St Bernard’s Primary School
East Coburg

Registered School Number: 1459

2009 Annual Report to the School Community
St Bernard’s Primary School, East Coburg.

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Contact Details

| Address          | 36 Patterson Street  
|                  | East Coburg VIC 3058 |
| Principal        | Mrs Joanne Doherty  |
| Parish Priest    | Rev Leo De Marzi    |
| Telephone        | (03) 9384 8500      |
| Email            | principal@stbernardscoburg.catholic.edu.au |
| Website          | www.stbernardscoburg.catholic.edu.au |
Our School Vision

We dream a school where:

- The uniqueness of St. Bernard’s community and its individuals is celebrated.
- A positive feeling of warmth, support and acceptance exists.
- Common goals are shared and communication is open.
- Challenges and opportunities to grow in our relationship with God and one another are provided.
- A commitment to shared beliefs and a tolerance of other faiths is nurtured.
- Sincerity, reverence and joy in our faith celebrations are promoted.
- Service to others in the Church and the wider community is provided.
- Each individual’s self-esteem is developed.
- Opportunities are provided that encourages risk taking and independent thinking in students’ learning.
- Learning is intrinsically valued and promoted.
- Changing needs are recognized and met.
- Improvement is pursued and achievements are celebrated.
- The physical environment is valued and nurtured.
- All members are safe and happy.
St Bernard’s Primary School, East Coburg.

School Overview

St Bernard’s is a co-educational Primary School situated in the northern suburbs of Melbourne providing a Catholic education for children from Years Prep to Six.

The school opened on 3rd February 1941 with an enrolment of 106 children. As the number of students increased it became necessary to undertake a number of building projects. Recent Federal Government initiatives for Building the Education Revolution have seen, and will continue to see some major changes to the physical landscape of the school over the next 12 months.

The multicultural and diverse nature of the school continues with over 37 different nationalities being represented. St Bernard’s has 61.7% of students being from a LOTE background. The area is residential and the socio economic status is changing. Approximately 30% of families receive the Education Maintenance Allowance. The population is stable and enrolments have decreased very slightly by 0.4% due to a small number of families leaving during the year to relocate. There has been a steady increase in the percentage of Catholic families with 77% of 2010 prep enrolments being Catholic.

We structure our classes in such a way as to provide optimal learning opportunities for the children. Currently our enrolment of 284 is divided in 11 class groups- 2 x Prep, 3 x Year 1 /2’s, 3 x Year 3 /4’s and 3 x Year 5/6’s. We have specialist programs in Library, LOTE (Italian), Physical Education and Music. We also have a Reading Recovery Program and Coordinators of Learning and Teaching, Numeracy and Literacy.

An Out of School Hours Care Program is offered on site. Before and After Care programs are provided on both a casual and permanent basis. The program provides a much needed service to our community in a welcoming, well supervised and structured setting.

There have been many developments during the 2009 school year at St Bernard’s and a strategic plan for further school improvement is in place. Throughout 2009 we conducted a Review as is part of the School Improvement Framework. This occurred through collaborative processes involving staff from Catholic Education Office, Leadership Team, Consultative Committee, the whole staff and an external Reviewer.

In Education in Faith, we have focused on creating and integrating more explicitly the Catholic culture of our school, strengthening links between the school and parish and providing opportunities for faith awareness and development.

In our Learning and Teaching, we have been, and continue to be, guided by an overarching goal of improving student outcomes. This has included improving student engagement and learning and pedagogical practice.

At St Bernard’s, we have endeavoured to provide an environment that is safe, inclusive, supportive and empowering. Our programs, policies and procedures have aimed to improve the student’s resilience and provide understandings and strategies for all members of our community.
The Leadership Team at St Bernard’s has aimed to work collaboratively to facilitate positive growth for all stakeholders. A shared leadership model has been the vehicle to empower staff and drive a professional learning culture. Structures and strategies have been developed to ensure the staff are professionally and pastorally nurtured, whilst a focus on improved professional learning has enhanced knowledge and skills. The management of resources and facilities, to ensure an optimal teaching and learning environment, has been, and continues to be, a priority.

We recognise the importance of the many members of our community working with us to help our students achieve all that they can. Through increased opportunities of connection and interaction, within both our own and the wider community, we have aimed to improve communication, create and maintain positive relationships.

The following pages outline the main achievements in the five spheres for school improvement in 2009.
St Bernard’s is committed to providing quality Catholic education for all students in partnership with parents, parish and the wider community. We are continually evaluating and planning in order to work towards achieving our goals.

