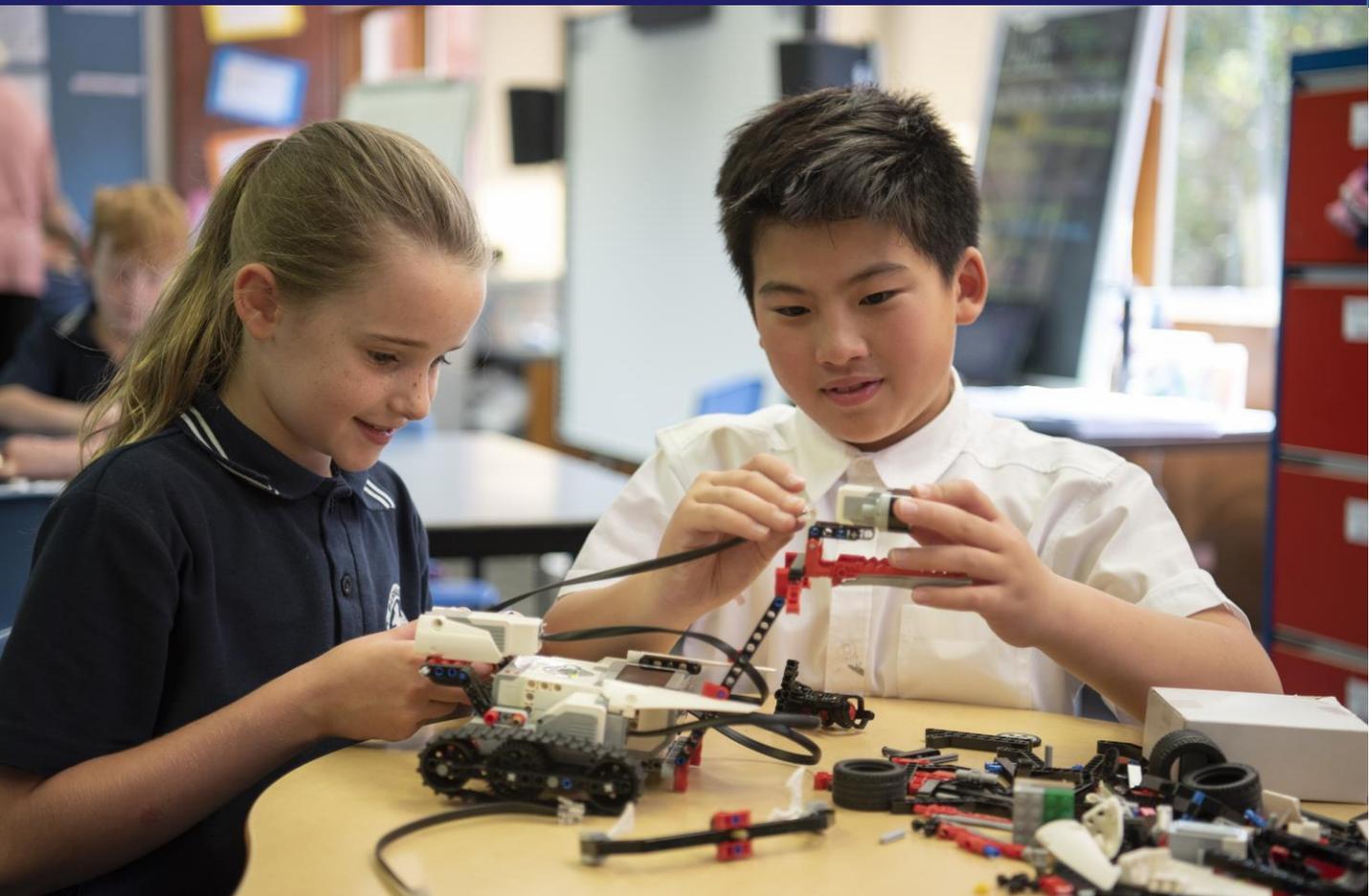




St Bernadette's Catholic Primary School The Basin

2021 Annual Report to the School Community



Registered School Number: 1857

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E NUMBER	E1328

Minimum Standards Attestation

I, Peter Steward, attest that St Bernadette's Catholic Primary School 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 2021 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 Schools.

