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Contact Details

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Minimum Standards Attestation

I, Stephen M Cope, attest that St Bernadette’s Primary School, The Basin is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

Alive in the Spirit,

We journey with Christ.

Striving for excellence,

We shape our future.

Our Mission Statement

Nestled in the foothills of the Dandenongs, we at St Bernadette’s The Basin, as part of the Parish of Boronia, provide a Catholic and comprehensive education for Primary school students.
School Overview

St Bernadette’s is a Catholic Parish Primary school, situated in the outer eastern suburbs of Melbourne, and is one of two primary schools in the Parish of Boronia. The school is located in a semi-rural setting, in the foothills of the Dandenong Ranges. Pupils come from residential estates, both new and established, as well as large rural blocks with access to the wildlife of the Dandenong Ranges. Within this setting the children enjoy a range of recreational activities.

The current enrolment is 260 students with enrolment numbers remaining consistent, we have 26 staff. The school is supported by active parent groups, some of which include: The School Advisory Board, Parents and Friends, Landcare/School Working Bee, Hot Lunch Group, Uniform Shop volunteers, CDF Banking Group and parent representation on our Student Wellbeing Team.

At St Bernadette’s we believe that teaching is a relational activity ~ it’s about people and their interactions. We seek to cultivate a sense of belonging, co-operation and compassion. We strive to draw students, parents, staff and the parish priest into an essential partnership that promotes growth of every individual and the health of the whole community.

Here at St Bernadette’s staff are ‘Alive in the Spirit’, working in a collaborative manner, sharing the vision, encouraging professional interchange, collaboration and networking with other schools. Staff, children and parents are encouraged to foster openness and trust as we ‘Shape our Future’.

Through the development of our 2015 School Improvement Plan we have identified four key goals to improve student outcomes, these include:

- To retain a focus on building high quality teaching and create learning environments that maximise outcomes for students.
- To continue to use teaching skills to improve all aspects of Inquiry Learning, with a specific focus on student engagement.
- Continue to maintain an upward trend of students performing at or above the expected standard.
- Continue to target students working below the expected levels and effectively support their learning needs.
Principal’s Report

*Alive in the Spirit,*
*We journey with Christ.*
*Striving for excellence,*
*We shape our future.*

Central to St Bernadette’s is the child who is supported and nurtured to achieve personal excellence. Our school is committed to our vision and continues to strive to educate our students for their future.

We thank our parents for their continued support of all aspects of school life, in particular as a part of our various committees, which have provided funds, assisted us in our forward planning, serviced our needs and variously provided the enthusiasm to enable our school to grow and develop.

Positive affirmation of our School’s performance has been reflected in the school surveys. The data shows that students are appreciative of the efforts of our teachers and see themselves as capable, positive members of the school community. The students recognise their responsibilities to themselves, their parents and the wider community and genuinely enjoy and appreciate their leadership development and the opportunities that accompany them. We are proud of our year 6 school leaders and the wonderful example that they provide to all of our students.

A major focus of our school’s professional development for staff has been in the area of information technology, together with continued work on the use of assessment to drive our teaching. We always seek to optimize our students’ opportunities to excel as engaged learners.

Our ‘Arts Alive – Intermedia’ evening was an outstanding success. The parents were very impressed and I am exceedingly proud of our school community and delighted to have worked with staff and students from the Australia Catholic University in the many weeks before and during the event.

The school introduced two straight foundation classes, separate to the other three 1/2 junior classes.

Our preparations for, and celebrations of, the sacraments of Reconciliation, First Eucharist and Confirmation were very valuable in developing the faith life of our parish school community. Our Religious Education programs have provided many experiences that allow our children and their families to grow, explore and live their Catholic values. We enjoy a prayerful community that leads by example, and encourages our children to participate in the parish through liturgical practice and active involvement in social justice issues.

We have continued to increase the variety and number of our Information Communication Technology devices and staff have continued to undertake significant professional development in this area.