The 2009 school year was a busy and productive one at St Bernard’s and I am very proud of all we achieved. The Review, conducted in 2009, as part of the School Improvement Framework, provided an invaluable process of evaluation. It provided an opportunity to acknowledge our strengths and achievements and identify our challenges and goals. The goals and future directions identified, provide strategic direction for future school improvement. This report outlines our goals, and achievements in the five spheres.

I would like to thank Fr Leo De Marzi, our Parish Priest for his support of our school. Fr Leo cares for every member of our community- students, parents and staff and this is very much appreciated. I also would like to thank the staff for their hard work, professionalism and dedication. Thank you also to those in our community- parents and Parish, who assist us in so many ways.

Joanne Doherty

Principal.
Goals & Intended Outcomes

- To enhance and strengthen the learning and teaching of Education in Faith.
- To further develop the spirituality and faith of the community.
- To strengthen the links between the parish and school community.
- To provide a range of learning experiences that integrate the cognitive, faith and life dimensions of the students and our community.
- To celebrate important liturgical events and Holy days of the Church’s calendar.
- To encourage regular participation in parish, school, class and buddy masses.
- To encourage a strong prayer life through regular prayer experiences and celebrations.
- To develop a whole school Sacramental Plan.
- To continue to implement a Meditation Program.
- To provide opportunities for personal and professional staff faith development.
- To have a whole school focus on social justice.

Achievements

The following was achieved in the 2009 school year:-

- As part of our Sacramental rotation, the Year 3/4 children celebrated the Sacrament of Reconciliation 25th & 26th March and First Eucharist on 23rd August.
- Family Faith workshops were held for Reconciliation and Eucharist on 2nd March. The Year 1/2 Family Faith sessions were held on 20th May, the Prep family workshops were held on 15th June, the Year 5 sessions on the 19th October and the Year 6 sessions on 9th November. The Presentation Family Project facilitated these evenings and this was the first year that the whole school program was implemented. Attendance at and feedback from these sessions was very positive.
- Buddy Masses were held once a term.
- Reconciliation was celebrated once a term for Years 3-6.
- Family Masses were held once a term at the Parish Sunday Mass, with each level of the school preparing this Mass around a particular theme. Year 5/6 and Prep families celebrated a ‘Welcome Mass’ on 22nd February and the Year 1/2’s celebrated the beginning of Advent on 29th November. The Year 3/4 Family Mass was celebrated as their First Eucharist.
- School masses were held to celebrate various school, parish and liturgical events & seasons such as Easter, Beginning of the School Year, Ash Wednesday, Feast of the Sacred Heart, End of School Year and Mission Week.
- Student leaders participated in the St Patrick’s Day Mass at the Cathedral on 17th March.
- Regular meetings between the R.E.C. and the Parish Priest occurred.
- Responsibility was shared for the preparation of prayer and reflection at weekly staff meetings.
- Meditation was introduced into classes as a strategy for use as part of the R.E program.
- Staff participation in R.E. focused staff meetings enabled whole school perspectives and sharing of information.
- Collegial planning of R.E. units was supported by CEO staff.
St Bernard’s Primary School, East Coburg.

- Reflections at staff meetings provided opportunities for personal faith development and experience.
- Professional Development in the area of “Godly Play” occurred on 11th September and was facilitated by Jeanette Acland.
- Professional Development in the area of Assessment and Reporting and moderating in R.E occurred on 11th September and was facilitated by Judy Garvey from Catholic Education Office.
- Staff meetings were held to continue to support staff in preparation for reporting and assessment of R.E.
- During assemblies, there was a focus on use of the school prayer to open each gathering.
- R.E. based songs to be used at Masses and functions have been learnt.
- The Mini Mission Fete was held on 23rd October and raised $3,670 for charities- Catholic Mission, St Jude’s School in Tanzania and the International Development from Australia in the Philippines.
- The annual Feast of the Sacred Heart Mass and collection of food, blankets and clothing was exceptionally well supported. The Samaritan Inn was our chosen charity for this appeal.
- A weekly reflection in the Bernardo provided prayer and reflection for families.
- The exemplar units were reviewed and implemented in consultation with R.E.C.
- The school celebrated St Bernard’s Feast Day on 20th August with an assembly and a Sausage Sizzle.

Compliance Advice

- There has been an increased number of Catholic students in Prep, which is an increase of 30% over the past four years.
- Staff feel that staff prayer and liturgy is meaningful to them. (Insight SRC Data)
- Students rated the Opportunity and Importance for the development of Catholic culture through prayer, Liturgy and the sacraments as very high. (Insight SRC data)
- Class prayer celebrations - daily, weekly and special occasions occurred.
- School and Parish Masses celebrated Feast days for Holy Week, Easter and Christmas.
- Attendance by classes at Buddy Masses on Thursdays continued throughout the year.
- Sacramental preparation sessions were attended by families.
- Increasing attendance at and support for Family Faith nights was positive.
- Participation in activities to raise awareness of the mission of our faith through social justice issues and causes has increased.
- Staff are confident to develop students’ understandings about prayer, Liturgy, morality and social justice (Insight SRC data).
Learning & Teaching

Goals & Intended Outcomes

The focus in Learning and Teaching has been to embed good practice and strategies into all programs. We have worked to deepen our understanding of Victorian Essential Learning Standards (VELS) and use a wide range of testing methodologies and observation data to improve student outcomes and encompass the broad range of abilities of our students.

