



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Bernadette's School

2 Willey Street, SUNSHINE NORTH 3020

Principal: Brendan Gill

Web: [www.stbsunshinenth.catholic.edu.au](http://www.stbsunshinenth.catholic.edu.au)

Registration: 1556, E Number: E1195

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## Principal's Attestation

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I, Brendan Gill, attest that St Bernadette's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 Apr 2024

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## About this report

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St Bernadette's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### VISION

St Bernadette's School Community a faith filled contemporary learning environment.

In Communion we celebrate and embrace diversity.

We honour our history and traditions to create a future which enhances and inspires.

### MOTTO

God Loves Us - Let Us Love God

### VALUES

Welcome	Respect	Faithfulness	Empathy
Honesty	Inclusion	Equity	Collaboration

### STRATEGIC INTENT

How do we build the capacity of all learners to engage with data and evidence to strengthen student achievement and progress, to foster learning for all?

### MISSION

- Our words and actions reflect the lived Catholic faith, history and traditions.
- Every learner is known in all aspects of their learning, their interests and talents. Learners experience success and are supported with high expectations.
- All students demonstrate a growth mindset where they are empowered to take ownership and responsibility for their learning and their relationships.
- A learning community that values trust and feedback and celebrates collegiality, collaboration and learning, to grow and improve outcomes.
- Teachers, families and community members partnering to enhance student outcomes in learning and wellbeing.

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## School Overview

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St Bernadette's Primary School is located in Sunshine North in the west of Melbourne. We are a Catholic co-educational primary school from Prep to Year 6 with 350 students. The school motto "God Loves Us - Let Us Love God" speaks of the great love God has for each of us and of the school community's commitment to one another and to bearing witness to the gospels in our words and actions.

St Bernadette's students come from the local parish and the surrounding community. We pride ourselves on our multicultural diversity and we encourage respect, acceptance and inclusion of all.

The school was founded in 1957, under the leadership of the Augustinian Sisters, servants of Jesus and Mary. Up until June of 2016, there still remained members of the religious order active in the school community. The Augustinian Sisters still have an active presence in the school and parish community.

There are 14 learning spaces (2 for each level) and we have specialist programs in the areas of Physical Education, Music, Visual Arts, Italian and Robotics to complement and enhance the core curriculum areas of English, Mathematics, Religious Education, Science and History. Information and Communication Technology or Digital Literacies are integrated into all learning and teaching programs across all curriculum and levels from Prep to Year 6.

We provide a curriculum that is contemporary and that responds to the needs of the whole child: spiritually, physically, socially, emotionally and intellectually. We are striving to develop 21st Century learners as we create an inquiry school: a school where all learning and teaching is centered in relationships as together we inquire, challenge and learn together – students, staff and families.

In 2019, the school began the new School Improvement Agenda (2019-2023), as set and in consultation with the community at the end of 2018 after a very successful School Review process in 2018. The current School Improvement Agenda, has a narrow and sharp focus on using data and evidence to improve learning outcomes for all learners - the students and the staff. It sets direction for the future as well as providing opportunities to celebrate the achievements made.

We enjoy the full functionality of the refurbished learning and staff spaces which have created further opportunities to develop learners who are curious, creative, confident, strong communicators, self-motivated and resilient, and most of all who are compassionate and passionate about theirs and others learning.

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## Principal's Report

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It is with great pride and sense of achievement that I present the 2023 report to the school community. The 2023 school year saw a return to some normality after the challenges and pressures of the last 3 years. This enabled us to have a clear and uninterrupted focus on student and school improvement. I particularly wish to acknowledge the staff of St Bernadette's, who continue to deliver a rich, rigorous and engaging curriculum, while at the same time, supporting and promoting the wellbeing and flourishing of all children in our care..

This report presents the key activities and achievements during 2023 of St Bernadette's Primary School, its students, staff and parent community.

In 2023, the school maintained its strong focus on learning and teaching and improving student outcomes, whilst at the same time preparing for and being reviewed by Melbourne Archdiocese Catholic School Ltd (MACS). The school continued to implement the School Improvement Plan developed in 2018, a major part of this being, assessing ourselves against the School Improvement Framework Rubric and finding evidence to support this in preparation for review. In short, the report from the review was very positive in acknowledging the great work we do at St Bernadette's, and our achievements over the last 5 years. The report also acknowledge areas for growth and improvement, which I look forward to reflecting on in subsequent reports.

