



Melbourne Archdiocese
Catholic Schools

2024

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

Registration: 1500, E Number: E1166

Principal's Attestation

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 04 Apr 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

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 honoring the whole person, developing courage through opportunities to take risks, fostering love through inclusiveness and faith and engendering respect through knowing and understanding.

School Overview

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 201 students enrolled from Prep to Grade 6. The school has one Prep class, two Grade 1/2 classes, three Grade 3/4 classes and three Grade 5/6 classes. In 2024 we provided specialist classes for all students in Stem, Performing Arts, Physical Education, Language (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.

Principal's Report

I take much pleasure in presenting this annual report on behalf of the St Bernadette's School Community outlining the major achievements of 2024. It is a report built from a deep sense of pride and gratitude for all that has been accomplished in 2024 and I take this opportunity to say thank you to the St Bernadette's staff, school and parish community for what has been a busy, but truly wonderful year.

We started our year welcoming 25 new and excited Prep students and 8 students across the school. Our family welcome picnic brought together new and existing families into our 2024 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 our patron saint, St Bernadette on her feast day was a fun event bringing together knowledge and understanding of her importance to our school and community.

Sporting events including our fabulous sports day, the reintroduction of our swimming programme, netball/soccer round robins, interschool sports, Hoop time and placing third in the Victorian Schools State Volleyball Championships were a valued inclusion in our students learning schedule.

Camps were enjoyed by all year levels: Individually Prep to Gr. 2 held fun activities and a shared dinner after school, Gr. 3 and 4 camp at Camp Jungai and Gr. 5 and 6 participated in two smaller camps - Sovereign Hill and CYC City camp. We celebrated Mandarin Day culminating in a student created Dragon Boat race. Our amazing school art show was enjoyed by all within our community and was testament to the wonderful creative art skills that our students developed under the guidance of our Visual Arts teacher.

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!

We were excited to learn in July of this year that we were awarded a Victorian Government Capital Grant. This grant will enable the development of a STEM area, refurbishment of classrooms and playground redesign. Planning with architects FPPV commenced immediately under a flurry of excitement. The project is due for completion in early 2026.

The staff at St Bernadette's values Professional Learning and it remained a priority during 2024. Teachers were involved in Professional Learning programs across the curriculum areas to improve their expertise and therefore their ability to offer the best opportunities to

the students. Individual staff members attended a wide variety of programs and the staff continued to work together to remain current with good educational practice. Teachers explored the Science of Learning and the Science of Reading, developing a strong understanding of how a learning mind works, stores and retrieves its knowledge. 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 eagerness to redesign new learning areas.

Thank you for your continued involvement and support in the richness that St Bernadette's Primary school has to offer.

Mrs Vivienne Armarego, Principal

Catholic Identity and Mission

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 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 2024, 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.

To begin the year, staff engaged in a professional development session focused on the 2024 Catholic Education Week theme, 'In the Light of Christ'. This theme, drawn from the Melbourne Archdiocese Catholic Schools (MACS) strategic plan, served as a unifying foundation for planning and reflection across the school community. To ensure consistency and alignment with the overarching vision, all teachers incorporated the theme into the design of their first teaching unit. As part of the session, staff also explored strategies for using prayer effectively in the classroom, with the aim of deepening students' spiritual engagement and fostering a more reflective learning environment.

Throughout the year, staff members participated in a number of professional development sessions led by the Parish Priest, aimed at enhancing their theological understanding of the Catholic Church. These sessions covered key topics including the History of the Catholic Church, the interpretation of Scripture in a contemporary context, and the Rites of the Catholic Church. The professional development opportunity provided valuable insights, enabling staff to deepen their knowledge and apply theological principles more effectively in their roles within the school and broader parish community.

As a result of these professional learning experiences, MACSSIS data indicates that staff's abilities to confidently contribute to the Catholic mission of the school has increased by 5% and there is evidence that the school leadership team has encouraged staff's participation in faith and religious formation.

Masses/Liturgies:

All staff were supported in learning how to plan and lead a class Mass, with each class taking responsibility for hosting two Masses over the course of the year. These occasions provided meaningful opportunities for students to actively participate in the liturgical life of the school.

