



St Bernard State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

St Bernard State School is committed to providing a productive, challenging and inclusive educational program within a warm and supportive, small school environment. St Bernard State School has been strongly built on the pillars of; academic excellence, values, sporting excellence, community partnerships and the arts. We focus on developing the knowledge, skills and values that will apply to all aspects of life within and beyond school. Interwoven and embedded throughout our curriculum are the following keys to success; attitude, courage, motivation, preparation, cooperation, discipline love and performance. Our students can grow in confidence and be challenged to achieve their best in all areas of schooling. St Bernard State School has a long history of excellent performance in academic testing and we continue to improve our curriculum and delivery of learning on a day to day basis.

Principal's Forward

Introduction

This report contains information for parents and community about our school's journey in 2016 with a focus on student and school performance and it can be obtained in hard copy by phoning or coming to the school Administration office.

I am very proud to be Principal of St Bernard State School. It is such a positive, innovative, relationship-focused and flourishing school. We are a school that believes **Every Child can LEARN** and **Every Child can ACHIEVE**.

As a school, we are proactive in pursuing **Respect**, demonstrating **Responsibility** and seeking **Excellence** – combined with careful planning for the future, spread leadership, critical self-reflection and strong three way partnerships – student to student, students with staff, parents with teachers and school into the community.

Adam Brandt
Principal

School Progress towards its goals in 2016

The schools improvement agenda as written in the Annual Implementation Plan:

- 1. Improved Reading across P-6 with an emphasis on Upper Two Bands**
 - Consistent Practices in Reading Pedagogy
 - Collaborative inquiry into school student achievement standards in the area of reading
- 2. Improved Numeracy across P-6 with an emphasis on Upper Two Bands**
 - Consistent Practices in Numeracy Pedagogy
 - Continue to enhance curriculum alignment (P-6) through a Guaranteed and Viable Curriculum
 - Collaborative inquiry into student achievement standards in the areas of numeracy
- 3. Embed the Collaborative Inquiry process utilizing the contributing questions**
 - Targeted teaching

- Teacher Reflection: Differentiated Teaching and Learning Cycle
- Using A-E data to inform explicit teaching
- NAPLAN
- 4. Develop the 'St Bernard Way' Pedagogical Framework**
 - Update current St Bernard pedagogical Framework
 - Monitor and Review Pedagogical Framework
- 5. Improve Positive Behaviour for Learning with an emphasis on student attendance**
 - Continue to implement PBL school wide
 - Develop and implement Tier One Attendance strategies
 - Develop and implement Tier Two and Three Attendance Strategies

Future Outlook

- 1. Improve reading outcomes across P-6 with an emphasis on the Upper Two bands**
 - Build staff capacity and develop consistent strategies in reading pedagogy.
 - Consistent approach to teaching reading across all year levels including the pedagogical approach to QAR, guided reading, the Big 6 and STRIVE
 - Review of the whole school Reading Program
 - Restructure whole school timetabling including: specialists, teacher aide and playground duties etc to implement consistent literacy blocks.
- 2. Improve reading outcomes across P-6 with an emphasis on the Upper Two bands**
 - Build staff capacity and develop consistent strategies in numeracy
 - Consistent approach to teaching numeracy across all year levels including higher order thinking/problem solving skills
 - Review Mathematics Program through Guaranteed Viable Curriculum
- 3. Improve writing outcomes across P-6 with an emphasis on the Upper Two bands**
 - Consistent approach to teaching writing across all year levels
 - Professional development for all staff, including teacher aides, in curriculum and pedagogy
- 4. Improve PBL practices with an emphasis on student attendance:**
 - Review Responsible Behaviour Plan for Students
 - Investigate and implement a whole school social and emotional program including professional development for staff and community
 - Review and formalise an attendance policy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	406	203	203	3	93%
2015*	300	153	147	5	92%
2016	292	144	148	4	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Academic achievement and excellence is built into the very fabric of St Bernard State School. All students seek opportunities to show, share and participate in activities that identify, recognise and celebrate excellence. The majority of students who live in the school's catchment area attend St Bernard State School.

