



# 2019 ANNUAL SCHOOL COMMUNITY MEETING

12 February 2020

## Principal's Report

Dear Staff, Parents, Carers and Community Members,

It is with pleasure that I present my annual report for the 2019 school year at St Bernard's Catholic Primary School. This report highlights the structures that were in place in 2019 as well as some of the more significant events, activities and outcomes of the year. It does so by addressing each of the four domains of Catholic Education WA: Stewardship, Education, Community and Catholic Identity.

### STEWARDSHIP

Staff at St Bernard's play a critical role in ensuring students receive the best possible standard of care and education while they are at our school and this involves commitment from all our staff members including cleaning and grounds staff, administration staff, teaching staff (teachers and education assistants) and leadership. We are blessed to have such a committed staff working each day to ensure the best outcomes for all students.

In 2019 we farewelled Mrs Leigh-Aire Hall from our office staff in Term 1 as her family moved to Esperance, and our Kindy/PP teacher, Mrs Millie Guidi, towards the end of Term 2 as she prepared for the birth of baby Adeline and the move to Denmark with husband Jayden.

We welcomed new staff members: Ms Esther Kerr (Year 5/6 and Little Stars) and Miss Sarah Wright (K/PP EA) at the start of the year; and Mrs Tracey Cant (administration), Mrs Melissa Matthews (K/PP) and Mrs Annette Sawyer (K/PP), Miss Olivia Sugg (Year 1/2 EA) and Miss Chloe Sticken (Little Stars EA) at the mid-way point of the year.

School Board members were James Eyres (chairperson), Tim Mathwin (secretary), Peter Robertson (treasurer), Peter Trethowan (P&F representative), Tamesha Gardner, Lachlan Thorn and Vincent Macri. New board member induction was undertaken in March under the direction of our School Improvement Advisor, Mr Michael Ciccarelli.

The board worked tirelessly on behalf of the St Bernard's school community and I thank all the members for their commitment and willingness to share their expertise for the betterment of our school.

Major projects completed in 2019 included the K/PP playground upgrade, playground alterations and improvements – including the amazing treehouse in the nature playground, technology devices upgrade in all classrooms and the refurbishment of the Snake Room. The latter project is almost complete and will provide a dedicated room for each of our intervention programs – MiniLit and MaqLit in 2020 and beyond.

School fees remain unchanged for 2020 and assistance with fees continues through a discount for Health Care Card holders.

School grounds and buildings continued to be maintained throughout the year by our team of Mrs Annette Sawyer (cleaning) and Mr Rob Hanekamp (grounds and maintenance).

In 2019 staff continued to engage with school improvement through the tools of Quality Catholic Schooling and the National Quality Standards 9 (NQS), as well as the School Improvement Plan (SIP), Curriculum Plan, Evangelisation Plan and Aboriginal Education Plan.

In line with our SIP and Curriculum Plan, staff focused on implementing the Literacy Dedicated Time block in order to support students' learning in Literacy. This work was supported by our Literacy specialist, Mrs Sharon Venables, and regular visits by CEWA Literacy Consultant, Mrs Liz Harper.

Offering better indoor-outdoor learning opportunities for students was the focus identified in our Quality Improvement Plan (QIP) as part of our commitment to implementing the NQS in the early years (K-2). This work was supported by the involvement of early years staff in the Great Southern Network meetings conducted each term with staff from St Joseph's Albany, St Matthew's Narrogin and St Patrick's Katanning, with the support of CEWA early years consultants.

CEWA Aboriginal Education Consultant, Mr Leon Ridgeway, continued to work with staff on implementing our Aboriginal Education Plan with the goal of linking Noongar language to classroom oral language activities.

In 2019 the St Bernard's school community took part in a school performance audit, school climate survey and NQS audit.

The school performance audit was undertaken in Term 2 with an on-site visit from the auditor, as well as an off-site audit of school policy, procedure and planning documents. The final report from the auditor was received in Term 4 and the school was rated as passing all required standards with the next audit scheduled at the regular five year period.

