

# St Bernard's School Wangaratta

## 2021 Annual Report to the School Community



Registered School Number: 1629

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## Minimum Standards Attestation

I, Patricia Boak, attest that St Bernard's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

15/03/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Our School Identity and Vision Statements

### Our School Vision

The school's vision "To provide the best Catholic Education for the children in our care." is evident in the daily practices, policies and procedures of our school. It is clearly articulated by our school leaders, by students and by parents. The Leadership Team and School Advisory Council are decisive in our commitment to ensuring that all staff and all families understand the Catholic Identity of our school and how this is at the heart of all that occurs at St. Bernard's.

## School Overview

### School Overview

St. Bernard's is dedicated to the education of young children in the Catholic Tradition. It was founded by the Congregation of Sisters of St. Brigid in 1963, who at that time worked exclusively in the realm of education and establishing schools. St. Bernard's models the charism of St. Brigid and Bishop Daniel Delaney, Fortiter et Suaviter: With Strength and Gentleness.

In 2021, St. Bernard's enrolment was 408 pupils. The classes were structured as three Foundation classes, four Grade One / Two classes, five Grade Three / Four classes and five Grade Five / Six classes.

The staff comprised 15 full time staff and 25 part-time staff.

- Our school strategic priorities in Learning and Teaching were -
- Continue our learning journey in Numeracy: Engaging in Research
- Enhanced teacher understanding and improved student data
- Foster a culture of educational research that will inform and evaluate St. Bernard's Strategic Plan
- Lead whole school development through STEM
- Respond appropriately to data
- Strive for equity, diversity, aspirations for and sustainability of STEM initiatives at St. Bernard's.

### Student Wellbeing:

A key focus was the collection of student evidence and Personalised Learning Plans (ILPs) for students with a Disability (NCCD) ensuring that we categorised school students with disability by the level of support they need to access and participate in learning.

### Stewardship of Resources:

In the area of Stewardship of Resources, our goal was to continue to improve the learning environment for our students with the submission of a capital grant to redevelop the grade five and six learning area.

### Leadership:

Key efforts in this dimension was the building of capacity in middle leaders through the application of two staff members for the Academy of Leadership and Teaching excellence.

### Catholic Identity:

Key for the life of St. Bernard's in 2021 was ensuring that through our the lock-down period our children and families were still able to participate in a communal prayer life and in their Religious education. A key goal was to ensure the gospel values of Jesus were prominent in all we did, in addition to focussing on our Brigidine heritage and on our patron Saint, St. Bernard.

A major challenge in the 2021 year was the participation and reception of the Sacraments for our children. Sacraments which were unable to be received in 2020 by our sacramental children were received during 2021, however further lock-downs and restrictions prevented the 2021 year of sacramental children receiving the Sacraments of Eucharist and Confirmation, the children have been prepared for these sacraments.

## Principal's Report

Whilst the 2021 school began smoothly, the experiences of the previous year were a reminder of what could happen with COVID and soon enough we found ourselves in lockdown again. Staff drew on their experiences gained from the previous year to plan the delivery of online Learning for our students. Information from the parent surveys regarding remote learning was used to modify and adapt the remote learning experiences of the children. With each new lockdown staff swiftly moved into remote learning providing quality learning experiences for the children.

Clarity in communication with families and with staff regarding changes to restrictions was to occur was paramount. Information regarding vaccinations, requirements of social distancing, sanitising, mask wearing, contact tracing, stop and stay directives and quarantine periods were communicated with each lock down.

Ensuring staff had the necessary skills to produce engaging targeted online learning became the focus in professional development. Using the talents of staff to raise the skill level of all staff was achieved. Creating pre-recorded tutorials for teaching new concepts for children became the norm, ensuring that families had access to support when technology let them down, providing hard copies of all work for those families who required this and for supervising those children who came into school for supervision.

Ensuring the wellbeing of staff was maintained was imperative and this was achieved partly through online daily planning and catch up sessions with staff in their unit areas. When staff were rostered on at school for supervision the school had morning tea delivered to keep morale high.

