



# St Bernadette's School

## Ivanhoe West

### 2022

### 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, Vivienne Armarego, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

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

## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

**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:** To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by our Catholic faith and contemporary educational theory and practice.



## School Overview

St Bernadette's is a Catholic Primary school in Ivanhoe and is one of two schools in the Mary Mother of the Church, Catholic Parish of Ivanhoe. There are 220 students enrolled from Prep to Grade 6. The school has two Prep classes, three Grade 1/2 classes, three Grade 3/4 classes and two Grade 5/6 classes.

St Bernadette's is committed to providing equitable access and opportunity for all children. The school's inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes. It is a community where positive relationships and belief in people are at the core of what we do.

At the heart of our learning and teaching process is the child and how he or she may come into the fullness of their own unique self. There is a comprehensive curriculum for the children based on the Victorian Curriculum. Specialist classes in Mandarin, Performing Arts, Visual Arts and Sport are held weekly for all students. There are also weekly classes in Science /STEM. We are part of The Resilience Project which explicitly teaches children empathy, mindfulness and gratitude.

We aim to provide a holistic education for our students with good first teaching in our classrooms, supported by Literacy, Numeracy and Reading Recovery support teachers to assist with remediation and extension of our children.

The emphasis on the whole student and their well-being is a priority, and we believe that if children are known and cared for, good learning follows. We also work hard to build and sustain community and this has been particularly important since the pandemic and the return to a normal school year.

Our 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.

## Principal's Report

The 2022 year began with a little trepidation, would it be a navigation through another unprecedented year of lock-downs due to Covid or a journey back to a normal school year? Fortunately the latter. As a school community we worked with a sense of positivity and hope, in partnership with families to support the well-being and learning of our students and rebuild the school community as we returned to a normal post Covid year. We continued to build a supportive and caring school where students felt a great sense of belonging and where each individual is nurtured and celebrated, ensuring students were working to their full potential, being able to shine and flourish.

The social and emotional needs of our students post the unpredictability of 2020/21 led to a greater focus on Student Well-being and community connectedness. Our continued work with The Resilience Project was critical as we explicitly taught gratitude, empathy and mindfulness. We continued to build an environment and culture where well-being and support was imperative, providing a platform where every child could shine and grow.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. Each individual is at the centre of all that we do - developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. We continued to encourage our students to strive for excellence by making the best possible use of all of their talents and abilities.

As teachers, we also see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focussed teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities. We continuously analyse data to inform our teaching and set the 'next step' teaching for our students. In 2022 the staff undertook professional development in areas of Maths, focusing on the early years ENA, THRASS, and colleague and student feedback.

Parent engagement was also a focus again this year as we welcomed parents back into the school as literacy and classroom helpers. Our school community focus went from strength to strength throughout 2022, and it was a testament to the strong and positive relationships that we have with our parent community. Our P & F Committee worked hard to contribute and promote the community life of our school. We were pleased to open our school year with a very successful welcome Family Picnic. It was such a pleasure having our families back within our school. We were able to hold our Mother's Day and Father's Day breakfasts and stalls again, along with a successful Trivia night hosted by our P & F committee. Fundraising across the year supported the revamp to our middle court area, scheduled to start early 2023. A big thank you to all our parents who have given up their time to assist the P & F this year.

Our biannual Art show was a wonderful success showcasing the visual art talent of all of our children. Each contributing to the amazing display of work guided by our art specialist – a great community event.

Much of the work for 2022 focused on our School Review planning for our next cycle of school improvement 2023-2026. This was a perfect opportunity, guided by our reviewer, to critically review where we placed St Bernadette's in our journey as a school. St Bernadette's staff worked closely with reviewer, David Allibon to complete all aspects of the review. David found St Bernadette's to be a welcoming and well-organised school. David's observations included;

- Students spoke of St Bernadette's with warmth and pride as a place where they feel welcome, safe, cared for and respected. They exhibited a clear sense of being known and appreciated for their learning strengths and had a strong belief that their teachers had high expectations for them
- The use of data to drive improved learning is used by staff to identify and unpack next steps for learning
- There was a supportive leadership and a shared sense of purpose and direction
- Strong parental support and engagement with the school
- A safe, orderly well-maintained environment for students
- Staff morale and support for the school's leadership team

David noted that communication with families and the parish community is strong and that diverse options for parent involvement are offered. After meeting with parents, David reported that parents are supportive and engaged.

At the conclusion of the review our leadership team worked in consultation with MACS to plan for our 2023 - 2026 School Improvement Plan with the following strategic intent:

*To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by our Catholic faith and contemporary educational theory and practice.*

To support the intent the following priorities were developed. ...

- A goal of professional learning
- A culture of feedback
- Learner agency and engagement.

