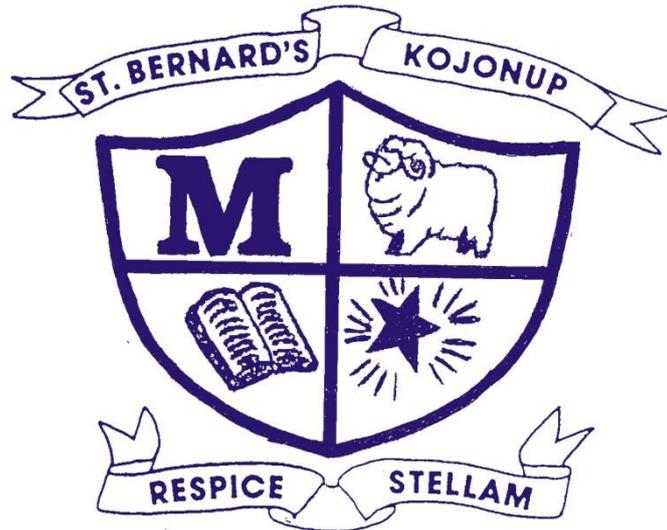


# St Bernard's School, Kojonup



## School Performance Report

### Report for the 2017 Academic Year

## **School Vision Statement**

Through the community of students, staff, parents and parish, we strive to provide each child with the desire and opportunity to reach his/ her highest potential: spiritually, emotionally, intellectually and physically, in an environment which reflects strong Christian values.

## **Introduction**

This report provides the St Bernard's school community with information about the school's activities and performance for the 2017 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2018. The school's website contains many relevant documents that will provide information for parents. This report is a government requirement.

## **School Performance Information:**

### **1. CONTEXTUAL INFORMATION**

St Bernard's School is a Catholic co-educational school catering for 72 students from Kindergarten through to Year 6. St Bernard's is concerned with the development of the "whole" child and as such develops the spiritual, academic, personal, social and emotional well-being of all students. Children are taught in composite classes (K/PP, Yr 1/2, Yr3/4 and Yr 5/6). A differentiated curriculum ensures that the individual needs of each child are met and literacy/numeracy support programs are also offered.

Currently, Japanese, Science, Physical Education and Visual Arts and Drama are offered as specialist subjects. Computers, ipads and interactive whiteboards are in each classroom. The school has excellent home-school relationships with parents taking an active role in all aspects of the school's daily operations. St Bernard's develops the leadership qualities of students through Student Ministries and School Captain roles. Likewise, opportunities to participate in performing arts are also offered throughout the year. The vision is for each member of our school community to "Respice Stellam" or "Look to the Star".

## 2. TEACHER STANDARDS & QUALIFICATIONS

### QUALIFICATIONS OF TEACHING STAFF AT ST BERNARD'S SCHOOL

Qualifications	Number of Staff
Masters of Education (Leadership)	1
Bachelor of Arts	1
Bachelor of Arts (Education)	3
Bachelor of Education (Primary)	7
Bachelor of Arts Early Childhood	1
Bachelor of Science	1
Certificate of Early Childhood Studies	1
Graduate Diploma in Education	3
Certificate of Education	1
Bachelor of Economics	1
Bachelor of Commerce	1
Diploma of Marketing	1
Cert III Teacher's Aide	3
Diploma of Children's Services	1

## 3. WORKFORCE COMPOSITION

	Teaching Staff	NonTeaching Staff	Indigenous staff
Male	0	1	0
Female	13	1	0

#### 4. Student Attendance

The average rate of attendance for the gazetted school year for students in Years PP to Year 6 was 90%

This was broken down into the following class groupings:

Year Group	Attendance Rate
PP	93%
Y01	91%
Y02	92%
Y03	91%
Y04	95%
Y05	89%
Y06	91%

Parents of children who are absent from school are asked to clarify the reason for nonattendance. An absentee slip is required to be completed upon the child's return. For lengthier absences during term time, which are not health related, an approval of extended leave form needs to be completed. The school has an up to date Attendance policy and in accordance with this policy, where a student has been absent for 15 half days or more over a term, a note will be sent to the parents to notify them of their child's attendance record.

#### 5. Staff Attendance

The average rate of attendance for the gazetted school year for staff in 2017 was 92.3%

#### 6. NAPLAN INFORMATION

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2017 were:

<i>YEAR THREE</i>	ST BERNARD'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	359.5	431.5
WRITING	336.6	413.6
SPELLING	362.0	416.2
GRAMMAR & PUNCTUATION	385.3	439.3
NUMERACY	363.5	409.4

<b>YEAR FIVE</b>	<b>ST BERNARD'S MEAN</b>	<b>ALL AUSTRALIAN SCHOOLS MEAN</b>
<b>READING</b>	584.0	505.6
<b>WRITING</b>	452.5	472.5
<b>SPELLING</b>	478.0	500.9
<b>GRAMMAR &amp; PUNCTUATION</b>	569.0	499.3
<b>NUMERACY</b>	538.5	493.8

The following points are important to note regarding our 2017 NAPLAN data:

- 2017 data includes only 5 students for some subjects and 4 students for others. 3 of the five students are on a CAP.
- Writing included one student who was a refusal (yet results are included in the data above)
- As indicated historically, in 2017 St. Bernard's cohort data indicate that Year 5 students have performed better than expected in all areas based on their Year 3 results, indicating large gains between Year 3 and Year 5.

