



# St Bernadette's School Ivanhoe West

2020

## Annual Report to the School Community



Registered School Number: 1500

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## Contact Details

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E NUMBER	E1166

## Minimum Standards Attestation

I, Kathy Lowe, attest that St Bernadette's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

23/04/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our School Vision

St Bernadette's aspires to be a place which offers a stimulating environment founded on Gospel values, empowering our community to meet the challenges of our changing world.

## School Overview

St Bernadette's is a Catholic primary school in Ivanhoe that is part of the Mary Mother of the Church, Catholic Parish of Ivanhoe. We have 250 students across Grades Prep to 6 and offer a broad education to our children based on faith values and the Australian and Victorian curriculum.

Our children receive good first teaching which is supported by Literacy, Numeracy and Reading Recovery support teachers. Teaching is evidence based and delivered in small targeted group learning with support from teachers, trained helpers and Learning Support Officers.

Our children have classes weekly in Mandarin (Content based learning), Performing Arts (incorporating music and dance), Visual Arts and Sport. STEM classes are taken each week and as part of The Resilience Project we explicitly teach children gratitude, mindfulness and empathy weekly. We have a whole school musical every second year and in the other year we hold an art show. We also have a school choir and music lessons organised privately for children during school hours.

Religious Education is a part of every day and children attend mass with their class regularly. Children also receive their sacraments in Grade 3 and 6.

There is an ongoing focus on student wellbeing and ensuring that children feel safe and happy at our school.

## Principal's Report

2020, whilst it began normally, was a year like no other as the Covid-19 pandemic arrived in Australia. The paramount task for schools was to manage children's learning in a way that provided support and led to viable outcomes over the year. Due to the professionalism and commitment of our staff St Bernadette's was able to quickly pivot to online learning and ensure that all families had access to devices. This was achieved in a very short time frame of around one week.

What followed was a year of hyper-vigilance ensuring that staff wellbeing was being taken care of and family and student wellbeing was monitored and intervention occurred when needed. We worked proactively on staff wellbeing through constant contact and connectedness online and offering sessions in spirituality and coping strategies (led by Paul Spence) over the lock-down periods. We had weekly meets to share challenges, thoughts and ideas and individual meets with staff as needed. Leadership met at least once, more often a couple of times a week to ensure that smooth delivery continued.

On our return to school and after assessing our children both emotionally and academically it was pleasing to note that their academic achievements had not been significantly impacted due to the constant online support of staff and that emotionally they were just so happy to be back with their friends and teachers.

As restrictions eased late in 2020 we were able to organise some missed experiences for the children including:

- Onsite camps and incursions for all grades
- Grade 6 Big Day Out
- Confirmation celebration and retreat day for our Grade 6 children
- First Reconciliation for our Grade 3's onsite under the Oak tree.
- Annual Christmas appeal
- Graduation and dinner
- School Captain presentations
- Remembrance Day celebraton

We are very much looking forward to a more "normal" 2021.

## School Education Board Report

As I reflect on the 2020 school year, I am struck by what a privilege it is to be a part of St Bernadette's community. 2020 was an extremely challenging year overshadowed by uncertainty and change. In the face of these challenges, the school board has repeatedly reflected on what an incredible job the staff have done, providing the children with a sense of normalcy and belonging. This was far from an easy feat, but the children still enjoyed togetherness with online meetings throughout the day and special events that were organised to make up for missed excursions, camps and many of the other joys that are a usual part of school life.

This sense of community and support was reflected in a survey that was sent to families asking them about their experiences of remote learning. The results of this survey were overwhelmingly positive and reinforced the hard work of the staff in pulling together such a comprehensive curriculum in a very short period of time. While many families found the juggle difficult, there were moments of levity and joy and a new appreciation for family time.

Thanks to my fellow Board members for their enthusiasm and commitment over the course of the year, and of course especially to our hardworking teachers and school staff who maintained such a high standard of education and care over what was an unprecedented year to say the least. The Board is looking forward to continuing to work to support our principal and staff and is also looking forward to the opportunities that 2021 will bring.

Kate Johnson (Chair, School Education Advisory Board)

## Education in Faith

### Goals & Intended Outcomes

To deepen the school community's experience of the faith journey within the Catholic tradition and culture.

### Achievements

- Strong and committed leadership from the Religious Education Leader working in collaboration with Parish Priest and REL from other Parish school to ensure that RE lessons and liturgies were developed and disseminated throughout lock down periods and beyond.
- Year 6 RE team helped to facilitate liturgies and Masses, write pieces for the newsletter and promote Social Justice initiatives.
- Children worked with Parish Priest to record Prayers of the Faithful for lock down masses.

