



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Bernadette's School

53 Stanley Street, IVANHOE WEST 3079

Principal: Vivienne Armarego

Web: [www.sbivanhoe.catholic.edu.au](http://www.sbivanhoe.catholic.edu.au)

Registration: 1500, E Number: E1166

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## Principal's Attestation

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I, Vivienne Armarego, 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 05 May 2024

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## About this report

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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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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### **Vision**

Guided by faith and the courage of St Bernadette we aspire to be an inclusive learning community of love, respect, opportunity and joy.

### **Mission**

Therefore, we bring a spirit of joy to our community by honouring the whole person, developing courage through opportunities to take risks, fostering love through inclusiveness and faith and engendering respect through knowing and understanding.

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## School Overview

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Welcome,

St Bernadette's Primary School, Ivanhoe, is a warm and welcoming learning environment where all our students are provided with the opportunity to thrive both academically, socially, and emotionally.

Founded in 1951, by the Sisters of St Joseph of the Apparition, St Bernadette's is one of two schools in the Mary, Mother of the Church, Catholic Parish, located in Ivanhoe, 10 km from Melbourne.

There are 208 students enrolled from Prep to Grade 6. The school has one Prep class, three Grade 1/2 classes, three Grade 3/4 classes and three Grade 5/6 classes. In 2023 we provided specialist classes for all students in Science/Stem, Performing Arts, Physical Education, Languages (Mandarin) and Visual Arts.

We are proud that we are a nurturing and positive school, with an emphasis on creating a welcoming and safe environment, where children are not only cared for but also encouraged to achieve academic excellence. The first thing that people notice when they visit our school is the warmth and confidence of the students. Our students are inquisitive, interested, and present. We focus on building relationships, each child is known by name and their passions, skills and interests are acknowledged and celebrated. All the children know each other across the year levels and they develop strong supportive relationships with classmates and other students.

As a Catholic school, we are committed to the integration of faith, life and culture in the education of the whole child. We enjoy a strong reputation for the excellent pastoral care of our students. Our staff are wonderful role models who value the dignity and worth of each and every student and strive to create a positive learning environment in which the personal needs of all students are catered for. Our school motto 'Love One Another' is lived through our discipline, which is restorative and through our work with our local community and beyond in social justice initiatives. We are part of The Resilience Project which explicitly teaches children empathy, mindfulness and gratitude.

We are extremely fortunate to have passionate and qualified staff who are committed to the academic and well-being outcomes of all our students. Their practice is data-informed and delivered in a manner that is personalised and supportive. The teaching staff collaborate in the planning of the curriculum and in the assessment and reporting of student learning. We value the relationship we have with our supportive and caring family community. Families are very involved in our school life. This is evidenced by the welcome presence of parents in the classroom, on excursions, at working bees, participating on committees –

School Board and Parent and Friends Association, and celebrating the social life of our community through various fund-raising and community activities.



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## Principal's Report

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I take much pleasure in presenting this annual report on behalf of the St Bernadette's School Community outlining the major achievements of 2023. It is a report built from a deep sense of pride and gratitude for all that has been accomplished in 2023 and I take this opportunity to say thank you to the St Bernadette's school and parish community for what has been a busy, but truly wonderful year.

We started our year with our family Welcome picnic – bringing together new and existing families into our 2023 community. This set the scene for a plethora of exciting events/celebrations across the year including: various incursions and excursions, Sacraments of Reconciliation, First Communion and Confirmation and the reflection days and family workshops of these Sacraments. A celebration of St Bernadette on her feast day. Sporting events including our fabulous sports day, netball/soccer round robins, interschool sports, Hoop time and being runners-up in the Victorian Schools State Soccer Championships.

Camps were enjoyed by all year levels: Prep to Gr. 2 at school, Gr. 3 and 4 camp at Wombat Corner and Gr. 5 and 6 at Alexandra Adventure Resort. We celebrated Mandarin Day culminating in a race of student made Dragon Boat's. Our amazing school performance of *Finding Nemo* was enjoyed by all within our community and was testament to our wonderful community with the support of our families with costumes/ sets/singing etc.