We feel excited and energised about our next period of school improvement.

I would like to take this opportunity to thank the staff for their care, professionalism and nurturing of the children during 2022. I know that each staff member worked resolutely to provide the best education for the children at St Bernadette's. As a school we continue to work in strong partnership with students, families and staff. We are proud of the quality of the learning and teaching, the positive and supportive relationships within our community as well as the warmth and welcome to all, for which St Bernadette's is highly regarded.



## Catholic Identity and Mission

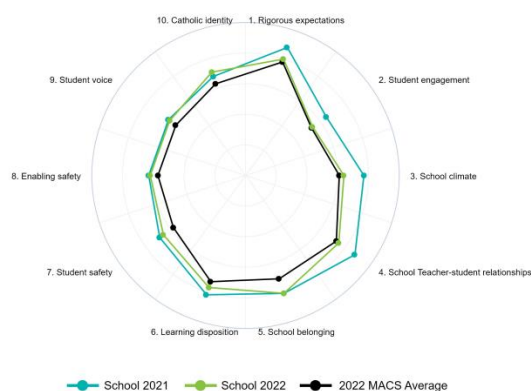
### Goals & Intended Outcomes

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

### Achievements

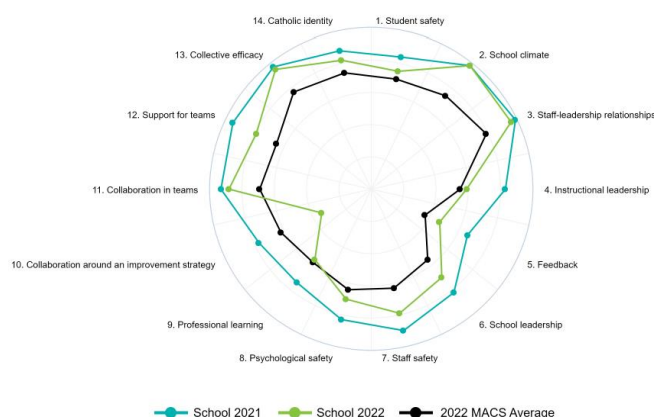
- Celebrating all Sacraments with extended family.
- Taking part in online Sacramental Family Workshops.
- Strong and committed leadership from the Religious Education Leader working in collaboration with Parish Priest and REL from sister Parish school to prepare Sacramental candidates.
- Year 6 RE team facilitating liturgies and Masses, writing pieces for the newsletter and promoting Social Justice initiatives such as cooking pancakes for the whole school on Shrove Tuesday.
- Fundraising efforts for Catholic organisations such as Project Compassion.
- Holy Week Liturgy performed by the RE Team.
- All classes taking part in termly Masses.
- Taking Part in Pyjama Day to raise money for the St Vinnie's Winter Appeal.
- Families donating pantry items for the St Vinnie's Christmas appeal.
- Yr 6 children participating in Confirmation retreat day highlighting how we as Catholics can make a difference in the world.

E1166 St Bernadette's School Primary  
2022 Comparative Domain Radar - Student  
1st Level Comparison



According to the student data, Catholic Identity has increased from 2021 to 2022 and sits above the MACS average.

1166 St Bernadette's School  
2022 Comparative Domain Radar - Staff  
at Level Comparison



Staff at St Bernadette's have a strong connection to Catholic Identity and this sits above the MACS 2022 average.

## VALUE ADDED

- Create class prayer cloths and establish morning prayer and meditation routine.
- Celebrate Whole school liturgy and blessing of class candles.
- Support social justice initiatives; Project Compassion during Lent, the St Vinnies Winter appeal and the St Vincent De Paul Christmas appeal.
- Foster links with the Parish community through REL attending termly meetings with Parish liturgy committee.
- Celebrate as a whole school, Anzac Day, St Bernadette's Feast Day, Reconciliation week and Remembrance Day liturgies facilitated by the RE Team.
- Conduct online Sacramental workshops for parents and children making their Sacraments.
- Conduct weekly staff spirituality sessions with a scripture and meditation focus.
- Participate in PLTs focused on the development of Scripture knowledge in staff, liturgy development and unpacking the Pedagogy of Encounter.
- Conduct Enhancing Catholic Schools Identity survey for students, staff and parents.

## Learning and Teaching

### Goals & Intended Outcomes

To enhance student learning outcomes through staff collaboration and development.

- That student learning outcomes in both literacy and numeracy will improve.
- That students be independent, engaged and confident learners.

### Achievements

Staff demonstrated a commitment to improve student learning through professional learning team meetings twice-weekly, collaboration and development. Structured and organised PLTs were focused across the curriculum and facilitated by leadership.

These PLT's and staff commitment to collaboration and development allowed the staff to...

