



**St Bernardine's School,
REGENTS PARK**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

School	St Bernardine's School
Postal address	25 Vergulde Rd, REGENTS PARK, QLD, 4118
Phone	(07) 3800 1854
Email	pregentspark@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stbernardines.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Peter Griffin — Principal

Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Bernardine's School is a dynamic co-educational primary school with 746 children from Prep to Year 6. St Bernardine's has been providing quality Catholic Schooling in this area since 1982. Our school is an integral part of the Regents Park Parish community. In accordance with our Mission Statement, all of our endeavours, relationships, decisions and programs are Christ-centred and child-centred. Community is important at St Bernardine's and relationships are promoted and celebrated through positive interactions with students, teachers, parents and the Parish. We pride ourselves on being an inclusive and welcoming faith community.

At St Bernardine's, the importance of tolerance and understanding of difference is promoted. This allows all in our school community the right to work in a safe, productive and harmonious environment. Our dedicated and caring staff are concerned with the welfare of each child at our school. Parents are invited and encouraged to work with our staff with openness and mutual respect.

We believe in developing the whole child - academically, socially, emotionally, physically and spiritually. We understand we are a teaching and learning environment and it is important we focus on a holistic approach for our children, so they have the opportunity to develop into happy, productive and successful members of society and to 'To serve, To challenge'.

School progress towards its goals in 2021

The actions taken during 2021 to achieve our 2021 Annual Plan goals are outlined below:

	Strategic Plan 2021-2025				
	Strong Catholic Identity	Learning and Teaching	Wellbeing	Our Staff	Diversity and Inclusion
	Aspiration The spirituality and Catholic identity of our community is deepened through dialogue, ritual, prayer and action to enable them to be active contributors to our world.	Aspiration Our teaching and learning builds on foundational practices to wholly engage each student and support them to be critical and creative thinkers, communicators, and collaborators.	Aspiration We have a flourishing environment that respects the dignity of all and nurtures their spiritual, physical, and mental growth.	Aspiration We have a committed, talented, and high performing workforce that are committed to improving young people's learning experiences.	Aspiration Every person in our community feels valued and important.
Annual Plan 2021					
	Goal By the end of 2021, students, staff and parents are regularly engaging in prayer that allows them to celebrate our Catholic story.	Goal By the end of 2021, teachers are effectively using the curriculum to differentiate to meet the learning needs of all learners.	Goal By the end of 2021, our school community has created a holistic wellbeing framework.	Goal By the end of 2021, teachers are consistently using the school's systems and processes to optimise collaboration.	Goal By the end of 2021, we will continue to build a community that values, celebrates and responds to diversity.
Focusing Direction	Actions Children have engaged in a variety of prayer experiences that celebrate our Catholic Identity.	Actions Staff will engage in Professional Development on effective ways to differentiate using the curriculum, how students make sense of and show what they are learning.	Actions A staff working group have created a vision for wellbeing for our school community. This includes an audit of current practices and aspirations for future development.	Actions	Actions We celebrated Harmony Day.
Cultivating Collaborative Cultures	Actions Staff working group worked collaboratively to support the school formation plan.	Actions Through the teaching, learning, and assessment cycle teachers are responsive to student needs, including high potential learners.	Actions Teachers are incorporating the Personal and Social General Capability to support student wellbeing.	Actions Staff working group has promoted and reinforced our culture of collaboration and learning.	Actions Staff working group collaboratively investigated and supported ways to celebrate the diversity of our community.
Securing Accountability	Actions Parents, students, and staff engaged in ongoing formation to build their personal faith narrative to engage in our Catholic story.	Actions Through professional development and curriculum documents differentiation is evident.	Actions There is an understanding of nurturing wellbeing for all in our community.	Actions There is effective use of school wide systems and processes e.g. we are living out our school charter through our words and actions.	
Deepening Learning	Actions We accompanied parents on their faith journey through a variety of parish/school formation activities.	Actions Students are confident in their knowledge, skills and understanding to undertake assessments and know what the next steps are in their learning.	Actions The school community has undertaken learning opportunities to understand what wellbeing is and how we live it.	Actions All staff confidently engage in productive collaboration.	