The grounds’ works have included: the ongoing development of our school oval, vegetable garden and internal and external painting. Our annual working bee has continued to be a much anticipated and enjoyed community event. The beauty of our nature reserve is an achievement of which we are immensely proud.
The last school external review provided very positive affirmation from our reviewers. The reviewer commends the school on its preparation for the review and the VRQA compliance check. Materials were well organised, information provided in a timely manner and resources provided to allow the review to access staff, parents and students. The school met all compliance requirements. There is no doubt that St Bernadette’s is an effective school. A clear strength of the school is its practices to provide a secure and stimulating environment and we look forward to our next external reviewer’s report.

Stephen M. Cope
PRINCIPAL
Education in Faith

Goals

- To continue to provide children with the opportunities to serve others in light of the Gospel message.
- To continue developing a deeper understanding and appreciation of the Eucharist and maintaining an atmosphere of reverence.
- To monitor and make changes to the Sacramental Programs according to the needs of the children participating.
- To ensure that children make closer links between their Religious Education Learning and life experiences.
- To continue to explore scripture storytelling in the classroom and further develop the children’s understanding of Gospel Values.
- To continue to reinforce the practice of Christian Meditation in the classroom.

Intended Outcomes

- That the children realise that through their individual giftedness they are called to serve others.
- That a prayerful environment is continued to be created and that Eucharistic celebrations are meaningful and relevant.
- That discussion between Parish and School personnel is ongoing when developing Sacramental programs.
- That activities and celebrations target the needs of a Foundation to Year 6 Sacramental program.

Achievements

Excerpt from the 2012 School Self Reflection Report:

“It is evident that the children at St Bernadette’s have been able to participate more effectively in Eucharistic celebrations and that the parents are joining their children in increasing numbers when celebrating prayer celebrations and Masses. The parents and children understand the importance of Social Justice through their participation in our fundraising activities and relate this to their responsibility as Catholics and the Catholic Identity of the school. These initiatives have enabled students to make closer links between their Religious Education learning and life experiences.

Parents are actively involved in their child’s preparation for the Sacraments which are celebrated in an inclusive and meaningful way.

The results of the ‘Enhancing Catholic School Identity Survey’ show that we are linking our religion with the community and the children have a stronger sense of this.”

Excerpt from the 2012 External Review Report:

“A strength of this school is the manner in which it is developing a strong Catholic school culture. The results of the Catholic Identity Project support the current approaches and like most schools in the Archdiocese, recommend a continuing focus to strengthen its practices in being a contextualised dialogue school. Over this period, there has been a strong focus on having the delivery of Religious Education reflect contemporary practice especially for teachers to incorporate components of inquiry-based learning.”
At St Bernadette’s the children are showing an ever growing sense of reverence and an enthusiastic level of participation in the many meaningful and relevant Eucharistic and non-Eucharistic liturgies that our school celebrates. Parents are encouraged to participate and are doing so in increasing numbers, which is especially evident in our Class Masses and Prayer Celebrations. Parents and children sit in family groupings at whole school Eucharistic celebrations. This has led to an increased number of parents attending and contributing to a family atmosphere.

Our Sacramental program is conducted in a very inclusive, co-operative and organised manner with our other Parish school, St Joseph’s and with our Parish leaders, Parish Priest and Pastoral Associate. Parents are actively involved in their child’s preparation for Reconciliation, Eucharist and Confirmation, therefore increasing their knowledge, understanding and appreciation of these Sacraments. Further to this we have continued to maintain quality teaching and learning in Religious Education within our classroom teaching, with a focus on using the Inquiry Approach within lessons. Christian meditation is integral to the beginning of every day in all classrooms across the school.
VALUE ADDED

Religious activities which added value to the achievement and spiritual development of our students included:

- Class Masses in years 3-6 which have given children the opportunity to be involved in a more intimate manner and for which parents have been encouraged to attend. The Eucharistic responses in the class Masses have been displayed on a data projector, through the use of PowerPoint, enabling more involvement. Additional time has been allocated regarding practising hymns and readings to facilitate greater participation and engagement in celebrating School Eucharists. The Junior classes have contributed well to the School Eucharists by singing, especially during communion. This has been made possible by the teaching of hymns and Eucharistic responses as part of the Junior Music program. All classes celebrate Liturgies throughout the year and parents attend and participate.

