



St Bernard's School Bacchus Marsh

2022 Annual Report to the School Community



Registered School Number: 414

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview6

Principal’s Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing19

Child Safe Standards25

Leadership27

Community Engagement31

Contact Details

ADDRESS	Gisborne Road Bacchus Marsh VIC 3340
PRINCIPAL	Sr Mary Sarah Galbraith
TELEPHONE	03 5366 5800
EMAIL	principal@sbbacchusmarsh.catholic.edu.au
WEBSITE	www.sbbacchusmarsh.catholic.edu.au
E NUMBER	E1042

Minimum Standards Attestation

I, Sr Mary Sarah Galbraith, attest that St Bernard'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.

16/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission



Proud of Our Past.

At St Bernard's we are proud of our past. We celebrate the lives of those who contributed to our school educationally, spiritually and culturally. We acknowledge the contributions made by past generations and value their traditions.

Living and Learning in Our Present.

We work in partnership to provide a curriculum that is responsive to new initiatives, is inclusive and is embedded in best practice. St Bernard's sets high expectations for all its members to achieve personal success and develop skills enabling them to be informed and active participants in today's world. As a Catholic school, all of our practices are embedded within a pastoral approach, where each individual is held in the highest regard.

Embracing Our Future.

We welcome and embrace new ideas and encourage children to be risk-takers, problem solvers and lifelong learners. In encouraging and fostering teamwork and leadership qualities, we aim to develop skills which will enable our students to be good citizens of the future.

Together we Grow in the Lord.

We, as a faith community, facilitate, participate and provide opportunities to allow students, staff and families to develop and continue their journey with Christ.

School Overview

Our Strategic Intent

The school's key actions for improvement include the development and embedding of a consistent pedagogical framework in all areas of the curriculum, practices that promote student agency/voice, and establishing a Professional Development Cycle.

The school improvement goals at St Bernard's are:

Goal: To be an effective Catholic learning community where faith and life are in dialogue.

Goal: To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as active, independent and successful learners.

Goal: To build a performance and development culture underpinned by collaboration, reflection and feedback.

Geographical Location

St Bernard's Parish Primary School is situated within the township of Bacchus Marsh, which is located 53km west of Melbourne on route to Ballarat via the Western Freeway. It is now part of Greater Melbourne and in the path of a growth corridor.

Historical Context

Education in Bacchus Marsh dates from the mid-nineteenth century. A church school that preceded St Bernard's was established in 1863. The roots of St Bernard's can be found in the historic Hopetoun Cemetery site and later Fiskin Street. Mary Mackillop's work, in bringing education to the poor, led to our school being the third run by the Josephite order and the first in the Archdiocese of Melbourne. The name '*St Bernard's*' came into being in October 1890 when the Josephites commenced teaching in portables. Originally, these were in Fiskin Street and then moved to the site of the old convent, which still sits on our land. A two-storey brick convent, also used as a boarding school was erected in 1900, followed by a Chapel in 1905. These buildings are still on-site, but not in use.

In 1915 a brick building, which is still in use today, was constructed on the current site of the school, adjacent to the convent. At various intervals between this and 2010, buildings were added as the school population grew. In 2008 refurbishment and minor extensions were carried out. Currently, the school caters for the children of Bacchus Marsh. In 2019, we celebrated our 129th year as St. Bernard's School and on our current site.

Proud of our Past Living and Learning in the Present.

St. Bernard's Parish Primary School has a long history of providing education in Bacchus Marsh in the proud tradition of Saint Mary of the Cross. It is currently involved in an exciting project with the Catholic Education Office focusing on the future of Catholic education in Bacchus Marsh.

We are proud to be an inclusive school with high retention rates. Our pupil population covers a broad cross-section of abilities and personalities. Our curriculum is aimed at creating lifelong learners with a range of social and educational skills. We believe we are preparing children for the future. Our ability to cater to student's individual learning, social and spiritual needs has been a major strength of our school for many years.

Together we grow in the Lord.

