



ST BERNADETTE'S SCHOOL

ANNUAL PERFORMANCE REPORT 2022



1. School Context

St Bernadette's School, situated in the St Anne's Catholic Parish in St Marys, SA, is a community where members are active learners who are confident, compassionate and committed to quality in their faith, relationships and work. The Dominican spirituality underpinning this community of learners means there is connected relationships with God, self and others. Learning is student-centred with a strong commitment to quality and self-management. Members of this diverse school community are self-motivated, respectful and inclusive of others, and willingly meet the challenges of life-long learning. The considerable diversity of cultural backgrounds is embraced and celebrated.

The school has implemented Catholic Education SA's Living Learning Living Framework and has a strong emphasis on developing quality relationships between all stakeholders. This enables a rigorous curriculum to be delivered with students engaged in their learning. Features of school life include a commitment to best contemporary and relevant teaching methodology. The classes operate in flexible learning spaces with quality teachers and often additional adult (ESO) support. There is a positive climate at St Bernadette's where relationships are nurtured and students feel valued. Students learn to internalise their behaviours and to self-manage in order to achieve success.

Teachers at St Bernadette's actively engage in professional development and are committed to providing learning tasks relevant for students. ICTs are seen as a valuable tool in this process with a 1-1 laptop program for Year 3-6. A high quality specialist program is offered with weekly lessons in Science, Japanese and Music. There are also a variety of sports and physical education activities offered throughout the year for all year levels.

During 2022, the first stage of the master plan was completed. In July classes moved into their new classrooms, after which the specialist rooms and courtyard were refurbished in time for the 2023 school year. Minor capital works are planned for 2023 to complement the outstanding teaching and learning spaces now in place.

1. Teacher Standards & Qualifications

The total teaching staff employed in 2022 was 11 which comprised 7 female and 4 male teachers. This includes full time, part time and replacement teachers and leaders. The length of service at St Bernadette's of the teachers ranges as follows:

1-5 years: 4

6-10 years: 2

More than 10 years: 5

Non-teaching staff totalled 8 comprised of 8 females.

No staff, teaching or non-teaching identify as Aboriginal or Torres Strait Islander.

At St Bernadette’s many of our teachers have two or more qualifications in Education. 45% have Masters Degrees, 100% have a Bachelor Degree and 55% have various Graduate Diplomas. All teachers have obtained their Graduate Certificate in Religious Education.

2. Student Attendance.

The average student attendance for 2022 was 86%.

Reception:	84%
Year 1:	84%
Year 2:	84%
Year 3:	87%
Year 4:	88%
Year 5:	88%
Year 6:	89%

With Covid restrictions lifting in the latter half of 2022, a number of families returned to their countries of birth to reconnect with family. This resulted in lower attendance figures than usual.

For non-attendance at school parents are asked to call by 9:00 am on the day of absence and if a call is not received office staff contacts the family.

3. Student learning Outcomes

Our students received the following results in the 2022 NAPLAN tests:

School Performance Report

Selected School

All Schools Selected

Year 2022

Latest Year

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	495 ↑	434 ↑	494 ↑	495 ↑	408 ↑
5	521 ↑	517 ↑	535 ↑	497 ↑	487



Indicates a 6.5 point or greater shift from the previous years score on the NAPLAN scale

Compare To

National

Compare Year 2022

Latest Year

Yearlevel	Reading	Writing	Spelling	Grammar	Numeracy
3	439	422	419	435	401
5	510	485	506	500	489
7	544	530	549	535	548
9	580	560	579	577	586

There are, of course, many ways through which we assess learning and then communicate student performance to parents. During 2022 our students participated in PAT-R (Progressive Achievement **Tests in Reading**) and PAT-M (Progressive Achievement **Tests in Mathematics**) which provided teachers with instant feedback on Reading and Mathematics. Other forms of assessment and reporting include parent teacher interviews, written semester reports and review meetings when required. At St Bernadette’s School we use this data along with our internal whole school testing in Term 4 and ongoing assessment to review how each child is progressing. We expect to see growth in each child’s learning. This work has also shaped teacher professional learning because as a staff we are always looking at ways to improve.

Student learning is at the heart of what we do and we are committed to ongoing improvement.