25/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Alive in the Spirit,

We journey with Christ.

Striving for excellence,

We shape our future.

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 enrollment of 203 students from Foundation to Year 6. The school is supported by active parent groups, some of which include: The School Advisory Council, Parents and Friends, Landcare/School Working Bee, Hot Lunch Group and numerous parents who volunteer to assist in the classroom. At St Bernadette's, 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.

St Bernadette's staff work 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 in partnership for the benefit of all students and families.

Through the development of our School Improvement Plan after our 2020 School Review we identified three priority areas with accompanying goals.

Priority 1 -Catholic Identity and Faith Formation

Goal: To empower staff and students in making meaningful connections between life and faith.

Priority 2: Consistent analysis and discussion of data

Goal: To ensure data always informs collaborative inquiries to improve student outcomes.

Priority 3: Empowering others & Capacity building

Goal: To ensure there is a clear and disciplined focus on continual improvement, performance and development

Principal's Report

The following Annual Report to the School Community is based on data and evidence from the 2021 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 2021.

The impact of COVID19 created challenges for every person in the wider community throughout 2021. The school received wonderful feedback from parents regarding the remote learning and teaching program that was provided for large portions of the year. Through the daily use of interactive online learning resources and daily google meets, our staff and students were able to remain connected and continue learning in a virtual environment whilst maintaining relationships from afar.

Over recent years, St Bernadette's has always always been at the forefront of using technology to support learning and this once again resulted in a seamless transition to remote learning when required. All staff supported each other with upskilling so that every student in the school had access to a comprehensive learning program. The relationship between parents and teachers was never more important as we worked together to ensure that students were always at the forefront of this most essential partnership.

The teaching and learning program provided during COVID19 school closures was very well received by the students and parents. All staff at St Bernadette's were committed to ensuring that support was provided to every student and all school families to ensure continuity of learning and developmental growth. There were over 130 school chromebooks loaned out to families to enable multiple students from the same family to access the learning program at the same time. Google meets were held at regular times throughout the school day to ensure that students stayed connected with their teachers and classmates and maintained face to face instruction. St Bernadette's teachers and Learning Support Officers also provided google meets for small group work and additional support for students who otherwise may not have been able to experience success. There were whole school assemblies held online regularly to ensure that our whole school community was able to maintain connection and have a bit of fun together to brighten up the week.

Supporting the emotional wellbeing of all members of our community was the main focus throughout the 2021 year of uncertainty and challenges. When students were able to be onsite for schooling, staff prioritised providing learning opportunities for students to reconnect with each other and make up for experiences that they missed. Students were still able to celebrate the Book Week Parade, Whole School Athletics Day, Year 5/6 Camp to Howqua, End of Year Mass and Year 6 Graduation in a COVID compliant, yet memorable way.

The school spent 2021 finalising plans for one of the most exciting developments in the school's history. Our current Senior Classrooms are being demolished in early 2022 and a brand new contemporary Learning Community will be built from the ground up. This will ensure that our facilities will be regarded as some of the finest in the region.

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

Peter Steward

Principal

Education in Faith

Goals & Intended Outcomes

Priority 1 -Catholic Identity and Faith Formation

Goal: To empower staff and students in making meaningful connections between life and faith

Intended Outcomes

- That staff are enabled in recontextualising faith in the classroom
- That staff model Catholic faith (and make explicit links) in their everyday life so students can see faith in action

Priority 2: Consistent analysis and discussion of data

Goal: To ensure data always informs collaborative inquiries to improve student outcomes

Intended Outcomes

- That data is used by all staff to investigate the impact of their teaching on student learning with the intention of improving outcomes

Priority 3: Empowering others & Capacity building

Goal: To ensure there is a clear and disciplined focus on continual improvement, performance and development

Intended Outcomes

- That leaders positively impact classroom practice and student outcomes.
- That professional learning opportunities are provided for all staff aligned with school priorities
- That student voice is a lens over all our work

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 of all people and actively engaged students with the Catholic beliefs, values and traditions relevant to their learning.