Our key areas of focus for 2023 were Learning and Teaching, Student Wellbeing and Leadership and Management. Education in Faith and School Community, although not a major focus, were still very much a part of our agenda.

Some of the major achievements, initiatives and outcomes of our work in 2023 include:

- continuing a strong commitment to our vision and values in all we do
- strong commitment to the religious development of children and ongoing participation in the sacraments and social justice activities
- a strong focus on literacy and numeracy, including the investigation and introduction of an explicit systematic phonics and spelling program
- embedding and developing a consistent approach to personalising learning, including an ongoing focus on Inquiry learning, continued implementation of assessment rubrics and the Learning Assessment Portfolio on our online platform.
- ongoing use of data through pre- and post- testing in numeracy and literacy to ensure the curriculum is targeted, challenging and engaging
- ongoing promotion of and opportunities for parent involvement and engagement in student learning



Highlights of the year for our school community included celebrations of significant days, e.g. St Bernadette's Feast Day, Mothers' and Fathers' Day, Family Week and ANZAC Day. The school also celebrated Bookweek, with a whole school focus on the selected texts and a dress-up day. A family carols night was also held to celebrate Christmas and the end of the year. The Parents on Partnership Group held a very successful Family Bush Dance mid-year.

It is a privilege to be part of a school staff who take seriously their role in educating and developing creative, confident and independent learners, and who continue to be very supportive of the ethos of the school. The staff are committed to working collaboratively and to ongoing professional development, thus enabling them to provide engaging and stimulating learning opportunities for all students. They are led by a dedicated and supportive leadership team and ably supported by a highly skilled group of learning support staff. St Bernadette's are also fortunate to enjoy the confidence and support of an involved and engaged parent community.

Brendan Gill

PRINCIPAL

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals:

1. To build the capacity of teachers to recontextualise scripture for themselves and the students.
2. To invite all learners to enter into dialogue, deepening their sense of importance and relevance of faith in their everyday lives.

#### Intended Outcomes:

- To modify the use of the 'Pedagogy of Encounter' strategy to build teacher capacity to understand scripture.
- To develop theological knowledge, understanding and formation for teachers through the POE, professional reading and the use of the new Religious Education frameworks
- To continue to use the CEM Horizons of Hope to guide learning and teaching.

### Achievements

- St Bernadette's School Community took part in weekly, end of term and significant liturgical day masses and liturgies.
- Celebration of St Bernadette's Feast Day, with mass, learning activities about St Bernadette and an engaging activity day for the staff and children
- The Sacraments of Reconciliation (Year 3), Eucharist (Year 4) and Confirmation (Year 6) were celebrated. Children were prepared in classtime, and this learning was supported by a reflection day and family activity session.
- The RE Leader along with the Social Justice Leaders took part in and led a variety of social justice initiatives in the school, including support for Caritas, Project Compassion, Catholic Mission and St Vincent de Paul.
- Staff have continued to work on and maintain their Accreditation to Teach Religious Education in a Catholic School.
- REL took part in the Competencies in Theologising Project to help lead teachers to build their capacity and confidence in designing and assessing learning in RE.
- Gifting Food Pantry continued to provide pantry items for families in need.

### Value Added

- Professional Learning Team meetings with staff, to increase their knowledge of theology and current teaching practices in Religious Education

- Continued investigating theological background of scripture used with teachers and students to enhance the implementation of the Pedagogy of Encounter
- Promoted rigorous conversations related to scripture, visual artworks, it's tradition, it's meaning for the individual, and the Church doctrine and understanding of this
- Continued developing and refining rubrics with teachers to assess student learning in Religious Education
- Whole school fundraiser for Vinnies Winter Appeal through the homeless experience and through mini stalls focussed on fundraising
- Promoting the purpose of the Gifting Pantry and encouraging families to take what they need as a way of supporting the school communities
- Facilitating Family nights for the sacraments and inviting others to facilitate these, to support family understanding of sacraments, including Fr Elio Capra

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals:

1. To provide clarity to learners about what they are expected to learn, be able to do and about how they can strengthen achievement and progress.
2. To improve Reading and Mathematics outcomes.
3. To address the learning needs of students whose learning abilities exceed the scope of year-level curricula and standards.

