



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST BERNADETTE'S PRIMARY SCHOOL
THE BASIN**

2019

REGISTERED SCHOOL NUMBER: 1857



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Minimum Standards Attestation

I, Peter Steward, attest that St Bernadette's Primary School, The Basin is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

26 June 2020

Our School Vision

*Alive in the Spirit,
We journey with Christ.
Striving for excellence,
We shape our future.*

Our Mission Statement

Nestled in the foothills of the Dandenongs, we at St Bernadette's The Basin, as part of the Parish of Boronia, provide a Catholic and comprehensive education for Primary school students.

School Overview

St Bernadette's is a Catholic Parish Primary school, situated in the outer eastern suburbs of Melbourne, and is one of two primary schools in the Parish of Boronia. The school is located in a semi-rural setting, in the foothills of the Dandenong Ranges. Pupils come from residential estates, both new and established, as well as large rural blocks with access to the wildlife of the Dandenong Ranges. Within this setting, the children enjoy a range of recreational activities.

At the August Census the school had an enrolment of 209 students from Foundation to Year 6. This included 28 Preps commencing their primary school education. The school is supported by active parent groups, some of which include: The School Advisory Board, Parents and Friends, Landcare/School Working Bee, Hot Lunch Group, Uniform Shop volunteers and parent representation on our Student Wellbeing Team.

At St Bernadette's, we believe that teaching is a relational activity ~ it's about people and their interactions. We seek to cultivate a sense of belonging, co-operation and compassion. We strive to draw students, parents, staff and the parish priest into an essential partnership that promotes growth of every individual and the health of the whole community.

Here at St Bernadette's, staff are 'Alive in the Spirit', working in a collaborative manner, sharing the vision, encouraging professional interchange, collaboration and networking with other schools. Staff, children and parents are encouraged to foster openness and trust as we 'Shape our Future'.

Through the development of our School Improvement Plan after our 2016 School Review we identified five key goals to improve student outcomes, these include:

- To promote a strong professional learning culture within the Catholic school context.
- To strengthen the collaborative partnership between home, school and the wider community to enhance the learning and wellbeing of students.
- To empower students to be motivated, resilient and responsible learners with a strong connectedness to school.
- To improve student outcomes through expert teaching and evidenced based practices within our Catholic context where every student believes in their ability to achieve.
- To strengthen St Bernadette's as an authentic Catholic community in which all are supported and encouraged to live their faith in a contemporary world.



Principal's Report

The following Annual Report to the School Community is based on data and evidence from the 2019 school year. We hope that you find this information valuable and a reflection of the substantial achievements of St Bernadette's School, The Basin, in 2019.

St Bernadette's recognise the primary role of the family in education. Families are the first educators of their children and this is why it is important for families and schools to work together in partnership. Our school community is welcoming and vibrant. We encourage parents to join with us on the learning journey of every student. This is evident by the enthusiasm shown by our parent community, their engagement in their child's learning and involvement with many of the events and activities that are provided. Throughout 2019, there was very positive feedback around community building events such as Family Day, Grandparents Day, Community Carols and the Twilight Picnic.

At the conclusion of the 2018 school year, Fr Mirek and Catholic Education Melbourne appointed myself as Acting Principal of St Bernadette's for the 2019 school year. After a thorough interview and selection process, I was honoured to accept the role of principal of St Bernadette's for the next eight years and am looking forward to continuing my role in leading such amazing staff committed to school improvement within our vibrant learning community.

In 2019, the school continued the process of educational transformation with Dr Lyn Sharratt around using the 14 parameters to increase all student's achievement. Dr Sharratt is a highly esteemed and internationally recognised educational leader from Canada who has written numerous books around developing high impact school improvement approaches that are being used widely around the world. We were very proud to be chosen by Catholic Education Melbourne to showcase the incredible work and achievements that the dedicated staff of St Bernadette's have been making using these 14 parameters. There were over seventy principals invited to St Bernadette's from across our region who were involved in Learning Walks throughout the school to witness the school improvement initiatives that contributed to the transformational work and success at St Bernadette's. Staff at St Bernadette's will be working with Dr Sharratt again in 2020 as we continue this journey.

The school community watched the talents of the children shine throughout our whole school production of 'The Wizard of Oz' which was held at the George Wood Performing Arts Centre at Yarra Valley Grammar. The performance was spectacular and the feedback from parents acknowledged their amazement at everything that our staff and students achieved within the Performing Arts.

