Contents

Our School Vision .................................................................................................................................................. 2
School Overview .................................................................................................................................................. 3
Principal’s Report ............................................................................................................................................... 4
Education in Faith ............................................................................................................................................... 5
Learning & Teaching ........................................................................................................................................ 7
Student Wellbeing ........................................................................................................................................... 12
Leadership & Management ............................................................................................................................. 15
School Community .......................................................................................................................................... 19
Financial Performance ................................................................................................................................... 21

Contact Details

| ADDRESS       | 36 Patterson Street  
|               | East Coburg Vic 3058 |
| PRINCIPAL     | Joanne Doherty |
| PARISH PRIEST | Fr Leo De Marzi |
| SCHOOL BOARD CHAIR | Frank Bonavia |
| TELEPHONE     | (03) 9384 8500 |
| EMAIL         | principal@stbernardscoburg.catholic.edu.au |
| WEBSITE       | www.stbernardscoburg.catholic.edu.au |
Our School Vision

At St Bernard’s, our vision is guided by the goals, beliefs and traditions of the Catholic Church.

We foster a community where there is a strong sense of belonging and inclusiveness.

We endeavour to develop resilient individuals who respect and value themselves and others.

We aspire to instil a passion for learning that promotes a sense of wonder, awe and curiosity, to be carried into the future.
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 some major changes to the physical landscape of the school over the past 12 months.

The multicultural and diverse nature of the school continues with 41 different nationalities being represented. St Bernard’s has 57.7% of students being from a LOTE background. The area is residential and the socio economic status is changing. Approximately 23% of families receive the Education Maintenance Allowance. The population is stable and whilst enrolments have decreased by 4% over 4 years, they have increased from last year. This is due to the changing demographics of the area. There has been an increase in the percentage of Catholic families, in the last year, with 78% of 2012 Prep enrolments being Catholic.

We structure our classes in such a way as to provide optimal learning opportunities for the children. Our 2011 enrolment of 278 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 Literacies, Information and Technology (L.I.T), L.O.T.E (Italian), Physical Education and Music. We also have a Reading Recovery Program and Coordinators of Learning and Teaching, Numeracy, Literacy, Wellbeing and Welfare.

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.

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 2011.
Principal’s Report

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 2011 school year was an extremely busy, productive and exciting year at St Bernard’s. Our community strives to achieve the best for the children in our care and continues to be vibrant, caring and supportive and this has been evident in some many ways throughout the year.

There have been many developments during the 2011 school year at St Bernard’s and a strategic plan for further school improvement is in place. The year has been especially busy. Some of the highlights include the completion and official opening of our building project, which was part of the Federal Government’s ‘Building The Education Revolution’ stimulus package. Our Fete was also a highlight of the year and it was overwhelmingly well received and supported from both a financial and community building perspective. We also celebrated our 70th Anniversary with a Mass and celebration in the hall.

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.
Education in Faith

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, in particular to improve the appreciation and importance of the Catholic nature of the school.
- To strengthen the links between the parish and school 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 continue the whole school plan for Sacramental/Family Faith sessions.
- To continue to investigate, trial and implement strategies that enable students to both enjoy and be challenged during R.E lessons.
- To provide opportunities for personal and professional faith development for staff.
- To continue the whole school focus on social justice.
- To improve knowledge, understanding and use of current teaching approaches and assessment and reporting strategies in Religious Education.