#### Intended Outcomes:

- To strengthen staff understanding of the Victorian Curriculum as a learning continuum.
- Provide professional learning for staff to identify and discern students who are high achieving.
- To continue to provide feedback to students to support them to strengthen their achievement and progress.
- Continue to reflect on teacher pedagogical practice and feedback to students.
- Use the reflection on Practice - PLT teacher's reflection
- Using the balance of asynchronous and synchronous teaching methods to increase student agency, voice and outcomes for all (students and staff)

### Achievements

Each student has a Learning Assessment Portfolio on Seesaw where parents are able to see their child's learning/progress as a part of our ongoing reporting process.

Continued use of Rubrics across all curriculum areas for assessment and student reflection

Representative group of Staff attended professional learning on teaching Gifted Students with Susan Nikakis

Representative group of staff attended professional learning with Phill Cristofaro (Apple Educator) on using digital technology to enhance learning.

Whole Day Staff Conference focussing on the Berry Street Education Model

Planning Day in Term 4 in preparation for 2024 in Inquiry. Forward planning of Inquiry Units.

All staff given PD on 'What is the role of feedback in improving my practice?'

Development of Communities of Practice as the platform for personal professional development and learning.

## Mathematics

- Continuing to use SPA to collate and analyse data
- Moderation of student learning in Mathematics for formative and summative assessment
- Use of PAT, MOI, Essential Assessment, Naplan and formative assessments to ascertain student needs and progress
- Introduction of the Mathematics Curriculum 2.0
- Continuation of Maths Olympiad competition for high achieving students in Year 5/6
- Continuation of Math Games and Math Explorer groups (Year 3/4), focussing on Problem Solving strategies
- Continuation of Year 2 Mathematics Extension group to work with the Mathematics Intervention teacher once a week
- Consistent use of Essential Assessment as a Tier 2 Assessment tool to track and monitor progress
- Mathematics Intervention support with the aid of the Tutor Funding.
- LSOs trained to implement intervention called MathaMagic in Year 1, 2, 3 and 4 students needing further support in counting work 1:1 with an LSO for 10 minutes 2-3 times a week
- Mathematics Leaders attended Mathematics Leaders Network meetings and were part of a community of practice focussing on mathematical differentiation
- GRIN program run with students in Year 3 and 4. Topics were introduced to a smaller group of students who require further support, before the topic is covered in their class. This is in order for them to be more prepared when the topic is introduced in the class
- PLTs focussed on: differentiation, moderation of learning, data analysis and introduction of the new Mathematics Curriculum v2.0

## Literacy

- All students from Year 1-6 are assessed using the Benchmark Assessment System in Term 1 and 3 Comprehension goals are written for each reading group using the Fountas and Pinnell Classroom resources.
- Introduction of SPARKLE assessment kit to assess students using a decodable text (trialled with intervention students)
- Reading instruction specifically targets student needs through the use of Fountas and Pinnell Classroom resources.
- Students in Prep to Year 2 were assessed using Alpha Assessment kit in Term 4.
- In Term 1, Prep students were assessed using various assessment tools to identify their needs in reading and oral language.
- English Online Interview (EOI) completed for all Year Prep students in February

- Students participated in weekly Reading focus groups to target specific needs, and were provided with follow-up tasks to practise the reading skills that were introduced in the previous week.
- Teachers in Year 3-6 developed their use of the Teaching-Learning Cycle to integrate Reading, Writing and Inquiry for purposeful and authentic Literacy learning.
- Book Clubs were introduced into the English curriculum in Years 5 and 6. Students come together to read and discuss a text. They develop critical thinking skills and collaboration through set tasks.
- Levelled Literacy Intervention (LLI) provided to students in Years 3 to 6 who require additional support in Reading.
- Continued Heggerty Phonemic Awareness intervention groups for students in Years 1 to 6.
- Phonics intervention groups for students in Years 3 - 5 were developed to support students who had difficulty in decoding texts.
- Students in P to Year 2 were assessed in phonics and sessions are developed to support student needs during the literacy block
- PLTs for 2023 focused on moderation and triangulation of data in reading and writing. sing SPA, BAS, PAT NAPLAN and teacher judgments  
How to plan and support EAL learners in the classroom  
Unpacking the EOI data P-2  
Unpacking phonological awareness and how Heggerty Phonological awareness program support student learning  
Moderation of student writing took place in Semesters 1 and 2, in order to ensure consistent assessment amongst teachers. This also included students that work on the EAL curriculum  
Classroom teachers participated in needs based professional development during planning time to plan for the needs of students through the data gathered.  
P-2 Literacy leader and Learning and Teaching leader attended Professional learning on the English Online Interview (EOI) about how to implement the assessment for Preps in Term 4 of 2023.  
Literacy leaders trialled the UFLI Foundations phonics program as an intervention resource with students from years 3 to 5. In semester 2 implemented this program in years 3 and 4  
At the end of 2023 all students in years 1 to 5 were screened with the LeST assessment tool for phonics and the Sounds Write phonemic awareness screener to inform student needs in 2024.