St Bernard's Parish Primary School acknowledges the challenges of maintaining Catholic identity within a secular culture, but understands that we are well-placed to do so. Our strength is generated firstly because of our predominant outlook of understanding God through interpreting stories, rituals and traditions, and symbolism while engaging with the world today (Post –Critical Belief). Secondly, most adults at St Bernard's School are attentive to the changing context socially, culturally and religiously and thus the need to reinterpret our understanding of the Catholic faith (Recontextualisation). While finally, our significant recognition (both students and adults), that we have a religious identity in relationship with and within a world of philosophically diverse viewpoints (Dialogue) contribute to our school's rich Catholic identity. We are well-supported in this endeavour by our parish priest Father Fabian and the Josephite spirit.

An influx of new families has led to steady increases in enrolments over the last five years, with the school adding a class at the 1 / 2 level. Retention of students at all year levels is above average for both Melbourne and the Outer North West region. Classes at the school are multi-age with the exception of Foundation (Year 1/2, Year 3/4, Year 5/6), with three, four or five groups at each level.

Currently, the school caters for the children of Bacchus Marsh and the local area, with an enrolment of 334 students from Foundation to Year 6 from 213 families. The socio-economic status of the school is 96. At St Bernard's we have 12 students born overseas; 1 Philippines, 2 India, 3 Sri Lanka, 1 Argentina, 2 South Africa and 4 from New Zealand.

There are 43 staff members (36 females and 7 males). 31 are teachers and the other 12 staff are Admin and Learning Support Officers (LSOs). We have 24 full time staff and 19 part-time staff.

The school is assisted and supported by a strong parent volunteer culture. A dynamic 'Parents and Friends' association drives many fundraisers to support the school throughout the year and parent helpers are welcomed throughout the school. Parental assistance with curriculum programs, e.g. Literacy classroom helpers, excursions and sports events, is welcomed and highly valued.

Principal's Report

Principal Report

Emerging from the experience of remote learning was a momentous event during the 2022 school year, requiring the development of new communication pathways, staff professional learning and a whole school *Return to School Plan* to keep students, staff and parents/carers COVID-19 safe, in a gradually post-COVID climate. As restrictions and operational guidelines were lifted, many of the planned school improvement initiatives were delayed, and new adjustments were made to the planned learning and teaching programs.

The Mary MacKillop Learning Hub for 1 / 2 classrooms was dedicated in December, with much anticipation and excitement. The new building includes 6 classrooms, 4 meeting rooms, bathroom facilities and a large open kitchen space with an outdoor pergola area.

St Bernard's School has experienced a great deal of growth in recent years. Our student numbers have continued to grow. Additional staff were also employed, bringing fresh vigour and enthusiasm to our school.

A special thank you to the staff for their professionalism, commitment and resilience, the parents and carers for their continued support, and most importantly, the students, who strive to achieve their personal best in all that they undertake. The quality of our staff and the potential we have for making a profound difference in the lives and the learning of the children in our care has always been and continues to be of paramount importance. Our school relies on staff who are not only very good at what they do but understand that students learn best when they are working in a safe, respectful, supportive and creative learning environment that works in partnership with families.

God sits at the very centre of it all and if we can individually and collectively continue to learn to trust in God, then everything else has a way of falling into place and our path ahead becomes clear.

Yours Sincerely, Sister Mary Sarah Galbraith

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To further build an appreciation and knowledge of the Catholic identity of St Bernard's Primary School.

Intended Outcomes:

That the school community is purposefully engaged in learning and dialogue about the Catholic tradition within the contemporary world.