- Plan in line with the Victorian Curriculum and assess together regularly to improve learning outcomes and provide engaging and enriching lessons for all students.
- Continue professional learning with MACS, ERO and Simon Breakspear.
- Embed LI (Learning Intentions) & SC (Success Criteria) as part of consistent practice recorded in work programs, daily slides and student work samples.
- Continue to provide descriptive feedback to students in response to Seesaw uploads reflecting Learning Intentions & Success Criteria.
- Significantly increase the use of digital technologies across the school with teachers building and consolidating skills and knowledge using, Seesaw, Google Meets and various software applications.
- Foundation teachers took part in the Early Numeracy Assessment Professional Development to further enhance their professional knowledge when teaching the Number and Algebra strand in Mathematics.
- Facilitate and continue the implementation of a whole school Benchmark Assessment Strategy using Fountas and Pinnell.
- Continue assessment in PAT Reading, PAT Spelling and PAT Maths.
- Use data from PAT Tests, NAPLAN and classroom assessments to drive all teaching and learning.
- Collaboratively work in professional learning teams.
- Consolidate professional knowledge about how to analyse PAT R, PAT Spelling and PAT M
- Continue to embed the Levelled Literacy Intervention program across all levels.
- Continue to promote a whole school approach and framework in planning and teaching of Numeracy.

## 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.

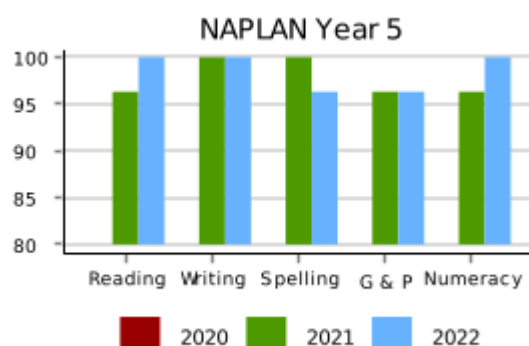
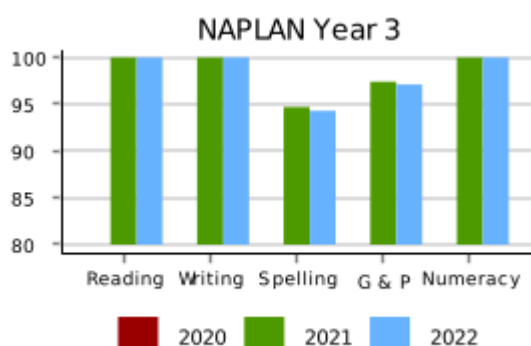
- Student progress was tracked using PAT- R PAT-M PAT- Sp and the Fountas and Pinnell BAS (Benchmark Assessment System) as well as the 2022 Naplan results.
- The Assessment Schedule was reviewed and updated and implemented for the beginning of 2022 assessment period.
- Individual and collective student data, continued to be recorded in ClearTrack, which enabled student progress to be tracked, analysed and used to inform teaching programs and targeted intervention.
- Personalised Learning Plans continued to be developed for students identified as 'at risk', ensuring their ongoing progress.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |      |       |             |       |             |
|--|------|-------|-------------|-------|-------------|
| NAPLAN TESTS   | 2020 | 2021  | 2020 – 2021 | 2022  | 2021 – 2022 |
|  | %    |       | Changes     | %     | Changes     |
|  | *    |       | *           |       |             |
| YR 03 Grammar & Punctuation                          | -    | 97.4  | -           | 97.1  | -0.3        |
| YR 03 Numeracy                                       | -    | 100.0 | -           | 100.0 | 0.0         |
| YR 03 Reading  | -    | 100.0 | -           | 100.0 | 0.0         |
| YR 03 Spelling                                       | -    | 94.7  | -           | 94.3  | -0.4        |
| YR 03 Writing  | -    | 100.0 | -           | 100.0 | 0.0         |
| YR 05 Grammar & Punctuation                          | -    | 96.3  | -           | 96.3  | 0.0         |
| YR 05 Numeracy                                       | -    | 96.3  | -           | 100.0 | 3.7         |
| YR 05 Reading  | -    | 96.3  | -           | 100.0 | 3.7         |
| YR 05 Spelling                                       | -    | 100.0 | -           | 96.3  | -3.7        |
| 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

That student engagement and resilience improves.

