



# St Bernadette's School Sunshine North

## 2020 Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Brendan Gill, attest that St Bernadette's 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 2020 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.

08/06/2021

**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)

## Our School Vision

### VISION

St Bernadette's Catholic School Community strives to create a faith filled contemporary learning environment.

In communion, we celebrate and embrace diversity.

We honour our history and traditions to create a future which enhances and inspires.

### MOTTO

God Loves Us - Let Us Love God

### VALUES

Welcome    Respect    Faithfulness    Empathy

Honesty    Inclusion    Equity    Collaboration

Our ASPIRATIONS in the School Improvement Agenda 2019-2022 include:

#### **Catholic Identity**

- *Our words and actions reflect the lived Catholic faith, history and traditions.*

#### **Learning and Teaching**

- *Every learner is known in all aspects of their learning, their interests and talents.*
- *Learners experience success and are supported with high expectations.*

#### **Student Wellbeing**

- *All students demonstrate a growth mindset where they are empowered to take ownership and responsibility for their learning and their relationships.*

#### **Leadership**

- *A learning community that values trust and feedback and celebrates collegiality, collaboration and learning, to grow and improve outcomes.*

#### **Community Engagement**

- *Teachers, families and community members partnering to enhance student outcomes in learning and wellbeing.*

## School Overview

St Bernadette's Primary School is located in Sunshine North in the west of Melbourne. We are a Catholic co-educational primary school from Prep to Year 6 with 350 students. The school motto "God Loves Us - Let Us Love God" speaks of the great love God has for each of us and of the school community's commitment to one another and to bearing witness to the gospels in our words and actions.

St Bernadette's students come from the local parish and the surrounding community. We pride ourselves on our multicultural diversity and we encourage respect, acceptance and inclusion of all

The school was founded in 1957, under the leadership of the Augustinian Sisters, servants of Jesus and Mary and up until June of 2016, there still remained members of the religious order active in the school community. The Augustinian Sisters still remain active members of the school, in a voluntary capacity, and also within the parish community.

There are 14 learning spaces (2 for each level) and we have specialist programs in the areas of Physical Education, Music, Visual Arts, Italian and Robotics to complement and enhance the core curriculum areas of English, Mathematics, Religious Education, Science and History. Information and Communication Technology or Digital Literacies are integrated into all learning and teaching programs across all curriculum and levels from Prep to Year 6.

In 2016, to enhance the learning and teaching of the students, a languages program was introduced from Years 3 to 6. The Language Other than English (LOTE) was Italian. In 2019, this was extended to all students, from Prep to Year 6.

We provide a curriculum that is contemporary and that responds to the needs of the whole child: spiritually, physically, socially, emotionally and intellectually. We are striving to develop 21st Century learners as we create an inquiry school: a school where all learning and teaching is centered in relationships as together we inquire, challenge and learn together - students, staff and families.

In 2019, the school began the new School Improvement Agenda (2019-2022), as set and in consultation with the community at the end of 2018 after a very successful School Review process in 2018. The current School Improvement Agenda, has a narrow and sharp focus on using data and evidence to improve learning outcomes for all learners - the students and the staff. It sets direction for the future as well as providing opportunities to celebrate the achievements made. In 2020, the school began to embed some strong learning and teaching practices, and continued to use data to ensure learning was targeted and personalised. The school community responded to the challenges of COVID-19, demonstrating flexibility, adaptability and care so as to maintain the learning and wellbeing of our children and community.

We continue to enjoy the full functionality of the newly refurbished building which has created further opportunities to develop learners who are curious and creative, confident, strong communicators, self-motivated and resilient, and most of all who are compassionate and passionate about learning.

## Principal's Report

It is with great pride and sense of achievement that I present the 2020 report to the school community. I wish to acknowledge Mrs Joanne Webster, who was Principal during this reporting period. 2020 was a difficult and challenging year for all, however, the community of St Bernadette's responded to those challenges and demonstrated persistence, courage and care to ensure the best outcomes for our students and families given the unique circumstances.

This report presents the key activities and achievements during 2020 of St Bernadette's Primary School, its students, staff and parent community.