Other significant events interwoven throughout the COVID influenced year was the commencement of a new governance journey on 1 January 2021 for Catholic Education Sandhurst, requiring policy changes etc, for our school.

Fundraising was impacted however we were able after several attempts, to go ahead and host our Annual Art show which was welcomed and appreciated by many artists from within Victoria. The Fun run was not finalised until December when restrictions enabled parents to join us in the outdoors for the run.

Many other elements of school life were affected in a similar way, some such as Book week were able to be experienced at a different time during the school year whilst other events such as St. Bernard's Day were not able to be celebrated.

The sacramental program for the 2020 school year was not able to be completed with a catch up during first term occurring, however the 2021 Sacramental children who were to receive their first Eucharist and Confirmation was not able to be held and will be celebrated in 2022 instead.

Many other liturgical celebrations were not able to be celebrated due to restrictions however our end of year graduation and Star night was able to proceed in the outdoors which was a highlight for our school community.

Other significant events was the installation of the Turtle sculpture celebrating our indigenous story, the Capital grant application for the grade five and six area re-development, the planting of the orchard, and the installation of the remote gates into the school.

St. Bernard's continues to flourish and a strong sense of identity grounded in our Catholic traditions and in the teachings of Jesus Christ is lived daily.



## Parish Priest's Report

Due to the new governance structure the Parish Priest's Report is no longer required.

## School Advisory Council Report

The St. Bernard's School Advisory Council continues to be guided by and supports the decisions and direction of the St. Bernard's School Leadership Team.

Fundraising continues to be a major focus of the School Advisory Council. The main yearly fundraising event was the Annual Art Show. This is typically held in Term 4 and was well attended by art lovers and well supported by local businesses and Artists. Other fundraising events occurred throughout the year and are generally spread out over the 4 terms where COVID restrictions allowed.

Begun in 2021 was the initiative of the addition of a school beanie to the winter uniform and these will be available from the school office early term 2.

The School Advisory Council is made up of 5-8 school community members (Parents and Carers) and meets at least once a term.

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Catholic culture of the school was continually lived and enhanced daily through,

Religious Education,

- To deliver a balanced religious education program using Source of Life.
- To provide professional learning for all new staff members in Source of Life.
- To provide a rich variety of prayer experiences

Aboriginal Education,

- To induct new F.I.R.E carrier student leaders
- To create the indigenous garden
- To celebrate Reconciliation week
- To acknowledge country

Ecological stewardship-

- To Plant the orchard
- To run a garden club.
- To maintain a chicken yard
- To participate in community and global initiatives.

Actions for social justice.

- To induct new Social Justice student leaders.
- To lead Caritas actions through lent.
- To support liturgies throughout the school year

### Achievements

Religious Education,

- Teachers and students wrote prayers for others on purple ribbons, with purple being the colour of Lent. These were found on the front fence of the school.
- Despite remote learning, a balanced and rich Religious education program was delivered.
- The sacramental program became school based due to families not being able to meet in homes because of COVID.

Aboriginal Education

- Indigenous inspired Stations of the Cross were created by each of the classes, and used by students and teachers to follow the story and pray The Way of the Cross.
- Students explored the totem of the Long Neck turtle and returned baby turtles found in yard to creek.
- The Long neck sculpture was created and placed in yard.

- Reconciliation week was celebrated across the school.

#### Ecological stewardship-

- An orchard was designed, planted and maintained.
- The waste rubbish was managed by our students. The no use of bins in the school yard was maintained and recycling and composting in the veggie yard was conducted.
- Earth Week was celebrated as a whole school focus
- Participation in Clean Up Australia Day, Lights off etc

#### Actions for social justice.

- The theme for Project compassion, 'Be More', fitted beautifully with the intention of Lent, encouraging us all to give, go without and pray more.
- St Bernard's Social Justice Team led term 1's fun and fundraising. A Casual Clothes Day, Caritas Ks, Five Cent Fridays, and Crazy Sock Days raising social justice awareness raising activities were all held.
- While empowering people who need a bit of a hand, Caritas also works to build compassion, understanding and a desire for social justice amongst the students in Catholic Schools. Each week, our students had the opportunity to learn more about people around the world, the challenges they face and how they are building a better future for their family, community and country.
- The senior students took part in Caritas' virtual classroom sessions, during which the students were able to talk with and interview international development program staff, who work alongside some of the people in the case studies featured weekly.