That the student engagement will improve to 75% Student safety will improve to 65%

### Achievements

- Our 2022 reviewer noted that -'Student well-being is a clear priority and the environment is one in which all students can feel safe, valued and respected.
- Well being Inquiry units continued to be planned and implemented at the beginning of the school year to assist in establishing relationships and setting expectations for behaviour and learning.
- Student engagement post COVID was an area of focus P-6. Parental involvement was resumed, and it was wonderful to see the community come back together. Excursions, camps and incursions were welcomed warmly throughout 2022.
- PLT's were targeted to support teachers to deliver The Resilience Project program and new staff were inducted into the TRP program. We continued to collect and compare data from the Resilient Youth survey to target support for students.
- The Resilience Project program has continued to support students in building resilience. The program continues to have very positive feedback from both students, teachers and families. A family night was scheduled in collaboration with our sister school Mary Immaculate P.S for early 2023 to further engage families in the TRP program.
- Teachers were given the opportunity to further develop their understanding of Restorative practice and circle time in PLT's. The PLT's were dedicated to developing a consistent approach to discipline at St Bernadette's and to provide teachers with current resources.
- Students who demonstrated empathy, mindfulness, resilience and gratitude were recognised at school assembly and in our school newsletter.
- PLT's focusing on individual student support took place each term and goals were set using current data.
- Parents and teachers of students with additional needs met 3-4 times over the year to address the support being given and its effectiveness.
- Child safety was focused on each term in PLT's to support staff and students.
- Teachers continued to focus on the importance of relationship building with students following the COVID lockdowns of 2021. Social and emotional learning and explicit teaching of interpersonal relationships between students continued to be an area of teaching focus.



#### VALUE ADDED

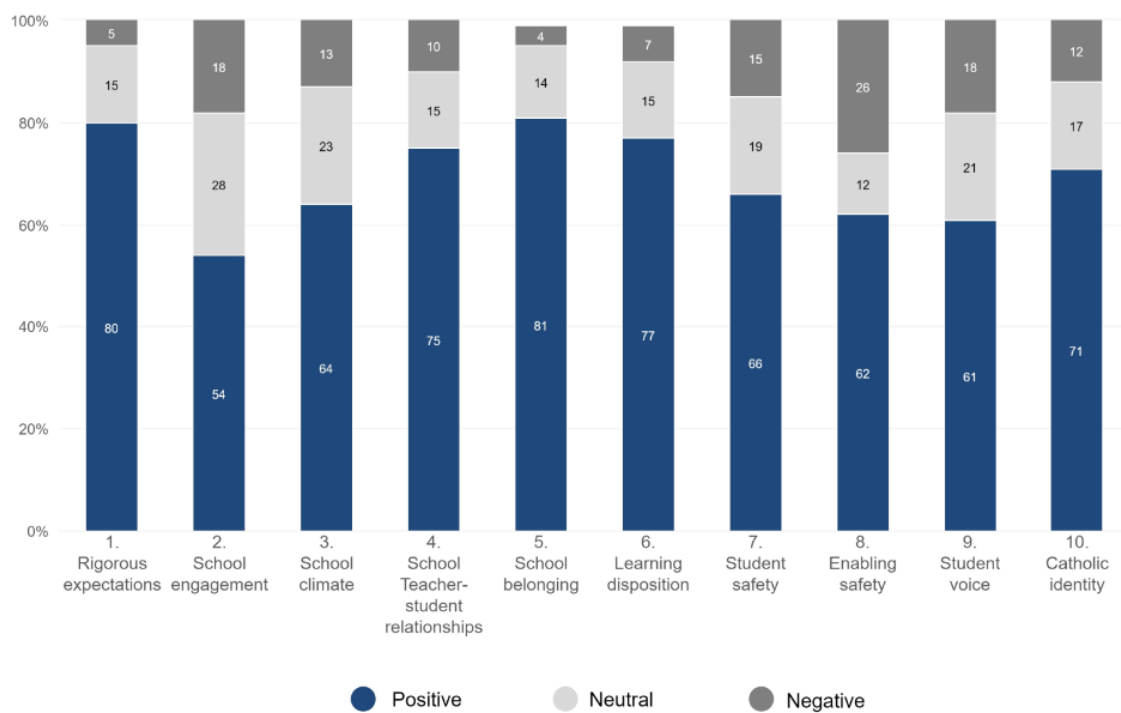
- Students were able to again participate in excursions and excitingly in camps P-6 enhancing student engagement and connection with their peers and teachers.
- Students and families continued to have the opportunity to be supported by our school counselling psychologist.
- The Resilience Project program has been consolidated this year with P-6 participating in weekly lessons focusing on Gratitude, Empathy, Mindfulness and Emotional Literacy.
- 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.

#### STUDENT SATISFACTION

- School engagement continues to be an area of focus. We are unsure whether COVID has impacted student engagement, but it is an area we are aware of and are working towards improving.
- Teacher/student relationships and school belonging continue to be areas of relative strength.

