilling, and I could not be more elated to have helped bring this awesome musical to life!



Cast

Blake Adams Pinocchio / Dancing Guard
Noah Angus Big Bad Wolf / Puppeteer / Duloc Dancer / Raoul
Mitchell Barden Mad Hatter / King Harold / Puppeteer / Boyband
Oscar Del Castillo Three Little Pigs / Duloc Performer / Royal DJ
Liam Close Papa Ogre / Papa Bear
Atticus Collopy Tweedle Dee / Duloc Dancer / Knight / Boyband
Sam Foster Villager / Dancing Guard / Knight
Ethan Hepworth Lord Farquaad / Dwarf (Alternate) / Voice Of Magic Mirror
Alexander Hodgkins Lord Farquaad / Dwarf (Alternate)
Lachlan Hodgkins Three Little Pigs / Duloc Performer / Boyband
Oliver Hower Captain Of The Guard
Flynn Hunter Donkey
Frank Imperatori Young Shrek / Baby Bear / Violinist
Vincenzo Maccarone Elf / Knight
Cooper Manuel Pied Piper / Dancing Guard / Duloc Greeter / Ballet Dancer / Puppeteer
Liam McGarry Shrek
Caiden McGaw Three Little Pigs / Duloc Dancer / Boyband
Lochland Peterson Thelonius
Aidan Reidy Peter Pan / Boyband
Jed Reimers Villager / Dancing Guard / Puppeteer
Tane Rewi-Wetini Ugly Duckling / Knight
Ethan Thredgold Villager / Dancing Guard / Puppeteer
James Vlahogiannis Villager / Dancing Guard
Lachlan Sullivan Villager / Dancing Guard / Bishop
Camryn Stubbs Voice Of Dragon / Villager
Charlotte Au Humpty Dumpty
Amelie Baker White Rabbit / Duloc Performer / Featured Dancer
Sienna Baker Young Fiona / Featured Dancer
Erin Besnard Queen Lillian / Villager / Violinist
Tabitha Gorman Villager / Puppeteer / Baker
Evie Hannan Fairy Godmother / Teen Fiona / Featured Dancer
Cara Honan Fiona
Elizabeth Jones Villager / Three Blind Mice / Duloc Performer / Featured Dancer
Alyce Jurdukian Mama Ogre / Mama Bear / Duloc Performer / Featured Dancer
Allie O'Brien Villager / Royal Decorator / Onstage Choir
Halaena Papadopoulous Villager / Puppeteer / Ballet Dancer / Featured Dancer
Tara Prasad Villager / Puppeteer / Royal Dresser / Onstage Choir
Amelia Prochilo Villager / Wedding Planner / Fiona Double
Grace Robins Wicked Witch / Featured Dancer / Violinist
Eliana Rodrigues Villager / Duloc Dancer / Royal Dresser
Leah Royal Villager / Royal Dresser / Puppeteer
Hannah Scofield Three Blind Mice / Villager / Duloc Dancer / Royal Dresser
Airlie Smith Villager / Royal Dresser / Duloc Performer
Eliza Skorin Villager / Violinist / Puppeteer / Onstage Choir
Beatrice White Villager / Duloc Dancer / Royal Decorator / Onstage Choir
Eliza White Villager / Duloc Dancer / Violinist / Onstage Choir
Leila Timms Villager / Royal Dresser / Onstage Choir
Niamh Troy Villager / Duloc Performer (Featured) / Violinist
Stella Uberti Villager / Duloc Dancer / Three Blind Mice
Lauren Vong Gingy / Sugar Plum Fairy

Crew

Stage Managers
 Alex McAvaney-Doyle
 Lucia Robb

Stage Crew
 Ashton Chandra
 Ashleigh Bilos
 Will McGarvie
 Cameron Fairbairn
 Luke Wang
 Olivia Gilligan

Lighting Operators
 Harvey Pryor
 Taj Jepson

Follow Spot Operators
 Adam Zarb
 Archie Zajer
 Harry Morgan

Sound Assistant
 Jack Natoli

College Staff

Associate Producer (Production Leader)
 Jamie Parton

Assistant Producer
 Bridget Day

Director / Staging
 Drew Downing

Musical Director
 Stacey Camilleri

Wardrobe Coordinator
 Laura Matthews

Properties Coordinator
 Kim Bucknell

Wardrobe Assistants
 Kim Bucknell
 Bridget Day
 Drew Downing

Makeup Coordinator
 Bridget Day

Makeup Team
 Astrid Dux
 St Bede's College Staff

Prosthetics & Makeup Consultant
 Peta Leslie

Technical Supervisor
 Tom Hubeek

Technical Associate
 Hamish Dun

Set Design
 Jamie Parton
 Hamish Dun
 Drew Downing

Paint & Detailing
 Paul Harvey
 Anthea Scully
 Paul Morrison
 Art Department

Set Construction
 Jamie Parton
 Joe Tobias
 Wayne Slade
 Maintenance Team

Lighting & Effects Design
 Tom Hubeek

Production Assistant
 Xavier Brown



CO-CURRICULAR LEARNING EXPERIENCES

DEBATING AND PUBLIC SPEAKING

Debating

Across the College in 2024 our Debating program was small but mighty, with a range of students going from strength to strength in extending their academic skills. Debating is not just about being able to argue, but to do so with skilful finesse and reasonable logic in persuasion, as well as being a team sport where every contribution is valued.

The Debating program consists of a range of opportunities for students at all year levels to be involved, such as **ACC Competition** days for Senior (Years 11 and 12), Intermediate (Years 9 and 10) and Junior (Years 7 and 8). Students proudly represent the College in the **Debaters Association of Victoria (DAV)** Schools Competition throughout Semester 1, with one particular team celebrating their progress into the finals in Term 3.

At our Mentone Campus, Senior Students competed in the **House Debating Competition**, where a victorious Benilde

contributed to the Beda Shield as part of the House Arts program. It was brilliant to see so many students attending these events to support their Houses and peers, with many younger students taking the opportunity to see how a formal debate works for the first time. Many of our Junior students were nominated by their English teachers to attend the **Junior Debating Training Day** in Term 4, with a team selected to represent St Bede's in the **ACC Junior Competition** in November.

We warmly encourage all students to get involved in Debating. Whether by speaking in an event, workshopping a case with a team, contributing research or supporting their friends, our Debating program is a wonderful opportunity for students to learn, grow and get out of their comfort zone.

Meghan McLean
Debating Coordinator

"We warmly encourage all students to get involved in Debating. Whether by speaking in an event, workshopping a case with a team, contributing research or supporting their friends, our Debating program is a wonderful opportunity for students to learn, grow and get out of their comfort zone."

Captain's Reflection

As the College's inaugural Public Speaking & Debating Captain, I was excited to begin what will hopefully remain a cherished captaincy position for years to come.

Throughout the year, my goal was to try to extend the Debating and Public Speaking fields throughout the Middle Years. In our Year 12 cohort, Debating was held strong by a handful of students, and whilst I'm incredibly grateful for this activity to go ahead, I know how rewarding it is when more people participate.

Public Speaking is so much more than talking in front of an audience. It's the formatting of ideas and furthering your writing and communication capabilities of speech making and debating - it is transferable to so many subjects, with the skills bettering your learning experience. And it goes beyond just school, it's such

a valuable skill in the real world of work, especially for those who want to eventually lead people or businesses to success.

This is just one of the reasons I encourage more Beda Boys to join the realms of Public Speaking.

This year has been filled with so much opportunity, from **DAV Debating**, where schools from across the state debate over five rounds, to **ACC Public Speaking and Debating Competitions**.

Our College has held its own **House Competitions** for both Debating and Public Speaking, where we welcomed an overwhelming number of students who came to listen and support their House mates.

The year's events culminated at the annual **Brother Quentin O'Halloran Public Speaking Competition** in October.

We heard insightful and entertaining cases from our students across Years 7 to 12 on important topics including switching to renewable energy, mental health, AI laws and organ donation to name just a few.

I commend all our speakers across Debating and Public Speaking and warmly welcome every St Bede's student to give it a go!

Liam Casey

Public Speaking and Debating Captain



"Public Speaking is so much more than talking in front of an audience. It's the formatting of ideas and furthering your writing and communication capabilities of speech making and debating - it is transferable to so many subjects, with the skills bettering your learning experience."

– Liam Casey





“This experience wasn’t just about the competition; it also brought about personal growth and extending our academic pursuits. For many of us, personal growth was the aim.

We are proud of our achievements and grateful for the opportunity to grow, both as debaters and as individuals.”

– Oliver Kujawski

ACC Open Debating Championship Team

- Oliver Bradley
- Liam Casey
- Benjamin Hall
- Joseph Hetherington
- Tomas Polintan
- Thomas Liang
- Harrison McCawley
- Michael Roberts
- George Sakkas

DAV B-Grade Team

- Oliver Bradley
- Benjamin Hall
- Oliver Kujawski
- Thomas Liang
- Tomas Polintan
- George Sakkas

DAV C-Grade Team

- William Aufner
- Caiden McGaw
- Ignacio Quiroz Medina
- Jacob Murphy
- Jed Reimers

DAV D-Grade Team

- Linus Hupfeld
- Charlie Moore
- Vincenzo Maccarone

DAV D-Grade Team 1

- Robin Chen
- Joel Crothers
- Noah Heredia





Student Highlights

Oliver Kujawski, Year 11

Our Debating team really rose to the challenge this year by competing in B-Grade Division. We tackled complex and nuanced topics, delving deeper into research and sharpening our critical thinking skills. The smaller pool of teams created a more concentrated and competitive environment, which pushed us to enhance our debating skills and strategies.

This experience wasn't just about the competition; it also brought about personal growth and extending our academic pursuits. For many of us, personal growth was the aim.

We are proud of our achievements and grateful for the opportunity to grow, both as debaters and as individuals.

Benjamin Hall, Year 11

As my fourth year in the Debating squad, 2024 was about enhancing the skills I have been developing. This year in B-Grade came with the challenge of a higher volume of Secret Topic debates, which confronted our critical thinking skills and our abilities to come up with a speech on the spot.

The team worked really hard to win four of our five debates. I really enjoyed participating in DAV this year and I am excited for next year when we will be a part of A-Grade.

William Aufner, Year 10

We were lucky enough to be sorted into a team of five for the DAV C-Grade (Year 10) this year, so had a strong squad with plenty of room for rotation. This proved to be a blessing and helped ensure we could field a team at every round.

We were undefeated across the first five rounds, debating three prepared and two secret topics, ranging from electric cars to alternative medicine. This meant we could move on to the playoffs - debating about heritage protections at Haileybury College - and were sadly defeated. It was such a fun season with a team of great boys, and achieving Top 32 in the state is a bonus.

I would also like to commend **Jed Reimers** and **Jacob Murphy**, our two Year 9 students who stepped up to C-Grade rather than the conventional D-Grade, debating against Year 10s. They performed exceptionally, and were so important to the structure of the team. Can't wait for next season!

Liam Casey, Public Speaking and Debating Captain

Looking back on our success in the ACC Debating Competition, I am filled with immense pride and happiness. Winning three debates and clinching the overall title is not just a testament to us as speakers, but also reflects the extensive support we have received.

The first debate was a challenging one, our closest game, setting the tone for the competition. Our opponents were skilled and their arguments were well-structured and persuasive, however we won by two points for the prepared section, and we moved onto the advised and secret topics. Winning both these topics by three points, we were thrilled with how we prepared as a team and came out as Champions.

"Looking back on our success in the ACC Debating Competition, I am filled with immense pride and happiness."

– Liam Casey



Public Speaking

Public Speaking is a skill that comes very naturally to quite a number of students at St Bede's College. This year again provided a number of opportunities for our students to display their talents across an action-packed program. The students involved worked really hard to continue the development of their speechwriting and delivery throughout the year.

We were amazed by the exceptional speeches they delivered, from their victories at the **ACC Competition** to their heated rivalry in the **Inter-House competition**, culminating in the prestigious **Brother Quentin O'Halloran Public Speaking Competition**.

A massive congratulations to all those involved in Public Speaking throughout 2024. Their dedication and commitment to this craft and program has not gone unnoticed. We look forward to seeing more fantastic speeches from our teams and new members they inspired to be a part of our 2025 program.

Nicholas Gleeson and Leah Oirbans
Public Speaking Coordinators

Open ACC Public Speaking Team

George Sakkas
Joseph Hetherington
Harrison McCawley
Michael Robertson

Intermediate ACC Public Speaking Team

Oran Jenkins
Luke Kinsella
Nicholas Shipham
Zane Kerbage

Rotary BAYSPEAK Competition Team

Daniel Athaide
Oran Jenkins

Rotary ANZAC Public Speaking Competition

Tom Gregory

House Public Speaking

Benilde:

Tom Gregory (Winning House)
Harrison McCawley (Best Speaker & Winning House)

La Salle:

Liam Casey
Tomas Polintan

McCristal:

Noah Honey (Best Speaker)
Thomas Liang

Solomon:

Brandon Duong
George Sakkas

Br Quentin O'Halloran Public Speaking Competition Winners

Junior:

Sam Dimopoulos

Intermediate:

Zane Kerbage

Senior and Overall:

Tom Gregory



Student Highlights

George Sakkas, Year 11

At the beginning of this year, I competed in the ACC Open Public Speaking Competition alongside **Harrison McCawley** (Year 11), **Joe Hetherington** (Year 11) and **Michael Robertson** (Year 11). Our task for the day was to deliver a prepared speech on any topic along with an impromptu speech. We had some really great speeches prepared that looked at issues such as social media, plastic waste and not being able to win them all.

The competition was a great opportunity to represent the College alongside a great group of peers. There were some nervous moments as we all prepared ourselves for the unknown of the impromptu speeches, however the team did a terrific job and secured 3rd place in the overall standings for the event.



Oran Jenkins, Year 10

I have really worked hard on developing my Public Speaking skills this year. In Term 2, I was able to take part in the Rotary-run **BaySpeak competition** alongside **Daniel Athaide** (Year 10). We were tasked with creating a five minute speech on a topic of our choice. My speech was looking into the topic of organ donation and if it were beneficial for Australia to have an opt out system. It was a great opportunity to meet other keen public speakers from our local community.



Later in Term 3, I was able to join **Luke Kinsella** (Year 10), **Nick Shipham** (Year 10) and **Zane Kerbage** (Year 9) to represent the school in the ACC Intermediate Public Speaking Competition. In true St Bede's spirit we were able to support each other through both a prepared and impromptu speech. We were lucky enough to finish the competition tied for 1st place with St Bernard's College. It has been a great experience this year to represent the College in Public Speaking.



Tom Gregory, College Vice-Captain

The annual Brother Quentin O'Halloran Public Speaking Competition was held in October. The speakers from all year levels presented a wide variety of topics in the prepared speeches, ranging from School Starting Time and Organ Donation to Donald Trump.

Our impromptu speech topic 'What Would You Do To Make the World a Better Place?' was approached from many different angles.

Thanks to the adjudicators; a panel of Old Collegians and our Public Speaking Coordinators, Mr Nick Gleeson and Ms Leah Oirbans. It was terrific that Brother Quentin was present to support us all.





CO-CURRICULAR LEARNING EXPERIENCES

MUSIC

Classroom Music has provided our students with lots of fun and engaging opportunities to develop their musicianship and performance skills this year.

Our Year 7 students have played various musical games focused on rhythm as well as learning how to play songs on the Ukulele. Year 8 students have learned how to play the guitar and have also developed skills in using Music Technology as they composed their own music for a short film. In our elective subjects, Year 9 students worked on developing DJing skills and collaborated in small groups improving their solo instrumental and ensemble performance skills.

Our Senior Students in Years 10 to 12 have worked on enhancing their musicianship skills as solo and group performers as well as demonstrating skills in Sound Production.

Laura McCormick
Music - Learning Area Leader

Student Highlights

Luca Casmi, Year 7

This year, my class and I learned many skills in our music class, such as reading basic sheet music and, most notably, learning how to play the ukelele. We learned how to play songs like 'Riptide' by Vance Joy and other songs. Overall, music was a great experience for my first year at St Bede's.

Toby Leeds, Year 7

I have enjoyed the games and ukulele activities. I like the rhythmic skill you need to have for these activities.

Harry Knott, Year 7

I have enjoyed playing music games in class because we can have fun and learn rhythm at the same time.

Bill Takis, Year 9

Music as a student at St Bede's College has by far been one of the greatest experiences I have had during my time at the school and a decision I will never regret. It has led me to many amazing experiences and opened the pathway to take on countless opportunities inside and even outside of school.

Learning an instrument is unforgettable and dedicates you to become the best you can be, teaching you new skills every day, and building up your confidence and strength in not only music, but intelligence as a whole. Music is an opportunity to hold on to, as it comes with many fun activities such as school bands, ACC Music, playing for future students at our College Tours and many more, as well as building up the skills to be a team, and take on a variety of new things even if it's a challenge.

No matter what instrument interests you, or what instrument you play, there will always be something for you, something to look forward to and advance all the way through school and even further as a career to teach you what music is all about.



“Learning an instrument is unforgettable and dedicates you to become the best you can be, teaching you new skills every day, and building up your confidence and strength in not only music, but intelligence as a whole.”

– Bill Takis, Year 9



Dylan Carri, Year 9

Music has been by far the most exciting part of my time here. It has filled my school years with countless experiences that I’ll remember for years to come.

Learning an instrument opens you to many opportunities in and out of the College, concert band, dedication to show up every day once a week and play in a band, playing varieties of songs that will challenge you no matter what instrument you play, as well as learning how to cooperate with a group.

My best experience by far was performing for an open day for future students, all day was spent performing for Grade 6 students with my good friend Billy, playing music and trying to help them realise the value and joy of music.



Liam Jordan, Year 12 VCE Music Contemporary Performance

I have enjoyed working together with my guitar instrumental teacher and VCE Music teacher to better myself as a guitarist. The experience has made me more knowledgeable on all things music theory, as well as specific musical techniques I can use to add depth and my own personal voice into my practical playing. I’ve learned to play different genres and trained my ability to encapsulate what makes each genre unique in my playing.



Ben Swadling, Year 12 Music Contemporary Performance

I have really enjoyed working in a band with my friends. Rehearsing and playing together have been my favourite aspects of Music this year as we have developed our performance program for the end of year exam. I have also challenged myself through my guitar playing and the parts I have chosen like solos and other more difficult parts in our performance.



CO-CURRICULAR LEARNING EXPERIENCES

F1 IN SCHOOLS

This year marked the College’s return to an **F1 in Schools** National Final for the first time since 2018. Our team of Year 10 students, Aiolos, put in a colossal effort over the holidays to complete preparations for the 2024 National Finals in March at St Peter’s College in Adelaide. The team placed seventh and won the Best Graphic Design award. Qualifying for the national stage of any competition is a huge achievement and winning an award speaks volumes about the level of effort these students put into their preparations. Congratulations to Team Aiolos on representing the College on a national level.

Recruitment for the 2024/25 season began in February, with 80 students registering to participate. Each week, teams learnt about the various elements of the competition, including computer aided design, computational fluid dynamics, manufacturing processes, project management, marketing, graphic design, branding and much more.

Our final team selection was based on the work achieved by teams at the end of Term 2. These teams competed at the 2024 Victoria State Final in October and needed to raise \$2000 in funds from sponsors. Competition days included judging sessions, where teams presented to a panel of industry experts on their engineering, project management, branding and marketing, and delivery of a 10-minute verbal presentation. All aspects of their project are assessed against a rigorous set of criteria.

Success at the State Final means teams will progress to the National Final in early 2025, and success at the National Final could result in a spot at the F1 in Schools World Finals later next year, in conjunction with a Formula 1 Grand Prix.

Congratulations to all teams on their participation and thank you to the student mentors who have supported our teams in their preparations. Thank you also to David Cracknell, Donald Ngo, Brenda McCullagh and Con D’Cruz for their ongoing support.

Peter Russell
F1 in Schools Coordinator

2024 National Finalists

Aiolos (10M)

Nicholas Shipham
Matthew Donnelly

T’zario Lay

Roháhn Marie-Jeanne
Luca Sullivan

2024 State Finalists

Vincere (7M)

Hugh Jones
Christian Avery
Christian Bolton
Oliver Smith
Samuel Schoenmakers

Student Mentors

Nicholas Shipham, Year 10
Matthew Donnelly, Year 10
T’zario Lay, Year 10
Ronny Seoud, Year 11
Patrick Joubran, Year 11

Apollo Racing (7M)

Larry Zhao
Ren Pierce
Hamish McAlpine
Taj Jepson

With thanks to our participants

Lukas Ingle
Issac Shore
Justin Le
George Batzaxis
Sebastian Taylor
Jackson Sloan
Aaron Schoenmakers
Harvey Pryor
Roháhn Marie-Jeanne
Luca Sullivan
Edward Humphrey

Vitality (11M)

Jasper Frith
James Moore
Michael Robertson
Charlie Harper
Edward Humphrey
Thomas Liang



Student Highlights

Nicholas Shipham, Year 10

When I started this competition at the start of 2023, I didn't know what it would become and hardly knew some of my team members. I never expected to make Nationals until we finally heard the news.

On that day, I was playing PS4 while on a call with T'zario and another mate. I remember Taz just screaming in joy and then my rush to check for myself (Taz is renowned for reading emails incorrectly). I was so happy to hear the news that our work had led to something that we could really celebrate.

Nationals was the most work I have ever done. However, it was all worth it when we walked up on stage for our award, Best Graphic Design. I am so proud of our team for such a great achievement. It was the 'cherry on top' of one of the best weeks in my life. From blasting songs on the drive or playing on the Nintendo Switch in our rooms, it was so much fun.

This competition has taught me so much and looking back I can't believe how much we learned. I look at the new St Bede's teams and see miniature versions of ourselves only one year ago. It seems so long ago now with how much we have learnt.

Thank you **Rohahn, Taz, Matt and Luca** for an experience that I will remember for a lifetime.

Thank you to our sponsors for helping us to aim high and achieve our goals.

Thank you St Bede's, Mr Ngo and especially Mr Russell for supporting us throughout our entire journey in this competition.

Christian Bolton, Year 7

So far along our road of F1 in Schools, our team of five at Vincere have learned valuable skills of engineering, mathematics, team management and the key: communication. Through this competition we have been able to expand our knowledge and intellectual horizons. It's a very enriching experience while also being difficult and at times, challenging. But we have persevered and made it through the rough parts, and are built to go through many more.

Thomas Liang, Year 11

I have been privileged enough to be able to participate in the prestigious F1 in Schools competition, thanks to the support of Mr Russell and the College. The program has been great fun, and we hope to perform well in the State Final later in the year.

During our journey, our team -Team Vitality - have learned a lot; from how to use editing software for videos, to life skills like teamwork and communication. This year being the second time our team has participated; we aim to build on previous experiences and knowledge to advance to the next stage of the competition.

Overall, F1 in Schools has been a great experience and I highly recommend it to anyone who is keen.



LEARNING AREAS

COLLEGE CAREERS CENTRE

In a year of significant and exciting change, the new College Careers Centre was opened, instantaneously becoming a hub of activity and a hive of positive energy, well frequented by students from all year levels keen to discover, design and pursue their future pathways.

Career readiness is the cornerstone of our operations, and a personalised service approach has allowed the tailoring of a robust and engaging program for the Middle and Senior Years. **Setting Up for Success interviews** saw a firm foundation established for Year 12 candidates early on, whilst **Morrisby Testing** and subsequent interviews encouraged self-reflection and identification of strengths, interests and opportunities for each one of our 330 Year 10 students.

These insights are further explored and enhanced in Term 4, with the **Year 10 Tertiary Immersion Day**, allowing each student to visit a Tertiary or TAFE provider for presentations, campus tours and workshops. Many VCE-VM students have accessed the centre for mock interview practice and targeted preparations for real job interviews – with successful outcomes and new opportunities materialising for many.

Lighting the Torch thematically underpinned the **Year 9 Enterprise and Careers Program**, initiated to promote

innovation and foster critical thinking, enhanced with specialist coaching by Jim Schuman of First Pivot. Teams of would-be entrepreneurs became immersed in the *Eggstreme Egg Challenge*, creating a unique apparatus for an extreme sports challenge and crafting captivating pitches in the **St Bede's Shark Tank** final.

Insights were gleaned on the Australian Jobs Dashboard, roles in the Australian Defence Forces and the work of social enterprises through the St Vincent de Paul Society. A tangible outcome of this event was the creation of **Careers Cadets** – a group of motivated young people who oversaw operations in a **Year 9 Pop-Up Op Shop** enterprise and later represented St Bede's College at Vinnie's School Conference to showcase their work and learn from others. Core workplace competencies and skills were identified, recognised and utilised throughout.

Ensuring our job seeking students are best prepared to enter the world of work, the Young Workers Centre presented "7 Things you need to know before your start work" to all Year 9 and 10 students. Knowing one's rights and responsibilities is critical to a positive experience of the workplace, as well as where to access support if needed. A practical, valuable and empowering learning session was had by all at a timely point on the career journey.

RMIT'S Big Day Out provided further opportunity for Middle Years STEM enthusiasts to engage with innovation and explore exciting career paths within this vibrant sphere. Interaction with leading professionals, engagement in informative sessions featuring industry experts and university representatives and exploring interactive exhibits proved invaluable – equipping candidates to make informed future decisions and discover opportunities.

As we work our way through VTAC season with soon to be exiting Senior Students, the cumulative effects and benefits of active careers education are tangible – knowing oneself, setting goals, commitment to pursuit of them and resilience to engage in the broader challenges within, collectively evidenced as plans are made and applications lodged for post school pathways.

Striving to prepare students for the competitive job market ahead is pivotal to our work. Empowering each individual to transition confidently from academic life to meaningful careers is both an enduring and dynamic goal for our College Careers Team.

Kaylene Menara
Careers and Pathways Coordinator



Careers, Innovation and Community Excellence

We are very proud of Year 9 students **Joe Whelan, Angus Sustek, Jacob Murphy, Lachlen Devine** and **Archer O'Connor** who showcased their fantastic **Pop-Up Op Shop Project** at the 2024 St Vincent's de Paul Society School Conference Networking event.

The boys did an outstanding job in communicating their idea which led to positive impact for those who rely on Vinnies.

This event brought primary schools and secondary schools together to connect, collaborate and celebrate. Students worked in small groups and brainstormed future initiatives to make a positive impact in our communities.

Our student team confidently presented their Pop-Up Op Shop project to a captivated audience, which allowed them to build on their teamwork and leadership skills. They thoughtfully responded to questions and sparked meaningful discussions.

The event was a resounding success, fostering connections, a spirit of collaboration, creativity, and social responsibility, inspiring us to continue to make a difference through St Vincent de Paul Society's mission to serve those in need. Our students look forward to more initiatives and conferences in the future.

Jen Willian
Careers Counsellor



"Empowering each individual to transition confidently from academic life to meaningful careers is both an enduring and dynamic goal for our College Careers Team."





LEARNING AREAS

FROM THE RESOURCE CENTRE & LIBRARY

Our students have engaged in some amazing learning experiences and academic challenges. Across both campuses, our librarians have focused on classes dedicated to reading and research. These classes are skills-based in line with the curriculum and designed to enhance student abilities across all subject areas. Year levels 7 to 9 are specifically focused on research, fact-checking, fake news and analytical thought.

Fact-checking is one of the most important elements in learning how to verify the accuracy of information and has played an essential part in Library-led classes. We specifically focused on *Echo Online*, *Britannica Schools* and *Read Plus*.

Not all information is on the Web, and most substantive materials are not free. The Library has continued to expand its non-fiction collection to support the curriculum and student interests.

"It is the mark of an educated mind to be able to entertain a thought without accepting it." – Aristotle.

Outside of Library-led learning and support, our spaces have been a vibrant hub of activity across both our Campuses, offering diverse programs that engage students of all interests.

Chess remains a favourite and very popular activity, with students eagerly gathering at lunchtime to challenge each other. The benefits of Chess are many, including improved IQ, concentration, memory and a great way to develop new friendships and sportsmanship.

At our Bentleigh East Campus, we have introduced a Lego Makerspace, providing a creative outlet for our future designers. Our weekly Mario Kart tournaments have been particularly well-attended, bringing excitement and fostering a sense of community amongst our gamers. It has been wonderful to see students come together each week for friendly competition, displaying enthusiasm and good sportsmanship. It was fantastic to see students enthusiastically participating in Book Week activities, celebrating the joy of reading with book displays, trivia competitions, and a raffle.

At our Mentone Campus, it has been a pleasure to host the House Debating events with great gusto and passion at the Library. All four teams presented an exhilarating and articulate argument, with speakers bringing their own experience and character to their position. It was a tough job for our adjudicators, however it was the Benilde team that took first prize.



"It is the mark of an educated mind to be able to entertain a thought without accepting it."

– Aristotle



Student Highlights

Marco Caminiti, Year 7

I was part of the Mentone versus Bentleigh East Chess Tournament run by Brother Denis. We had a great afternoon of playing Chess and getting to know some of the other Year 7 students from Mentone.

Every Monday at lunch - after I've eaten of course - I go to the library to play some Mario Kart. I'm an experienced player and enjoy the chance to compete against my friends each week (and win!). The best part is that Mario Kart is just a simple racing game, which is not too hard to play, so anyone can join in the fun each week. For people that are like Garfield and hate Mondays, at lunchtime going to the library will turn your frown upside down.

Samuel Pickering, Year 8

We are very lucky to have the Resource Centre. There are many fun activities available for us during recess and lunchtime, such as Mario Kart, LEGO, Chess, Uno, and many more.

During the year there have been many activities for different celebrations and events, such as Book Week, Banned Book Week, and Horror Month. I often play Mario Kart and Uno in the library at recess and lunch. It's a great place to hang out with your friends and get to know other students.

We also have a variety of books available, such as Fantasy, Science, History, Sci-Fi, Manga, comic books, and magazines. Many of our students read daily and the librarians always make sure to buy books that the students want, so you always have something new to read.

2024'S Top 5 Borrowed Books

FICTION

NON-FICTION

YEAR 7

1. *Skulduggery Pleasant* by Derek Landy
2. *Hacking, heists & flaming arrows* by Robert Muchamore
3. *The dark secret* (Graphic Novel) by Tui Sutherland
4. *Percy Jackson and the lightning thief* by Rick Riordan
5. *Scythe* by Neal Shusterman

1. *The mamba mentality: how I play* by Kobe Bryant
2. *My decade in the Premier League* by Wayne Rooney
3. *The golden years: stories from Hawthorn's greatest era* by Geoff Slattery
4. *LeBron James vs. Michael Jordan* by Brian Howell
5. *Neymar* (Biography) by Luca Caioli

YEAR 8

1. *No survivors* by Jack Heath
2. *Once* by Morris Gleitzman
3. *The boy in the striped pyjamas* by John Boyne
4. *Ground Zero* by Alan Gratz
5. *Super sports spectacular* by George Ivanoff

1. *The mamba mentality: how I play* by Kobe Bryant
2. *The aircraft book: the definitive visual history* by Abigail Mitchell
3. *The boy from Boomerang Crescent* by Eddie Betts
4. *The bright side* by Jack Riewoldt
5. *The Second World War* by Dennis Hamley

YEAR 9

1. *Over the line* by Tom Palmer
2. *Then* by Morris Gleitzman
3. *Goal II: Living the dream* by Robert Rigby
4. *Guardians of the galaxy* by Joe Caramagna
5. *Northwind* by Gary Paulsen

1. *Faster than lightning: my story* by Usain Bolt
2. *How to start your own business...and make it work* by Cheryl Rickman
3. *Occy: the rise and fall and rise of Mark* by Mark Occhilupo
4. *The Gruen Transfer* by Jon Casimir
5. *How technology works* by Jack Challoner





Gus Bitting, Arts Captain

LEARNING AREAS

FROM THE ARTS CAPTAIN

We have seen a wide variety of talent this year, ranging from Creative Art, Performing Arts at **Shrek The Musical**, as well as musical flair. Each different form of the Arts has shown massive skill and development.

In the **Music** department, it has been one of the most successful years to date, seeing Year 7s joining in for our **Autumn and Spring Concerts**. Our Year 12s have shown great improvement since they started and we wish them well in their musical journeys as they end the year with some of their best performances. The **Instrumental Night** was one of the most popular events, as each individual student was able to showcase their incredible skill. But by far the most incredible music performance we had was our **House Music** event. With all four houses showing their music capability in a battle of the bands, Benilde took the win for the second year in a row.

The **Drama and Performing Arts** department also had one of its most spectacular performances with the production of **Shrek The Musical**. With performers and crew across St Bede's, Kilibreda College and Mentone Girls' Grammar School putting in countless hours it all paid off, as it has been the highest tier production our College has produced. Special effects were at a professional industry level, and with talent from all year levels, I can say with confidence that next year's production will be just as spectacular, and wish the best of luck to all Year 12s as they follow their passion in the Performing Arts.

In the Creative Arts, great capability has been shown, and it is one of the most diverse groups displaying a range of different styles, ideas and mediums. From Year 7 to 12, there has been outstanding art produced all the way. This year's **House Arts** represented faith and our connection to God and was one the closest competitions we

have had between houses. It wasn't just artists painting but also House Captains, showing the spirit of brotherhood at our College.

A highlight on the College Calendar is the annual **Art and Technology Show**. In October, we showcased the creative talents of our students across Art, Visual Communication Design, Media, Materials Technology and Systems Engineering. It was great to see so many families, staff and students come and support the efforts of those whose work was exhibited.

Thank you to our sponsors, the St Bede's Old Collegians Association and the Parents and Friends Association, for their continued value of this event.

It has been a pleasure to represent our College's thriving Arts culture and I look forward to seeing it go from strength to strength.

Gus Bitting
Arts Captain





LEARNING AREAS



BEAM

BEDA ENRICHMENT AND ACADEMIC MENTORSHIP

LEARNING AREAS

Our BEAM program continued to excel in 2024, providing exceptional opportunities for our gifted and talented students. Through academic challenges, enrichment experiences, and mentorship programs, we have witnessed remarkable growth and achievements. This year's highlights demonstrate the exceptional dedication, resilience, and abilities of our students.

One standout was our students' performance at the **Da Vinci Decathlon**. Teams across Years 7 to 10 competed against schools statewide, demonstrating exceptional knowledge, problem-solving skills, and teamwork. Our Year 7 team claimed first place in Engineering, while our Year 8 team secured third place in Cartography.

Throughout the Decathlon, our students exemplified core values of teamwork, resilience, and time management. They worked collaboratively to tackle complex tasks and supported each other through the challenges they faced. This experience has honed their academic abilities and enhanced their interpersonal skills, preparing them for future successes.

We ventured into new territory by participating in the **Ethics Olympiad**

for the first time. This competition offers schools and universities a unique opportunity to develop students' skills in critical thinking, collaboration, and communication. It is designed to stimulate thought processes and encourage students to work together on some of the challenging moral issues of our time. Our students competed with schools from all over Australia, New Zealand, Hong Kong, and India. A dedicated Year 7 team engaged in thoughtful discussions and critical analysis of complex ethical dilemmas, such as AI's impact on art, leadership, and the ethics of deception.

Our BEAM program extends beyond academic competitions. Through initiatives like the **Maths Games**, the **MACS Gifted and Talented Conference** (hosted at our Bentleigh East Campus), **GEN AI Day**, and **Brain STEM Day**, our students had the opportunity to explore their interests, collaborate with peers, and develop essential skills. As Gagné and Steinberg once observed, *'The more we learn about human potential, the more we realize that it is virtually limitless.'* We look forward to further unlocking that potential and inspiring our students to reach new heights.

Brenda McCullagh
BEAM Program Director



Student Highlights

Maths Games

Alex Smith, Year 7

I really loved the Maths Games with all the fun activities we did. We learned about modular arithmetic. My personal favourite thing we did is the competition where we were separated into different groups and had to answer as many questions as possible in a set time frame. My group and I didn't end up winning but it was fun! My group worked really well together, that really helped me with my learning in the whole event. Overall, a great excursion!

Da Vinci Decathlon

Christian Bolton, Year 7

"Learning never exhausts the mind."

This is a quote from Leonardo Da Vinci that openly defines the Da Vinci Decathlon. The Da Vinci Decathlon is an academic enrichment competition running throughout St Bede's College from Years 7-10. From afar competition looks mind-numbing, time-consuming and exhausting. But on the inside, it's one of the top extracurricular education activities you will ever receive. From my perspective, communication and teamwork is key.

It's almost one mistake, and you're all out.

