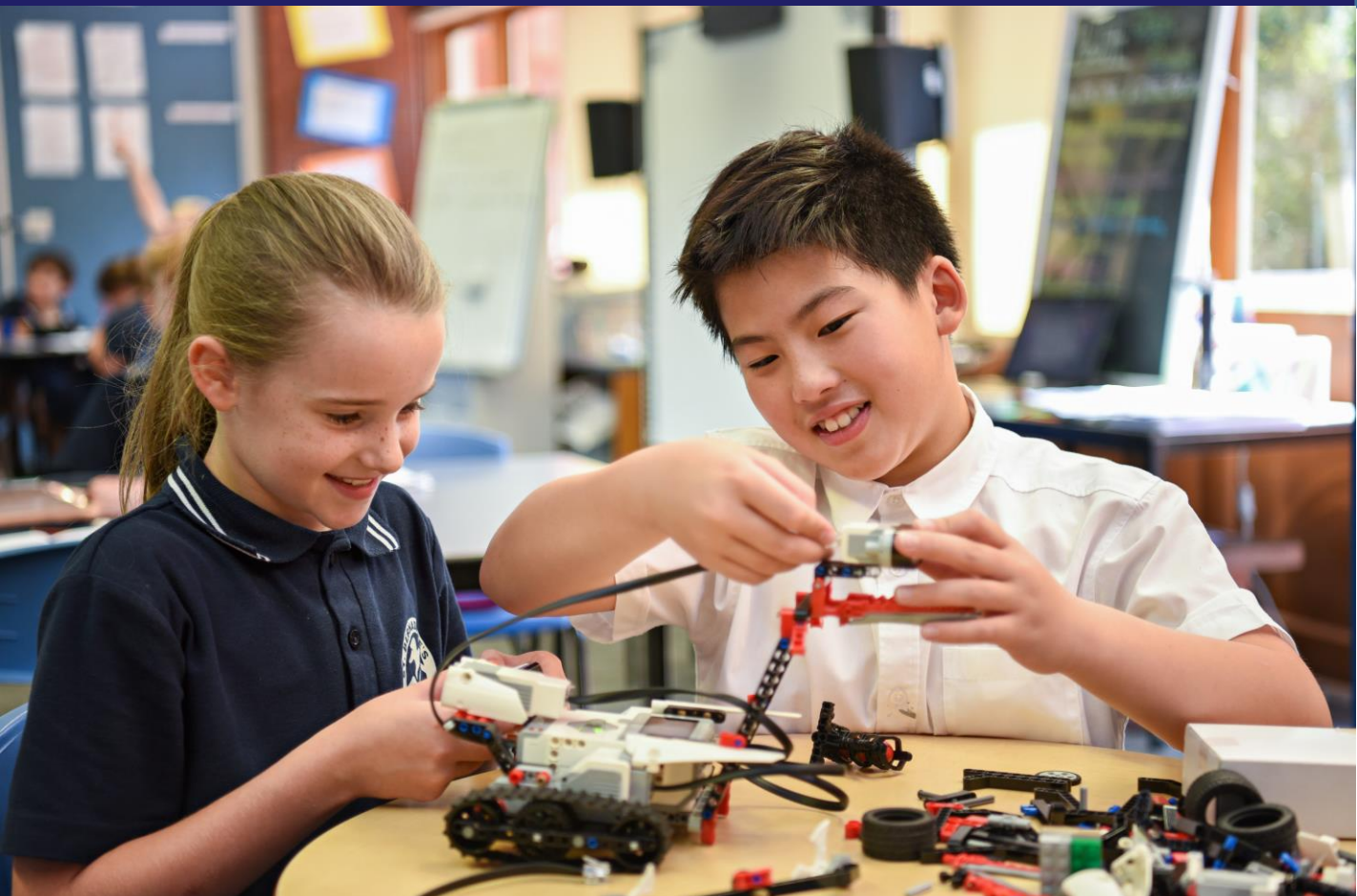




# St Bernadette's Catholic Primary School The Basin

## 2022 Annual Report to the School Community



Registered School Number: 1857

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission.....4

School Overview.....5

Principal’s Report .....6

Catholic Identity and Mission.....7

Learning and Teaching.....10

Student Wellbeing .....13

Child Safe Standards.....17

Leadership .....18

Community Engagement .....21

Future Directions .....23

## Contact Details

ADDRESS	1264 Mountain Highway The Basin VIC 3154
PRINCIPAL	Peter Steward
TELEPHONE	03 9762 5135
EMAIL	principal@sbthebasin.catholic.edu.au
WEBSITE	www.sbthebasin.catholic.edu.au
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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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 193 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 2022 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 2022.

