



# St Bernadette's School

## Sunshine North

### 2022

### Annual Report to the School Community



Registered School Number: 1556

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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 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.

31/03/2023

**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

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



## Vision and Mission

### 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.

### VALUES

Welcome	Respect	Faithfulness	Empathy
Honesty	Inclusion	Equity	Collaboration

### MOTTO

God Love Us – Let Us Love God



## 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. Up until June of 2016, there still remained members of the religious order active in the school community. The Augustinian Sisters still have an active presence in the school and 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.

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 (2019-2023), 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.

We enjoy the full functionality of the refurbished learning and staff spaces which have created further opportunities to develop learners who are curious, creative, confident, strong communicators, self-motivated and resilient, and most of all who are compassionate and passionate about theirs and others learning.

## Principal's Report

It is with great pride and sense of achievement that I present the 2022 report to the school community. Although 2022 looked and felt very different to the previous 2 years, it presented many challenges due to staff and student illness and teacher shortages. The community of St Bernadette's responded to those challenges and demonstrated determination, courage and care to ensure the best outcomes for our students and families given the circumstances. I particularly wish to acknowledge the staff of St Bernadette's, who continued to deliver wonderful learning and wellbeing opportunities during this challenging time.

This report presents the key activities and achievements during 2022 of St Bernadette's Primary School, its students, staff and parent community.

In 2022, the school maintained its strong focus on learning and teaching and improving student outcomes. The school continued to implement the School Improvement Plan developed in 2018. Our key areas of focus for 2022 were Learning and Teaching, Student Wellbeing and Leadership and Management. Education in Faith and School Community, although not a major focus, were still very much a part of our agenda. As a result of the ongoing effects of COVID-19, we experienced high student and staff absences. Ensuring the wellbeing of children, families and staff was a high priority throughout this time. In saying that, having a full year of onsite teaching enabled us to give our full attention to the Annual Action Plan. Some of the major achievements, initiatives and outcomes of our work in 2022 include:

- continuing a strong commitment to our vision and values in all we do
- strong commitment to the religious development of children and ongoing participation in the sacraments and social justice activities
- a strong focus on literacy and numeracy
- embedding and developing a consistent approach to personalising learning, including an ongoing focus on Inquiry learning, the introduction of rubrics and the Learning Assessment Portfolio on our online platform.
- ongoing use of data through 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

We also undertook a School Production titled, "The Lion King Jr. This performance was the culmination of many hours of work and the contributions of so many. The St Bernadette's Community was heavily involved in this production. We have many to thank for the success of this - the students, staff, and families. All worked cooperatively to ensure the performance was a celebration of community and learning and for this we are very grateful. As always, the dedication, commitment, enthusiasm and shared responsibility of this event must be attributed to the diligence of all staff, in particular, the Production Team.

It is a privilege to be part of a school staff who take seriously their role in educating 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 for all students. They are led by a dedicated and supportive leadership team and ably supported by a highly skilled group of learning support staff. St Bernadette's are



also fortunate to enjoy the confidence and support of an involved and engaged parent community.

Brendan Gill

PRINCIPAL





## School Advisory Council Report

The School Advisory Council(SAC) began in 2022 with an enthusiastic and dedicated group of parents, the Parish Priest and staff.

The Council met 4 times throughout the year, with a focus on information sharing and feedback.

Some of the key deliberations of the SAC included:

- capital improvements, including playground and staffroom
- parent communication and engagement
- student learning and wellbeing
- student assessment and reporting
- child safety
- enrolments

Although still very much in the development phase, the SAC has provided a valuable space for parent engagement in the school.

In 2023, we hope to strengthen the role of the SAC and create a council much more representative of the parent body.



## Catholic Identity and Mission

### Goals & Intended Outcomes

#### ASPIRATION:

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

#### GOALS:

- To build the capacity of teachers to recontextualise scripture for themselves and the students.
- 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 Pedagogy of Encounter, professional reading and the use of the new Religious Education frameworks
- To continue to use the CEM Horizons of Hope to guide learning and teaching.