In 2020, the school continued its strong focus on learning and teaching and improving student outcomes. The school began its journey in implementing School Improvement Plan developed in 2018. In 2020, our key areas of focus were Education in Faith, Learning and Teaching and Leadership and Management. As a result of COVID-19, we had to adjust our focus, and put all resources into transitioning learning to online, ensuring that not only were learning outcomes met, but the wellbeing of children, families and staff maintained a key focus also. This resulted in new ways of learning and working. Some of the major achievements, initiatives and outcomes of our work in 2020 include:

- a strong commitment to our vision, aspirations and values in all we do
- a strong commitment to the religious development of our children using the Pedagogy of Encounter and an ongoing commitment to action through social justice activities
- a strong focus on literacy and numeracy, embedding and developing a consistent approach to personalised learning, including an ongoing focus on Inquiry learning
- ongoing use of data and pre- and post- testing in numeracy and literacy to ensure the curriculum is targeted, challenging and engaging
- ongoing promotion of and opportunities for parent involvement and engagement in student learning
- continued commitment to the wellbeing and safety of all children and vulnerable in our care
- ongoing professional development and support of staff so as to ensure our staff are equipped with the knowledge and resources needed

It is a privilege to be part of a school staff who take seriously their role in supporting and developing creative, confident and independent learners, and who continue to be very supportive of the ethos of the school. The staff are committed to working collaboratively and to ongoing professional development, thus enabling them to provide engaging and stimulating learning opportunities which promote the full flourishing of all students. They are led by a dedicated and supportive leadership team and ably supported by a highly skilled group of learning support staff. We are also fortunate to enjoy the confidence and support of an involved and engaged parent community.

Brendan Gill

PRINCIPAL

## Education in Faith

### Goals & Intended Outcomes

*"Our words and actions reflect the lived Catholic faith, history and traditions."*

#### Goals:

1. To build the capacity of teachers to recontextualise scripture for themselves and the students.
2. To invite all learners to enter into dialogue, deepening their sense of importance and relevance of faith in their everyday lives.

#### Intended outcomes:

- To modify the use of the 'Pedagogy of Encounter' strategy to build teacher capacity to understand scripture.
- To develop theological knowledge, understanding and formation for teachers through the POE, professional reading and the use of the new Religious Education frameworks
- To continue to use the Catholic Education Melbourne's (CEM) Horizons of Hope to guide learning and teaching.

### Achievements

- All teaching staff participated in all Religious Education Professional Learning to demonstrate our commitment to building and sustaining our Catholic Identity.
- Social Justice Student Leaders were appointed to help highlight the Catholic Social Teachings amongst the School community.
- The RE Leader along with the Social Justice Leaders took part in and led a variety of social justice initiatives in the school, including support for Caritas, Project Compassion and St Vincent de Paul to name a few.
- Religious Education was a core component of the learning during remote learning. The REL and teachers continued to plan engaging learning for students.
- The Sacrament of Confirmation was celebrated by the Year 6 children.
- The target for one of our survey questions for staff was exceeded. For the question, "To what extent do colleagues at St Bernadette's provide opportunities for students to reflect on and discern who they are and how they live in the world?" the resulting score exceeded the target by 2.9%.

#### VALUE ADDED

- The school engaged Rose Thomas (Learning Consultant - Religious Education CEM) to build staff capacity to use the Pedagogy of Encounter. This was done through Professional Learning Team meetings with staff to increase their knowledge