St Bernadette's Catholic Primary School enjoyed a successful 2022 school year after the adjustments that were needed to be made in the previous two years due to the pandemic.

St Bernadette's was recognised by Melbourne Archdiocese Catholic Schools with the school selected to present their recent initiatives and success at the National Catholic Education Conference which was attended by more than a thousand educators from across Australia. St Bernadette's was also requested by MACS to host over 50 Learning and Teaching Leaders from schools across the Melbourne Region for a professional development day involving learning walks through the classrooms to view the innovative teaching approaches that are being used and other aspects of school improvement that are evident. The school is very proud to be one of only three primary schools in Melbourne selected to be the host of Demonstration Classrooms for the benefit of educators from other schools.

The single word that resonates with everyone at St Bernadette's is the word "Community". Our community is filled with wonderful students, supportive and welcoming parents and amazingly dedicated staff. The students at St Bernadette's are supported to engage in a broad range of learning experiences both within and beyond the classroom.

St Bernadette's has engaged the wider community throughout 2022 as we promoted the importance of family involvement in children's education. There was very positive feedback around community building events such as Family Day, Grandparents Day, Community Picnic, Arts Alive-Carnevale and Christmas Carols.

A brand new contemporary Senior Learning Community was being built from the ground up during 2022 and is now complete. With four modern classrooms and shared learning spaces, this has ensured that our facilities are 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

## Catholic Identity and Mission

### 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 2022, staff collaboration and confidence in teaching Religious Education remained priority. 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
- Regular professional learning meetings to contribute to staff learning centred around The Pedagogy of Encounter and re contextualisation
- 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 Winter Appeal and Christmas donation collection
- Participation in Catholic 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
- Assessment and reporting in Religious Education utilising the learning descriptors within the Religious Education Curriculum Framework

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 based on the Religious Education Curriculum Framework and an Inquiry approach to religious education.

## Learning and 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.

**Intended Outcome:** That staff are enabled in re contextualising faith in the classroom.

#### Priority 2: Consistent analysis and discussion of data.

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

**Intended Outcome:** 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 and capacity building.

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

**Intended Outcome:** 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

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

The implementation of assessments, collection and analysis of data with a focus on the impact of teaching practices and strategies on student learning outcomes. Data 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 at risk 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 provided a number of extracurricular 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 Sports

Athletics Carnival

Cross-country

Senior School Camp

## **STUDENT LEARNING OUTCOMES**

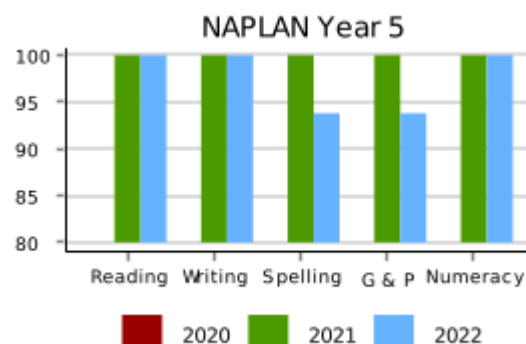
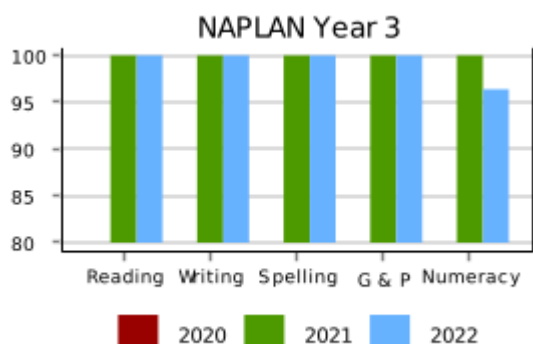
The strength of St Bernadette's results in Naplan in 2022 was outstanding and a reflection of the consistency of the Learning and Teaching program. St Bernadette's results are consistently higher than national and state averages in all areas of Naplan assessments.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	96.4	-3.6
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	93.8	-6.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	93.8	-6.2
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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