## E1166 St Bernadette's School Primary 2022 Student Responses Overview by Domain

### 2nd Level Comparison



## E1166 St Bernadette's School Primary

### 2022 Domain Level Snapshot - Student

#### 1st Level Comparison

| 2022 Domain Level Snapshot - Student |  |           | MACS average | 2021 | 2022 | Male | Female | Year 4 | Year 5 | Year 6 |
|--------------------------------------|--|-----------|--------------|------|------|------|--------|--------|--------|--------|
| 1st Level Comparison                 |  |           |              |      |      |      |        |        |        |        |
| DOMAIN                               | DOMAIN DEFINITION  | Base (n=) | 28 281       | 78   | 81   | 41   | 40     | 34     | 25     | 22     |
| OVERALL                              | Overall school positive endorsement %  |           | 64%          | 74%  | 69%  | 64%  | 75%    | 72%    | 67%    | 68%    |
| 1. Rigorous expectations             | How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. |           | 78%          | 88%  | 80%  | 74%  | 85%    | 81%    | 78%    | 80%    |
| 2. School engagement                 | How attentive and invested students are in school.   |           | 53%          | 66%  | 54%  | 43%  | 65%    | 59%    | 47%    | 55%    |
| 3. School climate                    | Perceptions of the social and learning climate of the school.  |           | 61%          | 77%  | 64%  | 59%  | 69%    | 63%    | 58%    | 72%    |
| 4. Teacher-student relationships     | The strength of the social connection between teachers and students, within and beyond the school.                                     |           | 73%          | 88%  | 75%  | 65%  | 86%    | 79%    | 75%    | 70%    |
| 5. School belonging                  | How much students feel they are valued members of the community.   |           | 71%          | 81%  | 81%  | 79%  | 84%    | 84%    | 79%    | 80%    |
| 6. Learning disposition              | Students' mindset about themselves as learners.  |           | 73%          | 82%  | 77%  | 74%  | 81%    | 76%    | 79%    | 78%    |
| 7. Student safety                    | Perceptions of student physical and psychological safety while at school.  |           | 58%          | 69%  | 66%  | 64%  | 68%    | 71%    | 61%    | 62%    |
| 8. Enabling safety                   | Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.          |           | 57%          | 63%  | 62%  | 57%  | 67%    | 64%    | 61%    | 61%    |
| 9. Student voice                     | The extent to which students feel they have opportunities to have an impact on their school.   |           | 57%          | 63%  | 61%  | 55%  | 67%    | 66%    | 60%    | 55%    |
| 10. Catholic identity                | Student perceptions about the Catholic identity of the school.   |           | 63%          | 68%  | 71%  | 66%  | 76%    | 74%    | 71%    | 66%    |

## STUDENT ATTENDANCE

Attendance rolls are taken twice daily and any absences that are unexplained are followed up by the office. If there is not a satisfactory result the Deputy Principal follows up with the family.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y01   | 92.0% |
| Y02   | 88.5% |
| Y03   | 91.4% |
| Y04   | 89.5% |
| Y05   | 89.8% |
| Y06   | 87.9% |
| Overall average attendance                    | 89.9% |

## Child Safe Standards

### Goals & Intended Outcomes

To increase staff capacity on child safety standards and procedures and work towards embedding this in everyday practice.

To update and review child safety strategies, policies and procedures.

### Achievements

- Principal attends Parish safeguarding meetings throughout the year to ensure that Parish and school child safety is congruent.
- We have continued to develop our child safe knowledge and practices over the year, particularly in relation to cyber safety given the amount of online time the children are having.
- Students took part in termly cybersafety lessons developing their knowledge and understanding of the importance of safety and risks involved in internet use. Students engaged actively and enthusiastically in the lessons from P-6.
- Follow up information for families was shared in class newsletters after each cybersafety lesson.
- The child safety team and Wellbeing leader prepared and achieved success in passing our school review early 2022.
- Policies and procedures were updated.
- All staff completed Mandatory Reporting modules (Prof development) to ensure that all children are catered for and remain safe. Refresher of PROTECT for all staff. Student and family updates on how to report, who to report to and maintaining child safety in the school featured in the school newsletter.
- Staff took part in continuous professional learning throughout the year in child safety and ways to support students in understanding their rights and responsibilities in being safe.

## Leadership

### Goals & Intended Outcomes

To broaden the learning culture of the school and community.

### Achievements

At St Bernadette's we understand that improved practices and improved outcomes will only be achieved through collaborative, systematic, school-wide efforts to learn how to improve. In other words, the school functions as a learning community underpinned by a belief that, no matter how well the school is performing, improvement is always possible.

Our goal for 2022 was to finalise our 2018-2022 School Improvement Plan - to 'broaden the professional culture of the school'. The challenges of 2020/21 hindered our end goal and achieving this goal did not happen in quite the way we intended.

