



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Bernadette's School

2 Willey Street, SUNSHINE NORTH 3020

Principal: Brendan Gill

Web: www.stbsunshinenth.catholic.edu.au

Registration: 1556, E Number: E1195

Principal's Attestation

I, Brendan Gill, attest that St Bernadette's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 Feb 2025

About this report

St Bernadette's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

VISION

St Bernadette's School Community 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

STRATEGIC INTENT

Over the next 4 years, St Bernadette's will strive to develop activated learners who strive for excellence. Our intent is to build the capacity and self-efficacy of all, empowering futures of hope and success.

MISSION

- To develop all students to be animated and activated agents of their own learning
- To develop and embed a whole school pedagogy of best practice through evidence-based instruction
- To cultivate a leadership culture, empowering all to embrace opportunities for growth of self, others and community.

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 343 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 2023, the school underwent the MACS School Review Process. From that review a new School Improvement Plan 2024-2027 was developed. This plan is focussed on developing a clear and consistent instructional model inline with MACS expectations and 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 2024 report to the school community. The 2024 school year was another engaging and exciting one, with lots of opportunities for learning and celebrating. Our new School Improvement Plan and MACS 2030 has enabled us to have a clear and uninterrupted focus on student and school improvement. I particularly wish to acknowledge the staff of St Bernadette's, who continue to deliver a rich, rigorous and engaging curriculum, while at the same time, supporting and promoting the wellbeing and full flourishing of all children in our care.

This report presents the key activities and achievements during 2024 of St Bernadette's Primary School, its students, staff and parent community.

In 2024, the school maintained its strong focus on learning and teaching and improving student outcomes as outlined in the School Improvement Plan 2024-2027. In line with this plan and Macs expectations, our key areas of focus for 2024 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.

Some of the major achievements, initiatives and outcomes of our work in 2024 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, including the embedding of an explicit systematic phonics and spelling program and Mathematics curriculum 2.0
- developing an instructional model that not only represents how we teach and learn at St Bernadette's, but also meets MACS and government expectations, is based on current research around teaching and learning and is grounded in best practice.
- a strong and deliberate focus on student wellbeing and its link to learning and thriving
- 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

Highlights of the year for our school community included celebrations of significant days, e.g. St Bernadette's Feast Day, Mothers' and Fathers' Day, Family Week and ANZAC Day. The school conducted a very successful 'Celebration of Creativity', a 2 day event that celebrated all things creative at St Bernadette's. The school and Pioneers Hall were filled with numerous items of colour and creativity, representing the talent of our students and teachers. The event

was opened by local artist, Mr Joe Monteleone, who inspired us all to be creative no matter our challenges.

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

Catholic Identity and Mission

Goals & Intended Outcomes

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 MACS documentation and advice to guide learning and teaching.

Achievements

- 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 and Catholic Mission.
- Staff have continued to work on and maintain their Accreditation to Teach Religious Education in a Catholic School.
- Gifting Food Pantry continues to provide pantry items for families in need.
- As a school, we have gathered to celebrate key events in the life of the church and school, including St Bernadette's Feast Day, Beginning and end of the year, Mothers' and Fathers' Day, Grand Parent's Day and the Feast of the Assumption of Mary into Heaven, to name a few
- With the support of parents/carers, St Bernadette's prepared students for and celebrated the sacraments of Reconciliation, Eucharist and Confirmation

Value Added

- Professional Learning Team meetings with staff to increase their knowledge of theology and current teaching practices
- Continued investigating the theological background of scripture and sacraments. These were used with teachers and students to enhance the implementation of the Pedagogy of Encounter

- Professional conversations related to scripture, prayer, visual artworks, its tradition, its meaning for the individual, and the Church doctrine and understanding of this was further developed
- Continued development and refining rubrics with teachers to assess student learning
- Whole school fundraiser with Catholic Mission through collection of cans.
- Promoting the purpose of the Gifting Pantry and encouraging families to take what they need as a way of supporting the school communities
- Facilitating Family nights for the sacraments and inviting others to facilitate these, to support family understanding of sacraments

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop all students to be animated and activated agents of their own learning

Intended Outcomes:

- That leaders develop, implement and review procedures and practices to embed student voice and agency.
- That staff create a culture where students reflect, set goals and are empowered to have voice and agency.
- That students are active agents and leaders in their learning.
- That families are actively engaged in their child's learning.