St. Bernadette's was extremely excited to receive confirmation that it was successful in its application for funding to commence stage one of our Masterplan to build a state of the art contemporary flexible learning area for senior students. The school community is looking forward to commencing this build in 2020.

We thank our parent community and the wider community for their support as we continue to build links and partnerships that are for the benefit of all children at St Bernadette's School.

Peter Steward
Principal



Education in Faith

Goals

The identified goal of our School Improvement Plan for the Education in Faith Sphere is:

- To strengthen St Bernadette's as an authentic Catholic community in which all are supported and encouraged to live their faith in a contemporary world.

Intended Outcomes

- That student learning and engagement in Religious Education will improve.
- That staff, students and parents will grow in their appreciation and understanding of the importance of believing in Catholic faith and traditions in their daily lives

Achievements

Faith Education at St Bernadette's continued to provide opportunities for students to inquire about the world and their place within it. Our faith curriculum reflected on the diverse cultures, and beliefs of all people and actively engaged students with the Catholic beliefs, values and traditions relevant to their learning.

Throughout 2019, staff collaboration and confidence in teaching religious education remained priority as teachers engaged with Horizons of Hope and the new RE curriculum. The inquiry based approach to planning and teaching Religious Education within the classroom through Pedagogy of Encounter is how the school is enhancing catholic identity. This process was a strong focus at St Bernadette's in 2019 and will continue to be into the future. To foster student learning and engagement in RE, emphasis was placed on teacher understanding of how to re-contextualise the Catholic education in faith in ways that encourage dialogue and learning that will nurture our Catholic identity. Teachers began to formally moderate and assess against the new RE standards as reflected in the semester two reports.

Opportunities for each Year Level to participate in:

- Class Buddy Masses
- School Masses throughout the year
- Holy Week and Easter prayer services
- Grandparents' and Special Friends' Mass
- School Captains attendance at Catholic Education Week Mass
- Daily Christian Meditation and Formal Prayer in every classroom
- Regular Professional Learning Meetings to contribute to staff learning
- Participation in Caritas Australia projects
- Participation in St Vincent De Paul Minnie Vinnie's project with a highly active student team fundraising for community needs, including the annual Christmas donation collection
- Participation in Family Week projects
- Whole school approach to the Sacraments: Reconciliation in year three, Eucharist in year four and Confirmation in year six.
- Parent participation in the Sacramental life of the school through faith formation evenings
- Regular meetings with the Religious Education Leader of St Bernadette's and St Joseph's to plan and review Sacraments and Masses
- Unpacking of the language of ECSI with the staff for deeper understanding

- Teachers adopting a Pedagogy of Encounter approach to deepening their faith understanding and the students
- Familiarisation and implementation of the new RE framework.
- Assessment in Religious Education utilising the learning descriptors
- Moderation of RE work in planning meetings

Students at St Bernadette's Primary School strengthened their faith commitment through the Sacraments of Reconciliation (Penance), Eucharist (First Holy Communion) and Confirmation. Preparation for the Sacraments of Reconciliation, Eucharist and Confirmation is a partnership between the family, the school and Parish.

While preparation for these Sacraments is school based, parents play an active part in this process by attending Sacramental information nights, commitment masses and sacramental workshops.

VALUE ADDED

Religious activities which added value to the achievement and spiritual development of our students included:

- Encouraging parents to be more actively involved in their children's Faith Development. Sacramental evenings provided opportunity for interactive engagement between parent and child, increasing their knowledge, understanding and appreciation of the Sacraments and their role as primary faith educators.
- Ensuring the link between faith and life was made explicit in all school activities e.g. connection of learning and social justice activities to the school's vision, underpinned by our Catholic Social Teaching, so that our children understand the importance of Social Justice through their participation in our fundraising activities, e.g. student action for Project Compassion, Mini Vinnies etc.
- Building of teacher capacity to include contemporary approaches to learning, teaching, assessment and reporting in Religious Education in light of the renewed Religious Education Curriculum Framework and the use of an Inquiry approach to religious education. This was enhanced through adoption of the new 'To Know Worship and Love' digital resources.



Learning & Teaching

Goals

To improve student outcomes through expert teaching and evidenced based practices within our Catholic context where every student believes in their ability to achieve.

Intended Outcomes

- That student outcomes in Literacy and Numeracy will improve, with all students demonstrating expected levels of growth.
- That every student is engaged, challenged and believes that they can achieve.