However, staff were eager to reinvigorate their professional learning and reconnect professionally with each other after lock-downs and there was indeed an enhancement of professional culture. This was due to the redevelopment of very close working relationships between staff. Including increased discussion of best practice and learning on how best to work with our children to support them and each other. All driven by the analysis of data and discussions during and post the school review.

The reviewer David Allibon, noted in his report that St Bernadette's school leaders are respected as instructional leaders and valued for their support, partnership, empathy and encouragement of teachers and support staff.

The development of a plan to support aspirant staff to gain additional leadership skills and build capacity was undertaken to ensure the school has staff who are ready to move into new leadership roles.

Staff worked with MACS to establish our next school improvement plan focusing on developing a culture of professional learning and feedback for all and embedding learner agency and engagement for all participants of our learning community at St Bernadette's.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

There were a number of professional development sessions undertaken throughout 2022 including, but not limited to:

- Continued development of staff through Professional Learning team meetings
- Continued training on The Resilience Project
- North East Principal Network Meeting-Vision/Spirituality Paul Spence
- Online Child Safety Modules



- Mandatory Reporting
- Masters of Education
- Spelling in Context Webinar x 3 - Misty Adoniou
- THrASS training for early years staff
- 3 part Professional Language Learning for Mandarin
- Staff conference: Developing a Culture of Feedback with John Marks
- Networks for leadership - Wellbeing, RE, Deputy Principal, Maths, ICT/STEM and Principal.
- LLI ongoing training
- SILC with Simon Breakspeare
- Spirituality
- Reading Recovery training and network
- STEM Development & Training
- Early Number & Algebra (ENA) training