Goal:

To develop and embed a whole school pedagogy of best practice through evidence-based instruction.

Intended Outcomes:

- That leaders ensure the school-wide instructional model is evidence based and embedded.
- That staff use agreed evidence based best practices with fidelity.
- That students are empowered to reach their full potential.
- That families partner with the school to support their child as a learner.

Achievements

- Each student has a Learning Assessment Portfolio on Seesaw where parents are able to see their child's learning/progress as a part of our ongoing reporting process.
- Continued use of Rubrics across all curriculum areas for assessment and student reflection
- Representative group of Staff attended professional learning on MACS Vision for Instruction
- Representative group of staff attended ongoing professional learning with Phill Cristofaro (Apple Educator) on using digital technology to enhance learning.
- Staff Conference - Feedback - Mr Glen Pearsall
- Planning Day in Term 4 in preparation for 2025 in Inquiry. Forward planning of Inquiry Units.

- Communities of Practice as the platform for personal professional development, learning and staff collaboration and feedback.

Mathematics

- Continuing to use SPA to collate and analyse data
- Moderation of student learning in Mathematics for formative and summative assessment
- Use of PAT, MOI, Essential Assessment, Naplan and formative assessments to ascertain student needs and progress
- Introduction of the Mathematics Curriculum 2.0
- Continuation of Maths Olympiad competitions for high achieving students in Grade 5/6
- Continuation Math Explorer groups (Grade 3/4), focussing on Problem Solving strategies
- Consistent use of Essential Assessment as a Tier 2 Assessment tool to track, inform teaching and monitor progress
- LSOs trained to implement intervention called MathaMagic in Yr 1, 2, 3, 4 and 5 students needing further support in counting work 1:1 with an LSO for 10- 15 minutes 2-3 times a week
- Mathematics leader attended Mathematics leaders network meetings
- PLTs focussed on: moderation of learning, data analysis, introduction of the new mathematics curriculum v2.0 and reporting to the new curriculum and daily review practices.
- Large focus on differentiation in planning- catering for enabling and extending students
- Introduction of Ochre education resources, experimentation with these in planning and lessons including daily review.
- Experimentation with whiteboard routines
- 2 classroom teachers and the Mathematics leader attended the master class PL run by Teach well.

Literacy

Assessment

- Research into a suitable assessment tool for reading prep to year 6 - DIBEL and CUBED
- Classroom teachers continued to use Fountas and Pinnell Benchmark Assessment System in Term 1 and 3
- English Online Interview (EOI) completed for all year prep and year 1 students in the month of February
- Students in P-2 were assessed in phonics using Macquarie University assessment tool Motif Suite - LeST test as a baseline at the end of 2023 before implementing UFLI Foundations and then post assessed in December of 2024. Students' growth and needs were measured and used for the coming year.

- Moderation of student writing took place in Semesters 1 and 2, in order to ensure consistent assessment amongst teachers. This also included students that work on the EAL curriculum
- Teachers in Year Prep-6 developed their use of the Teaching-Learning Cycle to integrate Reading, Writing and Inquiry for purposeful and authentic Literacy learning.
- Ochre Book Study units were trialled in years 4-6. Years 3 - 4 Term 3: The Wild Robot Year 5-6 Term 4 The Last Bear

Intervention

- Phonics intervention groups for students in years 3 - 5 were developed to support students who had difficulty in decoding texts.
- Students were also targeted in other areas of reading (summarising, locating important information, making connections) according to data that is collected through Fountas and Pinnell BAS assessment