Throughout 2021, staff collaboration and confidence in teaching Religious Education remained priority as teachers engaged with students within a challenging remote learning context. The inquiry based approach to planning and teaching Religious Education through the Pedagogy of Encounter cycle transferred into the online world seamlessly. To foster student learning and engagement in Religion, emphasis was placed on teacher understanding of how to re contextualise Catholic faith in ways that encourage dialogue and learning that will nurture our Catholic identity. Teachers began to formally moderate and assess against the new Religious Education 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
- Daily Christian Meditation and Formal Prayer in every classroom both onsite and online
- Regular Professional Learning Meetings to contribute to staff learning
- Participation in Caritas Australia projects
- Participation in St Vincent De Paul Mini Vinni'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

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
- 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 & Intended Outcomes

Priority 1 -Catholic Identity and Faith Formation

Goal: To empower staff and students in making meaningful connections between life and faith

Priority 2: Consistent analysis and discussion of data

Goal: To ensure data always informs collaborative inquiries to improve student outcomes

Priority 3: Empowering others & Capacity building

Goal: To ensure there is a clear and disciplined focus on continual improvement, performance and development

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

St Bernadette's has celebrated many successes in the area of Learning and Teaching through the development of consistent whole school understandings and expectations. Our learning and teaching practice involves the implementation of personalised and engaging learning, based on the rigorous and consistent use of data, reflective practice and feedback.

Data is used by all staff to investigate the impact of their teaching on student learning with the intention of improving outcomes. This evidence is consistently analysed, determining next steps for individual or differentiated groups of students when designing learning.

St Bernadette's Data Wall enables teachers to track student achievement in multiple learning areas. The Data Wall is used in many ways with both teachers and leadership, including the early intervention of students and ensuring growth of all students across our school. Student data from the wall initiates our early intervention Case Management Meetings. Differentiated learning is the foundation for student engagement and growth.

The establishment of 'The Intervention Framework' team focused on establishing a consistency around explicit direct instruction that directly impacts all Intervention processes and practice. We have developed a comprehensive data plan to cater for all tiers of intervention.

St. Bernadette's has developed a culture of high expectations through the implementation of consistent and reflective goal setting with students, feedback (for example, exit tickets and bump it up walls) and the adoption of a growth mindset.

Professional learning opportunities are provided for all staff aligned with school priorities. Staff have researched and adopted evidence based practices, often through a collaborative inquiry approach to ensure best practice continues.

Collaborative Inquiry around student assessment data and work samples is now embedded in level planning to inform next steps teaching.

Teachers continue to refine the teaching cycle with explicit professional development in high impact teaching strategies, lesson study and co-teaching cycles.

Teachers access ongoing, targeted professional learning which is aligned with their professional goals. They synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals. This includes using processes such as instructional coaching, mentoring or modelling.

St Bernadette's began a new and innovative approach to engage students in Chinese (Mandarin) language learning. This approach of 'Teachers As Co-learners', saw students, teachers, staff and the school community all learning the Mandarin language together. The teachers continued practising and teaching short sharp lessons of Mandarin throughout the week, incorporating the functional words and phrases they co-learned. As we progressed, we were able to use more and more conversational language throughout the day, such as saying good morning, asking to go to the toilet and other everyday classroom language.

St Bernadette's established a new specialist program with the introduction of a STEAM Lab. An innovative area for technology, science, coding, robotics and creativity. Our specialist teacher also has a degree in Science and brings a great deal of passion, energy and expertise to this area. This initiative uses an interdisciplinary approach that develops skills in collaboration, experimentation, persistence, ingenuity and critical thinking.

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

Instrumental Music program

Premiers Reading Challenge

Maths Olympiad

International Schools Competitions (ICAS)

