
ST BERNADETTE'S SCHOOL

ANNUAL PERFORMANCE REPORT 2023



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 and early 2023, classrooms, specialist rooms and the courtyard were refurbished. Minor capital works were completed throughout 2023 to complement the outstanding teaching and learning spaces now in place. The master plan has been revised with future works planned to cater for increasing enrolments and facilities upgrade.

1. Teacher Standards & Qualifications

The total teaching staff employed in 2023 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: 7

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. 36% have Masters Degrees, 100% have a Bachelor Degree and 55% have various Graduate Diplomas. All teachers have obtained, or are completing, their Graduate Certificate in Religious Education.

2. Student Attendance.

The average student attendance for 2022 was 90%.

Reception:	90%
Year 1:	87%
Year 2:	91%
Year 3:	90%
Year 4:	89%
Year 5:	91%
Year 6:	92%

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 2023 NAPLAN tests:

Student results



The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a [similar background](#). You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or [hover over](#) any cell to see the average score for all Australian students, for students from a [similar background](#) and the margin of error at 90 per cent [level of confidence](#).

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards. You can access the 2014-2022 NAPLAN results by clicking the button under the 'Interpreting the table' legend.

2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	420	445	430	399	400
Year 5	509	482	518	508	489

NAPLAN participation for this school is 96%
 NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

There are, of course, many ways through which we assess learning and then communicate student performance to parents. During 2023 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.

The school is committed to ongoing academic improvement.

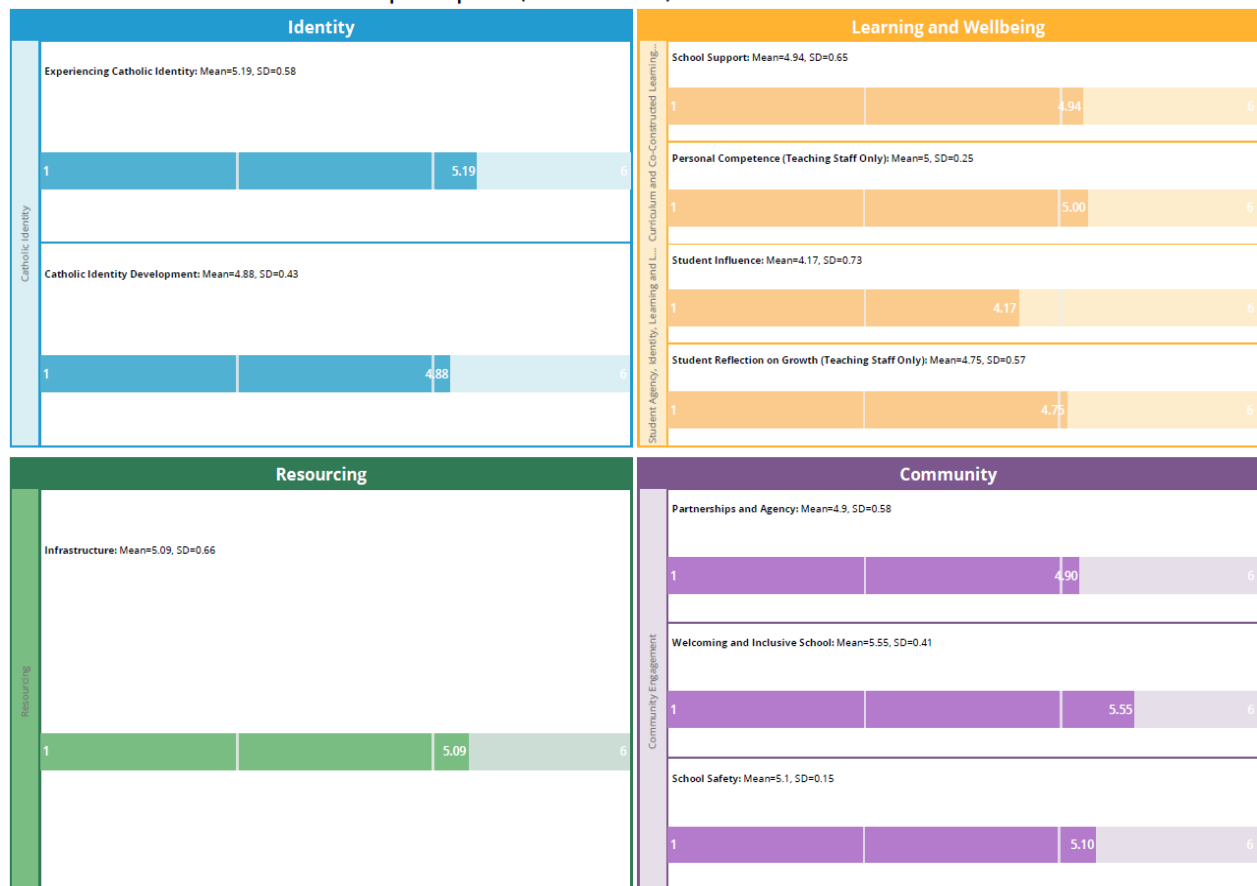
4. Parent, Student and Staff Satisfaction

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.