Professional Development / PLTs

- Leaders - Literacy, Learning and teaching / DP and Diversity enrolled and completed LaTrobe University's 'The Science of Language and Reading - An Introduction' short course.
- PLTs for 2024 focused on the Science of Reading
- School Closure Day Implementation of UFLI Foundations All Staff
- Teachers in years 4 - 6 and intervention teacher 3- 6 complete Spelling Mastery PD online

Literacy Leader attended UFLI foundations professional development at SPELD Victoria with the intervention specialist teacher; the Literacy Leader networks provided by MACS and Teachwell Masterclass initiated through MACS

Resources

- UFLI Foundations teacher manual purchased for all classroom and intervention teachers
- Purchasing of small group sets of decodable reading materials for year Prep - 2
- Purchasing & processing of decodable reading materials for prep to year 2 to match the UFLI scope and sequence
- Years Prep to 3 dedicate 30 mins 4 times a week to Phonics - UFLI
- Years 4 - 6 - Spelling Mastery
- Students are pre tested and placed into differentiated groups
Post assessment completed at the end of 2024 to measure the effectiveness of the program in readiness for 2025
- Teachers moved to whole class instruction and move away from rotating literacy groups
- Rich texts are used P - 6 to support and scaffold student based on inquiry units

- Familiarisation with Victorian Curriculum English - Version 2 in readiness for implementation in 2025

Student Learning Outcomes

In 2024, we are only in the second year of the new format and competencies for NAPLAN. As a result, there is limited comparative data and no growth or trend data available for this year. However, some of the observations from the data include:

- An average of 64% of Year 3's were at the Proficient level across the 5 areas assessed, 2% less than in 2023.
- An average of 77% of Year 5's were at the Proficient level across the 5 areas assessed, 5% less than in 2023.
- Year 3 have the highest number at Proficient level in Writing with 84%.
- Year 5 have the highest number at Proficient level in Reading and Spelling with both at 84%.

This data provides us with valuable information. In the following years, we hope to see our data trend upwards, ensuring all children meet minimum standards.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	407	55%
	Year 5	507	64%
Numeracy	Year 3	401	57%
	Year 5	488	73%
Reading	Year 3	385	57%
	Year 5	500	84%
Spelling	Year 3	409	67%
	Year 5	496	84%
Writing	Year 3	419	84%
	Year 5	498	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To develop all students to be animated and activated agents of their own learning.

Intended Outcomes:

- That leaders develop, implement and review procedures and practices to embed student voice and agency.
- That staff create a culture where students reflect, set goals and are empowered to have voice and agency.
- That students are active agents and leaders in their learning and empowered to reach their full potential.
- That families are actively engaged in their child's learning.

Achievements

This year, there was a continued focus on St Bernadette's Agreed Ways across the school. These are:

1. Follow directions.
2. Listen to the speaker without interruption.
3. Speak appropriately.
4. Treat property and the environment with care.
5. Move safely around the school.
6. Keep hands, feet and objects to yourself.

We engaged with Brimbank City Council to implement the Resilient Youth Australia survey for Year 3-6 students. This allowed staff to triangulate SEL data and establish themes to address.

The Student Research group looked at data from student surveys and a selected group of

students applied for and trained as PLAY leaders through the Resilient Youth Australia organisation and Brimbank Council. Student PLAY leaders continue to plan, organise and lead outside games for their peers and younger students during lunchtimes to promote connectedness, belonging and physical activity.

Staff continued to embed 'Morning Meetings' (from the Berry Street model) which built and sustained relationships and connectedness in learning spaces. These set a positive tone for the day. Through morning meetings, a welcoming space where students feel they belong is created. Teachers continue to be creative in making this interesting, fun and an opportunity for students to connect with others through games and discussions.