Achievements

The following was achieved in the 2011 school year:-

- As part of our Sacramental rotation, the Year 3 /4 students celebrated the Sacrament of Reconciliation on 2nd and 3rd May and the Sacrament of First Eucharist on 7th August.
- Family Faith workshops were held for Reconciliation on 15th March and for First Eucharist on 19th July. The Prep family workshops on “Children and God Things” were held on 12th May, the Year 1/2 sessions on ‘Baptism’ were held on 1st March and the Year 5/6 sessions on Leadership on the 6th September (Year 6) and 14th September (Year 5). The Presentation Family Project facilitated these evenings and attendance at and feedback from these sessions was again 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. Buddy levels joined together to celebrate in faith. The Prep and Year 3/4 families celebrated their Mass on Sunday 6th March with a theme of welcome and beginnings. The Year 5/6 and Year 1/2 students celebrated their Mass on Sunday 1st August and our patron saint, St Bernard, was the focus.
- School Masses were held to celebrate various school, parish and liturgical events & seasons such as the Beginning of the School Year, Ash Wednesday, Easter and Feast of the Sacred Heart, Mission Week and the End of School Year.
- 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.
- Professional development related to the introduction of the new Mass responses was conducted.
- Staff participation in R.E. focused staff meetings enabled whole school perspectives, foci and sharing of information.
- Reflections at staff meetings provided opportunities for personal faith development and experience.
- Professional Development in the area of “The Connections Between Judaism and Catholicism” and Religious Art was held on 14th June at St Carthage’s Presbytery and at the National Gallery.
- Staff meetings were held to continue to support staff in reporting and assessment of Religious Education.
- A focus on reverence, prayer, respect and participation whilst in the Church, continued.
- During assemblies, there was a continued focus on use of the school prayer to open each gathering.
- New Mass books containing the new responses were purchased by the Parish for each grade. This encouraged participation.
- The Mini Mission Fete was held on 19th October and raised $2010 for Catholic Mission and St Jude’s School in Tanzania.
- The annual Feast of the Sacred Heart Mass and collection of food, blankets, toiletries 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 school celebrated St Bernard’s Feast Day on 19th August with a Sausage Sizzle.

**VALUE ADDED**

The high rankings by students in all aspects of Catholic Culture (Importance 86%, Opportunity 62%, Behaviour of Staff 91%, Behaviour of Students 74%, Compassion 82% and Social Justice 81%) show it as an area of strength (Insight SRC Data). Prayer celebrations occurred in all grades in many ways. Student involvement in this aspect of faith, increased and notably parental presence for morning prayer times increased in the junior grades. School and Parish Masses were celebrated for Holy Week, Easter and Christmas. There has also been an increase in parent attendance at these masses. Attendance by classes at Buddy Masses on Thursdays continued throughout the year and the sacramental preparation sessions were attended by families. The increasing attendance at and support for Family Faith nights was positive and participation in activities to raise awareness of the mission of our faith, through social justice issues and causes, has increased.
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 the National Curriculum 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 continue to develop a shared understanding of commitment to the teaching philosophy of the school.
- 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 Professional Learning Teams to effectively support learning and teaching.
- To improve student achievement in Mathematics.
- To improve children’s oral language.
- To improve the reading results for children in Years 3-6.
- To include thinking skills into all areas of the curriculum.
- To improve the reading skills of students in Years 3-6.
- To improve student achievement in spelling.

Achievements
The following was achieved in 2011 school year:
- Professional development has been attended and facilitated to introduce and familiarise the National Curriculum concepts and ideas together with an introduction to AUSVELS.
- 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 PLTs.
- Collegial discussions and professional reading were encouraged and provided at both year and whole staff levels.
- Curriculum Newsletters were sent home to families, each term, outlining the learning and teaching foci for the term. Links were made between these documents, portfolios and reports as a package encompassing information, assessment and reporting.
- Student Assessment Portfolios were sent home on two occasions during the year with the reports to inform parents. The aim of these is to enhance the assessment and reporting process by providing more information to parents.
- Professional learning sessions were held to further investigate the crucial links between reporting and assessment.
- Opportunities for professional dialogue in areas such as new trends and ideas in pedagogical practice, National Curriculum, use of new technologies, were provided.
Professional learning sessions about thinking skills and strategies were held.
NAPLAN data was collated and analysed to inform planning, teaching and learning.
A review of our Homework Policy was conducted with focus groups of students and parents involved. Professional reading, research and dialogue also informed and directed our new approach.
The ‘Family Learning Resource Pack’ was designed by the Leadership Team in consultation with staff, in response to a request from parents, about games and activities to support learning and homework tasks, at home.
Introduction and use of Student Performance Analyser (SPA) to collate and analyse data to form teaching.
The Assessment Schedule was revised with the inclusion of PAT Reading, PAT Maths and On Demand testing. Professional learning sessions were conducted for staff.
Peer reading of reports was introduced as a means of collegial support and exposure of staff to reporting at the different levels of the school.

**LEARNING TECHNOLOGIES**
- An Information Technology Coordinator maintained the school’s Local Area Network and SINA accounts and liaised with the ‘Compnow’ technician fortnightly.
- The size of our LAN and wireless LAN was increased.
- The use of Learning Technologies has continued with all classes having weekly sessions in the computer lab as well as access to three computers in their classrooms and a bank of 28 laptops which can be used by all year levels.
- The use of N-Forma reporting software has continued to be a focus for staff.
- The use of electronic whiteboards was further enhanced in all learning areas.
- The computer platform has continued to be upgraded to Windows 7 and Office 2010 to ensure uniformity.