The parent base is in the mid to high socio- economic group of the population. Parents share our belief in high expectations for learning, are supportive of the school and take a keen interest in the education of their children. Many families have been part of the Tamborine community for many years and have attended St Bernard State School as students themselves. Language use and background is predominately English.

Our students follow our school expectations of being safe, respectful, responsible learners. There is a whole of school focus on high expectations, engaged learning and focused teaching.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	21	24
Year 4 – Year 7	25	24	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:

- St Bernard State School is committed to the learning and development of the global citizen in every child, preparing your child to be a well-balanced person with an inquiring mind. Our school curriculum takes an integrated approach to learning while preparing to fully implement the Australian National Curriculum
- All pupils study the following learning areas: English, Mathematics, Science, Studies of Society and Environment, Technology, Art, Music, Health and Physical Education.
- Students in Years 4, 5, and 6 study Japanese as a second language.
- Students are offered many extension programs. Our success speaks for itself with St Bernard State School winning the National, State and Regional titles in Opti-MIINDS, in previous years. Furthermore, teachers target the art of public speaking and enter a range of competitions throughout the year – with much success!
- St Bernard State School hosted the South East Regions Arts Day of Excellence.
- Year 4, 5 and 6 students have the opportunity to learn to play a woodwind, brass or percussion musical instrument.
- Unique to our school, all students participate in the Junior and Senior Choir.
- Our Year 6 students foster a ‘buddy’ in Prep and prepare activities for them on one day each week. In the last term the Prep students have a farewell for their Year 6 buddy prior to them leaving for high school.
- Student Leadership: A representative from each class is elected to the Student Council. The Student Council holds regular meetings and advises the Principal of student’s needs and minor projects around the school. Our Year 6 students participate in a leadership program towards the end of the year. Each student has the opportunity to attend a Leadership Seminar which is conducted at Tamborine Mountain State High School. This seminar is run by the Year 11 students (mentored by teachers) who have been identified as the leaders for Year 12. Our school leaders conduct the weekly assemblies, ANZAC service and special activities throughout the year.
- Each child participates in sport and is allocated a house team, Illawarra-Flame Tree, Piccabeen, Wattle and Ironbark. Inter-house competitions are held in ball games, cross country, athletics and swimming. Year 4-6 students compete in the Canungra and District interschool competition once a term. Sports played include soccer, cricket, netball, softball, and AFL and rugby union.
- During the summer months swimming lessons are conducted at the Tamborine Mountain Pool. All students Prep to Year 6 have the opportunity to receive formal lessons. Swimming carnivals are held on the last day of each of the training programs. The senior carnival is based on skills where places are awarded on all technical aspects. House points are awarded.

- All students attend computer lessons in the Information Communication Technology Centre. As well, computers in each classroom are an integral part of the teaching and learning program.

Co-curricular Activities

- Pre prep, prep readiness events
- Academic competitions – Regional and State Opti-MINDS, Public Speaking Competitions, Mathematics Challenges
- Before school Reading club
- Excellence Programs throughout the South East Region
- Robotics club
- Booster intervention across all classes and all levels of support
- Public Speaking and Debating
- Chess Club
- School Camps
- University of New South Wales Competitions
- LOTE Japanese

How Information and Communication Technologies are used to Assist Learning

At St Bernard State School we embed the use of computer technology or Information Communication Technologies (ICTs) through the provision of a complete technology centre for whole class instruction and learning, along with Pods of computers in each classroom to enhance learning opportunities.

Interactive Whiteboards in every classroom, enabling and supporting a consistent and sophisticated approach to embedding digital pedagogies in every classroom. Mathletics is used as a part of our Mathematics and homework program. iPads are integral to our special education programs.

Social Climate

Overview

St Bernard State School prides itself in providing a safe and supportive environment for all students. The school was established in 1914, on the southern end of Mount Tamborine. The school is situated amongst farmland, cottage industries and national parks with many of the local businesses depending on tourism for livelihood.