## VALUE ADDED

### Religious Education,

- St. Bernard's invited parents and the community to join us during Lent as we made Prayer a greater part of our lives. Purple ribbons floated in the wind on our front fence. On these ribbons were prayers written by teachers, children, and passers-by. They were a visual reminder of our journey through lent. Some prayers were for families and sick relatives, others were prayers of thanks or hope. Through the prayers we became aware of the difficulties of others and the burdens they carry.
- Many stopped to read the prayer ribbons and felt the blessing of having another person pray for them. Some found reading the prayers encouraging, in that they were able to read about the worries, fears, joys and hopes of others and know that they were not alone in their own day-to-day challenges.
- During remote learning the prayer times and religious education sessions included a family focus.
- The Sacramental program preparation was completed at school and had an extra element of art included, where children made their individual retablo of their saint for confirmation, and decorated their own cross for Reconciliation.

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### **Aboriginal Education**

- The Indigenous inspired Station of the cross art works were a strong visual reminder in our school blending our indigenous story with our faith story.
- The creation of the Long neck Sculpture has become another favourite spot for imaginative play and seating whilst educating about the Long neck.

### **Ecological stewardship**

- The maintaining of our vegetable garden and chook yard enabled students to understand the necessity of caring for
- Earth Week was held as remote learning with prayer focus included.
- Enhancement of school and surrounding neighbourhood by cleaning up Australia

Actions for social justice.

Awareness raising through participation in Caritas Ks, Crazy sock day and clausal clothes etc.

## Learning & Teaching

### Goals & Intended Outcomes

This area of School life is led by the Leadership team with specific leadership by the Literacy Leader and the Numeracy Leader, in conjunction with the Learning and Teaching Team.

Strategic Intention: To achieve excellence in Learning and Teaching using research based best practice so that children reach their potential.

- To foster a rigorous culture of learning and understanding of educational excellence.
- To engage in professional development to support staff understanding of learning and teaching strategies for student engagement.
- To continue our longitudinal research project "Inspired through STEAM" as a result of the Denis Higgins Scholarship.
- To respond appropriately to data
- To investigate trends and respond to data across the school community to reflect on our practice, develop our understanding of all learners and improve learning.
- To use Professional Learning Communities as a forum for learning and teaching and professional development.
- Staff learning is informed and guided by experts, professional reading and research.

### Achievements

What did we achieve in 2021?

- Work in professional learning teams every week
- Engage in professional readings
- Whole school weekly newsletter
- School Facebook page, App
- Class teachers engage in dialogue with parents through emails, face to face and phone calls, either scheduled or impromptu
- School reporting system
- Parent teacher interviews, Parent Support Group meetings
- Professional discussions in Unit areas
- Berry Street Education Model
- STEAM project team continue to meet each term
- Focus on NAPLAN, PAT Maths & Reading, PROBE and Running Records Reading data, Maths Assess Interviews, Essential Assessments
  - Teachers will be attentive to the schedule of assessments
  - Analysis of data to occur in PLC's and inform future learning and teaching

- Planning that is informed by data collection, content knowledge, key ideas and analysis to provide purposeful teaching and learning
- Literacy and Numeracy leaders to investigate trends and guide response
- PLCs to respond within their community
- New leadership role for Learning & Teaching Leader - Literacy
- New leadership role for Learning & Teaching Leader - Numeracy
- Celebrate successes
- Mindset thinking
- Engaging in Research
- Sustainability achievements included receiving the Hume Mini Grant to plant an orchard in our school, which can be viewed <https://delwp.publish.viostream.com/internal?v=ny1ykcsdg1jimc>
- Student workshops in Earth Week to increase awareness of climate change and reduce waste, and the Woolworths Junior Landcare Grant for the Blossoming Bees at ST. Bs project.