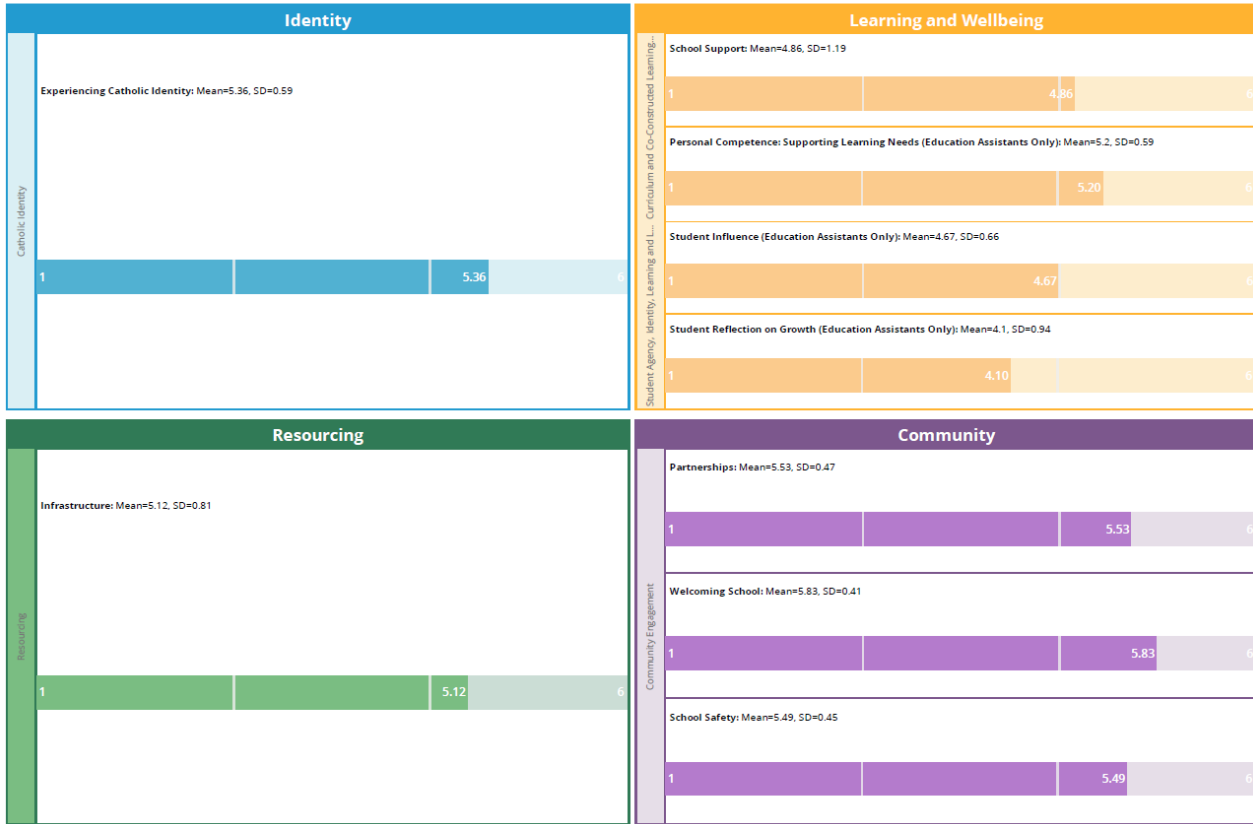
Teachers

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