- Rose Thomas and the Religious Education Leader (REL) facilitated planning during PLTs to embed the use of the Pedagogy of Encounter.
- Rose Thomas also led a whole school focus and professional development around 4 key areas - 'Sacramentality', 'What does it mean to be a Eucharistic Person?' 'What does it mean to be a Spirit-filled person?' and 'How do we live our faith during Advent 2020?'
- Teachers used the Pedagogy of Encounter to design units of learning for students as recommended by Catholic Education Melbourne.
- The theological background of scriptures were used with teachers and students to enhance the implementation of the Pedagogy of Encounter. This led to rigorous conversations related to scripture, it's tradition, it's meaning for the individual, and the Church doctrine and understanding of this.
- The staff developed a Faith/Life Matrix to engage students during Remote Learning.
- The Archdiocesan Religious Education Curriculum has been used to inform learning and teaching of Religious Education (use of 3 Strands and the 5 Content Areas of the framework).
- The Achievement Standards of the three Strands, taken from the Religious Education Curriculum were used to guide assessment and develop learning statements for reporting.
- The school engaged in several social justice activities, including support for Project Compassion, Caritas, St Vinnies and the Bushfire appeal.
- Students were given voice and choice in their learning, particularly with the scripture passages that were studied and discussed.

## Learning & Teaching

### Goals & Intended Outcomes

*Every learner is known in all aspects of their learning, their interests and talents. Learners experience success and are supported with high expectations.*

#### Goals:

1. To build data literacy skills to strengthen staff understanding of sophisticated student assessment, evidence and data concepts to inform teaching and differentiation.
2. To improve Reading and Mathematics outcomes.

#### Intended Outcomes:

- Provide staff with professional learning to build data literacy skills in Reading and Mathematics.
- Strengthen staff understanding of the Victorian Curriculum as a learning continuum.

### Achievements

- Synchronous and asynchronous learning and teaching was used throughout 2020 to meet the needs and demands to the challenges of 2020 - allowing for children to transition to and from Learning at School and Learning at Home.
- The Mathematics Assessment Interview (MAI) was used for Year 1 and 2s for counting, place value and for students at risk in addition and subtraction. This data allowed for targeted focused groups. The implementation and analysis of Simply Maths Assessment from Years 1-6 (addition and multiplication) also allowed for targeted focus group.
- The school allocated two whole staff Professional Learning Team meetings to mathematics - 1) Multiplicative thinking and 2) Development of horizon curriculum knowledge and fractions.
- Video resources made by leaders/teachers resulted in development of teachers' Pedagogical Content Knowledge (PCK) during remote and flexible learning during this time as well.
- Use of 'Matharoo' word problems for students to extend problem solving skills.
- Use of 'Challenging Mathematical Tasks' to develop students' ability for sustained thinking, decision making, risk taking and the ability to persist when solving problems.
- Upskilling Learning Support Officers to provide targeted ongoing support to students at risk.
- The school utilised the services of Kath Murdoch to continue to build the whole school educational philosophy for "Inquiry" learning and teaching practices
- Curriculum Leaders as co-teachers facilitated planning for learning and teaching, modelled and mentored in the learning spaces. They also had a shared responsibility for the students. This has continued to grow teacher pedagogical practice as well as improve student learning outcomes.
- There was moderation of students by staff, in consultation with the Education Intervention leaders and Student Diversity Leader, in relation to the Nationally Consistent Collection of Data(NCCD) categories to ascertain their level of need and adjustments.

- Phil Cristofaro, an Apple Distinguished Educator, provided teachers in all levels with professional learning in the areas of Inquiry, Mathematics and Reading. Phil mentored teachers on how to use the iPad as a tool to differentiate teaching and learning. Students began using applications such as Keynote, Google Maps, Camera, iMovie and more to create individual projects to showcase their learning.
- Leaders and teachers participated in Professional Learning on 'Seesaw,' a digital platform for student engagement and learning. Teachers also use this tool to communicate with parents their child's learning, individualise the learning and create learning opportunities that allow students to create, reflect, share and collaborate. Students are able to "show what they know" using photos, videos, drawings and more. Through this App, parents are given an opportunity to reflect and comment on their child's learning directly back to their child and teacher. Parents are also given access to the curriculum being taught and the strategies used by teachers to deliver the curriculum.
- Moderation of student learning in English and Mathematics for formative and summative assessment.
- Staff continued to unpack the Victorian Curriculum for planning and assessment purposes to build teacher's capacity.
- Data was collected and analysed before each Mathematics, Reading and Writing unit to inform students' point of need or entry to learning, to implement a differentiated learning sequence.
- The school purchased all levels of the Fountas and Pinnell Levelled Literacy Intervention Resource.
- All teachers participated in Professional Learning on how to implement the Fountas and Pinnell Levelled Literacy Intervention Resource.
- Introduction of synchronous and asynchronous learning and teaching due to Remote and Flexible learning. Students were given opportunities for agency around:
  - when they choose to complete tasks
  - choice in what activities to complete
  - how to respond to learning
  - opportunities to be creative and demonstrate their strengths and interests in how they respond to their learning
  - ownership and responsibility of learning by responding to feedback, participating in Google Meets and small group online meetings.
- Learning Assistants were given Professional Development in capacity to assess learning and provide feedback during Remote and Flexible Learning.
- The Year 5/6 students were involved in The Federation of United Schools E-sports(FUSE) Cup, which is an international network of schools connected in providing young students with an opportunity to participate in a safe, supportive and structured national esports competition while developing positive gaming behaviours and digital wellbeing.