In addition to class Masses, teachers guided students in leading whole school liturgies to mark significant events in the Church and national calendar, including St Bernadette's Feast Day, Holy Week, ANZAC Day, Reconciliation Week, and Remembrance Day. These liturgical celebrations played a vital role in fostering a sense of community, reverence, and spiritual reflection among students and staff alike.

Prayer:

Prayer plays a central role in daily life at St Bernadette's. Each school day begins with prayer and meditation in the classrooms, and teachers start all Professional Learning Teams (PLTs) with prayer as well. To ensure a strong foundation for leading prayer, all teachers have participated in professional development, equipping them with the skills and confidence to guide both staff and students in prayer.

Sacraments:

In 2024, all Sacramental celebrations were held in collaboration with students from Mary Immaculate Primary School. Family Sacramental workshops, facilitated by Fr Luke Balley, took place at the Community Parish Centre. Students preparing for the Sacraments also participated in retreats alongside Mary Immaculate students at the Parish Centre. These shared experiences provided a valuable opportunity to deepen connections within the broader community.

Community Engagement:

Throughout 2024, St Bernadette's demonstrated a strong commitment to social justice and community outreach through a range of initiatives. Students and families actively supported several key fundraising efforts, including Project Compassion, the St Vincent de Paul Winter Appeal, and the St Vincent de Paul Christmas Appeal. These initiatives not only raised much-needed funds and resources for vulnerable communities but also reinforced the school's Gospel values in action. In addition, our RE Student Leaders were given opportunities to serve parishioners through various acts of service, further strengthening ties between the school and parish community and fostering a spirit of compassion and generosity.

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, 71% of students believe teachers deliver the RE curriculum in a way that makes sense to them.
- According to MACSSIS 88% 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.

Learning and Teaching

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.
- Student outcomes improve.

Key Improvement Strategies:

- Develop a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning.
- Develop pedagogical approaches, procedures and practices that are consistent within the whole school.

Achievements

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

In 2024:

- The Leadership Team worked with MACS, ERO and Simon Breakspear to ensure explicit teaching models were present in all classrooms.
- Leadership Team facilitated 12 hours of 'Science of Learning' Professional Development to all staff based on the work from La Trobe University.
- Professional reading in line with contemporary teaching practices (Cognitive Load Theory) undertaken.
- Explicit teaching through the use of Daily Reviews was introduced to all classrooms.
- Staff were introduced to and explored MACS Vision for Instruction document.
- All staff were trained in THRASS through a one day program facilitated by Melinda Parisi (THRASS Mastery and Lead).
- Prep-2 staff/LSO's and intervention teachers were trained in Initial-Lit, in preparation for the introduction of the program in 2025.

- Literacy intervention staff trained in Macq-Lit in preparation for introduction of program in 2025.
- Staff worked in collaborative teams to plan together.
- Collaborative planning in line with Victorian Curriculum, driven by data and knowledge of students.
- Staff were introduced to Mathematics Victorian Curriculum 2.0.
- Staff attended PLTs to ensure all literacy and numeracy planning documents were consistent across the school.
- Review of data analysis to ensure consistency and to monitor growth across the school.
- Continuation of PAT assessment utilising the linear model and adaptive models to further inform student outcomes.
- 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

It was pleasing to see the high levels of proficiency in Reading for both Year 3 and Year 5 students. 82% of Year Three students and 84% of Year Five students were 'strong' or 'exceeding' in Reading, according to NAPLAN 2024.

Throughout the year, students engaged in valuable opportunities to collaborate with peers across the wider community, further developing their knowledge, confidence, and leadership capabilities.

Selected Year 3/4 and Year 5/6 students participated in the Gifted and Talented Summit, while our School Captains and Wellbeing Leaders represented the school at the Youth Leadership Conference.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	449	64%
	Year 5	544	81%
Numeracy	Year 3	423	78%
	Year 5	540	97%
Reading	Year 3	441	82%
	Year 5	547	84%
Spelling	Year 3	413	57%
	Year 5	512	77%
Writing	Year 3	447	89%
	Year 5	519	84%

*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

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 student and staff wellbeing is built.