Number of teachers who participated in PL in 2022

23

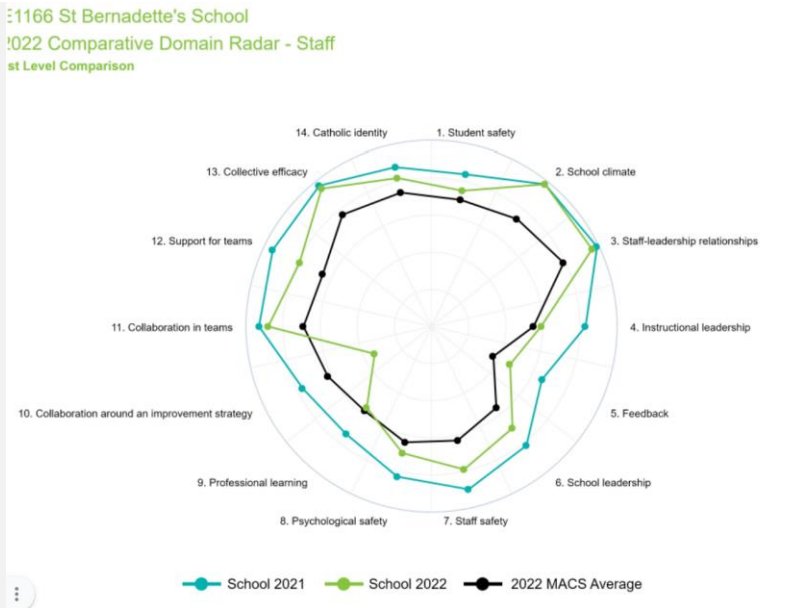
Average expenditure per teacher for PL

\$1560

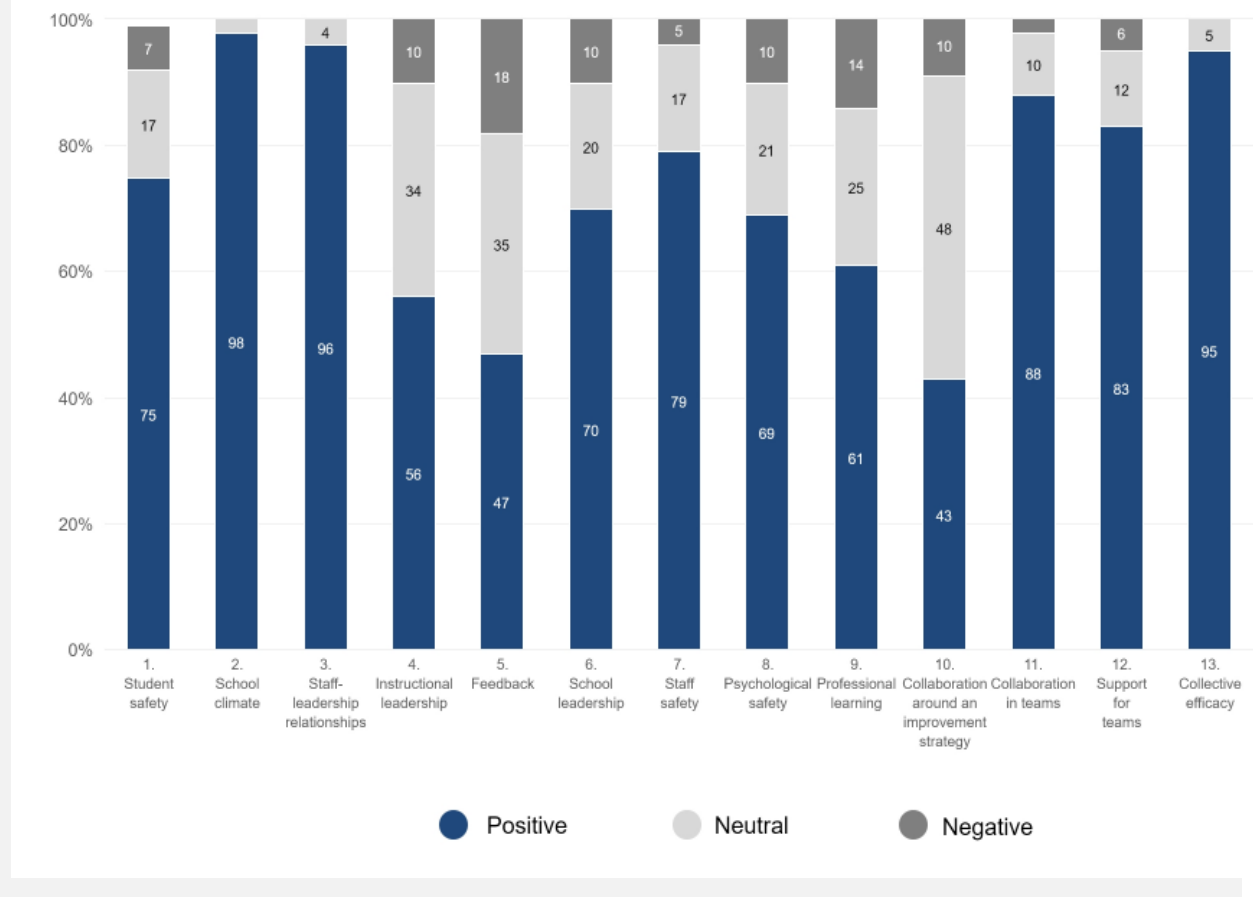
## TEACHER SATISFACTION

On review of the MACSSIS 2022 survey data we note that staff ratings are consistently significantly higher than the MACS average. Staff rate leadership relationships, efficacy, school climate, and team collaboration very highly. This is evident in the way in which staff work together - teachers, LSOs, office - to ensure the most positive outcomes possible for our children.

However, staff have indicated that they would like more collaboration around an improvement strategy for the school and an understanding, and development of a feedback culture. This has been prioritised in our 2023 - 2026 School Improvement Plan.



E1166 St Bernadette's School  
2022 Staff Responses Overview by Domain  
Staff Level Comparison



|  |
|--|
|  |
|--|

| TEACHING STAFF ATTENDANCE RATE |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 74.5% |

| ALL STAFF RETENTION RATE |       |
|--------------------------|-------|
| Staff Retention Rate     | 85.7% |

| TEACHER QUALIFICATIONS   |       |
|--------------------------|-------|
| Doctorate                | 5.9%  |
| Masters                  | 11.8% |
| Graduate                 | 11.8% |
| Graduate Certificate     | 0.0%  |
| Bachelor Degree          | 52.9% |
| Advanced Diploma         | 17.6% |
| No Qualifications Listed | 23.5% |

| STAFF COMPOSITION                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 3.0  |
| Teaching Staff (Headcount)            | 24.0 |
| Teaching Staff (FTE)                  | 17.6 |
| Non-Teaching Staff (Headcount)        | 11.0 |
| Non-Teaching Staff (FTE)              | 8.3  |
| Indigenous Teaching Staff (Headcount) | 0.0  |

## Community Engagement

### Goals & Intended Outcomes

To reconnect with the families and community post COVID restrictions and to continue to build positive relationships.

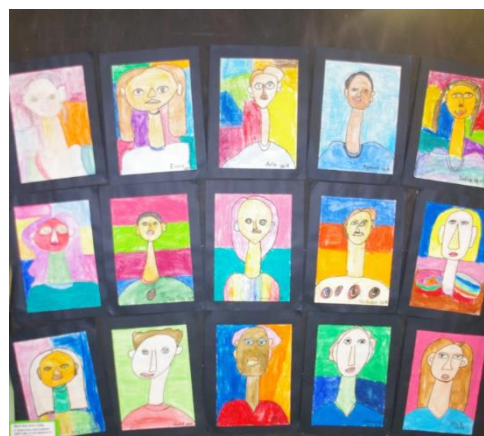
### Achievements

With the first full year of onsite learning since 2020. The school's aim was to welcome back families into the school. Through reintroduction of events and activities, families were able to start to reconnect with the school and importantly with each other.