The number of skills and achievements I have brought forward into my life has been life changing. I've learned failure is key, I've learned about subject fields I would not thought to explore. The Da Vinci Decathlon is a whole other world, a world of teamwork, passion and academics. A world I wish to be in forever.

"learning is never done without errors and defeat." Vladimir Lenin.

Thomas Rossi, Year 10

The Da Vinci Decathlon is an incredible competition where eight high achieving academic students from schools all around the State are selected to compete against each other. This competition is a series of tests across different subjects, where throughout the day we are given various booklets on subjects ranging from art and poetry to code breaking, and everything in between.

I have personally found this event has pushed me to think outside the box, with its unique and abstract questions. Although the questions are tough, the opportunity to work in a team with knowledgeable peers makes the event so enjoyable, which is why I was so excited to compete once again this year.

Not only has this been an amazing experience, but I have also learnt the importance of time management and teamwork.



MACS Marvellous Magnificent Minds



Christian Bolton, Year 7

This event was certainly a memorable one, from being able to enjoy my time going deeper into fields of STEM and Engineering, Literature and English and Drama and story-telling.

It was really nice to see all the other schools and other students who came here to learn and collaborate together. At the start of the day, a professor from Monash University came to talk to us. We read and collaborated and gave our thoughts on different stories and books she would read us.

After that, all students broke off into groups. I chose the STEM and Engineering workshop, having to make a device or object that would 'Make a Difference' in current or later times. We manually made a blueprint and explained why we chose this and how it would benefit us. Learning and collaborating with other people was spectacular, especially being able to meet other students from our Bentley Campus.

Cameron Chy-Long, Year 7

The main Socratic Philosophy and Higher Order Thinking Task was about creating an artistic piece that related to the ballad The Rime of the Ancient Mariner, and the theme of sustainability.

The Rime of the Ancient Mariner is about a mariner's tragic story, focusing on how a single thoughtless action can have, terrible lasting consequences. This, tied in with the theme of sustainability is what gave me an idea of what to write my piece about.

The topics I chose for the poem were "action" and "hope", because I thought they tied in with the ideas of "consequence" and "sustainability" quite neatly. At first it was simply going to be about how we need to take action in order to help our planet - the consequences being the destruction of life, which I think ties into sustainability - but like a painter stepping back from their artwork to see the full picture, I took a step back and realised that it all seemed too pessimistic and forced onto people.

I wanted the message of action to be a little less dreadful, and so I attempted to make it seem more hopeful. I changed direction and instead tried to make the poem a solemn reminder that despite all the bad happenings in this world, we've still got hope and all the wonderful possessions that we too often take for granted. We have something figuratively worth fighting for, and overall that's the message I tried to convey.

"A Solemn Reminder"

Grim, are the times where none wish for change. When action is not wanted, but is certainly needed. Hopeless, it seems we will be gone in an age,

For our planet, our home, will be depleted.

May we all walk the path of life,

And meet our final destination on a day without strife. For all we know, will be lost,

Lest we forget the actionless cost.

In a world, plagued by darkness,
Light still comes every day.

It is our job to reveal our gifts,
And settle the cost to pay.

Hope flies through the skies,
The luminous sun rises.

Many say their last goodbyes,
And the world is not heartless.

A single moment, a single tear.

One true home, of all we hold dear.

Rest easy, for though there's lots to fear,
You still have a home, you still have tears.



by Cameron Chy-Long
M³ Cubed Conference
Poem

Generative AI Enrichment Day



Zack Shaw, Year 7

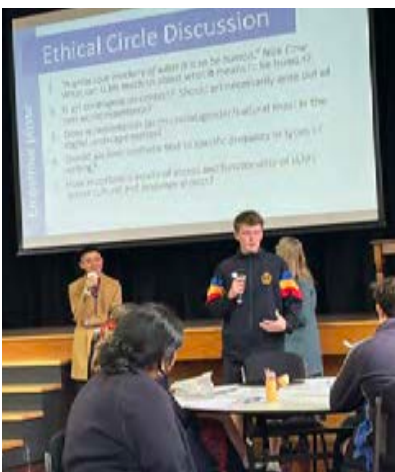
Dr Jey Hon Lau provided me with insight into the process of constructing an AI chatbot and the deep structural issues from which most AI systems draw their information, with some even drawing from other AI generated responses. He also shared with me the quantity of AI-made content present on the internet today and the prediction that within 10 years, over 90% of all internet content will be AI generated.

I believe that AI is taking a role in society it should not. AI is being used in marketing to design adverts, taking away jobs, and overshadowing actual efforts. Synthetic detectors are a must-have tool in today's age. The ability to detect AI-made content will help to restrict misinformation spread by AI and know when people are genuinely creative and innovative.

The environmental impacts of AI heavily outweigh its use. The amount of energy consumed to create and keep AI models running and the quantity of fresh, drinkable water used to cool these systems is unbelievable. AI is not being used well enough to justify the use of that much of Earth's precious resources.

It is hard for the gender and racial bias of AI systems to be addressed due to how the systems function. However, the 'weight system' by which information importance is calculated can be altered when it comes to certain information pools to properly reflect information based on gender, race, or culture.

The most memorable part of the event for me was the active collaboration between students from different schools. It was incredible to gain other's insights and opinions on a diverse range of issues and features of AI models.



Alexander Tsaousidis, Year 10

A group of us went to Mentone Girls' Grammar (MGGG) for a 'Generative AI' enrichment day. The purpose was to be educated further on the future of AI, and the past, giving reason to why there are various biases evident in Gen AI platforms such as the well-known program Chat GPT.

Other students were from Bialik College, St Leonard's College, Methodist Ladies College, and MGGG. We started learning about how Generative AI has gender and race biases, due to the accessing of datasets from pre-progressive times. We learned that AI has various tools such as image generators and text generators, although the information these platforms use has not been updated to align with current statistics and the more progressive society that we are in.

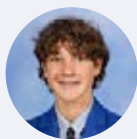
We had the opportunity to network and converse with likeminded people from other schools. The day was highly beneficial and interesting, and we are grateful for having access to events like this.



Monash Scholars

Fisher O'Brien, Year 10

I attended the Year 10 Monash Scholars team building event at Monash University in Clayton, where I was able to meet other students with different talents and skills as well as witnessing the campus facilities. One of the best parts of the team building event was meeting other students from across Victoria and doing different activities with them like quizzes and paper plane throwing competitions.



Alexander Tsaousidis, Year 10

The Monash Scholars Program allows me to reach my aspirations by providing me with support, guidance and like-minded peers who can enrich my senior years in secondary school. I would love to pursue a career in Architecture, hopefully opening my own firm one day. Being accepted into Monash Scholars means I have exclusive access to professors in disciplines that align with my interests, as well as opportunities to meet young individuals with a similar passion.

The program ensures I have extra access to academic support such as Monash databases and material, to help me achieve my academic goals to take me where I wish to be at the end of Year 12, 2026. I strongly recommend taking advantage of this opportunity to anyone who can apply for the program.



Archie Lamb, College Captain

In May, thirty Year 12 students had the opportunity to visit Monash University's Clayton Campus as a part of the High Achievers Program. The morning comprised a presentation regarding the variety of courses and programs offered by Monash, including the chance to study overseas which I think interested a lot of us. We were also led on a tour by current student ambassadors where they gave us insight on the amazing facilities Monash offers. For me, the morning put into perspective how close we are to moving into the wider world as well as providing further clarity and insight into what I want to pursue next year.



Tournament of the Minds



Kwong Lee Dow Scholars

Congratulations to **Harrison McCawley**, who was accepted into the University of Melbourne Kwong Lee Dow Young Scholars Program.

The highly rewarded academic enrichment program supports high-achieving Year 11 and Year 12 Victorian secondary school students to achieve their full potential.

Throughout the two-year program, Harrison will have the opportunity to build strong connections with peers. He will also take on various academic and personal development activities. This opportunity is a perfect springboard for his continued success, and we eagerly anticipate his accomplishments in his final years here.

Harrison McCawley, Year 11

The Kwong Lee Dow Scholars program has been a great experience. In the events I've been to, I've met a bunch of like minded people and the program has offered help with my subjects. I am very grateful for this opportunity and especially for the guidance of Mrs McCullagh as she helped me make it through the selection process. I'm keen to see what the future holds.





LEARNING AREAS

eLEADERS PROGRAM

LEARNING AREAS

This year, our eLeaders participated in a range of activities aimed at building technical skills and improving ICT understanding across the College. In our weekly meetings, we covered a wide range of topics, starting with coding a plugin in Java for Minecraft, providing a real-time demonstration of how programs are created.

We also experimented with AI and even held an AI Art Show to showcase how we could utilise these tools. After sending a team to Brisbane for the Australian Schools Cyber Challenge, we hosted our own cyber challenge, where our eLeaders had to track down a shadowy figure who had sent a threatening email. With only the email as a clue, we were able to uncover the person's username, full name, hobby, online accounts, address, password, and even their next target.

We explored 3D modelling using Blender, and began working on a collaborative video game while learning the basics

of Godot and Aseprite. Python was another focus, where we coded small programs directly in the text editor. Throughout the year, we also had plenty of fun with Kahoot quizzes, testing our ability to identify what was real versus AI-generated content.

Reflecting on my journey from being a student in the eLeaders program last year to now being a part of running it, I'm reminded of how quickly time and technology progress. It's been rewarding to not only witness growth but to help foster it within the eLeaders, guiding activities that have pushed us to explore new ideas and tools. The experience has been both fun and fulfilling, embracing and preparing us for the future of technology.

Asher Humphrey
IT Support

2024 eLeaders

George Batzaxis
Max Bedford
Daniel Bentrovato
Hamish Child
Cam Fairbairn
Spencer Garnish
Conor Keady
Daniel Kearns
Christopher Kelsey
Reuben Kittelty
Alexander Koriev
Justin Le
Thomas Liang
Oscar Licastro
Alexander Niemoeller
Zaire Pentney
Xavier Pliatsiaris
Charlie Price
Harvey Pryor
Ignacio Quiroz Medina
Rustam Rahim
Aidan Reidy
Wazir Saigal
Neil Sanyal
Thomas Scanlon
Samuel Shannon
Isaac Shore
Jackson Sloan
Ryan Stoppa
Sebastian Taylor
Joshua Thexton
Ashank Yeddanapalli

National Finalists - Australian Cyber Security Competition

A team of students selected from the eLeaders represented St Bede's College at the 2024 Australian Cyber Security Competition. The Competition saw students across the nation go head-to-head in three competition rounds, acting as Cyber Security Analysts to solve complex, scenario-based challenges.

Following each round, teams were eliminated to find the Top 18 competing in the Semi Finals, with the Top 4 teams heading to Brisbane for the Finals. Team St Bede's was one of the four finalists, in a 3-hour, live-fire challenge, hosted by Brisbane Grammar School in their state-of-the-art STEM Precinct.

For the Finals, teams received a video message from a threat actor who had stolen the organisation's data and threatened to release it within three hours. Teams needed to identify the script/program used to publish the data, and the identity and location of the hacker. Team St Bede's finished in third place, a wonderful effort that showcases how truly talented our students are in so many fields.

Many thanks to the AV and IT Support staff who supported the eLeader program. Special thanks to Asher Humphrey (Class of 2023 College Vice-Captain and eLeader), who organised all eLeader activities this year.

David Cracknell

Deputy Principal – ICT and Infrastructure

Australian Cyber Security Competition Team

Daniel Bentrovato - Captain
Christopher Kelsey
Harvey Pryor
Kiaan Shah
Alexander Sims

Captain's Reflection

Daniel Bentrovato, Year 12

The Cyber Challenge was a great experience that allowed me to work as part of a team and learn a great deal about cybersecurity. I strongly suggest that any student in the younger year levels who is interested in cybersecurity join a team.



"The Cyber Challenge was a great experience that allowed me to work as part of a team and learn a great deal about cybersecurity. I strongly suggest that any student in the younger year levels who is interested in cybersecurity join a team."

– Daniel Bentrovato, Year 12





INTEGRAL ECOLOGY PROGRAM

OUR ENVIRONMENT

LEARNING AREAS

Our College's sustainability goal was driven by the theme for Earth Day 2024, **Planet Versus Plastics**. Echoing the importance of this mission was Pope Francis, who stated:

"throwing away plastic in the sea is criminal. This kills biodiversity, the Earth, everything..." "We cannot allow our seas and oceans to be littered by endless fields of floating plastic".

With this in mind, we seek to continue reducing our impact on the environment, starting with plastics. By encouraging more recycling, reusable drink bottles and litter-free lunches, we decrease our landfill and stop rubbish from polluting Port Phillip Bay.

To help us achieve our mission, the College has invested in new recycling bins across both Campuses. This means we can correctly dispose of plastic, cardboard and cans, which will be recycled into new products, reducing waste and landfill.

We implemented a series of community initiatives including **Clean Up Australia Day**. We were pleased to run our very first event where students, their families and members of our staff joined to clean the beaches along Mentone and Parkdale. Everyone put in a fantastic effort and we are very grateful for their care and sense of community.

We're blessed to have so many students who are passionate about the environment and protecting flora and fauna. Students in Year 8 set a goal to clean the Mentone Campus yard, ensuring litter is recycled and disposed of correctly. Their dedication to **A Cleaner College** for learn, play and work is inspiring.

Year 8 students were also invited to participate in the BrainSTEM Schools Challenge. Students worked in teams to help solve some of the most challenging issues in communities worldwide. Aligned with the UN Sustainable Development Goals, the challenge focused on water. The aim was to inspire and equip the next generation of innovators and leaders to impact our planet positively.

Next year, we are introducing our **Litter Free Lunch initiative**, to help keep our spaces free of rubbish. We can do this simply by using correct bins, finishing food before we play and choosing to use reusable containers over single-use plastics.

We would like to congratulate our Year 7 students whose use of lunchboxes has already gained momentum around other year levels. Well done boys!

Every small step - a switch, a choice, a change - that we each make today helps us enjoy a healthier environment for tomorrow and the years to come. Thank you everyone for doing your bit for our community.

Kylie Paterson-Zigouras
Integral Ecology Leader

Student Highlights

Clean Up Australia Day

Daniel Bentrovato, Year 12

I wanted to be involved as it would help the environment to be cleaner, and so animals and plant species would not have to deal with the micro-plastics and rubbish within the community.

Clean up Australia Day really opened my eyes to how much rubbish is not thrown in the correct bin or in a bin in general. It was jarring to realise that we don't take care of our environment as much as we should.

I strongly suggest any student or teacher to care for the environment and join in our next Clean Up Australia Day efforts.

A Cleaner College

Harvey Wintle, Year 8

I was happy to clean up the school, because it not only makes our school cleaner, it contributes to a healthier environment. Removing litter helps protect local wildlife and sea life. Caring for the earth is very important as it allows future generations to enjoy clean spaces and wildlife. If the earth is clean now, then the future generations will hopefully keep it that way.

Cooper Whalan, Year 8

I was happy to help clean up the yard with my classmates to improve the school and make it look cleaner. I also helped try to clean our environment so rubbish didn't end up in the ocean and hurt our sea life. The environment is a very important part of the world so we should all help and clean before it's all gone.

BrainSTEM Water Challenge

Luke Wang, Year 8

My experience at Ivanhoe Grammar doing the BrainSTEM Challenge was very fun and we did so many fun activities related to the topic of water.

Our challenge this year was How to Improve Water Sustainability. We were split into groups with people from different schools to brainstorm ideas that tackle water sustainability using the UN Sustainability Development Goals.

We had to choose two main goals and asked to think about new ideas or ways we could help these problems. We came up with multiple ideas and as a team, we came up with a water filtration system. We had to plan out and make a Lego model of it in 20 minutes.

Once completed, judges decided who would make the finals. We had a great time and I hope I will be back next year.





LEARNING AREAS

PERFORMING ARTS

LEARNING AREAS

It has been a privilege watching our students engage in Performing Arts across both campuses this year. Year 12 students undertaking Theatre Studies captivated the audience with their imaginative interpretation of a verbatim production of *Letters to Lindy*. Students worked tirelessly over a six month period designing, developing and presenting all production elements to bring this gripping Australian story to life.

Another highlight was our Year 10 and 11 Theatre Studies students' immersive exploration of *Wicked the Musical*. In August, they were transported to the magical world of Oz with a live, gravity-defying performance at the Regent Theatre. As part of their studies, students delved into the intricacies of theatrical craft, analysing the complex themes of friendship, good and evil, and control as portrayed through the acting and intricate design choices of the production.

A huge thank you to our Drama and **Theatre Studies** teachers Jamie Parton, Rachel Urquhart, Steve Irving and Dan Bellis for their dedication and hard work. We look back on a year of achievements and accomplishments in our College's Drama Department. With this momentum, we eagerly anticipate 2025 as another exciting year filled with creative endeavours and artistic growth.

Bridget Day
Learning Area Leader - Drama

"Theatre Studies is a one-of-a-kind, relying on one's creativity and ambition."

— John Stefanakis, Year 10

"Theatre Studies has taught me a lot about performance, improved my confidence and has benefited me in all aspects of my school life."

— Alexander Hodgkins, Year 12



Student Highlights

Lachlan Hodgkins, Year 10

My experience of Theatre Studies was awesome. I thoroughly enjoyed the fun drama activities, learning and preparing my own monologue, seeing the musical *Wicked* and performing a group performance.

Putting my own creativity to test during the Monologues was a very interesting experience, experimenting with different ways to deliver lines and performing to such a loving audience of friendly faces. Working with the smaller class really helped me get comfortable acting and it helped grow friendships, especially on the group performance.

Additionally, as a part of the course we also got to analyse the amazing production of *Wicked*, spending a day in the city, seeing one of the best musicals I have ever seen. Theatre Studies is the class I look forward to the most in my day.



John Stefanakis, Year 10

Theatre Studies has helped me develop a broader understanding of theatre and the devotion and dedication needed to perform, analyse and plan. From great theatrical performances such as *Wicked The Musical*, to our class-led rendition of *Rhinoceros Hide*, we have applied these skills to broaden our understanding of the production process and the context of the production, set and directory choices and the resemblance and effect of props.

Theatre Studies is a one-of-a-kind, relying on one's creativity and ambition. Thank you to Miss Day and Mr Parton for making the subject feel immersive and gifting me a new perspective on the subject.



Alexander Hodgkins, Year 12

Doing Theatre Studies has undoubtedly been one of the greatest decisions I have ever made. The subject indulges in a balanced amount of written theatrical analysis and a variety of opportunities to perform and improve acting skills.

Getting to work within a group of term-long projects and coming up with creative ideas has provided me with an outlet to express myself. This self-expression has drastically improved my mental health and stability in Years 11 and 12, and greatly improved my performance in other subjects as well.

The excursions we undertake to see professional theatre are interesting and fun as well as great learning experiences. Theatre Studies has taught me a lot about performance, improved my confidence and has benefited me in all aspects of my school life.



LEARNING AREAS

LEARNING AREAS

VISUAL ARTS & MEDIA

As our College's annual Art and Technology Show demonstrates, St Bede's is full of creative talent. Through Visual Arts, we are able to channel and harness that talent to help students create amazing artworks that express their feelings and ideas.

With a number of new staff joining the Art Department this year, our Middle Years students have been able to explore a range of new and different Art projects, with many using new materials and techniques for the first time. We are lucky enough to have staff who specialise in many different artistic disciplines, empowering students to create a range of 2D and 3D artworks including painting, sculpture, printmaking, ceramics, drawing and digital art.

Our VCE students have been particularly ambitious in terms of both the scale of their final artworks and their conceptual content – pushing their own boundaries and experimenting with materials and techniques for expressing themselves. Across **VCE Art, Visual Communication Design and Media**, our students have shown a passion for their subjects and ability to see a project or concept through to completion.

Thank you to all our Visual Arts and Media staff for their dedication and diligence, and we look forward to welcoming our new students to the immersive world of Art next year.

Paul Morrison and Kate Brierty
Learning Area Leaders - Visual Arts & Media

Student Highlights

Fisher O'Brien, Year 10

For me, Art is important because it gives me a way to block out all of my worries and distractions and allows me to express myself in unique and creative ways. I have really enjoyed Art this year and experimenting with new materials techniques, such as impasto, which involves layering paint very heavily to create a 3D image with lots of texture.

One of the highlights of the year was working on my self portrait, which I completed over several weeks and used materials like acrylic paint. Finishing my piece and seeing it in the College Art and Technology Show is one of my proudest achievements, and I'm very happy with the way it turned out.



Angus Richardson, Year 11
NGV Triennial Excursion

The 2024 Art excursion to the NGV Triennial Exhibition can be summarised in a single word: fantastic. Our trip allowed us to explore the Triennial at NGV and Nadine Christensen at Buxton Contemporary. This day trip was a turning point for me, as it opened up new ways for me to view art and interpret things.

One of my personal favourites was Confessions by Richard Lewer, which was a deep and complicated way of telling a story by providing deep secrets and feelings and writing them down. Additionally, Yoko Ono's Mummy Is Beautiful had a very kind message of just saying what you love about yourself and your mother or mother figure.

The experience we had on the Art excursion is one I will never forget.



Archer Malone, Year 11

VisCom was a great opportunity to expand my design knowledge in completely new ways. From graphic design to architecture, I got to explore a plethora of new ways to use my creativity in fields that will help me in my future career choices.

The best part was designing the branding identity for a music festival. I felt I could really put my creativity to work as I had complete creative control over all of it, learning some really important skills in the process.

I would highly recommend anyone with a love for Art and Design to try VisCom.





Jesse Thomas
Principal's Award Winner

"I produced this work in response to the influence of British sculptor, Henry Moore. I was inspired by the idea of connection - prominent in his work - and the way he explored such a theme, through depictions of family. I used oil paints in a rough emotive manner, in an attempt to build character and personality in the figures of my scene - my family."

2024 College Art & Technology Show

This year's Art & Technology Show was nothing short of exceptional, with hundreds of fantastic student artworks, films and engineered pieces showcased for our College Community to enjoy.

Across media, visual communications design and materials technology, attendees took in sculptures, illustrations and self-portraits, short films, architectural models and many other creations.

Our Awards evening saw hundreds of student nominees and their families gather to celebrate the works. Thank you to all staff, volunteers and sponsors who supported and celebrated our students, and congratulations to all of the award winners.

2024 College Art & Technology Show Award Winners

Principal's Award

Jesse Thomas (Year 12)

Art Awards

- Year 7 - Hugo Mills
- Year 8 - Cooper Ibbott
- Year 9 - Joe Whelan
- Year 10 - Luke Kinsella
- Year 11 - Issac Yates
- Year 12 - Jesse Thomas

Visual Communication Design Awards

- Year 9 - Samuel Emmerson
- Year 10 - Oliver Haber
- Year 11 - Charlie Breen
- Year 12 - Liam Kouchakdjian
- Year 11 Encouragement Award - Francisco Catadiano Maccarone
- Year 12 Encouragement Award - Dorian Quenette

Media Awards

- Year 10 - William Schlittler
- Year 11 - Jack Weavers
- Year 12 - Samuel Bridson

Technology Awards

- Year 8 Technology - Logan Lindsay
- Year 9 Systems Engineering - Paraskevas Batikas
- Year 9 Technology - Darcy Osborne
- Year 10 Technology - Kingston Gerrits
- Year 10 Systems Engineering - Nicholas Shipham
- Year 11 Product Design - Archer Decker
- Year 12 Product Design - Jayden Cassar
- Year 11 Systems Engineering - Alex Tanti
- Year 12 Systems Engineering - Liam Stevens

Principal's Encouragement Awards

- Year 7 - Elias Armstrong
- Year 8 - Ben L'Huillier
- Year 9 - Samuel Robinson
- Year 10 - Lucas Nanfra
- Year 11 - Hamish Holloway
- Year 12 - Gus Bitting



Student Highlights

Sebastian Taylor, Year 8

Art this year has been a subject I have enjoyed taking a lot. Every time I had it on my schedule, it was one of the highlights of my day.

In Term 1, we investigated Pop Art. After discussing the principles of Art, we began to design cardboard shoes that we would construct and decorate uniquely. It was really exciting getting to utilise our creativity, whilst keeping the principles of Art in mind to create a more cohesive piece. We researched different artists within the pop art genre and their works. We explored the history and predecessors of Pop Art. Learning about how Pop Art gained popularity was really interesting, especially because of the connection between famous works and relevant parts of culture in their times. All of this information went on posters we made and our shoes were displayed at the Visual and Performing Arts Centre at our Bentleigh East Campus.

During Term 2, we studied observational drawing and Australian artist and printmaker Margaret Preston to make lino prints. We began by sketching pot plants and learning how to keep our drawings as similar to the subject as possible. We researched and dedicated posters to Margaret Preston, who was a very influential character in the development of Australia's art identity. She had many drawings, portraits and other works, but we mainly focused on her detailed wooden prints. Using one of our plant sketches, we drew a plant on lino, a kind of hard rubber, and began to carve out our picture. We covered our prints in ink to create pictures, tote bags and a large collective piece. It was a very fun way to experiment and create different artworks, especially the tote bags which we took home. We also learned how to do many kinds of prints on a jelly-like block to create cool and colorful patterns with stencils.

Art this year was extremely fun, exciting and interesting, where I and many others learned new skills and explored using them in a creative way.





Oliver Hower, Year 12 Media Magazine



Christopher Enna, Year 11 Media Poster



Jothan Pugeva, Year 10 Media Narrative Photography

Student Highlights

William Schlittler, Year 10

I was a part of Lights, Camera, Action Media class, where we created numerous creative pieces such as the analysis of the movies: *Raiders of the Lost Ark*, *Back to the Future* and *The Untouchables* as well as photography work and the production of short movies.

We analysed these movies, breaking down scenes of our choice. We also analysed how these films were made by studying the props used, the environments where they were filmed and the sounds of the scenes. We were able to use our creativity to take a series of photographs that we found interesting and knew we would enjoy taking.

We researched photographers that took photos of the environment or objects that interested us. Using the ideas that were gathered, we could go anywhere we wanted over the Easter holidays to take photos. After the Photography unit, the class split into small groups where we created our own short films. Using the skills we had learned for the analysis of the films we had studied, creating films ourselves came with contributions from every member - whether it was recording, editing, directing, or acting. The creation of these films came with the free-range to film anywhere across the College. The ability to use the diversity of the many environments gave us the opportunity to film whatever genre we wanted.

Eventually after the movies were finished, we watched what everyone had composed. In Term 4, every student's poster for their film was displayed at the College Art and Technology Show, as well as some photos from students, including

my individual work. With my strong interest in movies and how they are made, as well as photography, this subject was extremely beneficial and fun to be a part of.

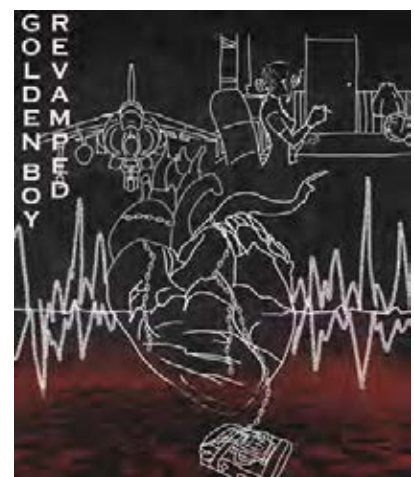
Samuel Bridson, Year 12

My Year 12 Media classes were equally challenging but very important to my future studies and university course plans in Design. Starting the year exploring both Photography and Video Production, the tasks seemed daunting. From the beginning, we were pushed to learn new techniques and experiment with visual storytelling. One of the most challenging experiences for me was creating my video product, an action detective film. This project allowed me to experience first-hand the challenges of bringing cinematography from ideas to reality, from experimenting to managing my actors, lighting, costumes and post-production editing processes and challenges faced along the way.

The collaborative classroom environment, where I worked with classmates to bounce ideas and provide critique, created a supportive team culture. We were led by Mr Irving who kept us on task and ready for most of the deadlines. Even the theory-based assessments, connected to recent news, helped me to grow my understanding of the media's role in everyday life. These experiences created a love for Media Studies for me, making the class an essential step in preparing me for my further education and creative career opportunities in motion design and photo media at uni.



William Schlittler, Year 10 Media Narrative Photography



Angus Richardson, Year 11 Media Poster



Tim Griffin, Year 12 Media Narrative Video



Zack Shaw, Year 10 Media Narrative Photography



Sebastian Scarpa, Year 11 Media Trailer Poster



T'zario Lay, Year 10 Media Trailer Poster



Patrick Baker, Year 12 Media Magazine



Jackson Collins, Year 11 Media Trailer Poster



Samuel Bridson, Year 12 Media Narrative Video



Aiden Retief, Year 12 Media Digital Animation



LEARNING AREAS

COMMERCE

Our students enjoyed an eventful and immersive year of all things Commerce, learning more about the practicalities of money, dipping their toes into the stock market, and exploring how to manage a business.

Middle Years students attended an engaging **Money Talks workshop** where they learned about life lessons and boosted their confidence when talking about money and how to make informed financial decisions.

Students in Years 7 and 8 explored **Spending and Saving Money** in workshops, which focussed on how spending and saving choices today affect future finances. Students learned to think about what they value and that every dollar adds up. They also learned some tricks of the trade when it comes to shops enticing consumers to spend.

Our Year 9 students workshopped **Making Money Work**, where they discussed different ways to make money. They also learned practical skills for navigating the world of work, including understanding their rights at work and managing superannuation and tax. Valuable lessons learnt for sure!

Business and Economics students in Years 9 and 10 competed in the **ASX Sharemarket Game**. The Game gives students an opportunity to learn about the share market and how it works. Students work in syndicates and get

\$50,000 virtual cash to buy and sell shares in companies listed on ASX using live prices. It was pleasing to see students research companies, strategising and making informed decisions about who to invest in.

As part of **Business Management**, our Year 12 students visited the Yakult factory to gain a comprehensive understanding of **Operations Management**, a key area of study in Unit 3. Students got to see how the Yakult product is made, how technology is powering efficiency, quality processes and corporate social responsibility. Students brought life to the theory taught in class and witnessed a real-life business in action. Students were also lucky enough to work in groups and make cakes in one of their Business lessons. The aim was to make the best quality cake in the fastest amount of time with limited resources, highlighting key concepts of efficiency and effectiveness.

Year 10s studying **Living with the Law** attended a 'How to Vote' session taught by the Year 11 Politics students. It was great to see the VCE students step up and take on the teacher role with enthusiasm, and share their knowledge in voting in Australia.

Well done to all our students and staff for their dedication and energy across a wonderful year of Commerce learning.

Sarah Burley
Learning Area Leader - Commerce

Student Highlights

Eric Michel, Year 9
Money Talks

We had guest speaker sessions with Jake McNamara from Talk Money speak to us about our rights at work, how to read payslips and all about superannuation. It was a really fun and interactive way to learn about all these basic things we need to know for our future. I think everyone who attended the sessions got a lot out of it, and should be able to apply the techniques they used in their future jobs.

Ryder Donald, Year 9
Money Talks

We were lucky enough to have a guest speaker come to the school and talk about life and money. Jake McNamara gave us insight into how to read our pay slips, rights at work, and superannuation. I can confidently say everyone that witnessed the session enjoyed it and had lots of fun. It was a unique and interactive speech as Jake let us get involved, giving us questions to answer and playing games about life and money. I gained a lot from this session, and it has set me up for the future with basic knowledge on how to apply the techniques we learned for a future job.



Josh Thorne Grosveld, Year 9
ASX Stock Market Game

I enjoyed the stock market game. It is a great way to learn about all of this stuff. I also like it because it is an excellent challenge for me.

Cooper Drew, Year 9
ASX Stock Market Game

I have really enjoyed the ASX stock market game and I think it is really fun and it will help me and many people to invest in the future.



Fisher O'Brien, Year 10
Living With The Law

I really enjoyed this unconventional lesson with the Year 11 Politics class as I learned new life skills such as how to vote in our elections and the process in which the votes are counted. The Year 11s gave a very detailed and interesting presentation which highlighted the importance of voting in our society and the different ways in which you can vote depending on your circumstance.



Cooper Taylor, Year 10
Living With The Law

The experience with the Year 11s was very enlightening as to how voting in the political world works.



Rob Tuohy and Harry Neilson, Year 12
Cake Baking in Operations Management

In Business Management we learned about Operations Management, and how businesses convert inputs into outputs. To apply our knowledge, we were set the task to bake a cake. In small groups, we were given the materials required, and not only did we have to make a high-quality cake, we had to bake it in the shortest possible time, which further related to our learning about efficiency and effectiveness. It was a great way for us to apply our knowledge in a real-life situation, and give us further insight into how businesses operate.



LEARNING AREAS

DIGITAL TECHNOLOGIES

LEARNING AREAS

Our learning area is structured around **Problem-Based Learning**, encouraging students to create, collaborate and innovate. Across all year levels, students have developed skills in data analysis, critical thinking, and problem-solving.

In Years 7 to 9, studies ensured all students can participate and grow their skills as a priority. We have enjoyed a successful year of study and growth, creating bespoke activities and study pathways for all types of learners, through support, challenge extension and freedom.

In **STEM**, Year 7 students explored cybersecurity, were introduced to programming, and built their own digital portfolios. Year 9 saw students applying robotics in real-world contexts, learning how to code robots to perform tasks that benefit society. Year 9's **Game Design** class leveraged student interest in video games to create innovative solutions aimed at improving gameplay, accessibility and player experience.

In Year 10 **Web Innovation**, students designed websites that addressed specific needs, focusing on empathy and user experience. In **Python Programming**, students delved deeper into coding and problem-solving to enhance their programming proficiency.

Throughout all subjects, students worked with data analytics, identifying key problems, gathering relevant data, and presenting their findings through visualisations. This involved addressing engaging questions such as comparing the skills of elite athletes.

At VCE level, **Applied Computing** builds on these foundational skills, preparing students for a wide range of career paths. They explored software development and advanced data analytics, gaining transferable skills applicable to various industries.

James Meade

Learning Area Leader - Digital Technologies

"The classroom environment allowed for the best learning experience, which I took advantage of, exposing myself to new subjects; web design, 3D-modelling and game development."

– George Batzakis, Year 8



"I have enjoyed the learning curve of using new software and the ability to be creative and explore how to solve problems we encounter."

– Sebastian Taylor, Year 8

Student Highlights

Joel Crothers, Year 9

Web Development

I enjoyed the Website Development unit. The topic entailed learning about what makes a website attractive to a certain audience, what makes a website easy to navigate and what makes a good website for a certain product. After this, we even made our own website, ensuring that it was fit for purpose and attractive for the audience.

Sebastian Taylor, Year 8

Engineering And Design (EAD)

EAD is an important, exciting and challenging subject. I have enjoyed the learning curve of using new software and the ability to be creative and explore how to solve problems we encounter. I especially enjoyed 3D design as I have never used Blender and I found it an engaging task to try and use the software.

George Batzaxis, Year 8

Engineering And Design

I really enjoyed EAD. The classroom environment allowed for the best learning experience, which I took advantage of, exposing my knowledge to new subjects; web design, 3D-modelling and game development.

Will Costelloe, Year 8

Engineering And Design

I have really enjoyed EAD classes. A highlight for me has been the opportunity to use Sketchup. In this program I have learnt 3D modelling and designing. I have been able to create houses, islands, and farms. I had never used this software before and have found it to be easy to navigate.

Harvey Pryor, Year 9

Game Design

In Game Design, I've enjoyed getting to take creative liberties to make my own game with the features of GDevelop. Our last project was to make a platformer game for this. I tried to challenge myself by adding a range of different complex features to make the game more enjoyable. I did a similar thing in STEM when we had to program a Micro-bit robot, I decided to code the game Tetris onto it with some limitations due to the hardware.





LEARNING AREAS

ENGLISH

English is an integral part of our students' lives, and this year, our focus was on helping them discover and amplify their voices. Through every story they crafted, every poem they analysed, and every discussion they engaged in, students learned to articulate their thoughts clearly and to stand up for their beliefs. Our teachers fostered an environment where every student felt heard and valued, encouraging exploration of diverse perspectives.

Through assessment tasks, students expressed their unique viewpoints and personal stories, whether through crafting picture storybooks in Year 7 or creative writing in VCE. They also delivered oral presentations at each year level, building on their knowledge of the power of words and the profound impact they have on others.

In English, our students are writers, speakers and advocates. We are proud of their achievements and hope these experiences will guide them, reminding them that their voices matter and that they have the power to make a difference.

Thank you to our students for their dedication to exploring new ideas and broadening their knowledge, and to our English teachers for cultivating a safe and supportive environment that enables our students to succeed.