### Achievements

One staff member completed their Accreditation to Teach Religious Education in a Catholic School

Social Justice Student Leaders were appointed to help highlight the Catholic Social Teachings amongst the School community.

The Religious Education Leader(REL) 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, Catholic Mission and St Vincent de Paul.

Development of a Gifting Food Pantry onsite where non-perishable items are donated and families can take items when they are going through struggling times.

REL took part in the Competencies in Theologising Project to help lead teachers to build their capacity and confidence in designing and assessing learning in Religious Education.

School Leaders attended the MACS Catholic Education Week mass at St Patrick's

#### VALUE ADDED

- Engaged Rose Thomas (Learning Consultant - Religious Education CEM) to build staff capacity to use the Pedagogy of Encounter.
- Professional Learning Team(PLT) meetings with staff to increase their knowledge
- Facilitated planning during PLTs to embed the use of the Pedagogy of Encounter.

- PLT and Planning facilitated by Rose Thomas CEM - Whole school focus - Sacramentality - What does it mean to be a Eucharistic Person? What does it mean to be a Spirit filled person? How do we live our faith during Advent 2021?
- Use of the Pedagogy of Encounter to design units of learning for students.
- Theological background of scripture used with teachers and students to enhance the implementation of the Pedagogy of Encounter, noticing rigorous conversations related to scripture, its tradition, its meaning for the individual, and the Church doctrine and understanding of this.
- The Archdiocesan Religious Education Curriculum has been used in planning to inform learning and teaching of Religious Education (use of 3 Strands and the 5 Content Areas of the framework).
- The achievement statements of the three Strands, taken from the Religious Education Curriculum used to guide the assessment and develop learning statements for reporting.
- Whole school fundraiser for India's COVID crisis appeal through Caritas
- Whole school fundraiser for St Vincent de Paul non-perishable food donation appeal to provide families in need with hampers for Christmas
- Giving students ownership of their learning, choice with things like scripture, presentation of work,





## Learning and Teaching

### Goals & Intended Outcomes

#### ASPIRATION:

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

#### GOALS

- 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.
- To improve Reading and Mathematics outcomes.
- To address the learning needs of students whose learning abilities exceed the scope of year-level curricula and standards.

#### INTENDED OUTCOMES

- To strengthen staff understanding of the Victorian Curriculum as a learning continuum.
- To provide professional learning for staff to identify and discern students who are high achieving.
- To continue to provide feedback to students to support them to strengthen their achievement and progress.
- To continue to reflect on teacher pedagogical practice and feedback to students.
- To promote a culture of reflection on practice.
- To use a balance of asynchronous and synchronous teaching methods to increase student agency, voice and outcomes for all (students and staff).

### Achievements

#### Learning and Assessment

- Introduction of Rubrics across the different curriculum areas as an assessment and reporting tool.

#### Mathematics

- Continuing to use SPA to collate and analyse data
- Moderation of student learning in Mathematics for formative and summative assessment
- Representative group of Staff attended professional learning on Mathematical discourse to promote student voice with Ryan Dunn
- Representative group and leaders provided professional learning to all staff focussing on strategies to promote mathematical discourse
- Full time Mathematics Intervention teacher specifically targeting Grades 3-6 (Semester 1) and Grades 1/2 (Semester 2).
- Continuation of Maths Olympiad competition for high achieving students in Grade 5/6

- Introduction of Math Games and Math Explorer groups (Grade 3/4), focussing on Problem Solving strategies
- Introducing a Year 2 Mathematics Extension group to work with the Mathematics Intervention teacher once a week
- Whole day Professional Learning around giftedness and high achievers in Mathematics.
- Introduced 1 hour of Mathematics professional learning a fortnight based on Pedagogical Content Knowledge
- LSO trained to implement intervention called MathaMagic in Yr 3 and Yr 1
- Introduction of student reflection 3-6 after pre- and post- assessment of Essential Assessment General all
- More consistent use of Essential Assessment as a Tier 2 Assessment tool to track and monitor progress
- Mathematics leaders attended Mathematics leaders network meetings and were part of a community of practice focussing on mathematical discourse