The population of the mountain is increasing quite significantly as farms are subdivided into residential blocks.

Our school receives constant positive feedback with regard to its friendliness, openness, warmth and respect clearly evident among students, staff, parents / carers and the wider community. Our motto, we care and understand, is embedded in the daily operations of the school. The school's comprehensive Responsible Behaviour Plan for Students documents expectations and support.

Students wore orange to signify Saying No to Bullying on the national day observed to promote safe and resilient practices. All classes addressed bullying with reference to the school's agreed definition as per the Responsible Behaviour Plan for Students. The school has a zero tolerance policy with regard to any form of bullying.

Senior students were trained as Playground Rangers who were able to support students in all year levels to play happily and safely as well as to assist them in resolving minor conflict issues. These

leaders undertook their rostered duties enthusiastically. They were highly visible around the school during periods of play through the year.

An active Student Council had representatives from all classes Prep to Year 6. They had a high profile in the school and organised and coordinated special events including the Anti-bullying day, Day for Difference (Autism Australia), Day for Daniel (Daniel Morcombe) as well as other localized activities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	92%	100%
this is a good school (S2035)	89%	92%	96%
their child likes being at this school* (S2001)	98%	96%	96%
their child feels safe at this school* (S2002)	98%	92%	87%
their child's learning needs are being met at this school* (S2003)	89%	92%	91%
their child is making good progress at this school* (S2004)	89%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	100%
teachers at this school motivate their child to learn* (S2007)	91%	88%	91%
teachers at this school treat students fairly* (S2008)	91%	92%	83%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	96%
this school works with them to support their child's learning* (S2010)	89%	92%	91%
this school takes parents' opinions seriously* (S2011)	78%	92%	95%
student behaviour is well managed at this school* (S2012)	81%	80%	87%
this school looks for ways to improve* (S2013)	91%	92%	91%
this school is well maintained* (S2014)	86%	88%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	98%
they like being at their school* (S2036)	97%	95%	98%
they feel safe at their school* (S2037)	96%	96%	97%
their teachers motivate them to learn* (S2038)	91%	97%	97%
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	96%
teachers treat students fairly at their school* (S2041)	88%	93%	97%
they can talk to their teachers about their concerns* (S2042)	86%	92%	90%
their school takes students' opinions seriously* (S2043)	94%	91%	93%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	89%	85%	88%
their school looks for ways to improve* (S2045)	97%	98%	97%
their school is well maintained* (S2046)	96%	93%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	100%	91%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	80%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	91%	100%	100%
student behaviour is well managed at their school (S2074)	91%	96%	87%
staff are well supported at their school (S2075)	77%	83%	74%
their school takes staff opinions seriously (S2076)	68%	83%	77%
their school looks for ways to improve (S2077)	95%	96%	96%
their school is well maintained (S2078)	91%	91%	91%
their school gives them opportunities to do interesting things (S2079)	81%	87%	74%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The preservation and promotion of our three-way partnership approach is crucial. We emphasise teachers communicating with parents and carers. In turn, we strongly encourage parents to contact the school about concerns, confusion, questions, suggestions or compliments

We welcome volunteers at our school, including parents. Volunteers assist in a wide range of school activities, in or outside the classroom. Volunteers are trained and coordinated by our Learning Support Teacher. This program supports over 100 students within the school and is an integral to supporting the needs of many students.

We have an eager Parents and Citizens Association who we regularly consult on policy matters, and who in turn, provide constructive feedback on all aspects of school life via their monthly meetings.

School reports were sent home to parents at the end of each semester. Interviews are made in conjunction with these reports. Conferences throughout the year can be made with individual teachers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students in Prep to Year 6 attend Life Education sessions about

cyber safety, healthy and positive relationships and puberty. Throughout the year special events such as ANZAC Day, Day for Daniel promote a community of acceptance, tolerance and respect. This is further supported through the direct teaching of Positive Behaviour for Learning lesson and health program taught in class.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	11	13
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We reinforce careful use of resources. We actively educate students about energy use and endeavour to reduce consumption by auditing across the school and campaigning to switch off devices if not in use, as well as monitoring our tank water supplies.