Gr. 3/4 students visited local aged care homes and our Gr. 5/6 students visited local kindergartens. We celebrated mums and dads with a breakfast and activities within the classrooms. We also held a Grandparents day, Lamont Book Fair, and attended Clean Up Australia day. In addition, our end of year celebrations included a Christmas Play and carols, Yr. 6 Big Day Out, a P & F and School Board celebratory dinner and our Yr. 6 Graduation dinner. A busy year!

Through 2023, our staff continued to have a deliberate focus on collaborative planning with the vision of designing learning that is contemporary in its delivery and allows students to be challenged in their thinking and critical in their analysis of their learning. Teachers engaged in a facilitated planning model through the year and this has certainly resulted in deeper learning for our students and rich professional dialogue for the staff. We believe in the infinite potential of each child and that it is our duty to provide a rich, challenging, and relevant curriculum in a supportive and caring environment that will equip our students with the skills, knowledge, and capabilities to confidently and happily live in our contemporary world.

We will continue to work hard to maintain high standards of academic excellence, provide our students with a well-rounded education, and encourage them to become responsible and compassionate members of society. The school moves forward with great confidence and an eagerness to discover what the future holds.

Thank you for your continued support.  
Mrs Vivienne Armarego, Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### **Priority 1: A culture of Professional Learning**

##### **Goals:**

- To strengthen consistent whole school approaches.
- To effectively use data to inform pedagogical practices.

##### **Intended Outcomes:**

- That consistent practice is evident across the school.
- That a strategic learning plan is developed for ongoing knowledge and development of skills and student learning.

#### **Priority 3: Learner Agency and Engagement**

##### **Goal:**

- To strengthen capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.

##### **Intended Outcome:**

- That a Catholic dimension is evident, one that encourages, allows and provides opportunities for students to be in dialogue with their faith.
- Teacher capacity in developing knowledge of contemporary approaches to Religious Education is built.

### Achievements

At St Bernadette's, staff have worked collaboratively to give students a Catholic education that is guided by the teachings of the Gospel and follows the school's values.

#### **Professional Development:**

In 2023, St Bernadette's leadership team saw an opportunity to further build the capacity of teachers through a variety of PD built around contemporary approaches to Religious Education.

Staff attended four MACS led webinars throughout the year which allowed teachers the opportunity for rich dialogue. Staff were able to take this knowledge into the classroom, ensuring consistent practices were evident across the school.

In August, all staff attended a 5 hour professional development workshop with Margaret Carswell where staff were guided through a variety of contemporary pedagogical practices used to teach religion.

As a result of these professional learning experiences, staff's abilities to confidently contribute to the Catholic mission of the school increased by 5% and is 11% higher than the MACs average (according to the MACSIS data as stated below).

### **Masses/Liturgies**

All staff were guided through the process of planning and hosting a class Mass. Each class hosted two class Masses throughout the year where students had the opportunity to participate in the service.

Teachers led students through whole school liturgies to commemorate ANZAC Day, Reconciliation Week and Remembrance Day.

### **Prayer**

Prayer is an important part of daily life at St Bernadette's. Classes begin each morning with prayer and Christian meditation and teachers begin all PLT's the same way. All teachers have taken part in professional development to ensure they have the capacity to lead staff and students in prayer.

### **Sacraments**

In 2023, all Sacraments took place in conjunction with students from Mary Immaculate primary school for the first time. Family Sacramental workshops took place online and Confirmation students attended a retreat with Mary Immaculate primary school at the Parish Centre. This was a great opportunity to strengthen connections in the community.

### **Value Added**

- Multiple professional development opportunities allowed staff to further develop their knowledge and understanding of contemporary religious education teachings.
- According to MACSSIS 10.1, 89% of students believe teachers deliver the RE curriculum in a way that makes sense to them.