We aim to:

• To continuously improve all students’ engagement and learning across all curriculum areas.
• To continuously improve all students’ engagement and learning in literacy and numeracy by continually striving to develop consistent understandings and practice.
• To continuously improve all staff members’ knowledge and delivery of the curriculum.
• To continuously improve assessment and reporting across all curriculum areas.
• To use data to inform and improve practice.
• To critically evaluate and embrace, where appropriate, new programs, concepts and initiatives.
• To use PLT’s to effectively support learning and teaching.
• To strategically plan for Professional Development.

Achievements

The following was achieved in 2009 school year:

• A timeline for further implementation of VELS and related reporting requirements was continued.
• A further review of report content occurred considering the VELS and Australian Government compliance requirements. Collegial discussion around reporting and assessment practices was held.
• Curriculum documentation including scope and sequences have been further developed to reflect the VELS.
• The domains of Civics and Citizenship, Science, ICT (Years 3-6) , the Humanities(Years 3-6) and Geography (Year 5-6) were reported on for the first time.
• Discussion continued at year and whole staff levels to further enhance understanding and consistency in relation to moderation, across VELS domains.
• A charter was developed by each level to guide PLT’s.
• Collegial discussions and professional reading were encouraged and provided at both year and whole staff levels.
• Curriculum Newsletters, sent home to families each term outlining what the children will be working on, were reviewed and modified to enable them to be more parent friendly and useful.

LEARNING TECHNOLOGIES

• An Information Technology Coordinator maintained the school’s Local Area Network and SINA accounts and liaised with the Commander technician fortnightly.
The use of Learning Technologies has continued with all classes having weekly sessions in the computer lab as well as access to four computers in their classrooms.
The use of N-Forma reporting software has continued to be a focus for staff.
11 interactive whiteboards and laptops were purchased.
An upgrade of the hub and cabinet occurred with the server, switches and hub being moved from the staffroom into the Computer lab.
Increased use of ‘myclasses’ by staff and students has been encouraged.
A program for safe use of technology was conducted with the Year 5/6’s.

**NUMERACY**
The role of the Numeracy Coordinator continued with a time allocation of 0.2 FTE.
The Numeracy Coordinator attended Professional Development sessions.
An extension program was implemented with a staff member (0.2 for second semester) targeting groups of children as identified by data collection to be at risk, and not covered by funding and also those requiring extension.
The Numeracy Coordinator attended Numeracy Leadership clusters.
Pre and post testing was carried out at all levels.
SINE assessment data collected early and later in the 2009 school year indicated that students were making progress in their knowledge and understandings of mathematical concepts and skills throughout the year.
Numeracy data was analysed at a whole staff level to inform planning.

**LITERACY**
The role of the Literacy Coordinator has continued with a time allocation of 0.6 FTE.
The Literacy Coordinator attended Professional Development day facilitated by CEO Melbourne for classroom practice and Literacy Leadership.
The Classroom Helper Program continued in our junior classrooms during the Literacy block.
14 parent helpers attended the Classroom Helper program facilitated by the Literacy Coordinator.
The Reading Recovery Teacher role was maintained with intervention provided to our Year 1 students in need. Support was offered to students, in need, in the Prep-Yr 2 classes.
A Literacy PLT was held on a rotational basis at whole staff level.
Students were encouraged and assisted by the school Librarian in participating in the Victorian Premier’s Reading Challenge.
Pre and post testing in Literacy was completed.
Literacy data was analysed at a whole staff level to inform planning.
Year 1/2 teachers and the Literacy Coordinator participated in the Oral Language Supporting Early Literacy (OLSEL) program.
Prep-4 teachers and the Literacy Coordinator participated in the Foundations of Literacy P.D.
Year 5/6 representatives and our Literacy Coordinator participated in the Middle Years Literacy program.
Resources such as Guided Reading texts, take home readers and teacher resources were purchased.
The Enhancing Reading Intervention Knowledge (ERIK) was introduced and two staff members and one Parish volunteer ran eight groups. In total 32 children from Years 2-6 participated in the program.
INTEGRATED STUDIES
- The two-year cycle was reviewed in relation to the Conceptual Framework and Inquiry units.
- Professional Development activities and collegial discussions were held to continue developing an understanding of the Conceptual Framework.