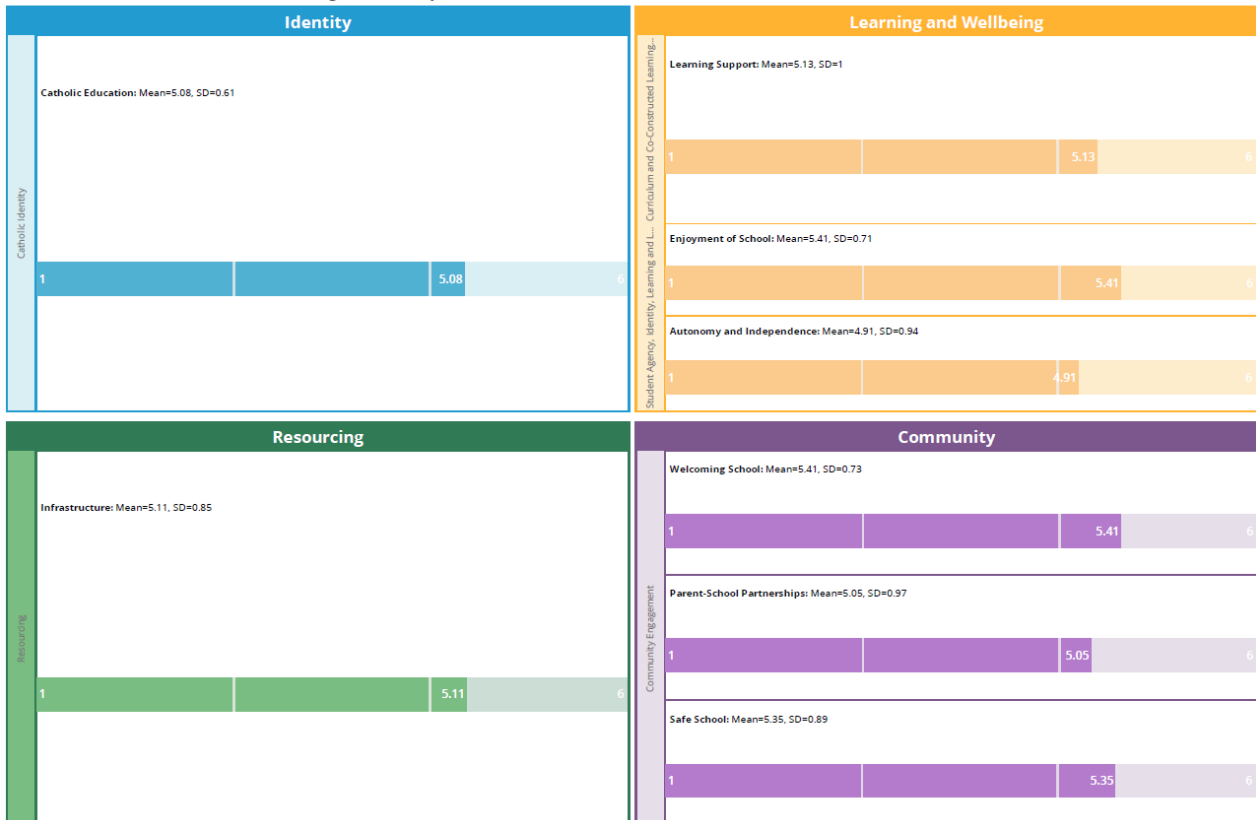
Education Support Officers

Balanced Score Card: ESO Perceptions (LLL Framework)