Kalli Dimitrokalis, Dolores Doran and Leah Oirbans

Learning Area Leaders – English

Student Highlights

James Dowling, Year 8

We studied Anh Do's memoir, *The Happiest Refugee*, which I believe is the best book I've read this year. It was an emotional, funny, and educational read that left a lasting impact on me. The memoir offered a powerful blend of insight and humour while shedding light on the challenges refugees endure and how Anh Do's family transformed their hardships into a life of dignity and success. Through vivid storytelling, Anh Do shared how his mother and uncles supported and raised him during the Vietnam War and throughout his life, providing both inspiration and a deeper understanding of his journey. I recommend this read to anyone.



Jack Aarons, Year 8

The oral presentation in Term 1 was on a historical photo of your choice. The historical events helped me to understand and research my photograph. The photo I chose appeared in the New York Times on 26 May 2023. It was about three men who made racist remarks and gestures toward Real Madrid star Vinicius Jr. at a La Liga match against Valencia CF at the Mestalla Stadium in May 2023. I learned more about my favourite players and teams, and I also discovered how deep racism really goes in the footballing community. This presentation helped me to speak up in front of the class and learn more vocabulary to use in my speech. I think that this assessment helped me grow as a student and I really enjoyed the experience.

“This presentation helped me to speak up in front of the class and learn more vocabulary to use in my speech. I think that this assessment helped me grow as a student and I really enjoyed the experience.”

– Jack Aarons, Year 8



Oscar D’Zilva, Year 7

In English this year we did a variety of different activities that taught us a lot of new things. We learned how to write picture story books, explored our creative sides and came up with different ideas. I liked making the illustrations because it added to the book and, well, you can’t have a picture story book without pictures! We also learned how to write persuasively. This taught us how to convince people and helped us with our public speaking to be more confident. Our teachers are really good - they teach well and we are also allowed to have fun.



“The process from researching our chosen photo, to crafting the presentation and speech, to witnessing others perform theirs was exhilarating.”

– Ben Tubb, Year 8

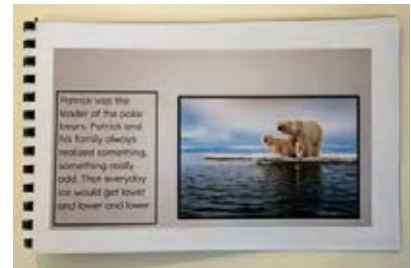


Student Highlights

Benjamin Tubb, Year 8

My peers and I were tasked with finding an image and summarising its story to present to the class in an Oral Presentation. I chose a photo called “The eyes that saw a Nuke”, photographed by Christer Strömholm. This was a photograph of an anonymous blind girl from Hiroshima and is one of Strömholm’s best-known works. The photo focuses on a little girl’s eyes that had been affected by the Hiroshima bombing in 1945 and how her past has scarred her future.

The process from researching our chosen photo, to crafting the presentation and speech, to witnessing others perform theirs was exhilarating. It showed our ability to craft a speech and explain our selected photo. The process was gratifying and helpful and I would love to do this again in the later years of my academic journey.



Luke Brown, Year 8

We had to study the memoir of Anh Do; ‘The Happiest Refugee’. I liked all the things Anh Do went through and most of these moments surprised me, such as how pirates invaded the boat they were on when they escaped Vietnam on their way to Australia, to the many jobs he went through before he became famous.

But my favourite part was being able to connect with Anh Do’s experiences. Understanding what he went through and taking a journey exploring the chapters of his life from that of a young boy right up to a grown man as well as The positive outlook he always had and being grateful for everything. I’m glad we got to study this memoir.



Senior English

Our Year 12 students undertook Unit 3 and 4 English based upon the newly introduced VCAA Study Design. A key addition to the course is a creative response to a given framework. Students are asked to write a persuasive, creative, reflective or explanatory response to a set prompt and stimuli. We chose to write about 'Play' as a concept, as we felt this theme best represented our students' love of sport, leisure activities with friends and family and zest for life.

Our students share extracts of their work, both creative and persuasive, to reflect on the importance of 'play' in our lives.

"The shirt, worn by a slightly overweight young man with a protruding neck beard read: "I don't need to get a life. I am a gamer. I have lots of lives"."

– More Than A Game, Tim Griffin, Year 12

More Than A Game

Tim Griffin, Year 12

On the way back to my cosy Manhattan apartment, I saw a T-Shirt which caught my eye. Now that I'm writing this, I realise "cosy" is a euphemism for small. When people say "cosy", that's what they mean. But I digress.

The shirt, worn by a slightly overweight young man with a protruding neck beard read: "I don't need to get a life. I am a gamer. I have lots of lives".

Now, I've never gamed for the same reason I don't drive a car - my hand-eye coordination is too poor. Yet, this sentiment is linked with something I'm accustomed to... cinema. The shirt brought back an indescribable nostalgia - the phantasmagoria of youth where I spent my nascent years analysing, viewing and creating films.

Like this gamer, I've lived "lots of lives". I've been at the forefront of a countercultural revolution while watching Easy Rider. I've fought in Vietnam while watching Apocalypse Now, and I've patrolled the seedy streets of Morocco while watching Casablanca.

Some kids played with soccer balls, conceptualising the "cosy" school yard as Wembley Stadium. Some kids played with sticks, picturing a fallen tree branch as swords or lightsabers.

My play was always indoors, introspective. Living in worlds far beyond my imagination through a screen. It was the DVD extras of Jaws, however, watching Steven Spielberg ranting about a mechanical shark, is when I realised someone was behind my favourite films. I can pinpoint this as the moment I knew I would be a director.

Whereas some kids played football games, and others played with video games, I played with cameras, light, shadows; for cinema is a home for the fringes of society. For the juvenile outcasts like myself, it's more than the fugacious, flickering, fleeting of 24 frames per second. It's more than transient images projected on a grainy celluloid ... it's a profound cosmic dialogue.

Our Play Defines Us

Benjamin Hamilton, Year 12

"Are you ready?" The instructor asked as he clipped on the final buckle of the harness that strapped us together.

"I suppose...", I responded hesitantly.

"Three. Two. One." He counted down before I leapt out of the aircraft and felt time slow down. Every strand of hair and every skin cell was sent into shock by the adrenaline, combined with the icy cold air hitting me, at speeds I didn't know were possible. Just wait until the others at the firm hear about this, I thought to myself. "The most boring lawyer in Australia jumped out of a plane", I imagined them whispering to each other.

As we continued our descent, I felt a light tug of the ripcord followed milliseconds later by a second, more aggressive tug. "Everything okay?" I yelled at the instructor, to which I received no response. I felt his hands scrambling, pulling at every strap in reach, and then...nothing. I turned my head to see his skin colourless and his eyes rolled so far back into his head his irises were no longer visible. My mind slowed down and all of a sudden, I could no longer see the snowy fields we were headed towards, but only the image forming in the back of my mind.

700 feet...

I sat at my desk night after night studying, dreaming of the day that I could sit at a desk day after day. I walked to school

eager to sit by myself and listen to the teacher ramble on about business or matrices or the current economic climate. I took incredibly specific and detailed notes which I read back and expanded on at recess and lunch. I then lugged my books back home, sat at my desk, opened my notes again and studied until I fell asleep. It will be worth it to get a job as a lawyer, I thought to myself.

600 feet...

"Go away", I yelled at my mum, when she asked if I wanted to visit my grandma in the hospital. "I'm trying to build a life for myself!" I exclaimed as she walked out the front door with my dad. I sat in the pew furthest from the altar as I thought about what a waste of time mass was. I turned my head and scoffed as I saw the intrigued look on both my parents' faces.

500 feet...

I sat behind my desk at work, reading through my client's case, when my phone started ringing. I answered it and my wife began telling me to get to the hospital because her water broke. "I'm stuck at work, darling. I'll be there as soon as possible." I responded, hung up the phone and continued reading.

400 feet...

I watched my son's first footy game and scoffed at what a waste of time this barbaric sport is. I left after the half-time siren to get something actually worthwhile done.

300 feet...

My mind went blank. Memories stopped flowing and my heart sank.

200 feet...

My vision faded back and everything felt numb.

100 feet...

I felt hopeless as I watched the ground get closer. I slowly opened my eyes to an empty hospital room. A splitting headache and a massive cast on each of my legs. I began to panic until a nurse came in and explained that I had been in a coma for the past three days. She explained how the powdered snow I had landed in broke my fall and I was lucky to only suffer two fractured legs. Everything slowly came back to me and I began to think about my flashbacks. How have I been living like this? I asked myself and, at that moment, my stomach dropped as I thought about all the relationships I had deteriorated and moments of joy I had missed out on by being stuck behind my desk for 60 years.

From that moment, I decided not to let work get in the way of the moments I should be taking for myself. "Are you ready for redemption?" The instructor asked as he opened the door of the plane. "Of course I am!" I exclaimed, before leaping out and being blown away by the adrenaline rush.



LEARNING AREAS

HEALTH & PHYSICAL EDUCATION (PE)

Focusing on Game Sense Teaching, students in Years 7 to 9 had the opportunity to practice and improve their skills under game-like conditions. Modified games and engaging skill drills encouraged students to explore critical and creative thinking, problem-solving, teamwork, and sportsmanship.

They participated in three curriculum sport units: Invasion Games, Net and Wall Games, and Striking and Fielding Games. These aimed to develop skill acquisition, whole-body movements, game sense, tactics, and physical strength and fitness. Our students demonstrated improvement in various sporting areas and should take confidence from their achievements.

Health theory lessons continued to be popular and valuable for our Middle Years students. Engaging class discussions covered topics such as Identity and Relationships, Skill Acquisition, First Aid, Valuing Diversity, Nutrition, Puberty, Decision-making, and Personal Fitness.

Years 10 to 12 PE offers a diverse curriculum to enhance students' fitness, skills, and knowledge. Key components include excursions and lab sessions. Highlights included a visit to the Danny Frawley Centre, where students explored training and rehabilitation facilities, gaining valuable insights. The METS excursion provided an in-depth look at metabolic testing for assessing fitness. Students engaged in GPS data collection and Lab activities such as Yoga, Pilates, Boxing, Spin, and Weight Training.

These experiences offer practical learning and expert insights, benefiting personal growth and academic knowledge.

Our VCE Health and Human Development students actively engaged with a variety of stimulating activities that enrich their learning. We covered a range of concepts that provide students with the ability to take more control over their own lives, and to understand the challenges faced by those less fortunate. We strive to develop global citizens who can contribute to a fairer life for people around the world by understanding key issues people face globally and taking action where possible to ensure they are part of the solution.

Our Outdoor Education program was nothing short of extraordinary this year! From the breathtaking Cathedral Ranges camping experience, where students embraced nature's challenges and built lasting resilience; to the thrilling snow trip at Mt Buller, where they conquered the slopes with enthusiasm and skill. Multiple day trips added a perfect dose of sun, surf, and camaraderie. Each camp offered unique opportunities for personal growth, teamwork, and unforgettable memories. This year truly showcased the best of outdoor education, leaving students inspired, confident, and eager for more.

We extend our gratitude to all the faculty staff for making this year both enjoyable and successful. We are fortunate to have such friendly and dedicated teachers in Health, Physical Education, and Outdoor and Environmental Studies, who are truly passionate about inspiring our students to achieve their full potential.

Emily Morris and Steven Laska
Instructional Leaders Health and Physical Education

Student Highlights

Archie Zajer and Larry Zhao, Year 7

We have been learning about a variety of interesting sports and topics in PE and Health throughout the course of the year. We focused on demonstrating offensive and defensive technical skills and techniques in ball sports, as well as maintaining sportsmanship and teamwork values in an open game environment.

We often played soccer, basketball and AFL as basic ball sports where we could demonstrate our skills and abilities. Additionally we would also practice drills, such as dribbling with the basketball or handballing with the footy. In Semester 2, we have been practicing bat and racquet sports, such as tennis, table tennis, cricket and T-ball.

In Health, we learned about how to be sun smart. In this topic, we had to create a poster about all the ways to "Slip Slop Slap Seek Slide", their meanings and include images as examples. We also had to include the three types of skin cancer - Melanoma, Squamous Cell Carcinoma and Basal Cell Carcinoma.

We also had to make and prepare a healthy meal plan for the day. We had to make sure we had the right amount of fruit and veg, grains, meat and dairy, like milk and yogurt.



Kyle Davidson, Year 11
VCE PE

Unit 1 and 2 Physical Education has been amazing. We explored a combination of conceptual and physical branches of physical education. In Unit 1, we developed an in-depth understanding of the musculoskeletal, cardiovascular, and respiratory systems, discovering how various systems of the body function during physical activity, and through practical classes, we were able to apply the theory to a variety of sporting activities.

In Unit 2, we learned about different training types, their benefits and risks, and how they can be applied to an athlete's training program as well as your own. We also looked at Australia's physical activity guidelines, from which we were able to gain an understanding of the relationship between good physical and mental health and being physically active.

This course has given us the opportunity to broaden our knowledge in the world of anatomy and health and fitness, while providing an entertaining and active style of learning through practical activity.

Gabriel Powell, Year 7
Net Wall Games

Playing a variety of Net Wall games has been the best! It was a joy to experience all these sports with my friends and to return to sports that I enjoyed in primary school. I enjoyed the experience of the new sport of Pickleball, it was so much fun. But my favorite was Table Tennis, as I saw my hand-eye coordination at its best.

Joshua Mathews, Year 12
VCE PE

Units 3 and 4 have been great, filled with opportunities throughout 2023. Our teachers' carefully crafted approach has ensured a combination of both practical activity, as well as academic growth.

We have been given the opportunity to learn the PE content to a high level in the classroom, and then solidify this knowledge through practical exposure. METS led an awesome excursion where we learned how to apply our knowledge to understand physiologically what occurred during a Wingate Anaerobic Test and a VO2 Maximum Cycling Test, and more specifically, the energy system contribution within it.

To complement this, we have completed a fitness testing battery and our cohort attended an excellent lecture that gave an overview of what we had learned in class, as well as ways to ensure we get full marks in our end of year exam.

St Bede's Unit 3 and 4 PE has allowed our cohort to invest our passion for sport in a theoretical and practical context, and delivered in a way that ensures success in VCE PE

Will Jansz, Year 7
PE

As a class, we enjoyed playing Invasion Games in Terms 1 and 2. I have really enjoyed playing GridIron as I had never played it before. It was one of the best experiences for me this year in PE. It was very fun playing netball as most of us in the class were playing it like basketball. All of us have really enjoyed learning and playing new invasion games.

Toby Coleridge, Year 10
Sports Performance and Analysis

This has been very enjoyable. Some highlights have been playing pickleball, a new sport that I haven't tried before, playing tennis, and playing baseball. All these sports allowed me to try something new, which I enjoyed. We also looked at Biomechanics and how the body moves which was very interesting as it shows how we use our bodies to play the sports we love.

Josh Anasta, Year 10
Fitness and Training

This was a very enjoyable subject. Practical classes were engaging and there were many opportunities to learn different things relating to fitness. Classes included activities such as gym workouts, forms of cardiovascular training and other sports.

We also had a theory lesson once a week which gave a great opportunity to learn about gym equipment, different muscle groups and styles of training. We started with fitness testing where we were tested overall on strength, endurance, power, agility and speed.

Other main assignments included being a personal trainer for a family member and a topic test on muscles and styles of training. I highly recommend this subject.

Michael Nowak, Year 7
Swimming Lessons

We completed four swimming lessons in Term 3. It was a fabulous experience. Although I was scared to go in the water, I am proud of myself for overcoming my fear. I wasn't great at swimming at the start but I have gotten better with kicking my legs and with my swimming strokes. I really enjoyed swimming.



LEARNING AREAS

HEALTH & PE – OUTDOOR EDUCATION

LEARNING AREAS

Student Highlights

William Fox, Year 10

Sailing

Our class attended Sandringham Sailing Club where we got to learn the skills of Sailing as well as work on our teamwork and communication skills. We were all excited, as Sailing was a new concept to most of us. The instructors were very welcoming and explained to us about the skills and knowledge on how to sail, in particular each role of the Skipper and Crew.

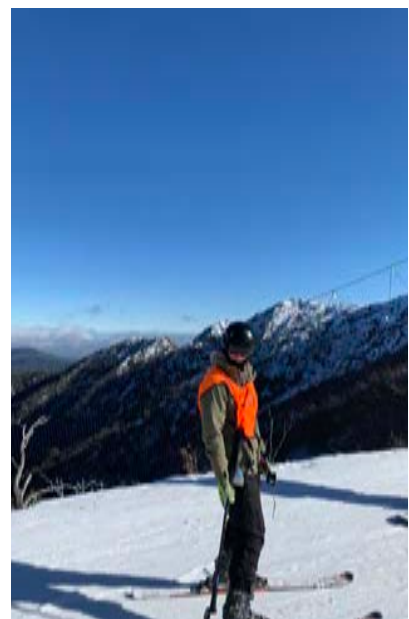
We learned about the no go zone, how to tack and how to recover the boat if we capsize. My group got better as we practiced these skills. They set out a course that we had to follow. Although a lot of groups had heaps of practice on recovering the boats with a lot of capsizing, this was good fun as it was a hot day and we got in the water. The experience was great and I would definitely do it again.

Blake Nowlan, Year 12

Mountain Biking

In May, our Year 12 class went on a day to Lysterfield Park for some mountain biking. The park, located in Melbourne's southeastern suburbs, is a really scenic spot with woodlands, open grassy areas, and a peaceful lake. It was awesome riding through the trails, surrounded by nature. I even spotted some cool wildlife like kangaroos and echidnas, which made the experience even better.

The trip also gave me a chance to learn about the Bunurong people, the traditional owners of the land, and how they care for and protect it. The mountain biking itself was super fun and challenging, but it also helped me feel more connected to the outdoors. Overall, it was a great day, full of adventure and learning about the importance of preserving our natural environment.





Edward Ady, Year 12*Kayaking*

Our class was given the opportunity to embark on a kayaking excursion along Mordialloc Creek. During this trip, we kayaked down the creek towards Frankston and turned around once we hit Aspendale Gardens. Our kind kayaking instructor had been educating us on how the creek was used and maintained by Indigenous tribes.

We learned about the native plants that helped block pollution and rubbish along the creek and how the roots from bushes and trees along the stream prevented any soil and dirt erosion from destroying the creek. Once we had travelled to Aspendale, we packed the kayaks away and were driven to Rickett's Point, a site that had previously been used by Indigenous people as a sacred site for spiritual connection and sanctuary.



Joshua Roberts, Year 11*Cathedral Ranges Hiking Camp*

This year, both classes had the amazing opportunity to take part in a survival camp located in the heart of the Cathedral Ranges. We learned about conservation strategies and some recreational pursuits that Australians participate in.

Arriving at Ned's Gully, we packed our hiking gear and trekked to Farmyard Camping Ground which took a few hours. The time walking allowed us to bond with our peers, enjoy our surroundings, get a better understanding of the natural environment, and break a sweat at the same time. After we all set up our tents and settled in, we prepared our own meals and sat around the campfire to eat dinner.

Following dinner, the group began a night walk that led us to South Jawbone Peak, where we all sat down in silence under the stars and reflected on the day's activities. On Day 2 we packed up and headed back to Ned's Gully. We trekked up and through Razorback Track, one of the most challenging hikes many of us boys had done before. The name "razorback" says it all, steep rocky cliff face and bush debris. Despite the difficulty, the views were amazing and three hours later we arrived back at Ned's Gully to stay the night, tell stories around the campfire and reflect on our experiences.

The experience was great. It allowed us to bond with classmates, build relationships with our teachers outside the classroom, challenge ourselves and gain a better understanding of the world around us.





HUMANITIES

HISTORY & GEOGRAPHY

LEARNING AREAS

Geography

Geography students across all year levels learned more about our beautiful earth and the impact that changing conditions have on it. Fieldwork is an important aspect of studying Geography, as it allows us to better understand the areas we are researching and collect valuable data.

Our students went on several excursions across the year, throughout their local areas, and also further afield to areas including Kinglake and Phillip Island to deepen their understanding of environmental impact.

Thank you to our team of passionate Geography teachers who support our students to explore this important field of study.

Meaghan Ryan and Kirk Thomson
Learning Area Leaders - Geography

Student Highlights

Patrick Devlin, Year 11
VCE Geography: Kinglake Fieldwork Excursion

Towards the end of Term 1, Year 11 students had the privilege of visiting the Kinglake region of Victoria on excursion. The area has become well known due to the extensive damage caused by the Black Saturday Bushfires that tore through the town in 2009. The experience offered a different approach to learning which proved invaluable in the coming weeks.

We first visited Toorourrong Reservoir Park and Mason Falls. Instantly, the impacts of the fire were still highly evident even 15 years on, and provided a new perspective into how it affected people's lives so severely. After regrouping at Kinglake Central, it was amazing to see how the community had adapted to the fire and rebuilt from nothing. The insight we all gained from the experience has forever opened my eyes and made me even more aware of the horrifying dangers of fire.

"I particularly enjoyed this activity as we were excited to get away from the pens and paper of the classroom."

– Alexander Nicolis, Year 7

Alexander Nicolis, Year 7
Mentone Livability Fieldwork

In March, we went to study the buildings, recreational facilities and architecture of different buildings around the perimeter of St Bede's College Mentone Campus. This was as part of a Geography Assessment where we look at the livability of Mentone.

We started on the Dixon Street side of St Bede's and ended three quarters through Naples Road. Throughout the trip we took fieldwork photos, completed a map and a table on the positive and negative features of the neighbourhood. I particularly enjoyed this activity as we were excited to get away from the pens and paper of the classroom.



Zac Davis, Year 8

Beach Fieldwork

All our classes went on an excursion to Mentone Beach to complete a fieldwork assignment on coastal landforms, pollution on the beach and explore how we as humans can manage the landscape.

On the trip, we walked from Seagull Stack all the way to the dog beach. As we walked, we took photos and completed sketches and tables to analyse the research once we got back to the classroom. Many fascinating things were seen such as a seal having a breakfast of fish in the shallows, and dogs that could do cool tricks!

From my perspective, this trip was incredibly interesting as I learned a lot of information from the teacher as we walked. It was great fun to look out and try to find different landforms or sea life in the bay. We also saw a picture of the beach from 1929 and there was a big difference in the amount of vegetation that shows what we are doing to help the beach is working exceptionally well. This was a great experience and it was just relaxing to take a nice walk on the beach whilst learning.



"It was great fun to look out and try to find different landforms or sea life in the bay."

– Zac Davis, Year 8

Australian Geography Competition

Students across Years 7 to 11 were identified by the Humanities Faculty and BEAM for their strong performance in Geography and chose to participate in The Australian Geography Competition.

We commend all students who competed, and particularly to those who received a High Distinction or Distinction. A special congratulations goes to **Lucas Ingle** (Yr 7) and **Steve James** (Yr 8) who achieved a result in the Top 1% of students nation-wide in the Australian Geography Competition!

Australian Geography Competition Commendations

Year 7

Rory Giles - Top 1%
Lukas Ingle - High Distinction
Gregory Pogoriller - High Distinction
Harry Knott - Distinction

Year 8

Steve James - Top 1%
Henry Belton - High Distinction
Xander Morina - High Distinction
Jackson Sloan - High Distinction
Riley Turner - High Distinction
George Batzaxis - Distinction
Cooper Bruce - Distinction
Will Costelloe - Distinction
Vanson Harwood - Distinction
Thomas Hollier - Distinction
Xavier Rochford - Distinction

Year 9

Lucas Hansen - High Distinction
Levi Hanson - Distinction
Luke Hibberd - Distinction
Levi Hyams - Distinction

Year 10

William Aufner - Distinction
Patrick Devlin - Distinction
Lachlan Hodgkins - High Distinction
Nicholas Shipham - High Distinction

Year 11

Patrick Devlin - Distinction
Noah Vargas - Distinction
Jonathan Wilkins - Distinction

History

This year our History students across Years 7 to 12 had the opportunity to learn about some fascinating periods of History.

Our Year 7 students studied Ancient China, Ancient Egypt, Aboriginal and Torres Strait Islander peoples and culture, and unleashed their creativity as they brought their learnings to life through model making.

In Year 8, our focus was on Medieval Europe, Japan under the Shoguns, and the Spanish conquest of the Americas. In their Medieval Europe unit, students participated in a Medieval History Day at our Bentleigh East Campus, which made for fun and engaging learning.

On various History excursions, students in Years 9 to 11 saw History come to life. Through their studies of History

of Australian Sport and the History of Popular Culture, we travelled to the Australian Museum of Sport at the MCG for a memorable and interactive learning experience.

For our Senior Years Students, we broadened their horizons with excursions to the Shrine of Remembrance and the State Library. Our Year 11 trip to the Melbourne Holocaust Museum was to be even more poignant for those who would be joining our 2024 European History Tour to Krakow and Auschwitz-Birkenau.

After a very rewarding History program, we look forward to creating more enriching learning experiences for all our students next year.

Meghan Ryan and Kirk Thomson
Learning Area Leaders - History



Student Highlights

Lukas Ingle, Year 7
Ancient Egypt, NGV Pharaohs

We went on an excursion to the NGV Pharaohs exhibit. There were five different areas and two parts to the exhibit. The first part had lots of relics relating to the pharaoh like statues and jewellery. I enjoyed all the stone statues as they were carved impeccably. The jewellery was really interesting though as they are extremely different from today. As we entered part two I noticed all the massive statues in the rooms. There were also lots of religious items on display. My favourite part was the sarcophagus and carvings.

Patrick Devlin, Year 10
Melbourne City Excursion

Our class had the privilege of visiting the city on an excursion to deepen our understanding of the Vietnam War and protest movements. We began our tour by retracing the steps of the famous Moratorium Marches on 8 May, 1970. Afterwards, we visited the Shrine of Remembrance and were lucky enough to talk to a Vietnam Veteran, which was a great experience. Finally, we ended our trip by travelling to the State Library. The part I enjoyed most was being able to hear the experiences of Barry, our guide and Australian Veteran who served in Vietnam during the late 1960s, and wear his army equipment and engage with his artefacts.





Ben Evans, Year 11

Melbourne Holocaust Museum

As a Year 11 student about to go on the European History Tour to learn more about History, visiting the Melbourne Holocaust Museum was an eye-opening experience.

Listening to John, a Holocaust survivor who lived in France, added a personal touch to everything we have learned in school. John spoke about the fear he felt, the separation from his family, and the constant threat of being discovered.

He also emphasised the profound impact of the kindness of strangers. We were particularly touched to learn that John's mother and sister died in Auschwitz Birkenau which is one of the places we will be visiting when in Europe.

We explored a new exhibit that followed the stories of children during the Holocaust. This exhibit showed us heartbreaking experiences of young people during this time. It was powerful to see their lives through photographs, letters and personal items.

We also visited the main exhibit 'Everybody Had a Name' where our guide Tracy showed us some exhibits to help prepare us for our experiences in Europe, including a model of Treblinka death camp created by a survivor and a replica of a *Stolperstein* (Stumble stone) which memorialise those who died during the Holocaust.

Jack Gilmour, Year 9

Australian Museum of Sport

Our History of Popular Culture elective class embarked on an excursion to the Australian Museum of Sport at the MCG as part of our studies of 'The History of Sport in Australia.'

Led by a passionate volunteer, we dived into Australia's Sporting history. The museum's exhibits, adorned with relics of sporting triumphs, transported us through time. From vintage cricket bats to the jerseys of rugby giants, each artefact spoke volumes about Australia's sporting legacy.

A highlight was the guided tour of the MCG itself, where we stood on the legendary turf soaking up all the memories, passionate wins and heartbreaking losses. Whilst we felt like we were reliving history, we felt a deep reverence for the champions who had graced its grounds.

The overwhelming consensus was a profound sense of how much we had gained from the experience.

"The museum's exhibits, adorned with relics of sporting triumphs, transported us through time."

– Jack Gilmour, Year 9

Australian History Competition Commendations

Year 7

Lukas Ingle - Distinction
 Sam Jamison - Distinction
 Harry Knott - Distinction
 Gregory Pogoriller - Distinction
 Liam Schoots - Distinction

Year 8

Justin Le - Distinction
 Chris Ou - Distinction
 Jackson Sloan - Distinction

Year 9

Christopher Kelsey - High Distinction
 Jeremy Lazaris - Distinction
 Aaron Schoenmakers - Distinction
 Noah Sheahan - Distinction
 Joe Whelan - Distinction

Year 10

William Aufner - High Distinction
 Patrick Devlin - High Distinction
 James Fraser - High Distinction
 Noah Mathews - High Distinction
 Nicholas Shipham - High Distinction
 Daniel Athaide - Distinction
 Taro Falconer - Distinction
 Thomas Rossi - Distinction
 Eli Schellebeck - Distinction



HUMANITIES

EUROPEAN HISTORY TOUR

Over 17 days, a group of our Year 11 History students left Melbourne for the historically significant sights across Europe. From Germany and Poland, to France and Turkey, our group got to experience some unforgettable sights and historical landmarks.

They walked through Brandenburg Gate, saw the remains of the Berlin Wall, took a guided tour of Auschwitz-Birkenau memorial and museum, traversed the ancient city of Troy, took in ANZAC cove in Gelibolu (Gallipoli), and cruised the River Seine in Parisian rain.

The tour's purpose was more than a deepening appreciation of modern and ancient History, it was also an incredible opportunity for our students to experience places and cultures outside of their own. This supports them in their personal growth as individuals as they broaden their perspectives and enrich their lives.

Thank you to our students who participated in the tour, along with Meaghan Ryan, Kirk Thompson and Mark Jones. We very much look forward to our next tour in 2025.

Itinerary

Berlin, Germany

Krakow, Poland

Brussels, Flanders & Amiens,
Belgium & France

Paris & Versailles, France

Istanbul, Gallipoli & Troy, Turkey

Step Count: 294,500
(252 km approx.)

GERMANY



Tour Group

William Beaufort
Liam Carapeto
Ben Evans
Oliver Gamble
Benjamin Hall
Oliver McDonald
James Moore
Connor O'Shea
Tomas Polintan
Michael Robertson
Jack Thorp
Andrew Warnock

Staff

Mark Jones
Meaghan Ryan
Kirk Thomson

Student Highlights

Berlin - Benjamin Hall

As Germany was the first country we visited, it was a great introduction to Europe, being packed full of WWII and Cold War history. The main highlight for me would be seeing the Berlin Wall in person, as well as buying a piece to take home for myself!

We took a guided tour of the city, seeing sights such as the East Side Gallery on the Berlin Wall, Museum Island, Victory Column, the memorial to the Sinti & Roma peoples affected by the Holocaust, and the Reichstag. We ended our tour at Checkpoint Charlie and stayed for lunch of pretzel, apple strudel and Berliners (doughnuts).

Afterwards, we had a tour of two of the Berlin bunkers, which were designed as a bomb shelter during WW2 and the Cold War. Seeing the Brandenburg Gate at sunset was a nice way to finish our tour of Germany, where we also had an unexpected experience meeting Australian tennis player Thanasi Kokkinakis and seeing the 'Dancing Queen' of Sweden herself!



POLAND



Poland - Oliver Gamble

We only stayed two nights in Poland, but we saw so much! Among the best sights were Wawel Castle, which dates to the 13th Century and was the residence of Kings and Queens.

Also unforgettable was Auschwitz I and Auschwitz II-Birkenau concentration camps. For me, seeing the camps was one of the highlights of the entire trip. Although we were all experiencing a range of emotions, it was fascinating to see the remains of the former Nazi concentration and extermination camps. Seeing photos does not come close to experiencing it in person. At the end of our visit, we spent some time at the memorial plaque and statue, where we prayed for peace in our world.

It was a very emotional and memorable experience, and it is something that everyone should experience in their lifetime.

EUROPEAN HISTORY TOUR

FRANCE



France - Michael Robertson

During our stay, we spent a day in the beautiful city of Lille, visited Reims - the birthplace of our Founder, St John Baptist de La Salle - and travelled through the Somme, where we saw various historical battlefields of the Western Front, including Fromelles and Villers - Bretonneux.

We also spent some time in Paris, stopping at the Louvre, enjoying a scenic Seine River cruise, visiting Sacré-Cœur in Montmartre, eating dinner in the Latin Quarter and climbing the Eiffel Tower!

We also spent a day in Versailles, where we took a tour of the magnificent Palace of Versailles. My favourite experience was visiting the location where the Tennis Court Oath took place during the French Revolution on 20 June 1789, that was awesome to experience, especially with how quiet it was there.

Versaille and Paris - William Beaufort

We were up at 6am and had to leave by 7am as we were going to the Palace of Versailles! The guided tour was at 8:30am through the palace. During the tour we discussed the Bourbon Dynasty, specifically Louis XIV to Louis XVI.

We walked through many rooms in the Palace, including the King's Quarters and Marie Antoinette's rooms. Most notably, one of the rooms we visited was the Hall of Mirrors where most famously the Treaty of Versailles was signed marking the end of World War I. Later we explored the palace gardens for around 40 minutes.

Our final stop before heading back to Paris was to visit the Tennis Court used by the French revolutionaries of 1789 in which they committed to writing France's first constitution. After we made our way back into Paris, we decided to continue the day by going to the Sacré-Cœur Montmartre Basilica and exploring either the little shops around the area or climbing to the top.



BELGIUM



Belgium - William Beaufort

The most memorable sight in Belgium for me was probably Ypres, where significant WWI Australian battles occurred particularly at Polygon Wood. The memorial was truly remarkable to be able to see so many soldiers remembered from the battle of Passchendaele. Another memory I will have forever is the Last Post Ceremony we attended at the Menin Gate.

We laid a wreath on behalf of St Bede's College and a few of us met a decorated British veteran whose grandfather had fought in WWI. The experience of truly being in places where soldiers had fought and thousands had died is an indescribable feeling. This trip was truly a one in a lifetime opportunity I am extremely grateful for!



TURKEY



Istanbul - Tomas Polintan

I think Turkey was a surprise for most of us, as we weren't expecting Turkey to beat the places we had already travelled to; but it turned out to be my favourite part of the trip!

Getting to see landmarks such as the Blue Mosque, Ancient Egyptian and Roman obelisks, the ruins of Troy and exploring the bazaars was so much fun. Highlights were visiting ANZAC Cove, as it was a story from Australia's involvement in WWI we had heard so much about in school and forms an important part of the ANZAC legend. Being able to see it in person and having time to reflect here was incredible!



LANGUAGES

INDONESIAN & ITALIAN

It's been another wonderful year of language learning for our students, with a range of highlights bringing to life our Indonesian and Italian programs across both campuses.

Year 7 students had experience in both languages, and Year 8 students had a whole year in their choice of either Indonesian or Italian. Year 8s also had a wonderful incursion in their respective language group, where both Mentone and Bentleigh East students shared in this event together. Italian Language students engaged in a performance about Italian migration, a pasta making workshop and had a go dancing the Tarantella. Our Indonesian Language students also had a dance workshop, a pop quiz with various Indonesian snacks and tried their hand at the different instruments in a gamelan orchestra.

Students studying Indonesian in Years 9 to 12 had an excursion to the city for the Indonesian Film Festival, where they watched a heartwarming film about children growing up in difficult circumstances in Indonesia. The group also visited Enak by Nelayan restaurant to sample a range of Indonesian dishes for lunch and explored the range of Indonesian flavours and snacks at Laguna supermarket.

Indonesian Language students were visited by guest speaker **Robbie Gaspar**, who spoke at both campuses about his amazing career in sports diplomacy following his time playing football professionally at Persib Bandung in Indonesia.

Robbie spoke passionately about how his life and career has been shaped by his Indonesian language abilities.

Our Year 11 Indonesian students exchanged letters and later videos and other messages with penpals at SMK Sepuluh Nopember Sidoarjo, East Java.

Italian Language students have thoroughly enjoyed the inclusion of Education Perfect, and other formative learning applications during their language learning journeys. They have engaged in a variety of interactive assessment activities that have honed their skills in a variety of macroskills, including the newer viewing macroskill outlined in the Victorian Curriculum.

Our VCE Italian Language students have been focussing on the major discussion topic for their oral exam on 'Italian Immigration to Australia post WW2' and have participated in learning activities through song, documentaries, poetry and statistics to best prepare them.

We wish our Year 12 students all the best in their futures and encourage all language students to continue to enjoy the wonderful journey of learning languages.