Achievements

A Calm and Positive Start to the Year

The school year commenced with our Prep and Year 6 students attending a day earlier than the rest of the school. This gentle transition allowed Prep students to settle in calmly, free from the full school environment. Meanwhile, the Year 6 cohort participated in a Leadership Day led by Kate Wilde, where they explored teamwork, a positive mindset, and self-motivation—essential skills for their final year as leaders of the school.

Whole-School Wellbeing Inquiry Focus

As in previous years, Term 1 began with a school-wide Wellbeing Inquiry. Each year level planned and delivered a unit focused on four key areas.

- Safety (physical, emotional, water, sun, and cyber safety)
- Growth Mindset
- Myself as a Learner
- Student Voice & Leadership

These units supported students and staff in establishing strong classroom routines and respectful relationships, setting the tone for a positive and productive year of learning.

Community Connections and Partnerships

The strong relationship between St Bernadette's and local kindergartens—Audrey Brooks, Ivanhoe Co-op, and Nino Early Learning—was sustained through shared activities with our Year 5/6 students. These experiences fostered leadership, mentorship, and community building.

Intergenerational Learning

Year 3/4 students continued their enriching partnership with the Banyule Community Hub. Activities included:

- Supporting older adults with digital devices
- Introducing new board and card games
- Participating in gardening projects
- Hosting a workshop on The Resilience Project, promoting gratitude, empathy, and kindness

In December, Hub clients attended a performance by the Christmas Choir, a beautiful celebration of community and connection.

Student Voice and Leadership

Resilient Youth Survey

Students in Years 3–6 completed the Resilient Youth Survey, which gathered data on wellbeing indicators such as resilience, emotional regulation, conflict resolution, and work habits. Results showed continued improvement, especially in the areas of Healthy Minds and Resilience, reflecting the success of The Resilience Project introduced in 2021.

Youth Leadership Summit

Year 6 leaders attended the Youth Leadership Summit at the Melbourne Convention Centre, where they learned about effective leadership and strategies to strengthen their impact within the school.

Student Representative Council (SRC)

The SRC met regularly throughout the year. In addition to representing student voices, the council explored initiatives to enhance the playground environment, promoting safe and inclusive play for all students.

Wellbeing Curriculum and Communication

Social and Emotional Learning (SEL)

Weekly SEL lessons were delivered across all year levels using The Resilience Project and Resilience, Rights and Respectful Relationships frameworks.

Child safety education was embedded in these lessons through age-appropriate personal safety topics.

Family Communication

Families were kept informed of wellbeing initiatives and school safety practices via:

- The fortnightly school newsletter
- Alternating fortnightly year-level newsletters

Buddy Program

The Year 5/6 and Prep Buddy Program continued to thrive. Structured activities supported curriculum learning, social skill development, and peer connection. Each Prep student was paired with a senior buddy, with formal sessions occurring two to three times per term.

Value Added

GEM Awards – Student Voice in Action

The Wellbeing Leaders were responsible for selecting and presenting GEM Awards (Gratitude, Empathy, Mindfulness) during assemblies. These awards celebrated students who demonstrated key values, promoting peer recognition and student leadership.

Learning Diversity and Inclusive Education

Support for Students with Additional Needs

The Learning Diversity Leader played a central role in supporting students with additional needs through:

- Development and implementation of Individual Learning Plans (ILPs)
- Coordination of external services provided by Melbourne Archdiocese Catholic Schools (MACS) in speech pathology, psychology, and transition planning (TAC – Team Around the Child)

At the start of 2024, 45 students were identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Students requiring substantial or extensive adjustments participated in termly Parent Support Group (PSG) meetings involving, classroom teachers, parents/guardians, Learning Support Officers (LSOs), Learning Diversity Leader, external specialists as needed.

Ongoing Professional Support

- An onsite counselling psychologist was available weekly.

- MACS consultants provided assessments for articulation, language, and cognition.

Teachers received assistance in designing targeted interventions and monitoring student progress. The Learning Diversity Leader coordinated all external appointments and communications.

Professional Learning for Support Staff

LSOs participated in regular professional development using online training modules through Australian Teacher Aide, further developing their capacity to support diverse learners.