HEALTH & PHYSICAL EDUCATION
- All students in Prep-Year 6 participated in a weekly Physical Education lesson with a specialist teacher.
- All students participated in games sessions with their classroom teachers in addition to their specialist lessons.
- The students in Years 5 & 6 were given the opportunity to participate in the Interschool Sport Program as organised by the Coburg District Primary School’s Sports Association. Students at this level were also able to participate in a variety of team sports organised at the ‘intraschool’ level.
- Three teachers participated in after school coaching for the Interschool sports program.
- The School Camping Program was conducted. The Prep children experienced breakfast at school in their pyjamas and they had to change into their school uniform ready for the school day. The Year 1/2 students had dinner at school after the school day, snack and activities. They changed into their pyjamas before being collected to go home. The Year 3/4 students stayed at school overnight on a Friday evening, having had dinner and going to an Action Sports session in Bundoora. The Year 5/6 students experienced a 2 night camp at Phillip Island. The program aims to increase and encourage self-confidence, participation, initiative, develop problem solving skills and to motivate and challenge.
- Representatives from Years 3-6 have had the opportunity to participate in competitions such as Cross Country and Athletics.
- Kelly Sports offers a private program to students at either a lunch time or after school.

LANGUAGES OTHER THAN ENGLISH
- Italian or Arabic was offered to students. Those from an Arabic background participated in Arabic program at the same time that all the other students in their class participate in an Italian lesson.
- Each student in Years Prep – 6 participated in a weekly lesson with a specialist teacher.
- An opportunity for Prep parents to observe their child’s lesson was offered in second term.
- An Italian show, ‘Mangia, Mangia” was organised for all levels.

MUSIC
- A major focus of the music program was to encourage children to be involved in making and enjoying music.
- The junior grades worked on the different components of music including beat, pitch, tempo, tone and colour. The senior grades worked on learning more about notes and singing.
- The children in Years 3-6 have learnt the recorder.
- Metro Music ran a private specialist music program.
- Children from Years 3-6 had the opportunity to join the school choir.
- The choir performed at Sacraments, assemblies and school events.
- Classroom teachers supported the music program in their classrooms.
- Musical performances and accompaniment at Masses and assemblies have enhanced the program.
St Bernard’s Primary School, East Coburg.

Compliance Advice

Students believe they are well supported in their learning. Five of the Engagement factors (Purposeful Teaching, Teacher Empathy, Connectedness to School, Student Motivation and Learning Efficacy) were rated above average and were all in the top 25% or in the upper range of the middle 50% of schools, when compared to Victorian schools (Insight SRC data). Students feel that the curriculum is engaging (Insight SRC data).

An ICT Audit conducted by TT Partners rated the school at 93/100 in terms of ICT policies, procedures, system security, hardware, administration, support and management.

The proportion of Year 3 and 5 students meeting national reading, writing, spelling and numeracy minimum standards are as follows:-

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>97.3%</td>
<td>100%</td>
<td>94.7%</td>
<td>89.5%</td>
<td>86.8%</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>97.3%</td>
<td>100%</td>
<td>97.3%</td>
<td>97.3%</td>
<td>89.2%</td>
</tr>
</tbody>
</table>

The changes in national minimum standard results at Years 3 and 5 are as follows-

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>-2.7%</td>
<td>2.3%</td>
<td>-5.3%</td>
<td>-8.2%</td>
<td>-3.9%</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
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</tr>
<tr>
<td>Year 5</td>
<td>1.8%</td>
<td>2.3%</td>
<td>-0.4%</td>
<td>-2.7%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Year 5</td>
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<tr>
<td>Year 5</td>
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</tbody>
</table>
Our data shows positive results in terms of our students meeting both target and minimum standards. Our results are generally above those of “Like Schools and All Schools”. The exception to this is the Year 1 results. When compared with past data reports of this particular level, the change appears to be related to that particular cohort of students. Our data does indicate that there has been consistent improvement across levels and areas in the pre and post testing.
The National Assessment Program – Literacy and Numeracy (NAPLAN), previously Achievement Improvement Monitor, is an assessment for Year 3 and Year 5 students, testing knowledge and skills in Literacy and Numeracy. The data below shows the percentage of our students who have achieved the National Standards in 2007, 2008 and 2009.