### VALUE ADDED

Although there were some limits related to Covid 19 we were able to:

- Support Project Compassion during Lent, the St Vinnies Winter appeal and the St Vincent De Paul Christmas appeal.
- Termly meetings with liturgy committee fostering links with Parish community.
- Online Virtual liturgies for the school community for special occasions- Anzac Day, St Bernadette's Feast Day and Remembrance Day facilitated by RE Team.
- Online family workshops for children making their Sacraments.
- Weekly staff spirituality sessions with a scripture and meditation focus.
- PLTs focused on the development of Scripture knowledge in staff.
- Staff scripture sessions facilitated by Fr Bill for staff to increase their knowledge.

## Learning & Teaching

### Goals & Intended Outcomes

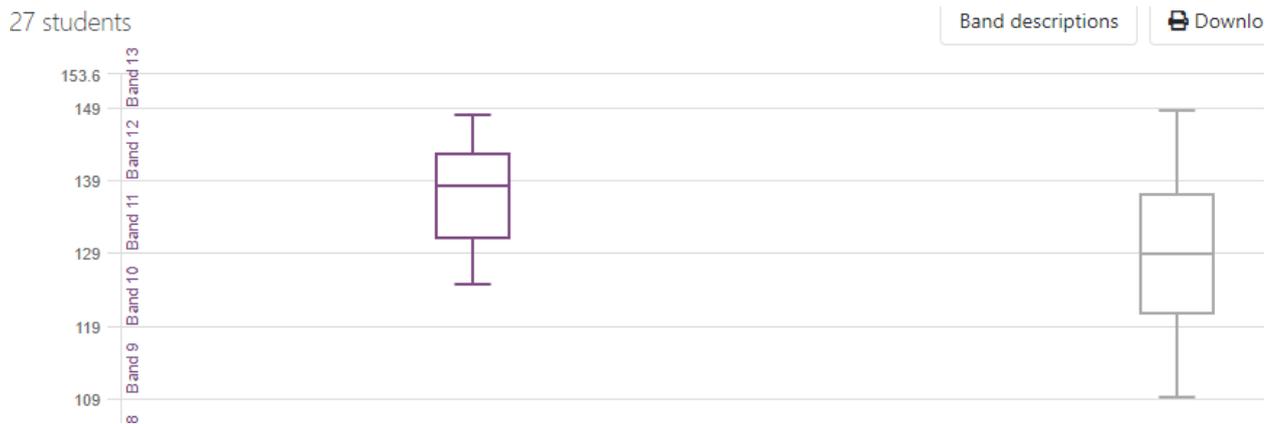
Our 2020 Learning and Teaching Goals were to *enhance student learning outcomes through staff collaboration and development*. To support this goal it is intended that student learning outcomes in both literacy and numeracy will improve and that students be independent, engaged and confident learners.

### Achievements

The following data takes into account 18 weeks of remote learning for Year 3 to Year 6 students and 16 weeks for Year Prep to Year 2 students during 2020,

Using AlphaAssess texts to measure our Prep, Year 1 and Year two students results indicated that at the end of 2020 85% of the Prep children reached benchmark (5) or above in reading. 87% of Year1 students reached benchmark of 15 with 61% of this 87% achieving Year 2 benchmark (28). Attainment for our Year 2 children was 86.5% attaining benchmark (28).

ACER PATReading data for Year 6 indicates that compared to Year 6 Normed Reference Data our students (shown in purple) have a short distribution, a higher median and equal to the top whisker of the reference group.