## STUDENT LEARNING OUTCOMES

During 2021, we were able to continue our assessment of students in Terms One and Four with the PAT (Progressive Achievement Tests) in Reading and Maths. We also use the Essential Assessments Online Program to support the pre and post assessments of Mathematics.

Literacy skills are carefully assessed at regular intervals through the year through oral reading assessments and state wide assessments in spelling, reading and writing.

Teachers use diagnostic assessments that have been created in their Professional Learning Teams to assess the growth of students in all curriculum areas.

The Numeracy Leader led the leadership team through analysis of our Naplan data to achieve whole school improvement and concentrate on analysis of data to inform classroom practice, student progress, curriculum delivery and school policy and program development.

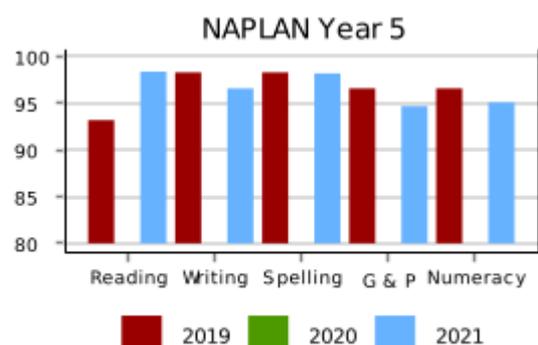
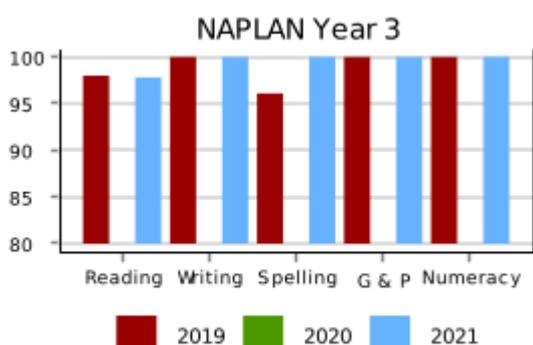
Despite the past two years, being impacted by COVID our data shows that in the academic realm, our students showed increased growth. There were only two areas where students meeting minimum standards decreased from 2019 and that was Grade five Spelling and grade five spelling and punctuation.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	98.0	-	-	97.8	-
YR 03 Spelling	96.1	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.6	-	-	94.7	-
YR 05 Numeracy	96.6	-	-	95.1	-
YR 05 Reading	93.2	-	-	98.4	-
YR 05 Spelling	98.3	-	-	98.2	-
YR 05 Writing	98.3	-	-	96.6	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Pastoral Wellbeing

### Goals & Intended Outcomes

This area of School life is led by the Wellbeing / Learner Diversity Leader and the Wellbeing Team, and the Deputy Principal with the support of the Leadership Team.

A major focus for our school was our commitment of a two year participation in the Berry Street Project. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

### Professional development - Students with Disabilities

- A Focus on CHILD SAFETY and reportable conduct
- NCCD and learner diversity
- Develop strong behaviour management strategies
- Promote accessibility and availability of mental health services
- Provide a harmonious and safe environment.
- Develop clear expectations and Positive Respectful Relationships across the school community.

### Achievements

A Planned whole school strategy was enacted to embed the learnings gathered from the Berry street project

- The provision of an Occupational Therapist to work in the school regularly.
- Creating community partnerships with Hume Psychology, Gateway health etc.
- The continuation of Respectful Relationships being taught to all Grades. to develop students' social, emotional and positive relationship skills.
- Seeking input from all staff and John Mitchell, Education Officer: Pastoral Wellbeing Catholic Education Sandhurst; to develop preventative behaviour management strategies, data analysis of behaviour and the continual updating of the PBIS Matrix.
- Adherence to the school's Safety Plan.
- Ongoing training schedule of emergency management drills with students and staff.

#### VALUE ADDED

The use of the Berry 'street strategies as a whole school.

Due to COVID many of the planned activities were unable to occur. During remote learning an important element was the inclusion of one on one catch-ups with children and their teachers to keep relationships strong and to check on the wellbeing of the children. In addition to this the live catch-ups facilitated with groups of children ensured connections were maintained.