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>% At or Above National Minimum Standard 2009</th>
<th>% At or Above National Minimum Standard 2008</th>
<th>% At or Above National Minimum Standard 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3 Results</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>98.3</td>
<td>97.0</td>
<td>95.5</td>
</tr>
<tr>
<td>This School</td>
<td>97.3</td>
<td>100</td>
<td>91.9</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>99.3</td>
<td>99.1</td>
<td>99.1</td>
</tr>
<tr>
<td>This School</td>
<td>100</td>
<td>97.7</td>
<td>97.3</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>98.7</td>
<td>98.9</td>
<td>N/A</td>
</tr>
<tr>
<td>This School</td>
<td>94.7</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>97.3</td>
<td>97.8</td>
<td>N/A</td>
</tr>
<tr>
<td>This School</td>
<td>89.5</td>
<td>97.7</td>
<td>N/A</td>
</tr>
<tr>
<td>Numeracy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>95.8</td>
<td>96.7</td>
<td>94.7</td>
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<tr>
<td>This School</td>
<td>86.8</td>
<td>90.7</td>
<td>94.3</td>
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St Bernard’s Primary School, East Coburg.

<table>
<thead>
<tr>
<th>NAPLAN Year 5 Results</th>
<th>% At or Above National Minimum Standard 2009</th>
<th>% At or Above National Minimum Standard 2008</th>
<th>% At or Above National Minimum Standard 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>96.3</td>
<td>95.2</td>
<td>91.4</td>
</tr>
<tr>
<td>This School</td>
<td>97.3</td>
<td>95.5</td>
<td>97.3</td>
</tr>
<tr>
<td>Writing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>98.2</td>
<td>97.2</td>
<td>99.2</td>
</tr>
<tr>
<td>This School</td>
<td>100</td>
<td>97.7</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>98.1</td>
<td>96.8</td>
<td>N/A</td>
</tr>
<tr>
<td>This School</td>
<td>97.3</td>
<td>97.7</td>
<td>N/A</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Like Schools</td>
<td>96.3</td>
<td>95.5</td>
<td>N/A</td>
</tr>
<tr>
<td>This School</td>
<td>97.3</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>97.4</td>
<td>95.6</td>
<td>94.5</td>
</tr>
<tr>
<td>This School</td>
<td>89.2</td>
<td>95.5</td>
<td>100</td>
</tr>
</tbody>
</table>

N/A – not assessed in that year.

The three year trend data shows some inconsistencies in our results in Year 3 Reading when compared to the results of “Like Schools”, at times being above and at other times just below the minimum standard. Our Year 5 Reading is consistently above that of ‘Like Schools’. Our Year 3 Writing data is again inconsistent but there has been an improvement over time. Year 5 Writing has also shown improvement over the last three years, with results above those of ‘Like Schools’.

Year 3 and 5 Spelling results have been just below those of ‘Like Schools’ over the two year period this area has been assessed. Year 3 Grammar and Punctuation results are just below that of “Like Schools”, while the Year 5 results are above. Year 3 & 5 Numeracy results have been consistently lower that those of ‘Like Schools’ and this supports the focus on Numeracy.
St Bernard’s Primary School, East Coburg.
St Bernard’s Primary School, East Coburg.

Student Wellbeing

Goals & Intended Outcomes

- To improve the resilience of all students.
- To strengthen relationships across the school, student connectedness to teachers, peers and the school.
- To enhance student wellbeing programs and practices.
- To enhance value and respect for individuals and communities, through building social relationships.
- To provide support to all members of the school community who are experiencing difficulty or have special needs.
- To ensure that individual differences are catered for.
- To provide a welcoming environment that is conducive to developing positive, confident lifelong learners.
- To provide practices and processes for effective referral, consultation and support services.
- To continue to implement a social emotional learning program to enhance the wellbeing of our students.
- To continue as a staff to focus on the importance and benefits of and need for social emotional learning.
- To continue to encourage healthy lifestyle practices.
- To ensure First Aid training and procedures are current and compliant to legislation.
- To provide opportunities for staff and students to participate in interest based activities.

Achievements

St. Bernard’s School works with parents and guardians to provide every assistance and support for the wellbeing of our students.

The Student Welfare and Student Wellbeing Coordinators work with the Principal and staff to develop and maintain a safe and supportive school environment for all students.

Catholic school communities have access to a wide range of wellbeing and welfare support, including child protection, student health services, personal development, safety, resilience and mental health, behaviour management, anti-bullying and drug education services.

The following was achieved in the 2009 school year:-

- A Student Wellbeing Coordinator continued in the role one day a week with a dual role of classroom teacher.
- A Student Welfare Coordinator continued in the role one day per week with a dual role of a classroom teacher.
- The CAMHS and Schools Early Action (CASEA) program was conducted throughout Semester 1. The program consists of three types of intervention programs- child focused, family/parent and school based. The program targets children in Prep-3 that have been identified as requiring behaviour intervention.
- Implementation of the social emotional learning program, “You Can Do It” continued with a particular “Key to Life” being focused on each term at whole school level.
St Bernard’s Primary School, East Coburg.