## Student Learning Outcomes

In 2023, ACARA introduced a new format and competencies for NAPLAN. As a result, there is no comparative, growth or trend data available for this year. However, some of the observations from the data include:

- An average of 66% of Year 3's were at the Proficient level across the 5 areas assessed
- An average of 82% of Year 5's were at the Proficient level across the 5 areas assessed
- Year 3 and 5 children scored the best in Writing with 76% and 88% at Proficient level respectively

This data provides us with valuable baseline information. In the following years, we hope to see our data trend upwards, ensuring all children meet minimum standards.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	414	60%
	Year 5	519	74%
Numeracy	Year 3	396	70%
	Year 5	512	78%
Reading	Year 3	394	63%
	Year 5	513	86%
Spelling	Year 3	404	63%
	Year 5	511	82%
Writing	Year 3	420	76%
	Year 5	507	88%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals:

1. To continue to build and sustain a learning environment that develops a strong sense of connectedness and belonging for all within our learning community based on our Gospel teachings.
2. To strengthen student voice and agency in our learning spaces, school and community.

#### Intended Outcomes:

- Embed positive social emotional behaviours through all the levels of the school through the Berry Street Educational Model.
- Investigating opportunities to create student voice and agency in the learning spaces for both students and teachers.

### Achievements

- We engaged with Brimbank City Council to implement the Resilient Youth Australia survey for year 5 & 6 students. This allowed staff to triangulate SEL data and establish themes to address.
- Students engaged in whole school learning and action where every member pledged a commitment for the National Day of Action Against Bullying and Violence. These pledges linked to our school values of inclusion, collaboration, honesty, welcome, faithfulness, respect, equity and empathy. This helped to build a sense of student voice and unity.
- Staff continue to embed 'Morning Meetings' (from the Berry st model) which build and sustain relationships and connectedness in learning spaces. These set a positive tone for the day. Through morning meetings, a welcoming space where students feel they belong is created. Teachers continue to be creative in making this interesting, fun and an opportunity for students to connect with others through games and discussions.
- Family friendly information about Child Safety was shared through regular newsletter excerpts, discussion at Parents in Partnership meetings and through visual displays around the school.
- PLTs were held to examine PAT-SEW data to discern strength and needs of students at each level and differentiate the SEL and teaching.
- Teachers worked to cater to student needs by building on prior knowledge and skills.
- Staff also engaged in PLTs around student voice, extending our understanding and exploring ways to give students at St Bernadette's more voice and agency.



## Value Added

- Camp Program - Year 5/6 Camp - 2 nights at YMCA Mt Evelyn; Year 4 Camp - 2 nights at DOXA Malmsbury; Year 3 Camp - 1 night at Sunnystones; Year 1/2 - Afternoon and Dinner at school; and Year Prep - 100 days of School Breakfast
- Specialist Programs in Visual Arts, Music, Physical Education, LOTE - Italian and Digital Technologies
- Community Kitchen and Garden Program
- Berry Street Family Night to share social emotional learning information and strategies with parents/carers.
- The students created a resource for ways to calm down.
- The School Captains represented St. Bernadette's at a cross-school project, "Dynamic Young Citizens" run by Brimbank City Council. The Captains developed a digital resource to help students having trouble sleeping and strengthening friendships.
- The Student Research Group and School Captains facilitated a "Wellbeing Hour" for Year 5 & 6 students to highlight social emotional learning strategies and resources.
- Buddy program- builds student connectedness and belonging.
- Student leadership - Continued Student Leadership opportunities through the Student Representative Council, the Social Justice Group, House Captains and House ViceCaptains and School Captains and School Vice-Captains and the Student Research Group.
- Weekly student-led class assemblies promoting student voice, leadership and connectedness
- Whole school activities and special days such as St Bernadette's Feast Day, St Bs Got Talent, Donut day, teachers vs student games. These promoted connectedness and belonging by creating a sense of fun and community.
- School captains went to a leadership day at Our Lady of Immaculate Conception to learn about different types of leadership and leadership qualities.

