



## St Bernadette's School Performance Information 2015

Item	Subject	School performance information
1.	Contextual Information	St Bernadette's Catholic Primary School is a Pre-Kindergarten to Year 6 double stream school comprised of 472 students. St Bernadette's is one of the southern-most Catholic systemic schools in the metropolitan region, serving coastal communities from Waikiki to Secret Harbour and inland to Warnbro. St Bernadette's has a strong community focus, embracing cultural diversity in everyday life. The school has a well-developed support structure for students, aimed at improving learning and social outcomes for all students. St Bernadette's values the importance of faith development and active witness to faith through well-structured Religious Education programs, sacramental programs, and regular participation in a variety of liturgies. The school encourages and rewards excellence in academic, cultural and sporting pursuits, with weekly merit certificates and academic awards in each term from Years 1 to 6. A clear, consistent and just behaviour management plan ensures that all children are able to learn and all teachers are able to teach. The school's motto of "Kindness, Honesty and Respect" is fundamental in providing all children with a rich diversity of learning experiences that develop the whole person. Students are well behaved, courteous and value their learning.
2.	Teacher qualifications	Diploma Level: 4 Bachelor Level: 14 Master Level: 8
3.	Workforce composition	89% of the staff is female; 11% male. 0 indigenous staff. Teaching staff: 25 F.T.E. Non-Teaching staff: 21.
4.	Student attendance at school	<p>The average whole school attendance rates were:</p> <p><b>Overall: 94%</b>  <b>KG : 93.73%</b>  <b>PP : 93.39%</b>  <b>Year 1: 93.29%</b>  <b>Year 2: 95.52%</b>  <b>Year 3: 93.91%</b>  <b>Year 4: 94.77%</b>  <b>Year 5: 93.49%</b>  <b>Year 6: 92.85%</b></p> <p>Non-attendance: All students must provide a written and signed note from their parents stating date and reason for absence. With continued absences over time, the school communicates directly with the parents via telephone and/or written letter seeking clarification re the absence[s] and working with parents to improve attendance.</p>
5.	NAPLAN 2015	<p>A summary of results and comparison to similar schools and all schools</p> <p>How to interpret this chart</p> <ul style="list-style-type: none"> <li>SIM: schools serving students from statistically similar backgrounds</li> <li>ALL: Australian schools' average</li> <li>Student population below reporting threshold</li> <li>Year level not tested</li> <li>Selected school's average is:             <ul style="list-style-type: none"> <li>substantially above</li> <li>above</li> <li>close to</li> <li>below</li> <li>substantially below</li> </ul> </li> </ul>
6.	Parent, student and teacher satisfaction	<p>There was no formal SRC Insight surveying of parents in 2015. Our school ran many parent workshops and surveyed parents on the effectiveness of these sessions. The results were</p> <p>Staff were surveyed on the effectiveness of current feedback structures and approaches for staff and changes were made after analysis of results.</p>

		<p>There was no formal surveyed of students beyond classroom teachers seeking feedback regarding their teaching. Anecdotal information and SEQTA records suggest broad satisfaction of students.</p> <p>The school will be undertaking formal surveying in 2016.</p>
7.	Post-school destinations	<p>Approximately 90% of graduating Year 6 students progress to Kolbe Catholic College, Rockingham to continue their Catholic education. The remaining 10% attend a variety of Catholic and Independent schools, with a small percentage going on to a DET school.</p>
8.	School Income	<p>For school income details, please refer to the "My School" website: <a href="http://www.myschool.edu.au">http://www.myschool.edu.au</a></p>
9.	Annual Improvement Plan Success Indicators	<p>Learning Intentions and Success Criteria implementation evident in classroom practice and observed through cluster team observations and teacher meetings with Principal</p> <p>Teachers begin to implement the use of feedback – observable through cluster team observations and the writing of teacher Smart Goals. These goals have been followed up in Principal meetings with teachers.</p> <p>Review of feedback process with staff to gauge cultural change and potential changes. Results indicate broad support and have led to a refinement of the process and the promulgation of the Teacher Development Framework.</p> <p>Anecdotal evidence of virtues in use throughout the school. Evidenced through classes sharing at assembly, merit certificates written around the virtues, children using the language of the virtues.</p>