

SCHOOL PROFILE

School name St Bernard's School

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School website www.stbernards.qld.edu.au

Contact person Patricia McMahon - Principal

Principal's foreword

St Bernard's Catholic Primary School, commenced by the Sisters of St Joseph in 1955, shares in the educational mission of the church as part of the Upper Mt Gravatt-Wishart Parish.

As students are at the heart of all activities, the school's vision is that learning is child-centred where children are prepared to be life-long learners prepared to meet challenges as compassionate Christian members of the community. The school's mission is to develop and nurture an environment where children learn about themselves, their world and their God by working in partnership with families, staff and the parish community.

All members of the school community are encouraged to value the diversity of each person and to experience and live a Christian life in the Catholic faith.

The school's motto - 'Your Light Guides' - describes both the path to life as shown to us in Jesus Christ as well as the guiding life of knowledge. Each year priorities are developed as part of the school's Renewal Plan. These are implemented and communicated to the parent body throughout the year according to the emerging of the school.

School facts

St Bernard's School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 382 Girls: 187 Boys: 195

Characteristics of the student body

A particular characteristic of the student body is its multicultural nature. Many students are from families who have English as their second, or if not their third or fourth, language. They bring a diversity of culture to the school community thus creating a vibrant gathering. Within the student body there are students from differing religious backgrounds. This adds to the richness within their class and across the school. Some activities throughout the year acknowledge and value this diversity. The school caters for a wide diversity of student academic ability and teaches to the student's point of need.

With the location of the school at the intersection of two (2) busy roads, and within proximity to both the South-East Freeway and Gateway Motorway, there are students who travel considerable distances to attend the school. The school is located within a growth area of the city with increasing enrolment numbers in the lower school. An additional characteristic of the school is that there are equal numbers of boys and girls throughout the school, including in the upper year levels, which ensures that the delivery of educational content caters for all learning styles. As Clairvaux MacKillop College is located directly adjacent to the school most students undertake their secondary education at this College many students having older siblings attending Clairvaux MacKillop College.

Social climate

St Bernard's is a welcoming community with many families of various cultural backgrounds. Staff are highly supportive of the school as both a learning environment and a community. Activities occur throughout the year, such as P & F Association and School Board monthly meetings, Welcome BBQ, Working Bees, Spring Fair, Trivia Nights, Student Discos, Easter, Christmas Mothers' Day and Fathers' Day celebrations, Harmony Day, Biggest Morning Tea, Purple Day, morning teas after class celebrations, annual Athletics, Swimming and Cross-Country carnivals, Violin/Guitar/Band introduction and performance sessions, Under 8's Week, whole school assemblies along with other events. With the employment of a part-time Guidance Counsellor and a part-time School Chaplain (Federally funded) there is much support for both students and parents. Other pastoral activities for families occur as needed. Positive Behaviour 4 Learning throughout the school is used with friendship group activities supporting some students. Playground data informs activities. No bullying actions are accepted and are dealt with as soon as becoming evident.

Curriculum - our distinctive offerings

While Religious Education is a high priority, the Key Learning Areas of English, Maths, Science, Health & PE, History/Geography/Social Sciences (HASS), Music Education, Art (Prep to Yr 4), and LOTE (Japanese Yrs 5 & 6) are taught. Information Communication Technologies are integrated throughout all curriculum areas and across all year levels. An I.T. teacher supports the development of both teacher and student skills.

Part-time teaching staff are also employed in the areas of Library, ESL (English as a Second Language), Support Teacher Inclusive Education, Guidance Counselling and Literacy Support. A part-time School Chaplain (Federally funded as part of The National School Chaplaincy and Student Welfare Program) supports all students.

An outdoor education program is undertaken by Year 6 students. All year levels participate in a dance program in Term 3.

Swimming, across a 6-week block, takes place for each year level in Terms 1 and 4.

Much emphasis has been given to a Visible Learning approach which engages students in their learning and progress. Students set a goal for their next step of learning, when this is achieved another goal is then selected and added by the student. 'Learning Powers' (dispositions for being a successful learner) are displayed in each room to assist each students on their learning journey. Data is used to inform teaching practice and monitor student progress.

Curriculum - our extra curricula activities

Extra curricula opportunities available at the school are:

Instrumental Band program - both Junior and Senior, Guitar lessons, Violin lessons, Piano lessons, Junior and Senior Choirs, Netball, Touch football, Soccer, Cross Country training, and sporting workshops, such as badminton and gymnastics.

Some of these activities involve a fee payment.

Most of the musical activities are conducted during school hours (in consultation with the child's teacher) while sporting activities are carried out either before or after school. Additional music activities are paid for by parents.

Each week 2 visiting Speech Pathologists (each from different companies) attend the school during class time enabling student therapy to be conducted during school hours. This is a private arrangement between parent and practitioner.

Parent, student and teacher satisfaction

Satisfaction of the school is gathered by various methods. Data gathered from internal reviews and during an external review of the school provides valuable information. A high level of satisfaction by parents, staff, and upper year level students has been indicated. Parent-Teacher information evening and parent-teacher interviews are utilised to gain information along with Parents and Friends Association and School Board meetings. Student Council (Yr 6) meetings are also utilised to gain student information. Constructive comments from school community members highlighting areas requiring attention is welcomed.