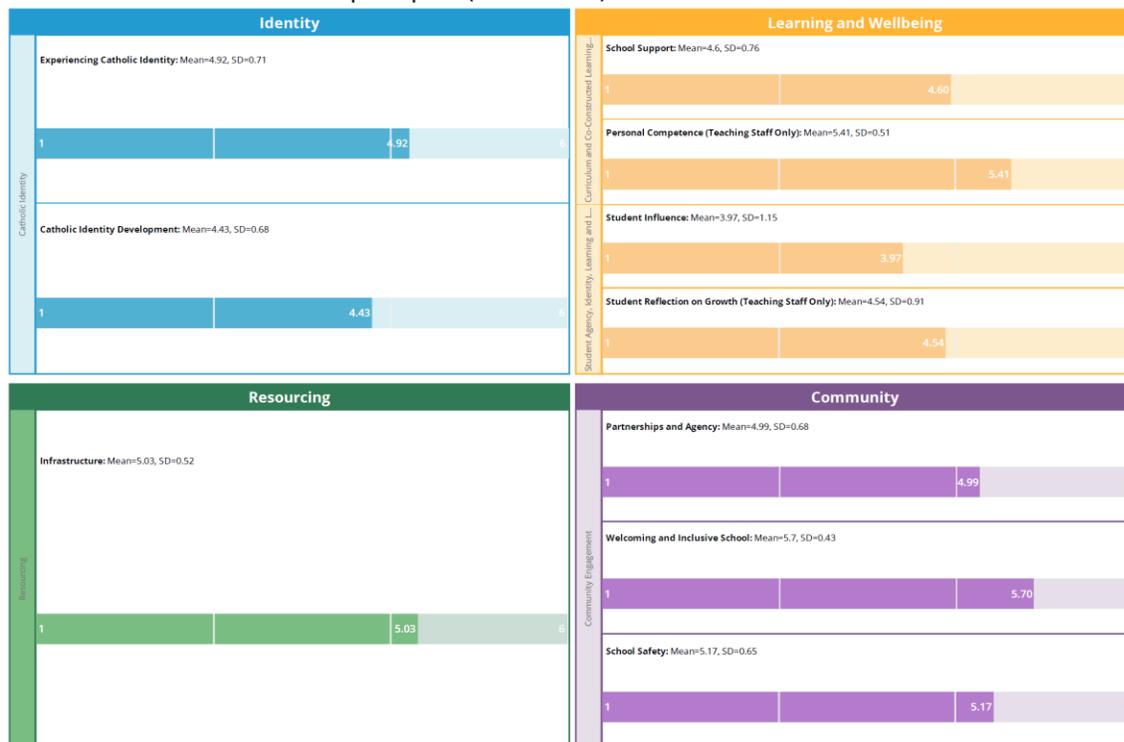
4. Parent, Student and Staff Satisfaction

Parents, students and staff all participated in the Living Learning, leading survey in Term 3. Student wellbeing and satisfaction was also monitored through Classroom Pulse Check-Ins completed each term

The following graphs show the results of the surveys.