## Student Satisfaction

The St Bernadette's 2023 MACSSIS Student data indicates a fluctuation from 2022 to 2023. In most areas there has either been an increase or decrease of 1-3%.

In relation to student learning and wellbeing, the 2023 MACSSIS data indicates:

- 54% of students positively endorse that they feel they have the opportunity to have an impact on the school, which is a 2% increase from 2022.
- 72% of students positively endorse that they feel their teachers have high expectations of them
- 64% of students positively endorse that they feel valued as members of the community
- 71% of students positively endorse the strength of connection between teachers and students.

This data provides us with valuable information as we reflect on 2023. The results challenge us to ensure we strive to improve this data in 2024.

### Student Attendance

Student attendance/non-attendance at St bernadette's is managed in the following way:

Parents, guardians and/or carers are required to notify the school by 9:15am of the reason for any absence from school on the day of absence. Where the reason for absence is known, the reason is recorded by the Office Manager or Student Information Officer and the teachers are notified of the absence and reason for this.

Attendance at the school is checked twice daily by entering student attendance on the Nforma attendance program.

The attendance reports are accessed by the Office Manager to follow up students who are absent without explanation. If a student is absent without explanation, the school will contact the parent/guardian for an explanation as soon as possible on the day of absence by the Office Manager contacting the parent, carer, or emergency contact.

Information about the number of days of absence are recorded on student files and on student reports using the Nforma attendance program.

Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians by the Principal or Student Wellbeing Leader contact them directly.

Average Student Attendance Rate by Year Level	
Y01	93.1%
Y02	94.7%
Y03	94.5%
Y04	94.2%
Y05	95.6%
Y06	95.2%
Overall average attendance	94.5%

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## Leadership

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### Goals & Intended Outcomes

#### Goals:

1. To build a contemporary culture that is committed to a curriculum design with a sharp and narrow focus around; evidence and data analysis, differentiation for all, building animated learners through deep learning and powerful teaching.
2. To develop strong leadership empowering staff and students to lead their learning.
3. To provide opportunities for teaching staff to measure the effectiveness of their pedagogical practices through data analysis and evidence of learning.

#### Intended Outcomes:

- Exploring a tool to systematically collect data and evidence for staff, e.g. Compass, SIMON, SPA
- Provide teachers with opportunities (PLTs, Experts, Mentoring, Coaching, PDP) to reflect on their practice and student feedback to measure their effectiveness

### Achievements

- Continued use of SPA to collate and analyse data with teachers during planning and PLTs
- Use of PAT data to track progress in reading and mathematics
- Leaders, as co-teachers, facilitate planning sessions to analyse data and evidence of learning, to design differentiated learning tasks and sequences of learning.
- Educational experts, such as Apple Distinguished Teacher- Phill Cristofaro engaged throughout the year to build the capacity of staff in the implementation of Inquiry and iPad learning.
- Continued use of the co-teacher as leader to build pedagogical practices through modelling, leading planning for learning and teaching and working alongside teachers in their learning space
- Strong emphasis on building team efficacy to strengthen shared responsibility and shared ownership of student learning.
- Introduction of Communities of Practice(CoP) to promote a Performance and Development Culture and Process for Leaders, Teachers, Learning Assistants and Education Support staff.
- Staff completed a portfolio based on their work in the CoPs. These portfolios formed the basis of the Annual Review Meeting with the Principal.
- Dedicated PLTs to enable staff to share professional goals, learning accomplishments and to seek collegial feedback.

- Mentoring and coaching at all levels to set goals and work towards achieving success.  
Celebrated and acknowledged years of service of staff reaching milestones

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Phill Cristofaro - working with teachers and children</li> <li>• MACS School Review Process</li> <li>• Data Analysis for Continuous School Improvement with Bradley Geise</li> <li>• First Aid - CPR &amp; Anaphylaxis</li> <li>• Principal Networks</li> <li>• Deputy Principal Networks</li> <li>• ICT Networks</li> <li>• Mathematics Leaders Network</li> <li>• Religious Education Leaders Network</li> <li>• Student Wellbeing Leaders Network</li> <li>• Rights, Responsibilities and Respectful Relationships - DoE staff</li> <li>• FSP Cluster Meetings</li> <li>• Staff Conference - Berry Street Education Model</li> <li>• Berry St Modules - selected staff</li> <li>• Compliance Modules, including Work Safe, Mental Health and Wellbeing, School Code of Conduct</li> </ul>	
Number of teachers who participated in PL in 2023	35
Average expenditure per teacher for PL	\$600.00

### **Teacher Satisfaction**

The overall 2023 MACSSIS Staff overall school positive endorsement has increased from 76% in 202 to 79% in 2023, and 12% points above the MACS average. This is a very pleasing result and reflects the strategic and focused work of the school's leadership and staff.