A number of PLTs were held to examine PAT-SEW data to discern strength and needs of students at each level and differentiate the SEL and teaching. Furthermore, there were a number of Wellbeing focused PLTs where the focus was on upskilling staff regarding child safety and discussed topics such as risk and protective factors for students and mandatory reporting requirements.

Teachers worked to cater to student needs by building on prior knowledge and skills. All teachers planned and facilitated weekly SEL lessons, focusing on the five core SEL competencies- Self- Awareness, Social Awareness, Self- Management, Responsible Decision Making and Relationship Skills based on this data, using the Resilience, Rights and Respectful Relationships curriculum as a resource.

A Brimbank Council Youth Worker designed and implemented a small SEL focus group for at risk year 6 students to support their transition to High School.

Students engaged in a whole school incursion learning about anti bullying and being upstanders.

Value Added

- 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 Captains and Vice Captains.
- 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, teachers vs student games. These promoted connectedness and belonging by creating a sense of fun and community.

Student Satisfaction

Based on the 2024 MACSSIS Student data, there was an increase in student's perceptions in learning dispositions and their mindset of themselves as learners, which increased by 5% to 70%, and their Catholic Identity which increased by 4% to 70%.

The data demonstrated no change in students perceptions of the schools rigorous expectations, remaining at 72%, and school engagement remaining at 49%.

There were a small decrease of around 5% in both student's perceptions of their student-teacher relationships, and sense of school belonging, with 65% of the students positively endorsing their relationships with teachers at the school, and 59% of students indicating a sense of belonging.

These decreases in the data challenge us to continue to invest in improving these areas for the 2025 school year.

Student Attendance

Student attendance/non-attendance at St Bernadette's is managed in the following way:

- 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	93.6
Y02	94.8
Y03	94.3
Y04	95.0
Y05	94.3
Y06	95.5
Overall average attendance	94.6

Leadership

Goals & Intended Outcomes

Goal:

To cultivate a leadership culture, empowering all to embrace opportunities for growth of self, others and community.

Intended Outcomes:

- That leaders develop and embed initiatives that empower individuals to embrace opportunities for personal, professional, and communal growth.
- That staff seek and embrace opportunities for personal, professional, and community growth.

Achievements

- Continued use of SPA to collate and analyse data with teachers during planning and PLTs
- 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 Apple Distinguished Teacher- Phill Cristofaro engaged throughout the year to build the capacity of staff in the implementation of Inquiry 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.
- Communities of Practice(CoP) to promote a Performance and Development Culture and Process for Leaders, Teachers, Learning Assistants and Education Support staff.
- Staff Conference with Glen Pearsall - Giving and Receiving Feedback
- Staff completed a portfolio based on their work in the CoPs. These portfolios formed 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, from Graduate teachers through to experienced teachers, to set goals and work towards achieving success.

- Celebrated and acknowledged years of service of staff reaching milestones

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Phill Cristofaro - working with teachers and children • Leaders attended MACS School Improvement Days focussing on Vision for Instruction • First Aid - CPR & Anaphylaxis • Principal Networks • Deputy Principal Networks • ICT Networks • Mathematics Leaders Network • Religious Education Leaders Network • Student Wellbeing Leaders Network • Rights, Responsibilities and Respectful Relationships - DoE staff • FSP Cluster Meetings • Staff Conference - Feedback with Glen Pearsall • Berry St Modules - selected staff • Compliance Modules, including Work Safe, Mental Health and Wellbeing, School Code of Conduct 	
Number of teachers who participated in PL in 2024	34
Average expenditure per teacher for PL	\$700.00

Teacher Satisfaction

The overall 2024 MACSSIS Staff overall school positive endorsement has increased from 79% in 2023 to 80% in 2024, and is 12% points above the MACS average. This is a very pleasing result and reflects the strategic and focused work of the school's leadership and staff.