Achievements

Achievements: (impact of Covid 19 guidelines and Covid cases still in effect from T1-4)

- MACSIS data collected -change to MACSIS survey /completed for the first time
- Family Masses returned from COVID
- School Masses and Paraliturgies scheduled to accommodate growing numbers of students
- Class Prayer cloths designed with the children / Saints frames with class allocated saint
- Class Masses timetabled for Friday Parish Mass at the church
- Timetabled class visits for Assistant Priest visits T1
- Praying the Stations of the cross - Grade 3/4 /Grade 5/6 at church during Lent
- Further developing Staff capacity and Faith formation through PLT's with MACS RE Leader
- New resources purchased for Staff (Bible resource for each classroom Teacher)
- Continued Implementation of the New Assessment and Reporting Frameworks in RE
- Religious Education Leaders attendance for Facilitated planning (twice a term and as required) to support development of Staff capacity with curriculum and Faith formation
- Development of Inquiry process when planning Religious Education units of work from Foundation to Year 6 (implementing stages)
- Religious Education Leaders termly network meetings -online attendance T 1/2/3/4
- Religious Education music licensing completed

- Regular meetings for Religious Education Leader with Parish Priest -scheduled fortnightly on a Friday
- Regular meetings for Religious Education Leader with Principal -scheduled weekly
- Enrolment by Families for Sacraments in Parish with Priests the Year prior (Oct/Nov)
- Sacraments with two Year levels due to none the year prior (still Covid affected)
- Sacramental Information Evenings in recreation centre for Parents with Parish Priest under Covid guidelines
- Sacramental Commitment attendance at Parish masses for Families
- Retreat days for Sacrament of Eucharist and Confirmation with Fr Fabian at Greendale
- Sacramental Parent and Child Partnership Evenings for Sacraments
- Reconciliation for Years 3-6 during Lent at the school recreation centre (Advent-cancelled)
- Religious Education Parent sewing group liturgical coloured runners for prayer tables (purple and green to date)
- TKWL online access made available for staff and students

VALUE ADDED

Value Added: 2021

- Holy Week story presentation by Junior students end of Term 1
- RE on Air weekly on a Monday supported by Senior Leaders
- Mini Vinnies initiative in Senior Leadership groups
- Assistant Priest supporting Foundation reading T2

Learning and Teaching

Goals & Intended Outcomes

The staff at St Bernard's have long since recognised a need for a whole school approach to the Learning and Teaching Pedagogy of Writing. This was exemplified by the School Review that took place in 2020. Out of this process came a clear need for the teachers and staff to set goals that were embedded in the Whole School Annual Action Plan. The Plan created a need for the Leadership team to attend an Agile Leadership Professional Development. Out of this PD, the leadership team embarked on a new approach to promote collaboration and productivity within school teams and to make productive and positive steps forward to improving education and student outcomes.

The Learning and Teaching Team embarked on a process to clarify what needed to be done in order to build teacher capacity and improve learning outcomes in the area of Writing for all students at St Bernard's. This process is continuing in its development throughout the school in 2022 so teachers and students will develop a shared understanding and a consistent Pedagogical approach to Writing.

Goal:

To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as active, independent and successful learners.

Intended Outcomes:

- That a whole school pedagogical approach is consistently implemented, is based on evidence and promotes student agency.
- That staff are proficient in the use of data through dialogue and consistent and effective practice focused on growth and the learning progression.

Achievements

Achievements:

That student outcomes in Reading will improve.

- Collection of CEMIS data
- Opportunities for new staff to observe the 'Independent Approach to Reading and Viewing implemented in other classrooms. This allowed teachers to see exemplar lessons in action for use in their classrooms