In Term 3 our school community took part in a school climate survey administered by National School Improvement Partnerships (NSIP), who will conduct surveys for all WA Catholic schools. Feedback was provided by students, parents and staff and has given us a clear picture of where our school is performing well and areas for improvement.

The NQS auditors visited in Term 4 and viewed our early years learning spaces in K/PP and Year 1/2. The report received later that term rated us as 'meeting' two of the seven NQS standards and 'working towards' the remaining five, as well as providing goals for 2020 and beyond. This document has provided us with a clear picture of our strengths and challenges in the early years learning space and will inform our planning for 2020 and beyond.

Also, in Term 4, consultant Jeff Thorne conducted a school community workshop to facilitate the re-drafting of the St Bernard's Strategic Plan 2020-2023. Feedback from those present informed the writing of the plan which was adopted by the School Board in December 2019.

In 2019 an updated Stand-Alone Bushfire Management Plan was prepared by Ecosystem Solutions for St Bernard's which has a Very High Risk Bushfire Hazard rating due to its location and surrounding grass and bushland areas and is listed on the Bushfire Zone Register with Department of Fire and Emergency Services (DFES). This plan will be reviewed annually in Term 3 before the start of the bushfire season and will be re-written after four years.

## EDUCATION

A major focus in 2019 was the implementation of the Literacy Dedicated Time model across all classrooms. This involved upskilling teaching staff in the elements of LDT including guided reading, running records, analysing data, instructional planning based on student point-of-need, classroom structure and student expectations. A significant amount of time and resources was channelled into achieving this focus with the purchase of teacher resources and implementation of professional development. Our Literacy specialist, Mrs Sharon Venables, played a key role in this focus and we were very fortunate to have regular visits from CEWA Literacy Consultant, Mrs Liz Harper, throughout the year. Liz worked with individual teachers and EAs in the classrooms, and with all staff at PLC meetings, providing invaluable support and professional development in our classrooms and staffroom – support which would not have been possible if we had to travel for external professional development.

The implementation of the Diana Rigg PLD spelling, early reading and oral language program saw spelling instruction standardised across all our classrooms in 2019, replacing a number of different programs which had previously been in use. The benefits of this for our students is invaluable, as they move from classroom to classroom following the same program at different levels, allowing for continuity of learning and data collection.

Intervention programs at St Bernard's were re-assessed in 2019 and we continued to offer intervention from the MultiLit program developed by Macquarie University. We continued with the MiniLit program for Years 1-3, taught by Mrs Kaylene Smart, and added the MaqLit program for Years 3-6, taught by Mrs Margie Davies. We look forward to MiniLit and MaqLit having their own homes soon in the refurbished Snake Room. Intervention programs are a critical element of our commitment to help all students achieve to their best potential as well as our focus on developing the core Literacy skills throughout our student body and I thank Mrs Smart and Mrs Davies for their excellent work in this space.

Year 3 and 4 students at St Bernard's began the 2019 school year in their new classroom, which had formerly been the Library. This swap gave the students a bigger, brighter space in which to learn, facilitating small group work, learning centres and collaborative learning opportunities. In turn, our Library became a specialist learning area, led by Mrs Di Gardner.

Numeracy support continued in 2019 with the expertise of Mrs Sandy Jackson who combined her LOTE teaching responsibilities with classroom numeracy support. This was an invaluable addition to our Literacy focus, ensuring a good grounding for all our students in the key skills of Literacy and Numeracy.

Specialist teachers continued to provide St Bernard's students with a well-rounded primary school education. A fabulous addition to our teaching and learning program in 2019 was the introduction of our Little Stars playgroup for children aged 0-5 years old, and their parents, on Monday mornings. This started in Term 3 and was facilitated by Ms Esther Kerr and EA Miss Chloe Sticken. Little Stars operates out of the Library with a wide variety of activities including craft, cooking, stories, songs and rhymes. Play time in the K/PP playground completes the morning. The excellent response to Little Stars has

prompted us to request a change in school registration to accommodate a 3-year-old Pre-Kindy class which children can attend when they have turned three without being accompanied by a parent.