Goal	Progress
By the end of 2021, students, staff and parents are regularly engaging in prayer that allows them to celebrate our Catholic story.	Achieved
By the end of 2021, teachers will continue to build their capacity to use the curriculum to effectively differentiate for all learners.	Achieved
By the end of 2021, our school community has created a holistic wellbeing framework.	In progress
By the end of 2021, teachers are consistently using the school's systems and processes to optimise collaboration.	In progress
By the end of 2021, we will continue to build a community that values, celebrates and responds to diversity.	Achieved

Future outlook

St Bernardine's 2022 Annual Plan and the strategies to achieve these goals are as follows:

<h3 style="text-align: center;">Strategic Plan 2021-2025</h3>					
	Strong Catholic Identity	Learning and Teaching	Wellbeing	Our Staff	Diversity and Inclusion
	<p>Aspiration The spirituality and Catholic Identity of our community is deepened through dialogue, ritual, prayer and action to enable them to be active contributors to our world.</p>	<p>Aspiration Our teaching and learning builds on foundational practices to wholly engage each student and support them to be critical and creative thinkers, communicators, and collaborators.</p>	<p>Aspiration We have a flourishing environment that respects the dignity of all and nurtures their spiritual, physical, and mental growth.</p>	<p>Aspiration We have a committed, talented, and high performing workforce that are committed to improving young people's learning experiences.</p>	<p>Aspiration Every person in our community feels valued and important.</p>
Annual Plan 2022					
	<p>Goal By the end of 2022, students, staff and parents have celebrated our Catholic story through dialogue, ritual and prayer.</p>	<p>Goal By the end of 2022, teachers are effectively using the instructional loop to meet the learning needs of all learners in writing.</p>	<p>Goal By the end of 2022, our school community has created a vision for wellbeing.</p>	<p>Goal By the end of 2022, teachers are consistently using the school's systems and processes to optimise collaboration.</p>	<p>Goal By the end of 2022, we will create a Reconciliation Action Plan, contextualised for our community.</p>
Focusing Direction	Actions	Actions	Actions	Actions	Actions
	As a community we will commemorate our 40-year journey through ritual, prayer and celebrations.	Staff will engage in Professional Development on effective ways to use the instructional loop in writing.	A staff working group have created a vision for wellbeing for our school community. There is an understanding of nurturing wellbeing for all in our community.	Staff are actively following the Professional Learning Roadmap to build capacity.	Staff will engage in professional development to understand the history of the Traditional Owners in our community.
Cultivating Collaborative Cultures	Parents, students, and staff engaged in ongoing school and parish formation to build their personal faith narrative to engage in our Catholic story.	Through the instructional loop teachers are responsive to the students' writing needs. Parents understand and engage in dialogue about the instructional loop.	Teachers are incorporating the Personal and Social General Capability to support student wellbeing.	Staff actively engage in vertical collaboration to support schools processes and practices.	We will build a collaborative partnership with a Yugumbir community member and the First Nation families of our community.
Securing Accountability	Teachers engage in professional development to collaboratively plan learning experiences that incorporate a Catholic Perspective.	Through professional development, curriculum documents and the third teacher use of the instructional loop is evident.	Teachers actively use the St Bernardine's Way to support student wellbeing.	There is effective use of school wide systems and processes <i>e.g.</i> we are living out our school charter through our words and actions.	Our community will commit to following actions outlined in our Reconciliation Action Plan.
Deepening Learning	Teachers engage in professional development to build their knowledge of the RE Curriculum.	Students are assessment capable learners who know where they are now (feedback), where they are going (learning intentions and success criteria) and how to fill the gaps (goal setting)	The school community has undertaken learning opportunities to understand what wellbeing is and how we live it, including matters around student protection.	All staff confidently engage in productive collaboration.	As a community we will compose an Acknowledgement of Country that is reflective of our school charism and local First Nation community.

Our school at a glance

School profile

St Bernardine's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	746	407	339	21

Student counts are based on the Census (August) enrolment collection.

Our student body is diverse in nature, where all skills and talents are valued and celebrated. We commemorate the importance of our Indigenous heritage and recognise the Traditional landowners prior to every gathering. Many of our students have a multi-cultural background and many come from homes where English is an additional language. This is also celebrated and supported through our EAL/D teacher and in our Italian Languages programme in Years 2 to 6.

Curriculum implementation

Curriculum overview

St Bernardine's has a number of distinctive curriculum offerings including Early Years philosophy among Prep to Year 2, Interhouse sports, Interschool Sports, Year 6 camp, and Italian for Years 2 and 6. We also provide numerous Learning Engagement Teachers, Support Teachers and School Officers to assist the classroom teachers with the engagement and learning for all children. All year levels from Prep to Year 6 will plan, teach, assess and report using the Australian Curriculum. As per the Australian Curriculum, we integrate Information Communication and Learning Technology (ICLT) into the teaching and learning on a daily basis. Data is used to inform the teaching along with regular Review and Response meetings and learning walks and talks to inform and direct student learning growth. We continue using a Growth Mindset model for our Vision for Learning for all students.