## STUDENT LEARNING OUTCOMES

The National Assessment Program - Literacy and Numeracy(NAPLAN) Tests were not conducted in 2020 due to COVID-19.

Instead, the following students achievement data is presented.

### **Victorian Curriculum Data - December 2020**

Students assessed by teachers against the Victorian Curriculum Standards

#### GRADE 3

- Reading and Viewing - 66% of students were at or above standard
- Writing - 62% of students were at or above standard
- Number and Algebra - 73% of students were at or above standard

#### GRADE 5

- Reading and Viewing - 76% of students were at or above standard
- Writing - 61% of students were at or above standard
- Number and Algebra - 66% of students were at or above standard

#### GRADE 6

- Reading and Viewing - 75% of students were at or above standard
- Writing - 83% of students were at or above standard
- Number and Algebra - 79% of students were at or above standard

In October 2020, the school carried out the Australian Council of Education Research(ACER) - Progressive Achievement Tests(PAT) in Reading and Maths.

The results of these assessments indicated:

#### **PAT Maths - Year 3**

- Our students were close to the mean of the norm sample group, scoring only 1.6 scale score points below the mean of the norm reference sample.

#### **PAT Maths - Year 5**

- Our student mean was slightly higher than the mean of the norm sample group.

#### **PAT Reading - Year 3**

- In Year 3, the mean of our students was about 6 scale score points below the mean of the norm reference sample.

**PAT Reading - Year 5**

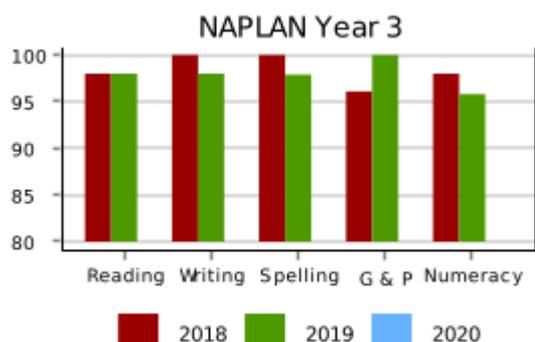
- The median score of our Year 5 students was 3.3 scale score points above the norm reference sample.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.1	100.0	3.9		
YR 03 Numeracy	98.0	95.8	-2.2		
YR 03 Reading	98.0	98.0	0.0		
YR 03 Spelling	100.0	97.9	-2.1		
YR 03 Writing	100.0	98.0	-2.0		
YR 05 Grammar & Punctuation	98.0	96.2	-1.8		
YR 05 Numeracy	98.0	100.0	2.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
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

*All students demonstrate a growth mindset where they are empowered to take ownership and responsibility for their learning and their relationships.*

#### Goals:

1. To continue to build and sustain a learning environment that develops a strong sense of connectedness and belonging for all within our learning community based on our gospel teachings.

#### Intended Outcomes:

- Embed positive social emotional behaviours through all the levels of the school through the Berry Street Educational Model.