St Bernard's early childhood (K-2) staff attended Great Southern Network meetings each term in 2019. These meetings allow teachers from St Bernard's, St Joseph's Albany, St Matthew's Narrogin and St Patrick's Katanning to meet and work collaboratively, sharing ideas and extending their understanding of NQS standards. An added bonus is the opportunity to observe other classrooms and learning spaces and to bring new ideas back to St Bernard's.

Education Assistants attended an EA professional learning day run by CEWA staff and held on site at St Bernard's for schools in the Great Southern network. This day covered a range of topics including teaching and learning, special needs, pastoral care, behaviour management and staff wellbeing.

On the ground support was provided throughout the year by CEWA consultants and learning area experts, as well as school support personnel including our School Improvement Advisor, School Support Consultant, Students with Disabilities consultant, and visiting school psychologist.

### Assessment

A range of assessments continued to be taken throughout the school year to inform teaching and track student progress. Diagnostic assessments at the start and/or end of the year included the On Entry assessment for PP students, the Observation Survey suite of testing in Literacy for students in Years 1-4, the Mathematics Assessment Interview for all students, the Ballard Westwood mental maths assessment for all students, and Progressive Achievement Testing in Reading and Mathematics for students in Years 3-6. System-level assessments included NAPLAN (which was conducted online in 2019, apart from Year 3 Writing) and the Bishops' Religious Literacy Assessment, both for students in Years 3 and 5.

Ongoing classroom assessments included PLD testing, regular running records and comprehension testing, along with normal assessment of student work and classroom observations, which are all used to inform reporting to parents.

In 2019 a number of PLC meetings were dedicated to the analysis of student data in Literacy and Numeracy, enabling teaching staff to observe trends and patterns, inform planning and to develop and explore questions in relation to student progress. In our commitment to exploring student data and focusing on our teaching and its impact on student learning we reinforce our belief in helping each student to achieve to their highest potential.

Below is a snapshot of NAPLAN 2019 data which shows the comparison of our school's performance to the national mean. Progress over time is also displayed for students in Year 5 in 2019, examining growth from Year 3, again in comparison to the national mean.

<b>YEAR THREE</b>	<b>ST BERNARD'S MEAN</b>	<b>NATIONAL MEAN</b>	
<b>READING</b>	386.7	432.3	-36.6
<b>WRITING</b>	375.3	423.1	-47.8
<b>SPELLING</b>	365.8	418.7	-52.9
<b>GRAMMAR &amp; PUNCTUATION</b>	357.0	439.8	-82.8
<b>NUMERACY</b>	355.4	408.1	-52.7

<b>YEAR FIVE</b>	<b>ST BERNARD'S MEAN</b>	<b>NATIONAL MEAN</b>	
<b>READING</b>	448.9	506.0	-57.1
<b>WRITING</b>	427.6	473.9	-46.3
<b>SPELLING</b>	471.0	500.7	-29.7
<b>GRAMMAR &amp; PUNCTUATION</b>	441.0	499.1	-58.1
<b>NUMERACY</b>	461.4	495.8	-34.4

<b>YEAR FIVE STUDENTS (2019)</b>	<b>PROGRESS OVER TIME</b>
<b>READING</b>	<b>(NATIONAL MEAN GROWTH = 75)</b>
STUDENT 1	43

STUDENT 2	113
STUDENT 3	78
STUDENT 4	150

YEAR FIVE STUDENTS (2019) WRITING	PROGRESS OVER TIME (NATIONAL MEAN GROWTH = 60)
STUDENT 1	84
STUDENT 2	31
STUDENT 3	42
STUDENT 4	57
STUDENT 5	321