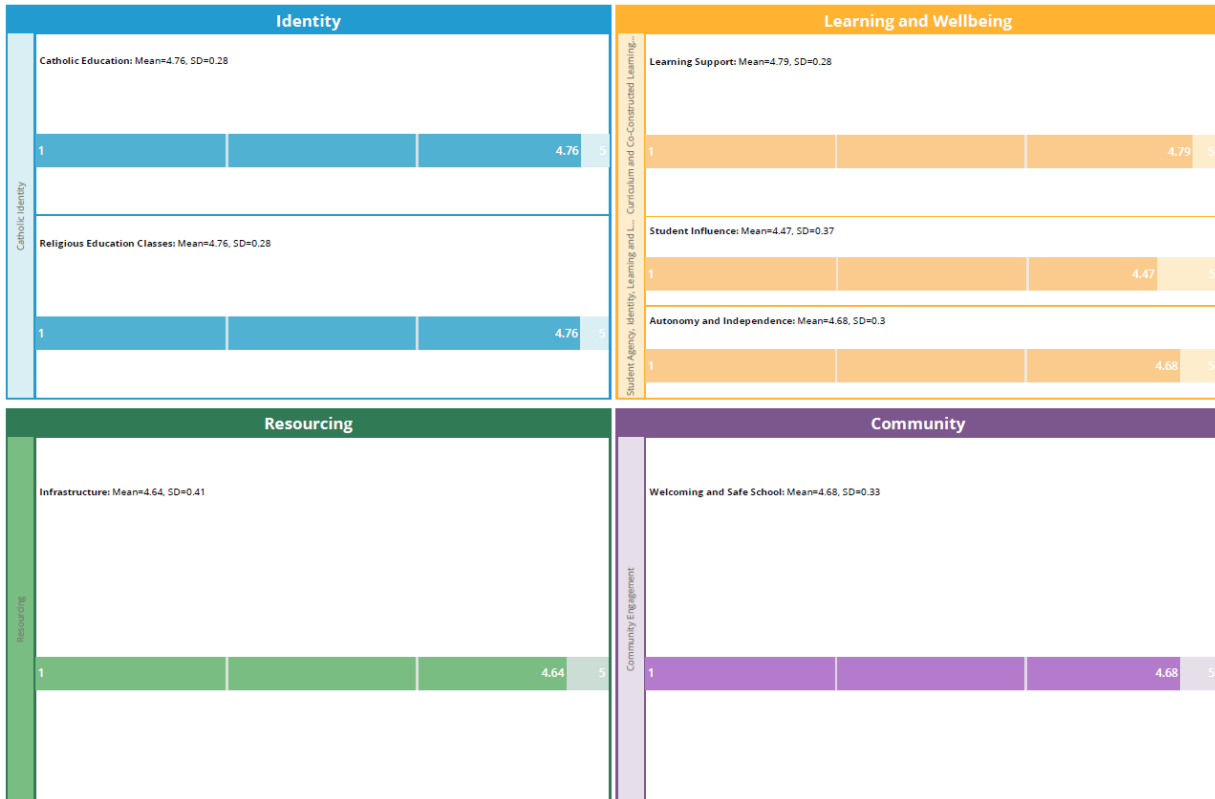
Parents

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



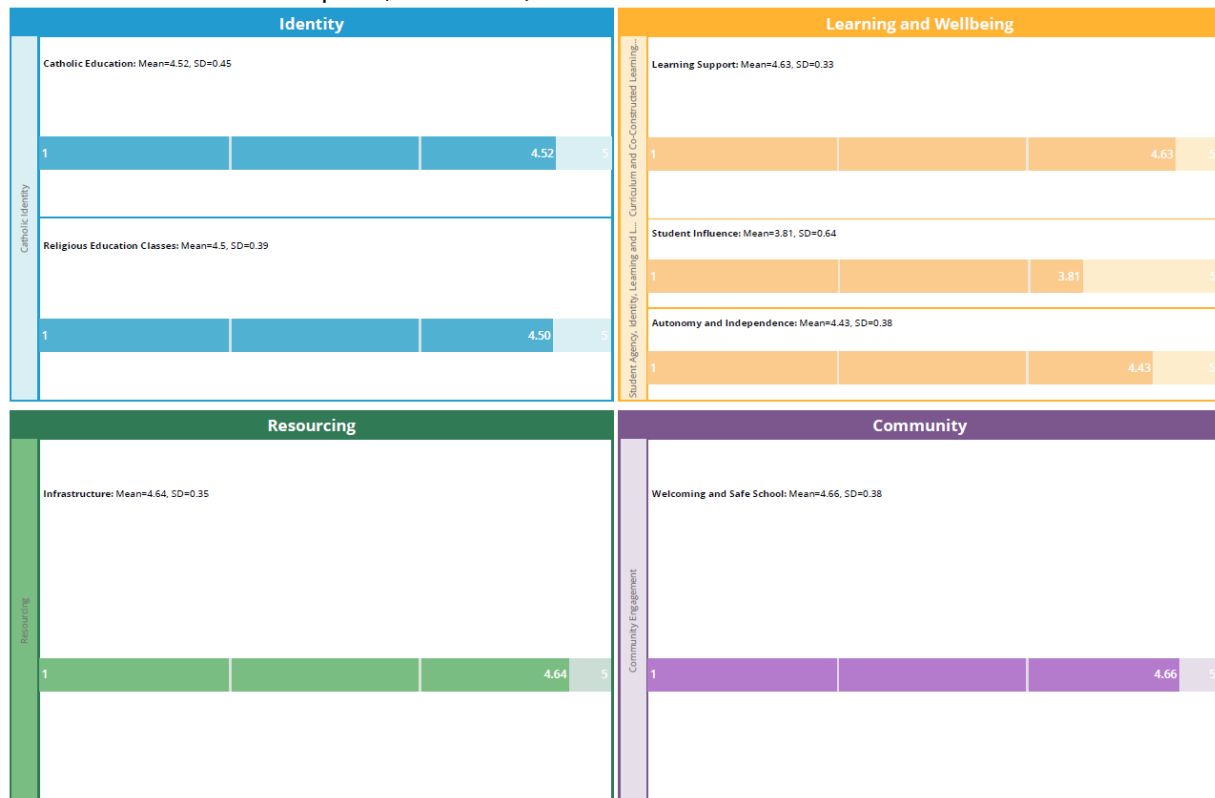
Students: Year 2-4

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	
Group	Count	%	Count	%	Count	%	Count	%
RE-Year3	20	2.5%	105	13.0%	683	84.5%	808	100.0%
1. My teacher cares for me			7	6.9%	94	93.1%	101	100.0%
2. I enjoy school	3	3.0%	14	13.9%	84	83.2%	101	100.0%
3. I have friends at school	2	2.0%	14	13.9%	85	84.2%	101	100.0%
4. My teacher helps me when I have problems	3	3.0%	20	19.8%	78	77.2%	101	100.0%
5. I am learning at school	4	4.0%	4	4.0%	93	92.1%	101	100.0%
6. I can have a say in my learning	3	3.0%	28	27.7%	70	69.3%	101	100.0%
7. I feel safe at school	3	3.0%	12	11.9%	86	85.1%	101	100.0%
8. I feel I belong in this school	2	2.0%	6	5.9%	93	92.1%	101	100.0%
Year4-12	13	2.5%	79	15.4%	420	82.0%	512	100.0%
1. I currently feel I matter to my teacher			9	14.1%	55	85.9%	64	100.0%
2. I currently feel that I am thriving at this school	1	1.6%	10	15.6%	53	82.8%	64	100.0%
3. Currently, I feel I have positive relationships at this school	4	6.3%	10	15.6%	50	78.1%	64	100.0%
4. When asked, my teacher supports me in managing friendship issues	3	4.7%	13	20.3%	48	75.0%	64	100.0%
5. I feel that my learning needs are being met	1	1.6%	11	17.2%	52	81.3%	64	100.0%
6. I am actively involved in co-constructing my learning	4	6.3%	14	21.9%	46	71.9%	64	100.0%
7. I am feeling safe at this school			7	10.9%	57	89.1%	64	100.0%
8. I feel that I belong in this school community			5	7.8%	59	92.2%	64	100.0%