**NUMERACY**
- The role of the Numeracy Coordinator continued with a time allocation of 0.2 FTE.
- The Numeracy Coordinator attended Professional Development sessions.
- An intervention program was implemented with a staff member, 0.2 FTE targeting groups of children as identified by data as requiring support.
- Parent volunteers were trained by the Numeracy Coordinator to support this program, by working under supervision, with small groups.
- The Numeracy Coordinator attended Numeracy Leadership clusters.
- Pre and post testing was carried out at all levels.
- A Professional Development Program was facilitated for all staff by Michael Ymer and focussed on catering for mixed abilities in the classroom.
- Assessment data collected throughout the 2011 school year, indicated that students were making progress in their knowledge and understandings of mathematical concepts and skills.
- Numeracy data was analysed at a whole staff level to inform planning.
- Numeracy resources were updated and purchased according to program and staff needs.
- Professional Learning Teams meet with a focus on moderating numeracy work samples.

**LITERACY**
- The role of the Literacy Coordinator has continued with a time allocation of 0.6 FTE.
- The Literacy Coordinator attended Professional Development days facilitated by CEO Melbourne for classroom practice and Literacy Leadership.
• The Classroom Helper Program continued in our junior classrooms during the Literacy block.
• Twenty five parents were trained and worked in classrooms.
• Eleven parent helpers attended the Classroom Helper training 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.
• Pre and post testing in Literacy was completed.
• Literacy data was analysed at a whole staff level to inform planning.
• Resources such as Guided Reading texts, take home readers and teacher resources were purchased.
• Staff who had attended the Phonological Early Reading Intervention (PERI) professional development sessions facilitated a session for all staff.
• The Enhancing Reading Intervention Knowledge (ERIK) was conducted and two staff members ran 6 groups. In total 26 children from Years 2-6 participated in the program.

INTEGRATED STUDIES
• Professional Learning about “The Thinking Curriculum” was facilitated with a view to further incorporate these skills, strategies and processes into units of work.
• The Integrated Unit cycle was adjusted to ensure alignment with the reporting cycle and VELS learning foci.
• The Learning and Teaching Coordinator attended planning sessions.
• There was a focus on shared learning experiences through incursions and excursions throughout the various units.

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/skill 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 ‘interschool’ level.
• 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 in the evening. The Year 3/4 students stayed at school overnight on a Friday evening, having had dinner and participating in various activities at school including a ‘St Bernard’s Amazing Race’ and a disco. The Year 5/6 students experienced a two night, three day camp at Phillip Island Adventure Resort. 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, at both Zone and Regional levels.
• Representatives from Years 5-6 were given the opportunity to attend trials for District representation in football, soccer and basketball.
• Kelly Sports offers a private program to students after school. This program involved a multi sports and multi skills sessions.
A Dance program facilitated by Kelly Sports was held at lunch times. Various dance styles such as Hip Hop were taught.

**LANGUAGES OTHER THAN ENGLISH**
- 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.
- A Multicultural Day was held for the whole school which involved activities and performances from a variety of cultures. Students were grouped in multi age groupings.

**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 increasing their knowledge of notes and singing.
- The children in Years 3-6 have learnt the recorder.
- Metro Music ran a private specialist music program which offers tuition in guitar, violin and keyboard.
- Children from Years 3-6 had the opportunity to join the school choir.
- The choir performed at Sacraments, assemblies, nursing homes, local kindergartens and school events.
- Classroom teachers supported the music program in their classrooms.
- Musical performances and accompaniment at Masses and assemblies have enhanced the program.

**ARTS**

The focus for 2011 was Performing Arts. The students participated in an eight week program facilitated by Little Devils Circus School. Each grade learnt and practiced a variety of skills and then focussed on one particular area to perform. All students were involved in a sold out performance at Coburg Town hall on Friday 18th November.
Students again 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 they belong to and enjoy attending our school with an increase from 73% to 90% (Student Connectedness Insight SRC Data).

Staff believe that there is effective communication in the planning of the curriculum and this has increased over the past year (Curriculum Processes 2010-32% and 2011-42%). Students believe that the learning is stimulating, rating it at 73% (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.