Achievements

In 2019, St Bernadette's has continued a far more strategic and supportive approach to school improvement. Best practice strategies, researched by Lyn Sharratt are being implemented. A lens is placed on student growth using 'The Waterfall Chart'. All students are personally monitored for growth. Teachers are coached and supported to collect relevant data which is shared with parents and students to establish and work on student's strengths and challenges. St Bernadette's is committed to ensuring one year's input for one year's growth. Teachers' pedagogical knowledge is constantly improving. Already the student achievement results are showing improvement. Positive capacity building to ensure that every child has access to the highest quality teaching fostered learning that is engaging, differentiated and highly personalised. Understanding each students' learning needs is at the base of all curriculum design. Vibrant learning programs and resources were assessed to ensure that every child maximises their progress across a range of learning areas and appreciates their unique talents and worth.

A highlight of our excellent work in the learning and teaching space was the hosting of a Principal's Network meeting with Dr Lyn Sharratt and Eastern Region Catholic Education Melbourne staff. During this day, Principals had the opportunity to attend Learning Walks around our school and observe teachers in real time engaging with students throughout the school. St Bernadette's was extremely proud to host such a significant event and received outstanding feedback from all participants. Lyn Sharratt recommended that St Bernadette's become a school in which other schools could send teams to learn from our practice. We have since hosted several schools in this context and will continue to do so in the future.

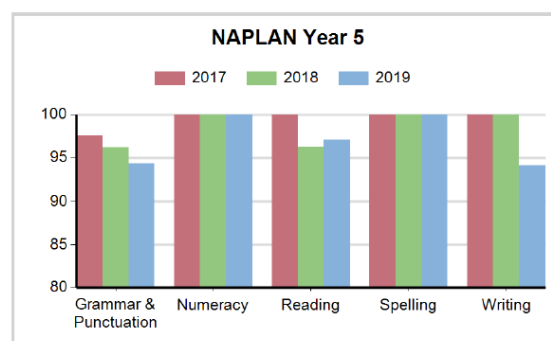
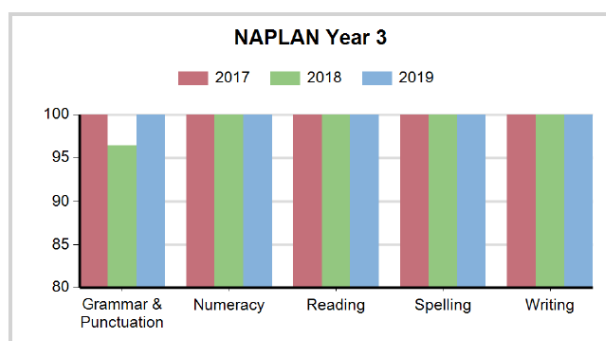


- Two annual written reports are provided against Victorian Curriculum in English, Maths, Science and History and all other areas are reported against Victorian Curriculum Checklists to identify individual skills within standards of Victorian Curriculum provide additional information on areas of strength or challenge for our parent community and are reported.
- Data charts continue to be developed to provide clarity around student data and to share assessment results and growth with student and parents
- Literacy and numeracy lessons focused on students individual needs
- Explicit needs based learning and teaching
- Continuous partnership with our parents to assist them in making links and gain further understanding of their children's learning and contemporary approaches to Learning and Teaching.
- Parent/student/teacher conversations for students to inform their parents about their learning strengths and challenges and to set goals for future learning using their individual Student 'Data Dashboard'.
- Class Dojo App used to invite parents to participate in their child's learning and to provide ongoing feedback for all students.
- Three hour planning time for each team is provided in a block to allow for collegial discussion, moderation, teamwork and consistent planning.
- Continued professional development and implementation of the teaching of Writing using 'Clarity' alongside the Fountas and Pinnell Literacy Continuum Writing process.
- Strong facilitated planning by leadership to support learning, teaching and innovation and to support the development of teacher pedagogy and improved outcomes for students support.
- A consistent inquiry learning focus across the school with links made to other key areas including Literacy, Maths and Religion.
- Specific planning times through School Improvement Meetings for all teams to develop the key understandings and outcomes for each inquiry learning focus, led by the school's Learning and Teaching team.
- The use of consistent planners for Inquiry based learning, Literacy, Numeracy and Weekly Teaching Cycles.
- Personalised learning approach for improved outcomes for our students
- Further work to embed learning intentions, success criteria and feedback
- Weekly learning walks by the principal to establish best practice in classrooms
- Data wall for Literacy and Numeracy to assist teachers and leaders to put faces to the data and to track and monitor growth
- Weekly scheduled Case Management Meetings for 'Students of Wonder' using Dr Simon Breakspear's Teaching Sprints.



STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	96.4	-3.6	100.0	3.6
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.6	96.2	-1.4	94.3	-1.9
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	96.3	-3.7	97.1	0.8
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	94.1	-5.9



In between 2017 to 2019, there was a consistently high proportion of students meeting the minimum standards in Naplan. During 2019, St Bernadette's participated in the first Online Naplan test which ACARA has acknowledged caused challenges for all Online Schools which impacted 2019 results.

St Bernadette's provided a number of extra-curricular activities throughout the year which further enhanced and supported our school curriculum. These included:

- Whole School Production - 'The Wizard of Oz'
- Instrumental Music program
- Premiers Reading Challenge
- Kelly Sports and Kelly Dance
- International Schools Competitions
- Chess Club
- Lego Club
- Seasons Program
- G.A.T.E. ways workshops for highly able students
- Junior Swimming Program
- Middle School Bike Education Program
- Interschool Sporting activities
- Sports Carnival Day
- School Choir
- Year 5/6 Camp to Sovereign Hill Costume School.

Student Wellbeing

Goals & Intended Outcomes

That students are empowered to be motivated, resilient and responsible learners with a strong connectedness to school.

Achievements

The Student Wellbeing team has worked collaboratively with the whole school community to ensure that students are able to reach their full potential within a safe, caring and supportive environment.

Through classroom programs teachers have strengthened and built on the students' social and emotional learning.

Student Wellbeing Initiatives have included:

- Implementation of Berry Street and Resilience Program.
- Leading teachers participated in professional learning centred on Restorative Practice.
- Implementation of the Social Emotional Learning (SEL) strategy.
- Providing teachers with resources to teach resilience skills and strategies to promote Social Emotional Learning.
- Informing staff of current Catholic Education Office initiatives including published documents related to Student Wellbeing.
- Implementation of Values Education through the Gospels, Foundation to year 6.
- Displaying Gospel Values Education throughout the school.
- Continuation of work by the eSmart team in the area of Cyber Safety.
- Reinforcement of Sunsmart awareness.
- Emergency Management Plan communicated to all staff and students, with drill and practice timetabled across the year.
- Continued Teacher liaison with secondary schools to ensure a smooth transition for our Year 6 students to Year 7.
- Transition program for all new students enrolling at St Bernadette's.
- Transition program for students as they prepare to move into new classes at the end of the year.
- Counselling service provided for referred students.
- Student wellbeing plans implemented for at risk students
- Christian meditation across the school and staff professional development in this area.
- Participation in the Better Buddies Program with the whole school Buddy day.
- Participation in the "National Day Against Bullying" with activities promoting the day.
- Family Day and Grandparents Day to provide opportunities for families to engage with their children and their learning at school
- Student Representative Council.

VALUE ADDED

Student Wellbeing Activities which added value to the Wellbeing of our students included:

- Values Education which underlies the curriculum throughout the year.
- SEASONS, a program for students experiencing grief or loss in their life, coordinated by a trained facilitator.
- Additional group activities e.g. Chess club, Kelly Sport dance, school choir, Lego Club.
- Reinvigoration of our Garden Club held twice per week at lunchtime.
- Through participation in G.A.T.E. ways workshops and participation in the International Schools Competitions, recognition of our highly able students.
- Student Action Teams established.
- Student Representative Council meetings for years F-6.

School counsellor available for individual student referrals, onsite each Friday of the school term.

STUDENT SATISFACTION

Recent survey data conducted by CEMSIS indicated that students at St Bernadette's feel happy and safe within the school environment. Students feel they are valued members of the community and are provided with opportunities to have an impact on our school. They enjoy being at school, feel listened to, motivated and supported by staff and peers. School belonging, School safety, school climate, teacher/student relationship and student voice were rated highly by our student population

STUDENT ATTENDANCE

At St Bernadette's, we recognise that the Principal has a responsibility to ensure that attendance records are maintained and monitored at school.

All student absences are recorded in both the morning and the afternoon by teachers, using the school electronic attendance roll.

Parents have a responsibility to notify the school as soon as possible on the day of absence using one of two methods. Completing an absentee form on the Skoolbag App or telephoning the school office. The Victorian government requires the school to notify parents/carers as soon as practicable on the same day, of any unexplained student absence. Parents will be contacted via an automated SMS message of any unexplained student absence.