Meghan McLean and Joseph Perna
Learning Area Leaders - Languages

Student Highlights

Ari Tarulli, Year 7

This year I studied Italian and Indonesian, which was a new language for me. I didn't think I would like Indonesian, but I actually enjoyed it and it's the same with Italian. I particularly enjoyed learning about the Italian culture and what it's like to live in Italy. In Indonesian I liked learning the language and how different it is! I'm excited to continue Italian next year and onwards, although I knew they would both give me different benefits. I am definitely looking forward to learning more about the culture and other parts of the language that are new to me.

James Both, Year 12

Learning Indonesian is one of the best times I had at St Bede's, we didn't just learn the language, we also got a taste of the culture. Our first excursion was to ACMI in Melbourne for the Indonesian Film Festival which was an eye-opening experience as to how life differs between our countries.

Afterwards, we were treated to an authentic traditional Indonesian lunch with Rendang, Nasi Goreng and Ayam Goreng, a little spicy but delicious. End of year exams will surely be a challenge but one I'm more than willing to take. Being able to test my knowledge on the politics of Australian-Indonesian relations and the ongoing battle against climate change was a tough but rewarding task.

"I would highly recommend students participate in the event, as not only does it enhance your Indonesian studies by giving you a real-life example of how central culture is in Indonesia, but you can also win some free noodles."

– Adam Humphrey, Year 8



Adam Humphrey, Year 8

In August, Year 8s from both Mentone and Bentleigh East had the privilege of attending an Indonesian Incursion, which featured three unique activities that provided an amazing look into Indonesian culture. The day consisted of three events: an Indonesian language quiz, a traditional dance routine, and an opportunity to play some Indonesian instruments.

We were placed into quiz groups to answer the questions in a team, and there were many questions from the topics we had learnt in class, such as colours and school subjects. The quiz also looked into Indonesian sport Sepak Takraw, otherwise known as kick volleyball. My team came in 2nd place, and we each received a bag with 2-minute Mi Goreng noodles and various other Indonesian candies, which was nice. This event for me was a highlight, as I got to show my knowledge of the Indonesian language, while also getting some candy.

At the dancing workshop, a skilled Indonesian dancer named Maria showed us the story of the Giant, the Monkey and the Princess, which was told in dance. I was one of the giants who had to kidnap the princess, only to be later rescued by the monkey. Maria taught us each of the dances step by step, and then we put it all together.

In the Indonesian music showcase there were many different traditional instruments, from gongs to other instruments such as the Gamelan, which is similar to a xylophone. We learned how to play together, and it sounded pretty good towards the end.

I would highly recommend students participate in the event, as not only does it enhance your Indonesian studies by giving you a real-life example of how central culture is in Indonesia, but you can also win some free noodles. The incursion was an extremely fun event that gave me a new insight into Indonesian culture, which I am very grateful for."

Student Highlights

Anthony Gallardo, Year 9

I enjoyed learning about all aspects of Italian culture and language. A highlight was being introduced to learning how to play card games like Briscola and Scopa - they are addictive! These traditional card games are played with Italian cards with different illustrations and suits to the standard deck, that have been played by people in Italy for centuries.

The name "briscola" is derived from the Italian word briscola, which means "trump" or "trump card". The objective is to score points by winning tricks and capturing valuable cards. With Scopa, the objective is to sweep up all the cards - the word "scopa" translates to "broom" in Italian - referencing the clearing of cards from the table during gameplay.

I enjoy learning the Italian language partly because of my culture. Being Spanish, the words are similar, so knowing Italian helps me know Spanish better and other similar languages like French and Latin.

I would love to live in Italy for a few years and be able to blend in with the locals surrounding me in their culture, art, history, food, traditional and new experiences and of course playing Briscola in the cafes.

Wil Ferwerda, Year 12

Studying Italian over the past six years at St Bede's, while occasionally difficult, has been an incredible journey. This is one of the few subjects where your progress can be seen both on and off the test paper, especially as you learn to speak the language. While the excursion to Lygon Street and the Italian Museum last year was a particular standout, the times spent in the classroom immersing ourselves in Italian music and culture were where the most fun was had.

Having done Italian for so long, it is amazing that it's managed to consistently remain my favourite subject. I loved my time as an Italian student, and hope the skills I acquired will help me as I'm planning to travel there next year. *Grazie per un'esperienza indimenticabile!* (Thanks for an unforgettable experience!)

"...the times spent in the classroom immersing ourselves in Italian music and culture were where the most fun was had."

- Wil Ferwerda, Year 12





We had a visit from professional Soccer player Robbie Gaspar from Indonesia. This was a truly unique and privileged opportunity for Indonesian studies students. Mr Gaspar's visit, with his exceptional soccer skills and his ability to connect with and motivate our students through his words and actions, left a lasting impression.

On the field, Robbie showcased the qualities of a true leader. His mastery of the game - whether through his precise ball control, strategic plays, or vision for teamwork - was evident and captivating. He exemplified the values of discipline, teamwork, and persistence. His ability to balance competitiveness with sportsmanship set an excellent example for students.

Beyond his athletic talents, Robbie's communication skills shone through in his presentation. He spoke with clarity, passion, and insight, making it easy for students to connect with his message. His storytelling offered students a glimpse into his journey, emphasising the importance of resilience, dedication, and self-belief.

What stood out most was Robbie's ability to inspire and motivate. We responded enthusiastically to his energy, absorbing the lessons he shared on and off the field. His kindness and approachable nature created a welcoming atmosphere, encouraging students to ask questions and engage fully in the activities.

It is rare to find someone who seamlessly combines athletic talent with eloquence, and Mr Gaspar embodies this balance. It was a privilege to witness his impact on the students as a soccer professional and a mentor. His visit enriched their understanding of sports and inspired them to apply the values he represents in their daily lives, enlightening them in a way that only a true sportsman can.

His visit has already made a significant impact, and we are excited to see what new heights he will reach in his ongoing journey, and what more our students can learn from him.

VCE Indonesian Students



LEARNING AREAS

MATERIALS TECHNOLOGY

All students began the year enthusiastically and ready to create a modern masterpiece of their own.

As we have come to expect from our students, the level of enthusiasm and standard of work has been of very high. They have produced a variety of quality works across all year levels.

Classes started designing their work using industry standard computer aided designing package Fusion 360. This program allows students to export their drawings directly to the laser cutter, CNC plasma or the CNC router to produce precision components for their products.

Our students in Year 8 designed and built an interesting array of utility boxes and small LED lighting features. Year 9 boys developed some unique and well-designed clocks and timber stools, while Year 10 students worked diligently as they designed and produced a variety of work utilising

modern industry work practices and a variety of materials. Among these were some well-crafted metal toolboxes and steel fire braziers.

Our Senior **Product and Design** students worked hard throughout the year to design and produce a variety of furniture pieces for both indoor and outdoor applications. Many students employed the CAD CAM process and used a range of timbers to achieve precise fitting furniture.

Systems Engineering students were busy designing and building a raft of interesting and challenging products. These students also employed CAD CAM to make precise components for their products. Theirs included automated model boom gates, distance-sensing mechanisms, docking stations, and a stand-alone solar charging system.

Chris Danckert

Learning Area Leader - Materials Technology

Student Highlights

Thomas Davis, Year 12

I have really enjoyed being able to partake in a subject much more hands-on and involved than any of my other VCE subjects. Systems Engineering provides a practical application of various concepts I have learned at St Bede's, and has furthered my understanding of these ideas.

Alex Tanti, Year 11

Systems Engineering is one of my favourite things about school and by far my favourite class to go to, so much so that I do not consider a school day good unless I have Systems. There are a number of things that I could say are my favourite part of Systems Engineering at school, but the creative freedom in our projects stands out the most.

Another part I really enjoy is the combination of small, more intricate hands-on work like working on circuit boards and constructing our projects in the workshop. Ultimately, I cannot find a flaw in this year's Systems Engineering course and I eagerly look forward to continuing it in Year 12.





LEARNING AREAS

MATHS

The Maths Learning Area has experienced another vibrant year with many engaging learning activities and initiatives taking place. Students participated in the Bebras Computational Thinking Challenge, joining 60 countries with over 1.6 million students participating. It is predicted that 90% of all new jobs created will be in digital careers.

This year saw the continuation of the Accelerated Mathematics Program (AMPED) in Years 7 and 8. These students are completing units of work that can be up to 12 to 18 months ahead of mainstream maths!

Every morning before school, we run Maths Help to help improve students' mathematical understanding. Thank you to the generous Maths teachers, in particular, Br Denis, Br Paul, Jenny Melia, and Fiona James for giving their time to help our students.

Thank you to our esteemed Maths teachers who have engaged, challenged and inspired our students to improve in and enjoy Mathematics.

Remember, Maths is everywhere!

Andrew Davis, Mark Winberg and Patrick Rejman

Learning Area Leaders - Maths

Student Highlights

Maths Statistician - Simon Pampena

Jude Leighton, Darcy Kelson and Jed Reimers, Year 9

We were lucky to have special guest Simon Pampena who taught us about Maths Statistics and focused on AFL data. He has worked as a comedian and at the Melbourne Museum.

We worked through the basics of how to work out the statistics and how to determine who has won a football game. Our class had 8 people so we worked in pairs. He allowed us to make our own team names. We looked at Football statistics including kicking, disposals, kicking efficiency, handballs and marks.

We analysed the data and picked a winning team. Simon encouraged us to be competitive and try our very best. We all had a blast of a time playing the game. We thank Simon Pampena for coming to our school and showing us more about statistics.

Aaron Vu, Year 9

Our Year 9 Advanced Maths Class was able to experience how stats can predict AFL matches. Mr Simon Pampena presented to us in an enthusiastic and insightful manner throughout the whole lesson.

We were introduced to different rules that involve disposals, inside 50s and many more as a way to see how these different stats and rules can help us to predict which team would win.

After educating the class on the rules, Mr Pampena put us to the test in a very competitive yet fun game. Each group had three people and we were given the matches from a certain AFL Finals Series one by one, but without knowledge of which teams they were. Instead, they were disguised as dog breeds in case someone already knew the result. The name of the game was to say which team won based on the stats. In the end, it was a very close game and everyone enjoyed the incursion. We left the classroom understanding that stats aren't just numbers from a match, but an insight of how the game was played.



"I had the chance to go up and verse the robot in push-ups. Sadly, I lost because the robot was able to do push-ups for nine hours straight."

– Zak Noble, Year 8

Robot Workshop

Zak Noble, Year 8

The robot show was very entertaining and interesting. The AI was able to identify if you looked more like a cat or a dog. I had the chance to go up and verse the robot in push-ups. Sadly, I lost because the robot was able to do push-ups for nine hours straight. The robots were also able to dance.



Vasili Flaskis, Year 8

The robot workshop was really inspiring in how robots can work in this generation. I liked how the robots would talk to fellow classmates and I enjoyed learning about what they can do. I really enjoyed this robot workshop and to see what robots can achieve. I wonder what robots will do in the future.

Lachlan Crestani, Year 8

The workshop was very enjoyable and interesting. I learned a lot of new things from it, including how the robot could detect whether you were a cat or dog person. It was very interesting seeing the robot do push ups against Zak Noble and Ollie Phillips who volunteered. It was very funny when the robot performed a dance in front of the two classes.



Maths & Sport Show

Jacob Jhoomun, Year 7

I enjoyed the show as it was a different way and much more enjoyable to do maths in this sporty way! I volunteered for the sport guessing game which was fun. My favourite part was when we voted for our teacher to represent our team - Mr Jones. I loved this experience especially because it was linked to the Olympics.



"My favourite part was when we voted for our teacher to represent our team - Mr Jones. I loved this experience especially because it was linked to the Olympics."

– Jacob Jhoomun, Year 7

MATHS



Year 7 Pi Challenge

- Noah Glatz 235 decimal places of Pi
- Larry Zhao 103
- Oliver Smith 80
- Daniel Sonogan 37
- Sabeer Sethi 35
- Thomas Brown 31
- Cuba Manuel 19

Melbourne University Mathematics and Statistics Research Competition

Year 8 - Merit

- Vanson Harwood
- Bowie Luckie
- Adam Humphrey

Bebras Challenge Awards

High Distinction

Year 9

- Lachlan Newham
- Finn Mitchell
- Harvey Pryor

Distinction

- Oliver Rigoni
- William Lalor

Credit

- Patrick Tuohey
- Clancy Lambe
- Daniel Ianchello
- Jacob Murphy
- Kai O'Brien
- Oscar Andrew
- Sachin McBurney
- Oliver Smith

Distinction

Year 8

- Harry Morgan
- Sebastian Taylor
- Luca Salerno

Credit

- Tyson Beames
- Jack Mair
- William Calman
- Ezekiel Lay
- Ben Parker
- Mitchell Berley
- Lawson Bourke
- Patrick Kiag
- Jonas Michelsson
- Aidan Reidy
- Xavier Rochford

Credit

Year 7

- Cameron Chy-Long
- Ren Pierce

Year 9

- Samuel Gibson
- Joe Whelan
- Thomas Winzar



Bebras Challenge

Sebastian Taylor, Year 8

I really enjoyed the BEBRAS Challenge as it was an engaging task which forced me to look at problems in different ways. When solving each puzzle you had to be creative to find a solution and navigate the quirks of each individual section. This opportunity was a really fun and exciting way to approach solving mathematical and logical problems.



Australian Mathematics Competition Awards

High Distinction

Year 9

Lachlan Newham

Distinction

Year 7

Daniel Sonogan

Lukas Ingle

Luke Phillips

Liam Schoots

Gregory Pogoriller

Elias Armstrong

Elvin Pham

Henry Exton

William Kett

Samuel Schoenmakers

Samuel Giles

Felix Wood

Oscar D'Zilva

Year 8

Harry Morgan

William Calman

Sebastian Fordyce

Vanson Harwood

Max Camilleri

Chris Ou

Year 9

Leon Mathias

Joseph Whelan

The Australian Mathematics Competition

Sebastien Taylor, Year 7

This was an engaging and challenging experience. The unique and complex questions made me use my logic and reasoning skills alongside my maths knowledge, in a way the classroom usually doesn't. Overall I am very happy to have competed in this event and feel accomplished in my selection and efforts.

Archie Flegeltaub, Year 7

The Australian Maths Competition gave me a really good challenge to think outside of the box. I enjoyed it because it really pushed me.

Harry Boden-Fourie, Year 8

The Australian Maths Competition is the hardest in the Southern Hemisphere. The stakes for the participants are at an all time high and everyone is working as hard as they can to get top marks. The preparation for the test is challenging and you must work plenty of hours at home if you want a good score. The questions in the test were extremely difficult and it was not until we had finished that we could release a sigh of relief.

Harry Edwards, Year 8

This was a great challenge that tested me on all levels. It was in the hall and we had two sheets where one had all the questions, graphs or charts and the other sheet was for working out. It went for 75 minutes and it helped me become a better mathematician and it was a great learning curve.

George Batzaxis, Year 8

The Australian Maths Competition was a great experience to test my skill and knowledge level in mathematics. I pushed through the process question-by-question, which rewarded me with the relief and satisfaction of completing it, as well as the accomplishment of it after.

Isaac Shore, Year 8

I love to rise to the challenge of these competitions; these comps give me a reason to study even though I'm above the current Maths level. It is challenging, but ultimately rewarding in many ways and aspects. These competitions challenge me and give me more confidence in my abilities. It feels like an easier version of uni work, learning to use many aspects you have learnt in different ways and methods, using problems that you need to specifically study against.

Levi Hanson, Year 9

The Australian Mathematics Competition process was harder than any sort of maths work I have done in the past. It was a great challenge and I felt proud whenever I finally worked out a question.

"I love to rise to the challenge of these competitions"

– Isaac Shore, Year 8



LEARNING AREAS

POLITICS

The study of VCE Politics focuses on national and global issues with in-depth case studies used to show the real-world connections to the coursework. Students study a variety of political actors and their interests and impacts.

The national impact of issues such as COVID-19, Black Summer Bushfires and Human Rights in Australia were considered by the class. Students also studied global issues such as Genocide and Populism and their impacts on the political sphere.

This year, our VCE students facilitated a Mock Election, participated in a Model United Nations program and visited the Victorian Parliament.

Laura Matthews
VCE Politics

Student Highlights

Oliver Kujawski and Jack Mulqueeny, Year 11

Melbourne Magistrates' Court and Victorian Parliament

This excursion was great and accelerated our knowledge and understanding of how our political and legal systems run.

We walked down William Street where the crest of the Melbourne Magistrates' Court greeted us and we proceeded to sit and observe criminal cases. They ranged from simple bail infringements and assault, to witnessing a murder trial as a Committal Hearing before being passed to the Supreme Court across the street.

It was remarkable to freely explore the Magistrates' Court, witness the judicial process up close and speak to a Police Prosecutor about his role in court.

After lunch, we boarded a train and proceeded to the Victorian Parliament, where we were taught about the history of the building and each chamber – the Legislative Assembly and the Legislative Council.

We were briefed on our roles for a mock bill debate inside the Legislative Assembly, and finished our day with a chat with Brad Rowsell MP, a former Beda Boy, and current Shadow Treasurer and Member for Sandringham.

It was undeniably one of the best excursions we have ever attended!



Oliver Kujawski and Jack Mulqueeney, Year 11

Model UN Excursion - VCE Politics Class

The Unit 1/2 Politics class went on a Model UN excursion to Ivanhoe Grammar. This excursion aimed to imitate the real experience a delegate would have in the United Nations General Assembly.

The day consisted of 26 countries with four student delegates representing each country. All were given an opportunity to voice their stance on the topic of Modern Slavery, and the proposed Draft Resolution. Throughout the Assembly, representatives were able to propose possible amendments to the draft resolution, and debate with others - in both a formal and an informal caucus - as to why their amendment was appropriate, or why other's amendments were not.

To have the amendment actually put into action, the Assembly would vote for it, with the aim of gaining a simple majority. The day got really heated when two countries, China and the U.S, started going back and forth from across the room talking about banning immigration. Several amendments were voted on with some passing and some new clauses were added to the Resolution. The final Resolution passed the vote!

It was an enjoyable experience and different from normal excursions, as we got to be fully involved and collaborate with teammates and other schools.



“It was remarkable to freely explore the Magistrates’ Court, witness the judicial process up close and speak to a Police Prosecutor about his role in court.

It was undeniably one of the best excursions we have ever attended!”

– Oliver Kujawski and Jack Mulqueeney, Year 11



Religion and Society

This academic study delves into the rich history of the Catholic Religious Tradition, exploring its evolution and encounters with societal challenges throughout the ages. Students examined how these challenges, ranging from political upheaval to cultural shifts, have shaped the Church's position within society and influenced its teachings. A particular focus was on the life and legacy of Archbishop Oscar Romero, a figure who experienced profound personal and societal transformations. By studying Romero's journey, students gained insights into how faith can be strengthened in the face of adversity.

Helen Kelly

Learning Area Leader - Religion

LEARNING AREAS

RELIGIOUS EDUCATION

LEARNING AREAS

In Years 7 to 9, students have been immersed in dynamic topics that connect faith to their everyday lives. Through a research-based learning approach, students have become active participants in their learning, exploring questions and experiences that are meaningful to them. Our students have embraced our RE Curriculum with energy, enthusiasm and a strong desire to broaden their knowledge and learn about the religious tradition of our College.

At Senior Year Levels, the study of moral and ethical dilemmas seeks to cultivate students' critical thinking skills and foster a deep understanding of 'right' actions. By exploring real-world scenarios and engaging in thoughtful discussions, students have developed a robust moral framework to guide their decision-making. The goal of this course is to empower the students to make informed choices that benefit themselves, their communities, and the world at large.

Helen Kelly and Nicola Connolly
Learning Area Leaders - Religion

Student Highlights

Athan Zafiroopoulos and Joel Begg, Year 7

We have thoroughly enjoyed RE and our great experience was attributed to our wonderful teacher, Brother Tony. We have focused on four main topics:

Unit 1: Belonging to St Bede's College & the Lasallian family.

Unit 2: The Bible - how to navigate references in the Old & New Testaments of the Bible.

Unit 3: Prayer - Class Mass, Assumption Day Mass and learning the Rosary.

Unit 4: The Way We Live - Christian values we should live by.

There have been many highlights in this class, including random prizes as Entry Tickets and watching the Prince of Egypt which helped us understand Moses' upbringing from the Old Testament. What stands out the most would have to be learning how to live life as better Lasallians and embracing the teachings of Jesus.

Darcy Kelson, Year 9

Simon Meredith's session was truly inspiring, particularly his stories about the resilience and dedication required in both sports and umpiring. One surprising takeaway was his perspective on living life to the fullest by embracing every opportunity, no matter how challenging it seems.

Simon showed us how sports and RE both teach valuable life lessons about fairness, empathy, and perseverance. His journey reminded me of the importance of staying positive and focused, even in tough times, and I'm inspired to bring this attitude into my schoolwork and everyday life.

Noah Yodgee, Year 9

I really like that RE had an elective element in Year 9. I got to choose which elective I wanted to explore, which gave me a sense of ownership over my learning. It was very different to normal RE lessons, and I got a chance to research something that interested me and present my ideas in a way that suited me. I wish we could have done the elective for longer.

Liam Casey, Public Speaking & Debating Captain

I really enjoyed House Religion this year, as it was an avenue to disconnect from my direct studies. I could engage in societal topics that were necessary to my development, without the ongoing stresses of study.

I could be involved in discussion and educational debate surrounding the areas of study in this subject. I benefited from this experience, as I could learn, relax and be happy with my friends in a schooling environment, separate from VCE study.

Student Highlights

Joshua Anasta, Year 12

A student may want to learn about their religion specifically, allowing for a deeper understanding. The topics briefly explore beliefs, expressing beliefs, the aspects of religion and the Challenges of the Catholic Church and its impact.

I've found looking deeper at challenges of the Catholic Church very interesting and it has challenged my beliefs too. To succeed in VCE RAS, it is important to do many practise questions under timed conditions. Knowing content is also important of course, but applying that knowledge to questions is important. This course would be useful for a student who is looking to deepen their Catholic faith and apply concepts that they live out and practise in their life.

Antonio Martyn, Year 11

I chose to study RAS as I enjoyed Religion in Year 10 and was offered the opportunity to accelerate into Units 3 & 4 for Year 11. Some of the topics we have studied were the Nine Aspects, religious beliefs and how significant life experiences can shape and affect beliefs.

To succeed in Religion and Society I believe it's not so much skills that are needed, but having genuine interest. However, some skills such as note-taking and general application to questions is necessary. Some of the content can be dense and can take a while for some areas to become fully interesting or exciting.

Stuart Hunt, Year 11

As part of Year 11 Religion and Society class, I learned about many things including Capital Punishment, Ethics, Civil Rights, the Old Testament and Islam. We learned about ancient Israelite kingdoms and the story of people such as King David and the woman Ruth.

In Semester 2 we watched the movie *Dead Man Walking* and explored Christian and Religious views on Capital Punishment and Ethics, which involved debating the morality of Capital Punishment - which was further analysed when we learnt about Martin Luther King and the Southern Christian Leadership Conference. I enjoyed both subjects heartily, and Year 11 Religion was a great experience for all involved.



Jackson Sloane, Year 8

I really enjoyed learning about St Paul and the early life of the Church. I found it interesting to learn about someone who was so against Christianity in the beginning, but changed his views and turned towards God and Jesus. I found his journey inspirational. It made me reflect on the challenges of faith and how people's perspectives can change. It made me reflect on my own faith journey and how religion can help with some of the challenges in my life.

I particularly enjoyed our assignment about justice for refugees. I chose to research the New Hope Foundation who help culturally and linguistically diverse migrants in Victoria. I enjoyed exploring what Christian scripture had to say about welcoming strangers and how we should treat everyone with dignity and respect, such as Exodus 22:21, 'Do not mistreat or oppress a foreigner, for you yourselves were foreigners in Egypt' and Matthew 25:35, 'For I was hungry and you gave me something to eat.' This topic really helped reinforce my own values about how we should treat everyone with love and compassion, which are important Christian values.

We watched a really interesting documentary which challenged me to reflect deeply on how Australia treats refugees. It encouraged me to discuss with my classmates what we can do in the future to help as active Christian citizens. I personally want to change how refugees are treated by some people in Australia, and I would like to move towards us welcoming them with open arms. At the end of the day, refugees are just like us, people who want to live a good life, and as Christians, we have a duty to ensure they are treated with the respect and care they deserve.

Seb Convey-Ryan, Year 12

House Religious Education (RE) provided a valuable opportunity to step away from the pressures of VCE and delve into the deeper aspects of life and society. Inspired by Pope Francis and the Lasallian values, we explored meaningful topics that often get overshadowed by the routine of academic study.

One of the highlights was the freedom to focus on intrinsic societal topics without the usual stress of our academic workload. We engaged in thoughtful discussions and debates that not only broadened our perspectives, but also helped us grow as individuals. The subject fostered an environment where "success in failure" was seen as a learning opportunity rather than a setback, aligning with Pope Francis's teachings on humility and resilience.

A key element of our journey in House RE was learning how to connect our schooling experiences with our future paths. We explored how scripture can offer guidance and a source of comfort, not just within the confines of religious study but also in our everyday lives. This exploration allowed us to view our education in a more holistic way, grounding our personal growth in faith and values.

House RE was an enriching experience. It allowed us to take a break from the academic grind, learn about important societal issues, and connect more deeply with our faith and each other. In a year filled with the stresses of Year 12, House RE provided a much-needed space for reflection, discussion, and growth.



LEARNING AREAS

SCIENCE

In the Science Faculty, our focus is on sparking students' interest in the real-world applications of scientific principles. Through an inquiry-based approach, we promote effective learning strategies that students can apply across all areas of study.

From Year 7 onward, students develop essential scientific methods, lab skills, and scientific literacy through hands-on, lab-based experiences. This foundation prepares them for more advanced exploration of the sciences. The benefit of having access to Science Labs is complemented by the various excursions and experiences offered over their years at St Bede's.

In the **Advanced Science** elective class at our Bentleigh East Campus, students investigated various space-related concepts such as the Doppler effect, navigating black holes, event horizon and escape velocity. Students also grew cress plants under different conditions to simulate the hostile environments of unexplored planets.

To celebrate **Science Week**, our junior students participated in an interactive,

sketch-based performance by "The Marine Team," which highlighted species survival and sustainability, fostering greater environmental awareness.

Year 10 Science serves as a pivotal point, allowing students to explore all VCE Science pathways and make informed decisions about their future studies. All VCE Science students have the opportunity to plan and conduct their own research, culminating in the creation and presentation of scientific posters showcasing their findings.

This year, our Year 7 to 9 students proudly represented the school in the **Big Science Competition**, outperforming the state averages in all of the assessed scientific domains. We congratulate these students and their teachers for their outstanding performance in Science Inquiry Skills, Science as a Human Endeavour, Science Understanding and the various scientific disciplines. We are incredibly proud of their hard work and achievements this year!

James Meade with Donald Ngo
Learning Area Leader - Science

Student Highlights

Oscar Mark, Year 12

Our excursion to Braeside Park was a wonderful experience. It was a good break from a normal school day, while still learning in a more practical way. We got to explore different biomes in the park, such as Heathlands and Grasslands, trying to find the perfect environment for an Eastern Barred Bandicoot.

We implemented the use of Quadrats, which we learned in class, to find qualities of these areas that would allow a Bandicoot to stay safe and have a source of food. We looked at qualities such as the distance to areas a Bandicoot could hide, moisture level of soil, number of different invertebrates, and the coverage of plants over the height of 15cm.

We discovered that a certain grassland was a perfect area for them, with spaces for them to hide and many bugs that would act as a source of food. It was a very fun educational experience and it's exciting to know that what we learn in class has a very important impact in practical scenarios.



James Allenby, Year 8

Science this year has been amazing. We have done so many enjoyable practicals, some of my favourites have to be Burning Magnesium, Rubber Band Races and Bouncing Balls. They were all awesome to be a part of.

In Term 1, we did animal and plant cells. I loved this topic so much because we got to look through a microscope and see what an onion looks like. It is tough to describe, but it looked similar to a bug's wing. To conclude the topic, we created animal and plant cells and used materials such as jelly and candy to make the cell, which I loved.



Dylan Carri, Year 9

Science is an incredibly interesting subject due to the practical work required to complete it. The theory is not too difficult to access, and the pracs are both a fun break from writing or answering questions, as well as helping understand a topic.

We've done several pracs including a reaction time prac, which was a good insight on how the human body can react to circumstances; chemical pracs, using reactions to fill a balloon with gas and see how big it can get, and electricity; creating circuits with wires and light bulbs, which was much more fun than constructing them on paper and taught us about conductivity and parallel/series circuits.

Big Science Competition

High Distinction

Year 7

Lucas America-Lidonni
Cameron Chy-Long
Samuel Johnson
Brandon Scullin

Year 8

Ben Parker

Distinction

Year 7

Harry Knott
Ren Pierce
Larry Zhao

Year 8

Campbell Black
Oskar Maslanka

Year 9

Blake Adams
Levi Hanson
Leon Mathias
Harvey Pryor



Hunter Craig, Year 12

The excursion to the Boag Rocks allowed us to gather valuable information on the effect of Class-A recycled water on the surrounding environment.

In 2007 and 2012, a tertiary treatment plant was commissioned to improve discharge quality, by treating all incoming water to Class-A standard. This treatment reduced the amount of ammonium and nitrogen discharged into the ocean. To prove this, we conducted our own test, on nitrate levels, ammonium levels and turbidity and found that the water did contain some amounts of nitrogen and ammonia, with low levels of turbidity.

Due to the previously untreated water, the surrounding environment changed from its original natural state, as other species of plants besides the original plants were able to thrive with the increased levels of substances coming from the pipes. So we also observed the environment looking at the rock pools and beach, finding wildlife such as crabs, fish, insects and mussels which shows that the current environment is suitable for species that require a lot of energy such as fish can survive.



ACC COMPETITIONS

HIGHLIGHTS



ACC COMPETITIONS





ACC COMPETITIONS

ACC ATHLETICS

After the postponement of the Athletics Championship due to excessive heat, there was much excitement on the bus as the St Bede's College Athletics Team made its way to Lakeside Stadium to compete in the 2024 ACC Athletics Championship.

I was up first in the 3000m. On the start line, I could hear the crowd getting excited for the race.

We were off to a good start - my win, with a time of 9:07.01, winning by over 9 seconds. This really fired up our Beda Boys!

We came away with wins across every age group, which is very impressive given the calibre of talent in Division 1. The field events were especially strong among our athletes, with 6 wins plus 4 wins on the track.

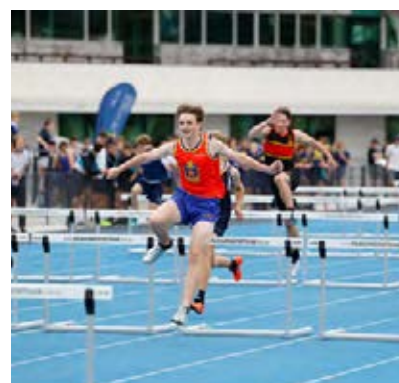
It was good to see the Beda Boys getting behind their fellow teammates. Our chants could be heard throughout stadium, from High Jump to Shotput, around the track and especially the finale of the much-anticipated relays. St Bede's College finished 4th in Division 1, up against some very strong competition.

The top performances from our team saw the following athletes win their events:

- Thomas Jeffrey** – U13 Shot Put
- Zac Pearson** – U13 Long Jump
- Tobias Lee** – U14 High Jump
- Will McKean** – U15 Hurdles
- Michael Monaghan** – U16 1500m
- Oliver Conrad** – U16 Shot Put & Discus
- Viktor Romic** – U17 Long jump
- Edward Gibson** – Senior 1500m & 3000m

I would highly recommend students try out for ACC Athletics. It's a great opportunity to represent the College and challenge yourself. A big thank you to the staff for all the time and effort they put in, who without none of this would have been possible. Congratulations to all the students who took part, and gave their best in training on the day. You all showed true Beda spirit.

Edward Gibson
Athletics Captain





“We were off to a good start – my win, with a time of 9:07.01, winning by over 9 seconds. This really fired up our Beda Boys!”





ACC COMPETITIONS

ACC CROSS COUNTRY

Captain's Reflection

St Bede's College was successful in winning the Division 1 ACC Cross Country Championship for 2024. We were pushed all day by St Bernard's, but our consistency across all age groups sealed us the win. This marks five years in a row winning Division 1. A huge congratulations to the team and those that supported students to run.

The course saw our Juniors run 3km and the Seniors 5km over the hilly and picturesque Bundoora Park, with a finished sprint down a fenced straight enclosed by the cheers of supporters.

We had a dominating start to the day by the U13s, setting the tone for the lads to follow, finishing first in the age group with 81 points and giving St Bede's an 83 point lead on our rivals, St Bernard's. This was headlined by having four runners in the Top 7 with **Marcel Incani** (3) being the first medallist, followed by **Christian Bourke** (4), **Hugo Mills** (5), **Hudson Moran** (7).

The U14s continued the onslaught, racking in an outstanding 75 points and again topping the age group, which was crucial later in the day to hold off St Bernard's. Our Top 6 runners all got in the Top 20, with **Eoin Jassop** picking up a podium, **Elliot Derricott** (9), and

Samuel Cowell, **Thomas Loadman**, **Will Chamberlain** and **Jonas Michelsson** placing 14, 15, 16 and 18 respectively.

Finishing overall 3rd and 4th in the age group, our U15s and U16s put in the results needed to prevent a swing of momentum to the other schools. **Cash Corcoran** (8) and **Samuel Gibson** (15) for the 15's and **Michael Monaghan** (13) and **Matthew Nicolin** (17) for the 16's all experienced important Top 20 finishes.

A top class performance from the U17s who channelled a team mindset to work together with the first five runners coming through between 12 and 17 (**Angus Shepherdson**, **Tyler Crombie**, **Campbell Gatt**, **Bennett Martin** and **Archer Grant**).

To finish the day, our Seniors laced up for their last ACC Cross Country Carnival and what a race it was! **Edward Gibson** fought hard out the front, coming home in a cracking 2nd, the best individual result of the day for the College. Close behind was **Xavier Wallace** (4) and **Gab Incani** (6), with **Zane White** (14), **Rhett Fernando** (15) and **Kai Buza** (22) pushing to the end. Further props to **Tom Davis** (37), **Hamish Dorigo** (43), **James Loffel** (55) and **Cooper Donnellan** (64). The boys

finished 2nd in the age group and made sure the championship was coming back to Beda. It was an exhilarating day for the 2024 ACC Cross Country Championship, with an electric atmosphere that was tense with competitiveness to win. St Bede's experienced exceptional results, with no age groups falling outside the Top 4 respectively, a massive testament to all those who participated and the overwhelming effort of those who would get up at the brink of dawn to train before school.

The day finished with St Bede's edging out St Bernard's by 54 points, totalling 629 points to win the Championship trophy and complete the 5th in a row and half a decade of dominance in the event.

Massive props are also deserved by the coaching staff helping to prepare the boys, and especially to Gavin Brown who spent days trialling and selecting the squad.

Xavier Wallace





ACC COMPETITIONS

ACC FOOTBALL

Year 8B Captain's Reflection

Grand Final day was a culmination of an incredible season, marked by standout performances and unforgettable moments. We faced our biggest challenge yet after securing our place in the Grand Final with a decisive 23-point victory over De La Salle in the semi-final.

Earlier in the year, we had suffered a heavy 66-point defeat against Whitefriars, but we rose to the occasion, overcoming them in the Grand Final by 21 points.

The leadership of Captains **Heath Lee Kim** and **Chris Alnwick**, with strategic guidance of coaches Mr Jackson and Mr Davis played a crucial role in our success. Mr Jackson's game plan was clear - take the game on and always play on when marking the ball.

The fun and laughter shared on bus rides made the journey even more memorable, regardless of whether we won or lost.

Chris Alnwick

Seniors Seconds Captains' Reflection

After losing the Grand Final in 2023, the 2nds football team moved up a division to be the only Reserves side in Division 2. We retained many Year 12s - **Rhett Fernando**, **Jai Pugsley**, **Daniel Sloan**, **Saxon McLennan** and had cameo appearances from McCristal Captain, **Liam Napier**. New Year 12 additions included **James Ruberto**, **Luke Davoren** and **Ollie Bolt**. Combined with new Year 11 students such as hungry ball winners **Kristian Yancos** and **Campbell Gatt**, it was looking like a season that could go down in history. Could this be the year that Tom Richards finally gets his premiership?