- A reverent attitude has been fostered by focusing on the children’s arrival and departure to Mass and by enhanced participation in singing. The Eucharistic responses to the Mass have been displayed on a data projector through the use of PowerPoint and this has enabled more involvement and participation from all members of the school community. The school has encouraged parents to be more actively involved in their children’s Faith Development and there have been greater numbers attending school liturgies. Sacramental evenings have provided opportunity for interactive engagement between parent and child. Each Sacrament has been given a higher profile through creative visual displays, Assembly Prayer and through our Religious Education Program F-6.

- A variety of relevant websites has been compiled and added to regularly to assist teachers to enhance the Religious Education Program. The use of Interactive Whiteboards in our liturgical celebrations has been advantageous.

- It is also evident that our children understand the importance of Social Justice through their participation in our fundraising activities, e.g. student action for Project Compassion.

- Staff also participated in the World’s Greatest Shave to raise funds for Cancer research.
Learning & Teaching

Goals

- To improve student outcomes F-6 in Literacy.
- To improve student outcomes F-6 in Numeracy.
- To improve stimulating learning and student engagement.

Intended Outcomes

- That student writing outcomes F-6 be improved.
- That Mathematics and Number outcomes F-6 be improved.
- That students become self-motivated and self-directed in their learning.
- That the school extends the top 25% of students.

Achievements

Excerpt from the 2012 School Self Reflection Report:

“The staff strongly believes that our school is focused on quality teaching and that we create a learning environment that maximises outcomes for all students, which is validated by our NAPLAN and School Performance Data. According to the Insight SRC survey report (2012), the student responses to the question related to Engagement is extremely gratifying, with positive data results showing our school above the Victorian school benchmarks. Parents often express that they feel their children thoroughly enjoy and are motivated by the teaching and learning provided by St Bernadette’s.”

Excerpt from the 2012 External Review Report:

“Teachers’ assessments indicate high standards with a large majority of students at or beyond the expected standards. The NAPLAN and SINE data indicates sound improvement. The school is very proud of its efforts to implement an inquiry approach and strengthen student engagement in learning. Students and Parents spoke positively of their learning and clearly indicated satisfaction with the overall quality of learning and teaching. Student motivation and learning confidence is very high.”

The whole school celebration of an Art evening called Intermedia was a highlight in 2015. Our community gathered and celebrated the student’s achievements in this area.

St Bernadette’s has celebrated many successes in the area of Learning and Teaching, which may also be attributed to the ongoing Professional Development undertaken by staff in 2015 which included:

- Professional development and collaboration in developing a Whole School Learning and Teaching Plan.
- Professional development in Religious Education as staff explored the Year of Mark and how to engage students through Religious Education.
- Professional development day led by Richard Callanan. The focus of the day was on implementing Google Apps for Education (GAFE) and ICT.
Staff also completed Google Apps for Education (GAFE) online courses where they investigated how to effectively use new technology to optimise team planning and student learning. The course was led by members of the ICON team who worked collaboratively to present the course.

Professional Learning Team meetings were held weekly to further enhance teacher knowledge in the areas of Mathematics and Literacy.

Staff meetings held weekly to further enhance teacher knowledge in the areas of Religious Education, Student Wellbeing and Information Communication Technology.

### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>97.0</td>
<td>100.0</td>
<td>3.0</td>
<td>97.4</td>
<td>-2.6</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>97.0</td>
<td>97.8</td>
<td>0.8</td>
<td>100.0</td>
<td>2.2</td>
</tr>
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<td>YR 03 Grammar &amp; Punctuation</td>
<td>97.0</td>
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<td>3.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>97.7</td>
<td>-2.3</td>
<td>100.0</td>
<td>2.3</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>97.3</td>
<td>-2.7</td>
<td>100.0</td>
<td>2.7</td>
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<tr>
<td>YR 05 Spelling</td>
<td>97.3</td>
<td>94.6</td>
<td>-2.7</td>
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<td>5.4</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>96.9</td>
<td>-3.1</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>91.9</td>
<td>-8.1</td>
<td>100.0</td>
<td>8.1</td>
</tr>
</tbody>
</table>
Trend Over The Three Year Period (2013-2015):
- The results demonstrate that Literacy and Numeracy levels across Years 3 and 5 are consistent with most students at the expected level.

**Literacy**

2015 Average Reading Levels:

<table>
<thead>
<tr>
<th>Beginners</th>
<th>Average Reading Level</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>14.65</td>
<td>14.65</td>
</tr>
</tbody>
</table>

- (Minimum level expected end of Beginners is level 5)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Average Reading Level</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>11.27</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>22.31</td>
<td>11.04</td>
</tr>
</tbody>
</table>

- (Minimum level expected end of Year One is level 15)

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Average Reading Level</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>21.43</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>26.34</td>
<td>4.91</td>
</tr>
</tbody>
</table>

- (Minimum level expected end of Year Two is level 20, we aim for 28 which is the highest scaled level possible)

Our Literacy data in the Junior School indicates that most students have achieved the expected Reading Level for their year level.
Numeracy

2015 SINE (Success in Numeracy Education) pre and post tests results for all children F-6. The scores indicate average results for each year level.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Pre &amp; Post Test Results</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>55.7%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>74.3%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>30.3%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>77.1%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>46.0%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>79.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Year Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>65.2%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>85.4%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Year Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>70.3%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>86.2%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Year Five NUMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>70.1%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>90.1%</td>
<td>20%</td>
</tr>
<tr>
<td>Year Five DECIMAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>66.6%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>88.7%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Year Six NUMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>77.4%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>89.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Year Six DECIMAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>72.7%</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>86.6%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

In Mathematics, the data indicates that we continue to show strong growth across all levels. The growth is consistent but greatest in the early years, as is expected.
St Bernadette’s provided a number of extra-curricular activities throughout the year which further enhanced and supported our school curriculum. These included:

- Instrumental Music program
- Premiers Reading Challenge
- Kelly Sports and Kelly Dance
- International Schools Competitions
- Youth Leadership Program for all Senior students
- Chess Club
- Seasons Program
- G.A.T.E.ways workshops for highly able students
- Junior Swimming Program
- Middle School Bike Education Program
- Interschool Sporting activities.
- School Choir
- School Camp
- After school Auskick Program
- Book Week Celebration
Student Wellbeing

Goals
- To continue to provide a caring, supportive and safe environment where individuals are encouraged to achieve their full potential.
- To build and strengthen students’ social and emotional learning.
- To ensure the core Student Wellbeing team is re-established at the beginning of each new year.
- To review the five year Student Wellbeing implementation plan with the core team.
- To implement Student Wellbeing programs Foundation to Year 6 throughout the year.
- To educate students about the importance of Cyber Safety.

Intended Outcomes
- That the Student Wellbeing Core Team is established each year with representatives from the parent community.
- That the three year implementation plan and Student Wellbeing policy are reviewed.
- That Student Wellbeing programs are implemented Foundation to Year 6.
- That the students are educated in Cyber Safety.
- That the students become skilled in developing resilience.
- That the students appreciate the importance of Physical Wellbeing.
- That student decision making opportunities be improved.
- That the students develop improved leadership skills.
- That the students become self-motivated and self-directed in their life-long learning.
- That the students are surveyed using the Catholic Education Office online survey (Insight SRC) with feedback data used to inform further Student Wellbeing initiatives.
- That the SEASONS program is provided for those students who are experiencing grief/loss.
- That all staff are informed of current initiatives and published documents introduced by the Catholic Education Office of Victoria.