#### Literacy

- Introduction of the Fountas and Pinnell Guided Reading system.
- Professional learning provided to new teachers in the use of the Fountas and Pinnell Benchmark Assessment System (BAS) and Fountas and Pinnell Classroom resources.
- All students from Year 1-6 are assessed using the Benchmark Assessment System in Term 1 and 3 Comprehension goals are written for each reading group using the Fountas and Pinnell Classroom resources.
- Reading instruction specifically targets student needs through the use of Fountas and Pinnell Classroom resources.
- Students in Prep to 2 are also assessed using Alpha Assessment kit in Term 4.
- In term 1 prep students are assessed using various assessment tools to identify their needs in reading and oral language.
- The Record of Oral Language was used for Prep and Year 1 students and any students in Year 2 that are below 13 in the previous year, at the start and end of the year.
- Students participated in weekly Reading focus groups to target specific needs, and were provided with follow-up tasks to practise the reading skills that were introduced in the previous week.
- Teachers in Year 3-6 developed their use of the Teaching-Learning Cycle to integrate Reading, Writing and Inquiry for purposeful and authentic Literacy learning.
- Literature circles were reintroduced to the English curriculum in years 4-6. Students come together to read and discuss a text. They develop critical thinking skills and collaboration through taking on specific roles such as summariser, discussion director.
- Levelled Literacy Intervention (LLI) provided to students in Years 3-6 who require additional support in Reading.
- Establishment of Heggerty Phonemic Awareness intervention groups for students in years 1 to 5.

- Phonics intervention groups for students in years 3 - 5 were developed to support students who had difficulty in decoding texts.
- Students in P-2 are assessed in phonics and sessions are developed to support student needs during the literacy block
- One Professional Learning session on the use of the EAL Curriculum was delivered by Rebecca Paic, Learning Consultant for New Arrivals and Refugees from the Melbourne Archdiocese of Catholic Schools.
- Moderation of student writing took place in Semesters 1 and 2, in order to ensure consistent assessment amongst teachers.
- Classroom teachers participated in needs based professional development during planning time to plan for the needs of students through the data gathered.
- P-2 Literacy leader and Learning and Teaching leader attended Professional learning on the English Online Interview (EOI) about how to implement the assessment for Preps in Term 1 of 2023.

## STUDENT LEARNING OUTCOMES

St Bernadette's School maintained its strong focus on data, particularly pre- and post-assessments, to ensure teaching and learning was targeted and focussed on needs.

Teachers are strongly supported by capable and experienced Leaders and Co-teachers to develop and implement rigorous and comprehensive learning programs.

To supplement the learning and teaching in classrooms, the school provided support in Literacy through continued implementation of the Reading Recovery Program and the Levelled Literacy Intervention program. With the support of the State Government Tutor funding, the St Bernadette's was also able to continue to provide a full-time Maths Intervention Program.

Yr 5/6 students participated in e-sports competition

Students in Years 6 took part in a Micro Fiction competition, organised by the local council and facilitated by the Literacy Leader at the school.

Book Week performance by Perform Education for students in P-6.

Overall trends have fluctuated in NAPLAN scores in Year 3 and Year 5 when comparing the 2021 and 2022 data. The average proportion of St Bernadette's students achieving minimum standards in 2022 in both years and across all areas is an outstanding 98.3%, a slight increase from 2021. In 6 out of the 10 areas, 100% of Year 3 and 5 students at St Bernadette's achieved the minimum standard, with the four remaining areas 95.3% or higher. Status quo or growth occurred in 7 out of the 10 areas across Years 3 and 5, which is a wonderful achievement.

This data provides us with valuable information, as we focus on ensuring our data trends upwards, ensuring all children meet minimum standards. These results reflect the increased use of pre- and post- testing and the improved use of data amongst staff to ensure teaching



is targeted at the point of need. These results are most pleasing and promising and are testament to the great work that our teachers and support staff do.