We finished 2nd on the ladder, winning four games and losing one. A constant rotation of players in and out of the 1sts meant there were 44 players who played at least one game this season, highlighting the depth of football talent at St Bede's. Key moments from the home and away season included a hard-fought win and scrappy altercation against St Joey's, bags of goals to **Kai Buza** (8) and **Will Reeves** (5).

Given our rivalry, it was destiny that we would face St Joey's in the first week of the finals, and the pot definitely blew over. The Semi Final was another close contest at Brindisi St, with some big moments such as silky **Daniel Sloan** and "hammer time" by **Hamish McDonald**. Unfortunately, we did not get the result we would've liked, and the school footy careers of many senior boys ended, going down by under a goal.

Congratulations to leading goalkicker **Ollie Griffin** and to placegetters in the Best and Fairest: **Ollie Griffin**, **Curtis Howe**, **Rhett Fernando** and **Saxon McLennan**.

Rhett Fernando, **Saxon McLennan**, **Liam Napier**, **Jai Pugsley** and **Daniel Sloan**





ACC COMPETITIONS

ACC GOLF

Captain's Reflection

For our 2024 Golf Program, we were lucky enough to learn from professionals at Rossdale Golf Club in preparation for ACC Golf events. This was a multi-week program that consisted of sessions where we worked on various aspects of our golf games that helped us improve. By the end of the sessions, we noticed a clear improvement thanks to our commitment over the weeks.

This led us to the ACC Senior Golf event played at Northern Golf Club. Unfortunately, we fell short by one shot, but every player gave their best effort to improve their chances of posting a low score, and it was unfortunate that we didn't come away with the win.

The Golf Program has been a valuable addition to St Bede's Golf, and I'm confident that everyone involved is eager for future opportunities like this.

Toby Coleridge
Year 11







ACC COMPETITIONS

ACC HOCKEY

Congratulations to our **Year 7 Hockey Team** who had an outstanding season to make the Grand Final in 2024. Unfortunately beaten in a penalty shoot out, we commend them on their wonderful efforts and achievement during a very successful season.

Our **Year 8 Hockey Team** had a fantastic, undefeated season, led by Captains **Harry Edwards** and **Sebastian Trouw**. All the regular season games were an enjoyable experience for the boys as we went through the season strongly and comfortably winning all our games!

In Round 1's season opener, we had an 11-0 win v St Josephs FTG, stamping our names on the competition in fine form.

We saw our first tight tussle of the season in Round 2, playing Mazenod on their home turf. Mazenod scored the first goal of the game early in the first half. We then went on to pile 4 goals in a row in a strong performance despite wet weather. End score 4-1.

Round 3 was our first home game, against a very strong Whitefriars. We had a tight first half, but broke away late in the second half to firmly win 4-1 against our previous finals contenders. In Round 4 we played De La Salle at home. We had a strong defensive performance, winning 6 goals to 0 and really showing the competition we are the real deal!

A rematch against Mazenod in the Semi Final was a strong message from the coaches to start hot and score early! We came out with a win 5-1, flying into the Grand Final.

The Grand Final was a nail-biting rematch with Parade College, which saw a tight game all day! We pulled away 1-0 late in the first half, and then 2-0 late in the game. This was a great day for our boys - and making it two grand final wins in two years against Parade!

The Year 9 Team also enjoyed great success this season, including a victorious welcoming home of the Premier flag for

another year. They played some strong teams and came away with the win each time. Goals were scored by a range of players across the games and the team became one cohesive side, from defence to offence. After a strong season and finishing on top of the ladder, they made it to the finals and scored for the win against De La Salle.

Congratulations to all our Beda Boys who participated this year!

Nick Anderson, David Cracknell, Jack Ferraro, Nick Gleeson and Sarah Hedger
Coaches





ACC COMPETITIONS

ACC SOCCER

Year 10 Captains' Reflection

We would like to accolade each and every boy's efforts this ACC season. Starting off, hopes weren't too high, not winning many games in our previous three seasons. Matchday one was against our fierce rivals Parade College, with previous meetings ending in 7 and 8-nil losses. However, we played some of the best football we have played, ending the first half up 5-1. Parade made a comeback to end the game 5-5, and with our great determination and grit, all our boys believed there was light at the end of the tunnel for our season.

Next up was St Bernad's College, another of our biggest rivals. We haven't had the best results against them, and it looked to continue with another 6-2 loss. Following that, we had the Derby - the biggest game of them all - at Salesian. Pep talks from Captains **Seb** and **Lucas** got the boys fired up, only for the game to end in a 4-0 loss.

Moods were down and a lot of hopes lost. A decision by our coaches to have lunchtime team sessions to analyse and formally construct a game plan looked to change our results. We discussed formations and tactics that can help us get positive change. In doing this, we sparked two beyond-belief victories against Mazenod and St Josephs - somehow putting us in a position to play finals for the first time ever!

This set up a semi-final against Parade again, with an inspired performance, especially with **Will Kerr-Bell** at the double saw us win 4-2, playing with heart and passion. This game was the highlight of our season.

Although we ended the season with a 7-1 defeat in the final against St Bernard's, the boys' efforts couldn't have made us prouder, beating some of the best teams in the competition after having ups and downs throughout the season.

If it weren't for the team effort, the helpers and Coaches Daniel Jones and James Meade, we don't believe we would have got as far as we did.

Sebastian Pliatsiaris, Lucas Abboud and Ranenn Rodrigues

ACC Seniors Soccer Captains' Reflection

Coming off a premiership season in 2023, morale was high throughout our journey from day one of school, right through until our last game. As a new group of Year 11s came into the frame, we put them under our wing.

Sooner or later, it was Round 1 against Salesian, and we embarked on our season with a 4-0 win away from home, spirits were high and our initial thoughts were, 'we could go all the way'.

Right from game day one, we were united and made brothers from the badge that was weaved on our chest - we played for each other, through thick and thin. The valour faced on the pitch was unmatched, going out every Wednesday with your best mates made some of our greatest memories.

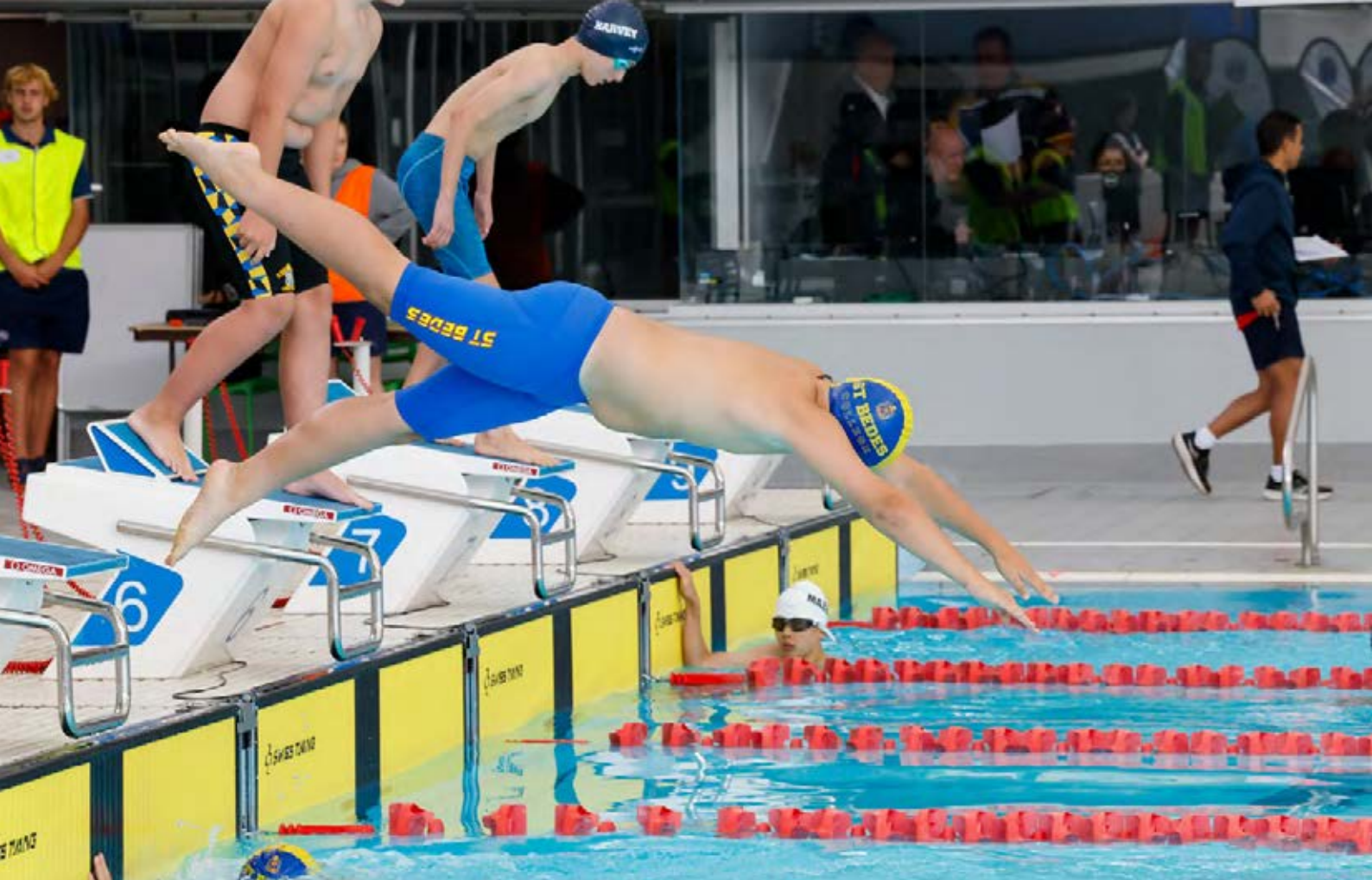
Recalling our 2-0 win against St Bernard's as the underdogs, we persevered those expectations and came out victorious. With goals coming from **Matthew Giofkou** and **Sam Grella**, it gave hope to our season as we carried this mentality to the final whistle for the remaining games.

However, we also experienced our lows, with losses to St Joseph's Geelong, Parade and Mazenod, our season sadly came to a disappointing end. We did not achieve what we sought out to accomplish, though the memories and friendships created will last a lifetime.

The heroics of the boys from Beda were defeated - but not in vain. We carried a legacy and a reputation which we hope to last beyond our time. All that said, we couldn't have done it without our coaches, Mr Leggett and Mr Giccominato, who too faced the highs and lows of the team, and helped carry us through them.

Matthew Giofkou and Conor Hutchinson





ACC COMPETITIONS

ACC SWIMMING

Captains' Reflections

Our ACC Swimming Team took the Division 1 Championship this year - our fifth year in a row! This victory marks the largest winning margin in the competition's history, cracking the magical 600 points.

The lead up to this historic championship win was like no other. The way in which every single swimmer committed to training and bettering themselves was truly remarkable, resulting in the largest winning margin in competition history.

We all felt very well-prepared, thanks to the months of training and trials put together by Mr Gavin Brown, Mr Greg Roberts and Miss Jess Kirk.

We put in a very strong start through our relays, managing to put us in front from the very start and from there onwards we kept building that lead. The boys were all up and about getting around each other for every event congratulating each other no matter what.

All the boys continued to encourage and motivate each other through hard work in the pool and out, which really showed the Beda spirit. The performances throughout the day represented the amount of hours the swimmers have put into training in preparation for the big day.

In the grandstands, our team was the loudest and showed copious amounts of enthusiasm which showed why us as a team deserved to win.

It was a pretty emphatic win and a well-deserved one for the team's effort. We couldn't be more proud of our boys for winning five years in a row. Thank you to all the staff and especially Mr Gavin Brown. We can't thank him enough for the amazing effort he's put in to coach our team. GO BEDA!

Riley Kotow and Ashton Roberts

"The lead up to this historic championship win was like no other. The way in which every single swimmer committed to training and bettering themselves was truly remarkable, resulting in the largest winning margin in competition history."



ACC TEAMS

ACC BADMINTON

Junior Team

Henry Belton
Jett Dodge
Aidan Donnelly
Edward Jones
Oscar Lang
Thomas Loadman
Charlie Price
Wazir Saigal
Luca Salerno
Kiaan Shah

Coach: Brett Forsyth

Years 9 & 10 Team

Daniel Athaide
Mason Breed
Callum Chung
Cooper Drew
Max Edwards
Jack Forbes
Beau Lewin
Luca Magro
Coby Meyers
Jackson Parker
Ashton Robinson
Thomas Rossi

Coach: Donald Ngo

Seniors Team

Ethan Balmpied
Christian Cacciotti
Elijah Collantes
Gabriel Collantes
Trent Gibbons
Matthew Haas
Benjamin Hall
Tom Hill
Robert Hodgetts
Liam Kouchakdjian
Isaak Richards
Viktor Romic
Alex Tanti

Coaches: Rachel Matthews & Erin Napier

ACC BASKETBALL

Year 7 Team

Liam Adams
Lewis Adams
Harrison Arendarcikas
Campbell Arundel
John Castaldo
Dustin Donnellan

Richie Drinkwater
Kip Grimes
Cormac Hanigan
Boyd Hammond
Jarod Herft
Liam Holmes
Lukas Ingle
Angus Keating
Harry Mason
Tony McSwiggan
Joshua Piech Meat
Liam Mutuku
Jack O'Brien
Luke Raymant
Vincent Ricciuti
Blake Schonewille
Ben Segota
Daniel Sonogan
Gus Stroud

Coach: Leah Olsen

Year 8 Team

Lachlan Angus
Cooper Bowles
Will Chamberlain
Harrison Crosswell
Bryce DeVincentis
Liam Fouche
Samuel Gaffney
Jensen Hayden
Flynn Jansen
Heath Lee Kim
Ned Long
Archie McPherson
Lachlan Meehan
James O'Reilly
Tex Robertson
Thomas Robins
Hudson Ramanauskas
Ashvath Vinodhram

Coach: Brayden O'Toole & Andy Valastro

Year 9 A-Team

Kobe Donovan
Darcy Harwood
Ethan Jones
Oscar Luxmoore
Will Meehan
Basil Risvanis
Pat Tuohey
Luke Sonogan

Coaches: Daniel Jones & Jack Ferraro

Year 9 B-Team

Gilbert Etienne
Max Meredith
Eric Michel
Ollie Morgan
Jacob Murphy
Jacob Nicholls
Josh Peace
Tom Pinnuck

Coaches: Daniel Jones & Jack Ferraro

Year 10 Team

Wil Antrobus
Oscar Balsillie
Finn Bonsall
James Brooker
Logan Brown
Oliver Conrad
Harry Daniels
Beau Donnellan
William Fox
Patrick Gellie
Bruce Gibson
Thomas Giuliano
Elijah Horan
Charlie Kiley
Jack Lannan
Edoardo Marcon
Max Matthews
Connor McCroary
Maxwell McGowan
Finlay Morgan
Lucas Nanfra
Joshua O'Brien
Lewis Richardson
Bradley Sloan
Jai Smith
William Thompson
Marcus Torcasio
Cade White

Coach: Andrew Valastro
Assistant Coach/Team Manager: Fleur White-Reid

Seniors A-Team

Sam Buck
Jay Collins
Max Curtin
Xavier Hobkirk
Zachary Kovac
Miles Madsen
Oliver Moodie
Harry Neilson
Jack Razga
Rob Tuohey

Seniors B-Team

Riley Bowles
Cooper Donnellan
Cooper Gleeson
Curtis Howe
Ruben Jewitt O'Reilly
Max Lozina
Blake Nowlan
Will Oliver
Jack Simpson

Coach: Greg Roberts

ACC CRICKET

Year 7 A-Team

Harrison Arendarcikas - Wicket Keeper
Hunter Cann
Archie Chilianis
Oliver Clark
Shay Cleary - Wicket Keeper
Bailey Cousins
Max Lambert
Billy McKean
Charlie O'Gorman
Mitchell Slade
Gus Stroud
Ryder Tesoriero
Benjamin Trouw

Coach: Liam Wilson

Year 7 B-Team

Zac Buza
Hugh Clark
Julian Devenish - Wicket Keeper & Captain
Jett Dodge
Henry Exton
Tom Hart
Will Hunter
Jacob Jhoomun
Aaron Johnson
Jake Lambert
Sam Mortensen
Hugo Nasr
Jack O'Brien
Adrian Romanella
Kai Zamora

Coaches: Adrian Connolly

Year 8 A-Team

Milo Arrowsmith
Tom Batchelor
Tyson Beames - Captain
Cooper Bruce
Freddie Bustin

Will Chamberlain
Rory Clarke
Lachie Crestani
Xavier Dracos
Stefan Fewkes
Kane Lawrence
Dan Pickett
Henry Razga
Hayden Salter
Angus Schlittler - Captain
Sebastian Trouw
Cooper White
Harvey Wintle
Sol Wonnacott

Coach: Lis Burn

Year 9 Team

Beau Ellen
Jordy Ellen
Luke Hibberd
Darcy Kelson - Vice-Captain
Will McKean - Captain
Charles Meunier
Josh Peace
Tom Pinnuck
Ryan Schonewille
Will Turley
Lenny Wilkins
Benjamin Williams
Ajay Wood

Coach: Daniel Jones

Year 10 Team

Jesse Bell
Max Calvez
Tom Elliot
Jackson Gillbee
Jaxen Gordon
Eden Honan
Luke Kinsella - Vice-Captain
Jakob Laughlin - Captain
Matthew O'Brien
Josh Scanlan
Will Schlittler
Zane Schultz

Coach: Jamie Parton

First XI Team

Will Blitz - Captain
Oliver Bolt
Campbell Gatt
Patrick Hibberd
Robbie Hodgetts
Jett Kelly
James Loffel
Noah McColough
Saxon McLennan - Captain
Lucas Smith
Mitch Smith
Jasper Trumble

Coach: Lis Burn

ACC CROSS COUNTRY

U13

Luke Bettaney
Christian Bourke
Jayce Cantwell
Oliver Clark
Andrew Francis
Albie Hupfeld
Marcel Incani
Hugo Mills
Hudson Moran
Charlie O'Gorman
Matthew Rumsey

U14

Cooper Bruce
Will Chamberlain
Samuel Cowell
Harrison Crosswell
Elliot Derricott
Samuel Dimopoulos
Eoin Jessop
Thomas Loadman
Jonas Michelsson
Benjamin Tubb

U15

Ted Bitting
Massimo Champness
Cash Corcoran
Samuel Gibson
William Jones
Charles Meunier
Eric Michel
Gary Monaghan
Taj Pucella
Angus Swinnerton

U16

Beau Donnellan
Hamish Derricott
Eden Honan
Finn Kuperus
Luke Kinsella
Noah Mathews
Michael Monaghan
James Penney
Oran Jenkins
Oscar Rankins

U17

Michael Alnwick
Tyler Crombie
Charles Galvin
Campbell Gatt
Archer Grant
Daniel Henry
Seb Holden
Angus Shepherdson
Harry Shepherdson
Jacob Szep

U18

Kai Buza
Thomas Davis
Hamish Dorigo
Rhett Fernando
Edward Gibson - Captain
Gab Incani
James Loffel
Bennett Martin
Xavier Wallace - Captain
Zane White

Coach: Gavin Brown

ACC FOOTBALL

Year 7 Team

Liam Adams
Harrison Arendarcikas
Solomon Barry
Christian Bourke
Zac Buza
Hunter Cann
Cooper Casey
Luke Cheep
Hudson Clark
Hugh Clark
Oliver Clark
Shay Cleary
Harper Costante
Jake Curtis
Julian Devenish
Dustin Donnellan
Richie Drinkwater
Leonard Driver
Henry Exton
Riley Hahn
Cormac Hanigan
Leroy Hannan
Charlie Harber
Miller Harwood
Thomas Hart
Miles Harvey
Jarod Herft
Will Holbery
Liam Holmes
Xavier Jansons
Thomas Jeffrey
Angus Keating
Leo Kuperus
Jake Lambert
Angus Lambie
Maxwell Laycock
Brodie Manning
James March
Reuben Martil
Harrison Mason
Tony McSwiggan
Noah Mitchell
Hudson Moran
Samuel Mortensen
Liam Mutuku
Hugo Nasr
Levi Nicolaci
Jack O'Brien

Charlie O'Gorman
Flynn Patterson
Zac Pearson
Liam Pert
Nicholas Richardson
Adrian Romanella
Austin Ross
Benjamin Segota
Mitchell Slade
Daniel Sonogan
Angus Stewart
Noah Terrell
Ryder Tesoriero
Xavier Thredgold
Jasper Traill
Cruz Waterson

Coaches: Leah Olsen & Adrian Connolly

Year 8 A-Team

Tom Batchelor
Tyson Beames
Cooper Bowles
Cooper Bruce
Archer Capsalis
Will Chamberlain
Will Clancy
Samuel Cowell
Harry Crosswell
Harry Edwards
Frederick Elliott
Stefan Fewkes
Thomas Gillbee
Eoin Jessop
Flynn Jansen
Barney Kemp
Toby Lee - Captain
Ned Long
Archie McPherson
Lachlan Meehan
Gus Morgan
Darcy North
Hudson Ramanauskas
Angus Schlittler
Harvey Wintle
Sol Wonnacott

Coach: Brian Bourke

Year 8 B-Team

Chris Alnwick - Captain
Milo Arrowsmith
Freddie Bustin
Zac Davies
Beau Decker
Krishanth Devanesen
Bryce DeVincentis
Max Dyett
Hunter Foster
Sam Gaffney
Flynn Jensen
Ryan Johnston
Caleb Kurzke
Max Lalor
Kane Lawrence

ACC COMPETITIONS

Heath Lee Kim - Captain
Ben L'Huillier
Ryder Melican
James O'Reilly
Tex Robertson
Callum Smith
Jackson Watson
Joshua Watt

Coaches: Andrew Davis & Jack Ferraro

Year 9 Team

Ted Bitting
Finn Butterly
Massimo Champness
Cash Corcoran
Harvey Davutovic
Lachlen Devine
Ryder Donald - Captain
Beau Ellen
Jordan Ellen
Gilbert Etienne
Aiden Ferwerda
Jack Harrison
Darcy Harwood
Will Jones
Darcy Kelson
Zane Kerbage
Charlie Long
Hudson Mann
Max Meredith
Charles Meunier
Will McKean - Captain
Eric Michel
Zaviah Murphy
Archer O'Connor
Darcy Osborne
Josh Peace
Marcus Pezzimenti
Tom Pinnuck
Jai Pucella
Taj Pucella
Hamish Robinson
Harvey Russo
Beau Segar
Luke Sonogan
Lachlan Saulle
Brison Te Pairl
Callum Tregoning
William Turley
Nate Williams

Coaches: Mark Winberg & John McAlroy

Year 10 Team

Oscar Balsillie
Hamish Beazley
Max Calvez
Darley Cross
Tom Curran
Max Davis

Thomas Elliott
Patrick Gellie
Bruce Gibson
Eden Honan
Oran Jenkins
Jakob Laughlin
Lincoln MacKenzie
Thomas Mastos
Max Matthews
Michael Monaghan
Kyan Morgan
Lucas Nanfra
Ace Peckett
James Penny
Sam Postlethwaite
Bradley Sloan
Jai Smith
Lewis Richardson
Zane Schultz
Sam Scott
Marcus Torcasio

Coaches: Nick Anderson & Greg Roberts

Seniors 2nds Team

Nathan Astill
Oliver Bolt
Riley Bowles
Marcus Burke
Kai Buza
Luke Davoren
Mason Dixon
Harvey Dow
Rhett Fernando - Captain
Charles Galvin
Campbell Gatt
Cooper Gleeson
Archer Grant
Archie Grenville
Oliver Griffin
Curtis Howe
Rafferty Jennings
Reuben Jewitt O'Reilly
James Loffel
Hamish McDonald
Saxon McLennan - Captain
Liam Napier - Captain
Oliver Nasr
Shane Nicholls
Ben Pearce
Jai Pugsley - Captain
Will Reeves
Ashton Roberts
Ashton Ronan
James Ruberto
Nicholas Segota
Callum Sells
Daniel Sloan - Captain
Julian Stewart
Joshua Strom
Max Sullivan
AJ Veugelers
Tom Waldron
Max Weir

Kristian Yancos
Tyler Young

Coach: Tom Roberts

ACC GOLF

Junior Team

Cooper Bruce
Darly Cross
Matt Donnelly
Dylan Dunn
Hugo Nasr
Kai O'Brien
Riley Shimmin - Captain
Brison Te Pari
Cade White - Vice Captain
Lenny Wilkins
Sol Wonnacott

Senior Team

Toby Coleridge - Captain
Campbell Gatt
Patrick Henry
Rob Hodgetts
Oliver Nasr
Riley Shimmin
Cade White
Archie Wright - Vice Captain

Emergencies

Dylan Dunn
Dougal McCartney
Brison Te Pairi
Lenny Wilkins

Coaches: Greg Roberts & Jamie Parton

ACC HOCKEY

Year 7 Team

Elias Armstrong
Luke Bettaney
Zac Buza
Cooper Casey
Archie Chilianis
Shay Cleary
Henry Exton
Charlie Girt
Lukas Ingle
Hugh Ingram
Taj Jepson
Thomas Jeffrey
Samuel Johnson
Michiel Kerkhof
Clinton McDonald
Leo McSephney
Oliver Nowak
Charlie O'Gorman
Jack Overton
Zac Pearson
Ryder Tesoriero
Xavier Thredgold
Benjamin Trouw
Archie Zajer

Joshua Zordan

Coach: David Cracknell

Team Manager: Sean Keenaghan

Year 8 Team

Luke Brown
Beau Decker
Maxwell Dyett
Harry Edwards
Campbell Evans
Vanson Harwood
Hudson Jones
Kane Lawrence
Logan Lindsay
Jack Newington
Zak Noble
Dan Pickett
Toby Sullivan
Sebastian Trouw
Luke Watkins
Harvey Wintle
Sol Wonnacott

Coaches: Nick Anderson & Jack Ferraro

Year 9 Team

Stirling Arnott
Zeke Barnett
Finn Butterly
Luke Callander
Josh Campbell
Jack Forbes
Sam Hall
William Jones
William Lalor
Jude Leighton
Will McKean
Stephen O'Brien
Archer O'Connor
Harvey Pryor
Jai Pucella
Oliver Rigoni
Ashton Robinson
Lenny Wilkins
Nate Williams

Coaches: Nicholas Gleeson & Sarah Hedger

Year 10 Team

Daniel Athaide
Lenex Barth-Tauai
Jack Bater
Charlie Byers
Zaine Campbell
Darley Cross
Aiden Fernando
Taro Falconer
Cooper Frith
James Hawkins
Rory Hawkins
George Kydas
Finn Lalor
Michael Monaghan

Matt O'Brien
Oscar Rankins
Josh Scanlan
Eli Schellebeck
Zane Schultz
Zack Shaw
Ryan Stoppa
Luca Sullivan

Coach: Ben McManus

Senior Team

Christopher Banducci
Riley Batson
Cooper Crane
Cian Gill
Tom Gregory
Lucas Foley
Patrick Henry
Hugh Hopmans
James Loffel
Bennett Martin
Connor O'Shea
Harry Parker
Jarrod Pettit
Dante Quenette
Dorian Quenette
Lucas Shaw
Kyle Shirname
James Thomas
Sunny Topal
James Thomas
Rory Tuke

Coach: Con D'Cruz

ACC SOCCER

Year 7 A-Team

Lukas Aplidjotis
Sebastian Aguilera
Lucas Atsis
Joe Bade
Luke Bettaney
Joshua Boyd
John Castaldo
Evan Dirckze - Goalkeeper
Louis Favre
Noah Glatz
Lachlan Gilmour
Ocean Hibberd
Ruiben Kolimackovski
Peter Naulls
Samuel Schoenmakers

Coaches: Gary Hannah & Michael Shipley

Year 7 B-Team

Sebastian Alguera-Lara
Max Antunes
Joel Begg
Jett Dodge
Charlie Girt
Aydin Hendricks
Jacob Jhoomun
Aaron Johnson

Niall Kelly
Michiel Kerkhof
Hamish McAlpine
Jake McVilly
Oliver Nowak - Goalkeeper
Liam Pert
Ren Pierce
Krithick Prabu
Jacob Salasinski
Oliver Smith
Athan Zafiroopoulos

Coaches: Laura Matthews & Bridget Day

Year 8 A-Team

Mitchell Berley
Michael Bishop
Cooper Clarkson-Woon
Jorge Dounis
Anthony Fidanza
Harry Forde
Roman Godina
Miles Lamanna
Samuel Modeley
Jack Newington
Xavier Pliatsiaris - Goalkeeper
Henry Razga
Cyrus Sollis
Ruben Thomas
Max Vasilaris

Coach: Jamie Honan

Year 8 B-Team

Jack Aarons
Tom Biggs
Ashton Bradley
Max Camilleri
Archie Dunne
Gus De Jong
Sebastian Fordyce
Steve James
Lucca Mastrocola
Gus Matheson
Xander Morina
Jake Myers
Zane Rushton
Billy Tyther

Coach: Jamie Honan

Year 10 Team

Lucas Abboud - Captain
Tre Arlove
Michael Bennett
Adam Borek
Alessio Di Fabrizio
Jacob Dorigo
Aiden Fernando
Joseph Gibbons
James Hawkins
Rory Hawkins
Sebastian Pliatsiaris - Captain
Stephen Kafes
William Kerr-Bell

Ronan Martin
Louie Peteranna
Ranenn Rodrigues - Vice-Captain
Eli Schellebeck
Nicholas Stamatakos
Kieran Tran

Coaches: Daniel Jones & James Meade

Senior Team

Noah Alessi
Evan Bowles
Marco Colosimo
Daniel Cussigh
Matthew Giofkou
Samuel Grella
Ben Hall - Goalkeeper
Conor Hutchinson
Matthew Katrantzis
Noah Lynn
Joshua MacKenzie
Pasha Mianji
Rhys Milat
James Nicolis
Jude Price
Antonie Van Riet - Goalkeeper

Coaches: Matt Leggett & Jason Giccominato

ACC SWIMMING

U13s

Christian Bourke
Richie Drinkwater
Riley Hahn
Marcel Incani
Hugh Jones
Zac Pearson
Levi Roberts
Alexander Smith
Connor Watkins

U14s

Archer Capsalis
Will Chamberlain
Samuel Cowell
Ardy Hanlon
Michiel Kerkhof
Oliver Lesic
Nixon McColough
Ryder Melican
Dane Quade
Cooper Whalan

U15s

Daniel Blaszczyk
Ethan Jones
Sam Pickering
Ashton Robinson
Oliver Smith
Fintan Wilks

U16s

Conor Casey
Oran Jenkins
Rhys Jones
Dylan Joughin
Angus Liddell
Max Matthews
Matthew Nicolin
Kieran Tran

U17s

Oliver Gamble
Finn Grimes
Darby Heelis
Joseph Hetherington
Noah McColough
Jayden Pak
Thomas Rossi
Julian Sabbadin

Open

Owen Bater
Daniel Butler
Rhett Fernando
Gab Incani
Rory Jenkins
Riley Kotow
Jamie Ritzert
Ashton Roberts

Coach: Gavin Brown

ACC TABLE TENNIS

Year 7 Team

Hunter Cann
Bailey Cousins
Jett Dodge
Sam Ford
Jacob Jhoomun
Harry Knott
Toby Leeds
Gus Maudsley
Sam Mortensen
Dean Nionakis
Liam Schoots
Samuel Schoenmakers
Toby Leeds
Kai Zamora
Larry Zhao

Coach: Donald Ngo

Year 8 Team

Patrick Calabrese
Aidan Donnelly
Xavier Dracos
Marcel Incani
Steve James
Eoin Jessop
Ethan Lee Kim
Jake Meyers
Jonas Michelsson
Wazir Saigal
Angus Schlittler
Cooper White
Simon Winter

ACC COMPETITIONS

Coach: Jess Kirk

Year 9 Team

Toby Clarkson
Luka Demuth
Max Edwards
Beau Ellen
Jordan Ellen
Luca Magro
Sachin McBurney
Cobe Meyers
Jason Parker
Julian Royal
Lachlan Saulle
Beau Segar
Brison Te Pairi
Aaron Vu

Coach: Bridget Day

Year 10 Team

Max Bade
Max Edwards
Jack Harrison
Samuel Jewitt-O'Reilly
Joshua Lee
Beau Lewin
Luca Magro
Oliver Mandile
Sachin McBurney
Coby Meyers
Jackson Parker
Thomas Winzar

Coach: Bridget Day

Year 10 Team

Lucky Castromayor
Darley Cross
Alessio Di Fabrizio
Lachlan Dooley
Jackson Gillbee
Oran Jenkins
Angus Liddell
Jothan Pugeva
Tobias Malone-Marty
Sebastian Pliatsiaris
Thomas Rossi
Joshua Scanlan
Riley Shimmin
Nicholas Shipham
Edward Taylor
Thomas Vella

Coach: Brett Forsyth

Seniors Team

Alex Barton
Max Byers
Costa Colombani
Ryan Comas
Rhett Fernando
Fletcher Gardner
Archer Grant
Darby Heelis
Gab Incani
Rory Jenkins
Hugo Risvanis
Jamie Ritzert - Captain

Coach: Erin Napier

ACC TENNIS

Year 7 Team

Max Antunes
Henry Harrison Fitas
Toby Leeds
Phillip Nyamukondiwa
Liam Schoots
Noah Terrell
Ben Tohill
Xavier Wainwright
Felix Wood
Josh Zordan

Coach: Viv Ditcham

Year 8 Team

Archer Appleby
Aidan Donnelly
Cooper Clarkson-Woon
Harry Boden-Fourie
Timothy Gibbins
Edward Jones
Max Lalor
Jack Mair
Rafael McGregor
Jonas Michelsson
Slava Moroz
Ethan Taylor

Coach: Amy Ross

Year 9 Team

Max Bade
Ted Bitting
Max Edwards
Jack Forbes
Lucas Hansen
Jack Harrison
William Jones
Luca Magro
Coby Meyers
Levon Price
Aaron Vu

Coach: Erin Napier

Year 10 Team

Matthew Boutlis
Oliver Clifton
Hudson Egan
Dylan Joughin
Sol Louev
Tobias Malone-Marty
Ethan March
Anthony Plousi
Thomas Rossi
Gabriel Ruberu
Nicholas Shipham
Thomas Vella

Coach: James Meade

Seniors Team

Ethan Blampied
Costa Colombani
Joshua Grunberg - Captain
Tom Gregory
Tom Hill
Liam Kouchakdijan
Will Mannix
Dan Murphy
Isaak Richards
Max Quirk
Andrew Warnock

Coach: Amy Ross

ACC TRIATHLON

Riley Batson
Curtis Bowen
Cameron Brindle
Daniel Butler
Max Byers
Tyler Crombie
Daniel Davidson
Hamish Derricott
Rhett Fernando
Charles Galvin
Oliver Gamble
Fletcher Gardner
Archer Grant
Darby Heelis
Daniel Henry
Joseph Hetherington
Gab Incani
Riley Kotow
Daniel Paron
Jamie Ritzert
Julian Stewart
Zane White

Coach: Gavin Brown

ACC VOLLEYBALL

Year 7 A-Team

Luke Cheep
Noah Glatz
Hugh Jones
Tony McSwiggan
Hugo Mills
Hudson Moran
Alex Smith
Daniel Sonogan

Coaches: Klaas McIntosh & Greg Roberts

Year 7 B-Team

Christian Avery
Joe Bade
Harper Costante
Dustin Donnellan
Richie Drinkwater
Sebastian Johnson
Michiel Kerkhof
James March

Coaches: Klaas McIntosh & Greg Roberts

Year 8 Team

Massimo Barba
Owen Close
Samuel Cowell
Harrison Crosswell
Beau Decker
Bryce DeVincentis
Oliver Fedrick
Tom Gilbee
Steve James
Eoin Jessop
Logan Lindsay
Freddie Marshall
Archie McPherson
Lachie Meehan
James O'Reilly
Oliver Phillips
Hudson Ramanauskas

Coach: Brayden O'Toole

Year 9 A-Team

Cash Corcoran
Lachlan Diep
Gilbert Etienne
Ethan Jones
Eric Michel
Brison Te Pairi
Kobe Williams
Tom Winzar

Coach: Leah Olsen

Year 9 B-Team

Finn Butterly
Samuel Gibson
Jayden Demko
Lachlan Devine
Darcy Harwood
Zavia Murphy
Oliver Rigoni
Rikki Rocca
Luke Sonogan
Nate Williams