Achievements
Excerpt from the 2012 School Self Reflection Report:

“It is evident that at St Bernadette’s a very positive atmosphere permeates throughout the school where we empower our students through a multi-dimensional approach. We are pro-active in our selection of programs that focus on Wellbeing and decision making for our students. Our Wellbeing Programs use evidence based practice within a social-emotional foci. As an inclusive school we acknowledge the importance of fostering collaborative relationships with staff, students, families and the broader community. The success of these initiatives is evidenced through our data sources where Student Motivation exceeded the goal outlined in the School Improvement Plan 2009-2011.”
Excerpt from the 2012 External Review Report:

“A clear strength of the school is its practices to provide a secure and stimulating environment. The survey results strongly support this conclusion. The school has a broad range of practices and programs to support students’ well-being needs.”

We have been highly effective in achieving our goals through the implementation of Student Wellbeing initiatives within the school community.

The Student Wellbeing team has worked collaboratively with the whole school community to ensure that students are able to reach their full potential within a safe, caring and supportive environment.

Through classroom programs teachers have strengthened and built on the students’ social and emotional learning.

Student Wellbeing Initiatives have included:

- Establishment of Student Wellbeing Coordinator and core team.
- Implementation of the Social Emotional Learning (SEL) strategy.
- Informed Student Wellbeing planning through student survey feedback.
- Informing staff of current Catholic Education Office initiatives including published documents related to Student Wellbeing.
- Implementation of Values Education through the Gospels, Foundation to year 6.
- Cyber Safety
- The establishment of an eSmart team.
- Reinforcement of the Sunsmart program.
- Emergency Management Plan communicated to all staff and students, with drill and practice timetabled across the year.
- Continued Teacher liaison with secondary schools to ensure a smooth transition for our Year 6 students to Year 7.
- Transition program for all new students enrolling at St Bernadette’s.
- Counselling service provided for referred students.
- Foundation work in preparation for the implementation of Kidsmatter.
- Christian meditation across the school.
- Application to participate in the Better Buddies Program for 2016.

Management of Non-Attendance

At St Bernadette’s we recognise that the Principal has a responsibility to ensure that attendance records are maintained and monitored at school.

All student absences are recorded in both the morning and the afternoon by teachers, using the school electronic attendance roll.
The principal has a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.

The principal will ensure parents of students with high levels of unexplained or unapproved absences are contacted, with the view to developing and implementing strategies to minimise absences.

(Excerpt from St Bernadette’s School Policies.)

**VALUE ADDED**

Student Wellbeing Activities which added value to the Wellbeing of our students included:

- Values Education underlies the curriculum throughout the year.
- SEASONS for students experiencing grief or loss in their life, co-ordinated by a trained facilitator.
- Additional group activities ~ Chess club, dance club, school choir.
- Recognition of our highly able students through participation in G.A.T.E.ways workshops and participation in the International Schools Competitions.
- Senior school public speaking program ~ ‘Youth Leadership’.
- Student Action Teams established.
- Student Representative Council meetings for years F-6.
- Government eSmart grant of $2,200 in 2013, currently funding St Bernadette’s in becoming an accredited eSmart school.
- School counsellor available for individual student referrals, onsite each Friday of the school term.

**STUDENT SATISFACTION**

Recent survey data conducted by Insight SRC indicated that students at St Bernadette’s feel happy and safe within the school environment. They enjoy being at school, feel listened to, motivated and supported by staff and peers. This was also reflected in the Student, Staff and Parent Surveys where Safety, Connectedness to Peers and Motivation were rated very highly (in the top 25% of Victorian Catholic Primary schools surveyed).
Leadership & Management

Goals

- To build and strengthen the capacity of the School Leadership Team.
- To address staff Professional Development through the annual review meetings.
- To improve school facilities for students, parents and staff.
- To increase parent involvement in the education and wellbeing of their children.