- The children were encouraged to have water bottles and fruit and vegetable snacks with them in class throughout the day.
- The individual needs of students were catered for through a variety of intervention strategies such as Reading Recovery Program, Enrichment activities and programs, Individual Learning Plans (ILP’s), Program Support Groups (PSG’s), referral processes and procedures.
- The Student Representative Council (SRC) met regularly with the Principal.
- Staff participated in training sessions with EMQ trainers in the area of Emergency Management.
- An increased number of students at risk were deemed eligible for funding with a total of 17 students now being funded under the Literacy, Numeracy Special Learning needs program (LNSLN).
- Staff participated in First Aid Level 2, Anaphylaxis and Asthma training.
- Assertive Discipline was revisited and reviewed and improvements in processes were made.
- The First School Performance was held involving all students and parents and was extremely successful.
- Extra curricular activities were organised and included private Sports/ Dance lessons, private music lessons, Garden, Games, Library and Performing Arts Clubs. These activities were interest based.
- A partnership program run by “Stride” was organised with Mercy College students and involved all Year 5 /6 students in activities and workshops related to resilience and self confidence. This was a very successful and enjoyable program.
- After school sports training sessions were held for Year 5 /6 students.
- The School canteen changed menus to incorporate healthy options for the lunch order service.
- A parent education session as held, in partnership with a neighbouring school, with Michael Carr Gregg presenting on “Developing Resilience in Children”.
- The Buddy program continued with all students having a buddy. Buddy grades conducted activates and attended Masses together.
- Fortnightly assemblies provide opportunities for the community to gather and share activates, songs and classroom learning, with a level taking responsibility for organising and running the assembly.
- Student awards were given at our assemblies.
- The government funded School Nurse program continued with children in Prep being screened for general health problems.

Compliance Advice

The average attendance rate for students is 90.2%.

Students feel that they belong to their community and enjoy coming to school (Connectedness to School 89%). They believe that their teachers understand their needs and work to assist them in their learning. Parents feel that their children have very positive relationships with other students and believe this enhances their engagement to school (Connectedness to Peers 78%). Both students and parents believe students feel safe and able to learn. Student safety was rated in the top 25% of Victorian Primary Schools. Areas of discipline and behaviour management are seen as a strength by staff, students and parents (Insight SRC data).
Informal data gathered via discussions, Parent Teacher Interviews, feedback from staff, parents and students indicates satisfaction in the school. Informal observations and discussions affirm that students feel safe, are positive, happy and encouraged.

The CASEA program worked with the whole staff and community on an awareness and education program about behaviour management. Nine families (parents and children) attended workshops with professionals at the school and three families received individual support for behaviour management.

Various extra curricular, interest based clubs, have been established throughout the year. These have included sports activities and a Performing Arts Club, Games Club, Computer Club, Choir and Garden Club. Participation in each of these has been extremely popular with students.

A Kelly Sports Program is offered as a private option and operates at either a lunch time or after school. There has been much interest in this as a supplement to increasing children’s interest in sport and physical activity. In Term 1 & 2, twenty students participated in Multi-Sports sessions. In Term 3, eight students participated in Wicked Winter Sports, ten in Dance & Gymnastics and in Term 4, eight students participated in Super Spring Sports and nine in Dancing Dynamos.

An increased number of students participate in the Metro Music program as a private option with an average of 48 students participating in violin, guitar or keyboard lessons each term.
Leadership & Management

Goals & Intended Outcomes

• To promote and develop a strong professional learning culture.
• To develop structures and strategies designed to empower staff.
• To improve communication throughout the school community.
• To manage resources in a manner that maximises learning opportunities, staff wellbeing and ensures compliance.
• To provide a supportive, safe environment for the school community.
• To continue to develop as a Leadership Team.
• To ensure policies, protocols and practices are in place, take into account legislation, industrial relations and OH & S requirements.
• To review and restructure Staff meetings and PLT processes and protocols.
• To participate in the Review Process as part of the School Improvement Framework.
• To develop a School Improvement Plan for 2009-2013.
• To develop an Annual Action Plan for 2010.
• To encourage use of ICT by and for staff development and communication.

