



St Bernard's School,
Upper Mt Gravatt

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Learning is child-centred where children are prepared as life-long learners to meet challenges as compassionate Christian members of our community.

Mission

To develop and nurture an environment where children learn about themselves, their world and God: - by working in partnership with families, staff and the parish community - by valuing the diversity of all members of our community - by experiencing and living a Christian life in the Catholic faith.

Values

St Bernard's School lives by the motto - 'Your Light Guides' which highlights both the illuminating path to eternal life as shown to us by Jesus Christ, as well as the guiding light of knowledge. The school has adopted the following Behaviour Expectations as part of our Behaviour Support and pastoral care initiatives. All children learn to Be Safe, use Encouraging Words, Respect All, Nurture Excellence, and Invite and Include (BERNI). Students are encouraged to be learners who articulate what they are learning, explain the next steps in their learning, set learning goals, see errors as opportunities for further learning, know what to do when they are stuck, and seek feedback. Each student is encouraged to develop dispositions to establish management, innovation, persistence, ownership and reflection with their learning journey.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic identity

1. To develop a strong Catholic Identity within staff, students, parents and wider school community.

During the year staff actively engaged in weekly staff prayer and engaged students in prayer in the classroom. Teachers embedded the Catholic perspective in all curriculum areas during planning time and the subsequent implementation of curriculum activities. Parents were actively invited to join in prayer at class-led assemblies and at parish celebrations. Invitations were extended to Mothers' Day and Fathers' Day prayer liturgies. With the Church focus on the 'Year of Youth' the school collaborated with an adjoining Catholic school and hosted an event for senior students to a music and prayer gathering. Donations were also gathered for this event and passed to a community which was supporting refugee students. During Catholic Education Week the school put faith into action by collecting goods for others less fortunate. Act of Kindness activities received focus at the beginning of Term 3. Parents and the wider school community are invited to Easter, Harmony Day and ANZAC Day prayer times.

2. Staff engage in professional development and embed Catholic Identity within our school context

Throughout the year most staff were involved in Catching Fire professional development opportunities with attendance at Guiding Lights, Spirit Fire, Keepers of the Flame, and Story Fire sessions. Professional development days and staff meetings were also scheduled to support staff formation. Findings of the KU Leuven Project were examined following receipt of the data from the whole school survey. A teaching team worked collaboratively with the APRE and Primary Learning Leader to begin implementation of survey findings into classroom planning and the religious life of the school.

Excellent learning and teaching

1. Students to reach full potential through effective teaching practice in literacy

High-yield strategies of Review and Response, Learning Walks and Talks, along with use of the Data Wall were utilised to build strategies for student progress. New teachers were supported by the Primary Learning Leader with a focus on co-planning and model teaching. Oral language development, with a particular focus on vocabulary, was highly supported by both the BCE and school-based Speech Pathologist. Reading blocks supported the whole school vocab implementation. Monitoring tools were used with results of student progress shared and reflected on during Review and Response processes. Explicit teaching, whole-part-whole and guided reading modelling by PLL enhanced teacher practice and learning for students.

Building a sustainable future

1. Resources are effectively allocated and used in both human and physical capital

Throughout the year areas of need were highlighted by staff with financial resourcing allocated. Consultation occurred with parish, staff, P & F and School Board regarding utilisation of funds and staffing. The development of an explicit improvement agenda was commenced which aligned with national and system-wide priorities. Support was given to teachers through feedback on teaching practice, and opportunities were provided for personal and collaborative learning across the Australian Curriculum and BCE Religious Education Curriculum. Informed by principles of equity and sustainability, in dialogue with staff and the wider parent community, facilities and resources were utilised so that learning and teaching was enhanced and celebrated.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in Literacy through reading development in the lower years with 70% of Prep, 80% of Year 1 and 85% of Years 2 students reaching the BCE expected PM levels.

In Writing, it is anticipated that 80% of Year 3 to 6 students will reach the BCE expected benchmark of 20 – 24 using the BCE Writing Analysis tool.