Lego Club

Seasons Program

Junior Swimming Program

Middle School Bike Education Program

Inter School Sporting activities

Athletics Carnival

Cross country

Senior School Camp

STUDENT LEARNING OUTCOMES

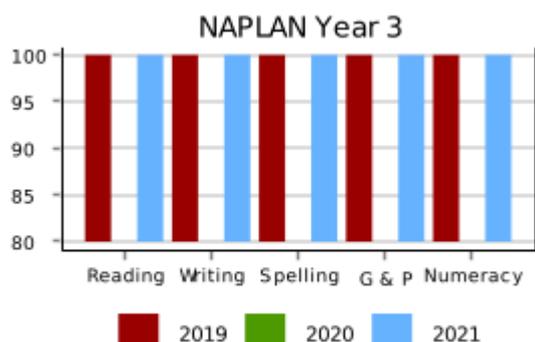
The strength of St Bernadette's results in Naplan in 2021 was outstanding and a reflection of the consistency of the Learning and Teaching program. St Bernadette's results are consistently higher than national and state averages in all areas of Naplan assessments.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	94.3	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	97.1	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	94.1	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

Priority 1 -Catholic Identity and Faith Formation

Goal: To empower staff and students in making meaningful connections between life and faith

Priority 2: Consistent analysis and discussion of data

Goal: To ensure data always informs collaborative inquiries to improve student outcomes

Priority 3: Empowering others & Capacity building

Goal: To ensure there is a clear and disciplined focus on continual improvement, performance and development

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:

- Continuation of the Resilience Program.
- 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.
- 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. This was continued virtually during Remote Learning.
- Student wellbeing plans implemented for at risk students
- Christian meditation across the school

- Student Representative Council.
- Daily student wellbeing check in's during Remote Learning.
- Two to Three sessions per week focussed on social and emotional wellbeing during Remote Learning
- Social/emotional small group sessions with a Learning Support Officer during Remote Learning
- Family wellbeing check in's by phone during Remote Learning.
- Supporting vulnerable students document completed by all teachers to identify those students at risk

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.
- School counsellor available for individual student referrals, onsite each Friday of the school term.
- Social and emotional Small group sessions met virtually during Remote Learning.
- Activities focussed on exercise and mental health during Remote Learning
- Daily wellbeing check in's during Remote Learning.
- LifeSkillsGo: an interactive dashboard where students could complete allocated activities set by teachers and complete a Weather Check in' to let their teacher know how they are feeling.

STUDENT SATISFACTION

During Remote learning St Bernadette's conducted staff, student and parent surveys to ensure we were providing the best possible wellbeing program during this time. The student surveys was aimed at year P-2, with a different survey given to years 3-6 students.

The results were very positive, providing insight on our students mental health, feelings about remote learning and any worries they had about returning to school.

Parent Survey Results; Key takeaways

- Parents feel learning is a true partnership
- Parents loved knowing what their child is learning each week and being able to help them at home.
- Parents valued the teacher videos, showing instruction

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.

During Remote Learning students were marked in attendance when they were present at the both Google Meets during the day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.6%
Y02	95.9%
Y03	95.7%
Y04	96.3%
Y05	95.1%
Y06	96.3%
Overall average attendance	95.8%

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

- 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.

Achievements

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.
- Ensuring all contractors and volunteers have relevant Working with Children Checks.
- Discussing Child Safety protocols at every School Advisory Council meeting and sharing relevant information with the parent community.
- Staff Professional development related to the Reportable Conduct Scheme focussed on expectations and responsibilities in this area.
- Use of VPass (an electronic visitor monitoring system) for all visitors, contractors or parents remaining on the grounds during the school day.

Leadership & Management

Goals & Intended Outcomes

Priority 1 -Catholic Identity and Faith Formation

Goal: To empower staff and students in making meaningful connections between life and faith

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Priority 3: Empowering others & Capacity building

Goal: To ensure there is a clear and disciplined focus on continual improvement, performance and development

Intended Outcomes

- That leaders positively impact classroom practice and student outcomes.
- That professional learning opportunities are provided for all staff aligned with school priorities

Achievements

At St Bernadette's, we have established and maintained a School Leadership Team, with a leader representing each of the five spheres of education. There are leaders in Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. Meetings are held regularly with agendas and minutes 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 school undertook school review in 2020 which occurs every four years and is a process that enables the school to review its current practice and plan for further development in the next four-year cycle. The resulting School Review Report was extremely positive and reflected the staff members commitment to educational transformation in order to increase all student's achievement.