Intended Outcomes

- That the leadership team meet fortnightly to ensure the ongoing implementation of the Annual Action Plan and address the recommendations of the last school review panel.
- That Information Communication Technology (ICT) resources are continually updated.
- That the Change 2 team will educate staff in the utilization and availability of Information Communication resources.
- That Annual Review Meetings for all staff are continued to be held before the end of term 3 each year.

Achievements

Excerpt from the 2012 School Self Reflection Report:

“At St Bernadette’s we have an effective Leadership team with representation from the five spheres; Religious Education, Student Wellbeing, Leadership and Management, Learning and Teaching and School Community. All staff are acknowledged as leaders within our school and are publicly recognised for their achievements. Through reflective discussion staff agree that we work effectively in teams across the school. Furthermore, targeted professional development is viewed as a strength and has built staff capacity to lead.”

Excerpt from the 2012 External Review Report:

“The school’s leadership practices and dealings with the community are clearly based on gospel values. The reviewer believes that practices in this sphere are reflective of the school’s vision.”

At St Bernadette’s we have established and maintained a School Leadership Team, representative of the five spheres of learning, Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community, with meetings held weekly. Agendas and minutes are kept and made available to all staff, as a record of the team’s work so that there is a co-ordinated approach to the development and implementation of shared goals.

Professional development opportunities are provided for staff through Professional Learning teams with a particular focus on Literacy, Mathematics and technology. Professional Learning days are scheduled throughout the year, with all staff given further opportunity to attend off site professional development learning programs. Further to this the school has established a team of teachers (Change 2 team) to identify and plan projects which will further enhance teacher learning and continues to utilise the Change 2 model.
St Bernadette’s has an ongoing commitment to addressing the identified infrastructure needs of the school. The ongoing development of our ICT resource centre has further enhanced and supported student learning and school community needs. The upgrades of our school buildings and grounds, Project Maintenance contracts and the ground maintenance are ongoing.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

Professional development is an ongoing process for all our staff with a particular focus in 2015 placed on improving our knowledge in the area of Information Technology.

Further to this attendance by staff at CEOM Professional Learning sessions included:
- Mathematics Regional Leadership Cluster Primary
- Eastern Student Services Network
- Italian Language Network
- Contemporary Approaches to Teaching Languages
- Deputy Principal Network
- Student Wellbeing Leaders Network
- School Improvement Planning and Surveys Modules
- eLearning Network
- Literacy Leaders Network
- Reading Recovery Network
- Religious Education Leaders Network
- eSmart training
- Implementation of the Australian Curriculum

In-serviceing was also completed through Professional Learning Teams (PLTs) meetings and staff meetings in the areas of Religious Education, Mathematics, Literacy, Student Wellbeing, and Information Communication Technology.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 17 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $3,000 |

**TEACHER SATISFACTION**

A high degree of teacher satisfaction is evidenced through our retention of staff at St Bernadette’s together with feedback from our survey data which indicated high staff morale as a strength.
School Community

Goals

- To effectively be a part of the wider parish community.
- To maintain a high profile for our parish within the school and in the local community.
- To continue to highlight the pastoral care team, our Pastoral Associate and their roles within the community.
- To continue to use varied opportunities to profile the school in the wider community.
- To maintain a high profile for our school within the wider community, to make a Catholic primary school accessible to all Parish Catholic families.

Intended Outcomes

- That families attend Parish and school liturgies.
- That the school is actively involved in the planning and implementation of the Parish fete.
- That the school continues to be a part of the Early Years’ Network and the Knox Transition Group.
- That the school provides many opportunities for parent involvement.
- That students’ understanding of, and connection, to the local and wider community be strengthened.
- That student learning be strengthened through enhanced parent/school partnerships.