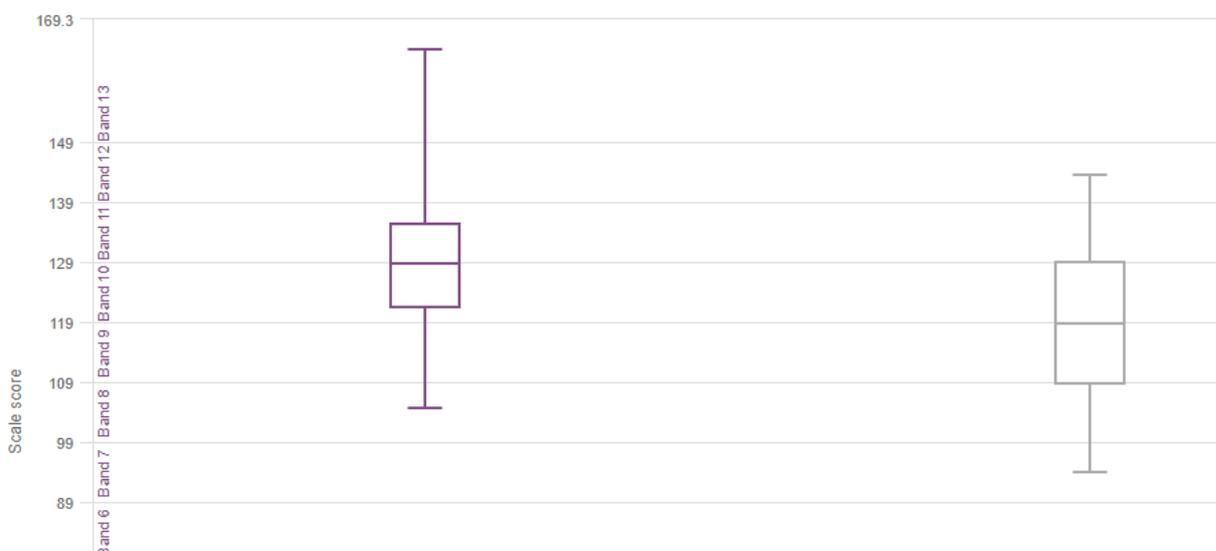
DATA from ACER PAT Reading.

Data for Year 4 students indicate that our top students far exceed the normed referenced top students and our medium sits above the scaled score of the medium reference group.

36 students

Band descriptions

Download



DATA from ACER PAT Reading.

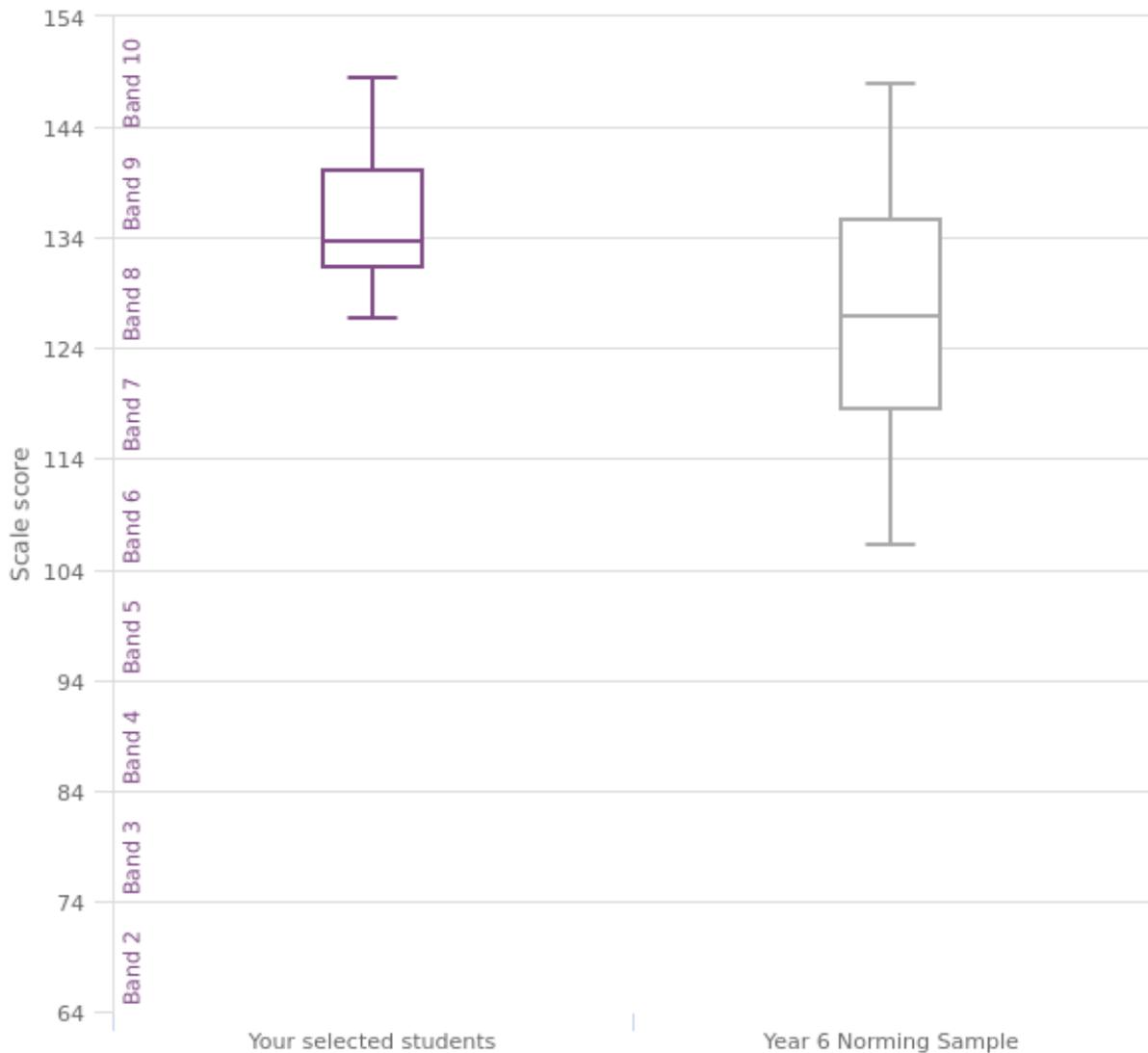
Using BAS as measurement for Reading in Year 3, growth indicates that 7 out of 9 students were at the required level at the beginning of year 3. At the end of year 3, 8 out of 9 students had made the required growth indicated by BAS growing 12 months in reading 30% of children were above the year 3 level.