Feedback from the parent survey conducted on Remote learning....."A huge thank you to St Bernard's for your continued support of students and families. The staff are exceptional in meeting the needs of students. I really liked the set up and content of the Middle School program. It was explicit in the explanation and modelling from teachers and supported M....'s learning to achieve progress and achievement. "

"Awesome job again! Our kids teachers are absolutely incredible (shout out to Ms D.... and to Ms L....!)! We have felt supported by the school and have felt more on top of everything this lockdown.

All these lockdowns have created in our family a sense of value around where we put our energy, and this has enabled us to create clear boundaries around what we will put time into and what (while not less important) battles we won't put energy into. Our kids have grown and have understood that they are learning skills that they will carry into the rest of their lives, be it the ability to work independently and take charge of their learning, or cooking, outdoor, cleaning, life skills. Thanks St Bernards! We are blessed to be a part of this school community."

The staff were able to plan several whole school events that would normally have taken place during the school year. These were done towards the end of term four when visitors to the school were able to attend on-site in the outdoors. The cross country run, Book week parade, casual clothes day, St. Bernard's Got Talent, Star Night etc were all held towards the end of term for to ensure some memorable highlights for the children.

A further significant value added practice was our commitment to a better understanding of the functional needs of students with disability as we reviewed learning and support systems. Three qualified teachers became the Grade 1/2 Grade 3/4 and 5/6 NCCD / Literacy support educators. They provided personalised learning and support for students with disability who required adjustments due to the functional impact of their disability.

The Wellbeing/Learner Diversity Leader and teaching staff were assisted by Sue DeSilva, Education Officer: Learner Diversity Catholic Education Sandhurst who advised and supported teachers to meet the needs of all learners; in terms of learning plans and adjustments.

## STUDENT SATISFACTION

An email form a parent relating on their student...

"I just wanted to send an email to acknowledge and thank P... for the fantastic commitment and engagement that X..... and I have experienced during remote learning. I have been super

proud of X.....r's work and if I think back over term 3 there has probably been twice that he has not handed in work (specialist subjects). Super proud. The time that P.... spends in replying (and what he writes) to every piece of work that Xavier hands in is remarkable and appreciated, it makes X..... go back into his work and read the comments. Often I hear a voice "Mum read Mr A comment on my reading" yelling down the hall. We have experienced that too with specialist teachers, it makes or helps X.....to do the work to see that his teacher reads what he does.

It sure has been challenging times for everyone, it especially feels so this lockdown. So I think it's nice to acknowledge and say when well deserved.

So thank you P....., enjoy the holidays!

## STUDENT ATTENDANCE

**Managing Non-Attendance:** St. Bernard's Catholic Primary School staff recognise the strong link between regular attendance and school success and are committed to maximising the school attendance of all students. Our high attendance rate (usually above 94%, is attributed to our partnership with families, the supportive school environment and pastoral care for students. Attendance-related notifications from parents and class teachers are recorded by school administration staff in Simon, who notify class teachers.

If families fail to contact the school to notify the school of a student absence, the school will make a phone call to ascertain why the child is absent. If a student is away for more than 10% of the term, the Student Wellbeing Leader and/or Principal will follow this up with the family and classroom teacher.

During COVID remote learning, the parents response to the daily learning email was used as the attendance for the child.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.7%
Y02	93.3%
Y03	92.3%
Y04	93.1%
Y05	93.7%
Y06	93.9%
Overall average attendance	93.3%

## Child Safe Standards

### Goals & Intended Outcomes

This area of School life is led by the Wellbeing / Learner Diversity Leader and the Wellbeing Team, with the support of the Leadership Team. The Deputy Principal works in the realm of Child safety in consultation with the Well being leader.

St. Bernard's is committed to ensuring all staff understand their responsibilities regarding Child connected work and the protocols around reporting and identification. Our policies and procedures align with all relevant legislation and we continually review our processes. We see this work as critical in making sure that our school upholds the basic right that all children have the right to feel safe and be safe at all times while at school.