Achievements

At St Bernadette’s there have been many achievements within our school community which can be attributed to the successful partnership of our Parish, School and Parent Community, these include:

- Pastoral Care and support given to families within our school.
- Successful fundraising activities including the Parish Fete, the Trivia Night and the Parish Raffle to name just a few.
- Teacher representation at the Early Year’s meetings, to ensure the successful transition of Preparatory students to our school.
- Parent Information evening, for all parents of children attending St Bernadette’s in the coming year.
- Parent support in classrooms and assistance with programs including Interschool Sport, G.A.T.E.ways, the Junior Swimming Program, Café Kidz and PMP.
- High parent attendance levels at school events such as the annual working bee, the Performing Arts evening and the Visual Arts Alive showcase.
- Parent access to on-line bookings of parent/teacher and testing appointments.
- Embed the St Bernadette’s parent’s social media group on Facebook called M.O.B. (Mothers (and Fathers) of Bernadette).

The school has provided a number of parent information sessions addressing the following: Cyber Safety, Beginner Parent Transition, CFA Fire Safety, Education in Faith and Sacramental Programs.
### VALUE ADDED

Activities which added value to the wellbeing of our community included sessions addressing the following:

- The Visual Arts Night – ‘Intermedia – Stories We Tell’.
- Education in Faith, information sessions.
- Cyber Safety

### PARENT SATISFACTION

They are extremely positive regarding the level of safety for their children and believe that their children have strong connections with their peers. They also believe that the educational programs and standards address the needs of their children.
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>93,474</td>
</tr>
<tr>
<td>Other fee income</td>
<td>89,512</td>
</tr>
<tr>
<td>Private income</td>
<td>34,283</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>555,248</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,897,837</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,670,354</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,983,315</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>398,256</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,381,571</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>107,492</td>
</tr>
<tr>
<td>Other capital income</td>
<td>54,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>161,492</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>133,686</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>150,946</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>122,440</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

The special feeling, ‘the Spirit’ that permeates St Bernadette’s, is often a source of comment by visitors to our school. This is a visible, tangible, sign of our commitment to living out our vision and being at one with ‘the Spirit’ in our journey with Christ.

The coming year will include a range of initiatives to enhance and enrich our future direction. These will include the following:

- Our ongoing involvement in the ‘Schools as Core Social Centres’ initiative.
- The visual arts event (Intermedia) in 2015 and “showcase” productions.
- The Student Representative Council and the Student Action Team highlights student involvement in the life and planning of our school.
- With our new twenty-first century library centre and redevelopment of our oval we now, plan more work in our conservation area and the George Grumont Reserve (the latter in conjunction with the City of Knox).
- We have plans to replace our existing Art/LOTE room with a purpose built multi-use facility.
- Our recycling and land care programmes will expand.
- ‘Programme Maintenance Services’ is contracted for both our external painting and internal painting to ensure that the appearance of our buildings is maintained at a high standard.
- We will continue to upgrade and increase the number of computers – desktop, notebooks and iPads in accord with our Technology Development Plan.

We acknowledge that our work is a community journey that seeks excellence, in both what we are currently undertaking and in our future directions. It is apparent that we are shaping the future as we develop our students, both intellectually and spiritually, as we plan for and provide a school community that continues to strive for ‘excellence’.

Our organizational structures, administrative procedures, physical environment, and partnership with our Parish, will continue to energise us on our journey forward.
VRQA Compliance Data

**E1328**  
St Bernadette’s Catholic Primary School, The Basin

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>92.48%</td>
</tr>
<tr>
<td>Y02</td>
<td>92.33%</td>
</tr>
<tr>
<td>Y03</td>
<td>93.97%</td>
</tr>
<tr>
<td>Y04</td>
<td>92.52%</td>
</tr>
<tr>
<td>Y05</td>
<td>92.22%</td>
</tr>
<tr>
<td>Y06</td>
<td>91.18%</td>
</tr>
<tr>
<td><strong>Overall average attendance</strong></td>
<td><strong>92.45%</strong></td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Rate | 93.89% |

### STAFF RETENTION RATE

| Rate | 88.89% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>29.41%</td>
</tr>
<tr>
<td>Graduate</td>
<td>29.41%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
<td>58.82%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>64.71%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>17</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.282</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>5.114</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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