



Teaching Challenging Transforming

ANNUAL SCHOOL REPORTING - 2013

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name St Bernard's Catholic Primary School

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Principal's Foreword

Introduction

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

As students are at the heart of all we achieve the school's vision is that learning is child-centred where children are prepared as life-long learners to meet challenges as compassionate Christian members of the community. Our mission is 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.

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

Our school motto - 'Your Light Guides' - describes both the path to life as shown to us in Jesus Christ as well as the guiding light of knowledge.

Each year priorities from our School Renewal Plan are developed, implemented and communicated to the parent body throughout the year according to the needs of the school.

School Profile

St Bernard's 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 for this school is 432

Total Enrolment 432 Girls 210 Boys 222

Characteristics of the student body

Of particular note regarding the student body is its multicultural nature. Many students are from families who have English as their second language or, if not, their third language. They bring a diversity of cultures to the school community thus creating a vibrant group.

Within the student body there are students from differing religious backgrounds. This adds to the richness within their class and across the school.

With the location of the school at the intersection of two (2) busy roads with close proximity to both the South-East Freeway and Gateway Motorway, there are students who travel considerable distances to attend the school.

As Clairvaux MacKillop College is located adjacent to the school there are many students with older siblings attending the nearby College.

The school is located within a growth area of the city with increasing enrolment numbers in the lower school.

Our distinctive curriculum offerings

While religious education is a priority the Key Learning Areas of English, Maths, Science, Health and Physical Education, SOSE/History, Art (Prep - Yr 4), Music Education (all years), and LOTE (Japanese Yrs 5, 6 & 7) are taught.

Information Communication Technologies are integrated throughout all year levels. An I.T. teacher supports the development of both teacher and student skills.

Part-time teaching staff are employed in the areas of Library, ESL (English as a Second Language), Support Teacher Inclusive Education teacher, Guidance Counselling and Literacy Support are employed.

First Steps - Reading and Writing in-services continue to be undertaken by teachers as a way of improving teaching pedagogy.

A part-time School Chaplain is 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 and 7 students.

All year levels participate in a dance program during one term.

Swimming for all year levels of a 6 week block takes place in each of Term 1 and Term 4.

Extra curricula activities

- Instrumental music / band program
- Junior and Senior choirs
- Netball
- Touch football
- Soccer
- Cross-country training
- Faith Friends with parish
- Workshops with various sporting codes

How Information and Communication Technologies are used to assist learning

Supporting the teaching and learning activities are:

- Data projectors and laptops in each classroom
- Electronic Interactive Whiteboards in each classroom
- Laptop program for each teacher
- Weekly ICLT lessons in computer lab with specialist teacher
- Whole school wireless network
- Integration of ICLT learning activities across all Key Learning Areas and embedded in planning
- Creation of Learning Objects and multimedia projects
- Flexible use of laptops with students
- Phonic Ear devices in every classroom
- Banks of iPads are utilised when required by classes.
- Robotics activities for students when possible.

Social climate inclusive of pastoral care and our response to bullying

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. Community activities occur throughout the year, such as, P & F Ass'n and School Board monthly meetings, Welcome BBQ, Working Bees, Spring Fair, Trivia Nights, Christmas, Mothers' Day and Fathers' Day celebrations, morning teas after class celebrations, annual Athletics, Swimming and Cross-Country carnivals, Band introduction and performance nights, Under 8's Week, whole school assemblies.

With the employment of a part-time Guidance Counsellor and part-time School Chaplain (Federally funded) there is much support for both students and parents. Homework support occurs one afternoon a week to support some students by members of the parish. Other pastoral activities for families occur. Positive Behaviour 4 Learning throughout the school is used, with friendship group activities supporting some students on a regular basis. Playground data informs activities. No bullying actions are accepted.

Parent, student and teacher satisfaction with the school

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 indicating a high level of satisfaction by parents, teachers and students in the upper year levels. At Parent/Teacher information evenings and parent/teacher interviews information is gained. Parents and Friends Association and School Board meetings are utilised to gain information. Student Council (Year 7) meetings are also utilised to gather information. Constructive comments by school community members highlight areas requiring attention. Parental support of the school is high with each class having at least one parent class convenor. Interaction by staff with parents is demonstrated by various means with teachers attending Working Bees attending school community events, and working on stalls at the Spring Fair with other parents.