Student Satisfaction

Student Satisfaction:

The results from the student perception data from MACSIS shows several areas where our student's data was at or above the MACS average.

These were

- School Engagement,
- Student Safety,
- Enabling Safety,
- School Belonging,
- Learning disposition,
- Student Voice,
- and Catholic Identity.

Student Attendance

Student Attendance:

The school requires all absences to be reported to the classroom teacher in written form, stating the dates of and a reason for the absence. If notification is not received by the office or classroom teacher from the parent by 9:15am, a phone call is sent to the parent requesting that they notify the school of their child/ren's absence as soon as possible. Parents are also able to send absence notes through the Flexischools app. Absences are

recorded on each student's report which is sent to parents at the completion of each semester.

Average Student Attendance Rate by Year Level	
Y01	94.6
Y02	93.7
Y03	94.9
Y04	93.0
Y05	92.0
Y06	87.3
Overall average attendance	92.6

Leadership

Goals & Intended Outcomes

Priority 3: Learner Agency and Engagement

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

Our highly skilled and committed teaching staff, supported by our competent Leadership Team, continued to be focused on providing a quality curriculum for all students. The aim of maximising student engagement and improving learning outcomes was at the forefront of all our endeavours.

In 2024 St Bernadette's Leadership team incurred a number of changes, The 2023 Acting Deputy stepped aside to undertake the role of Numeracy and eLearning leader. Two new Deputies were appointed to a shared role - one DP/Learning Diversity/Wellbeing, the other DP/Learning and Teaching/Religious Education Leader. A new Literacy Leader was appointed, Numeracy was moved to be included under the umbrella of Learning and Teaching.

The leadership team, consisting of the Principal, Deputy Principal/Learning Diversity, Deputy Principal Learning and Teaching, Literacy Leader, Numeracy /eLearning Leader. The team meet fortnightly to plan the implementation of our School Improvement Plan and Annual Action Plan, as well as review and develop policies and direction of the school's journey.

The Leadership Team also engaged with work by Dr Simon Breakspeare as part of the School Improvement Learning Collaborative initiative facilitated through MACS Eastern Region Office. This work, mainly accessed online, enabled the school Leaders to work more cohesively as a team to ensure continuous improvement across the school.

Student leadership continued to flourish with the reimagining of the Student Representative Council. New student leadership positions were created to include represent The Arts and Student Wellbeing.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>St Bernadette's again had a strong focus on the professional development of staff with just over \$22,000 spent in this area (including accommodation/travel and replacement costs). There were 25 staff members involved in the professional development activities throughout the year.</p> <p>Learning experiences in 2024 included,</p> <ul style="list-style-type: none"> · Professional Learning Team meetings (two per week) · Positive Behaviour for Learning (PBL) · Principal Network · Deputy Principal Network · Literacy Network · Numeracy Network · eLearning Network · Religious Education Network · Science of Learning – Nathaniel Swain La Trobe University · Staff PD days included: Data Analysis, Dr Maria Roberto/Psychologist, SeeSaw, Thrass · Child Sharing Scheme & Family Violence Information Sharing Scheme · Mandatory Reporting · Fire Carrier PL · Grammar in Context · Warden and Emergency Management Training: Dynamiq · Finance Cluster Meeting – Eastern Region · Pro Rata Holiday Pay & Leave Loading Workshop · Eastern NCCD Network Meetings

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> · ZART Art PL · Foundational Pedagogies in Mathematics (P – 6) · Eastern Region SILC Network · 30/8 in accordance with CEMEA · Time in Lieu in accordance with CEMEA · Know Your Agreement - CEMEA · OHS for School Leaders · The Pedagogy of Encounter 	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$842.00

Teacher Satisfaction

Our staff continued to work hard throughout 2024 and focused on staff morale and improving our accountability and teamwork. The staff worked closely with each other and our Leadership team in providing a great learning program.