A school-wide consistent approach, using data to inform point of need teaching and implementing whole-part-whole literacy practice, will occur within short-term planning cycles. This will be supported through cyclical Review and Response meetings, Learning Walks and Talks, and building teacher capabilities. Concerns regarding an early years cohort will involve literacy profiling and introducing short-term whole-part-whole literacy planning with STIE, PLL and other support personnel.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	368	191	177	2

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

The multicultural nature of the student body is distinctive. Many students come from families where English is either their second or third language. This brings a diversity of rich culture to the school community creating a vibrant atmosphere. Within the student body there are students from differing religious backgrounds. This adds to the richness within classes and across the school.

With a wide diversity of student academic ability teaching is focussed on students' point of need. Every student is supported to reach their full potential.

With the school's location within vicinity of two (2) main roads, and within proximity to both the South-East Freeway and Gateway Motorway, there are students who travel considerable distances to attend the school which is located within a growth area of the city.

With almost equal numbers of boys and girls throughout the school the delivery of education and opportunities cater for various styles of learning and interests. A vast majority of students transition at the end of Year 6 to Clairvaux MacKillop College, which is adjacent to the school, for high school education.

Curriculum delivery

Approach to curriculum delivery

- Students involved in own learning journey setting goals
- Visible Learning approach implemented across the school outlined at beginning of lessons (Learning Intentions and Success Criteria)
- Growth Mindset towards learning continually promoted
- Expected dispositions for being a successful learner continually reinforced

- 'Learning Powers' developed to convey expected dispositions in childrens' language
- Data continually used to inform planning and teaching practice
- Concepts About Print and Sound Letter Knowledge testing of Prep children
- PM Benchmarking of students in early years
- PROBE testing used to inform teacher planning and to monitor student progress
- PAT Reading Comprehension and Maths testing occurs annually in October to monitor growth from Years 2 to 6
- Students complete a Writing Analysis task which is co-marked
- Formative and summative testing used to provide direction for curriculum planning

Co-curricular activities

- I.T. – STEM Club, Griffith Uni extension activities
- Chess Club
- Music – instrumental band, Strings (violin and cello), Piano and Guitar instruction
- Choirs – Junior and Senior
- Sporting – Cross-country running, touch football, swimming, cricket, QC netball carnival, Gala Days, representation in Met East teams, Dance

How information and communication technologies are used to assist learning

To support high-quality, integrated digital learning activities a range of technologies are utilised. Year 4, 5 and 6 students are part of a 1:1 laptop program providing ubiquitous access to technology both in the classroom and outside of school

Year 2 and 3 students each have 1:1 access to classroom iPad which remains at school
Prep and Year 1 students have access to iPads.

With uninterrupted wireless access, students seamlessly integrate digital technologies into the curriculum continually throughout the day
Every classroom has wireless access to interactive touch-screen television panels
ICT Capabilities integrated across all Key Learning Areas

Social climate

Overview

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 as a community.

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. Activities are organised on specific days by the School Chaplain for those students who experience challenges during play time. Promotion of "Day For Daniel" is aligned with the Health and R.E. curriculum across the school

"Say No To Bullying" Day also occurs each year as one way of promoting a safe school environment. Positive Behaviour 4 Learning approach is used throughout the school where every student activity is utilised as an opportunity to teach a positive approach to a situation. Playground data of behaviour informs the monitoring of activities. No bullying actions are accepted and are dealt with as soon as they become evident. Parents are contacted with meetings organised to address any issue. Resources from BCE are utilised which promote a Catholic perspective and are infused into all areas of learning to promote a positive social climate.

Differentiation of the curriculum by teachers occurs through refinement of curriculum planning and delivery. The Support Teacher-Inclusive Education, STIE, and the Primary Learning Leader, PLL, work in close collaboration with classroom teachers to ensure that classroom activities address student needs.