Coach: Leah Olsen

Year 10 A-Team

Callum Chung
Alessio Di Fabrizio
Aiden Fernando
Sonny Lamanna
Edoardo Marcon
Michael Monaghan
Will Thompson
Marcus Tocarsio
Cade White

Coach: Nick Anderson

Year 10 B-Team

Otto Bourinaris
Ryan Celentano
Will Fox
Tom Giuliano
Cale Mills
Kyan Morgan
Lucas Nanfra
Lewis Richardson
Bradley Sloan

Coach: Nick Anderson

Senior Team

Sam Aughterson - Team Manager
Chris Banducci
Sam Buck
Archer Decker
Rhett Fernando - Captain
Matt Haas
Darby Heelis
Curtis Howe
Reuben Jewitt O'Reilly
James Lalor
Jake Matthews
Samuel Meredith
Oliver Moodie
Tom Stacey
Antonie Van Riet

Coach: Rachel Matthews

ACC Open Debating

Championship Team

Oliver Bradley
Liam Casey
Ben Hall
Joseph Hetherington
Tomas Polintan
Thomas Liang
Harrison McCawley
Michael Roberts
George Sakkas

Intermediate Team

Joel Crothers
Noah Heredia
Robin Chen
Charlie Moore

Junior Team

Angus Picking
Oscar D'Zilva
Xavier Knowles
George Batzaxis
Justin Le

ACC Public Speaking

Open Team

Joe Hetherington
Harrison McCawley
Michael Robertson
George Sakkas

Intermediate Team

Oran Jenkins
Zane Kerbage
Luke Kinsella
Nicholas Shipham

Junior Team

Lucas America-Lidonni
Cameron Chy-Long
Hugh Jones
Chris Ou

ACC Chess

Seniors A-Team

Eddy Dong
Joel Fletcher
Jacob Gosling
Benjamin Hall
Rhys Jones
Oliver Kloester

Tomas Polintan
Oliver Kujawski
Jack Weavers

Seniors B-Team

Daniel Bentrovato
Thomas Bretherton
Oscar Byers-Tymms
Seb Convey-Ryan
Lukas Ingle
Chris Ou
Quinn Schellebeck
Sabeer Sethi
Jack Tomlinson

ACC BENTLEIGH EAST

ACC BASKETBALL

Year 7 Team

Xavier Briggs
Jake Evans
Micky Hlavati
Archie Hanson
Albie Hupfeld
Hudson Lay
Kayden Lim
Fraser Lucas
Liam Martin
Zac Rezsneki-Carrere
Jake Richardson
James Rigano
Sam Rojko
Nicholas Sabbadin
Jack Scanlon
Brandon Scullin
Keiran Sutherland
Rex Tan

Coach: Phillip Thomas

Year 9 A-Team

Zach Bevacqua
Cove Busuttill
Pavlos Dimitriou
Jack Inkster
Patrick MacSweeney
Luke Martin
Spencer O'Shea
Oliver Wickstrom

Year 9 B-Team

Sterling Cramer
Fraser Hall
Linus Hupfeld
Dillion Koresis
Lincoln Leversha
Matthew Liu
Denys Prystupa
Lucas Ricci

Emergencies:

Sam Dimopoulos
Archie Flegeltaub

Coach: Dan McMahon

ACC CRICKET

Year 7 Team

Elliot Carey – Wicket Keeper
Jayce Cantwell
Albie Hupfeld
Lewis Monet
Euan Peteranna
Jake Richardson
Sam Rojko
Jai Sager
Zac Sloane
Keiran Sutherland
Zachary Thompson

Coach: Steven Laska

Year 9 Team

Max Agrimi
Oscar Arvanitakis
Zac Bevacqua
Ethan Chea

Billy Jones
Alec Karavias
Harry Creighton
Samuel Dimopoulos
Jesse Downes - Wicket
Keeper
Archie Flegeltaub
Henry Gleeson
Fraser Hall
Emilio Sawaya
Alexander Predl
Owen Richardson
Lincoln Sager
Ben Sloane

Coach: Paul Riley

ACC FOOTBALL

Year 7 Team

Marco Caminiti
Jayce Cantwell
Alexander Davidson
Oscar D'Zilva
Alexander Elford
Jake Evans
Archie Hanson
Albie Hupfeld
Lenny Johns
Xavier Knowles
Hudson Lay
Kayden Lim
Fraser Lucas
Max Mather
Liam Martin
Jacob Pica
Jake Richardson
James Rigano
Sam Rojko
Jack Scanlon
Keiran Sutherland
Zachary Thompson
Max Werry
Eli Zoghbi

Coaches: Patrick Rejman & Michael Brown

Years 8 & 9 Team

Joseph Anderson
Oscar Arvanitakis
Zach Bevacqua
Campbell Black
Cove Busuttill
James Caltabiano
Lucas Comito
Michael Comito
Harry Creighton
Pavlos Dimitriou
Sam Dimopoulos
Lincoln Elford
Max Enright
Archie Flegeltaub
Anthony Gallardo
Trent Gazan
Henry Gleeson
Fraser Hall
James Ingram
Billy Jones
Jeremy Lazaris
Lincoln Leversha
Oskar Maslanka
Lachie May
Patrick MacSweeney
Gary Monaghan
Spencer O'Shea
Ben Powers
Owen Richardson
Lincoln Sagar
Rafael Sinclair
Callum Stevens
Fabian Taranto
Aidan Teo
Gideon Titifanua

Coaches: Paul Riley & Martin Callanan

ACC SOCCER

Year 7 Team

Zubin Bhosekar
Eddie Calabro
Elliot Carey - Goalkeeper
Rory Giles
Micky Hlavati
Matthew Joseph
Dmitrii Kochergin
Lukah Mansour
Xavier Marshall
Anthony Papageorgiou
Euan Peteranna
Rustam Rahim
Zachary Rezsneki-Carrere
Nicholas Sabbadin
Mason Seymour
Zac Sloane
Aston TE
Connor Watkins
Ashank Yeddapanalli

Coaches: Steven Laska & Fotios Koutsogiannopoulos

Year 9 Team

Max Agrimi
Nathan Anesidis
Anthony Andrinopoulos
Harry Andrinopoulos
Ethan Buensch
Alexander Arnaoutis
Thomas Bree
Leo Calabro
Gianluca Di Fabrizio - Goalkeeper
Patrick Dolgov
Seth Griffiths
Leonardo Kolimackovski
James Kyriazis
Jonah Mansour
Oskar Maslanka
Dean Mazzagatti
Pierre Mazzini
William Ong
James Taranto - Goalkeeper
Costa Tzortzoukas

Coach: Billy Natsioulas

ACC TABLE TENNIS

Year 7 Team

Lucas America-Lidonni
Cristian Bianchi
Elliot Carey
Alexander Davidson
Rory Giles
Lenny Johns
Matthew Joseph
Lukah Mansour
Xavier Marshall
Euan Peteranna
Zac Sloane
Zachary Thompson
Connor Watkins

Coach: Fotios Koutsogiannopoulos

Year 9 Team

Alexander Arnaoutis
Oscar Arvanitakis
Gianluca Di Fabrizio
Patrick Dolgov
Max Enright
Michael Pereira
Thomas Regos
Ethan Chea
Robin Chen
Torin Hunter
Lachie May
Bosco Meyer
Owen Richardson
Blake Schiffner

Coach: Paul Riley

ACC TENNIS

Year 7 Team

Lucas America-Lidonni
Cristian Bianchi
Kane Duckworth
Rory Giles
Micky Hlavati
Lenny Johns
Hudson Lay
Xavier Marshall
Anthony Papageorgiou
Angus Picking
Nicholas Sabbadin
Jack Scanlon

Coach: Billy Natsioulas

Year 9 Team

Tristan Carabella
Harry Creighton
Keegan Dawson
Nicola De Vera
Max Enright
Cristian Fernandez
Anthony Gallardo
Torin Hunter
James Ingram
Aidan Johnson
Oskar Maslanka
Michael Pereira
Owen Richardson
Blake Schiffner
Sebastian Taylor

Coach: Fotios Koutsogiannopoulos

ACC VOLLEYBALL

Year 7 Team

Cooper Barrett
James Boyd
Xavier Briggs
Alexander Davidson
Jake Evans
Archie Hanson
Xavier Knowles
Kayden Lim
Fraser Lucas
Lukah Mansour
Liam Martin
Max Mather
Rustam Rahim
Zachary Rezsneki-Carrere
Rex Tan
Eli Zoghbi

Coaches: Phillip Thomas & Rachel Urquhart

Year 9 A-Team

Pavlos Dimitriou
Cooper Holland
Torin Hunter
Ethan Lam
Jonah Mansour
Jeremy Lazaris
Aidan Teo
Akira Thai

Year 9 B-Team

Campbell Black
Gianluca Di Fabrizio
Seth Griffiths
James Ingram
Lachie May
Blake Mayol
Luca Passakos
Edwin Thai
Gideon Titifanua
Cohen Walters
Archie Zoppo

Coach: Dan McMahon



HOMEROOMS AND TUTOR GROUPS

YEAR 7

As we end the school year, we find ourselves reflecting on the remarkable journey that our Year 7 students have embarked upon. While every individual has faced their own hurdles over the year, the experience has been formative and led to growth, discovery, and personal achievement for each student. Our Year 7 Teaching Team is immensely proud of all that our students have accomplished.

One of the highlights was undoubtedly the camps at Phillip Island. The invaluable opportunities to bond with new peers, step outside comfort zones, and take on activities at Cypress Lodge were seized with gusto. From seeking to conquer the season's fishing competition, to the beach activities and night walks, our students displayed much enthusiasm and positivity over their first group experience at the College.

Participating in the breadth of ACC Competitions and co-curricular activities was also of notable significance. Whether it was the thrill of victory on the hockey field, the camaraderie of students working in musicals with Kilbreda College and OLSH College, or the strategic thinking of our chess players and DaVinci Decathlon representatives, it was truly pleasing to watch them find and develop their areas of enjoyment outside the classroom.

Mission Action Day was another memorable occasion for the students. Their enthusiasm and commitment to the day's purpose was heartwarming

as they walked to raise money for our fellow Lasallian schools in less fortunate communities across the world. The day was filled with joy, laughter, and a sense of community as students celebrated their collective efforts in making a difference.

Our students have made significant strides in their transition to secondary education. They have adapted to the increased academic demands, embraced new challenges, and developed a strong sense of belonging. Their growing resilience, curiosity, and willingness to learn have also been a constant source of inspiration for their teachers. Throughout the year, we have made reference to the fact that the College crest symbolises our shared identity as members of the St Bede's Community. Our cohort has worked hard to ensure they embody the values of Faith, Service and Community and have proudly earned the affectionate moniker of Bede Boy.

We congratulate our Year 7s on their successful year. They have demonstrated exceptional character, perseverance, and a positive outlook. We are confident they will continue to thrive and make a lasting impact on our College Community. A big thank you to our teaching team for the work and care they have invested to make this an enjoyable year for our students.

Carl De Souza and Billy Natsioulas
Year 7 Coordinators

Student Highlights

Community Engagement - Hugh Jones

I started here with a brother in Year 9, and as I felt more engaged in the community I realised it's not just family that could be your Brothers, it's the community we have here that are here to support you and make your journey to Year 7 even easier.

I'm on the swim team, where I have met some of my best mates and got so much support even before I had my first day at St Bede's. At the ACC Swimming Carnival, I was quite nervous but having the older boys cheering me on made me feel a lot more confident as I went on to win for my age group - and even better we won as a team to help keep our five-year winning streak.

One of the best things about being a part of ACC teams this year was definitely cheering on my mates and all the hype on the bus and whenever we played away.

I also joined the F1 in Schools Competition, which helped me meet a lot of teachers and bring out my creative and engineering aspects. It also helped develop my social skills by going out and reaching out to the public to ask for sponsorships to help fund what we do. I also really enjoyed building a model racing car where we had to do online wind testing and make adjustments.





Student Highlights

Camp - Cameron Chy-Long

Camp was a highlight of Year 7 for many of us. It was an opportunity to socialise and get to know each other better, and a chance to explore fun, new activities.

The camp was in Phillip Island, and took around two hours by bus to get there. Once we were there, Mr Nesci explained to us some basic rules. They also told us what cabins we were to stay at.

After putting suitcases down and preparing our beds, we were given free time. We could relax or socialise in our cabins, take a walk along the beach, play table tennis or pool in the game room, or play some sport.

We were told to get into our swimming suits for boogie boarding! We walked down to the beach and partnered up. There was one boogie board per pair so the boogie boarding had to be done in two rounds. We all had lots of fun catching fierce waves and riding them to shore, laughing as the occasional power-wave knocked us off the board! It was a new experience for many and would not be forgotten.

After an exhausting and fun time boogie boarding, we walked back to camp. Mr Nesci cooked us mouth-watering burgers that left many students having seconds and thirds.

On the second day we were very excited - we were going on a fishing charter! Our boat sat for a few hours out on the water while we fished. After, we headed back to camp, and whatever we caught was cooked for dinner.

We also got to ride some sand dunes! We had a good walk over to the sand dunes and one at a time, we climbed up them, boards in hand. Once we reached the top and it was safe to go down, we lay down on the board and pushed off! It was like a roller coaster! Whoever got the farthest won bragging rights.

The final day we hopped on a bus to play mini-golf! It was an 18-hole course that had many wacky designs!

Camp was a really fun time, where students had an opportunity to experience new things and socialise outside of school! I really enjoyed my time.

ACC Sport - Zac Pearson

A major part of my first year has been joining ACC Sporting teams and being involved in co-curricular activities. Some of the teams and programs I've been in include the Football, Athletics and Swimming. This gave me the opportunity to meet and mix with new students from various year levels.

ACC Track and Field in particular has been a clear highlight for me. I got to represent the College in marquee events such as the 100m, 200m and long jump. Also, having all of the Athletics team cheering and supporting me throughout training and on the day was something I will remember for a long time.

My homeroom and my cohort have a huge mix of boys from schools all over Bayside. It has given me an opportunity to meet and mix with kids for all walks of life. It's been really great getting to learn about each other and work together.

F1 In Schools - Christian Bolton and Oliver Smith

Our journey in this competition has been an eye-opening and enjoyable experience in seeing how STEM and the F1 In Schools world works. Since the beginning of our experience, we have learned and experienced a wide range of different skills and abilities, such as teamwork, collaboration, team management, engineering and more.

We joined F1 In Schools to learn and develop our STEM skills, the functionalities and uses of all the behind-the-scenes equipment. As a group, we are all very interested in STEM enrichment and engineering and wanted to learn more about the inner workings of the competition.

Leading up to the competition, you have to raise sponsors by advertising. These sponsors will provide you with money or services to help you develop the necessary pieces of equipment needed for the competition such as your Trade Display which displays all your work and progress throughout the competition.

We have applied our new learned skills to our own lives today. They are important skills such as collaboration, management, finance and business.

We have achieved many goals including raising sponsors, setting up a bank account, designing a trade display model and model car, and created a brand with logos and social media accounts.



YEAR 7

HOMEROOM 7.1B



Billy Natsioulas



Sharon Torpey



Marcus Alkhouri



Lucas America-Lidonna



Cooper Barrett



Jacob Bastide



Sebastian Bayanta



Zubin Bhosekar



Jeremy Bobik



Alexander Eiford



Oliver Jackman



Lukah Mansour



Saleem Mikael



Rustam Rahim



Jai Sager



Brandon Soulin



Ethan Sak



Rex Tan



Costa Xenos



Ashank Yeddanapalli

HOMEROOM 7.2B



Billy Natsioulas



Patrick Rejman



James Boyd



Marco Caminiti



Jayce Cantwell



Elliot Carey



Rory Giles



Matthew Joseph



Xavier Marshall



Liam Martin



Euan Peteranna



Ryan Peterson



Zachary Rezoneki-Carrere



James Rigano



Jack Scanlon



Mason Seymour



Mason Smith



Eamon Stanthorpe



Aston Te



Eli Zoghbi

Not pictured: Zac Sloane

YEAR 7

HOMEROOM 7.3B



Billy Natsioulas



Philip Thomas



Cristian Bianchi



Xavier Briggs



Cameron Chy-Long



Duncan Collins



Gia Bach Dang



Alexander Davidson



Pietro Gazen Aresso



Noah Geller



Micky Hlavati



Lenny Johns



Hudson Lay



Kayden Lim



Fraser Lucas



Anthony Papageorgiou



Jake Richardson



Nicholas Sabbadin



Ari Terulli



Zachary Thompson



Connor Watkins

HOMEROOM 7.4B



Billy Natsioulas



Sarah Williams



Ben Anstee



Eddie Calabro



Oscar D'Ziva



Kane Duckworth



Jake Evans



Daniel Foster-Larosa



Archie Hanson



Albie Hupfeld



Xavier Knowles



Dmitri Kochergin



Max Mather



Tam Nguyen



Jacob Pica



Angus Picking



Nathan Ravipati



Sam Rejke



Keran Sutherland



Max Werry

Not pictured: Lewis Monet

YEAR 7

HOMEROOM 7.1M



Carl De Souza



Victor Tanti



Seb Aguilera



Lukas Apidjotis



Lucas Atsis



Christian Avery



Gianluca Bellino



Matthew Desnard



Thomas Brown



Hudson Clark



Evan Dickze



Jett Dodge



Lachlan Gilmour



Miles Harvey



Monty Hollins



Liam Holmes



Hugh Jones



Angus Keating



Neil Kelly



Sebastian Laughlin



Reuben Marti



Patrick Millar



Jamia Monga



Joshua Piech Meat



Quinn Schellebeck



Gus Stroud



Matthias Tondorf

HOMEROOM 7.2M



Carl De Souza



Aleesha Jansen



Vanessa Sly



Hamish Boucher



Liam Casey



Pasquale Facciolo



Samuel Ford



Mitchell Gebbing



Samuel Giles



Aydin Hendricks



Romeo Lando



Maxwell Laycock



Jesse Long



Leo McSephney



Ethan Meure



Dean Nonakis



Jack Overton



Alexander Papagannis



Zac Perryman



Matthew Rumsey



Daniel Rutkowski



Lachlan Schultz



Hudson Straford



Charles Talbot



Xavier Wainwright



Harry Walker



Felix Wood



Joshua Zordan

YEAR 7

HOMEROOM 7.3M



Carl De Souza



Emily Morris



Harrison Arendarokas



Raffy Atkins



Solomon Barry



Joshua Blaszczyk



Andrew Francis



Mason Giacobello



Tom Hart



Ocean Hibberd



Harry Hodgetts



Lucas Jankowski



Harry Knott



Toby Leeds



Christopher McCormack



Samuel McCormack



Billy McKean



Samuel Mortensen



Hugo Nasr



Levi Nicolaci



Anthony Papagiannis



Jesse Pappalardo



Zac Pearson



Mason Seoud



Samuel Shannon



Ryder Stafford



Noah Terrell



Kai Zamora

HOMEROOM 7.4M



Carl De Souza



Erin Napier



Campbell Arundel



Christian Bourke



Luca Gamsi



Luke Cheep



Oliver Clark



Ben Crowe



Jake Curtis



Charlie Harber



Miller Harwood



Lennox Higginson



Brodie Manning



Blake Matchado



Tony McSwiggan



Philip Nyamukondwa



Nicholas Richardson



Levi Roberts



Austin Ross



Patrick Shaughnessy



George Takis



Lachlan Tierney



Cruz Waterson



Joshua Yu



Archie Zajac



Adam Zarb



Larry Zhao

YEAR 7

HOMEROOM 7.5M



Carl De Souza



Nikolas Angelodemos



Joe Badi



Riley Bailey



Zac Buza



Oscar Byers-Tymins



Hugh Clark



Cam Fairbairn



Jamie Fak



Ashton Glynn-Conroy



Shiona Dickinson



Sarah Hedger



Riley Hahn



Ryan Magilton



James March



Hudson Moran



Peter Nauils



Alexander Nicols



Jack O'Brien



Liam Pert



Gregory Pogonier



Luke Rayment



Adrian Romanella



Jack Ryan



Blake Schonewille



Angus Stewart



Darcy Tuninga



Calum Tzounos

HOMEROOM 7.6M



Carl De Souza



Christian Bolton



Tate Burka



Shay Cleary



Jonah Costanzo



Hamish Debbis



Richie Drinkwater



Levi Dziurek



Henry Eston



Jakob Fraser



Dana Tomljanovic



Kip Grimes



Joseph Habib



Jarod Herft



Michiel Kerkhof



Angus Lambie



Gus Maudsley



Clinton McDonald



Kian Papanikolaou



Luke Phillips



Harry Podaridis



Samuel Schoenmakers



Liam Schoots



Oliver Smith



Xavier Thredgold



Sebastian Vallejo



Shea Woods

YEAR 7

HOMEROOM 7.7M



Carl De Souza



Lisa Finamore



Max Antunes



William Thomas Dray



Beth Busuttil



Hunter Cann



John Castaldo



Bailey Cousins



Leonard Driver



Jordyn Giannuzzi



Boyd Hammond



Cormac Hanigan



Xavier Jansons



Taj Jepson



Jacob Jhoonun



Samuel Johnson



Archer Jones



Jake Lambert



Max Lambert



Harrison Mason



Hamish McAlpine



Jake McVilly



Ren Pierce



Aidan Russell



Benjamin Segota



Alex Smith



Daniel Sonogan

HOMEROOM 7.8M



Carl De Souza



Jason Giccominato



Liam Adams



Sebastian Algiera-Lara



Elias Armstrong



Luke Bettaney



Cooper Casey



Archie Chilianis



Saxon Cross



Daniel Dhraso



Dustin Donnellan



Anderson Dressing



Louis Favre



Luke Halden



Henry Harrison Pitas



Aaron Johnson



Heath Lauretta



Thomas Leatherbarrow



Hudson Luke



Charlie O Gorman



Evin Pham



Vincent Ricciuti



Nate Rouse



Sabeer Sethi



Mitchell Slade



Jack Tomlinson



Alex Tzimas

YEAR 7

HOMEROOM 7.9M



Carl De Souza



Graham Bond



Lewis Adams



Samuel Alateras



Lucas Bienaime



Lucas Boxall



Josh Boyd



Hunter Daemen



Ethan Duff



Jay Espinoza



Charlie Girt



Noah Glatz



Leroy Hannan



Hugh Ingram



Thomas Jeffrey



Sebastian Johnson



William Kett



Leo Kuperus



Leonidas Limogannis



Noah Mitchell



Thomas Murphy



Lewis Nicholls



Oliver Nowak



Krithick Prabhu



Oliver Reeves



Ryder Tesoriero



Benjamin Trow

HOMEROOM 7.10M



Carl De Souza



Geoff Harrison



Joel Begg



Mack Bradley-Emmerson



Ned Clayton



Harper Costante



Samuel Costanzo



Luke Curnley



Julian Devenish



Leo Gough



Zailey Hawke



Will Holbery



William Hunter



Lukas Ingle



Sam Jamison



Ruben Kolmackovski



Cuba Manuel



Luca Mattheisz



Liam Mutuku



Flynn Patterson



Jacob Salasinski



Andras Szabo



Ben Tehli



Jasper Trail



Eli Yates



Athan Zafropoulos

Not pictured: Hugo Mills

YEAR 7





HOMEROOMS AND TUTOR GROUPS

YEAR 8

Moving into their second year of Secondary Schooling, it has been fantastic seeing our Year 8 students involved and immersed in so many different activities across the College. It has been pleasing for staff and students alike, that many of these experiences have been shared between students from our Bentleigh East and Mentone Campuses.

This year has seen experiences both inside and outside the classroom, which will leave students with memories of this special time. From academic to dramatic performance, music to sporting endeavours, cultural to STEM, our students have been involved, grown and excelled. The contributions from each of the students has made for a memorable year for all.

Rachel Urquhart and James Honan
Year 8 Coordinator

Student Highlights

Mission Action Day - Max Enright & George Batzaxis

We kicked the year off with the event that stands out the most, Mission Action Day! Even though this wasn't our first time, we had an even better experience with activities such as sumo wrestling, bumper cars and much more. The 10km walk was a tough wrestle but had a great reward - coming back to the canteen for a hotdog and drink.

Max Enright & George Batzaxis

Throughout the year, we really enjoyed being able to interact with our whole year level, not just those from our Campus. We had many gatherings as a whole group throughout the year, the highlights of those being MAD and Medieval Day. Medieval Day wasn't just about coming together with our fellow students - it came with many other highlights, such as using bows and arrows and shooting them at targets, learning about weapons and torture, learning how to become a knight and so much more.





Student Highlights

All Round Engagement - Thomas Foley

This year we were fortunate to be involved in many activities which included MAD, Athletics Day, ACC and Camp. We were also lucky to participate in class activities which included mass and wellbeing. We also had a special maths guest who taught us about robots and technologies. We are all excited to see what is to come next year in Year 9.

Camp - Rhys Nicholls

We were lucky enough to go on camp to Phillip Island. We had a great time rock climbing, kayaking, surfing, watching movies and going to the National Vietnam Veterans Museum. Lucky for us, Mr Strom came down to watch us surf and play us in a game of pool. Camp this year was a great experience and I'm looking forward to it next year.

Medieval Day - Marcus Condon

Year 8 students from Mentone and Bentleigh East campuses got to experience an amazing Medieval Day. We had four activities including archery, crime and punishment, armour and weapons and battle & training. At the end of the day, some students participated in a sword battle with our presenters.

ACC Sport - Thomas Batchelor

Throughout the year, many Year 8s were involved in ACC Sport. In Term 2, 8A footy team had to win the last game of the year against reigning premiers, Parade College. The game came down to the wire, but we ended up losing by 6 points and missing out on it.

Overall ACC was fantastic, with all the teams making a great effort and some teams making the grand final, putting up a good fight throughout the season. We will all be looking forward to ACC Sport in Year 9.

Year 8 was a leap of change from Year 7, but we will definitely look back on it as a fun and new journey. We were open to many new experiences in Year 8, some more challenging and others more fun.

Leadership Opportunities - Max Enright & George Batzaxis

We are very grateful to the College for providing us with a variety of opportunities to engage in leadership. Two main programs focusing on student leadership were the Student Voice Committee and the Year Level Leader program.

These opened doors for willing students to raise the voices of their peers to be heard and make important changes in the College, to improve it for the coming generations of students.





YEAR 8

HOMEROOM 8.1B



Rachel Urquhart



Vicky Karakatsani



An Bhaskaran



Campbell Black



Nicholas Campbell



Tristan Carabella



Grayson Cooper



Harry Cooper



Nicola De Vera



Pavlos Dimitru



Patrick Dolgov



Max Enright



Zoran Hassan



William Kommuri



Ethan Lam



Lincoln Leversha



Oskar Masianka



Julian Oddo



Michael Pereira



Samuel Pickering



Derrys Prystupa



Thomas Regos



Thomas Scarlon



Coen Scriven



Isaac Shore



James Stewart



Oliver Wickstrom

Not pictured: Hendre Bezuidenhout

HOMEROOM 8.2B



Rachel Urquhart



Wendy Grogan



Kai Anderson



George Batravis



Zach Bevaqua



Leonardo Calabro



James Calabiano



Will Costelloe



Harry Creighton



Keegan Dawson



Lual Deng



Mitchell Dessent



Samuel Dimopoulos



Gabes Foley



Spencer Gamish



Henry Gleeson



Fraser Hall



William Haydon



James Ingram



Justin Le



James O'Connor



Luca Passakas



Hunter Place



Ben Powers



Emilio Sawaya



Calum Stevens



Edwin Thai



Archie Zeppos

YEAR 8

HOMEROOM 8.3B



Rachel Urquhart



Lynette McLennan



Max Agrimi



Nathan Anesidis



Alexander Amaoutis



Oscar Arvantakis



Oscar Baldock



Aiden Baran



Ethan Brady



Thomas Bree



Gianluca Di Fabrizio



Cristian Fernandez



Archie Flegelraub



Taiga Gemmill



Caleb Hale



Cooper Holland



Blake Mayol



Lachlan Miles



Alex Morawski



William Ong



Zaire Pentney



Benjamin Richardson



Jett Saumalu



Harrison Sawtell



Jackson Sloan



Sebastian Taylor



Rex Trihey

HOMEROOM 8.1M



James Honan



David Kirnes



Lachlan Angus



Mitchell Berley



Cooper Bowles



Ashton Bradley



William Clancy



Benj Clur



James Clifton



Zac Davies



Sam Dickinson



Harper Dressing



Cooper Hardinge



Vanson Harwood



Steve James



Barney Kemp



Thomas Loadman



Nixon McCollough



Lachlan Meehan



Jake Meyers



Ashley O'Connor



Angus Schiltler



Callum Smith



Xavier Smith



Sebastian Trouw



Luke Watkins



Simon Winter

YEAR 8

HOMEROOM 8.2M



James Honan



Max Bedford



Lawson Bourke



Will Chamberlain



Joshua Clement



Harrison Crosswell



Rory Davidson



Krishanth Devanesen



Kody Dower-Baird



Jasper Eades



James Corkill



Timothy Gibbins



Adam Humphrey



Matthew Inserra



Eoin Jessop



Patrick Kiag



Bowie Luckie



Conor Mair



Harry Morgan



Xavier McCreary



Jack Newington



Michael Nowak



Thyvan Pratheepan



Adan Reidy



Joseph Riley



Wazir Saigal



Ruben Thomas

HOMEROOM 8.3M



James Honan



Nicholas Audore



Thomas Batchelor



Tyson Beames



William Gaiman



Luke Cavanaugh



Ethan Comazzetto



Marcus Condon



Thomas Foley



Will Jansz



Suleen Snelling



Hudson Kellock



Oscar Lang



Ezekiel Lay



Tobias Lee



Phoenix Lynch



Jack Mair



Maddix Michel



Domnic Monga



Rhys Nichols



James O'Reilly



Dominic Selick



Nate Stankovic



Hugo Ward



Jackson Watson



Cooper Willems

YEAR 8

HOMEROOM 8.4M



James Honan



Milo Arrowsmith



Tom Biggs



Lincoln Campion



Matthew Collins



Samuel Cowell



Aidan Donnelly



Frederick Elliott



Stefan Fewkes



Hunter Foster



Stefan Haeusler



Marcel Incani



Edward Jones



Cooper Jose



Max Lalor



Miles Lamanna



Charlie Larkins



Ethan Lee Kim



Oliver Lesic



Archie McPherson



Slava Moroz



Darcy North



Damien Pereira



Max Richards



William Rigg



Jake Rowland



Billy Tyber

Not pictured: Hayden Salter

HOMEROOM 8.5M



James Honan



Harry Boden-Fourie



William Begjoevic



Daniel Brancatella



Luke Brown



Jesse Byers



Max Camilleri



Cooper Clarkson-Woon



Lachlan Crestani



Bryce DeVincentis



Joseph Perna



Samuel Dooly



James Dowling



Archie Dunne



Harry Edwards



Vasil Flaskis



Matthew Frukhtman



Samuel Gaffney



Cooper Ibbott



Flynn Jansen



Ryder Melican



Zak Noble



Charles O'Hare



Diesel O'Leary



Gabriel Paola Dolby



Harper Richards



Thomas Robins

YEAR 8

HOMEROOM 8.6M



James Honan



James Allenby



Archer Appleby



Massimo Barba



Fabio Barrocas



Henry Belton



Finn Burgess



Hamish Child



Charlie Costante



Xavier D'Abaco



Kirk Thomson



Johnny Harland



Thomas Holler



Bailey Jones Kersey



Alexander Korlev



Kane Lawrence



Javier Leon



Lucca Mastrocola



Rafael McGregor



Hamish Meredith



Lachlan Nagle



Chris Ou



Dan Pickett



Gabriel Powell



Rupert Power



Xavier Rochford



Joshua Watt

HOMEROOM 8.7M



James Honan



Jack Aarons



Maxwell Dyett



Campbell Evans



Oliver Fedrick



Liam Gibson



Jensen Hayden



Harry Hearn



Finn Keams



Heath Lee Kim



Nives Milanovic



Joshua Lefebvre



Lachie Majstorovic



Freddie Marshall



Gus Morgan



Lincoln Mueller



Kade Phillips



Oliver Phillips



Hudson Ramanauskas



Lewis Rousch



Zane Rushton



Luca Salerno



Elias Seguel



Jake Steyn



Declan Swadling



Ethan Taylor



Benjamin Tubb

YEAR 8

HOMEROOM 8.8M



James Honan



Freddie Bustin



Ethan Dido



Jorge Dounis



Xavier Dracos



Sebastian Fordyce



Kurtis Hay



Ben Jones



Hudson Jones



Ben L'Hullier



Brayden O'Toole



Samuel Medeley



Hudson Nicholson



Alexander Niemoeller



Ben Parker



Sebastian Palino



Charlie Price



Lachlan Pumpurs



Neil Sanyal



Kieran Shah



Ashvath Vinodhram



Luke Wang



Cooper Whalan



Oscar Wilding



Harvey Winfe



Sol Wornacott

Not pictured: Charlie Carlyon

HOMEROOM 8.9M



James Honan



Dimitri Babousouras



Sebastian Bevan



Caspar Boag



Cooper Bruce



Patrick Calabrese



Owen Close



Jack Elias



Anthony Fianza



Liam Fouche



Mark Freeman



Thomas Gilbee



Joshua Holden



Ryan Johnson



Jonathan Kalantzis



Daniel Keams



Caleb Kurzke



Aiden Leonard



Evander Macri



Lenny Martin



Jones Michellson



Xander Morina



Xavier Plataniaris



Dane Quade



Henry Razga



Toby Sullivan



Cooper White

YEAR 8

HOMEROOM 8.10M



James Honan



Adriane Harrowfield



Christopher Alwick



Michael Bishop



Taane Bramald



Jackson Bryant



Archer Capsalis



Rory Clarke



Jeremy Davis



Gus De Jong



Beau Decker



Roman Godina



Andy Harlan



Nabil Karaan



Logan Lindsay



Ned Long



Mathew Martinez



Gus Matheson



Tiarnan Mayne



Noah Patestos



Marco Pompilo



Tex Robertson



James Sloan



Peter Socratous



Cyrus Solis



Riley Turner



Maximus Vasilaras

YEAR 8





HOMEROOMS AND TUTOR GROUPS

YEAR 9

Across our Mentone and Bentleigh East Campuses, our Year 9 students have enjoyed exploring many exciting and varied opportunities to participate fully in College life.

Whether taking the stage at Shrek The Musical:, Roald Dahl's Matilda The Musical Jr with OLSH College or Disney's Frozen Jr with Kilbreda College; the field, track and court at ACC Sport and House Carnivals, serving our communities on Mission Action Day and Vinnies Pop-Up Op Shop, or journeying through self discovery at iCity Excursions, camp and on retreat, students have continued to develop their sense of self, connection and belonging.

Our Lake Eildon Camps were a highlight for many students, taking them outside their comfort zones and challenging them physically, socially and mentally. It is pleasing to report that the students accepted the challenges of a 12 kilometre hike, setting up and packing down campsites for three nights, and canoeing for multiple

hours on an at-times choppy lake with great enthusiasm. The teamwork and compassion they showed for each other in trying conditions was great to see.

This year has also seen students given more opportunities to work across campus. The Careers Expo and Retreat Days have proven to be successful in forming new friendships that will hopefully extend into Senior Years and beyond.

Journeying through Year 9 can be a challenging time as students navigate a rollercoaster of emotions. It's common for them to experience a combination of anxiety and self-doubt, coupled with enthusiasm and individual pride as they make their way through this transition. Our timetabled programs for The Rite Journey, The Resilience Project, and workshops with Elephant Ed and Elevated Education are dedicated to serving students throughout these experiences.

To help best support our students in this, we focussed on providing more opportunities for teamwork in and outside

the classroom and co-curricular activities to help our students stay connected to each other. These opportunities foster a genuine sense of belonging and acceptance from peers, which frequently results in overall better mental health for our students.

Ahead of their transition into Year 10, the beginning of their Senior Years of education at our College, students have also had greater exposure to other relevant learning, personal development and social opportunities including the Careers Expo, workshops on Financial Literacy, Class Captainship and social events with Kilbreda College and OLSH College.

On behalf of our Year 9 teachers, we thank our wonderful students for their work this year and wish them our very best as they journey through Year 10.

Carmel Moloney and Paul Riley
Year 9 Coordinators





Student Highlights

Sport - Cash Corcoran

Throughout 2024, success flourished for our Year 9 sporting teams. Term 1 held the highly anticipated House Athletics Carnival. The students gave it their all in every event and the crowd displayed their enthusiastic support. Solomon came out on top and was crowned the House Athletics Champions.