**PERCENTAGE OF CHILDREN AT OR ABOVE THE NATIONAL  
MINIMUM STANDARD  
FROM 2013 - 2017**

	Year	Reading	Writing	Spelling	G & P	Numeracy
Year 3	2013	100%	100%	100%	100%	85.7%
	2014	85.7%	100%	100%	85.7%	100%
	2015	100%	100%	100%	100%	100%
	2016	100%	100%	90%	90%	100%
	2017	75%	100%*	100%	100%	100%
Year Five	2013	100%	100%	92%	92%	100%
	2014	100%	100%	100%	100%	100%
	2015	100%	100%	81.8%	81.8%	100%
	2016	100%	100%	92.3%	92.3%	100%
	2017	100%	100%	100%	100%	100%

*\*Data omitted one student who was a refusal in the 2017 Year 3 Writing Assessment*

## **7. Parent, student and teacher satisfaction**

Students are given a variety of opportunities to develop spiritually, academically and socially. Attendance at parent meetings and other school events is good, highlighting sound relationships between the school and parents. Discussions and feedback at school board and P & F meetings suggest parent satisfaction with the school.

In 2017 the school reviewed the following components as part of the Quality Catholic Schools initiative:

- 201 Engagement with the School Community
- 401 Staff Wellbeing

Evidence was gathered and triangulated such as evidence of current practice, anecdotal evidence and academic assessment data. Areas of focus were identified which have been either acted on or aligned with and included in other planning documents such as the School Strategic Plan.

## 8. POST SCHOOL DESTINATIONS

In 2017 eleven Year Six students graduated. Their high school destinations were as follows:

<b>Secondary School</b>	<b>Number of Students</b>
<b>Kojonup District High School</b>	<b>8</b>
<b>Hale School</b>	<b>1</b>
<b>St. Mary's Anglican Girls School</b>	<b>1</b>
<b>Bunbury Cathedral Grammar</b>	<b>1</b>

## 9. Annual School Improvement

The key goals for 2017 in our Annual School Improvement Plan were:

### Learning

Goal:

By the end of 2017 all classroom teachers will be implementing Explicit Instruction (EI) strategies in literacy, having received regular coaching.

Success Indicators:

- 70% of students to achieve reading levels that are at least at target or within range using PM Benchmarks and Fountas & Pinnell
- 70% of students will be at or within 3 months of their expected reading age (Accelerated Reader Program)

### Strategies & Outcomes:

In 2017 each classroom teacher implemented EI in phonics, spelling and/or grammar following PD days and PLC meetings on this focus. Teachers have also implemented EI strategies in Mathematics. All classroom teachers received coaching in Terms 2 & 3.

End of year data indicated that 58% of students achieved reading levels that were at least at target or within range using PM Benchmarks and Fountas & Pinnell. The students who did not reach the expected level, on average, improved their reading by 7 levels. (These results do not take into consideration students with learning difficulties who are on a CAP).

In the accelerated reader program, 50% of students (Year 3 - 6) met the target of being at or within 3 months of their expected reading age by the end of 2017. This target, however, did not take into account growth. For example, some students who did not meet the target, displayed up to 1 year and 7 months growth over a 9 month period. As a result, we will design targets that are a better indicator of growth in the future.

### Goal:

By the end of Term 1 2017, all relevant students will have an IEP or CAP to guide their learning and assessment.

### Success Indicator:

- Students involved in the learning support program will, on average, progress a minimum of 6 levels on the Multilit program and 20 'lessons' on the Minilit program over the course of 2017

### Strategies & Outcomes:

IEPs and CAPs were developed for all students requiring additional learning support and where appropriate, students were given literacy support, generally through participation in the Minilit and Multilit programs.

Students within the Minilit program progressed through an average of 26 levels over the course of the year. Given that some students included in the data were not in the program for a full year, this is an excellent result, exceeding our target. Students within the Multilit program progressed through an average of 19.4 'lessons'. However, data includes one student who only started Multilit in August. Two students were discontinued having completed the program, one increasing by 11 levels in two months and the other moving 19 levels in 3  $\frac{1}{2}$  months. Therefore, we are satisfied that we achieved this target.

## Engagement

- By the end of 2017 the P & F association will have engaged with the community through at least 2 'friend raising' activities.

In 2017 the school P & F Association co-ordinated a welcome BBQ for new families and a goods and services auction, which served a both a fundraising and a social event.

## Accountability

- Implement School Code of Conduct

Our engagement targets were:

- School Code of Conduct uploaded to school website by Term 1 2017

The sample School Code of Conduct provided by CEWA was reviewed and accepted by staff in Term 4, 2016. An abridged version provided to parents and loaded onto the school website in Term 4 2016, therefore meeting our target. All new staff and current staff were familiarised with the code of conduct at a staff meeting in 2017 and this will continue to be a yearly process. From 2017, parents are provided with a full copy of the code of conduct at enrolment interviews.

## Discipleship

- By the end of 2017 several opportunities for student retreats will have been established through the sacramental program.
- In 2017 buddy classes will do a combined activity at least once per term.

Following feedback during the strategic planning process and the development of our Evangelisation plan, sacramental retreats were implemented in 2017 prior to First Eucharist and Confirmation. From the start of 2017 a class buddy system was implemented with each class being allocated a buddy class and participating in at least one activity each term together

## **10. SCHOOL FINANCES**

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

<http://www.myschool.edu.au>