Excursions and Incursions included, Melbourne Markets, the Immigration Museum, Craft Power, Anakie Fairy Park, the Fire Education program, CERES, the Zoo, Latrobe Wildlife Sanctuary, Electrical Circuits and Lego Education Centre.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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Student Wellbeing

Goals & Intended Outcomes

- To improve the resilience of all students.
- To continue to strengthen relationships across the school, student connectedness to teachers, peers and the school.
- To continue to enhance student wellbeing programs and practices.
- To continue to enhance value and respect for individuals and communities, through building social relationships.
- To continue 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 life-long 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 to encourage healthy lifestyle practices.
- To ensure First Aid training and procedures are current and compliant to legislation.
- To establish new and maintain existing links and relationships with community organisations.
- To provide opportunities for staff and students to participate in interest based activities.
- To increase the opportunities for student involvement in the classroom and school.
- To improve the learning environment to support student satisfaction and stimulate learning.
- To increase opportunities for student participation in decision making in the classroom and school.

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 Coordinator worked 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 2011 school year:-

- A Student Wellbeing and Welfare Coordinator continued in the role with a time allocation of 0.4.
- 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.
- The children were encouraged to have water bottles and fruit and vegetable snacks with them in class throughout the day. A program of awareness was organised to enable parents to see the value and importance of ‘Snack Attack’.
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 Student Wellbeing Coordinator.

The students involved in the SRC have worked on submissions for a passive play initiative.

Student leaders took turns to attend Leadership Team meetings to provide feedback and ideas to the staff on the Leadership Team.

The School Leaders took a greater responsibility by leading assemblies.

Staff participated in training sessions with EMQ trainers in the area of Emergency Management.

An increased number of students at risk were supported through targeted teaching and support and an At Risk register was updated.

The Welfare Committee met to discuss and support children experiencing difficulties.

Protocols and proformas, used to make internal referrals were reviewed and reorganised.

Twelve students were funded under the Literacy, Numeracy, Special Learning Needs program (LNSLN).

Assertive Discipline was revisited and reviewed and improvements in processes were made.

Extracurricular activities were organised and included private sport lessons, private music lessons, Garden, Games, Library and Computer Clubs. These activities were interest based.

Links between the Garden Club and our canteen have been established.

After school sports training sessions were held for Year 5/6 students.

The school canteen continued to implement new selections and healthy options.

The Buddy program continued with all students having a buddy. Buddy grades conducted activities and attended Masses together.

Fortnightly assemblies were held and provided opportunities for the community to gather and share activities, songs and classroom learning, with a level taking responsibility for organising and hosting 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. The process was slightly different however this did not impact on the actual program.

Orientation programs were held. The Prep program consisting of three sessions, for prospective Prep students, allowed them to experience school and teachers were able to gain valuable information to ensure a smooth transition and inform groupings. A program for student in Years Prep – 5 was held in December to allow students to meet with their new teachers and classmates.
VALUE ADDED

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.

Various extracurricular, interest based clubs, have been established throughout the year. These have included Sports activities and Book Club, Games Club, Computer Club, Choir and Garden Club. Participation in each of these has been extremely popular with students. Students across all grade levels participated in these varied activities

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 way of increasing children’s interest in sport and physical activity. On average, ten children participated in either a sports or dance program. The Sports programs, enabling students to learn basic skills, in Terms 1 and 4 were extremely popular.

A number of students participate in the Metro Music program as a private option with an average of 36 students participating in violin, guitar or keyboard lessons each term.

STUDENT SATISFACTION

Students feel that they belong to their community and enjoy coming to school (Connectedness to School 90%). This has increased by 17% from last year. They believe that their teachers understand their needs and work to assist them in their learning (Teacher Empathy 84%). Parents feel that their children have very positive relationships with other students and believe this enhances their engagement to school (Connectedness to Peers 83%). Both students and parents believe students feel safe and able to learn. Student safety was rated in the upper range of the middle 50% of Victorian Primary Schools.

Parents believe that their children are developing effective social skills rating this in the top 25% of Victorian schools. They believe that the extracurricular activities offered at the school are important. The Engagement factors, as rated by the students are in the top 25% or upper range of the middle 50% of Victorian Catholic Schools with students feeling confident and motivated as learners (Insight SRC data).
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 enhance staff commitment to the school goals and vision.
- To manage resources in a manner that maximises learning opportunities, staff wellbeing and ensures compliance.
- To provide a supportive and safe environment for the school community.
- To provide professional learning opportunities for the Leadership Team.
- To ensure policies, protocols and practices are in place and take into account legislation, industrial relations and OH & S requirements.
- To develop an Annual Action Plan for 2012.
- To encourage the use of ICT by and for staff development and communication.
- To develop clear expectations and understandings of the roles, expectations and objectives of and for staff.
- To empower staff to participate actively in leadership and decision making processes.
- To increase opportunities for professional learning, dialogue and feedback.