### Achievements

- Staff new to the school in 2020 attended the first 3 days of the Berry St professional development to ensure understanding of the schools approach is consistent across all staff members.
- Students engaged in whole school learning and action where every member pledged a commitment for the National Day of Action Against Bullying and Violence, building a sense of student voice and unity.
- Morning meetings (from the Berry St model) continued and Google Meet morning meetings were held during remote learning to build and sustain relationships and connectedness. These set a positive tone for the day. Through morning meetings, a welcoming space where students feel they belong is created. Teachers were creative in making this interesting, fun and an opportunity for students to connect with others through games and discussions
- St Bs Got talent was held during Remote Learning, assisting to build connectedness, community and belonging remotely.
- Professional Learning Teams(PLTs) were held to examine PAT-SEW data to discern strength and needs of students at each level and differentiate the SEL and teaching.
- Teachers worked to cater to student needs by building on prior knowledge and skills and supporting students to adapt these in a remote setting.
- Wellbeing days during remote learning, providing students with an opportunity to identify and engage in activities which improve their own wellbeing as well as giving them a technology break and time to recharge.
- Teachers and leaders making regular contact with families of students who were not consistently connecting to online learning and Google Meets.
- Whole school assemblies and liturgies on Google Meets during remote learning to sustain connectedness and belonging to community.
- The School Community engaged in 'Spoonville' a remote learning activity. This created an entertaining and engaging visual representation of our community.

## VALUE ADDED

- Buddy program- Continued the Prep Play and Buddies Program in an effort to build student connectedness and belonging.
- I Got Caught - Continuation of the 'I Got Caught' strategy of promoting positive behaviours, particularly on the yard.
- Student leadership - Continued Student Leadership opportunities through the Student Representative Council, the Social Justice Group, House Captains and House ViceCaptains and School Captains and School Vice-Captains.
- House colours and points Incorporated house points as rewards to increase positive behaviour and culture.
- Weekly student lead class assemblies promoting student voice, leadership and connectedness.

## STUDENT SATISFACTION

During 2020, Catholic Education Melbourne - School Improvement Surveys(CEMSIS) were not conducted due to COVID-19.

In 2019, when the CEMSIS data was collected, St Bernadette's student responses demonstrated areas of strength and areas for improvement.

Areas of strength included:

- Strength of the social connection between teachers and students - 79%
- Catholic Identity - 63%

Areas for improvement or growth included:

- Students' mindset about themselves as learners - 79%
- Student engagement - how invested and engaged students are in the school - 63%

## STUDENT ATTENDANCE

Parents, guardians and/or carers are required to notify the school by 9:15am of the reason for any absence from school on the day of absence. Where the reason for absence is known, the reason is recorded by the Office Manager or Student Information Officer and the teachers are notified of the absence and reason for this. Attendance at the school is checked twice daily by entering student attendance on the Nforma attendance program.

The attendance reports are accessed by the Office Manager to follow up students who are absent without explanation. If a student is absent without explanation, the school will contact

the parent/guardian for an explanation as soon as possible on the day of absence by the Office Manager contacting the parent, carer, or emergency contact.

Information about the number of days of absence are recorded on student files and on student reports using the Nforma attendance program. Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians by the Principal or Student Wellbeing Leader contact them directly.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.1%
Y02	94.8%
Y03	95.5%
Y04	97.1%
Y05	96.5%
Y06	96.6%
Overall average attendance	95.8%

## Child Safe Standards

### Goals & Intended Outcomes

*St Bernadette's Primary School, holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.*

#### Goals:

1. To promote a culture and environment where all children feel and are safe

#### Intended Outcomes:

- That all children are safe and feel safe all of the time.
- That school policies, practices and procedures promote a shared culture of child safety.

### Achievements

#### The development of policies and commitment

St Bernadette's School, has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- Working with Children Check Requirements - To reflect changes to the WWCC that came into effect in August 2017
- Organisational Duty of Care - Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care
- Reportable Conduct Scheme - Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Review of Child Safety risks - Risk assessments reviewed and altered
- Compliance Register reviewed, updated and maintained

#### Training and awareness raising strategies

All St Bernadette's staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually)
- Protect - Responding to Suspected Student Sexual Offending
- The School's Child Safety Policy & Code of Conduct (Annually)
- Reportable Conduct Scheme Requirements
- Organisational Duty of Care
- Martin Tenant from SafeSmart facilitated staff meetings covering - risk management

- New staff inductions - including going through the Child safe documents (policy, obligations and code)
- Professional Learning on the implementation of Child Safe Standard 7 and ways to effectively teach children about abuse and their safety

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Victorian Institute of Teaching Registration (VIT)
- Working with Children Checks & National Criminal Record Checks.