Achievements

The following was achieved in the 2009 school year:-

• Our census numbers were:-
  February  296
  August    295

• The Leadership structure for 2009 has been:-
  Principal      Joanne Doherty
  Deputy Principal  Phil Pearson
  Religious Education Coordinator    Marie Close
  Learning & Teaching Coordinator    Sue Blizzard
  Numeracy Coordinator    Wendy Di Tirro
  Student Welfare Coordinator   Sue Blizzard
  Wellbeing Coordinator    Margaret Govers

• The Parish Priest and Principal met weekly.
• The Leadership Team met weekly.
• The Review was conducted in July with work beginning in February. Surveys were distributed to key stakeholders (staff, parents & students) in March. The whole staff participated in workshops and Professional Development throughout the process. The External Reviewer’s Report was completed in August and presented to the staff in October.
• The Leadership team worked on Management Maps in each of the spheres as a guide to School Improvement. These were made available to staff via ‘myclasses’.
• The Consultative Committee met throughout the year to plan for class sizes and issues around face to face teaching and Positions of Leadership (POL’s).
• Professional Learning Teams met weekly.
• A new phone/ communication system was installed to allow effective and direct contact between the staff and the office and or playground.
St Bernard’s Primary School, East Coburg.

- Staff committees such as the Social, Arts and Special Events Committees were formed and organised various activities. Some of these were for staff only, others involved students and parents.
- Staff meeting structures were changed to ensure all levels and committees had the opportunity for consultation, input and professional dialogue.
- Annual Review meetings for all staff were held during September.
- The Student Representative Council and School and House Captain roles, provided opportunities for students to participate in leadership.
- Professional Development programs were accessed by staff. Opportunities were both ‘in house’ and external activities and at least two staff members attended sessions.
- The ‘myclasses’ page was used as a communication tool by the Leadership Team to enable all staff to access minutes, dates and other important information.
- A Professional reading folder was sent up on the network to enable and encourage the sharing of relevant and interesting reading.
- All classroom helpers have a Working With Children Check and a register for whole school access and use was established.
- An Excursion / Incursion Helpers program was held to educate parents about processes and protocols for helping on excursions.
- The National Schools Pride grant enabled the following:
  - Resurfacing of the breezeway
  - Resurfacing of the court/playground area.
  - Installation of shutters on the western boundary for both energy conservation and security.
  - Interactive whiteboards were installed.
  - A new Server cabinet was installed with the switches being relocated from the staff room.
- Plans were initiated for the Primary Schools of 21st Century grant.
Compliance Advice

The average attendance rate per staff member is 91.75%.
The proportion of teaching staff retained in a program from the previous year is 85.71%.
The following table details staff qualifications.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>OUR SCHOOL</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>4.17%</td>
<td>7.86%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>33.33%</td>
<td>23.32%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>0%</td>
<td>3.71%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>62.5%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>66.67%</td>
<td>46.83%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>4.17%</td>
<td>9.82%</td>
</tr>
</tbody>
</table>

Professional Development is recognised as crucial to the development of staff. In 2009 a total of $68,025.97 was spent on Professional Learning. This equates to $2824.42 per staff member. All staff participated in Professional Learning activities.

The Professional Learning Activities included:-
- CASEA sessions
- OLSEL
- Foundations of Literacy
- Middle Years Literacy
- School Improvement Framework
- Interpreting Survey data
- Religious Education Reporting and Assessment
- Godly Play
- Autism
- Wellbeing Clusters
- Reading Recovery Clusters
- Social Emotional Learning
- Assertive Discipline
- First Aid Level 2
- Interactive Whiteboard Training
- Emergency Management

Staff feel empowered as a result of their involvement in various teams (Insight SRC data). Staff believe that there is a clear sense of purpose (Effective Schools Survey).
School Community

Goals & Intended Outcomes

- To improve opportunities for student participation in the wider community.
- To improve community connectedness.
- To strengthen connection and communication within the school community.
- To strengthen the links between the school, parish and home.
- To promote the school within the wider community.
- To encourage parental involvement.
- To provide opportunities for parents to learn more about their child’s education.
- To continue to build up the profile of the school within our school and local community.
- To develop partnerships with agencies and secondary schools.
- To review enrolment procedures.
- To ensure effective and smooth transition programs.

Achievements

The following was achieved in the 2009 school year:-

- Assisting teachers in the classroom e.g. assisting with the literacy program, art and craft activities and on excursion.
- Being a member of the Parents and Friends Association.
- Attending Working Bees.
- Attending Parent Teacher Interviews and Parent Information sessions.
- Supporting fundraising activities such as the Bunnings BBQ and the Trivia night.
- A community notice board is maintained by Parents and Friends Association.
- The school newsletter is sent home weekly to each family and is also available on the school website. This is the main channel of communication between school and home.
- St Bernard’s has an on-site uniform shop.
- Parents were encouraged to attend fortnightly assemblies on Thursday afternoons, at which, organisation is taken on by a year level on a rotational basis.
- A morning tea was held to welcome new Prep families to our school community.
- An information session about Preparing for School was conducted by the School Nurse.
- Parent Teacher interviews were held twice during the year. The first, in February, provided an opportunity for parents to share information about their child with the teacher. The second, held in June, provided an opportunity for discussion and for teachers to provide feedback about the student’s progress. These were very well attended and feedback was positive.
- The Parish Feast Day was celebrated with a paraliturgy at Assembly and a Sausage Sizzle organised by the PFA.
- An increase in publicity via Real Estate Agents boards advertising the school, enrolments and tours raised awareness and the profile of the school.
- An information session conducted by Michael Carr Gregg was organised and 100 parents attended.
St Bernard’s Primary School, East Coburg.