Achievements

The following was achieved in the 2011 school year:-

- Our census numbers were:-
  - February 278
  - August 277
- The Leadership structure for 2011 has been:-
  - Principal: Joanne Doherty
  - Deputy Principal: Phil Pearson
  - Religious Education Coordinator: Mary Whalley
  - Learning & Teaching Coordinator: Jackie McGrath
  - Numeracy Coordinator: Wendy Di Tirro
  - Student Welfare Coordinator: Margaret Govers
  - Wellbeing Coordinator: Margaret Govers
- The Parish Priest and Principal met weekly.
- The Leadership Team met weekly.
- The Leadership Team attended a two day Northern Region Leadership Conference on 8th and 9th June providing professional learning opportunities, discussions and collegial networking. Topics ranged from current pedagogical practice to wellbeing issues and organisational expertise.
- The Leadership Team worked on the Annual Action Plan as a guide to school improvement.
- The Consultative Committee met throughout the year to plan for class sizes and issues around face to face teaching and Positions of Leadership (POLs).
- Professional Learning Teams met weekly.
- 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 continued to emphasise professional learning with it being included on our weekly agenda.
- Annual Review meetings for all staff were held during late August and 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 important information.

The calendar on all teachers ‘Home Page’ was used by all staff to ensure that information regarding activities, events, professional development activities, incursions and excursions was available to all staff.

Minutes from Leadership Team meetings were emailed to all staff to encourage communication and transparency.

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 continued.

An Excursion/Incursion Helpers program was held to educate parents about processes and protocols for helping on excursions.

OH&S has been included as an agenda item at each staff meeting. Throughout the year staff have attended sessions related to OH&S and have worked on Safe Work Method Statements related to Yard Duty, Excursions and Camps and General Classroom Activity.

The Federal Government’s “Building the Education Revolution” project was completed.

The Master Planning Process was completed with input from the key stakeholders, staff, students, parents and wider community, sought, gathered and incorporated into the final document.

A Capital Grant was applied for with the intent of restructuring the existing two room senior grades to enable the third grade at that level to be located in the same area, thus creating a learning community. This application incorporated stage one of our master plan.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>93.24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>82.61%</td>
</tr>
<tr>
<td>TEACHER QUALIFICATIONS</td>
<td></td>
</tr>
<tr>
<td>DOCTORATE</td>
<td>0 %</td>
</tr>
<tr>
<td>MASTERS</td>
<td>5.56%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>38.89%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>0 %</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>66.67%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>61.11%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0 %</td>
</tr>
</tbody>
</table>
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2011**

- NAPLAN Data
- Numeracy - Catering for mixed abilities in the classroom
- R.E-Connections between Judaism and Catholicism
- Religious Art
- Jolly Phonics
- Positive Behaviour Management
- First Aid - CPR and Anaphylaxis Training
- AUSVELS
- Using data to improve and inform teaching and Learning
- Networks- LOTE, Library, R.E, Literacy Leaders, Numeracy Coordinators Learning and Teaching Coordinators
- Enhancing Reading Intervention Knowledge (ERIK) Review
- Phonological Early Reading Intervention (PERI)
- ICON – School leaders and Preparing for ICON
- Visible Learning, Visible Teaching
- Colourful Semantics
- ACEL Global Emerging Leaders Summit
- Experienced Literacy Leaders Program
- Global Budgeting Review
- Planning for Cross Curriculum Perspectives
- School Based Practices
- ERIK Review: Calculating effect sizes to monitor student outcomes
- School Improvement Survey
- Cybersafety – ICON Readiness
- Italian Language Network
- Mathematics Regional Leadership Cluster
- REC Network Northern Region
**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>22</th>
</tr>
</thead>
</table>

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

<table>
<thead>
<tr>
<th>Average Expenditure</th>
<th>$3,369.17</th>
</tr>
</thead>
</table>

**TEACHER SATISFACTION**

The results of the 2011 Insight SRC Data indicated that the school is now achieving stability across the areas of Clarity, Empathy, Learning and Engagement. It is these four pillars that impact on wellbeing, motivation and performance and are the basis of school climate.