St. Bernard's continues

- To be Child Safe compliant.
- To inform all students of the Child Safe Standards.
- To inform the whole school community of the legal requirements of all Child Safe Standards.
- To agenda Child Safe Standards on all staff and Board meetings
- A focus on CHILD SAFETY and reportable conduct

### Achievements

- The school engaged Kirra Pendergast Principal of Safe on Social to work with our staff, children and parents to ensure that we had a united approach to online safety. This decision was based on the concern over online safety and bullying.
- The school continued to provide parents and students with their learning and education in how to be safe with their digital devices by running online seminars hosted by Kirra Pendergast and the regular tips and cheat sheets shared with parents from Safe on Social and the Tool kit.
- The Wellbeing and Leadership Team continued to embed a culture of Child Safety by creating openness, inclusiveness and awareness so that all children and adults know what to do if they observe or are subjected to abuse or inappropriate behaviour.
- The Wellbeing and Leadership Team continued to brief all staff on their legal obligations when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Child Protection Services.
- All staff, volunteers and contractors continue to adhere to and sign the Child Safety Policy and Code of Conduct.
- The Wellbeing and Leadership Team continued to implement recruitment practices to ensure St. Bernard's engaged the most suitable and appropriate people to work with children. These

include police record and identity checks, Working with Children Checks, face-to-face interviews and detailed reference checks to ensure a rigorous screening process remains in place.

- Child Safe Policies and procedures developed in conjunction with the Parish Priest, staff, School Board and wider school community.
- Policies are published on the school website and school newsletters.
- Child Safe PROTECT signage identifying and responding to all forms of abuse in Victorian Schools is posted in all rooms in the school.
- All school community members are updated with Working With Children Check requirements when needed.
- All staff revisited their commitment to the Staff Code of Conduct
- All required people signed a Child Safe Code of Conduct, including all tradesmen and
  - volunteers who work on site during a school year.
- Our website carries all of our relevant policy documentation and is available to all members of the public and school community.
- All staff completed the Mandatory Reporting Module requirement.

## Leadership & Management

### Goals & Intended Outcomes

This area of School life is led by the Principal and the Leadership Team.

- Enact Strategic Plan
- Develop new leadership structure
- To adhere and comply with the a new governance sturcture for Catholic Education Sandhurst, requiring policy changes etc, for our school.
- Continue to develop the governance of School Advisory Council with new Governance structure
- Develop capacity of middle leaders
- Gather and use PBIS Behaviour Management - data through SIMON
- Develop strong behaviour management strategies

### Achievements

- School efficiently enacted COVID Safe Management Plan to ensure compliance in the school and the provision of a safe work place.
- Support staff in Vaccination process.
- Promote staff well-being through the provision of coffee etc. from the local coffee shop for the staff that were rostered on to supervise the essential service students each day.
- Clear protocols were put in place regarding remote learning
- Parameters were clearly defined, communication to parents was clear as to how the learning would proceed.
- During remote learning staff continued to meet in their teams daily over google meet to maintain their connectedness and to support the planning and creation of the work.
- The School engaged in PD on how we use SIMON to record and analyse PBIS data
- The School worked with John Mitchell to develop preventative behaviour management strategies for high needs students in particular.
- Middle leaders applied for the Academy of Excellence in Leadership and Teaching -one in Literacy stream, one in Numeracy Stream, and were successful in being selected to participate in the initiative for 2022.
- Recruitment strategies were put in place to attract competent staff.
- The Capital grant for the redevelopment of the grade five and six area was submitted and we are awaiting the results of this.
- The school Advisory Council met at least once per term in a combination of remote meetings and face to face.

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

A major focus for our school was the participation in the Berry Street Project. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

To ensure our children's online environments were safe and to promote the well-being of the children and staff, and to minimise the opportunity for children and staff to be harmed, the school engaged the service of Kirra Pendergast Principal of Safe on Social to work with our children, teachers and parents. The school also used the Safe on Social Toolkit as a curriculum resource to ensure a comprehensive coverage for our students.