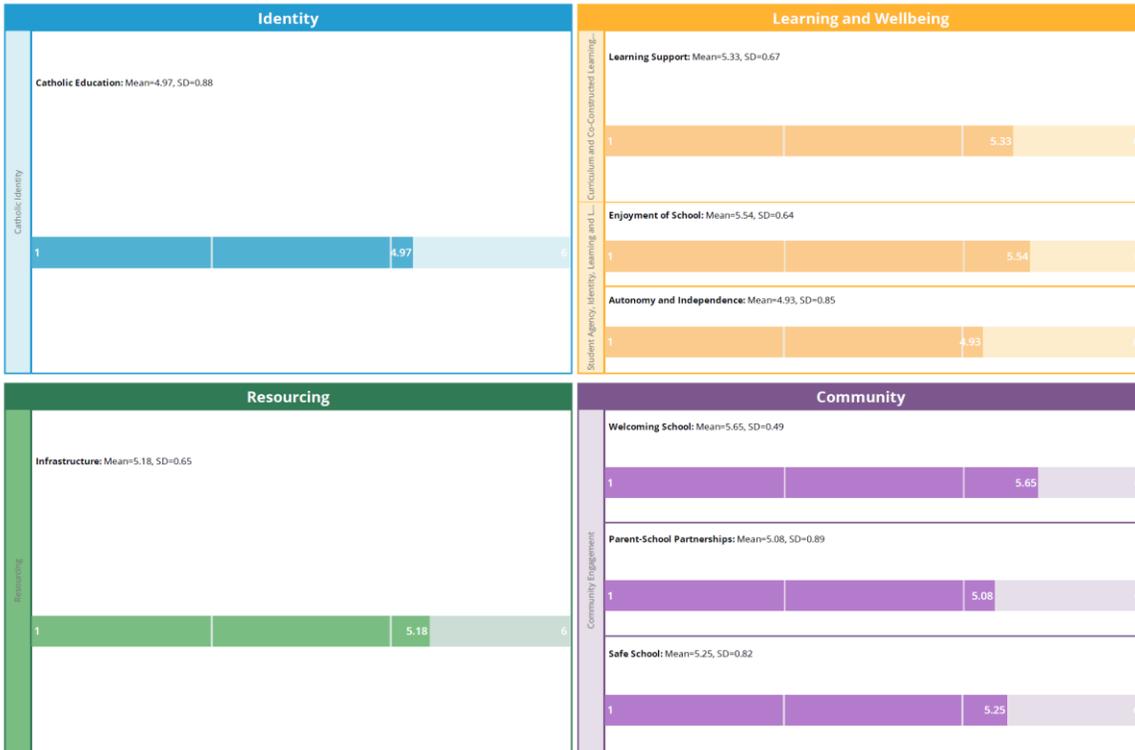
Staff

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



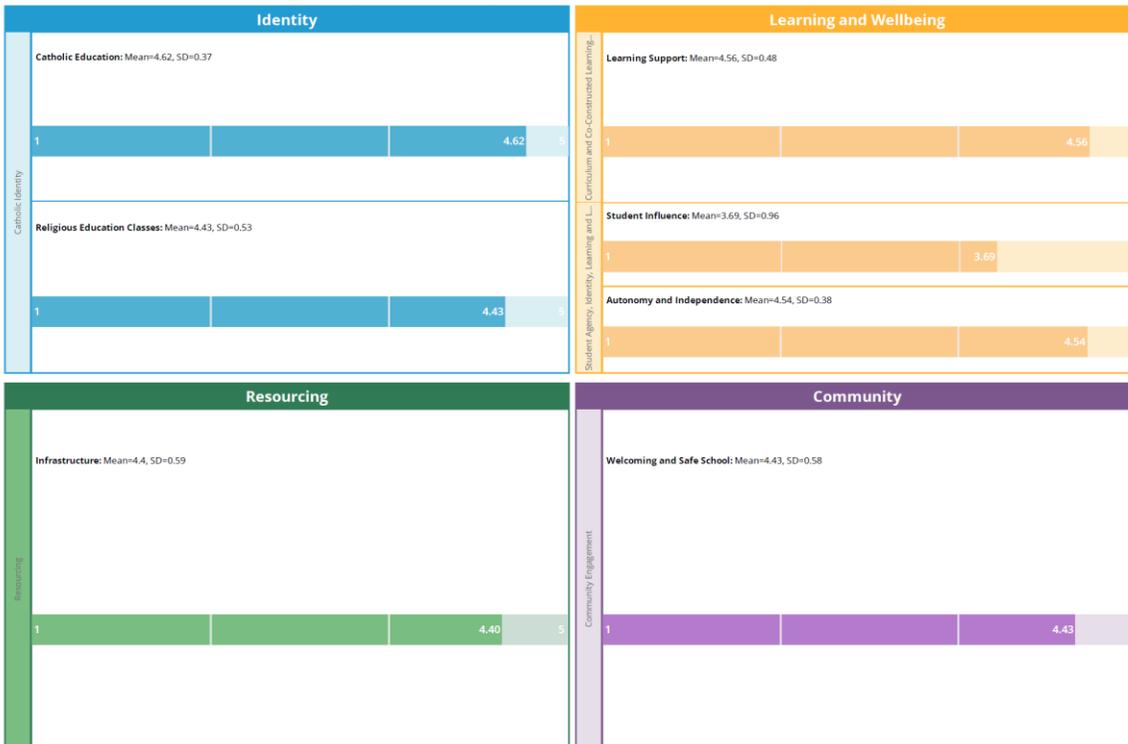
Parents/Carers

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



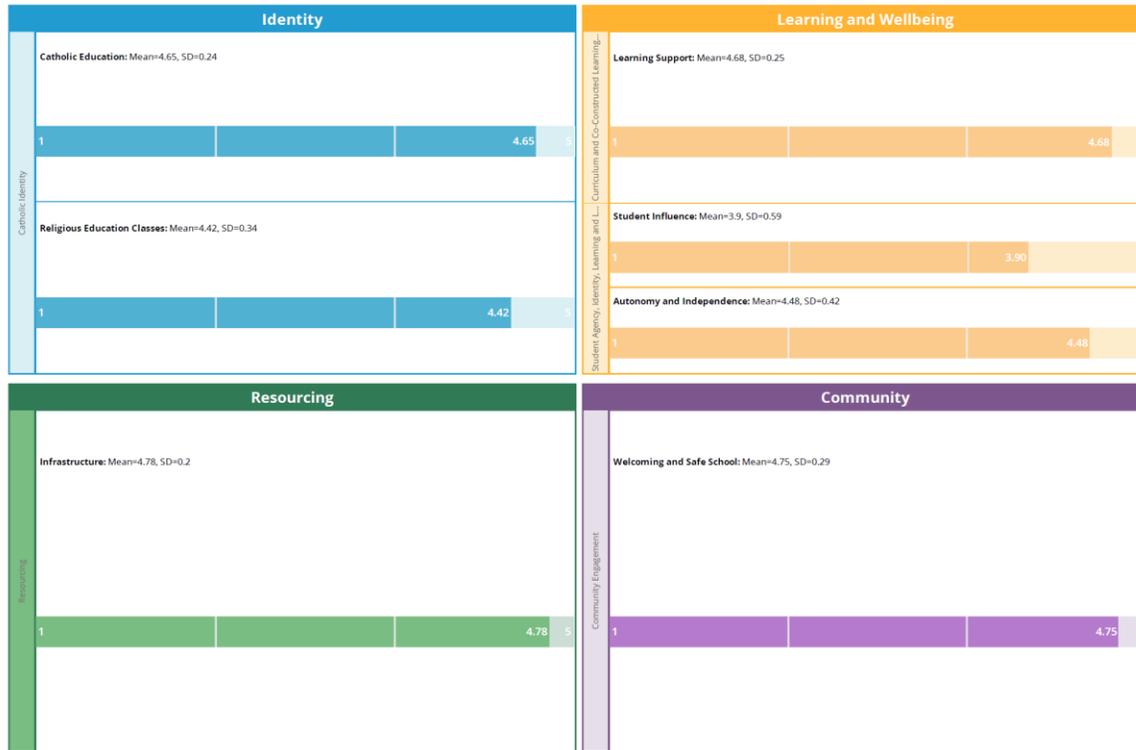
Students Year 2-4

Balanced Score Card: Student Perceptions (LLL Framework)



Students Year 5-6

Balanced Score Card: Student Perceptions (LLL Framework)



Classroom Pulse Check-In (all students Term 4)

Response Value	Not very often		Sometimes		Most of the time		Total	
	Count	%	Count	%	Count	%	Count	%
RE-Year3	8	1.4%	83	14.2%	493	84.4%	584	100.0%
1. My teacher cares for me			2	2.7%	71	97.3%	73	100.0%
2. I enjoy school	4	5.5%	11	15.1%	58	79.5%	73	100.0%
3. I have friends at school			11	15.1%	62	84.9%	73	100.0%
4. My teacher helps me when I have problems			14	19.2%	59	80.8%	73	100.0%
5. I am learning at school	1	1.4%	7	9.6%	65	89.0%	73	100.0%
6. I can have a say in my learning	1	1.4%	21	28.8%	51	69.9%	73	100.0%
7. I feel safe at school	1	1.4%	13	17.8%	59	80.8%	73	100.0%
8. I feel I belong in this school	1	1.4%	4	5.5%	68	93.2%	73	100.0%
Year4-12	8	1.6%	72	14.8%	408	83.6%	488	100.0%
1. I currently feel I matter to my teacher			6	9.8%	55	90.2%	61	100.0%
2. I currently feel that I am thriving at this school	1	1.6%	10	16.4%	50	82.0%	61	100.0%
3. Currently, I feel I have positive relationships at this school	2	3.3%	10	16.4%	49	80.3%	61	100.0%
4. When asked, my teacher supports me in managing friendship issues	3	4.9%	12	19.7%	46	75.4%	61	100.0%
5. I feel that my learning needs are being met	1	1.6%	12	19.7%	48	78.7%	61	100.0%
6. I am actively involved in co-constructing my learning	1	1.6%	11	18.0%	49	80.3%	61	100.0%
7. I am feeling safe at this school			4	6.6%	57	93.4%	61	100.0%
8. I feel that I belong in this school community			7	11.5%	54	88.5%	61	100.0%
Total	16	1.5%	155	14.5%	901	84.0%	1,072	100.0%

All of these surveys provide overwhelmingly positive data from all stakeholders, yet we continue to monitor results closely and respond accordingly to constructive feedback.

