

About the school

Saint Benedict Primary School, Secondary Technical School, Art School and College of Szeged has been taking part in the educational system of Szeged since 2008.

This ten-year period may not seem to be so long, on the contrary, „the Benedictine School of Szeged” can be regarded as quite a young school. However, the Benedictine education based on more than one-thousand-year tradition in the history of the Hungarian education system plays obviously an essential role in the aims, commitments and spirituality of our school.

From this perspective, we cannot speak about „history” considering the above mentioned ten year operating period of our school, though, for us the current position, that our school has achieved so far, is a result of considerable improvement.

At the right beginning, when the Hungarian Benedictine Congregation started to support our school financially, our school provided only evening courses operating in the shadow of Gábor Dénes Secondary Technical School which was a well-known, old and well-established school in Szeged. From this secondary school we rented classrooms for the afternoon and evening classes and most of the teachers were hired from this school as well. Our students consisted of mainly young and middle-aged people who could specialize in Information Technology, social service, accountancy and finances.

The 2014/15 academic year was a real milestone in the life of the Benedictine School of Szeged because the first full-time education programme was launched in our secondary technical school. The students of the first class specialized in Information Technology and Tourism. In fact, this school year brought such an improvement that we could feel that our school has become a real secondary technical school with real students.

After turning into a „real” school, there was a need for a „real” building. Finally, we found the so-called Luther-House belonging to the Evangelical Community of Szeged . This building with its six classrooms and two computer laboratories has become the home of our school.

Because of the professional objects and the other ones, there was a strong need to dividing students into groups and in the course of the registration of the later years it became clear for us that we need more and more classrooms. This problem was solved by an investment into an aulic 'container' building. At first both of the students and the teacher colleagues found it a little bit odd but this part of the building became common, moreover it became a little bit beloved with its clodding.

As our school was populated in a rising system year by year, so we get to these days when we accompany our first seniors to the matura. At this moment we have five vocational high school classes (all four years have one class), furthermore there's a vocational class in 11th grade (computer repair technician) learning in nine classrooms and three IT classrooms. In that way the total amount of the daytime students is about 160.

This number indicates that our school is extremely manageable, familiar and heartfelt institution where subjectivity plays a key role. Coming to know the reason of the registrations and ones of going into further education confirms that fact. Lots of our students and their parents choose our school knowingly because more time, attention and personal attention are given to each students because of the familiarity and inwardness.

All of our efforts, aims could not be realized without an engaged, hard-working and professionally well-trained, and youthful tutoriate.

It has arisen from the training profile of our school that the whole tutoriate has a great headcount number. As described above besides the daytime classes we also have evening courses. To fulfil its requirement we need to employ lot of teachers specialized in different subjects and teaching extremely different numbers of lessons. Considering that fact our tutoriate consists of almost 60 colleagues, but the corn of it constitutes that 20 colleagues who performs the role of challenging teaching day after day.

To explain that, as the case usually it is with a school recently established and laying its own foundation as a new entity, the set of the young opting for our school to study at is extraordinarily complex and varied from a pedagogical point of view.

Also and again with the Benedictine morale in view we are devoted to stand for the principle as our mission in educating the young: students as human individuals with their unique, remarkable and incomparable being are value for us, which value is our intention to be beheld, discovered and explored in everyone of them, even if the daily conflicts of school life between students and their teachers are strongly trying to prevent us from representing our inspiration consequently.

In the background to that stands an amount higher than the national average of those students with special individual need in education as well as experiencing hardships in social integration, learning and behaviour. That pedagogical situation also brings on a higher degree of stress on teachers at our school. Challenging that year after year it is a constant renovation, innovation, restoration and recreation in seeking the best way in education that is the most characteristic to our school and staff.

That permanent attempt to find our way also includes finding balance in making our school a pleasant place to be for our students, so as to make the young feel that they are cared for by us with the intention to form their whole personalities as well as to raise them to be competent experts in their future professional lives having a marketable also thorough academic knowledge either in the field of information technology or tourism. In addition to all of that facts also include that among our students are of a high number of those commuting, travelling to school every day sometimes a long distance in some cases living at countryside homesteads far from and outside Szeged.

We must also reflect our students' social and socio-cultural background. Upon the relating legal regulation the amount of the students living with social drawbacks at our school is of the national average, still – as this is well-known by our fellow-teachers due to their approach of personal attention and focusing on their students' progress in life in its every aspect – many of our students meet conflicts in their families, many are brought up in a single-parent family, many of their families are stricken with insoluble crises, in addition to which we have information about the young living in squeezing financial circumstances in quite a lot of cases.

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