Staff participated in the Mandatory reporting modules,

Emergency Management Professional learning,

First aid and Anaphylaxis training, Diabetes training,

Respectful Relationship training session with Tammy Smith Liaison Officer with Ovens Murray Dept of Education-

Child Safety Action Plan development and enactment led by Child Safe Officers

The Staff Code of Conduct

Child Safety Standards Action Plan presented by the Wellbeing Team (Child Safety)

Catholic Identity Advent

ECSI Survey

Yard Duty: Workshop

Risk Management (Child Safety)

Wellbeing focus: Bluearth - Teacher's Wellbeing Restorative session

Literacy Focus (run by the Literacy Team)

Digital Technology with Dave Williams (Child Safety)

Duty of Care Framework and Anaphylaxis Management Policy.

PLPs and expectations

Dave Williams - Technologies Curriculum -

Sue DeSilva; ROSAE referral training

Emergency Management training

Respectful Relationships training.

**TEACHER SATISFACTION**

I just wanted to send you a message to say 'thankyou' for the way you have given such consideration to staff wellbeing during this crazy time. I can not thank you enough for making the decision not to have staff 'live stream'; on many levels this is a relief. But mostly, it has allowed our unit to really develop our own and each others' skills in various areas and it has really allowed for equality across the unit. I feel immense pride in our school and the way we operate.

Thank you also for providing little 'pick-me-ups' like hot drinks and treats - some days it is the little things that make the difference!

I feel so very lucky to be working under your guidance.

I hope that you are finding time for you.

No need to reply, I just wanted to pass on my thoughts. Sometimes in our profession we can just keep giving and giving with little recognition and sometimes it is just nice to hear that someone notices and feels grateful. So I just wanted you to know.

Teacher satisfaction was gained through the Annual Review meeting where staff shared their gratitude for the support they received particularly during the lock downs.

In our whole staff Professional learning team meetings staff were consistently consulted on how the year was progressing?, how remote learning was going?, what could be improved? This information was consistently used to modify, adapt and support staff in their work.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate 95.4%

**ALL STAFF RETENTION RATE**

Staff Retention Rate 80.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	13.0%
Graduate Certificate	0.0%
Bachelor Degree	82.6%
Advanced Diploma	26.1%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	24.0
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	1.0

## School Community

### Goals & Intended Outcomes

Goals and Intended Outcomes

To have learning walks once per term,

For the parent engagement team to conduct learning conversations.

To participate in the community events such as ANZAC DAY etc with our student leaders,

To enact the fundraising and social calendar.

To engage in the diocesan initiatives such as Festival of the Sacred, The Mary Mackillop art exhibition etc.

### Achievements

Very few of the planned events for community engagement were held in 2021 due to COVID.

Staff worked hard to promote community engagement through online events, making videos of celebrations and prayer services where families could participate and join in.

When students were able to return to school parents were still unable to attend school, Facebook, the school app etc all became important in connecting families to school.

Fundraising and social events did not occur and all were cancelled, with the exception of the Annual Art Exhibition which was held in the last term and was attended and appreciated by many.

The Star night and Graduation evening was able to be held in the outdoors and was attended by the entire school community. A great reconnecting celebration and high point to finish the year.

### PARENT SATISFACTION

A snap shot of the responses from our parents from the surveys conducted related to remote learning. The comments were all overwhelmingly positive.

Awesome job again! Our kids teachers are absolutely incredible (shout out to Ms .... and to Ms ....!)! We have felt supported by the school and have felt more on top of everything this lockdown. All these lockdowns have created in our family a sense of value around where we put our energy, and this has enabled us to create clear boundaries around what we will put time into and what (while not less important) battles we won't put energy into (sorry music/art school work!). Our kids have grown and have understood that they are learning skills that they will carry into the rest of their lives, be it the ability to work independently and take charge of their learning, or cooking, outdoor, cleaning, life skills. Thanks St Bernards! We are blessed to be a part of this school community.

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## Future Directions

The major future direction for St. Bernard's

- is for the two teachers who are part of the Excellence in Leadership and Teaching Academy to lead school life, teacher growth and student growth in the area of Literacy and Numeracy.
- to complete the Berry Street project and to embed the strategies across the whole school.
- to erect the cover over the Basketball courts and the shade cover outside the Foundation building.
- to apply for the major capital grant for the redevelopment of the grade five and six area.