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

Achievements:

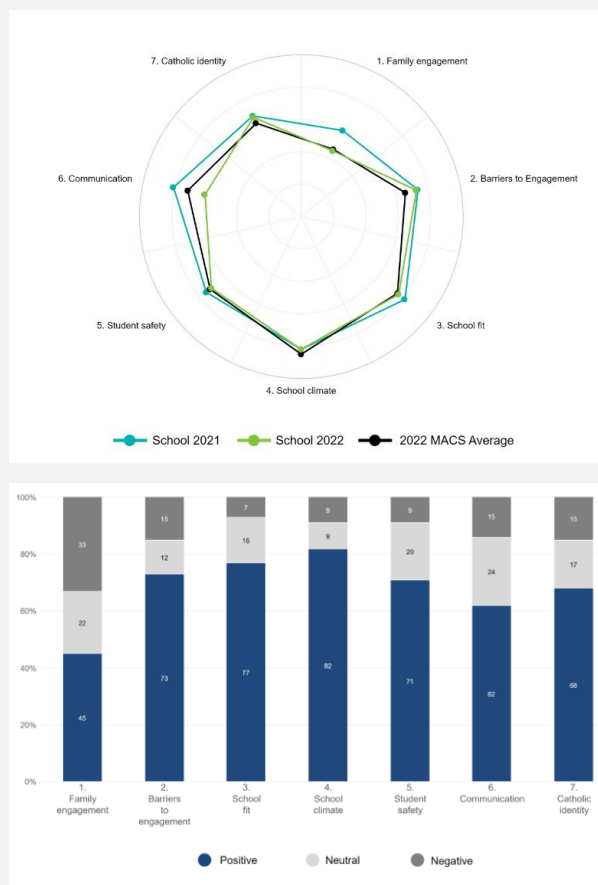
- Literacy Helpers reintroduced to the junior level school
- The family Welcome Barbecue was a wonderful way for the St Bernadette's community to celebrate a new school year. Many families and staff attended the evening.
- Large numbers gathered for the Mother's Day breakfast.
- The Father's Day "footy" themed breakfast was very well received with large numbers of fathers, grandfathers and uncles in attendance.
- Parents and Friends held a trivia night. The night was a huge success with over 100 in attendance and a considerable amount of money raised towards the middle court garden project.
- The school was able to once again hold the Art Show which was held over 2 nights. Both nights were very well attended by students and their families.
- Parent/ Teachers Learning conversations remained online for both the beginning of the year and Mid-year interviews.
- Children from the Ivanhoe Co-op were invited to the school to work on craft activities with some of the 5/6 classes.
- The Prep children made several visits to the Ivanhoe Co-op to read with the children.
- The Year 3/4 children were 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.
- A group of 5/6 students participated in the STEM Aviation program culminating with the students attending the STEM Mad Showcase at the Catholic Leadership Centre to present their aircraft.
- The Fire Carriers and school captains attended the Remembrance Day ceremony at the Heidelberg Repatriation Centre.
- The whole school took part in "Thin Green Line" day when they made joey bags and blankets for the rangers from Parks Victoria.



## PARENT SATISFACTION

Anecdotally the families at St Bernadette's are very satisfied with the learning environment and culture of the school for their child.

From 152 families only 8 families responded to the MACSSIS survey, therefore the data provided is not indicative of St Bernadette's whole community. Of the data provided it indicates that St. Bernadette's is on par with the MACS averages. Parents remained very positive about the fit of the school and the school climate. While family engagement data decreased slightly, indicative of Covid restrictions, this drives our goal of reconnecting with our families and community and continuing to build positive relationships post COVID.



## Future Directions

St Bernadette's will continue to enhance our students' learning opportunities across the spiritual, academic, social and emotional and physical areas of the curriculum.

We will be guided by our mission '*To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by our Catholic faith and contemporary educational theory and practice.*' ,

In 2023, there will be a focus on:

- Further strengthening and enriching our school as a contemporary Catholic community.
- Continuing to improve the safety and well-being of all students as they continue to navigate the enduring impact of lock-downs and a pandemic.
- Improving student learning outcomes through personalised, effective and stimulating teaching that builds student engagement and success as a learner.
- Sustaining a staff culture, characterised by shared vision, a strong sense of teamwork and continuous improvement.
- Continuing to develop positive relationships within our school community.
- Strengthening community partnerships to support student learning and engagement.