- According to MACSSIS 95% families agree that Catholic beliefs are evident and respected at St Bernadette's.
- Family Sacramental workshops, Masses and liturgies has strengthened connections within the community.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### **Priority 1: A Culture of Professional Learning**

##### **Goals:**

- To strengthen consistent whole school approaches.
- To effectively use data to inform pedagogical practices.

##### **Intended Outcomes:**

- That consistent practice is evident across the school.
- That student outcomes improve.

### Achievements

At St Bernadette's, we strive to ensure that all students reach their own high standards in all areas of the curriculum.

In 2023, Professional development opportunities and achievements for staff included:

- Staff attended teacher-led PLTs to ensure all literacy and numeracy planning documents were consistent across the school.
- Staff reviewed data analysis to ensure consistency and to monitor growth across the school.
- Leadership Team worked with MACS, ERO and Simon Breakspear to develop a culture of feedback to be implemented within the school.
- Thrass training.
- 1/2 teaching team and Maths Leader attended Early Number and Algebra Workshops facilitated by MACS.
- Professional reading in-line with contemporary teaching practices.
- Literacy Leader and Literacy Support staff trained in using EOI platform in preparation for 2024.
- Staff worked in collaborative teams to plan together.
- Collaborative planning in line with Victorian Curriculum, driven by data and knowledge of students.

- Continuation of PAT assessment utilising the linear model and implementation of the adaptive model to further inform student outcomes.
- Staff have begun to explore the Cognitive Load Theory through teacher led PLT's.
- Literacy support offered to at-risk students across all year levels, and monitored regularly.
- Whole school moderation of student writing to ensure consistency across the school.

## Student Learning Outcomes

Assessment and Reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning. Teachers utilised formative and summative assessment to inform their teaching programs. This included: PAT- R, PAT-M, PAT- Sp, use of levelled literacy texts, 2023 Naplan results, student work samples and observations.

Individual and collective student data was reviewed across all year level learning teams, as well as professional learning meetings ensuring a consistent approach to inform teaching programs and targeted intervention. Individual Learning Plans continued to be developed for students identified as 'at risk', to monitor progress and growth.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	451	74%
	Year 5	554	82%
Numeracy	Year 3	434	87%
	Year 5	527	91%
Reading	Year 3	455	87%
	Year 5	545	91%
Spelling	Year 3	406	71%
	Year 5	506	76%
Writing	Year 3	422	84%
	Year 5	517	85%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals:

- To strengthen consistent whole school approaches.
- To effectively use data to inform pedagogical practices.

#### Intended outcomes:

- That consistent practice is evident across the school.
- That teacher capacity in developing knowledge of contemporary approaches to student wellbeing and social, emotional learning increases.

### Achievements

The Resilience Project continues to be the focus of Social Emotional Learning taught across all years levels to promote the development of Gratitude, Empathy, Mindfulness (GEM) and Emotional literacy skills. Students who demonstrated empathy, mindfulness, resilience and gratitude were recognised at school assembly and in our school newsletter.

The Child Safety Standards were updated and expanded to include 11 standards that were revised in policy and introduced to all staff. In 2023 St Bernadette's built upon staff capacity to manage student emotional regulation through engagement in professional learning. The school continues to work with MACS to successfully introduce a coaching and feedback model that supports student and staff needs. Assisting students to problem solve, manage conflict, recognise strategies to manage big emotions and develop teacher knowledge of Restorative Practice continues to be a priority. A school closure day dedicated to restorative practices and circle time reflected our school-wide approach to managing behaviour.

PLT's focused on individual student support took place each term and goals were set using current data.

### Value Added

- Family Welcome Meetings at the beginning of the year.
- Prep Orientation program to support transition to school.
- Whole school Family Welcome Picnic in Term 1.
- Resilience Project Presentation to families.
- Completion of Year 3 - 6 Resilient Youth Survey.