In relation to Leadership and Management, the 2024 MACSSIS data indicates:

- 72% of staff positively endorse the 'extent to which the school leaders set the conditions for improving teaching and learning at the school'.
- 93% of staff positively endorse 'the quality relationships between staff and members of the leadership team'.
- 78% of staff positively endorse 'how well leaders set the conditions for teams to collaborate effectively'.

- 89% of staff positively endorse 'the coherence of the school's improvement strategy'.
- 81% of staff positively endorse 'that staff at the school have what it takes to improve instruction'.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	9
Graduate Certificate	4
Bachelor Degree	23
Advanced Diploma	11
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	31.49
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	11.03
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To develop all students to be animated and activated agents of their own learning.

Intended Outcome:

- That families are actively engaged in their child's learning.

Goal:

To develop and embed a whole school pedagogy of best practice through evidence-based instruction.

Intended Outcome:

- That families partner with the school to support their child as a learner.
- That families contribute to decisions affecting the educational approach, function and direction of the school.

Achievements

Meet n Greet sessions between teachers and families, held early in Term 1. The purpose for parents to share information about their child and family with the classroom teacher.

Whole School Learning at Home tasks each term designed to encourage students and families to talk about learning and to have conversations about learning at home.

Learning conversations with families, students and teachers were conducted onsite in Term 2, 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.

Staff professional learning to support the engagement of families occurred in Term 1, 2 and 3. Focus of staff learning included: Enhancing equitable family engagement strategies, conducting effective learning conversations and using Seesaw to engage families in their student's learning.

Bicultural workers employed at the school to provide communication, interpreting and engagement for Vietnamese and Burmese families throughout the school year.

Term 3 Showcasing Creativity Event enabled the school and students to share key learning and teaching with families. Learning shared included Visual Arts, Performing Arts, STEM, Inquiry and technology.

Principal attended termly School Advisory Council meetings with parent representatives to discuss school happenings, events, learning and organisation. And to seek family input.

Pre-Prep transition program held in Term 4 to support the transition of new Prep students. Parents and pre-prep students invited to 3 onsite sessions to support the transition process. Families presented with a welcome showbag, which included enrolment information, fine motor activities, a book, literacy and maths resources. The book shared in the showbags was the same for all families, was about starting school, and was translated into Vietnamese, Burmese and Hakka Chin. QR codes were provided for all families to listen to the story in these languages.

School staff attended the kinder transition exchange in Brimbank to support the transition of prep students for the following school year.

Community Events held across the school year to build connectedness and relationships. Events include Mother's Day breakfast, Father's Day breakfast, Grandparent's Day morning tea, whole school masses, end of year school mass.

Year 6 transition to High School Program undertaken by Year 6 students and other year 6 students from local schools at Caroline Chisholm Catholic College.

Parent Conversations and Connections Club created and running multiple sessions in Term 4. The purpose of this group is to offer families a forum to meet with each other and build relationships in the community, learn about school life, contribute ideas and ask questions.

Operoo continued to be used as a key communication tool for monthly and termly newsletters, excursions and other special events.

Weekly updates and general school information made available on the office TV daily.

Parent Satisfaction

In 2024, the number of families completing the St Bernadette's MACSSIS survey was 38, a decrease from the 56 who completed the survey in 2023. This limited the ability to see a broader range of parent and family perceptions, especially as no parents from the year 1 and 2 cohort completed the survey.

From the provided family data in the 2024 MACSSIS survey the following was found:

- An overall school positive endorsement of 67% in 2024.
- 74% of families responded positively to the domain 'School fit' in 2024.
- Overall school climate and parents perceptions of the school and learning climate was 86%, 2 points above the MACS average of 84%, and school communication was 75%, also 2 points about the MACS average of 73%.
- The domain of 'Catholic Identity' remained sustained at 72%.
- The domains 'Student safety' and 'Family engagement' fell from 77% to 68%, and 50% to 41% respectively, which indicates an important focus for the school in the future.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.stbsunshinenth.catholic.edu.au