- Documentation of agreed pedagogy “an Independent Approach to Reading” which included a modified version “20 Days to Reading” which was based on our context here at St. Bernard's
- Revision of how this Pedagogy is implemented Foundation-Year 6
- PLTs on identifying the learning needs of each student based on assessment and data and identifying the strategies to target these specific areas
- Continuation of the implementation of the P.A.I.R reading program within the foundation home reading program, including the education of families about this program via online means
- Observation of current classroom teacher practise from learning and teaching leaders during reading block with a focus on ensuring that teachers have a solid understanding of the specific structural elements of this pedagogy
- One on one feedback sessions between class teachers and Learning and Teaching leaders on their reading block and follow up on developing Pedagogical Content Knowledge about reading and the school reading approaches
- A consistent documentation of reading and viewing practices within teacher work programs
- Learning and teaching present at each team planning session at each level of the school to support and ensure consistency of pedagogy across the school
- Implementation of a consistent template and documentation of reading focus and conference recording books
- Learning and teaching working with teams on a specific reading focus to develop understanding of reading strategies to target the higher level readers
- Purchasing of new running records kits to ensure that every teacher had access to this when needed
- Audit of time percentage allocation of curriculum areas in each year level
- Professional development of 'Smart Spelling' provided to new staff to build their understanding of spelling and how it sits within literacy curriculum delivery
- Professional Development of staff with the aim to introducing a consistent Writing Pedagogy across the school (F-6)
- Revision of school data trends and work towards using this data to drive our learning and teaching foci
- Development of school Annual Action Plan goals relating to developing a school Writing Pedagogy
- PLT around writing moderations
- Revision of school policies as required by MACS

Ensure the consistent use of data by staff through analysis of the assessment data enabling the identification of learning needs and strategies so that student outcomes will improve.

- Working with wider staff and student learning team to create 'Tier 1 Testing and Assessment Schedule
- Continuous alterations and improvements made to the 'Tier 1 Testing and Assessment Schedule
- Maintaining the current documentation and process for assessment data e.g.: individual class and year level spreadsheet, data diamonds and tracking students at risk
- Summarising the assessment data for each year level based on raw scores, highest to lowest for each assessment to identify students 'at risk'
- One on one feedback sessions between class teachers and learning and teaching team on students learning needs and strategies to differentiate learning for these students
- Targeting the correct assessment from the Tier 1 Testing Schedule
- PLTs and workshops for whole staff to continue to analyse their Writing data to identify learning needs and strategies for all students in their class
- Using F-6 data collected for reading to establish focused groups and drive the teaching and learning cycle
- Ongoing professional reading (Writing Revolution and 6 + 1 Traits of Writing example) at PLTs.
- Learning and teaching attending team planning to discuss assessment and reporting
- Trial of new reading/ phonemic awareness assessments in multiple classrooms to identify the opportunities for implementation across the school
- Implementation of release time for staff to complete assessments for reporting purposes
- Ongoing review of data on Cleartrack and on spreadsheets at both class and cohort level
- Parent/ Teacher discussions occurred in Term One and Term Three
- Reports went home at the beginning of Term Three 9 due to a short term two) and end of Term four

Value Added: 2022

- Organisation of Book Week, which included;
- Book Week performance 'Dreaming with Eyes Open'
- Book character dress up in Rec Centre
- Classroom activity/craft on the 2022 shortlisted books
- Scholastic Book Fair
- Whole school assemblies
- Online parent teacher discussions

- Purchase of new books across a number of year levels including early level take home readers and high interest novels
- Purchase of new books for the library
- Purchase of new books for senior reading Literature circles
- Parent helper workshop and training - parents are now able to help in the classroom

STUDENT LEARNING OUTCOMES

Data was collected, collated and analysed. An overview of the data can be found below. As a general guideline, most children were able to cope with the interrupted year and progressed at the standard growth for their level. The children that did not achieve the standard growth were generally the children that were below standard at the beginning of 2020.

Learning and Teaching Leaders work with the Student Learning Team to identify children with needs and put into place programs to support their growth. These groupings and the progress made are evaluated on a regular basis when the team meets weekly to analyse the student's data.

Reading Text Level (Running Records)

In 2022:

There were 57 Foundation students. 39 of the Foundation Children did achieve a benchmark of 6. (68%) In quite a few cases WELL above. 18 of the Foundation Children did not reach benchmark of 6 (32%)

There were 43 Year 1 students.

6 of the Year 1 students were below the benchmark 18 (14%)

37 of the Year 1 students were at 18 or above. (86%)

There were 53 Year 2 students.

6 of the Year 2 students were below the benchmark 22. (11%)

47 of the Year 2 students were at or above the benchmark. (89%)

There were 42 Year 3 students.