Parent support of the school is high with each class having at least one parent class convenor.

Interaction between staff and parents is demonstrated at various events and with staff working with parents on stalls at the annual Spring Fair. Feedback regarding policy development is also regularly sought through the School Board.

Parent engagement

Parent involvement at the school is encouraged. Processes to involve parents in their child's learning is frequently initiated by the class teacher with an initial invitation to an evening information session extended at the beginning of the year. School newsletters are forwarded home each week (either electronically or in hard copy) regarding activities at the school. Most class teachers forward home a monthly or term newsletter pertaining to upcoming activities and class events. While written communication to parents occurs frequently there are many other informal opportunities for parents. Some other ways parents are engaged are: class convenor role, teacher availability for other meetings, class helpers, assisting on some excursions, group rotational activities, Under 8's Week, and special class events. Parents are also encouraged to join the whole school at liturgical celebration and to attend regular whole school assemblies. The School Chaplain co-ordinates the Classroom Convenor parent activities across the school.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

Efforts were directed during 2016 towards achieving progress in relation to the school's goals. Goals were set in relation to social action and justice, work culture, stewardship of resources and strategic information management. Achievements of refining school practices in light of Catholic social teaching documents, proposals developed to support social causes such as Project Compassion, Caritas, and Catholic Mission, funds collected for outback Queensland drought relief, and donations to local communities occurred.

A positive culture was further developed within the staff where relationships, engagement and participants displayed a professional accountability towards the employer, education profession, parents and students. Equitable and ethically financial resourcing, which supported the teaching and learning activities, was given much attention throughout the year within the school's financial limitations and responsibilities. All strategic information was utilised and managed in a way which ensured that systems and infrastructure supported the teaching and learning activities in an ethical and secure manner.

Future outlook

While the school will continue to consolidate past goal achievements, attention will also be directed during 2017 to witnessing, building and sustaining the values of the educational work of the Church. Additionally, refinement of school processes for the management of finances and facilities for long-term viability and sustainability to fulfil the school's mission will be addressed.

Curriculum attention will continue to be directed towards supporting the learning and teaching activities throughout the school. Specific efforts will focus on providing excellent learning and teaching as well as building teacher capacity. Additional time and resources will be used to support the development of reading with particular focus on the Year 4/5 cohort. This will have a flow-on effect to other year levels. Progress will be tracked through cyclical review and response meetings. More refined use of data will support teacher planning and curriculum delivery. These activities will be a critical challenge for the school throughout the year.

STUDENT OUTCOMES

Whole school attendance rate			94.00	%
Prep attendance rate	92.00	%	Year 4 attendance rate	93.00 %
Year 1 attendance rate	94.00	%	Year 5 attendance rate	95.00 %
Year 2 attendance rate	94.00	%	Year 6 attendance rate	94.00 %
Year 3 attendance rate	94.00	%		

Management of non-attendance

Class rolls are marked electronically twice daily. Principal electronically monitors daily roll marking. A dedicated School Absentee phone line is installed for parents to leave details of absence. A note is expected to be provided to the class teacher upon return. Phone calls or personal contact are made with the class teacher, and then with the Principal, if regular absences occur. Regular monitoring of particular students occurs with parents/carers. A medical certificate may be required to be provided by the parent if a student is absent on a regular basis. At times a support team meeting is convened to support a parent/family with ensuring the student's regular attendance. An SMS is sent to parents.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	417.19	425.70	517.64	501.70
Writing	434.38	420.50	485.46	475.40
Spelling	422.86	420.10	504.24	492.90
Grammar & punctuation	437.37	436.30	518.26	505.00
Numeracy	386.50	402.20	514.16	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	31	20
Full-time equivalents	25.69	10.25
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	5
Post Graduate Diploma/ Certificate	10
Bachelor Degree	15
Diploma/Certificate	1

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 86 287

The major professional development initiatives were as follows

Delivering Excellent Learning and Teaching initiatives; Building teacher capacity along with High Yield strategies; GROWTH Model of Coaching; Visible Learning strategy development; Support for Students With Disability; R.E. Curriculum planning and development; Embedding digital technologies in learning activities

Average staff attendance rate The staff attendance rate was 97.29 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 87.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

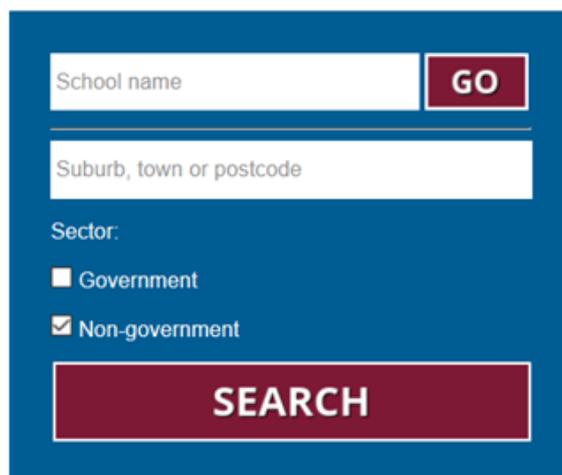
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.