Next on St Bede's sporting calendar was the House Swimming Carnival. House Swimming, like House Athletics, was competitive and entertaining for those who chose to swim. Many students stepped up and competed in championship heats in an attempt to accumulate more points for their House. On the day, Solomon was the better House, winning bragging rights for the Carnival.

Our final House battle was the Cross Country. The course was physically challenging, testing every runner's mental and physical toughness. A lengthy 3 kilometres along the sand straight into a precipitous hill, finishing on the paved path confronted every runner. Overall, McCristal secured the victory.

At St Bede's, the opportunities offered to participate in ACC sport are exceptional. Students are able to compete in a variety of sports such as swimming, football, soccer, badminton, basketball, hockey, table tennis, cricket, tennis and volleyball. This year, we had frequent success in each of these sports, winning numerous year level competitions.

In particular, the ACC football team made it to the Grand Final and after

a hard-fought contest against St Joseph's Geelong, came away with a memorable 26 point victory. In fact, the team finished their home and away season undefeated. Congratulations also to our ACC Hockey Team who brought home the Championship flag defeating De La Salle, Malvern 3 - 2.

Camp – Mitch Campbell

Camp was the best! I was totally sceptical at first, thinking it would be a waste of time. But man, I was wrong. There were definitely some tough moments, like hiking with that heavy tarp over creeks. It was a real challenge, but it was also a lot of fun. The best part was definitely toasting marshmallows with my friends. We had so much fun laughing and telling stories.

It was cool seeing all those trees in the forest. It felt like I was in a different world. We even made sure to clean up after ourselves. It's important to take care of the environment, even when you're having fun. And when Linus helped me with the tarp, it showed me how teamwork can make a big difference. It's cool how you can rely on your friends to help you out, even when things get tough. Teamwork is super important.

I learned a tonne too. Like, don't take things for granted. It's easy to forget how lucky we are sometimes.

Camp was an amazing experience. I'm so glad I went. I had a lot of fun, learned a lot, and made some great memories. I'm already looking forward to the next one.

Camp – Matthew Salasinski

Before I left for camp, I thought it would be easy like our Year 7 and 8 camps at Phillip Island. However, it turned out to be much more intense. The hardest part was the 12 km hike. It was hard both physically and mentally and I really felt like stopping at times. The hike up and down the hills was the hardest activity for me. It was a challenge and I struggled with the steep climbs.

I enjoyed canoeing the most - being out on the lake was peaceful and nice - still tough but easier than the hike. Cooking for my group was alright since I knew how to cut vegetables. It was hard to use the flames, it was new for me. Our group worked well together. We encouraged each other and pushed through the hard parts. Even when I didn't want to finish the hike, we all supported each other.

I learned that I could take on difficult challenges like steep hills if I stay determined. I also saw that everyone in the group was strong mentally and physically, especially when we passed another group on the boat trip and hike. I did encourage someone who was falling behind, and so did others. I never doubted my ability to keep up because I knew I had to finish. I'm proud of what I achieved. The camp was challenging but I made it through. It was a worthwhile experience, mentally challenging and helped me grow.



YEAR 9

HOMEROOM 9.1B



Paul Riley



Anthony Andrinopoulos



Noah Brady



Mitch Campbell



Lucas Comito



Rafael Fernandez



Trent Gazan



Jack Inkster



Alec Karavias



Ramy Khodr



Dominic Beale



Reuben Kiteley



Vincenzo Maccarone



Jack Natoli



Spencer O'Shea



Alexander Predi



Owen Richardson



Lincoln Sager



Blake Schiffer



Rafael Sinclair



James Taranto



Gideon Tifanus



Costa Tzortzoukas

Absent: Stirling Cramer

HOMEROOM 9.2B



Paul Riley



Peter Anastopoulos



James Cheng



Michael Comito



Joel Crothers



Noah Heredia



Daniel Kelly



Leonardo Kolimackovski



James Kyriazis



Jeremy Lazaris



Jane Wilson



Matthew Liu



Mina Makar



Luka Martin



Pierre Mazzini



Charlie Moore



Kristos Papanicolaou



Noah Przychodzen



Riley Sutherland



Caden Tan



Joshua Thexton



Thren Tran



Noah Yodjee

Not pictured: Ben Sloane

YEAR 9

HOMEROOM 9.3B



Paul Riley



Steven Laska



Hayden Adar



Max Alessi



Joseph Anderson



Ethan Chea



Robin Chen



Lincoln Eford



Samuel Emmenson



Anthony Gallardo



Seth Griffiths



Tom Hunter



Billy Jones



Dillon Koresis



Lucas Korkovelos



Alexander Krajewski



James Leti



Patrick MacSweeney



Lachie May



Dean Mazzagatti



Gary Monaghan



Ethan Nguyen



Lucas Ricci



Fabian Taranto

HOMEROOM 9.4B



Paul Riley



Martin Callanan



Harry Andrinopoulos



Ethan Buensch



Cove Busutti



Samuel Ghasline



Ruben Goberman



Filip Gorski



Hayden Gough



Levi Hanson



Linus Hupfeld



Aidan Johnson



Sebastian Keays



Xavier Kein



Pedro Kyriakopoulos



Louis Liu



Jonah Mansour



Archer Mathieson-Jane



Bosco Meyer



AJ Secud



Darcy Stevens



Christian Taranto



Aidan Teo



Akira Thai



Hamsih Van Sanden



Cohen Walters

YEAR 9

HOMEROOM 9.1M



Carmel Moloney



Nicholas Gleeson



Daniel Aberle



Oscar Andrew



Zeke Barnett



Luke Callander



Maximus Comito



Benjamin Davis



Hamish Gillis



Luke Haydon



Samuel Jewitt-O'Reilly



William Jones



Stellan Kloester



Glancy Lambe



Will McKean



Flynn O'Neill



Oliver Rigoni



Hamish Robinson



Aaron Schoenmakers



Ryan Schonewille



Dash Tanner



Noah Tyndal



Alexander Vatos



Jesse White



Ajay Wood

HOMEROOM 9.2M



Carmel Moloney



Ben McManus



Blake Adams



Daniel Blaszczyk



Xander Chilianis



Cash Corcoran



Luka Demuth



Liam Fennessy



Joshua Lee



Hunter Maudsley



Sachin McBurney



Declan McDade



Zaviyah Murphy



Archer O'Connor



Billy O'Sullivan



Jed Reimers



Rikki Rocca



Jorge Samaras



Cameron Scott



Beau Segar



Noah Sheehan



Luke Sonogan



Karl Staude



Angus Swinnerton



Lachlan Tuck



Conor Vogl



Fintan Wilks

YEAR 9

HOMEROOM 9.3M



Carmel Moloney



Billy Strachan



Mason Breed



Matthew D'Cruz



Lechlen Devine



Kobe Donovan



Jordan Ellen



Noah Ennr



Brendan Forbes



Jack Fraser



Samuel Hall



Elijah Hannan



Levi Hyams



Marcus Joseph



Harrison Kalodziej



Oliver Kringas



William Meehan



Joshua Moulang



Jacob Murphy



Oscar Neilson



Jacob Nichols



Leonardo Paleschi



Samuel Pickering



Angus Sutek



Brison Te Pairi



Josh Thorne Grosveld



Jack Williams

HOMEROOM 9.4M



Carmel Moloney



Kath Flynn



Levon Andonian



Max Bate



Oliver Bellerby



Ted Bitting



Angus Buchanan



Joel Campbell



Jayden Demko



Cooper Drew



Frederick Falkland



William Francis



Samuel Gibson



Lucas Keble



Darcy Kelson



Jude Leighton



Hudson Mann



Daniel McSavigan



Charles Meunier



Stephen O'Brien



Jesse O'Meara



Taj Pucella



Samuel Robinson



Simon Ruberto



Matthew Salasinski



Johnathan Stavriniadis



Patrick Tuohey

YEAR 9

HOMEROOM 9.5M



Carmel Moloney



Adam Briant



William Alateras



Romeo Alguera-Lara



Joshua Bou Diab



Ayrton Bruce



Nicholas Curry



Elliot Dermicott



Archer Hunter



Daniel Ianchello



Ethan Jones



Benjamin Kavanagh



William Lalor



Luca Magro



Alexander McAvaney-Doyle



Kai O'Brien



Aaron O'Shannessy



Darcy Osborne



Jackson Parker



Thomas Finnick



Oliver Smith



Hudson Tierney



Joe Whelan



Lenny Wilkins



Kobe Williams



Thomas Winzar

HOMEROOM 9.6M



Carmel Moloney



Shane Heatley



Kerry McCord



Stirling Arnott



Ryan Campbell



Joseph Cardamone



Jett Craig



Harvey Davulovic



James Di Nicolantonio



Beau Ellen



Liam Ford



Jack Gill



Luke Hibberd



Elijah Hoskin



Edson Knauth



Jordan Kromidas



Beau Lewin



Oscar Luxmore



Maximilian Nicholls



Joshua Peace



Christian Prentice



Jai Pucella



Gabriel Sliga



Hamish Smith



Callum Tregoning



Toby Vella



Aaron Vu



Cooper Wight

YEAR 9

HOMEROOM 9.7M



Carmel Moloney



Luke Davis



Aiden Adams



William Geadell



Charlton Humphrey



Frank Imperatori



Christopher Keisey



Hudson Lacey



Koji Lee



Michael Mastroscola



Eric Michel



Lachlan Newham



Nipson Nilson



Finlay O'Meara



William Oyagawa Quinn



Daniel Page



Aidan Parker



Sachin Pengilly



Aydin Petsona



Harvey Pryor



Cooper Reay



Luca Rodrigues



Flynn Stokes



George Tindale



Flynn Van Duynhoven



Leonardo Zuniga

HOMEROOM 9.8M



Carmel Moloney



Petra Klein



Caleb Allen



Roman Atkins



Aarav Basu



Paraskevas Batikas



Massimo Champness



Samuel Christopher



Lachlan Diep



Elijah Erbacher



Gilbert Etienne



Charlie Harper



Henry Harris



Darcy Harwood



Otto Hollins



Jack Imperatori



Charlie Long



Xavier Male



Leon Mathias



Ronan Mayne



Darrel Murray



Basil Rivanis



Julian Royal



Joel Stekelenburg



Bill Takis



William Turley



Darrel Waters

YEAR 9

HOMEROOM 9.9M



Carmel Moloney



Br Tony Cummins



Leo Aprile



Zaine Biviano



Finn Butterly



Samuel Doensen



Ryder Donald



Max Edwards



Jack Forbes



Ben Gurnett



Jack Harrison



Ashton Hepworth



Levi Jose



Joshua Kouzoukas



Xander La Prade



Oliver Mandie



Ollie Morgan



Mitchell Porter



Levon Price



Nate Pugsley



Harvey Russo



Lachlan Saulie



Jake Shinkfield



Simon Szabo



Archer Tangey



Hunter Wicking

HOMEROOM 9.10M



Carmel Moloney



Jack Anderson



Oliver Breen



Josh Campbell



Dylan Carr



Jackson Clark



Ryder Davis



Aiden Ferwerda



Oscar Fox



Jack Gilmour



Lucas Hansen



Zane Kerbage



Steven Mamos



Henry McCallum



Max Meredith



Coby Meyers



Joshua Michael



Finn Mitchell



Matthew Nicolin



Finn Parker



Marcus Pezzimenti



Ashton Robinson



Benjamin Semple



Jack Small



Reilly Ven



Benjamin Williams



Nate Williams

YEAR 9





CAPTAIN'S REFLECTION

BENILDE



Being House Captains of Benilde throughout our last year at the College has been amazing. We have had so many great experiences such as House Athletics, Swimming, Cross Country, Music, Debating, Arts and Public Speaking. It has been our utmost privilege to lead such a special group of boys. We couldn't have imagined it could have been this good. Being Benilde House leaders has allowed us to create the fondest memories we will hold close always - the laughter, success, friendships and culture we have forged is second to none.

There's never a dull moment being leaders of the College. We have each had a blast sharing the platform of being role models to our younger "brothers" day in and day out. From morning assemblies to House events, we are always being challenged to step up, and it's great.

One of the big highlights of the year was winning House Athletics early in Term 1, with the help of Benilde Coordinator Ms Lyons, whose drive of "bums on seats" got everyone involved in multiple events. This helped us smash the other Houses by almost 1000 points and we kept showing up for events and competing as best we could. When it was time to raise the trophy at the end of the day, Ms Lyons and our Captains were stoked with how our House competed in what was a great start in our quest for Beda Shield glory.

Another highlight was completing the House Debating and Public Speaking double. Thanks to **Tom Gregory, Harrison McCawley** and **Oliver Bradley** who led the charge, and for getting us another step closer to the coveted Beda Shield.

Mission Action Day saw us all getting involved and the participation was great. Year 12 House Footy - although we didn't win - our effort and battle to compete was inspiring. Everybody had a go and what we accomplished was outstanding.

House music was also a high point in our consistent battle against McCristal throughout the year. Our lead Benilde musicians came in swooping and delivered an outstanding performance that left a lasting impression. Big thanks to **Flynn Hunter**, who really got the crowd involved and brought a great performance on behalf of the team. It was the combined effort of all our House musicians that brought home the win for us -

Tom Gregory, Paddy Baker, Jamie Ritzert, Marcus Winter, Harry Edwards, Ciaran Gracias and **Oliver Bradley**.

Towards the end of Term 3, we also saw a great win at ACC Cross Country. Our very own Benilde runners were involved, including infamous **Edward Gibson** (Year 12) and rising star **Michael Monaghan** (Year 10), who helped bring home a fifth consecutive Division 1 Championship win for the College! A great achievement for the boys.

A special mention to the Hackett Mile and House Swimming, in which the participation and determination to fill lanes was just outstanding. And with the domination from our champion swimmers **Ashton Roberts** (Year 12) and **Angus Liddell** (Year 10), we put up a good fight.

All these House events have significantly strengthened the bond within the cohort. A bond that has ultimately been the drive for our success throughout the year.

Leading and creating memories together as Captains and with our very own "lion", Ms Lyons has been a journey we won't forget. We hope we were able to infuse a sense of pride and participation within Benilde. It's our hope that Benilde continues to be strong and confident far into the future.

We wouldn't have been able to do all this without our Benilde Tutors, who have been supporting and encouraging us all, every step of the way. They have been our backbone from day one, and we couldn't be more grateful. So to them, we say thank you.

We hope that as Benilde's legacy continues, the culture continues to grow and imbue the cohort with a sense of pride and value of one another to make the most memorable times of our lives.

Ollie Etienne, Julian Stewart and Sam Aughterson



BENILDE

TUTOR GROUP 1M



Melissa Lyons



Patrick Baker



Christopher Banducci



Riley Bowles



Max Calvez



Mitchell Cassidy



Chal Carlsson
Choi



Ben Evans



Jacob Gosling



Aidan Holland



Glenn Anderson



Stuart Hunt



Thomas Jacobs



Lachlan Knight



Robbie Leonard



Joshua Mackenzie



Caisen McGaw



William Oliver



Aiden Retief



Tane Rewi-Wetini



Nicholas Segota



John Stefanakis



Jack Thorp



James Vlahogiannis

TUTOR GROUP 2M



Melissa Lyons



Daniel Adenawo



Joshua Anasta



Philippe Antoniadis



Henry Beacham



James Both



Otto Bourinaris



Javier Campos



Conor Casey



Samuel Clement



Carolyn Sutherland



Oliver Gambia



Ethan Gibson



Oliver Haber



Benjamin Hall



Max Hunt



Rafeely Jennings



William Kerr-Bell



George Kydas



William Lautenbach



Oscar Mark



Que Merrick



Simon Taylor



Marcus Winter

BENILDE

TUTOR GROUP 3M



Melissa Lyons



Damien March



Sam Aughterson



Charlie Breen



Finn Cahill



Harry Campbell



Cooper Clarkson-Grigg



Anthony Fenech



William Fordyce



Tex Franklin



Thomas Giuliano



Samuel Higgins



Hamish Holloway



Ryan Jaber



Sebastian Johnson



Oliver Koenster



Noah Lynn



Ethan March



Oliver Nasir



Joshua O'Brien



Daniel Rabahi



Massimo Scarpa



Josh Whitfield

TUTOR GROUP 4M



Melissa Lyons



Gavin Brown



Jonathan Balzano



Thomas Beveridge



Samuel Bridson



Dion Charalambous



Justin De Souza



Harry Edwards



Joshua Elliott



Oliver Etienne



Wil Ferwerda



Aaron Fitzgerald



Austen Gillard



Tom Gillard



Tom Gregory



Finn Horton



James Lalor



Angus Liddell



Michael Monaghan



Piero Paleschi



Tom Raymond



Riley Shimmis



Edward Taylor



Marcus Torcasio

BENILDE

TUTOR GROUP 5M



Melissa Lyons



Zachary Birbils



Josh Black



Oliver Bolt



Kael Bond



Joseph Brennan



Alexander Calvi



Liam Dudley



Bruce Gibson



Jaxen Gordon



Marina McNeil



Ciaran Gracias



Thomas Hannan



James Hawkins



Max Lee



Hamish McDonald



Taj McKinnon



Cipson Nilson



Blake Newton



Kalen Rajakaruna



Ronan Raulings



Julian Stewart



AJ Veupelers



Bryden Zammit

TUTOR GROUP 6M



Melissa Lyons



Dean Algeri



Lucas Andreou



Gus Biting



William Blitz



Beau Carnegie



George Elliott



Thomas Elliott



William Fox



Ryan Greig



Matt Leggett



Thomas Griffith



Rory Hawkins



Daniel Henry



Flynn Hunter



Jakob Laughlin



Oscar Licastro



Harry Neilson



Harry Parker



Noah Pearson



Nicholas Shigham



Brody Van Duynhoven

BENILDE

TUTOR GROUP 7M



Melissa Lyons



Chris Burley



Cohen Azopardi



Dylan Barrett-Water



Oliver Bradley



Cambell Burke



Jackson Collins



Hugh Cummings



Oscar Del Castillo



Dylan Dunn



Edward Falkland



Jackson Gibbee



Daniel Goncalves



Joshua Grunberg



Oscar Heey



Jett Kelly



William Mannix



Bennett Martin



Axel McCormick



Charlie Pearson



Hayden Smith



Antonie Van Riet

TUTOR GROUP 8M



Melissa Lyons



Lis Bum



Edward Ady



Martin Barrera Pacheco



Hamish Beazley



Lewys Coates



Darley Cross



Lucas Duff



Kai Dennehy



Hudson Egan



Charles Galvin



Fletcher Gardner



Archer Grant



Noah Green



Oliver Hower



Alexander Kolimackovski



Archie Lamb



Lachlan Maclean



Christian Medora



Jonah Mestrov



Ethan Besa



Thomas Spiroglannis



Jamie Valastro



Joshua White

BENILDE

TUTOR GROUP 9M



Melissa Lyons



Daniel Argyropoulos



Tre Arlove



Jonathan Atus



Nicolas Bianchi



Christian Cacciotti



Hunter Craig



Max Creaney



Robert Galati



Seb Holden



Nathaniel Rosario



Dashell Johnson



Dylan Joughin



Lincoln Mackenzie



Antonio Maryn



Luka Resetar



Ashton Roberts



Sebastian Scarpa



Oliver Sinclair



Liam Smith



Nicholas Stamatakis



Ethan Summers



Flynn Williamson

TUTOR GROUP 10M



Melissa Lyons



Toby Anthonisz



William Aufner



Ailie Blackett



James Brooker



Zaine Campbell



Finn Clark



Luke Davoren



William Diniz



Kingston Gerrits



Jane Murphy



Edward Gibson



Mackenzie Griffin



Mitchell Hower



Noah Mathews



Harrison McCawley



Marcus Nandan



Hugo Pickering



Jamie Ritzel



Tommy Stacey



Javier Valenzuela

BENILDE





CAPTAINS' REFLECTION

LA SALLE



As House Captains, we've loved the chance to lead and inspire our peers. It has also allowed all three of us to work closely together, organising events and encouraging participation, which has been incredibly rewarding.

Despite being a very heavy and stressful year of academia, Year 12 has had many unforgettable moments that brought our cohort closer together. The House Athletics Carnival was a perfect expression of a vibrant school spirit, where we got to lead and cheer on our housemates and shared some competitive friendly banter between Houses and peers.

Mission Action Day (MAD) was another significant event on our calendar - not just for us La Salle House Captains - but for all leaders. MAD allowed us to give back to the community and reflect on the values St Bede's College upholds.

As Captains, we ran various activities that allowed us to connect with peers from all different year levels, fostering a stronger Beda brotherhood we strive to achieve within our community. Collectively, we agreed this was something very important to us, as it displayed our intended purpose of camaraderie.

We've enjoyed seeing our House come together, overcoming challenges and celebrating successes. The role has also helped us develop our leadership and life skills such as public speaking. Most importantly, it's been fulfilling to contribute to our House spirit and create lasting memories with our fellow students.

Christian Blanchette

"I always looked up to the leaders during my junior years and to finally get to stand where they once stood meant a lot to me."

I've absolutely loved having the opportunity to be a part of the La Salle leadership group. I always looked up to the leaders during my junior years and to finally get to stand where they once stood meant a lot to me. I've had a great group of boys around me, **Josh** and **Christian**, and they've really helped elevate my leadership skills this year. There have been many highlights, from House Athletics and House Swimming, showing our most talented House athletes to the other end of the spectrum of House Debating and House Public Speaking, with our inquisitive speakers showing their strengths. Although we did not take home the choccies in any events, it has been a great year for camaraderie and growing my relationships within LaSalle but also with the other Leaders. Mr Bohan has been great throughout the whole year, encouraging and supporting us through times when we've needed some assistance. Overall I really enjoyed it and would recommend all students eligible to apply for House Leadership.

Owen Bater

As we prepared for our roles as Lassalle captains, we often reflected on what we aimed to accomplish. Our mission was to proudly represent our House and embody the spirit of 'The Mean Green Team' with full force. We set out to inspire every student to push their limits and engage in all aspects of school life, from Athletics and Swimming to Debating, Arts, and Leadership.

By demonstrating the power of strong leadership and determination, **Christian**, **Owen**, and I aspire to leave behind a lasting legacy, one that future leaders can build upon, continuing the journey and completing the unfinished work we've started. This past year has been an incredible success, with everything running smoothly and, we are committed to ensuring that momentum continues to grow. With the guidance of our House Coordinator, Michael Bohan, we aspire to one day reach for the stars and stand proudly at the top of the podium, reclaiming the Beda Shield.

Joshua Strom

"This past year has been an incredible success, with everything running smoothly, we are committed to ensuring that momentum continues to grow."



LA SALLE

TUTOR GROUP 11M



Michael Bohan



Dante Aprile



Noah Altherton



Jarison Bennett-Post



Finn Bonsall



Zane Brancatella



Harvey Dow



Christopher Florea



Sam Foster



David Cracknell



Con D'Cruz



Will Gallagher



Joseph Gibbons



Anthony Heath



Oliver Jones



Charlie Kiley



T Zario Lay



Jake Lefebvre



James Moore



Fabian Oddo



Calum Sells



Christopher Svirar



Jack Terrell

TUTOR GROUP 12M



Michael Bohan



Michael Bennett



Matthew Boutlis



Mitchell Bryant



Ryan Comas



Seb Convey-Ryan



Eddy Dong



Lachlan Dooley



Cian Gill



Luke Gill



Nicola Connolly



Jack Henderson



Kai Leitch



Rohahn Marie-Jeanne



Rhys Milat



Bailey Mitchell



Ashton Ronan



Thomas Schultz



Sean Sealy



Alexander Tsousidis



Sebastian Tsousidis



Levi Wannacott

LA SALLE

TUTOR GROUP 13M



Michael Bohan



Jessica Kirk



Riley Brennan



Thomas Bretherton



Daniel Butler



Liam Close



Jay Collins



Oliver Dale



Kyle Davidson



Hayden Edel



Xavier Hobkirk



Conor Keedy



Oliver Leskie



Blake Morgan



Ignacio Quiroz Medina



Alexander Sims



James Sims



Luca Sullivan



Jack Susic



Aaron Taylor



Sunny Topal



Braxton Vella



Ky Williams

TUTOR GROUP 14M



Michael Bohan



Brett Forsyth



Daniel Bentrovato



Harrison Bradley



Isaac Bradshaw



Tristan Cowell



Zachary Czelen



Devan De Silva



Jack De Vroome



Joseph Hetherington



Darcy Hoard



Louis Jones



Charlie King



Jack Kolarik



Noah Lazzaro



Brendan McCaul



Oliver McDonald



Oliver Selby



Jesse Sharp



Joshua Strom



Jonathon Syllar



Jacob Szep



Cooper Taylor



Lachlan Watts

LA SALLE

TUTOR GROUP 15M



Michael Bohan



Flynn Behnk



Ryan Bondesan



Jackson Brown



Tommy Callanan



Costa Colombani



Jake Errante



Samuel Grella



Patrick Hibberd



Thomas Larkins



Greg Roberts



Oliver Miter



Jothan Pugeva



William Reeves



Gabriel Ruberu



Max Ryan



William Schitter



Jack Simpson



Daniel Smith



William Thompson



Connor Woods



Joseph Zoghbi

TUTOR GROUP 16M



Michael Bohan



Cohen Friend



Jordan Gatica



Spencer Guy



Liam Jones



Jordan Magri



Tobias Malone-Marty



Edoardo Marcon



Kyan Morgan



Lucas Nanfra



Shaun Harper



Loic Pascal



Adrian Patti



Anthony Plouzi



Isak Richards



Joshua Roberts



Lucas Teuma



Julian Till



Ethan Tsakos



Archie Wight

Absent: Raymond Tran

LA SALLE

TUTOR GROUP 17M



Michael Bohan



Lucas Accaputo



Matthew Anesidis



Christian Blanchette



Vance Christo



Alex Condon



Joseph El-Mouallem



Reuben Jewitt O'Reilly



Patrick Joubran



Sammi Kouzoukas



Amy Savary



Michael Shipley



Christopher Lakrindis



Anthony Lett



Riley Martin-Beron



Finn McGuire



Shayden Mottupally



Christopher Nikas



James Penney



Tommas Pointan



Christian Ritter



Callan Seltridge



Ronny Seoud



Jack Weavers

TUTOR GROUP 18M



Michael Bohan



Alex Barton



Jack Bater



Owen Bater



Evan Bowles



Chase Cheverikov



Marco Colosimo



Hamish Dorigo



Jacob Dorigo



Elias Doukas



Fleur White-Reid



Joel Fletcher



Pearce Kotsinadelis



Thomas Mastos



Thomas McKeown



Finlay Morgan



Fisher O'Brien



Jai Pugsley



Dylan Ricketts



Keran Tran



Lachlan Willis

LA SALLE

TUTOR GROUP 19M



Michael Bohan



Bassil Alkhouri



Nicholas Angelis



Michael Bose



Riley Cornelius



William D'Abate



Alessio Di Fabrizio



Lucas Grostal



Sebastian Grostal-Cooke



Shaun James



Paul Memson



Blake Johnson



Finn Laird



Peter Lambrou



Ryan Lennax



Samuel Meredith



Patrick Memson



Byron Mustier



Owen Nannery



Connor O'Shea



Matthew Parisella



Michael Robertson

TUTOR GROUP 20M



Michael Bohan



Riley Batson



Joshua Caltabiano



Liam Casey



Aidous Collopy



Christopher Enna



Joshua Howard



Tommy Lambe



James Loffel



Zack Monakis



Vicki Curtin



Maxwell McGowan



Sonny McHugh



Liam Mitchell



Zavier Modely



Will Murray



Lucas Nionakis



Finian Salas



Kyle Shimame



Flynn Sichtau



Daniel Stekelenburg



Rory Tuke



Jonathan Wilkins

LA SALLE





CAPTAIN'S REFLECTION

MCCRISTAL

Leadership at St Bede's College over the past 12 months has been an experience for the ages and filled with many amazing highlights. From the moment we commenced our leadership roles for mighty McCristal House, we were welcomed with open arms by Mr Lalor, McCristal House Tutors and all our fellow students.

The year has been full of many highlights for all of us. It started with Athletics day in Term 1, where everyone embraced the spirit of the day dressed up in outfits and wore the Macca red with pride. This day captured our determination and brotherhood and was just the first showcase of the true McCristal House spirit, as everyone got involved in all the events. Furthermore, with the College introducing rules to cap participation numbers per House to try and nullify McCristal numbers, we still filled every race and event we could. We followed this up with our first win of the year in House Footy. The weather was perfect for a fun and enjoyable day with many Year 12 Macca boys participating and contributing to us winning the Grand Final and forging our legacy on the famous front oval. The next event on the calendar was House Cross Country, where in true McCristal style we had the most participants of any House. As a result, we were able to narrowly beat Solomon and get another win towards the Beda Shield.

The legacy that we, the Year 12 McCristal 2024 cohort, are leaving behind is one of a tight knit group of boys who all truly believe and invest in the Macca Way. We believe this has been on display since Year 10, where we have outnumbered and outperformed in numerous House events. We have worn our uniform with pride and are lucky to be a "home" where everyone feels safe in and wants to be a part of.

The most important thing that we as McCristal leaders set out to achieve this year, was to make this year as enjoyable for all McCristal students as our time has been. We also aimed to proudly carry on our House traditions of participation and success and finally to make 2024 about all of us, to ensure that every challenge and moment was fun and provide opportunities for all to grow and thrive.

The privilege of being a Captain of McCristal has been very rewarding and an experience that has brought us closer together, formed lasting friendships with each other and our cohort and given us some of our fondest memories. It is a period of our lives we will cherish forever! The leadership experience has helped us grow as individuals and team members, qualities that will keep us in good stead for any of our future endeavours.



"The legacy that we, the Year 12 McCristal 2024 cohort, are leaving behind is one of a tight knit group of boys who all truly believe and invest in the Macca Way"

Lastly, we would just like to give a big thank you to all the people who have supported us this year, and especially Mr Lalor, whose guidance and wisdom has helped us to be the best leaders we could be.

Liam Napier
McCristal House Captain



MCCRISTAL

TUTOR GROUP 21M



Owen Lalor



Harry Armstrong



Angus Bloomfield



Harrison Bodo



Dean Fanti



William Haydn-Evans



Edward Humphrey



Matthew Katrantzis



Yianni Kousis



Sonny Maher



Bernie Blackall



Ois Marshall



Oliver McDonnell



Thomas McDonnell



Jayden Panayiotidis



Trifon Podaridis



Julian Ravi-Pinto



Aaron Roberts



Harry Shepherdson



Bradley Sloan



Daniel Sloan



Lucas Smith



Ryan Stoppa



Ethan Wainwright

TUTOR GROUP 22M



Owen Lalor



Tom Chapman



Lachlan De Gabrielle



Archer Decker



Riley Deledio



James Dolgov



Matthew Donnelly



Robert Hodgetts



Oliver Kujawski



Cooper Lennon



Jamie Parton



Thomas Liang



Serhii Lishchuk



Fraser Luxmoore



Dylan Murphy



Kevin Pham



Dean Pitt



Charlie Rankins



Oscar Rankins



Dallas Robbins



Thomas Rossi



Joshua Scanlan



Charlie Wilson

MCCRISTAL

TUTOR GROUP 23M



Owen Lalor



Bridget Day



Noah Angus



Curtis Bowen



Max Byers



John Carino



Ethan Chirgwin



Marshall Crawford



Joel De Oliveira



Charlie Feehan



Tom Geisler



Tama Harwood



Connor Hill



Jack Lesic



Harvey Martin



Oliver Martin



Noah McCollough



Saxon McLennan



Finn McNamara



Ethan Oliver Puiggali



Niko Previsio Mulligan



Eli Schellebeck



Angus Shepherdson



Alex Tanti

TUTOR GROUP 24M



Owen Lalor



Matt Healy



Cameron Brindle



Thomas Curran



Zach Dunkley



Luca Geri



Benjamin Hamilton



Christian Ianchello



Joshua Ianchello



Rhys Jones



Naish Jose



Ryan Joseph



Jed Kostense



Sonny Lamanna



Marcus Lo Bianco



James Nicolis



Jonah O'Connor



Lenns Richardson



Michael Stamp



Aidan Todhunter

Absent: Lennix Forbes, Sonny Gittus

MCCRISTAL

TUTOR GROUP 25M



Owen
Lalor



Noah
Alessi



Nathan
Azili



Daniel
Cincotta



Tyler
Crombie



Jye
Ercolano



Hayden
Gackenhaimer



Campbell
Gatt



Darby
Heels



James
Helling



Rachel
Matthews



Eden
Horan



Elijah
Horan



Maurice
Kerbage



Jake
Matthews



Max
Matthews



Matthew
O'Brien



Ace
Peckett



Louis
Peteranna



Sam
Scott



Sam
Stelp

TUTOR GROUP 26M



Owen
Lalor



Wil
Antrobus



William
Beaufort



Ed
Brown



Logan
Brown



Miles
Brown



Daniel
Cussigh



Mason
Dixon



Ethan
Hoang



Tyler
Hoang



Tom
Richards



Alexander
Hodgkins



Lachlan
Hodgkins



Amon
Hoskin



Gab
Incani



Kodi
Kealy



Riley
Katow



Harland
Libbis



Pasha
Miang



Oliver
Moodie



Shane
Nichols



George
Pandaleon



Jasper
Trumble



Max
Weir



Harvey
Wyatt

MCCRISTAL

TUTOR GROUP 27M



Owen Lalor



Steve Irving



Nic Angelides



Chris Azzopardi



Isaac Baxley



Callum Brown



James Bull



Francesco Caporaso Mastarone



Jeremy Collins



Alastair Day



Taro Falconer



Jake Galichio



Ethan Hepworth



Carter Higgins



Noah Honey



Mitchell Johnson



Asin Jones



Jamison Jones



Daniel Kirnes



Liam Kouchakdjian



Sol Louev



Ethan Molina



Christian Triantafilopoulos



Tyler Young

TUTOR GROUP 28M



Owen Lalor



James Meade



Matthew Berrigan



Charlie Bloom



Dominic Dyer



Cocovum Falconer



Wilson Ferrigi



Cooper Frith



Jasper Frith



Jordan Gamage



Patrick Gelle



Thomas Gellie



Jonas Green



Oliver Griffin



Finn Grimes



Hugh Hopmans



Marcus Jasinski



Javier Kaneleas



Jamie McLeod



Sebastian Pliatsiaris



Rarrem Rodrigues



Charlie Sill



Liam Stevens



Andrew Warnock

MCCRISTAL

TUTOR GROUP 29M



Owen Lalor



Sarah Burley



Oliver Clifton



Rory Colman



Jackson Daher



Marcus Dun



Aiden Fernando



Rhett Fernando



James Fraser



Cooper Gleason



Finn Kuperus



Will Mihailovic



Jake Milligan



Cale Mills



Luke Morgan



Liam Napier



Chris Saccotelli



Oliver Smythe



Marcus Sotos



Ben Swading



Rob Tushy



Tommy Volwerk



Tom Waldron



Kristian Yancos



Isaac Yates

TUTOR GROUP 30M



Owen Lalor



Paul Last



Dean Bourandanis



Charlie Byers



Charles Daniels



Harry Daniels



Tyson Emsiedel



Jack Gaffney



Trent Gibbons



Matthew Giefkou



Matthew Haas



Tyler Hamilton



Stephen Kafes



Nathan Kremtziyan



Cooper Lowden



Flynn McHamara



Finn Morrissey



Daniel Murphy



James Nicolls



Ben Pearce



Sparsh Sethi



Matthew Shanahan



Thomas Vella



Cameron Ward



Ashton Wilson





CAPTAIN'S REFLECTION

SOLOMON



2024 has been such an eventful year for Solomon, the 'House of Gold' at St Bede's College. It has been full of numerous victories and on many occasions, we exceeded expectations as a collective. We consistently displayed the true spirit of Solomon House through participation and engaging in multiple House events and competitions.

The Mission Action Day fundraising campaign aimed to raise \$90,000; a target set by the College and House Captains. On behalf of the student body, we are extremely proud that we were able to surpass this target to support the College's Outreach Programs in Derby (WA), Thailand, Papua New Guinea, and Fiji. As Captain of Solomon House, I am extremely appreciative of the effort that we dedicated towards this fundraising campaign which included bake stalls, chocolate sales, sausage sizzles and many more activities made possible by every single Tutor Group in Solomon.