An active Parents and Friends Association supports the resourcing of curriculum activities and needs of students. Through social activities funds are raised. Activities, such as Mothers' Day and Fathers' Day gatherings, Welcome BBQ, Trivia Nights, Fete, student discos, Biggest Morning Tea and other events, involve both the school community and people from the wider community.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	80.5 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	84.3 %
Religious Education at my school is interesting and engaging	75.9 %
I see school staff practising the values and beliefs of my school	85.5 %
My school looks for ways to improve	91.4 %
Students at my school are encouraged to voice their concerns or complaints	72.4 %
Teachers treat students fairly at my school	84.3 %
Teachers recognise my efforts at school	94.4 %
I feel safe at school	83.3 %
My school helps me to respect the needs of others	92.4 %
I am happy to be at my school	89.0 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	82.6 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.3 %
Religious Education at this school is comprehensive and engaging	90.5 %
I see school staff practising the values and beliefs of this school	91.3 %
This school is well managed	50.0 %
My concerns are taken seriously by the school	52.2 %
This school is a safe place to work	85.7 %
This school has an inclusive culture	85.7 %
This school has a culture of striving for excellence	91.3 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	87.0 %
Overall, I am happy with my decision to work at this school	85.7 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Family and community engagement

Parent involvement at the school is encouraged. Processes to involve parents in their child's learning are frequently initiated by the class teacher. At the beginning of the year all parents are invited to an evening information session. Communication by teachers with parents occurs throughout the year.

School newsletters are forwarded home electronically each week with copies available from the school office for those families without electronic access. The school newsletter is able to be converted into the preferred language of each family. Teachers forward a monthly or term newsletter to parents outlining upcoming activities and class events along with curriculum aspects being covered. Formal and informal meetings occur with parents.

Each year level has a parent Class Convenor. Parents who volunteer for this support role assist communication between classroom teachers and other parents.

Parents are encouraged to be involved with classroom helping, assist on some excursions, support motor program on Thursday mornings, attend Under 8's Week activities, volunteer at tuckshop, be a reading helper, along with many other opportunities.

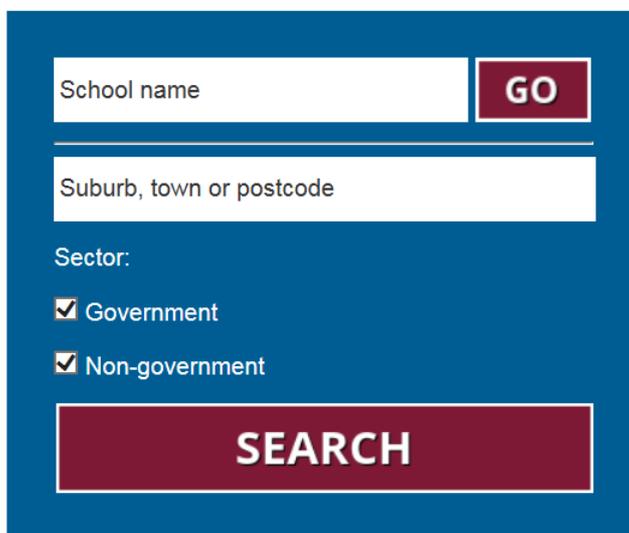
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	29	17
Full-time Equivalents	24.3	9.4

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	17
Diploma	-
Certificate	-

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$116795

The major professional development initiatives are as follows:

- **Strengthening Catholic Identity and Staff Formation**
- **Supporting students with differing learning needs / special needs**
- **Reading development and literacy development across all curriculum areas**

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.7 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **87%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.3 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.0 %	89.9 %	90.7 %	90.9 %	92.2 %	91.4 %	91.7 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Class rolls are marked electronically by teachers twice daily – in the morning and afternoon. The Principal electronically monitors daily roll marking. A dedicated School Absentee line has been added to the school phone system for parents to leave details of a student's absence.

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.

For frequent absences (without a valid medical reason) phone contact is made with the relevant parent and a meeting organised to support more consistent school attendance by the student. The School Chaplain and school leadership team works with the parent to devise strategies to improve the student's rate of attendance.

For a student with a planned extended absence from school due to a family event, application is made more than one month in advance for 11 or more days. Dialogue also occurs with the class teacher to ensure work is given to the student to ensure a continuation of their schooling. A copy of this paperwork is kept with the student's central file.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	439.4	433.8	501.0	509.0
Writing	409.2	407.2	487.4	464.6
Spelling	403.0	417.8	515.9	502.5
Grammar & Punctuation	420.4	431.7	495.2	503.6
Numeracy	387.4	407.7	489.5	494.2