St Bernadette's finalised plans to build four brand new contemporary classrooms with common spaces and this project will begin early in 2022. This building project is very exciting and will be a significant boost to St Bernadette's school community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

St Bernadette's supported and empowered teachers to continue providing exceptional learning and teaching both onsite and remotely during 2021. A consistent and positive culture was cultivated where the professional growth of others was not only aligned to the priorities of the school, but was also recognised as enhancing the capacities of staff as leaders within a Catholic school community.

In Religion we continued to focus on Catholic Identity by developing clear strategies that align staff formation to their capacities to deliver the RE curriculum with purpose and confidence, in order to develop not only faith knowledge, but that impacts on each person's faith journey and relationship with God. Recontextualising scripture to both staff and student's context provided opportunities for the development of faith formation.

Our Learning and Teaching focus was to further enhance staff capabilities and expertise in selecting, collecting, interpreting and using the appropriate data to enhance teacher practice, provide measurable student learning outcomes and track student growth. Professional development also centred around refining remote learning practices. This included emphasis on efficient delivery of curriculum and descriptive feedback. Our Student Wellbeing focus was on building teachers' capacities to more effectively encourage student voice and agency in their learning, to encourage ownership and engagement. There was also great emphasis on providing wellbeing support during remote learning.

Number of teachers who participated in PL in 2021	26
Average expenditure per teacher for PL	\$315

TEACHER SATISFACTION

St Bernadette's received feedback from staff within the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey).

The staff provided very positive feedback in all areas within the teacher survey. This was particularly evident in the areas of:

- School climate-Perceptions of the overall social and learning climate of the school.
- Professional learning- Perceptions of the quality and coherence of professional learning opportunities.
- Collaboration around an improvement strategy- Perceptions of the coherence of the school's improvement strategy.
- Collective efficacy- Teachers' perceptions that staff at the school have what it takes to improve instruction.

During the most recent School Review, the external School Reviewer noted within his final report that:

"The 'consistency' focus adopted by the school is highly valued and respected by staff and parents. There is a strong sense that staff are 'on the same page' across the school and this has brought about a highly professional culture from which the community goes about its work. Staff see the many changes at the school as contributing to a 'very happy place with a positive culture'."

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.6%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	92.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	23.1%
Graduate Certificate	0.0%
Bachelor Degree	76.9%
Advanced Diploma	30.8%
No Qualifications Listed	7.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	13.3
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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. The strong partnership of our parish, school and parent community is attributed to the success of these achievements. These successes include:

- Pastoral Care of students and support given to families within our school, through an onsite school counsellor, Resilience Program and Seasons Program.
- Teacher representation at the Early Year's network meetings, to ensure the successful transition of Preparatory students to our school.
- Parent Information sessions (online and in person) for all parents of children attending St Bernadette's in the coming year.
- High parent attendance levels at school events such as the annual Twilight Picnic, family working bee, Mass services, and online at virtual school assemblies.
- Use by parents of the on-line booking system for parent/teacher exchange and student testing appointments.
- Implementation of online platforms to conduct PSG and Parent Teacher Conversations during online learning.
- Implementation of social media pages run by the school to communicate the success of the school community.
- Continued use and implementation of Skoolbag and Class DOJO applications 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.
- Open morning for current and potential parents of St Bernadette's students.
- High level of parent assistance at all coordinated sporting events both on and offsite, such as athletics carnival, Hoop Time, cross country and district events.

PARENT SATISFACTION

St Bernadette's received feedback from parents within the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey).

The school received very positive feedback in all areas within the survey and the overall positive endorsement reflected the strong partnership between the school and parents. This was particularly evident in the areas of:

Family Engagement- The degree to which families are partners with their child's school.

School fit - Families' perceptions of how well a school matches their child's developmental needs.

School climate-Families' perceptions of the social and learning climate of the school.

Communication- The timeliness, frequency, and quality of communication between the school and families.

During the most recent School Review, the external School Reviewer, after gaining feedback from a group of parents, noted within his final report that:

"The parent community are actively involved in the life of the school and value the current focus and direction the school has undertaken in bringing stability and consistency to the many dimensions of schooling. They value the school's Catholic dimension and leadership's openness and respect of their views and input. They describe the staff as bringing joy to learning and focussed on their children's development as young learners within a proudly Catholic context."