Raw scores using the NAPLAN Writing rubric were used to measure Year 5 writing. Measured growth indicated a 2 - 7 point jump for most students with 40% of students sitting at or above the required level for Year 5. This was typical of other year levels, reflecting observation that writing was the most difficult learning area to teach during remote learning.

ACER Pat-M was used to monitor progress of Mathematics in 2020. This graph demonstrates that the Year Six median of 133.6 at St Bernadette's was well-above the Norm Reference median of 122.2. Our bottom 5 percentile achieved much greater results when compared to the Year 6 Norming Sample.

## PAT Maths / PAT Maths 4th Edition / Group Report / PAT Maths Test 6

for students with year level Year 6 between 12-04-2020 and 25-12-2020

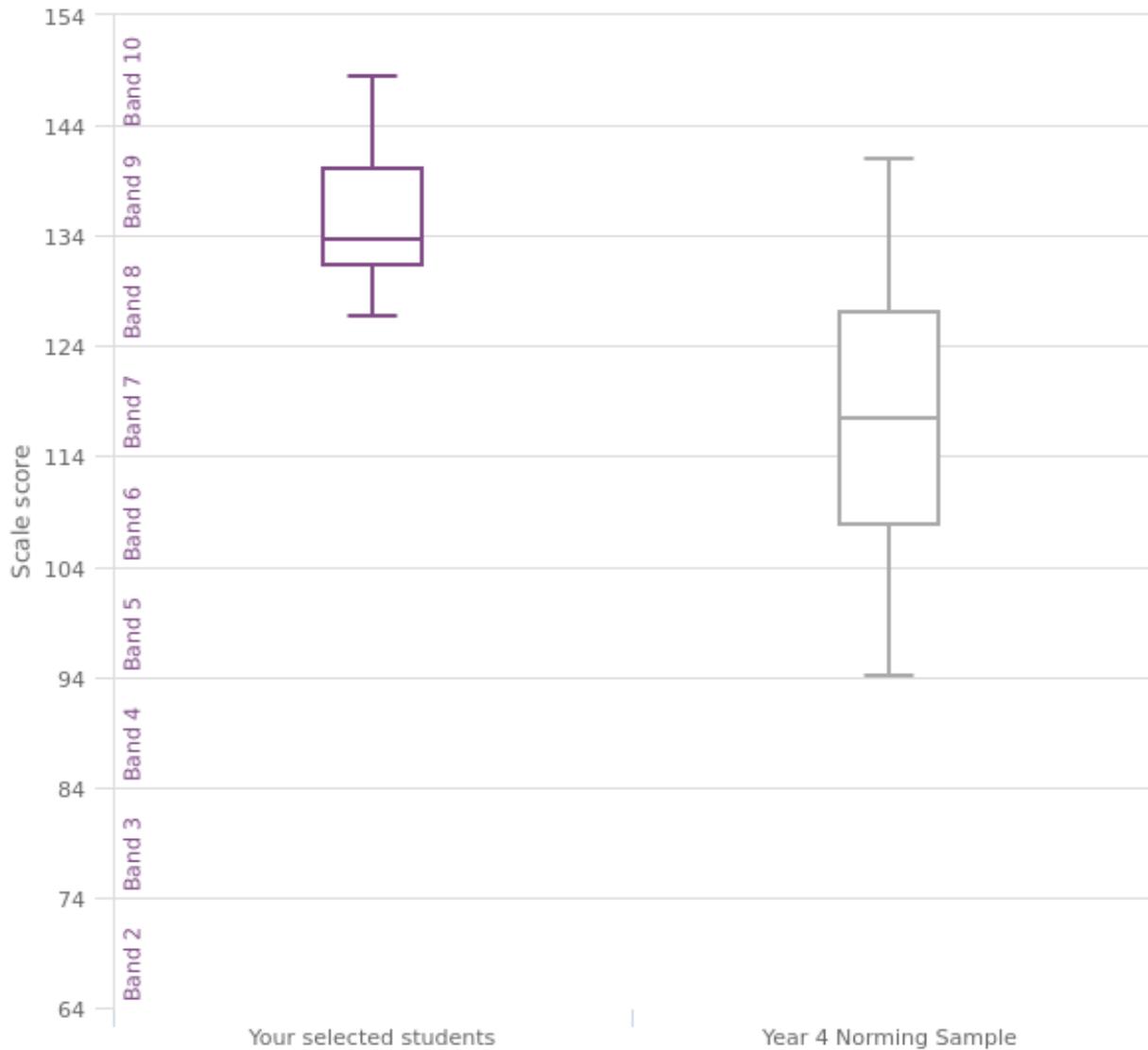


Just 11% (3 students) were just below the Norming Sample mean (SS: 127) with none of these results considered one or more years below standard. (\*According to the Scaled Score means obtained from CEM, 2019)

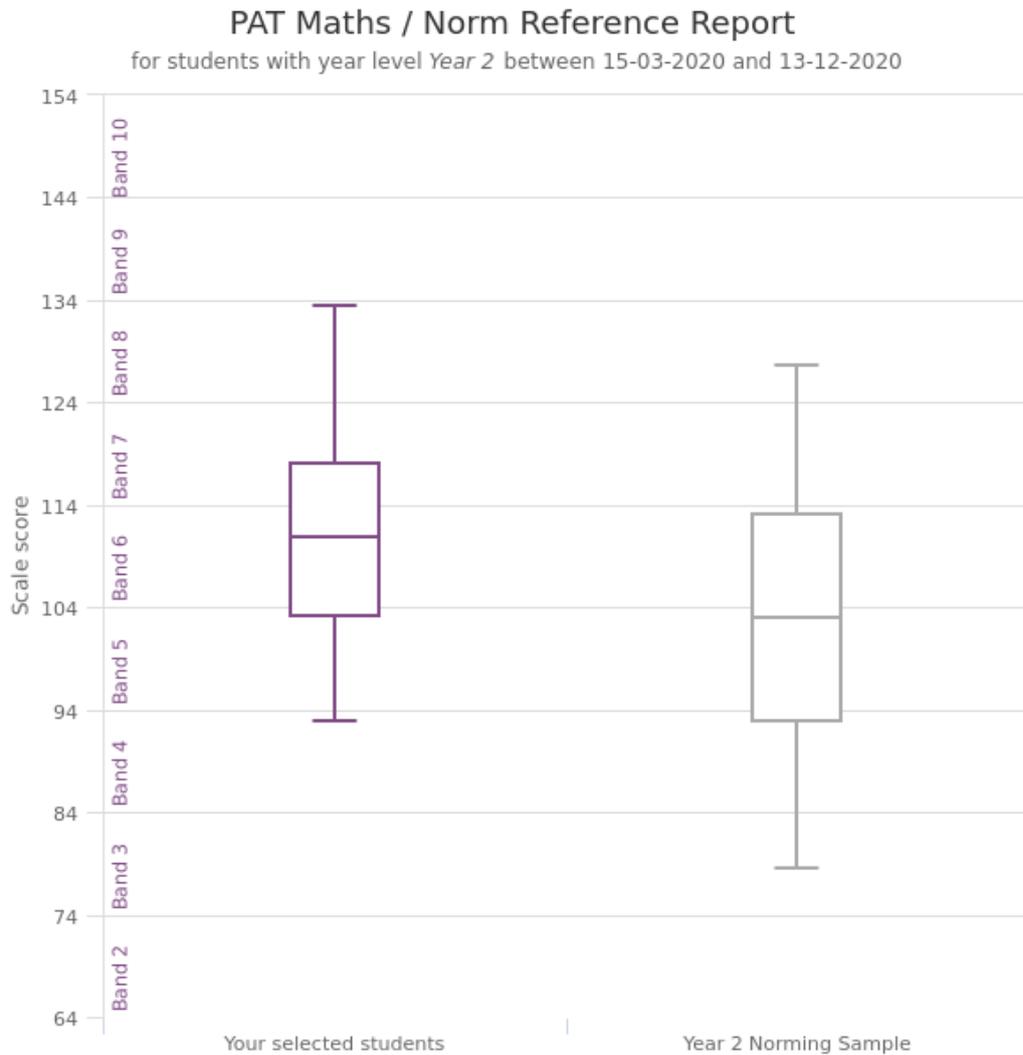
Data from Year 4 students in 2020 shows that our top students exceed the top results of the Norming Sample while our bottom students results are higher than the Norming Sample median. Our median results are 16.2 Scale Score points higher than the sample's median.

