

**St Bernard's School, UPPER
MT GRAVATT**

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



Contact information

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Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements throughout the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2019

The embedding of RSE within Arts and Health planning documents commenced and continues to develop further. Teachers shared effective practices at staff meeting presentations. Catechist reference books were distributed to all staff to use as a guide in conversations with students.

The school continued to focus on data responsive short cycle English planning. Data from PAT-R, NAPLAN, PM Benchmarks and PROBE assessments were utilised together with writing analysis to guide planning. In conjunction with the Primary Learning Leader teaching staff used the 4C's model and Coherence Framework as well as co-teaching in the classroom across the whole school. Teachers reflected on the learning growth of students and all elements of the school SMART goal. End of year data showed that the school achieved its expected goal benchmark for Year 3 to 6 Writing analysis results. Prep to Year 2 PM Benchmark data was close to meeting goal expectations. This provided feedback for the school when creating the 2020 SMART goal. Student learning progress was celebrated at a whole school gathering.

Goal	Progress
Staff embedding of RSE within Arts and Health planning documents in all year levels by the end of Semester Two.	Achieved
By November 2019, 70% of Prep, 80% of Year 1 and 85% of Year 2 will reach the BCE expected PM levels. In writing, 80% of Year 3-6 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.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in aligning Science and English curriculum with the inclusion Catholic Perspective statement in term and short cycle planning documents.

With a significant proportion of early career teachers the school will refocus on school formation and the re-energisation of our school Charism. This will also guide all school priorities including, but not limited to,

School Positive Engagement for Learning, RE Curriculum, RSE, student inclusion and enrolments, high potential learners, and active advocacy for all people in our community.

Increased student attendance will remain a priority with its impact on student engagement, achievement and well-being.

Staff will have viewed peer/s teaching a lesson related to their pedagogical goal.

By the end of the year Prep to Year 2 students will reach the BCE target for PM Benchmarks through effective and expected practices for literacy with a focus on spelling. Years 3 to 6 will reach their respective benchmark in the writing analysis tool with a focus on spelling. Using data to inform precision pedagogy and whole-part-whole literacy practice will occur within short-term planning cycles.

Our school at a glance

School profile

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

Coeducational or single sex: Co-educational

Year levels offered in 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	347	176	171	2

Student counts are based on the Census (August) enrolment collection.

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 rich diversity of culture to the school community creating a vibrant atmosphere. Within the student body there are students of differing religious backgrounds though many students follow a Christian tradition. This further 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. Student learning is further supported by teachers, the Support Teacher-Inclusive Education, the Primary Learning Leader, Learning Enhancement Teacher and specialist support staff from Brisbane Catholic Education.

With the school located within vicinity of two (2) major arterial roads of the South-East Freeway and the 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 opportunities caters 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 directly adjacent to the primary school, for high school.

Curriculum delivery

Approach to curriculum delivery

- Students involved in their own learning journey
- Excellent Learning and Teaching approach 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 learning dispositions in childrens' language
- Data continually used to inform planning and teaching practice

- Concepts About Print and Sound Letter Knowledge testing of early years' learners
- PM Benchmarking of students in early years
- PROBE testing used to inform teacher planning and to monitor student progress in learning
- PAT Reading Comprehension and Maths testing occurs annually in September to monitor growth from Years 2 to 6
- Students complete Writing Analysis tasks which are co-marked
- Formative and summative assessment used to provide direction for curriculum planning
- Utilise the 4 C's framework to co-plan, co-teach, co-debrief and co-reflect.

Co-curricular activities

- I.T. - STEM Club, CSIRO STEM professionals support, Minecraft Education club
- Chess Club
- Music – Instrument Band, Strings (Violin and Cello), Piano and Guitar
- Choirs – Junior and Senior
- Sporting – Cross-country running, touch football, swimming, cricket, QC netball carnival, Gala Days, representation in Met East team, 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.

As the school has a rich digital environment, Years 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 the school.

Students in Year 1, 2 and 3 each have 1:1 access to classroom iPads. These remain at the school. Prep students also have access to iPads for class group work.

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 which are continually in use. ICT Capabilities are 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 and a social community.

With 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 a "Day For Daniel" is aligned with the Health and R.E. curriculum across the school along with lessons scheduled throughout the year to support student advocacy for protection.

"Say No To Bullying" Day also occurs each year as one way of promoting a safe school environment. A Positive Engagement 4 Learning approach is used through the school where every student activity is utilised as an opportunity to teach positive approach to a situation. This encompasses Positive Behaviour for Learning, Zones of Regulation, Bounce Back and other programs to support student development. 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 which support student learning needs. Activities, such as Mothers' and Fathers' Day gatherings, Welcome BBQ, Fete, student discos, Biggest Morning Tea and other events, involve both the school and 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	70.0%
My concerns are taken seriously by the school	72.2%
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 each 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 some 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 outlined. 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. Involvement by parents is encouraged with classroom helping, assisting with some excursions, supporting motor program on Thursday mornings, attending Under

8's Week activities, volunteering at tuckshop, or being a reading helper, along with many other opportunities. Formal support team meetings with parents of students with diverse needs occur at least three times per year. Shorter, informal meetings occur at additional times. With parent permission, liaison also takes place with outside agencies to support the learning engagement of some students.

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Due to proximity to a major road and the subsequent noise factor, the school has been designed to take into account this issue. Subsequently, each classroom space is air-conditioned thus requiring significant electricity consumption. While a small PV solar installation has been installed, investigations are continuing about its replacement with a much larger system which would reduce school usage.

When possible, classroom windows are opened so that air-conditioning is not needed.

Environmental footprint indicators	
Years	Electricity kWh
2019	211440

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	27	16
Full-time Equivalents	22.4	8.7

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	3
Bachelor degree	18
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 2019 were \$149401.

The major professional development initiatives were as follows:

- Positive Partnerships
- Middle Years Communication and Classrooms (MYCAC)
- Early Years Communication and Classrooms (EYCAC)
- MultiLit
- Disability Standards
- Speech Pathology – Assisting students with Delayed Language Development
- Hearing Impairment
- Religion and Sexuality Education
- Literacy – Maximising Learning Effective Strategies
- Differentiation – Literacy – Whole-Part-Whole
- Early Career Teacher in-services

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.8%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	91.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.1%

Average attendance rate per year level			
Prep attendance rate	91.0%	Year 4 attendance rate	91.5%
Year 1 attendance rate	91.8%	Year 5 attendance rate	91.8%
Year 2 attendance rate	89.1%	Year 6 attendance rate	92.5%
Year 3 attendance rate	89.1%		

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

Description of how non-attendance is managed by the school

Class rolls are marked electronically by teachers twice daily both in the morning and afternoon. The Principal electronically monitors daily roll marking. Parents are required to utilise the BCE Connect app to inform the school regarding 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 leadership team works with the parent to devise strategies to improve the student's rate of attendance. The student may be involved in this process. At times, the Guidance Counsellor may also provide support in this process.

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 learning. A copy of this paperwork is kept with the student's central file.

Frequent notices are placed in the school newsletter regarding the importance of fully, daily attendance. Promoting the benefits of full attendance occurs in the newsletter, at parent meetings, and at whole school assemblies.

When necessary, the Assistant Principal-Religious Education (APRE) and School Chaplain also support parents with daily student attendance.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	411.0	432.3	501.2	506.0
Writing	420.5	423.1	465.3	473.9
Spelling	397.2	418.7	494.8	500.7
Grammar and punctuation	420.1	439.8	487.0	499.1
Numeracy	397.8	408.1	490.2	495.8