2 of the Year 3 students were below the benchmark 25. (4.5%)

40 of the Year 3 students were at or above the benchmark (95.5%)

There were 42 Year 4 students.

4 of the Year 4 students were below the benchmark 28. (9.5%)

38 of the Year 4 students were at or above the benchmark (90.5%)

There were 44 Year 5 students.

3 of the Year 5 student were below the benchmark 28. (7%)

41 of the Year 5 students were at or above the benchmark (93%)

(All other grade levels achieved our set goals for the Reading Levels)

Record of Oral Language (ROL)

In 2022:

There were 57 Foundation students.

49 children achieved the benchmark of 28+.

8 students did not achieve the benchmark of 28+ meaning that; 86% achieved the goal. (We aim for at least 80% to achieve 28+). Of the 8 that did not achieve a benchmark, there were 3 that achieved a score of between 24 and 27.

NAPLAN - Relative Growth: Medium to High

Writing - 37% (2019) to 50% (2022)

Reading - 76% (2019) to 76% (2022)

Numeracy - 59% (2019) to 65% (2022)

NAPLAN - Matched School Mean Growth Points

Writing - 43 (2019) to 60 (2022)

Reading - 86 (2019) to 87 (2022)

Spelling - 90 (2019) to 93 (2022)

Grammar and Punctuation - 68 (2019) to 70 (2022)

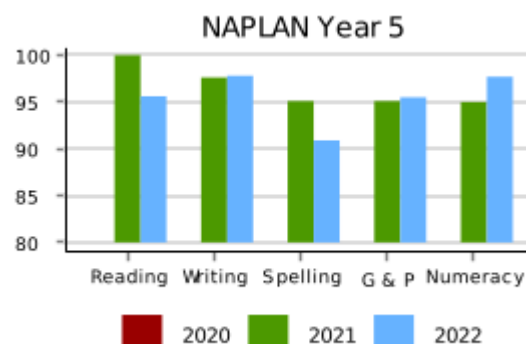
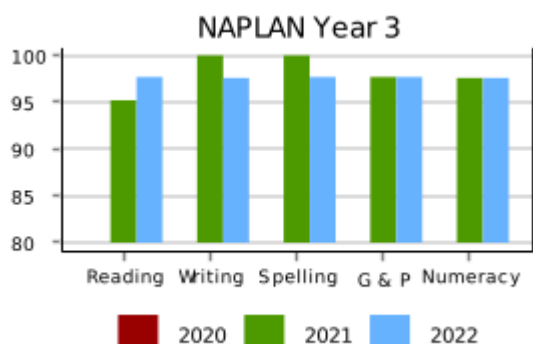
Numeracy - 96 (2019) to 100 (2022)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.7	-	97.7	0.0
YR 03 Numeracy	-	97.6	-	97.6	0.0
YR 03 Reading	-	95.2	-	97.7	2.5
YR 03 Spelling	-	100.0	-	97.7	-2.3
YR 03 Writing	-	100.0	-	97.6	-2.4
YR 05 Grammar & Punctuation	-	95.1	-	95.5	0.4
YR 05 Numeracy	-	95.0	-	97.7	2.7
YR 05 Reading	-	100.0	-	95.6	-4.4
YR 05 Spelling	-	95.1	-	90.9	-4.2
YR 05 Writing	-	97.6	-	97.8	0.2

* 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

Goal:

To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as active, independent learners and successful learners.

Intended Outcomes:

That a whole school pedagogical approach is consistently implemented, is based on evidence and promotes student agency.

Achievements

Achievements:

Learning Diversity:

The Nationally Consistent Collection of Data on school students with a disability (NCCD) is a process that all schools undertake, counting the number of students who receive extra adjustments to support their learning at school because of disability, as defined by the Disability Discrimination Act 1992 (DDA). These students receive adjustments so that they can access and participate in education on the same basis as their peers. The level of support varies from differentiated teaching practice, through to supplementary support, then substantial support and finally extensive support.