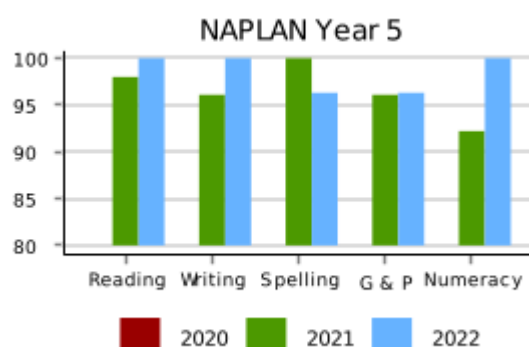
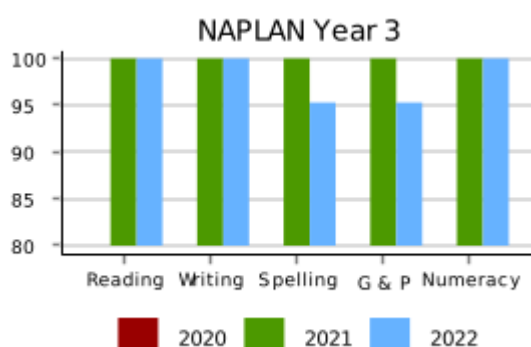


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	95.3	-4.7
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	95.3	-4.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.1	-	96.3	0.2
YR 05 Numeracy	-	92.2	-	100.0	7.8
YR 05 Reading	-	98.0	-	100.0	2.0
YR 05 Spelling	-	100.0	-	96.3	-3.7
YR 05 Writing	-	96.1	-	100.0	3.9

\* 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

#### ASPIRATION:

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

#### GOALS

- 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.
- To strengthen student voice and agency in our learning spaces, school and community.

#### INTENDED OUTCOMES

- Embed positive social emotional behaviours through all the levels of the school through the Berry Street Educational Model.
- Investigating opportunities to create student voice and agency in the learning spaces for both students and teachers.

### Achievements

Students engaged in whole school learning and action where every member pledged a commitment for the National Day of Action Against Bullying and Violence. These pledges linked to our school values of inclusion, collaboration, honesty, welcome, faithfulness, respect, equity and empathy. This helped to build a sense of student voice and unity.

Morning meetings (from the Berry st model) continued to build and sustain relationships and connectedness in the learning spaces. 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.

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.

Staff also engaged in PLTs around student voice, extending our understanding and exploring ways to give students at St Bernadette's more voice and agency.

St Bernadette's became a Respectful Relationships school. All staff received professional learning around family violence and how to develop students' social, emotional and positive relationship skills. Respectful Relationship sessions were planned for with the Student Wellbeing leader and implemented throughout the school from p-6.

#### 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 Vice-Captains and School Captains and School Vice-Captains.
- House colours and points - incorporated house points as rewards to increase positive behaviour and culture.
- Weekly student-led class assemblies promoting student voice, leadership and connectedness
- Whole school activities and special days such as St Bernadette's feast day, St Bs Got Talent, Gelati day, teachers vs student games. These promoted connectedness and belonging by creating a sense of fun and community.

## STUDENT SATISFACTION

The St Bernadette's 2022 MACSSIS Student data indicated a small decline of 1% overall from 2021 to 2022. The Student data also indicates a fluctuation from 2021 to 2022. In most areas there has either been an increase or decrease of 1-2%.

In relation to student learning and wellbeing, the 2022 MACSSIS data indicates:

72% of students positively endorse that they feel their teachers have high expectations of them

61% of students positively endorse that they feel valued as members of the community

67% of students positively endorse the strength of connection between teachers and students.

This data provides us with valuable information as we reflect on 2022. The results challenge us to ensure we strive to improve this data in 2023.

## 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 seek an

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

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	89.8%
Y02	92.0%
Y03	90.6%
Y04	92.6%
Y05	92.5%
Y06	91.3%
Overall average attendance	91.5%



## Child Safe Standards

### Goals & Intended Outcomes

#### ASPIRATION:

- 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.