Our MACSIS results according to our 2024 MACSSIS surveys – for staff, St Bernadette's performed as follows

- Collective Efficacy 87%, MACS average schools 75%
- School climate 81%, MACS average schools 73%
- Student safety 78%, MACS average schools 67%
- Instructional leadership 51% MACS average schools 57%
- Feedback 36% MACS average schools 41%
- School leadership 60%, MACS average schools 59%
- Psychological safety 61%, MACS average schools 65%
- Professional learning 63% MACS average schools 59%
- Support for teams 70%, MACS average schools 68%

Catholic Identity 72% MACS average schools 76%

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	4
Graduate Certificate	1
Bachelor Degree	13
Advanced Diploma	2
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.91
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.99
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

- 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

Throughout 2024, St Bernadette's continued to strengthen community bonds through a range of events and initiatives led by staff and parent groups. These efforts were designed to enhance parental involvement and deepen connections between the school and wider community.

Our strong partnership with the parish remained a vital part of school life. Joint school-parish celebrations, class participation at parish morning Masses, year-level Masses, and St Bernadette's Day festivities fostered spiritual development and community belonging. Students and their families also took part in parish liturgies throughout the year, further cementing this connection.

Our ongoing engagement with the wider local community was evident through sustained links with kindergartens and the Banyule Community Hub, with visits and activities occurring regularly. Storytime and craft sessions for preschoolers were offered three times each term and were very well attended by local families, offering a welcoming entry point into the St Bernadette's community.

Parental engagement remains a key strength of our school. Parents contributed in diverse ways, including through the School Advisory Board and the Parents and Friends Association, playing a vital role in decision-making, event planning, and school development.

There was strong parent involvement in key programs such as:

- The Outdoor Education and Camps Program
- School sporting events and carnivals
- Sacramental Information Evenings, where participation and enthusiasm were notably high

Parents and grandparents continued to support classroom learning as Parent Helpers, assisting in literacy and numeracy sessions each week.

Our popular Welcome Picnic once again drew a large crowd of families. The evening, complete with food and DJ entertainment, was a celebration of community spirit and an opportunity to foster relationships across the school.

In 2024, we also hosted our biannual Art Show, showcasing student creativity and bringing families together in celebration. Mothers Day and Fathers Day were marked with breakfast events, student-led activities, and gift stalls, providing joyful experiences for students and their loved ones.

Student Involvement in the Community

Students were actively involved in a wide range of community-focused activities throughout the year, helping them to develop social responsibility and civic pride. These included:

- Tree Planting along the Darebin Creek
- Anzac Day wreath-laying ceremonies
- Clean Up Australia Day
- Participation in the Malahang Community Festival
- Fundraising and awareness activities for Caritas Australia
- Performances by the Show Choir and Christmas Choir at local venues

Our continued partnership with the St Vincent de Paul Society saw generous donations from our families during both the Winter Appeal and Christmas Appeal, highlighting the school's commitment to compassion and community outreach.

Parent Education and Support

In 2024, St Bernadette's offered high-quality parent education opportunities, including:

- The Inform and Empower Digital Safety night, delivered in partnership with our sister school MIPS.
- A presentation by esteemed guest speaker Lael Stone on raising resilient children and nurturing wellbeing

Both events were well attended and received overwhelmingly positive feedback from participating families.

Sporting Participation and Achievements

Our students proudly represented St Bernadette's in a wide range of District sporting events, including:

- Interschool Sport
- Hoop Time (Years 3–6)

- Swimming Carnival
- Cross Country Carnival
- Soccer Round Robin
- Athletics Carnival

Many students progressed to the Division level, and a select few qualified for Regional competition. Throughout these events, students demonstrated excellent sportsmanship and proudly represented the school with integrity and enthusiasm.

The Whole School Athletics Day was once again held at the Collingwood Harriers Athletics Track, where all students had the opportunity to compete in a professional and safe environment, proudly representing their house teams.

Parent Satisfaction

In 2024, the MACSSIS survey results reflected a rise in parent satisfaction, with the overall positive endorsement exceeding the MACS average by 5%. Notable areas of growth since 2023 included:

- School Fit
- School Climate
- Student Safety
- Communication
- Catholic Identity

These results affirm our ongoing commitment to building a school environment that is welcoming, inclusive, and aligned with the values of our community.

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.sbivanhoe.catholic.edu.au