Significant human resourcing has gone into ensuring that our students who have been identified as having the greatest need in regard to behaviour, learning and well-being, have specific support plans that include intervention programs and management strategies. In 2018 both Federal and State governments indicated that NCCD will be used to inform funding. In order to collect evidence and documentation for NCCD eligibility we:

- Formally re presented our documentation regarding our school wide practices for recording adjustments in work programs and
- Ensured that new staff completed the Disability Standards Online course (DSE)
- Worked together with teachers and families to identify students needs, made adjustments, wrote and implemented PLP goals as required when goals were achieved
- Scheduled weekly SWB support group meetings for nominated individual students
- Held weekly student learning team meetings

Behaviour Management:

We continue to implement a hybrid model of behaviour management across the school which consists of a Restorative Practices and Assertive Discipline Approach. Key elements within the approach include:

- Proactive strategies to encourage positive behaviour eg: brain breaks, sensory breaks, sensory supports, reward charts, social stories, whole class rewards
- Implementation of “Zones of Regulation” where required, to support students to self-regulate and manage behaviour
- Implementation of Behaviour Support Plans through PSG meetings to develop predictable structures for those students who require this additional support
- Providing teachers with ongoing support via our Student Well-being Team for challenging behaviour
- Maintaining a common consistent language throughout our school for our school rules and consequences
- Targeted yard duty: a designated teacher is rostered on for each break to support adjustments to a child/ren’s play or complete observations

Social and Emotional Learning (SEL):

Our ongoing commitment to supporting and nurturing our students to achieve their full potential in a faith-filled learning environment that is safe, inclusive and respectful is supported by:

- Maintaining our whole school Bounce Back SEL program across the school and ensuring that our Personal and Social Capability planners are consistent across the school and compliant with the Victorian Curriculum.
- The publication of wellbeing articles in the school newsletter to support parents. This was especially important during COVID
- Flexible support for families during COVID eg: additional PSG meetings, supporting adjustments to suit online and remote learning
- Timetabling the Student Wellbeing Leader to attend termly planning sessions (both onsite or remotely)
- Onsite counselling services (Healing Minds Psychology Service)
- Staff attending Professional Development at PLT meetings
- Working with students on structured routines to support school refusal

- Student Wellbeing leader shared stories and activities with teachers to support students transition to onsite learning

EAL Students:

We support students of diverse backgrounds by:

- Using the English as an additional language continuum to support learning
- Drawing on the expertise of the EAL Learning Advisor to guide programming
- Meeting with EAL families regularly

Indigenous Students:

We continue to be an indigenous-focused school. Evidence of this includes:

- An annual Whole School NAIDOC day
- The recognition and acknowledgment which is recited at each assembly and school meetings
- Providing additional Literacy and Numeracy support weekly. This is delivered by an experienced teacher. It is an individualised program, funded by MACS (impacted by COVID-19 during some of the year due to the ATSI teacher supporting onsite supervision as a necessity)
- ATSI teacher meeting termly with the Learning Diversity Team and classroom teachers to discuss the student's progress, Personal Learning Plans (PLPs) and adjustments

VALUE ADDED

Value Added: 2022

- - Learning Diversity Team attended PD online for NCCD with the MACS and NCCD Learning Consultant
 - Student Wellbeing Leader attended Network and PL days
 - LSO fortnightly meetings, that now include PD on a needs basis (example: Colourful Semantics)
 - online PSG meetings when required

- Training of four staff in Mini Lit
- The implementation of Mini-Lit by two teachers for 8 students
- All new MACS policies updated and implemented across the Student Wellbeing sphere - including Behaviour, Medical and Child Safety
- All staff completed their First Aid Training
- All staff PD on Student Agency
- All year levels designed and implemented a goal on Student Agency
- Representation of student leaders F- 6 involved in the designing of the Mary MacKillop Garden
- Internal referral flowchart designed to support clarity around the process and pathways for Tier 1/ Tier 2 and Tier 3 support

STUDENT SATISFACTION

Student well-being is a strength at St Bernard's and this was explicitly acknowledged during the School Review in 2020. The school is considered by the community to be welcoming and inclusive and attentive of the well-being of its students; the staff know the children well and students feel safe at school.