- Contact was made with each of our local kindergartens and offers made to come and visit the school and for the Principal to speak at kindergartens if required.
- The Parish Education Board went through a process of renewal. Meetings were held to celebrate and acknowledge the work of past Boards. Sessions were then held for those interested in Board membership and the process was explained. Invited Board members then completed a process of formation with Mr Don Walkely.
- Links were established with agencies such as Larmenier and CEO departments and secondary schools such as Mercy College, Parade.
- The Principal and Parish Priest attended Parish Day at Mercy College in April to maintain links with past students of our school.
- The Principal participated in a cluster group of neighbouring school Principals to streamline the Enrolment process.
- Transition programs were established with secondary schools and within our school for transition between grades.
- St Bernard’s Primary School accommodates classrooms, resource areas, administration and play areas and a community garden.
- The first School Performance was held in December. It included all children in Year level acts and the Performing Arts group and Dance group performed specialist pieces.
- The first Mothers’ Day Champagne and Fathers’ Day Sportsmens’ Breakfasts were held.

Compliance Advice

- An increased number of parents and families attended assemblies.
- The attendance of families at Parent Teacher interviews was pleasing, with the majority of families attending both sessions.
- 24 parents have helped in classrooms after completing the Classroom Helper program.
- A number of parents also assisted in the PMP program and on excursions.
- The School Open mornings for prospective families were well supported.
- Fundraising and parent social events have continued to be well supported with funds being raised to contribute to the purchase of two interactive whiteboards and laptops and a Flip video camera for each level and specialist teachers.
- 85 mums and 48 dads attended our celebratory breakfasts and feedback was overwhelmingly positive.
- The School Performance was a sell out with all tickets sold and every child performing.
- Parents and students are very positive about the school and the sense of connectedness, with students rating Connectedness to School and Peers above average (Insight SRC data).
### Financial Performance

Financial Performance for the year ended 31 December 2009

<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>55,434</td>
</tr>
<tr>
<td>Other fee income</td>
<td>105,231</td>
</tr>
<tr>
<td>Private income</td>
<td>75,555</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>442,883</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,468,274</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,147,377</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,636,073</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>243,275</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,879,348</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>255,484</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>117,374</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>372,858</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>335,726</td>
</tr>
</tbody>
</table>

Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td>190,000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>168,000</td>
</tr>
</tbody>
</table>

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school’s finances: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusions.
Future Directions

Education In Faith

Goals
To enhance and enrich the Catholic culture of the school.
To enhance the engagement of students in R.E.

Intended Outcomes
That staff and parent appreciation of the importance of the Catholic nature of the school improves.
That students find R.E. lessons more challenging and enjoyable.

Learning and Teaching

Goals
To improve student learning outcomes.
To develop a shared vision and goals for learning and teaching.

Intended Outcomes
That student achievement in Mathematics improves.
That children’s oral language improves.
That reading in the middle and senior schools improves.
That student performance in Spelling improves.
That staff demonstrate a shared understanding and commitment to the goals and teaching philosophy of the school.
That staff confidence in the Assessment and Reporting of R.E. is enhanced.

Student Wellbeing

Goals
To empower students to become active, engaged and resilient members of the school community.

Intended Outcomes
That student opportunities for decision making within the classroom and the school are increased.
That student satisfaction and engagement with the stimulating nature of the learning environment improves.
That school programs and practices will address the social and emotional needs of all students.
Leadership and Management

Goals

To strengthen the professional leadership culture of the school.
To strengthen the school as a learning community.
To provide effective management of resources to maximize student learning.

Intended Outcomes

That staff commitment to the school’s goals and vision is enhanced.
That staff develop a clearer understanding of their work objectives and expectations.
That all staff are empowered to actively participate in the leadership and decision making processes in the school.
That staff satisfaction with the level of professional feedback and opportunities for professional growth improves.
That a high standard of facilities and resources is provided to support quality contemporary teaching and learning.

School Community

Goals

To enhance the school, home and Parish partnership.

Intended Outcomes

That parent understanding of the process of assessment and reporting is improved.
That opportunities for parent input and involvement are increased.
That communication between school and parents is enhanced.