Another clear indication of a high level of satisfaction amongst the stakeholders is that there is a very positive 'churn rate' of students. Significant enrolment growth would indicate the school has an excellent reputation in the wider community.

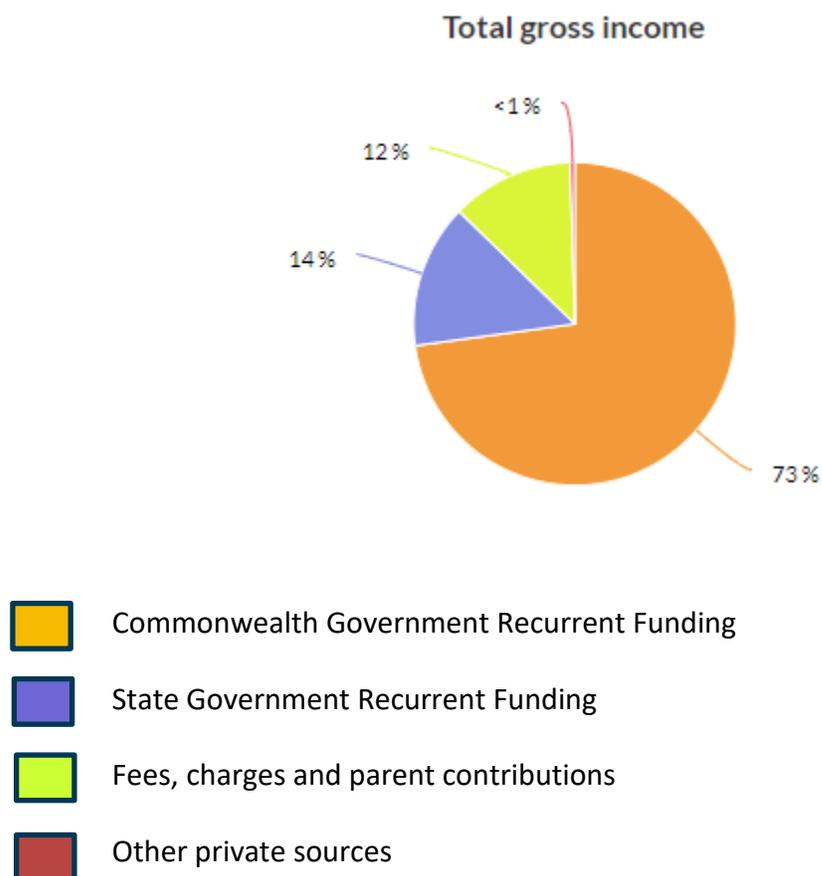
5. School Finances

As a Catholic school we rely on the prompt payment of school fees to assist with the operation of the school.

The school receives its income from three main sources:

- Australian Government funding;
- Private income from school fees and levies;
- State Government funding.

The graph below shows that approximately 85% of our funding comes from the State and Australian government funding and the balance is from private income.



Without the payment of School Fees, the school would be unable to provide many of the resources that are currently offered. Fees were reduced for the 2021 school year and will be capped for 2022 as part of CESA's initiative to make Catholic schooling more affordable.

A summary of our 2022 Finances is below. We finished the year with a very healthy bank balance of just under \$600K above our allowable reserve, despite all the capital works completed.

FINANCE COMMITTEE REPORT FOR 2022			
2022 Summary and 2023 Budget			
	2022 Budget	2022 Actual	2023 Budget
Income			
Fees	\$253,309	\$260,362	\$331,995
Government Grants	\$2,106,860	\$1,972,704	\$2,639,388
Other	\$36,650	\$71,293	\$47,600
TOTAL INCOME	\$2,396,819	\$2,304,359	\$3,018,983
Expenditure			
Staff Salaries	-\$1,572,414	-\$1,690,201	-\$1,968,198
Teaching resource and Levies	-\$281,127	-\$254,740	-\$267,294
Facilities and Utilities	-\$297,700	-\$262,928	-\$330,425
TOTAL EXPENDITURE	-\$2,151,241	-\$2,207,869	-\$2,565,917
OPERATING RESULT	\$245,578	\$96,490	\$453,066
Loan Drawdown	\$1,523,000	\$1,107,385	\$415,614
Capital works and equipment	-\$10,000	-\$8,357	-\$300,000
Trading Account - uniform	-\$27,500	-37,732	-35,000
Building works and Furniture – funded by Grants and CDF Loan	-\$1,360,000	-\$944,386	-\$415,614
NET OVERALL POSITION	\$208,078	\$50,401	\$118,066