YEAR FIVE STUDENTS (2019) SPELLING	PROGRESS OVER TIME (NATIONAL MEAN GROWTH = 85)
STUDENT 1	124
STUDENT 2	60
STUDENT 3	113
STUDENT 4	76
STUDENT 5	112

YEAR FIVE STUDENTS (2019) GRAMMAR & PUNC.	PROGRESS OVER TIME (NATIONAL MEAN GROWTH = 60)
STUDENT 1	101
STUDENT 2	50
STUDENT 3	71
STUDENT 4	107
STUDENT 5	7

YEAR FIVE STUDENTS (2019) NUMERACY	PROGRESS OVER TIME (NATIONAL MEAN GROWTH = 86)
STUDENT 1	88
STUDENT 2	60
STUDENT 3	128
STUDENT 4	215

## COMMUNITY

St Bernard's is blessed to have an active body of parent, grandparent and community members who help our school in many ways. The Parents and Friends Association is a major supporter of all students and staff at our school and is always active within our school and the wider community. In 2019 P&F executive members were: Leonie Smith (president), Ebony Macri (secretary) and Liz Robertson (treasurer), all supported by a number of willing helpers at meetings and events. The first event of the year was the biannual Goods and Services Auction fundraiser. This event was a major success with almost \$27 000 raised on the night. An amazing effort! Throughout the year the P&F also supported sporting carnivals, classroom 'wishlist' purchases, the Year 5/6 camp in Term 2, Year 6 leavers' shirts, Athletics subscriptions, the Dancesport week in Term 4, and the purchase of Literacy and Numeracy resources. The Funky Monkey bars, purchased in 2018, were delivered and erected in 2019 and have been a major hit with students. The P&F also supported the purchase of the bush swing in the nature playground, another popular addition to our playground spaces. On a practical level, P&F members supported the canteen orders on Mondays and the uniform shop. While the uniform shop has now moved off-site, the P&F continues to be involved in ordering and supplying uniforms – many thanks to Kerrie Leuscetti, Lowanna Jury and Sophie Atkinson who are making the school uniform available to all our families. My thanks to all members of the P&F, and the executive team, in particular, for their efforts throughout the year.

The St Bernard's Choir was made possible this year with the support of Mrs Kate Clayton and Mrs Carolyn Mathwin, along with Drama teacher, Mrs Jayne Thorn. We heard the choir's beautiful singing at our Graduation and Awards Night, and there were also performances at Springhaven and in the church for the Sacrament of First Holy Communion. We look forward to more beautiful singing from our choir in 2020.

The School Board hosted a sundowner in Term 3, with the aim of bringing together the school community of staff and families for a social get-together. The school community also came together in Term 4 for the Dancesport evening, the Book Fair and Storytelling night and the Christmas and Nativity Concert. These are all great opportunities to share and celebrate our students' learning and achievements, as well as to connect with other parents and families.

We continued to build links with the local Kojonup community through events and activities such as providing regular articles in the Kojonup News, participation in the Kojonup Show, community and school-based ANZAC Day services, sporting events and carnivals, visits to Springhaven and support for the Kojonup Youth Centre and Homework Club

Three Kindy orientation sessions were held in Term 4 and our Little Stars playgroup began in Term 3 on Monday mornings for children aged 0-5 and their parents. It has been a great success and a wonderful addition to our St Bernard's service to Kojonup families.

## **CATHOLIC IDENTITY**

In 2019 we farewelled Father Francis Constantino as he moved to the parish of Our Lady of the Southern Cross in Dunsborough and shortly after we welcomed Fr Gerome Dalipe. It has been lovely getting to know Fr Gerome and we look forward to working with him in 2020.

Religious Education continued to be first and foremost learning area with instruction in the Religious Education units of work, and catechesis, occurring throughout the year. Three students undertook the Sacraments of Reconciliation and First Holy Communion, and one student undertook the Sacrament of Confirmation. These sacramental events included Parent/Student workshops and a retreat for students in the sacramental classes.