## PAT Maths / PAT Maths 4th Edition / Group Report / PAT Maths Test 4

for students with year level Year 4 between 12-04-2020 and 25-12-2020



This data shows that our Year 2 top achievers have again exceeded the top results of the Norming Sample. Our median is 7.9 Scale Score points higher than the Norming Sample while even our lowest achievers fall just below Band 5.



## STUDENT LEARNING OUTCOMES

In the absence of NAPLAN, the school used Alpha Text Levels, ACER PATReading, PATMaths, Fountas & Pinnell Benchmark Assessment (BAS) and the NAPLAN Writing Rubric to formally measure and track the data and achievements of our students for 2020. Staff also used anecdotal records and moderation to monitor growth and plan for next step teaching.

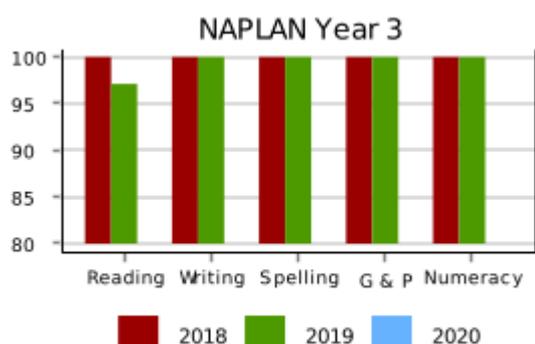
CEMSIS data was to be used for student growth in independent, engaged and confident learners. Unfortunately this survey was not undertaken and an alternate survey was not used. It is therefore difficult to comment on growth in this area. However, student confidence and wellbeing were closely monitored by staff during remote learning via daily wellbeing Google meets.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	97.1	-2.9		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

\* 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 strengthen students social and emotional learning.

**Intended Outcomes:** That student engagement and resilience improves.

### Achievements

Student engagement and resilience was evident in our 97% school attendance rate. While 2020 was an enormously challenging year for all due to COVID-19, our students remained engaged in their learning and maintained relationships with their teachers and peers.

Each morning students attended Google Meets with their classmates to begin the school day. This gave them time to continue their usual school routines of gathering for prayer, mediation and greeting their classmates and teacher. Each student also met with their teacher 1-1 and in a small group throughout the week for a 'Wellbeing check-in'. This involved the teacher checking in with the student to see how they were travelling that week.

Social and emotional learning was an important aspect of the student's weekly timetables and was received well by students, teachers and families alike.

### VALUE ADDED

During 2020 we ensured that Wellbeing Wonders were included in the weekly newsletters to enable families to participate in activities that ensured good mental and physical health.

Staff wellbeing was monitored by the Principal and Paul Spence was engaged to work with staff regularly to ensure that all were travelling well.

Wellbeing checks for families and children were undertaken by teachers and leadership weekly.

Enrolment in The Resilience Project for 2021- staff training commenced at the conclusion of 2020.

### STUDENT SATISFACTION

Following the first lock down due to COVID-19 we surveyed families to gauge their level of satisfaction with remote learning and the wellbeing of students and families. Please refer to the data in the School community section of the report.

Teachers were active in seeking feedback from families throughout the entire lock down in order to deliver best practice. Delivery modes and timetable changes were made and improved to allow students and families to better access their learning.

**STUDENT ATTENDANCE**

Student attendance for 2020 was 97%. Attendance is monitored by the Deputy Principal and families are contacted by 9 30 a.m. if absences are unexplained.

During remote learning children were marked as present if they attended Google meet in the morning and subsequent meet after lunch break.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	97.6%
Y02	95.9%
Y03	97.8%
Y04	96.5%
Y05	97.2%
Y06	96.2%
Overall average attendance	96.9%

## Child Safe Standards

### Goals & Intended Outcomes

We have continued to monitor and develop our Child Safety practices over the course of 2020.