Efforts include:

- Recycling initiatives, including composting and tonner recycling
- School agriculture block planned
- Rainforest area to support the strong sustainability focus in classrooms and across the school

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	89,312	0
2014-2015	86,551	
2015-2016	77,328	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	14	0
Full-time Equivalent	19	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	2



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	18
Diploma	4
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$25 390

The major professional development initiatives are as follows:

- STEM
- Student and staff wellbeing
- Gifted and Talented
- Early Years
- Cutting Edge Science
- First Aid and CPR
- State Principal Conference
- Core Principal Days/Regional Deputy Core Business Days
- Aspiring Leaders

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	95%	95%

*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.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

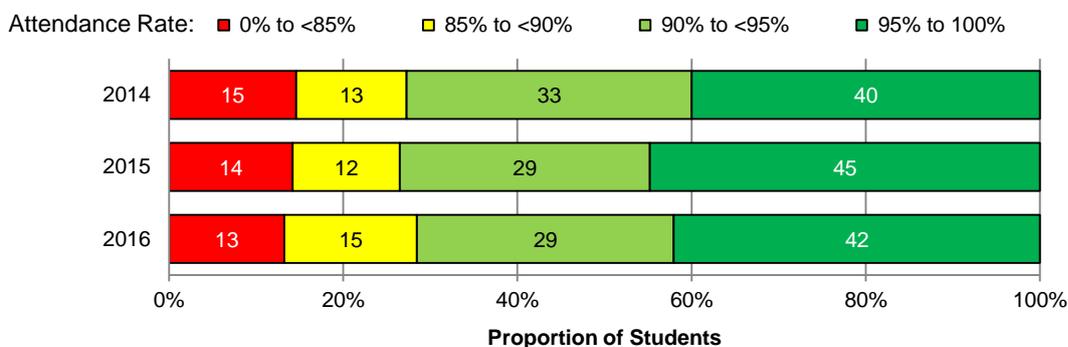
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	93%	92%	92%	92%	90%	93%	93%					
2015	93%	93%	92%	94%	91%	93%	93%						
2016	91%	92%	91%	93%	93%	91%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance and attendance reporting is a highly valued activity for St Bernard SS. When any pattern or period of absence without notification is recorded and responded to at an administration level. Parents and caregivers are contacted by the Principal or delegate to ascertain the reason for absence and return date.

To support the reduction of absenteeism, St Bernard State School actively communicates the “Every Day Counts” strategies at assemblies, on FaceBook and in the newsletter.

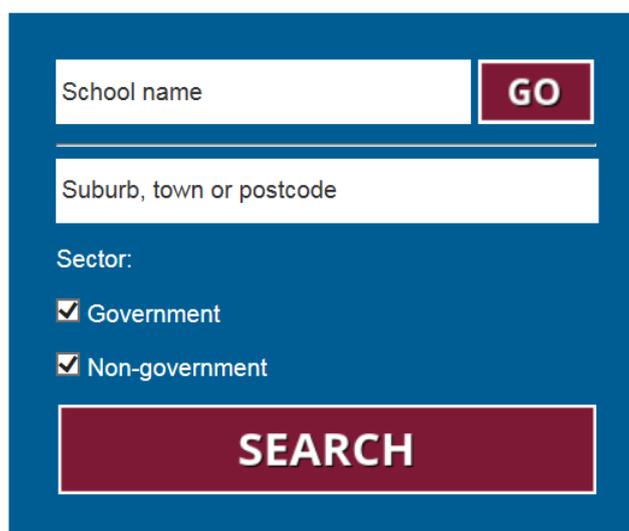
Time lost from absenteeism (across all years of compulsory education) is communicated via posters around the school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.