In relation to Leadership and Management, the 2023 MACSSIS data indicates:

- 70% of staff positively endorse the 'extent to which the school leaders set the conditions for improving teaching and learning at the school'.
- 88% of staff positively endorse 'the quality relationships between staff and members of the leadership team'.

- 91% of staff positively endorse 'how well leaders set the conditions for teams to collaborate effectively'.
- 88% of staff positively endorse 'the coherence of the school's improvement strategy'.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	19.4%
Graduate	16.7%
Graduate Certificate	5.6%
Bachelor Degree	33.3%
Advanced Diploma	16.7%
No Qualifications Listed	8.3%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	40
Teaching Staff (FTE)	32.1
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	13.9
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal:

1. To embed family, school and community partnerships to engage families in student learning to grow and improve outcomes.

#### Intended Outcomes:

- Launch the new 2019-2022 FSP Strategic Direction.
- To provide opportunities for staff to practice, embed and reflect on their family engagement practices using the Horizons of Hope Families as Partners Document and SIF Rubric.

### Achievements

- Parent e-safety Information Evening
- Parent Social Emotional Learning Evening (Term 3)
- Whole school interactive 'learning at home' activities were designed to encourage students to talk with their families about school learning. These activities aim to encourage students to talk about school learning with their families.
- The Cluster Engagement in Learning Leader continued a partnership with Deakin University for a research project to better understand the experiences of parents from language backgrounds other than English and their engagement in their children's learning. Data collection and analysis was completed and a research paper will be written to publish the findings with a broader audience.
- The Sunshine Cluster family school partnerships collaboration between St. Peter's and St. Bernadette's continued throughout 2023 with staff meeting together for a 'Celebration of Learning' event in Term 4. Staff from both schools presented their learning to each other, highlighting ways that they have worked to engage all families in their children's learning.
- The Cluster Engagement in Learning Leader presented at the MACS Wellbeing Conference to share about family school partnership at St. Bernadette's and St. Peter's.
- Learning conversations with families, students and teachers were conducted onsite, enabling students and families to celebrate and partner in the learning success of Semester 1. Optional Learning conversations were offered to all families in Term 4 to continue the shared partnership in student learning. Interpreters were offered to all families for both the learning conversations and translation of Semester 1 and 2 reports, as requested.

- Pre Prep Transition was held for new Prep 2024 students. Three onsite sessions were offered to the pre-school students to facilitate a smoother transition to school the following year. Families were also presented with a 'welcome pack' with enrolment information, fine motor activities and stationery for their child to prepare them for school.
- Brimbank Kindergarten Exchange attended by Cluster Engagement in Learning Leader to support transition to Prep the following year.
- Community events such as Mother's Day, Father's Day, Grandparents Day, Family Bush Dance and Carols Night were celebrated in order to build belonging and a sense of community.
- Year 6 transition to Secondary School program
- Monthly whole school newsletters and termly year level newsletters sent home to families via Operoo to continue to inform families of the learning, teaching and special events being held within the school community.

## Parent Satisfaction

In 2023, the number of parents completing the St Bernadette's MACSSIS survey more than doubled, from 24 in 2022 to 56 in 2023. This provided us with a broader range of data and also met our goal to increase parent completion of the survey.

The St Bernadette's 2023 MACSSIS family data indicates:

- An increase in overall school positive endorsement of 2%, from 71% in 2022 to 73% in 2023.
- An increase in 6 out of 7 domains ranging from 1% to 11%
- Notable increases occurred in areas of 'School Fit' (from 70% to 81%), 'Communication' (from 72% to 82%) and 'Student Safety' (from 71% to 77%).
- The domain 'Barriers to Engagement' fell from 76% to 62% which gives us something to focus on in the future.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stbsunshinenth.catholic.edu.au](http://www.stbsunshinenth.catholic.edu.au)