The four key elements of Empathy (32.7%), Clarity (31.2%), Engagement (33%) and Learning (30%) are now in balance. There has been an increased focus on both quality teaching and creating a learning environment that maximises outcomes for students with the elements of Learning and Engagement increasing significantly. (Learning 2010 – 18.8%, 2011 - 30.0%, Engagement 2010 - 24%, 2011- 33% Insight SRC Data). Learning involves the development of teacher capability through appropriate learning and development opportunities. Engagement involves collaboration, sharing of ideas and problem solving towards a shared understanding and alignment of team goals.
School Community

Goals & Intended Outcome

- 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 improve the parents’ understanding of homework, including the rationale behind it, current findings and research, best practice and new process and policy.
- To develop partnerships with agencies and secondary schools.
- To ensure effective and smooth transition programs.

Achievements

The following was achieved in the 2011 school year:-

- An increase in the numbers of parents assisting teachers in the classroom e.g. with the literacy program, art and craft activities, Garden and Book clubs and on excursions.
- An increase in the number of parents supporting the Parents and Friends Association.
- An increase in attendance at Parent Teacher Interviews and Parent Information sessions.
- Support of fundraising activities such as the Fete.
- The continued use of the community notice board that is maintained by the Parents andFriends Association.
- The school newsletter continued to be sent home weekly to each family and was also made available on the school website. This is the main channel of communication between school and home.
- Parents were given the opportunity to receive the Bernardo (newsletter) electronically. This option remains open throughout the year.
- The Uniform shop continued to run on-site for ease of purchase for all parents.
- 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.
- 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 Sausage Sizzle organised by the PFA. The families where invited to the Year 5/6 and Year 1/2 Buddy Mass on Sunday 21st August to celebrate our patron saint, St Bernard.
- An increase in publicity via Real Estate Agents boards and the local papers, advertising the school, enrolments and tours raised awareness and the profile of the school.
- Contact was again 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.
- Kinder staff were invited to tour the Prep rooms and school and met with staff. This was well received by Kinder staff.
The Parish Education Board met six times throughout the year. There are 10 members of the Board, a Board Secretary and Fr Leo De Marzi, our Parish Priest, in attendance at all meetings. Feedback was given to the community after each meeting via the Bernardo. The Board focused on induction processes, the production of a handbook for future members and the 70th Anniversary.

Links were established with agencies such as Larmenier and CEO departments and secondary schools such as Mercy College, Parade.

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.

Breakfasts to celebrate Mothers’ Day and Fathers’ Day were held.

Social and fundraising events included the Chocolate Drive, raffles, discos, stalls, a movie night for students and the Biggest Morning Tea which included the wider community. All well attended and supported and aimed at increasing community spirit.

Training programs for Parent Helpers on Excursions were facilitated.

Parent Education Sessions were held, with all parents invited to attend. Topics were Numeracy, Helping Your Child at Home and Cybersafety.

A Twilight Sports event was held in late February. Children participated in a rotation of activities, games and races. Multi age colour teams were competing for the school trophy. Parents and families watched and supported the students in a community event.

The Fete was held on Sunday 3rd April and was the culmination of 18 months planning. We raised over $32,000 and it was a wonderful community event.

We celebrated our 70th Anniversary. A Mass and afternoon tea was held and members of the parish and school, past and present joined to celebrate. Past Principals, Sisters of Mercy and students from the first year of school were present. Photos and memorabilia were on display.

The official opening of our building project funded by the Federal Government under the ‘Building the Education Revolution’ stimulus package was held on the 4th August.

**PARENT SATISFACTION**

Increased attendance and involvement in Parent Education Sessions has been positive with parents believing these sessions are extremely informative and beneficial. Focus groups with parents regarding homework were conducted. Parents were able to present their views, pre and post the introduction of new policy.

Parents are extremely satisfied with aspects of student behaviour and engagement in particular in relation to student safety connectedness to peers (Insight SRC data).

Parent participation in surveys and feedback forums has been positive with parents completing Insight SRC Surveys, participating in Homework focus groups and in surveys to inform our master plan.
## 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>165029</td>
</tr>
<tr>
<td>Other fee income</td>
<td>105301</td>
</tr>
<tr>
<td>Private income</td>
<td>90389</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>542444</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1569050</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2472213</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1739399</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>295923</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2035322</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>255992</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>9161</td>
</tr>
<tr>
<td>Other capital income</td>
<td>31000</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>296153</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>412999</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>146000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>124000</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
- 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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.