The student satisfaction levels are close, equal to or above MACS school comparisons. The strengths lie in the expectations of the teachers, the perception of the school learning climate and the social connection between the students. This strong social connection has an enormous impact on areas such as bullying and on the overall well-being of the children. Student feedback from the 2020 School Improvement Survey shows that students feel there is a strong teacher-student relationship, rigorous expectations and a positive perception of the learning climate.

An area of future improvement is student agency in learning and student leadership skills in order to further enhance engagement. This will be an area of further development and learning across all stakeholders within our school community.

Student Survey (MACSIS Data)

Domain 2- Student Engagement

From 55% (2019) to 59+% (2022)

Domain 3 - School Climate

From 85% (2019) maintained percentage (2022)

Domain 6 - Learning Disposition

From 68% (2019) to 78% (2022)

Domain 8 - Student Voice

From 72% (2019) to 93% (2022)

STUDENT ATTENDANCE

St Bernard's School complies with regulations regarding student attendance and monitoring and reporting unexplained student absences by following the DET Attendance Guidelines. Classroom teachers check and record attendance twice daily (am and pm) on the school's attendance register.

Although Covid presented new challenges in regard to attendance, during Covid the school closely followed all guidelines provided by Melbourne Archdiocese Catholic Schools for the recording of school attendance.

In accordance with our school policy, the school reviews attendance rates regularly and noticeable rates of absenteeism by individual children are followed up at our Student Wellbeing Meeting. Unsatisfactory attendance is followed up with parents. A school letter is sent home by the Principal, and where required a PSG meeting/s are organised. Unexplained absences are followed up by the classroom teacher and Principal. Unsatisfactory attendance is recorded in the student's school file. Attendance is recorded in the Semester 1 and 2 School Reports.

For students participating in an onsite teaching and learning program, they should be marked present, as per usual practice.

For students participating in school remotely, they should be marked present using a specific code (ie. Present- Pandemic). Any absences should also be recorded as usual.

Attendance rates disaggregated by Year group are shown in the following table. Our high attendance rate shows the commitment and dedication of our children and their parents. Children and their parents see the value in attending school regularly.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.2%
Y02	89.3%
Y03	89.3%
Y04	88.8%
Y05	86.5%
Y06	88.2%
Overall average attendance	88.2%

Child Safe Standards

Goals & Intended Outcomes

Goal and Intended Outcomes:

St Bernard's Parish Primary School holds the care, safety and well-being of students as a central and fundamental responsibility of our school. We acknowledge that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

As part of the Catholic Education's ongoing promotion of child safe standards and current legislation (Ministerial Order No 1359), the staff at St Bernard's Parish Primary School, in conjunction with the School Advisory Council, have either revised or developed appropriate Child Safe policies. The policies aim to:

- Uphold the primacy of the safety and well-being of children and young people
- Empower families, children, young people and staff to have a voice and raise concerns
- Implement rigorous risk-management and employment practices to the recruitment and induction of staff
- Uphold high principles and standards for all staff, clergy, volunteers, and contractors

Achievements

Achievements:

In 2022 we reaffirmed our commitment to the Child Safe Standards and ensured that they are an integral part of our policies and procedures. Among these were:

- The continuation of the Student Wellbeing Team to maintain a focus on all aspects of Student Wellbeing as well as assisting in the implementation of our Child Safe Policies
- Incorporating content into our SEL program (eg: Bravehearts, CyberSafety Education) to empower students and give students strategies to speak to trusted adults
- Displayed the 'PROTECT' posters in each classroom and throughout the school
- All staff completed the Mandatory Reporting online module
- Provided time, especially at the commencement of the new school year, to review the Child Safety Policy, and our re-commitment to the Staff Code of Conduct which has been signed by all staff
- Maintained our Visitor Register WWCC screening on our database
- Developed COVID safe practices in accordance with our COVID Safe Plan and MACS Guidelines