### Achievements

- Professional learning for teachers has been updated through Mandatory Reporting modules and at team meetings throughout the year. As there were no volunteers in 2020 there have been no training sessions or briefings for families and volunteers.
- PROTECT has been implemented and is reviewed regularly to ensure staff are aware of procedures. Posters are available throughout the school and there are also posters up advising children of how to report if they feel unsafe.
- Child safety team operates under the direction of the Wellbeing Leader and meets regularly to discuss new information and staff updates.
- Respectful relationships is taught throughout the school with children participating in awareness of empowerment strategies and discussions around inclusion of all children.
- Human resource practices are in compliance with both the Ministerial Order and MACS guidelines.
- Risk management is ongoing and during 2020 much of our risk assessment was around cyber safety of children. This was dealt with through sessions with both children and families around being cyber safe.

## Leadership & Management

### Goals & Intended Outcomes

2020 goal for Leadership and Management were:

To broaden the learning culture of the school and community.

### Achievements

2020 provided a plethora of opportunity to fulfil this goal! Our learning culture was put under pressure almost immediately the year began with the first Covid lock down. We moved to online learning in the space of 2 days. This included:

- Distribution of devices to families who needed them to access curriculum online (We distributed some 42 devices for this purpose) Fortunately our Grade 5 and 6 children have individual devices.
- Moving Preps (who had been at school for 5 weeks) on to Google and Google Classroom.
- Moving Grade F - 4 on to Google classroom.
- Generating learning plans that could be effected at home with minimal family support.
- Reviewing all work uploaded daily and responding to it.
- Developing plans and briefing Learning Support Officers and Literacy support staff on how we would work with children with additional needs.

A typical lock down day involved a whole class meeting each morning prayer and meditation followed by teachers taking literacy groups until morning break, maths groups after that and LSOs working with small groups on tasks directed by teachers. Reading Recovery and Literacy support teacher took both groups and individual children from 9 a.m. until 2 30 p.m. All staff were online and available by email daily from 8 45 until 3 30. Email until 6 p.m. Weekly leadership and staff meetings were held as well as Professional Learning Meets. Several staff were onsite each day to supervise children of essential workers.

Management throughout 2020 involved:

- Ensuring adequate supervision of students during lock downs taking into consideration health and wellbeing of staff.
- Ensuring teaching and learning continued uninterrupted.
- Ensuring Covid safe plans and requirements were implemented in a timely fashion.
- Continuously monitoring Government communication and implementing any changes needed.
- Ensuring staff wellbeing was maintained.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Some of the professional learning participated in by our staff throughout 2020:

- Spelling in Context
- Phonics in Context
- Spirituality
- RE Curriculum
- ThRass
- Literacy - writing focus.
- Maths - number focus

Number of teachers who participated in PL in 2020

24

Average expenditure per teacher for PL

\$1204

**TEACHER SATISFACTION**

- Staff retention for 2020 was 80%. (3 staff on Parental leave)

Some comments about staff from Covid survey 2020:

- A lot of screen time but the teachers produced wonderful slide packs, loved that the format followed what the children were used to in class. Gained even more respect for teachers! Although it's a screen, enjoyed watching my daughter learn to read through Epic, in these times when we couldn't access the library it was a great tool.
- We found the content easily to use & follow. It was engaging & at a good level (not too easy, not too hard). Found we spent a lot of time in front of the screen, so tried to distance ourselves from it as much as we could. I loved knowing exactly what they were doing. So we as a family could discuss topics together, play maths games over the weekend etc. I felt my daughter progressed so much over the time spent at home. It was an extremely rewarding experience as a parent
- The online learning has been very well handled by the teachers. They have done a great job in the circumstances. It has taught the children to be a bit more independent, but the downside is not having the benefits you get from the classroom environment
- Teachers and the entire school staff did amazing job way beyond what we could see from other schools.
- My teachers were there for me every day through online learning.

Anecdotally, staff felt very proud of their efforts for the children over 2020 and were able to articulate this to each other. They were extremely supportive of each other, families and children.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	93.2%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	79.4%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	5.6%
Masters	5.6%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	61.1%
Advanced Diploma	22.2%
No Qualifications Listed	22.2%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

To strengthen and formalise parent and local involvement in, and global connections to, student learning

### Achievements

During 2020 family involvement in education and community at our school became an imperative. As learning moved online families became responsible for the day to day participation of their children in the learning environment and were supported in this endeavour by all the staff.

Relationships were strengthened through ongoing contact with teachers, support staff and leadership throughout the lock-down periods and this has had very positive effects on relationships as children return to school.

Due to ongoing Covid restrictions none of our usual community events such as our Art Show, Family Movie nights etc were able to proceed.