- Staff Professional Learning including a school closure day and numerous staff meetings: Child Safety updates and Restorative Practice, Resilient Youth Survey to analyse data.
- Year 3/4 students established a relationship with the local aged-care respite centre visiting termly.
- Year 5/6 students visited local kindergartens termly, developing relationships with local community members.
- Family nights: Restorative Practice, The Resilience Project.
- Student Wellbeing Support Group meetings for students at risk.
- Afternoon delights to celebrate and recognise student learning dispositions and achievements.
- School counselling psychologist: 1 day a week onsite.
- Wellbeing Wonders continued to feature in the weekly school newsletter. The focus is to share information about the student's participation in The Resilience Project, follow up activities and suggestions of ways to keep well physically, socially and emotionally.
- Daily check ins allow teachers to closely monitor student well-being and make adjustments.
- Active supervision during all yard duties to support students play on the yard.
- SRC (Student Representative Council) was re-established to enable student voice.
- PAL (Play and Learn) Clubs available at 2 lunch breaks throughout the week to support our students' social skills and friendships.
- First Aid training for all staff.
- Prep and Year 6 buddy program.
- Whole school fundraising events.
- Participation in: Ride 2 School Day, Bullying No Way, Day for Daniel and Harmony Day.
- Parents and teachers of students with additional needs met 3-4 times over the year to address the support being given and its effectiveness.

## Student Satisfaction

The results of the 2023 MACSSIS survey indicate an overall positive endorsement of St Bernadette's school children. 81% of children completed the survey. Areas where this endorsement was positive was school belonging, rigorous expectations and student safety.

## Student Attendance

In the event of student non-attendance the school contacts the student's parents /guardian about any unexplained absences, on the same day, as soon as practicable, before 9:30am. The School Attendance Guidelines apply to all registered schools in Victoria and outline

procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.1%
Y02	95.6%
Y03	93.2%
Y04	93.0%
Y05	92.5%
Y06	93.0%
Overall average attendance	93.4%

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## Leadership

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### Goals & Intended Outcomes

#### Goals:

- To strengthen capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.
- To establish a feedback culture, underpinned by mentoring, coaching and peer observation.

#### Intended Outcomes:

- That regular feedback leads to improved outcomes and self efficacy.
- That all learners have a voice, and choice and ownership of their learning.

### Achievements

Due to the retirement of the previous principal, the first part of 2023 leadership positions included an Acting Principal, Acting Deputy Principal and Acting Learning and Teaching Leader. A new Principal was appointed in the second half of the school year. The Deputy Principal and Learning and Teaching Leader remained in acting positions.

The leadership team, consisting of the Principal, Deputy Principal, Religious Educational Leader, Learning and Teaching Leader, Student Wellbeing Leader met regularly to discuss and complete operational items as well as plan for future direction. We continued to work hard and successfully to build trust and positive relationships with both our staff and parent community. We continued to build leadership capacity. We revised the Annual Review Meeting professional form to include reference to AITSEL standards, reflection on pedagogical practice and future goal setting.

Staff were supported throughout 2023 to manage their professional learning and continue to build their capacity to lead. Staff set personal learning goals for 2023. There was improved professional learning through the ongoing development of learning teams. St Bernadette's staff attended multiple professional learning experiences, as set out below.

During 2023, we looked closely at data and used the analysis of this data to evaluate students and align our school goals in our Annual Action Plan.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

Leadership and specialist staff attended their appropriate learning networks through Melbourne Archdiocese Catholic Schools (MACS), the Eastern Region Office of MACS or the relevant education authorities.