### **Consultation with the community**

St Bernadette's School has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Continued meetings with parent helpers - discussing child safe requirements- reporting concerns, code of conduct, WWCC and privacy and confidentiality in the learning space.

### **Human Resources Practices**

St Bernadette's School continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

St Bernadette's School maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

## Leadership & Management

### Goals & Intended Outcomes

*A learning community that values trust and feedback and celebrates collegiality, collaboration and learning to grow and improve outcomes.*

#### Goals:

1. To build a contemporary culture that is committed to a curriculum design with a sharp and narrow focus around, evidence and data analysis, differentiation for all, building animated learners through deep learning and powerful teaching.
2. To develop strong leadership empowering staff and students to lead their learning.

#### Intended Outcomes:

- Reflect on Practice throughout this period
- Exploring a tool to systematically collect data and evidence for staff
- Explore a tool to respond to COVID-19 and the significant impact this has had on delivering learning and teaching remotely

### Achievements

- Leaders, as co-teachers, facilitate planning sessions to analyse small data sets and evidence of learning, to design differentiated learning tasks and sequences of learning.
- Educational experts (Educational Consultant Inquiry-Kath Murdoch, Apple Distinguished Teacher- Phill Cristofaro Well Said Speech Pathologist - Cath Morrissey) have been engaged throughout the year to build the capacity of staff in using data to inform the learning and teaching.
- Continued use of the co-teacher as leader structure and Core Teams to build teamwork at every level as well as building pedagogical practices through modelling, leading planning for learning and teaching and working alongside teachers in their learning space, strengthening shared responsibility and ownership of student learning.
- Continued to implement a Performance and Development Culture and Process for Leaders, Teachers, Learning Assistants and Education Support staff. Mentoring and coaching at all levels to set goals and work towards achieving success. This continues to build strong leadership empowering staff to lead their learning through the Aitsl Audit, Individual Professional Plan and Mentoring and Coaching. The Individual Professional Plan forms the basis of the Annual Review Meeting with the Principal.
- The Individual Professional Plan, has dedicated PLTs to enable staff to share professional goals, learning accomplishments and to seek collegial feedback. All staff set a culture goal building shared responsibility and collective ownership of school culture, continuing to enhance professional conduct.
- Continued structure of Core Teams enabling voice, clear communication, capacity building, teamwork, collaboration and reciprocal feedback and conversations about learning and teaching, from leaders to educators, educators to leaders, as well as building trust and teamwork at every level.

- During Remote and Flexible Learning, staff undertook Professional Development on the use of Google Meet to connect students with their teachers, peers and school community via Morning Google Meets, Small Group focus sessions in Reading and Mathematics, School Liturgies, School Assemblies.
- ICT Leader facilitated PLT's to build teacher capacity using Jamboard, Flipgrid and Floop as a tool for teachers to deliver learning and for students to share learning via these tools with peers and teachers.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

- Berry St Professional Learning
- Phill Christofaro - working with teachers and children
- Kath Murdoch Professional Learning in Inquiry and across the curriculum during Remote and Flexible Learning
- Professional Learning in Jamboard, Floop, Google Meet & Flipgrid
- Religious Education Planning facilitated by Rose Thomas Western Regional Office CEM
- First Aid - CPR
- Leadership for Improvement in Learning - Simon Breakspear
- Principal Networks
- Deputy Principal Networks
- Literacy Network
- ICT Networks
- Mathematics Network
- Religious Education Network
- Student Wellbeing Network
- Literacy - Fountas and Pinnell

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$700

**TEACHER SATISFACTION**

During 2020, Catholic Education Melbourne - School Improvement Surveys(CEMSIS) were not conducted due to COVID-19.