Total	33	2.5%	184	13.9%	1,103	83.6%	1,320	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

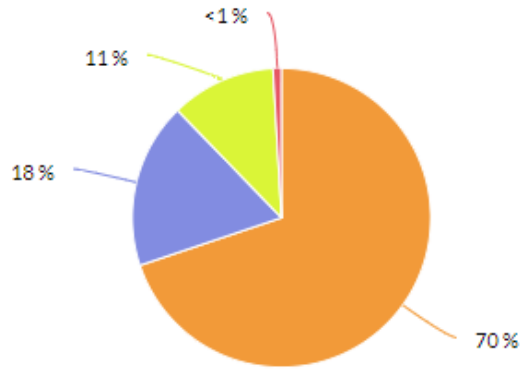
As a Catholic school we rely on the prompt payment of school fees to assist with the operation of the school.

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.

Total gross income



(excluding income from government capital grants)

-  Commonwealth Government Recurrent Funding
-  State Government Recurrent Funding
-  Fees, charges and parent contributions
-  Other private sources

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 were capped for 2022 and 2023 as part of CESA's initiative to make Catholic schooling more affordable.

A summary of our 2023 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.

2023 Summary and 2024 Budget			
	2023 Budget	2023 Actual	2024 Budget
Income			
Fees	\$334,695	\$350,250	\$347,150
Government Grants	\$2,639,389	\$2,917,020	\$2,916,247
Other Income & LSL Reimb	\$81,400	\$208,010	\$145,484
TOTAL INCOME	\$3,055,484	\$3,475,280	\$3,408,881
Expenditure			
Staff Salaries	-\$1,967,198	-\$2,048,623	-\$2,219,066
Teaching resource and Levies	-\$291,755	-\$365,688	-\$389,856
Facilities and Utilities	-\$409,125	-\$358,004	-\$510,205
TOTAL EXPENDITURE	-\$2,668,078	-\$2,772,315	-\$3,119,127
OPERATING RESULT	\$387,406	\$702,965	\$289,754
Capital works and IT equipment plus Re-roofing \$300,000	-\$200,000	-\$344,908	-\$530,000
CDF Interest Income & Expense, Loan repayments & Loan Drawdown	-\$178,670	148,486	-228,268
Total Surplus/Loss	-\$1,264	\$522,996	\$1,486