Examples of professional learning activities undertaken by staff in 2023 included, but are not limited to:

- Coaching and Mentoring PL
- The Resilience Project
- Restorative Practices - with Kristy Elliott
- Masters of Education
- SILC with Simon Breakspear
- 3 part Professional Language Learning for Mandarin
- Staff conference: Teaching Scripture (Margaret Carswell)
- Child Information Sharing Scheme & Family Violence Information Sharing Scheme,
- Pro Rata Holiday Pay & Leave Loading Workshops,
- First Aid - CPR, Asthma, Anaphylaxis, Epilepsy annual training and briefings
- Mandatory Reporting eLearning Modules
- Disability Standards eLearning Modules
- Nationally Consistent Collection of Data
- Religious Education
- Spirituality and Scripture with Fr Bill.
- Ongoing staff PL in cybersafety - information session run by Marty McGauren
- ICON Training - Principal, Office Manager
- OH&S Training for School Leaders
- Zone and Regional Network meetings
- Planning meetings, Maths and English PLTs - including facilitated planning
- NAPLAN Data Analysis
- Graduate Teacher Effective Mentoring Program
- Dynamiq Emergency Management Training Online Modules
- Curriculum Design
- THRASS training

Number of teachers who participated in PL in 2023	21
Average expenditure per teacher for PL	\$606.00

## Teacher Satisfaction

MACSSIS 2023 Staff Response Data indicates an overall positive endorsement percentage of 71% which is 4% above MACS average.

Throughout 2023 school staff demonstrated an exceptionally strong commitment to meeting the needs of our community.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.8%
Graduate	11.8%
Graduate Certificate	0.0%
Bachelor Degree	35.3%
Advanced Diploma	17.6%
No Qualifications Listed	23.5%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.5
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals:

- To establish a collaborative partnership between home, school, parish, and the broader community to enhance children's engagement and educational achievements.

#### Intended Outcomes:

- That positive partnerships between home and school strengthen.

### Achievements

As a school, our aim is to foster a warm and inviting environment where openness and transparency are integral to our approach. We prioritise building trust and fostering collaboration between staff and families. This commitment is evident through various activities such as liturgies, Masses, and numerous annual community gatherings held within the school premises.

#### Achievements:

Community events and activities that were undertaken included, but not exclusive to...

- The annual Welcome Picnic was well attended with over 80 families present.
- A hybrid design for Parent/ Teachers Learning conversations was introduced with families having the choice of online or face to face interviews. This was welcomed by families.
- A relationship with "The Hub" was established which saw the year 3/4 students engage in activities with the elderly citizens group.
- Year 5/6 students established regular activities with children from Audrey Brooks Kindergarten.
- The Prep children visited the children at the Ivanhoe Co -Op, with the Co -Op children also visiting the school to complete craft activities with the 5/6 students.
- The Year 3/4 children were once again able to take part in the annual Clean Up Australia Day. This Is a community initiative run by Darebin Council in conjunction with our school.
- The Mother's Day Breakfast and activities were very well attended.

- The Father's Day "footy" themed breakfast was very well received with large numbers of fathers, grandfathers and uncles in attendance.
- Our school production was once again able to perform to a live audience. Finding Nemo Jnr was extremely successful with both shows being sold out at Loyola College Theatre.
- The newly established "Show Choir" performed Christmas carols to the community, visiting local nursing homes, kindergartens and childcare centres.
- Families once again welcomed into the school as literacy helpers, camp and excursion helpers and the new initiative of Hot Food Friday saw many new faces to the volunteer program.
- The end of year Summer Fun night held by the Parents and Friends Committee was a wonderful way to celebrate the end of the year.

## **Parent Satisfaction**

### **Parent Satisfaction:**

The results of the 2023 MACSSIS survey indicate an overall positive endorsement of St. Bernadette's school by families. 23 families completed the survey, a positive number compared to the 8 families from the previous year. Areas where this endorsement was particularly strong were family perceptions of family engagement and the quality of communication between the school and families. Parents also indicated they felt the social and learning climate at St. Bernadette's is very positive compared to previous years.



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## Financial Performance

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

For more detailed information regarding our school please visit our website at [www.sbivanhoe.catholic.edu.au](http://www.sbivanhoe.catholic.edu.au)