Our school community once again participated in the Rosary Rally which was led by the St. Bernard's Parish and attracted participants from as far away as Albany and Busselton. It was a lovely celebration, with the grotto beautifully decorated by staff members Kath Wharton and Margie Davies, and flower girls Arizxa Libres, Grace Perry and Riyana Diallo, supporting the rally's progress around the decade.

We marked major events in the Church Liturgical calendar with whole school masses and liturgies and we also supported the Catholic Missions and Project Compassion with our fundraising efforts.

The promotion of Make Jesus Real (MJR) was a major focus in 2019 with all staff attending a professional development day led by the founder of MJR, Peter Mitchell, at St Joseph's in Albany. This focus was ably supported by our MJR Ministry leader Elizabeth Mathwin who did an excellent job promoting the MJR focus in the school community.

## **SCHOOL GOALS & PRIORITIES 2019**

### **Learning**

- Exploration and implementation of the Literacy Dedicated Time model for Literacy instruction, including guiding reading instruction in all classes
- K-6 implementation of the Promoting Literacy Development (PLD) program for oral language, spelling and reading
- Participation in the CEWA Literacy Support Program, involving four dedicated days of Professional Learning and consultant support for the Literacy team (Mrs Marino, Mrs Venables and Ms Gianoli)
- Continued exploration of play-based learning opportunities for all students through Loose Parts Play and nature play pedagogies

### **Accountability**

- Develop a Bushfire Management Plan

### **Discipleship & Engagement**

- Redrafting of the school Evangelisation Plan
- Refinement and continued implementation of the whole school Christian Service program
- Engagement with the local Indigenous community and acknowledgement of the International Year of Indigenous Languages by participation in a Noongar language project in conjunction with Kodja Place support staff

## **LOOKING AHEAD TO 2020**

School began for our students on Monday 3 February 2020 and we welcomed seven new Kindy students, two new Pre-Primary students, two new students in Year One and one new student Year Three, bringing our total number of students to 80. We welcome four new families to the St Bernard's community and hope that their time at St Bernard's is both fruitful and enjoyable.

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Classes & Learning Areas for 2020 are as follows:

K/PP	Miss Tess Plakakis
	Miss Sarah Wright (EA Mon-Thurs)
Y1/2	Miss Tanya Pavlovic
	Miss Olivia Sugg (EA Mon-Fri)
Y3/4	Miss Casey Hewitt
	Mrs Kath Wharton (EA – Mon and Wed)
Y5/6	Mr David Bell (Mon, Thurs and Fri)
	Mrs Lee Bell (Tues and Thurs)
Learning Support EAs	Mrs Kaylene Smart (Mon-Thurs)
	Mrs Margie Davies (Mon–Fri)
Library	Mrs Di Gardner (Wed)
Physical Education	Mrs Peta Marinoni (Fri)
Keeping Safe Curriculum	Mrs Peta Marinoni (Wed)
Japanese & Numeracy Support	Mrs Sandy Jackson (Tues)
Visual Arts & EALD support & Science (Sem2)	Mrs Sophie Atkinson (Tues & Wed)
Science & Drama (Sem2)	Mrs Jayne Thorn (Wed)
Technologies	Mrs Melissa Shepherd (Wed)
Curriculum Co-ordinator	Mrs Sharon Venables (Tues and Wed)
Little Stars Playgroup & Enrichment	Mrs Melissa Matthews (Mon)

We welcome new staff members Miss Tanya Pavlovic, Miss Tess Plakakis, Miss Casey Wright, Mrs Lee Bell and Mr David Bell and wish them well in their time at St Bernard's.

I look forward to working with all members of our school community as we strive together to achieve the best learning outcomes for all our students.

My best wishes to the St. Bernard's School and Parish communities for a successful, rewarding and peace-filled year in 2019.

God Bless,

Mrs Sharon Marino  
Principal