In 2019, when the CEMSIS data was collected, St Bernadette's staff responses ranged from 10% and 33% higher than CEM averages for all schools for each of the domains surveyed.

Some of the areas of strength included:

- Collaboration around an improvement strategy - 91%
- Catholic Identity - 95%
- Quality and coherence of Professional Learning - 85%
- Social and learning climate of the school - 91%

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.7%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	93.5%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	29.6%
Graduate	25.9%
Graduate Certificate	14.8%
Bachelor Degree	77.8%
Advanced Diploma	37.0%
No Qualifications Listed	3.7%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	36.0
Teaching Staff (FTE)	29.8
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	18.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

*Teachers, families and community members partnering to enhance student outcomes in learning and wellbeing.*

#### Goals:

1. To embed family, school and community partnerships to engage families in student learning to grow and improve outcomes.

#### Intended Outcomes:

- Launch the new 2019-2022 FSP Strategic Direction.
- To provide opportunities for teaching staff to practice, embed and reflect on their family engagement practices throughout the remote learning period.

### Achievements

- The three Principals of the Sunshine Cluster (St Bernadette's, St Peter's and St Paul's) continued to lead the Sunshine Cluster Advisory Group.
- The Principal, Family Engagement in Learning Leader, as well as the Learning and Teaching Leader, met with the Sunshine Cluster Advisory Group.
- The Cluster Engagement in Learning Leader and Family Engagement in Learning Leader conducted surveys and focus groups to collect their perspectives around Remote Learning in Terms 2 and 3
- Teachers were given opportunities to share their insights from Remote Learning and reflect on those from families and students during a Professional Learning Team Meeting
- A formal Parent in Partnership (PIP) strategic group continued to meet. The Principal, Joanne Webster, met with the group on 6 occasions throughout the year. The group was led by parents and families and enabled the group's mission to continue to build community, promote connectedness and nurture community relationships within the school.
- Meet 'n' Greets were held early in Term 1. This enabled teachers the opportunity to meet with parents to build relationships and gain a greater knowledge of their students through the sharing of parent knowledge.
- Learning Conversations with families, parents, students and teachers, to share the learning achievements of Semester 1 were conducted online using the Whereby platform. This enabled students, families and teachers the opportunity to celebrate and partner in the learning success of students in Semester 1.
- Parents engaged in conversations with a high level of understanding of their child's learning as a result of remote learning period
- Optional Online Learning Conversations were offered to all families in Term 4, to continue learning conversations and the shared partnership in student learning.
- The 'Seesaw App' was used to communicate between families, students and school before, during and after Remote Learning. It was also used to share students' learning and give

families a stronger insight into their child as a learner. This also strengthened the communication between teachers and families around the child's learning and needs. Many students were able to advocate for their child and their needs.

- The school implemented one 'Pre-Prep' transition days as well as an online Pre-Prep Orientation session. During this day and session, parents and students were supported in the transition from kindergarten to school. After the transition program the families were given a show bag (including a picture storybook, counters, dice, information sheets, etc) to assist in the preparation for school.
- The school continued its partnership with Apple Distinguished Educator Phill Cristofaro to build the capacity of teachers across the school to empower students to engage their families in their learning and build student agency.
- The students created a 'Thank you video' for all families to acknowledge all the family help and partnership in the school community.
- Year 6 students participated in an onsite Transition Program to support them to build social skills and ask questions to prepare for Secondary School.
- The school successfully ran an orientation afternoon for all students across the school. All students were able to spend time with the teacher of their next consecutive year and transition information was given to support the transition of all students into a new year level.
- Monthly and Level newsletters sent home to inform families of the learning and teaching, as well as special events within the learning spaces and school community. Interpreters provided for families when required for family information nights, parent information sessions and learning conversations. This enabled all families, regardless of cultural background or preferred language, the opportunity to engage in their child's learning.

## PARENT SATISFACTION

Towards the end of last year, the school surveyed families regarding Remote Learning. For the purposes of this report, some of the thoughts, observations and reflections from parents/carers about Remote Learning have been included here.