The Principal has a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.

“The Principal will ensure parents of students with high levels of unexplained or unapproved absences are contacted, with the view to developing and implementing strategies to minimise absences.”

(Excerpt from St Bernadette's School Policies.)

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.2
Y02	94.3
Y03	91.3
Y04	93.1
Y05	92.2
Y06	92.3
Overall average attendance	92.7



Child Safe Standards

Goals

- To ensure that all students are protected from all forms of abuse and neglect within a safe and nurturing school community.
- To ensure that all students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- To ensure that all adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- To implement policies, guidelines and codes of conduct for the care, wellbeing and protection of students based on honest, respectful and trusting relationships between adults and children and young people.
- To ensure that policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- To ensure that all persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- To ensure that staff, clergy, volunteers, contractors, parents and students feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- To ensure that appropriate confidentiality is maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Intended Outcomes

- That students will be protected from all forms of abuse and neglect.
- That students will develop an understanding of all aspects of personal safety.
- That all adults within St Bernadette's be responsible for protecting the children from any kind of harm or abuse.
- That policies related to Child Safety will comply with legislative requirements.
- That all persons involved in situations where harm is suspected or disclosed will be treated with sensitivity, dignity and respect.
- That staff, clergy, volunteers, contractors, parents and students feel free to raise concerns about child safety.

Achievements

The Minister for Education, the Hon. James Merlino MP, issued Ministerial Order No. 870 that prescribes specifically what schools must do in order to comply with these Child Safe Standards. This Order makes clear the deliberate actions that schools must take to ensure the care, wellbeing and protection of children and young people.

At St Bernadette's, all staff have been familiarised with the Ministerial Order, including the specific definitions, to ensure that there is clarity and shared understandings of the school's obligations.

"There are seven minimum child safe standards with an overarching principle of inclusion which applies to each of the Standards.

The intention of these new Child Safe Standards is to make organisations, including schools, consider and address child-abuse situations and risks in an integrated and proactive fashion.”

St Bernadette's has worked towards meeting the Child Safe Standards requirements by:

- Developing and implementing policies related to 'Child Safety'.
- Raising the awareness of Child Safety with staff, students and parents.
- Developing a code of conduct for students, staff and parents.
- Ensuring that all staff complete an annual external Mandatory reporting course and are aware of their obligations to report suspected child abuse.
- Reducing/removing risks of child abuse.
- Publicising relevant information to the parent community.
- Staff Professional development related to the Reportable Conduct Scheme and new expectations and responsibilities in this area.
- Introduction of VPass (an electronic visitor monitoring system) for all visitors, contractors or parents remaining on the grounds during the school day.



Leadership & Management

Goals

To promote a strong professional learning culture within the Catholic school context.

Intended Outcomes

- That the performance and development culture of the school is strengthened.
- That teamwork at all levels is enhanced with a view to improving learning outcomes for all.

Achievements

At St Bernadette's, we have established and maintained a School Leadership Team, representative of the five spheres of learning, Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community, with meetings held regularly. Agendas and minutes are kept as a record of the Leadership Team's work so that there is a coordinated approach to the development and implementation of shared goals.

The process of educational transformation with Dr Lyn Sharratt around using the 14 parameters to increase all student's achievement was a highlight of leadership development at St Bernadette's in 2019. Dr Sharratt, an internationally recognised educational leader from Canada, worked with members from the leadership team and other staff to create a plan for development and growth within our school. This provided strong direction for the leadership team in 2019 and beyond. St Bernadette's leadership team was incredibly proud to be the school of choice to showcase the school's development to many principals and Catholic Education Melbourne Staff.

Professional development opportunities are provided for staff through Professional Learning teams with a particular focus on Literacy, Mathematics and Technology. Professional Learning days are scheduled throughout the year, with all staff given further opportunity to attend off site professional development learning programs.

St Bernadette's went through a consultation process with Baldasso Cortese to develop a Masterplan to upgrade facilities. These plans focus upon Flexible Learning Areas with shared breakout zones and collaborative zones. The school has received confirmation of funding to begin the process of upgrading the current senior school facilities which has been a significant boost to our school community.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional development is an ongoing process for all staff to further enrich their knowledge in all aspects of teaching within a Primary school setting.