Intended Outcome 1: To allow students the opportunity to provide input to school leaders when planning religious activities

Intended Outcome 2: To ensure policies, procedures and practices result in learning environments that are consistently safe and characterised by positive behaviours which are identifiable as Catholic social beliefs and values

Priority 2: Consistent analysis and discussion of data

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

Intended outcome: To engage with a range of evidence-based research and learning expertise to inform whole-school curriculum planning for student wellbeing

Priority 3: Empowering others & Capacity building

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

Intended Outcome 1: To allow students to regularly self-reflect and provide input on individual, cohort and whole-school wellbeing and positive behaviour initiatives.

Intended outcome 2: Students confidently identify and make innovative decisions about wellbeing, learning, safety and social justice issues through a diverse range of student-led committees and teacher-led initiatives that connect them with local and global communities.

### 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.
- Student wellbeing plans implemented for at risk students.
- Student Representative Council.
- Daily student wellbeing check in's.
- One session per week focused on social and emotional wellbeing.
- Social/emotional small group sessions with a Learning Support Officer.
- Family wellbeing check in's by phone where necessary.
- Supporting vulnerable students document completed by all teachers to identify those students at risk.
- ACER data to drive resilience/wellbeing Semester programs

## 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.
- Provisional Psychologist available for individual student referrals and student counselling services.
- Social and emotional Small group sessions
- Activities focused on exercise and mental health
- Daily wellbeing check in's
- Resilience, Rights and Respectful Relationships Program utilised in the classroom

## STUDENT SATISFACTION

St Bernadette's conducted staff, student and parent surveys to ensure we were providing the best possible wellbeing program. The Survey covers students, parents and staff, focusing on their mental health, feeling about school, relationships, belonging, safety and learning and teaching.

Key takeaways

Student survey:

- Students feel strongly that they have opportunities for leadership in our school
- Students feel supported by the adults around them
- Students feel that teachers are respectful and care about their wellbeing

Parent survey:

- Parents feel they understand their child's goals
- Parents are satisfied with the communication between school and home and believe learning is a true partnership
- Parents feel there is high levels of respect displayed throughout the school



**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.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	84.3%
Y02	87.3%
Y03	85.5%
Y04	84.0%
Y05	82.3%
Y06	83.2%
Overall average attendance	84.4%

## 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

### 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 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 Well-being, 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 strength of the leaders who make up the School Leadership Team is highlighted by the fact that our school is visited by many other educators as host of events such as the Learning and Teaching Leaders Day as well as through being one of only three primary schools in Melbourne to facilitate Demonstration Classrooms for the benefit of educators from other schools.

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 leaders and all staff members commitment to educational transformation in order to increase all student's achievement.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

St Bernadette's supported and empowered teachers to continue providing exceptional learning and teaching both onsite and remotely during 2022. 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. The purpose was to develop not only faith knowledge, but impact 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 the teacher's capacity 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 throughout the year.

Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$315

### TEACHER SATISFACTION

St Bernadette's received feedback from staff within the MACSSIS 2022 (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	92.4%
--------------------------------	-------

#### ALL STAFF RETENTION RATE

Staff Retention Rate	96.3%
----------------------	-------

#### 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)	2.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	13.5
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	15.0
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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 Provisional Psychologist, 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 school assemblies.
- Use by parents of the on-line booking system for parent/teacher exchange and student testing appointments.
- Implementation of online and face to face platforms to conduct PSG and Parent Teacher Conversations.
- 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 2022 (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."*

## Future Directions

The future direction of St Bernadette's centres around the continued collaborative inquiry cycle culture, consistently seeking improvement upon the practices and protocols already embedded within a culture of high expectations.

St Bernadette's will continue to build teacher knowledge and instructional practice to directly impact positive student learning outcomes. This will continue through the ongoing development of practices and protocols within learning walks, coaching, mentoring, lesson study and 4 C cycles.

Following the adoption of Science of Reading practices, we intend to research and develop the Science of Writing through The Writing Revolution resource.

St Bernadette's intends to merge the Learning Diversity team, The Intervention team and the Learning and Teaching team to create a Student Learning Team. This brings together the expertise and experience of leaders across the school.

St Bernadette's intends to implement a daily learning timetable, similar to the Finnish Educational Model, aligning to the principles of the Science of Learning.