### PARENT SATISFACTION

Families and our community were extremely supportive. This included our Kelly Club OSHC who were available to support us throughout lock-downs. We conducted a survey of families in October 2020 post covid lock downs. Some of the collated data follows:

#### ***What have been the positives in lockdown?***

- More time together as a family.
- Watching children learn and develop
- Less rush and hurrying around
- Appreciating the small things
- Appreciate those we missed - grandparents etc
- Getting to know how and what children are learning
- No rush to extra curricula activities
- Exercise together
- Eating together
- Appreciating teachers more
- Sleep ins - no commute

#### ***Are there things you have done that will inform/change how your family lives into the future?***

- Continue to spend more quality time together

- Be more patient and understanding
- More appreciative of community
- Be more grateful
- Have developed a family charter
- Cook more and maintain independence of children
- More confidence to help children with their work
- Continue to work from home when possible
- Not underestimate my child
- Never home school again
- Keep meditating and doing activities together
- Renewed appreciation for teachers and education
- Using tech to facilitate family connection etc
- Increased planning skills children have will be useful
- Relax more

***What have been the challenges for your family?***

- Balancing working from home and home learning.
- Boredom - lack of enthusiasm for home learning
- Home learning with 3 year old around - reducing screen time
- Not seeing family and friends
- Self care for adults in the house due to demands
- Sharing small space/internet bandwidth/emotional rollercoaster
- Reduced income and small home
- Couldn't visit family in hospital
- Meeting everyone's needs - baby, school aged children, husband working at home
- Technology - got sorted in first week of learning.
- Children at Kelly club only helped with tech issues. (Children were assisted by both Kelly Club and LSOs on site with their work not just tech)
- Avoiding Covid information overload

***We also asked for feedback on online learning and some comments are reproduced below:***

- a great balance of online meeting activities, online work and "old-fashioned" paper and pen work. the weekly schedule was great for families to plan their days, allow the children to plan theirs. Also to give parents insight into what the children are working on, where some of their strengths and weaknesses are.
- The school did such an amazing job & made it very easy for all of us

- A lot of screen time but the teachers produced wonderful slide packs, loved that the format followed what the children were used to in class. Gained even more respect for teachers! Although it's a screen, enjoyed watching my daughter learn to read through Epic, in these times when we couldn't access the library it was a great tool.
- We found the content easily to use & follow. It was engaging & at a good level (not too easy, not too hard). Found we spent a lot of time in front of the screen, so tried to distance ourselves from it as much as we could. I loved knowing exactly what they were doing. So we as a family could discuss topics together, play maths games over the weekend etc. I felt my daughter progressed so much over the time spent at home. It was an extremely rewarding experience as a parent
- The online learning has been very well handled by the teachers. They have done a great job in the circumstances. It has taught the children to be a bit more independent, but the downside is not having the benefits you get from the classroom environment
- I thought the school did an excellent job and the material was great. My only complaint was that not everything could be done on an ipad and our laptop died a couple of months before all of this started so we struggled initially until the school provided us with a laptop.
- Teachers and the entire school staff did amazing job way beyond what we could see from other schools.

***Some funny stories:***

- We found our home WiFi was using a lot of data and were unable to explain it... until we realised that our grade 2 daughter had discovered princess fairy tales on YouTube and would finish her work quickly, then stream videos in the remaining time...
- My son loved taking over and being the teacher
- We had teacher names for home learning, rather than Mum or Dad - Mr Learnalot, Coach Nick for PE, Mrs M. Sally Scientist also visited for special science experiments.
- Neither my preppie or grade 2 could get their headphones to work. When we investigated we realised their little brother had decided the cords were tasty. He attacked 4 sets of headphones during lockdown! We won't be getting a puppy anytime soon.
- The kids telling us constantly that we are terrible teachers because we work them too hard and that they wanted to go back to school where it was way more fun!

***General comments:***

- St Bernadette's staff have been so organised & calm throughout the entire time. This has really helped in keeping the kids on track & motivated to learn. I cannot thank them enough for all the hard work they have put in.
- We always appreciated what you do but now we do so to an even greater extent! Thank you
- A big thank you to the school for the support and connectivity during this time - we loved the videos!! I thought you all did a fantastic job in a difficult time and I have an even greater appreciation for teachers and the St B's community.

- A big thank you to the staff at St Bernadette's who have all been providing compassionate support, education and encouragement to both our children and us parents during this time of home learning.

Overall there was an overwhelmingly positive response to the year and the changes and challenges that it brought.