

## SCHOOL PROFILE

School name St Bernard's School

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### 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 needs 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: 374 Girls: 188 Boys: 186

## 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 third 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 education content caters for

## 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 celebration, 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, Australian Curriculum areas of English, Maths, Science, Health and P.E., History/Geography/Social Sciences (HASS), Music Education, Art (Prep to Yr 4), and LOTE (Japanese Yrs 4, 5, and 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, EALD (English as an Additional Learning Dialect), Support Teacher Inclusive Education, Guidance Counselling, and Primary Learning Leader. 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 student 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, Strings (violin and cello) lessons, Piano lessons, Junior and Senior Choirs, Netball, Touch football, soccer, Cross Country training, Chess, and sporting workshops, such as, badminton and gymnastics.

Most 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 a private Speech Pathologist attends 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 preparation for an upcoming 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 as well as 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.

Parent 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 against 2017 annual plan

With the major goal of a school-wide consistent approach to using data to inform point of need teaching in Literacy groups 78% of Year 4/5 students scored within 5 points of the National ACER PAT-R mean score. By the end of 2017, through a focus on a school-wide consistent approach to using data there was the creation of a data wall for reading and writing. Data was collected for spelling using spelling inventories, and a comprehension tool for consistency throughout the school was created. Data was used to inform point of need teaching in Literacy groups. Data was used to inform formation of student learning groups with literacy profiles collaboratively created.

High expectations for staff and student learning were held along with student progress. Teachers led and supported teaching and assessing from the Australian Curriculum for the development of knowledge, understanding and skills. Accomplished teachers and support staff assisted in the process. Ongoing work was carried out in building teacher capacity and effectiveness, mentoring, co-planning, co-teaching, co-briefing, and co-reflecting across specific cohorts.

### Future outlook

Teaching staff are becoming more focussed on a collective purpose, identifying progress and building on prior achievement. Teacher planning session and cohort meetings will be further supported.

While staff possess a range of knowledge and skills in pedagogical practices building staff knowledge along with a common language will receive further attention.

Providing feedback opportunities for staff will be ongoing while building on student feedback practices.

Teaching multiple ways of knowing, interacting and consistently teaching explicitly to move each students' learning forward will received continued support. Ways to establish more processes for peer observation and feedback will be further implemented in the coming year.

Future efforts will specifically focus on Year 1 and Year 2 reading levels. From past efforts on Reading progress, and the flow-on effect to other year levels, attention will also be directed toward writing development.

## STUDENT OUTCOMES

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

### Management of non-attendance

Class rolls are marked electronically by teachers twice daily (as per their requirement). The Principal electronically monitors daily roll marking. A dedicated School Absentee phone line has been added to the school phone system for parents to leave details of a student's absence. A note is expected to be provided to the class teacher upon the student's return.

An SMS text message is forwarded to the appropriate parent if contact has not been made with the school by 9.30 a.m. regarding a student's absence.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	420.98	431.30	506.58	505.60
Writing	389.50	413.60	486.75	472.50
Spelling	399.96	416.20	508.08	500.90
Numeracy	391.24	409.40	491.41	493.80

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	28	23
Full-time equivalents	24.22	10.29
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	3
Post Graduate Diploma/ Certificate	9
Bachelor Degree	15
Diploma/Certificate	1

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 101083 .

The major professional development initiatives were as follows:

Building teacher capacity in relation to Literacy development  
 Language communication strategies  
 Reading strategies and questioning  
 Teacher development regarding students with special needs  
 Positive Partnerships  
 Embedding developing digital technologies within the curriculum  
 R.E. Curriculum planning and teaching

**Average staff attendance rate** The staff attendance rate was 96.88 % in 2017.

### Proportion of staff retained from the previous school year

From the end of the 2016 school year, 88.0 % of staff were retained by the school for the 2017 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'.

**Find a school** **Search website**

Go

<p><b>School sector</b> ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Government <input type="checkbox"/></p> <p>Non-government <input type="checkbox"/></p>	<p><b>School type</b> ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Primary <input type="checkbox"/></p> <p>Secondary <input type="checkbox"/></p> <p>Combined <input type="checkbox"/></p> <p>Special <input type="checkbox"/></p>	<p><b>State</b> ^</p> <p>All <input checked="" type="checkbox"/></p> <p>NSW <input type="checkbox"/></p> <p>Vic <input type="checkbox"/></p> <p>Qld <input type="checkbox"/></p> <p>SA <input type="checkbox"/></p> <p>WA <input type="checkbox"/></p> <p>Tas <input type="checkbox"/></p> <p>NT <input type="checkbox"/></p> <p>ACT <input type="checkbox"/></p>
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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.