Further to this, attendance by staff at CEM Professional Learning sessions included:

- Mathematics Leadership Network
- Student Wellbeing Leaders Network
- Religious Education Leaders Network
- Literacy Leaders Network
- Deputy Principal Network Meeting attendance
- Admin Officers Network Meetings
- Mandatory Reporting
- Understanding and using standardized assessment (PAT Maths)
- Learning Support Officer Symposium
- Supporting Graduate Teachers
- NCCD Network
- ASD inclusion Online Course
- Learning Diversity Network
- eLearning Network
- The Learning Collaborative Cohort 1 (Dr Lyn Sharratt)
- Leading Learning Sprints
- OHS for School Leaders
- Autonomous Language Learners (Chinese)

In-servicing was also completed through Professional Learning Teams (PLTs) meetings and staff meetings in the areas of Religious Education, Mathematics, Literacy, Student Wellbeing and Information Communication Technology.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$478

TEACHER SATISFACTION

A high degree of teacher satisfaction is evidenced through the feedback from our survey data. The Professional Culture within the school indicated high teacher confidence, knowledge of curriculum and improved student motivation.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.2%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	81.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	23.1%
Graduate Certificate	0.0%
Bachelor Degree	84.6%
Advanced Diploma	30.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	12.2
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.3
Indigenous Teaching Staff (Headcount)	0



School Community

Goals

To develop and strengthen the community partnership between home, school and the wider community to enhance the learning and wellbeing of students.

Intended Outcomes

- That parents will be engaged with their child's learning, and have an active role in the journey of their child's learning.
- That links between home, school and the parish community are strengthened, benefiting student learning.

Achievements

St Bernadette's have celebrated many achievements as a school community, many of which are attributed to the successful strong partnership of our Parish, School and Parent Community. These successes include:

- Pastoral Care of students and support given to families within our school, through the Resilience Program and Seasons Program.
- Successful fundraising activities e.g. the Parish Fete, the Colour Run and the Parish Raffle.
- Teacher representation at the Early Year's network meetings, to ensure the successful transition of Preparatory students to our school.
- Parent Information sessions for all parents of children attending St Bernadette's in the coming year.
- Parent support in classrooms and assistance with programs including Interschool Sport, G.A.T.E.ways, Junior Swimming Program, Café Kids and Excursions.
- High parent attendance levels at school events such as the annual family Working Bee, Family Day, 'Wizard of Oz' School Production, Classroom Liturgies and Prayer and Mass Services.
- Use by Parents of the on-line booking system for parent/teacher exchange and student testing appointments.
- Continued use and implementation of Skoolbag and Class DOJO Application as a means of facilitating efficient communication between the school and parents.
- Re-introduction and use of the Veggie Patch (Garden Club) as a parent-driven initiative.

The school has provided a number of parent information sessions addressing the following: Beginner Parent Transition; CFA Fire Safety; Education in Faith; Sacramental Programs; Community Conversations and Learning Walks.

PARENT SATISFACTION

Through survey data, parents have shown their satisfaction with the development of the children's social skills and connectedness to peers.

They also reported positively in the area of student engagement, including connectedness to school and motivation to learn.

Their opportunity to feed back through the parent survey was also viewed very positively.



Future Directions

The special feeling, 'the Spirit' that permeates St Bernadette's, is often a source of comment by visitors to our school. This is a visible, tangible, sign of our commitment to living out our vision and being at one with 'the Spirit' in our journey with Christ.

The coming year will focus on continuing to implement the goals articulated in our 2016 review documentation. These will include the following:

- Building shared and collective leadership across the school, whilst developing a quality curriculum, which engages students in meaningful activities and embraces 21st century technology.
- Strengthening St Bernadette's as an authentic Catholic community in which all are supported and encouraged to live their faith in a contemporary world.
- Promoting a strong professional learning culture within the Catholic school context.
- Building student capacity to be motivated, resilient and responsible learners with strong connectedness to school.
- Strengthening the collaborative partnership between home, school and the wider community to enhance the learning and wellbeing of all students.

In 2020, St Bernadette's will undertake a school review in line with Catholic Education Melbourne's school review cycle. This process will then be used to enhance and enrich our future direction.

We acknowledge that our work is a community journey that seeks excellence, in both what we are currently undertaking and in our future directions. It is apparent that we are shaping the future as we develop our students, both intellectually and spiritually, as we plan for and provide a school community that continues to strive for 'excellence'.

Our organizational structures, administrative procedures, physical environment, and partnership with our Parish, will continue to energise us on our journey forward.