Overall, during remote learning:

- Families generally gained a better understanding of their children's school learning
- Families and teachers communicated more about student learning
- Trust between families and teachers generally grew stronger
- Some families advocated for their children's learning in new ways

Parent comments/feedback included:

- *To know what my daughter is learning, means that I can grow her and encourage her.*
- *The best part about remote learning was that I knew exactly what my child was learning and could be part of the activities too.*

- *The best part of remote learning was seeing videos that the teachers made to help me as a parent support my child's learning. I learnt reading strategies and approaches to reading that I didn't know before.*
- *I used the SeeSaw posts to have conversations with my child.*
- *Being able to see what my kids were learning and at what level helped us talk about any issues that the kids were having and allowed us to make more time to help them understand things better.*
- *Knowing what she does in class helped me reiterate the same language and techniques at home.*
- *If I know where she has faltered, then I can understand her thinking process and help her.*
- *During remote learning I got to see the feedback that the teacher gave my child.*
- *We could see the lesson plan and we knew what the children were learning and exploring weekly and daily, we could also see how our children engaged in and did the work.*
- *I felt a great opportunity during remote learning because I can know very well what was my son's learning content and approach from teacher and school. It would be great if teacher can provide learning plan everyday via Seesaw so that parent can know what our children are learning at school*
- *From remote learning we gained a deeper understanding of our child's strengths and weaknesses. We loved being able to talk about different topics and provide further perspective and further insight and also gauge her views and understanding.*
- *Using emails and the Seesaw app to see what learning was planned during remote learning was very beneficial.*
- *During remote learning the children could always go back to the SeeSaw lesson and read through the theory again about what they have learnt.*
- *I could see what they were working on via their iPad.*
- *I saw my child improve their skills through the apps they use for learning.*
- *During remote learning I learnt with my child too. It took me back to my childhood because I would sit with her and learn alongside.*

## Future Directions

Our future directions are best captured in the STRATEGIC IMPROVEMENT AGENDA 2019-2022. We look forward to working towards achieving these goals and aspirations in the remaining years of this improvement agenda.

### **Catholic Identity**

*Our words and actions reflect the lived Catholic faith, history and traditions.*

#### GOALS

1. To build the capacity of teachers to recontextualise scripture for themselves and the students.
2. To invite all learners to enter into dialogue, deepening their sense of importance and relevance of faith in their everyday lives.

### **Learning and Teaching**

*Every learner is known in all aspects of their learning, their interests and talents.*

*Learners experience success and are supported with high expectations.*

#### GOALS

1. To build data literacy skills to strengthen staff understanding of sophisticated student assessment, evidence and data concepts to inform teaching and differentiation.
2. To provide clarity to learners about what they are expected to learn, be able to do and about how they can strengthen achievement and progress.
3. To improve reading and mathematics outcomes.
4. To address the learning needs of students whose learning abilities exceed the scope of year-level curricula and standards.

### **Student Wellbeing**

*All students demonstrate a growth mindset where they are empowered to take ownership and responsibility for their learning and their relationships.*

#### GOALS

1. To continue to build and sustain a learning environment that develops a strong sense of connectedness and belonging for all within our learning community based on our Gospel teachings.
2. To strengthen student voice and agency in our learning spaces, school and community.

### **Leadership**

*A learning community that values trust and feedback and celebrates collegiality, collaboration and learning, to grow and improve outcomes.*

#### GOALS

1. To build a contemporary culture that is committed to a curriculum design with a sharp and narrow focus around; evidence and data analysis, differentiation for all, building animated learners through deep learning and powerful teaching.
2. To develop strong leadership empowering staff and students to lead their learning.

3. To provide opportunities for teaching staff to measure the effectiveness of their pedagogical practices through data analysis and evidence of learning.

### **Community Engagement**

*Teachers, families and community members partnering to enhance student outcomes in learning and wellbeing.*

#### **GOAL**

1. To embed family, school and community partnerships to engage families in student learning to grow and improve outcomes.