#### GOAL:

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

#### INTENDED OUTCOME:

- 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 to Child Safety

- St Bernadette's School, has continued to broaden its comprehensive suite of Child Safety policies & procedural document 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

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 - Consultant from SafeSmart - overseeing compliance practices and procedures
- New staff inductions - including going through the Child safe documents (policy, obligations and code of conduct) 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

### Goals & Intended Outcomes

#### ASPIRATION

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

#### GOALS

- 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.
- To develop strong leadership empowering staff and students to lead their learning.
- To provide opportunities for teaching staff to measure the effectiveness of their pedagogical practices through data analysis and evidence of learning.

#### INTENDED OUTCOMES

- Exploring a tool to systematically collect data and evidence for staff, e.g. SPA
- Provide teachers with opportunities (PLTs, Experts, Mentoring, Coaching, IPP) to reflect on their practice and student feedback to measure their effectiveness

### Achievements

- Continued use of SPA to collate and analyse student learning data
- Use of PAT data to track progress in reading and mathematics
- Leaders, as co-teachers, facilitate planning sessions to analyse data and evidence of learning, to design differentiated learning tasks and sequences of learning.
- Educational experts, such as Educational Consultant Inquiry - Kath Murdoch, Apple Distinguished Teacher - Phill Cristofaro engaged throughout the year to build the capacity of staff in the implementation of Inquiry learning and iPad learning.
- Continued use of the co-teacher as leader to build pedagogical practices through modelling, leading planning for learning and teaching and working alongside teachers in their learning space
- Strong emphasis on building team efficacy to strengthen shared responsibility and shared ownership of student learning.
- Continued to implement a Performance and Development Culture and Process for Leaders, Teachers, Learning Assistants and Education Support staff.
- Staff completed the Performance and Development Plan process involving mentoring and coaching. The Plans form the basis of the Annual Review Meeting with the Principal.
- Dedicated PLTs to enable staff to share professional goals, learning accomplishments and to seek collegial feedback.
- Mentoring and coaching at all levels to set goals and work towards achieving success.

- Gifted and Talented Educational expert, Kathy Harrision provided pedagogical knowledge in identifying and teaching gifted students.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Data Analysis for Continuous School Improvement with Bradley Geise.  
 Kathy Harrison - Gifted and Talented Education  
 Converge International - Staff Wellbeing  
 Phill Christofaro - working with teachers and children  
 Kath Murdoch Professional Learning in Inquiry and across the curriculum  
 First Aid - CPR & Anaphylaxis  
 Religious Education Planning facilitated by Rose Thomas Western Regional Office (MACS)  
 Use of Student Performance Analytics (SPA) - a student data tracking tool  
 Principal Networks  
 Deputy Principal Networks  
 Literacy Network  
 ICT Networks  
 Mathematics Network  
 Religious Education Leaders Network  
 Student Wellbeing Network  
 Rights, Responsibilities and Respectful Relationships - DoE staff  
 FSP Cluster Meetings  
 EAL - Rebecca Paic  
 Rubric - how to write and implement rubrics for assessment and reporting  
 Explicit Teaching in the Early Years- MACs Literacy PL

Number of teachers who participated in PL in 2022

35

Average expenditure per teacher for PL

\$800

## TEACHER SATISFACTION

The overall St Bernadette's 2022 MACSSIS Staff perception data has declined from 2021 to 2022, although it still sits above the MACS average. While this is surprising, the transition back to full-time, onsite learning and all that goes with that, may have contributed to some of the results.

In relation to leadership and management, the 2022 MACSSIS data indicates:

- 91% endorse the overall social and learning climate of the school
- 86% of staff positively endorse 'the quality relationships between staff and members of the leadership team'.
- 81% of staff positively endorse 'that staff at the school have what it takes to improve instruction'.
- 81% of staff positively endorse 'the coherence of the school's improvement strategy'.