Extra-curricular activities

The following extra-curricular activities are offered at St Bernardine's:

- Creative Kidz Music Programme
- Years 5 & 6 Gala Interschool Sports
- Yoga Club
- Band and Choir
- Multiple Sporting Groups including Rookies to Reds, Tennis Queensland, AFL Auskick, and Brisbane Roar
- Lunch Clubs
- Knitting Club.

How information and communication technologies are used to assist learning

ICLT is integrated daily across the school. We have a 1:2 device ratio from Prep to year 2 and a 1:1 iPad ratio beginning in Year 3 which continues through Years 4 to 6. The school is also networked wirelessly, and we subscribe to online programmes that enhance student learning activities in the area of literacy, numeracy and other areas of the curriculum.

Social climate

Overview

The social climate of the school is one of positive behaviours. St Bernardine's School vision is one of a school culture that promotes a proactive and consistent approach to the development of positive relationships between all members of the school community. This will be encouraged within a safe environment where cooperation, shared values and mutual respect are fostered, and individual differences are recognised. Hence, we strive to be a "WE CAN WORK IT OUT" School. At St Bernardine's we believe that strong positive working relationships are important. Positive relationships allow everyone to achieve their maximum potential and growth. We have a zero-tolerance approach to bullying and teach children how to identify true bullying and strategies on how to assist themselves and others. St Bernardine's has a formal policy on bullying that is available on our school website.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	99.1%
School staff demonstrate the school's Catholic Christian values	96.3%
Teachers at this school have high expectations for my child	89.1%
Staff at this school care about my child	93.6%
I can talk to my child's teachers about my concerns	91.8%
Teachers at this school encourage me to take an active role in my child's education	87.3%
My child feels safe at this school	93.6%
The facilities at this school support my child's educational needs	94.5%
This school looks for ways to improve	92.3%
I am happy my child is at this school	91.7%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	89.7%
I enjoy learning at my school	93.5%
Teachers expect me to work to the best of my ability in all my learning	98.9%
Feedback from my teacher helps me learn	95.3%
Teachers at my school treat me fairly	91.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	78.3%
I feel safe at school	92.4%
I am happy to be at my school	88.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	92.8%
School staff demonstrate this school's Catholic Christian values	94.2%
This school acts on staff feedback	92.6%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	84.1%
In general students at this school respect staff members	91.3%
This school makes student protection everyone's responsibility	98.6%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

At St Bernardine's we welcome parental involvement in the education of their children. St Bernardine's has an extremely proactive Parents and Friends Association which encourages parental involvement and attendance at their monthly meetings. Parents are also encouraged to be active participants within their child's classroom. Reading parents, excursion assistants, Celebration of Learning nights and library assistants are a few of the ways in which parents can be actively involved with their child's education. Parents should negotiate with their child's teacher about other ways they can be involved in their child's education. Other opportunities for parental involvement are members of the Parents and Friends committee, Uniform Shop Coordinators or helpers, Tuckshop volunteers and many other occasions. Parents are kept actively informed through newsletters, school website and Twitter feeds, term information letters and parent information night from each classroom teacher, school noticeboard, Facebook, Twitter and other specific notices about the school including goal setting and strategic renewal objectives of the school.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	53	27
Full-time Equivalents	47.3	19.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate diploma etc.**	10
Bachelor degree	34
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$24,742.70.

The major professional development initiatives are as follows:

All staff Professional Development - 2-day conference

Brisbane Catholic Education Leadership forum

PECS Level 1 training webinar – Support Teacher Inclusive Education

PECS Level 1 training webinar – Learning Engagement Teacher

Literacy Twilight

Guidance Counsellor 2-day conference

PD - LET teachers - Sentence Styles Workshop

PD - Mark Wakefield

RC-CTJ Day

First Aid Course x 42

CPR Course x 15

APRE – Professional Development Day

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.7%

Average attendance rate per year level			
Prep attendance rate	92.4%	Year 4 attendance rate	93.4%
Year 1 attendance rate	93.4%	Year 5 attendance rate	93.2%
Year 2 attendance rate	94.4%	Year 6 attendance rate	93.8%
Year 3 attendance rate	92.9%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

- St Bernardine's has a Zero Hero policy to encourage attendance and to help students and parents understand that every minute counts. The Zero Hero recognises those students who have missed zero minutes in the school term. At the end of each term, students who are Zero Heroes are awarded a certificate in front of their peers. At the conclusion of the school year, students who have missed no minutes for the entire year, are awarded a medal on assembly.
- The school undertakes the role in the morning and afternoon. If there is an unexplained absence in the morning the parents receive a text message informing them their child is absent without a reason.
- St Bernardine's also has a goal of 90% of students attending 90% of the time. There is a monthly 'Present' award given to the year level who has the highest attendance for the month.
- A formal process of regular non-attendance is used with the policy available on the school website.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.