- Working with MACS, DHHS and Victoria Police to respond to disclosures and incidents of abuse and to proactively put in place strategies for responding to suspicions, disclosures and incidents of abuse
- Providing ongoing counselling support services (either onsite or online) with the Healing Minds Psychology Service

Value Added: 2021

To meet our compliance requirements in relation to Ministerial Order No. 870 – Managing the Risk of Child Abuse in Schools and the specific actions in the Child Safe Standards we reviewed and updated the following policies:

- Visitor's Policy
- Working With Children Check Policy (WWCC)
- Privacy Policy
- Social Media Policy
- PROTECT Resources

Leadership

Goals & Intended Outcomes

Goals and Intended Outcomes:

To build a performance and development culture underpinned by collaboration, reflection and feedback

That all staff are actively engaged in a Performance Development Cycle

Achievements

Achievements:

- Leadership team met weekly to monitor school improvement and discuss COVID Guidelines/chronic staff shortages
- School board held termly meetings
- Parents and friends association held monthly meetings
- Annual financial audit of school finances
- Meetings held with the parish priest, acting principal and religious education leader
- Weekly staff meetings
- Leadership attended planning sessions as per the planning schedule on request and via a booking process
- Building project continued to completion with, weekly architect/ building supervisor meetings
- Online involvement in Agile Leadership modules
- Level Learning Leaders appointed at each level of the school
- Level Learning Leaders released each week to work with Learning and Teaching Leaders

Value Added: 2022

- Learning and teaching positions of leadership maintained as full time out of class positions
- Agile Leadership Professional Development continued
- Network Meetings attended by REL and SWB/ LD leaders.

Internal Referral Flow chart designed and published

- Auditing and feedback given to all staff of documentation in Religious Education, Reading and Viewing and Bounce Back
- Role of Level Learning Leader for Foundation/ Juniors/ Middles and Seniors

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning 2022:

Mandatory Reporting

Writing PD

Anaphylaxis Training

SMART Spelling (new staff)

MiniLit Intervention (4 staff)

VIT Mentor PD (4 staff)

Religious Education PD (Facilitated by MACS RE Learning Consultant)

SW Student Voice/Agency PD (3 staff)

Agile Leadership PD (SIT Team)

Cued Articulation PD

Complex Care Training (2 LSO staff)

Number of teachers who participated in PL in 2022

43

Average expenditure per teacher for PL

\$1200

TEACHER SATISFACTION

The school program continues to establish purposeful and effective differentiated teaching across all subject areas and year levels using data analysis to inform teaching, and continuing to use formative assessment to direct planning and teaching whilst increasing access to technology across the school.

Staff Survey (MACSIS Data)

Domain 8 - Psychological Safety
 From 31% (2019) to 62% (2022)
 From 69% (2019) and maintained (2022)

Domain 11- Collaboration in Teams
 From 51% (2019) to 58% (2022)

Domain 13 - Collective Efficacy
 From 37% (2019) to 53% (2022)

Domain 11- Collaboration in Teams
 From 60% (2019) to 65% (2022)
 From 42% (2019) to 67% (2022)
 From 67% (2019) and maintained (2022)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	75.2%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	76.2%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.8%
Graduate	7.4%
Graduate Certificate	3.7%
Bachelor Degree	63.0%
Advanced Diploma	14.8%
No Qualifications Listed	22.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	32.9
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	16.2
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To gradually rebuild a culture of community engagement after the effects of two years of COVID lockdown and community isolation.

Achievements

St Bernard's re-engaged the community in a number of ways that were operational before COVID, including:

- Attendance at Parish class Masses
- Athletics Carnivals
- House Sports Day
- Colour Run
- Dedication of the Mary MacKillop Learning Hub
- Participation in Civic Events (ANZAC pre-dawn services, for example)

PARENT SATISFACTION

Parents expressed significant admiration and appreciation for the high level of organisation, professionalism and flexibility demonstrated by the school in the remote learning context from the previous year and were aware of the subsequent change to children being back on site.