Parent involvement in their child's education

Parental involvement at the school is encouraged. Processes to involve parents in their child's learning is frequently initiated by the class teacher with an invitation to an evening information session giving an outline of the coming year. School newsletters are forwarded home each week regarding activities at the school. These newsletters are also available on the school website. Class teachers forward home a monthly newsletter pertaining to activities of their class. While written communication to parents occurs frequently there are many other informal opportunities to inform parents of activities.

Other ways to involve parents include: class convenor role, teacher availability for other meetings, class newsletters, reading helpers, craft activities, sporting activities or coaching, classroom helpers, homework 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 celebrations and to attend regular whole school assemblies or other events.

The School Chaplain co-ordinates the Classroom Convenor parent supporting activities across the school.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	28	15
Full-time equivalents	23.3	8.1
Indigenous		1

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	--
Masters	14.8%
Post Graduate Diploma/Certificate	26.0%
Bachelors Degree	55.5%
Diploma/Certificate	3.7%

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was \$ 45,235
 The major professional development initiatives were as follows

- Australian Curriculum - English, Maths, Science and History
- First Steps - Reading (continuation) and Writing, and Language in the Early Years
- ICLT - Use of interactive strategies in the classroom / integration of activities in KLA's
- School Wide Positive Behaviour / Positive Behaviour 4 Learning
- Student Reporting and Assessment
- Religious Life of the School
- Language in the Early Years

School Income by Funding Source

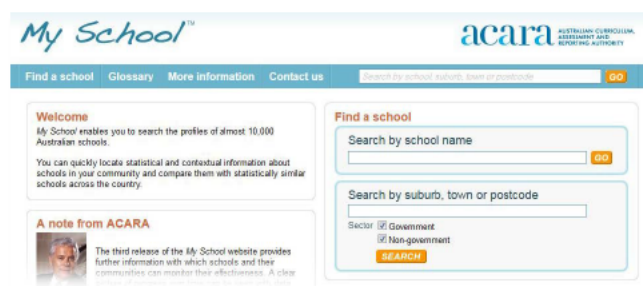
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.

Where it says 'Search by school name', 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.



Average staff attendance rate

The staff attendance rate was 96.45 % in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 95 % of staff were retained by the school for the 2013 year.

Key Student Outcomes

Whole School Attendance Rate	95 %
Prep Attendance Rate	N/A
Year 1 Attendance Rate	94 %
Year 2 Attendance Rate	96 %
Year 3 Attendance Rate	95 %
Year 4 Attendance Rate	94 %
Year 5 Attendance Rate	95 %
Year 6 Attendance Rate	95 %
Year 7 Attendance Rate	95 %

Policy and practice to manage student attendance

Class rolls are marked electronically by teachers twice daily as per their requirement. The Principal electronically monitors daily roll marking.

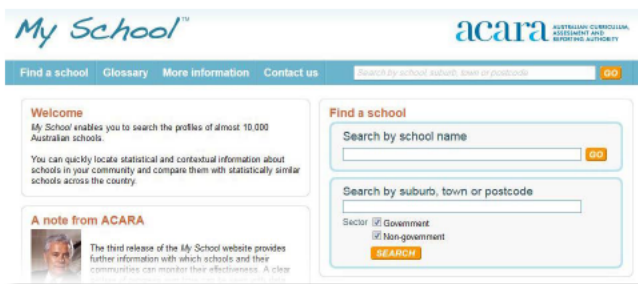
A dedicated School Absentee phone line has been added to school phone system for parents to leave details of student absence. A note is expected to be provided to the class teacher upon the student's return.

Phone calls or personal contact is made in first instance with class teacher, and with the Principal if regular absences occur. Regular monitoring of particular students occurs with contact made with parents. If a student is absent on a regular basis a medical certificate is required to be provided by the parent.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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