These acts of charity bestowed once again upon Solomon the title of the Most Charitable House, donating over \$15,000 just from Solomon's Senior Years. Solomon's Tutor Group 32 was also commended as the most funds raised across the whole College. This is a prime example of what we could achieve as a collective, building a sense of camaraderie and passion that continued into the House Events and Competitions later in the year.

Of the three House Sporting Competitions - Athletics, Swimming and Cross Country - Solomon was the only House to finish in the Top 2 for all of them. We came 2nd in Athletics, 1st in Swimming and 2nd in an ever-so-close Cross Country, just a mere 15-point loss to McCristal. These results showcased the eagerness of Solomon's Middle and Senior cohorts to get involved and give events a crack, while also achieving highly as well. The main highlight was winning House Swimming. After a demolition by our Middle Years students, the Seniors, led by Solomon Swimming Captain, Rory Jenkins, held on to claim victory for the Swimming Shield.

Following Sports, the House Arts events began, with Solomon off to a great start with a 1st Place Victory in Visual Arts. This campaign was headed by Levin Mitchell and many other contributors who played vital roles in our success. Although not having as much success, I am extremely proud of what Solomon's House Public Speakers, **Brandon Duong, George Sakkas, House Debaters, Hugo Risvanis, Rory Jenkins and Josh Atkins;** and House Musicians, **Liam Jordan, Oran Jenkins, Finn Richardson, Lucas Shaw, Liam McGarry, Eli Collantes and Dorian Quenette** achieved. As "The Pride of Performance is not in Winning, but in a Job Well Done", these teams may not have won, but their dedication, effort, and teamwork were truly outstanding. They embodied the true spirit of Solomon House, displaying resilience, courage, and

"Of the three House Sporting Competitions, Athletics, Swimming and Cross Country, Solomon was the only House to finish in the Top 2 for all of them"

a commitment to excellence, which is the essence of our Solomon culture.

The final House event was the House Short Film competition. The very creative Levin Mitchell once again lead Solomon's highly entertaining entry. It won the audience's vote, but unfortunately not the judges, finishing a close second. It meant Solomon House finishing equal second in the Beda Shield - our best result in six years! It has been an admirable year for Solomon. Thank you to our devoted House Coordinator, Mr Micallef and our trusted Tutor Group Teachers and House Captains for providing us with the ability to shine as brightly as we have.

I feel absolutely honoured and privileged to have captained this House alongside Vice-Captains, **Brandon Duong and Dante Quenette** in 2024.

What a wonderful year. Thankyou.

Josh Atkins
Solomon House Captain



SOLOMON

TUTOR GROUP 31M



Mark Micallef



Daniel Alhaide



Gianni Bellino



Marcus Burke



Charley Cahill



Luan Campelo



Elijah Collantes



Oliver Conrad



Lucas Foley



David Gerlach



Dolores Doran



Oran Jenkins



Rory Jenkins



Tom Lang



Isaac Maroky



Connor McCreary



Tyler McCreary



Lachlan Murphy



Daniel Paron



Jordan Poulter



Michael Szabados



Ethan Thredgold

TUTOR GROUP 32M



Mark Micallef



Michael Alrwick



Joshua Atkins



Ethan Blampied



Lucky Castromayor



Daniel Davis



Thomas Davis



Brandon Duong



Jack Harris



Ben Hill



Meaghan Ryan



Adilyn James Van Remsburg



Liam Jordan



Leo Logan



Patrick Lynch



Athariv Mankhong



Marcus Mendoza



William Moser



Angus Richardson



Finn Richardson



Zane Schultz



Lucas Shaw



Hannah Traynor

SOLOMON

TUTOR GROUP 33M



Mark Micallef



Nick Anderson



Mitchell Barden



Lenex Barth-Tauai



Adam Borek



Harrison Britt



Callum Chung



Noah Codery



Toby Coleridge



Max Curtin



Cooper Donnellan



Noah Gibson



Curtis Howe



Chariz McGurgan



Dante Guenette



Dorian Guenette



Jack Razga



Viktor Romic



Mitch Smith



Hugh Strom



Jesse Thomas



Liam Timothy-Worberoth

Absent: Jesse Craig

TUTOR GROUP 34M



Mark Micallef



Gabrielle Maclean



Darcy Annett



Kai Buza



Jayden Cassar



Hamish Derricott



Tim Griffin



Ethan Joseph



Zach Kovac



Jack Lannan



Kaden Lee



Archer Malone



Jett McGregor



Isaac Poon



Sebastian Rivas-Marouri



Jai Smith



Dakota Tanner



DeKlan Tanner



Robson Toogood



Sebastian Varga



Cade White



Zane White

SOLOMON

TUTOR GROUP 35M



Mark Micallef



Astrid Dux



Caleb Borg



Ryan Calantano



Ty Clancy



Patrick Devlin



Beau Donnellan



Matthew Greenhalgh



Remi Gayma



Max Lozina



Benjamin Marcos



Levin Mitchell



Jakob Nowak



Lukas Nowak



Luka Pecar



Jude Price



Kobe Senaweers



Zack Shaw



Lincoln Smith



Miyu Vilanueva



Billy Waters

Absent: Eamon Smith

TUTOR GROUP 36M



Mark Micallef



Justin Eke



Oscar Bahillie



Ashley Bartleman



Toby Bartleman



Tristan Chadwick



Flynn Davies



Ryder Kane



Alexander Kristan



Thomas Kristan



Miles Madsen



Anthony Mendoza



Jaka Molica



Jack Mulqueeny



Christopher Picciotto



Hugo Risvanis



Luca Risvanis



Martin Steyn



Lachlan Sullivan



William Swinnerton



Rhys Tregeagle



Hamson Ward

SOLOMON

TUTOR GROUP 37M



Mark Micallef



Andrew Beaumont



Bryce Amato



Xavier Arhondis



Luke Beitmanas



Liam Carapeto



Ashton Chandra



Trent Cleary



Lorcán Creaton



Archie Grenville



Ryan Holmes



Conor Hutchinson



Nicolas Ioannidis



Jude Kenny



Andreas Lambrou



Dylan Pool



Liam Richardson



Sebastian Selick



Lucas Spilios



Noah Vargas



Xavier Wallace

TUTOR GROUP 38M



Mark Micallef



Kerry Dodson



Patrick Biviano



Thomas Biviano



Samson Dinning



Benjamin Garriham



Jack Garriham



Aaron Katirtzoglou



Luca Lachina



Liam McGarry



Will McGarvie



Otis Morgan



Lochlan Mulcahy



Archer Oldham



Jayden Pak



Dillon Reilly



James Ruberts



Zac Schaffer



Oiver Scott



Benj Sok



Max Sullivan



Hamish Winzar

SOLOMON

TUTOR GROUP 39M



Mark Micallef



Harry Apostolopoulos



Sam Buck



Cooper Crane



George Dimopoulos



Axel Hannan



Todd Hannan



Freddie Jeffs



Luke Kelly



Noah Mansour



Kalli Dimitrakalis



Cooper Manuel



Ronan Martin



Campbell Newham



Kai Nicolaci



Will Nicoletopoulos



Oliver Palmer



Roman Paul



Andre Peoller



Jarrod Pettit



Declan Welch



Chris Zahopoulos

TUTOR GROUP 40M



Mark Micallef



Lucas Abboud



Sam Asker



Xavier Beck



Jesse Bell



Flynn Bourke



Bailey Bradshaw



Gabriel Colantes



Tom D'Zilva



Max Davis



Guy Martyn



Kieran Donovan



Tom Hill



Luke Kinsella



Cosimo Manariti



Dougal McCartney



Austin Parkinson



Sam Poolethwaite



Maxwell Quirk



George Sakkas



Macey Troc



Luke Waters

Absent: Liam Kinnaird





VCE-VM REFLECTION

VCE VOCATIONAL MAJOR

The VCE-VM Program presents challenges and opportunities for students in their final years at St Bede's. The program demands that they effectively balance school commitments, work placements, and TAFE studies. By the end of the year, most Year 12 students transition into apprenticeships or employment, while others continue their education by enrolling in Diploma programs at TAFE or university.

Meanwhile, the Year 11 VCE-VM Program has expanded to offer more tailored opportunities for students preparing for their Senior Years. This year, two distinct pathways were developed: the Industry-Based and Subject-Based programs. The Industry-Based program offers a combination of three days at school, one day at TAFE, and one day at work, allowing students to gain real-world experience alongside their education. The Subject-Based program enables students to blend VCE-VM and VCE subjects, spending four days at school and one day at TAFE.

Beyond the classroom, students have engaged in a variety of excursions and

activities that are integrated into their curriculum. This year, they participated in the Melbourne Museum's Road to Zero Program, took part in mock interviews with potential employers, and attended the Formula One Grand Prix. Additionally, they visited a South East Water worksite and took industry tours of companies like Coca-Cola, Ronson Gears, and McCormick Foods. Their commitment to community service was evident as students grew and harvested food for the Food Security Network, with donations made to Food Bank Australia.

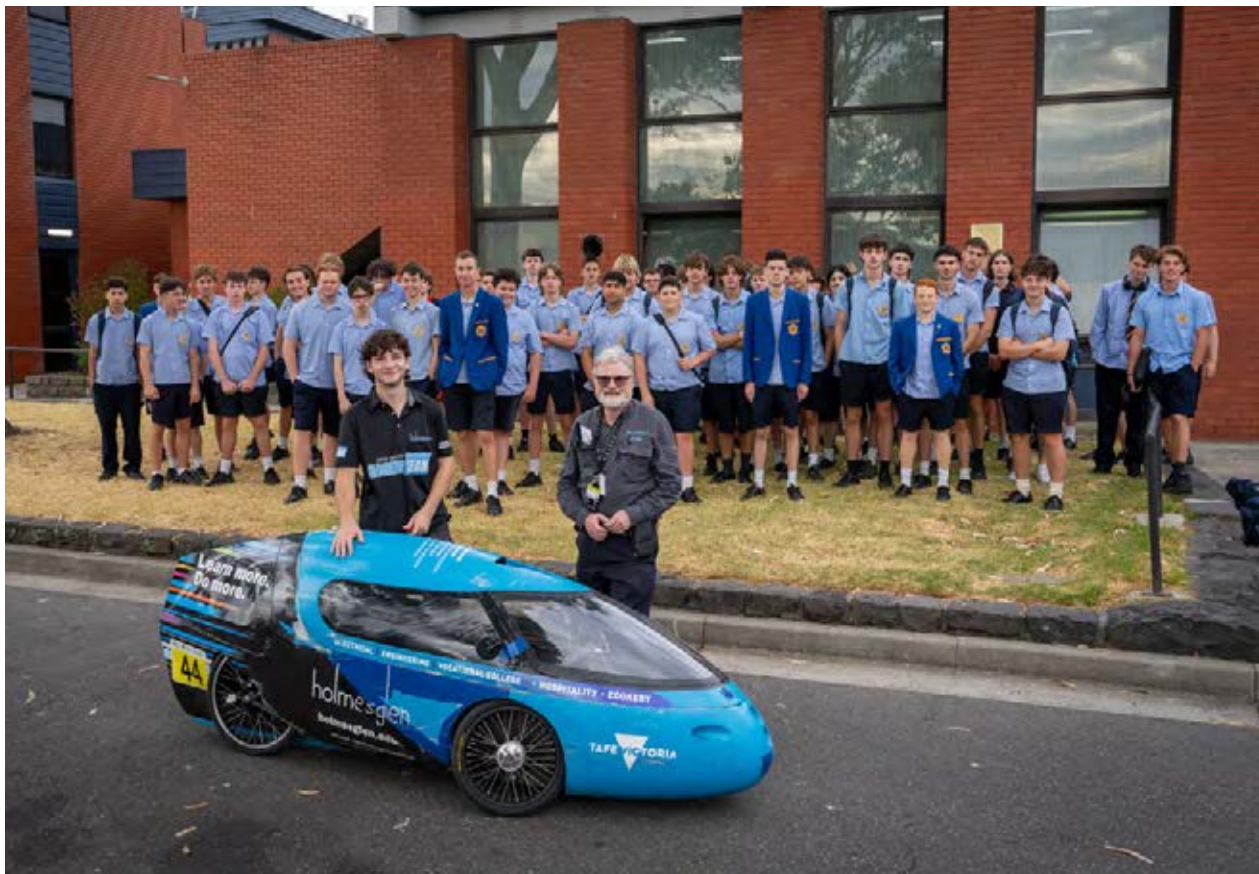
In their Personal Development curriculum, students enjoyed a range of physical and team-building activities, including wakeboarding, swimming, and completing a high ropes course in Belgrave. They also participated in self-defence classes, and activities like boxing, archery, and squash. Additionally, they earned nationally recognised certificates in areas such as Level Two First Aid, Food Handling, Barista Training, Responsible Service of Alcohol, and the Construction Industry (White) Card.

The success of this diverse and comprehensive program would not be possible without the dedication and hard work of our VCE-VM staff. I would like to express my gratitude to the team for their exceptional efforts in supporting the boys throughout their final years in the VCE-VM Program. Their guidance has been invaluable in helping the students navigate their studies and career pathways.

The continued growth of this program is also due to the ongoing efforts of the VM and Learning Support staff, who provide both academic and pastoral care throughout the year. Special thanks go to Sherine Burl, who ensures all VCE-VM students are successfully enrolled in VET courses and complete their Structured Work Placements.

I commend our VCE-VM students for their hard work and growth over the year. I wish them all the best as they move forward in their journeys.

Justin Shepherd
VCE-VM Coordinator



Student Highlights

VCE-VM's impact on career goals

"It has given me job opportunities I would like to pursue."

"I want to be a plumber and this has helped me because I had experience of work and TAFE."

"My career aspiration is to be in the business field and maybe own my own business."

"I reckon VM has helped me become more successful and helped me become more persistent than I used to be."

"My career aspirations are to work around the world through hairdressing as well as barbering. VM has allowed me to have a schedule that lets me do an SBAT in hairdressing, while still having time to pursue my business in barbering."

Most valued experiences

"Learning real-life skills and personal development."

"My most valued experience has been getting my White Card and First Aid Certificate."

"My most valuable experience was meeting the people in my classes."

"My most valued experience is just being able to try something new and striving at every piece of work I've gotten over the two year period of Vocational Major."

Personal development

"I've learned how capable I am in certain areas of learning and working. Personal Development Skills have helped me develop better habits."

"I have learned that you just need to give everything a go and give it your best shot."

"I have learned that I can do good work and complete it fast if I put my mind to it. I have developed in a positive way with this."

"I've learned that I'm a very confident and persistent person, not giving up when something gets hard, I just push through it and keep my mind focussed. Doing research and note-taking to successfully succeed in my work with 100% accuracy."

"To be consistent and punctual."

Most enjoyed VCE-VM experiences

"I have enjoyed the coursework and opportunities."

"I have enjoyed working one day a week and being at TAFE one day a week because it breaks up the week."

"I enjoyed the friendships I've made during the year and the new style of work."

"What I've enjoyed most this year is the learning experiences and the nice people around me and supporting me."

"The work-school balance, allowing me to have a schedule that suits me."



VCE-VM REFLECTION



FARESHARE

Community is at the heart of our Lasallian spirit at the College, helping us stay connected to something bigger than ourselves. Our VCE-VM students studying the Personal Development Program grew silverbeet and coriander at our Mentone Campus across Term 2 and donated 120kg of the crops to food charity, FareShare Australia.

Our students prepare, plant, manage and harvest the garden to support whole food security to Melbourne charity services.





"I've learned that I'm a very confident and persistent person, not giving up when something gets hard, I just push through it and keep my mind focussed. Doing research and note-taking to successfully succeed in my work with 100% accuracy."



"I enjoyed the friendships I've made during the year and the new style of work."



VCE-VM

TUTOR GROUP 41M



Justin Shepherd



Sebastian Accioto



Dylan Bourbon



Michael Caporale



Ryan Cunningham



Blake Fredrickson-Gresle



Antonio Hunjadi



Liam Kiernan



Peter Kekkalos



Blake Lamanna



Liam Largey



Diminos Malliaros



Hudson Preysler



Ethan Richards



Philip Rogers



Dessel Sneddon



Thomas Wain

TUTOR GROUP 42M



Justin Shepherd



Laura Matthews



Zac Adams



Byron Budin



Dante Chadwick



Harry Georganakis



Hayden Griffiths



Patrick Henry



Campbell Kolodziej



Hunter Lynch



Riley Manuel



Jack Meredith



Patrick O'Connor



Lochland Peterson



James Russo



Thomas Sullivan



James Thomas



Luka Tully



Christian Zordan

VCE-VM

TUTOR GROUP 43M



Justin Shepherd



Gerard Jackson



William Barton



AJ Bourne



Angus Bowd



Adam Boyd



Nicholas Carapeto



Luke Carnegie



Lachy Descalzo



Joshua Evans



Alex Fletcher



Julian Fraser



Sammy Hulton-Squire



Thomas Mannix



Riley Mochan



Charlie Nicholls



Bailey Peace



Tristan Robert



Julian Sabbadin



Jordan Stickland



Nick White

TUTOR GROUP 44M



Justin Shepherd



Adrian Connolly



Angus Campbell



Diesel Cavalcante



Ben Celantano



Zander Dumont



Ryan Francis



Harry Fraser



Sebastian Garcia



Harrison Gillespie



Ryan Haskins



Ethan Mamos



Lewis McGaw



Elwood Peckett



Lachlan Ramke



Liam Robert



Jarrah Ronan



Tyler Seuren



Max Skehan



Lucas Tregoning



Hudson Turner



Brendan Whyte

STAFF



Stephanie Adams



Kelly Allan



Angelina Alminto



Glenn Anderson



Jack Anderson



Nicholas Anderson



Stephen Anderton



Krista Anthony



Suzanne Ashley



Mary Atwell



Deanne Barnard



Natalie Bates



Dominic Beale



Andrew Beaumont



Daniel Bellis



Juni Bence



Tyler Bierman



Ewa Biviano



Bernard Blackall



Michael Bohan



Graham Bond



Luke Borella



Annemarie Borg



Luke Bouwmeester



Nicole Bouwmeester



Adam Briant



Kate Brierty



Gavin Brown



Jan Brown



Michael Brown



Xavier Brown



Marnie Browne



Kevin Buckley



Kim Bucknell



Damien Bulakowski



Sherine Burl



Chris Burley



Sarah Burley



Elisabeth Burn



Michelle Butler



Scott Cadby



Martin Callanan



Debra Campion



Nat Cardamone



Bianca Caretti



Nadia Carolillo



Harriet Cato



Lisa Coate



Amy Collins



Liam Collins



Trent Collins



Mark Comas



Robert Connelly



Adrian Connolly



Nicola Connolly



James Corkill



Frank Cormick



David Cracknell
Deputy Principal –
ICT and Infrastructure



Rachael Cracknell
Deputy Principal –
Strategy



Br Tony Cummins



Vicki Curtain



Chris Danckert



Jo Davies



Andrew Davis



Luke Davis



Riny Davis



Bridget Day



Con D'Cruz



Carl De Souza



Teena Di Cosmo



Enzo Di Toro



Shiona Dickinson



Kalli Dimitrakalis



Viv Ditcham



Kerry Dodson



Dolores Doran



Hamish Dun



Astrid Dux



Kevin Edwardes



Damon Eilers



Justin Eke



James Farrands



Jack Ferraro



Lisa Finamore



Kathleen Flynn



Brett Forsyth



Mark Freeman



Deb Frizza
Principal



Jai Gardiner



Simone Garraway



Jason Giccominato



Olga Gkaskova



Nicholas Gleeson



Carolyn Goodchild



Kyle Goodwin



Ria Greene
Deputy Principal –
Faith and Mission



Sandra Griffiths



Wendy Grogan



Pooja Gupta



Stefan Haeuser



Christine Hams



Shaun Harper



Geoff Harrison



Adrienne Harrowfield



Paul Harvey



Matt Healy



Julie-Anne Heatley



Shane Heatley



Sarah Hedger



Hugh Heller



Wendy Hendricks



Kelly Herat



Terry Hermon



James Honan



Graeme Hoult



Julie Howard



Thomas Hubeek



Asher Humphrey



Catherine Hurst



Jo Hynes



Priyanthi Imiyage Dona



Stephen Irving



Gerard Jackson



Fiona James



Emogen Johnson



Russell Johnson



Daniel Jones



Mark Jones
Deputy Principal –
Students



Jeffrey Joseph



Maria Kanelopoulos



Stephen Karabatsos



Vicky Karakatsanis



Stavroula Katavolos



Sean Keenaghan



Helen Kelly



Helen Keogh



Nancy Kerr-Bell



Jessica Kirk



David Kirkles



Petra Klein



Angela Knights



Fotios Koutsogiannopoulos



Tamara Lagana



Vickie Laird



Charlie Lalor



Owen Lalor



Susan Lalor



Brian Lambert



Dominic Langdon



Steven Laska

STAFF



Paul Last Sharon Lawrence Lisa Leeds Matthew Leggett Grace Li Petri Raoul Linossier Bryan Lobo Br Denis Loft Kaye Longhurst Catherine Lynch



Melisa Lyons Alina Mabey Gabrielle Maclean Josh Maillard Brenden Mair Deputy Principal – Teaching and Learning Claire Mangan Evelina Manno Damien March Nora Martinez Guy Martyn



Laura Matthews Rachel Matthews Danielle May John McAlroy Laura McCormick Brenda McCullagh Linda McGeachin Sandy McKinnon Barry McLaren Angela McLean



Meghan McLean Lynette McLennan Daniel McMahan Benjamin McManus Marina McNeil Neil McRobinson James Meade Jennifer Melia Kaylene Menara Sophie Menegatos



Mark Micallef Nives Milanovic Chris Mills Carmel Moloney Emily Morris Tom Morris Paul Morrison Jane Murphy Erin Napier Billy Natsioulas



Hamilton Nesci Donald Ngo Minh Nguyen Lucy Noonan Maryanne O'Connor Leah Oirbans Carmel O'Keefe Leah Olsen Dee O'Neill Brayden O'Toole



Chris Pappas Kylie Paterson-Zigouras Jamie Parton Paul Pask Rosalin Patti Georgia Pavlou Thilina Perera Joseph Perna Mark Petch Stephen Pooley



Meagan Predl Joshua Purcell Ineta Putane Brigid Rebbechi Shane Reid Patrick Rejman Marita Renkin Tom Richards Kit Riley Paul Riley



Not Pictured

Catherine Attard
 William Bolton
 Robyn Bierman
 Drew Downing
 Ben Goodchild
 David Hedges

Kaylan Kitto
 Shaun McMahon
 Katrina Taylor
 Tao Xiao
 Joe Zreikat

We wish to acknowledge the wonderful support provided, from our Casual Relief Teachers, Casual Learning Support Officers and other staff members who have worked with us during the year. A number of our colleagues are on long service leave or parental leave and we look forward to welcoming them on their return.



OUR COMMUNITY

ST BEDE'S OLD COLLEGIANS ASSOCIATION



President's Report

The St Bede's Old Collegians Association (SBOCA) fosters a strong sense of community and continuity among alumni. Over the past year, SBOCA has hosted a series of events that have strengthened bonds and celebrated the remarkable achievements of its members.

Reunions are central to SBOCA's mission of maintaining community connection, with gatherings for alumni celebrating their 1, 5, 10, 20, 30, 40, and 50-year milestones. This year saw the successful introduction of a 5-year reunion, leading to increased participation. This boost in attendance across our reunions is thanks to social media presence and the enthusiastic involvement of teachers, enhancing connections among attendees.

A standout event was the introduction of the **SBOCA Football Hall of Champions**, honouring 29 alumni who excelled in the College's first XVIII football team and achieved success in the AFL. This event celebrated 85 years of St Bede's College producing exceptional football talent.

The **Celebration of the Generations** was another significant event, where SBOCA representatives awarded 46 Year 7 students with second, third, and fourth-generation pins. Special congratulations went to the Hahn and Jamison families for being third-generation recipients and to the Kett/Larkins and Terrell/Libbis families as fourth-generation recipients, with family members attending the College since its opening in 1938. This event highlighted the deep-rooted connections within our College Community.

To keep our alumni informed, SBOCA delivers the **Beda Bite**, a monthly email newsletter for those who prefer not to use social media. These updates regularly share inspiring stories of Old Collegians' achievements, eagerly received by the community.

SBOCA's success is due to the dedication of its volunteers and committee members, who organise events, attend meetings, and promote the association.

Their efforts ensure the smooth operation of SBOCA and foster a strong sense of community among alumni.

Thank you to the committee: Professor Brett Aimers, David Cracknell, Andrew Dowling, Tony Ferruccio, Dominic Langdon (Treasurer), Ian March, Jeremy Mann, Joshua Maine, Ben McManus, Dr. Jason Smythe (President), Shaun Napier, Lucy Noonan (Secretary), John Noonan, Tony Quint, Stephen Ryan and Darragh Tate.

Reflecting on the past year, SBOCA upholds the values of tradition, achievement and community, strengthening bonds among alumni and celebrating the rich history and accomplishments of past students of St Bede's College.

Dr Jason Smythe





OUR COMMUNITY

THE FINIAN FOUNDATION

The Finian Foundation, established in 2005 by St Bede's Old Collegians Association, honours Brother Finian Allman's fifty-year dedication to the College by supporting families within our student community. As a registered charity, it raises funds to assist families facing economic hardship with the purpose of ensuring every student has access to essential educational resources.

This year, the Foundation supported 46 families over 2023/24, its highest number yet, underscoring the foundation's vital role. Fundraising drives, notably the **Annual Appeal - BeDa Difference** and November's **Charity Golf Day**, were instrumental in this success.

This year, the Annual Appeal introduced a 24-hour fundraising campaign in June, aiming to raise \$50,000 in a single day.

This innovative approach united the College Community, reflecting strong support from alumni, parents, local businesses and friends. The Charity Golf Day was also a highlight, attracting community participation and enthusiastic sponsor involvement which raises substantial funds to support the Foundation.

Together, these activities raised a significant total of \$53,000 in 2024, directly benefiting the Finian Foundation and continuing to support St Bede's families requiring support. The Foundation's success relies heavily on the dedication of its committee members, who organise events, seek donations, manage portfolios and promote its mission. Thank you to our committee members Professor Brett Aimers, Ian March, Lucy Noonan (Secretary), Tony Quint (Director) and Dr Jason Smythe (Director).

A very special thanks goes to long-serving Director, Tony Quint, whose dedication ensured the stability and continuation of the Finian Foundation and St Bede's Old Collegians Association since 2009. Tony's contribution, including donating his time and expertise, has been instrumental in driving and shaping the success of both associations over the last 15 years.

In essence, the Finian Foundation embodies the spirit of St Bede's College, fostering a supportive and inclusive community. Through its dedication to helping those in need, it upholds the values of compassion and generosity, ensuring every student has the opportunity and support to succeed.

Andrew Dowling
Director – The Finian Foundation





OUR COMMUNITY

PARENTS & FRIENDS ASSOCIATION



From the President

At the heart of our College lies a vibrant community nurtured by the tireless efforts of the Parents and Friends Committee. With a mission to cultivate inclusivity and unity, the P&F Committee orchestrated a series of memorable events throughout the year.

Year 7 Welcome Event & Picnic

Amidst the excitement of new beginnings for our new Year 7 students and their parents, we were pleased to welcome them all to St Bede's. As the boys started their first day, parents were invited to enjoy morning tea and mingle with other families to make important connections with teachers and staff.

The introduction of the Year 7 Picnic further solidified these connections, with over 300 guests revelling in shared laughter and camaraderie. This set the tone for their academic journey, offering families a further opportunity to connect and begin forming new friendships.

International Women's Day Breakfast

Our International Women's Day breakfast was a resounding success, with over 150 parents, students, staff, and community members coming together to honour this important occasion. The event featured an inspiring address by guest speaker Sumaya Harare, whose compelling narrative highlighted the resilience and empowerment of women.

Sumaya's speech made a profound impact on all who attended, emphasising the strength and achievements of women and what they can overcome during times of hardship. Her words sparked meaningful conversations and reflections among the audience.

The breakfast was a wonderful opportunity for our Community to connect and celebrate the remarkable contributions of women. Thank you to everyone who joined us and contributed to making this event memorable and impactful.





Mother's and Father's Morning Events

These two mornings, held in May and September, are two of the most important events on our College calendar, with over 700 guests attending each event. We had a wonderful time celebrating mums, dads and parental figures with relaxed breakfast spreads and opportunities for students to showcase their creativity and talent. Guests were treated to impressive musical performances by students, adding to the festive atmosphere.

A key highlight for all guests was the photo booth. It was heartwarming to see the smiles and cherished moments captured in these photos which were gifted to each family.

Thank you to everyone who made this event so special. It was a wonderful way to honour our mums, dads and other special people in our vibrant community.



Committee Acknowledgement

We wish to warmly acknowledge all the volunteers that assisted at the events through the year and to the dedicated members of the Parents and Friends Committee, whose commitment to attending meetings, volunteering, and offering insights has been instrumental in fostering community cohesion.

Special recognition is extended to the 2024 Committee Members and General Committee for their invaluable contributions. Many thanks to:

Claire Ruberu, David Cracknell, Dominic Langdon (Treasurer), Elizabeth Dimopoulos, Jodie Tuininga, Kamila Kotowski (President), Karina Clement (Vice President), Lucy Noonan (Secretary), Michelle Dooley, Michelle Mather, Paul Boden, Robert Fidanza, Therese Mayol, and Toni Anderson.

Thank you to everyone who attended an event, volunteered, donated or provided feedback. We look forward to welcoming you all to our Parents and Friends events in 2025.

Kamila Kotowski
Parents and Friends Association





OUR COMMUNITY

COLLEGE CONNECTIONS



It's always a pleasure for our students to collaborate with our friends and make wonderful new connections at Kilbreda College, Mentone Girls' Grammar School, De La Salle College, Our Lady of the Sacred Heart (OLSH) College and more.

From theatre productions, friendly netball games and various learning activities; to parent seminars, Indigenous Immersion camps and College Community events, our students – and theirs – enjoy an enriched and dynamic experience.

Our sincere gratitude to all students and staff involved in these events, and especially the productions of **Shrek The Musical**, Kilbreda College's **Disney's Frozen Jr.** and OLSH College's **Roald Dahl's Matilda The Musical Jr.**





COLLEGE CONNECTIONS





IN MEMORIAM

We pray for healing of those in our College Community who have lost family members this year.

Andrew Murray Blackall, son of Bernie Blackall (staff)

Catherine Mary Blackall, mother of Bernie Blackall (staff)

Michael Blackall, brother of Bernie Blackall (staff)

Peter Burley, father of Chris Burley (staff), father in law of Sarah Burley (staff)

Denise Chesters, mother of Sandra Griffith (staff)

Gordon Dewhirst, father of Carolyn Goodchild (staff), Ben (staff and Class of 2017) and Jake (Class of 2015)

Cec Dixon, father of Michelle Whyte (staff)

John James Ebsworthy, father of Carolyn Ruberto (staff)

Hayley Fyfield, sister of Dan Bellis (staff)

Ruth Howard, mother of Julie Howard (staff)

Kevin Kelly (Class of 1949), father to Greg (Class of 1979), Maryanne, Madeleine, Martin (Class of 1985), Kieran (Class of 1986), Felicity, and Anthony (Class of 1992). Grandfather to Matt (Class of 2003), Ben (Class of 2005), Jordan (Class of 2009), Lauren, Lachie, Emma, Mitch, Kate, Sarina, Gerard (Class of 2018), Damon (Class of 2020)

Kathleen de Vries, grandmother of Meaghan Ryan (staff)

Colleen Margaret King, mother of Rachel Matthews (staff) and grandmother to Jake (Class of 2024) and Max (Year 10)

Barbara McLaren, mother of Barry McLaren (staff)

Adrian McLennan, father of Lynette McLennan (staff)

John Napier, father in law of Erin Napier (staff), father of Shaun and grandfather of Liam (Class of 2024)

Valarie Sharp, mother in law of Daniela Sharp (staff), grandmother to John Sharp (staff) and Jesse (Year 10)

Alison Tan, mother of Caden Tan (Year 9)

CREDITS

Editor

Bianca Caretti

Photography

Thomas Hubeek, Hamish Dun, Bianca Caretti, Christian Bolton, Ria Greene, Peter Russell, St Bede's College Staff, Arthur Reed Photography, Australian Catholic Colleges (ACC).

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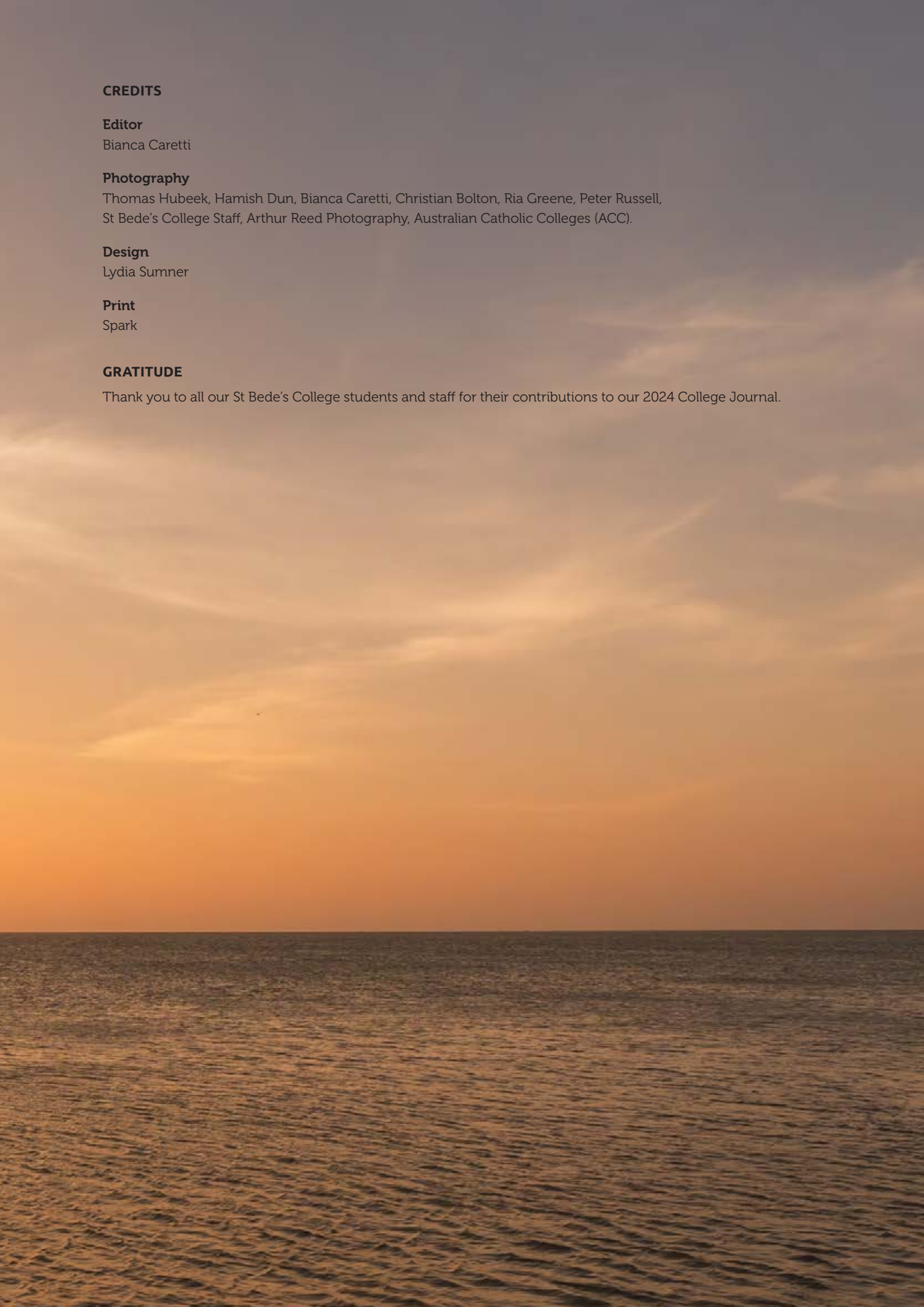
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GRATITUDE

Thank you to all our St Bede's College students and staff for their contributions to our 2024 College Journal.





St Bede's College

Mentone Campus 2 Mentone Parade, Mentone VIC 3194

Bentleigh East Campus 156 Bignell Road, Bentleigh East VIC 3165

P: 03 9582 5999 **E:** stbedes@stbedes.catholic.edu.au

stbedes.catholic.edu.au