Although the overall data has declined from 2021 to 2022, there are still some positive signs, which encourage us as we look to improve these results in 2023.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.6%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	84.0%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	35.0%
Graduate	35.0%
Graduate Certificate	10.0%
Bachelor Degree	65.0%
Advanced Diploma	30.0%
No Qualifications Listed	15.0%



STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	32.9
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	16.2
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

#### ASPIRATION:

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

#### GOAL:

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

#### INTENDED OUTCOMES:

- To continue implementing the 2019-2022 Family School Partnership Strategic Direction.
- To provide opportunities for staff to practice, embed and reflect on their family engagement practices using *Horizons of Hope - Families as Partners* and the School Improvement Framework rubric.

### Achievements

Sunshine Cluster family school partnerships collaboration between St. Peters and St. Bernadette's Catholic Primary Schools.

The Sunshine cluster won a Schools Plus grant to support a school-wide investigation of how to approach equity focussed family engagement.

Teachers and staff continued to build on what they learnt from perception data from students and families throughout COVID times, regarding families' engagement in their children's learning. Teachers developed their own inquiry approach and set a goal which was supported within cluster professional learning team meetings.

The Family Engagement in Learning Leader and Cluster Engagement in Learning Leader established the Student Research Group. A small group of Year 5 & 6 students were supported to lead a research inquiry into what children do and don't enjoy about talking with their families about their school learning.

An Equity Focussed Family Engagement Community of Practice was created to partner with other local schools (Catholic and government), community agencies and MACS staff who share a passion for supporting students and families from language backgrounds other than English, to engage in their children's learning.

The Cluster Engagement in Learning Leader partnered with Deakin University to lead a research project to better understand the experiences of parents from language backgrounds other than English and their engagement in their children's learning.

The Sunshine Cluster presented at the National Catholic Education Commission Conference about how student, family and staff perception data throughout COVID informed an school-wide investigation of how to approach equity focussed family engagement.

Learning conversations with families, students and teachers were conducted onsite, enabling students and families to celebrate and partner in the learning success of Semester 1. Optional Learning conversations were offered to all families in Term 4 to continue the shared partnership

in student learning. Interpreters were offered to all families for both the learning conversations and translation of Semester 1 and 2 reports, as requested.

Pre Prep Transition was held for new Prep 2023 students. Three onsite sessions were offered to the pre-school students to facilitate a smoother transition to school the following year. Families were also presented with a 'welcome pack' with enrolment information, fine motor activities and stationery for their child to prepare them for school.

Brimbank Kindergarten Exchange attended by Cluster Engagement in Learning Leader and Prep teachers to support transition to Prep the following year.

Community events such as Mother's Day, Father's Day and Grandparents Day were able to be celebrated onsite in order to build belonging and a sense of community.

Families were invited to attend weekly Assemblies led by leadership and different year levels each week. This enabled families to be a part of the school weekly updates, celebration of student learning and school certificates, as well as important upcoming events.

Year 6 transition to secondary school.

Monthly whole school newsletters and termly year level newsletters sent home to families via Operoo to continue to inform families of the learning, teaching and special events being held within the school community.

## PARENT SATISFACTION

There was little change between the overall St Bernadette's 2022 MACSSIS Family data from 2021 to 2022.

The data indicates the following:

- An 11% improvement occurred in factors that can hinder a family's interaction or involvement in their child's school
- Families' perceptions declined in 2022 across a number of areas such as how well the school matches a child's developmental needs (10% drop) and the social and learning climate of the school (7% drop).

A low number of parents completed the MACSSIS survey (24) therefore our goal is to make the survey more accessible to a wider range of families in the future, so that the data set will be more representative of our whole school community.

The data gathered though gives us something to work on and a focus for school community engagement in the coming year.

## Future Directions

Our future directions are best captured in the STRATEGIC IMPROVEMENT AGENDA 2019-2023. 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.

In 2023, St Bernadette's will undergo a School Review conducted by Melbourne Archdiocese Catholic Schools Ltd.

