



St Bernard's College Essendon

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Michael Davies, attest that St Bernard's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA;
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*; and
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School,

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of St Bernard's College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work compliance.

21/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

St Bernard's College contributes to a better world for all by educating to form the whole person, empowering each student to fulfil his life's potential.

St Bernard's College is a Catholic School for boys in the Edmund Rice tradition, pursuing excellence by learning and doing.

Strategic Priorities

St Bernard's College community has set some strategic priorities to guide actions and initiatives in the coming years:

INNOVATIVE

Fostering a courageous learning community committed to excellence.

EMPOWERING

Forming inclusive and compassionate young men.

HOLISTIC

Educating and developing the whole person.

JUST

Working towards a better world for all.

College Overview

Set in extensive grounds on the side of Steele Creek Valley in West Essendon, St Bernard's College is a single-gender Catholic secondary school offering a wide range of formal classes and a comprehensive informal curriculum, to more than 1400 young men from Year 7 through to Year 12. The students are expected to be personally enthusiastic about involving themselves in the broad educational spectrum offered by the school. This applies especially to their growth in an informed appreciation of their Faith as an integral and essential part of that broad education.

Though our student population is drawn mostly from those who have attended local Catholic primary schools, and whose families have been actively supportive of their sons' ongoing education in the Catholic faith through consistent involvement in their parish communities, consideration is always given to students who can demonstrate special circumstances. There is no selective academic entrance exam.

Goals

Education in Faith

- That a culture of informed participation in opportunities for personal spiritual development and faith formation, interfaith dialogue, liturgical celebration, Christian service and action for social justice, characterises the College.
- Reinterpret the Catholic tradition within the context of contemporary culture.
- Encourage Christian spirituality marked by solidarity.
- Develop a more post-critical or symbolic belief style among students.

Learning and Teaching

- That all staff are active members of the St Bernard's professional learning community.
- That literacy and numeracy skills will improve.
- That boys will develop into engaged, self-motivated, cooperative and independent learners.
- Provide mechanisms and support to facilitate the ongoing learning of all teachers in the application of a range of effective pedagogical practice.

Student Wellbeing

- That students feel safe and connected to peers across the school, allowing each individual to grow to manhood.
- Develop a shared understanding of wellbeing that makes explicit the importance of relationships, belonging and the links to learning, engagement, personal responsibility and educational excellence.
- Explore and refine processes and structures that lead to greater consistency of practices to support student wellbeing.

Leadership and Management

- To articulate the vision and mission of St Bernard's through a shared common language.
- That the alignment between the vision and the life of the College is strengthened.
- Ensure there are constant linkages back to vision and mission in every College initiative and action.

School Community

- To ensure all sectors of the St Bernard's community are represented, feel welcomed, valued and have a voice.
- That participation and involvement with the families, parish, alumnae and wider community continues to grow.
- Continue to strengthen community connectedness and partnerships.

Principal's Report

We have learnt many things about ourselves in our 80th year as a College, mostly as a result of dealing with the pandemic. We will never forget the year 2020 and what we've faced across the globe, in Australia and particularly in Victoria where we have successfully seen off two waves of infection with resolute determination in two hard lockdowns.

Our St Bernard's families have been impacted significantly during the year but throughout this year the strength of the partnership between the College, the parents and our young men has shone through. It has been a privilege to see how well our entire student body has risen to the task, taken many disappointments in their stride and supported each other. With wellbeing as our focus, the students have rallied around each other during remote learning and on return to face to face teaching with great generosity and empathy. It has been hugely disappointing that we have missed out on so many opportunities to take part in drama, music, camps and sport but through all this, the strength and leadership of the students has been remarkable. I pay credit to the formal Senior College Leaders in the Year 11 and 12 Student Council under the remarkable guidance of our College Captain Luca Cesarini. Each Council member understood how important their role was this year and readjusted how they interacted with the fellow students in so many innovative and effective ways. Cometh the hour cometh the man and Luca Cesarini was spectacular in his leadership this year.

The staff at St Bernard's have also been outstanding in their work during 2020. It goes without saying that we've never worked like this before and every person had to be flexible, learn new skills and work harder than ever to ensure the students were cared for and educated. The teaching staff pivoted superbly to remote learning delivery. Support staff adjusted to online delivery, became call centre contacts, picked up paint brushes and a myriad of other unheralded tasks to ensure the College continued to work. Those charged with looking after the information technology connections that suddenly became so vital are particularly worthy of mention. The Head of information Systems, Jason Blakey and his team have never been busier, more needed and more effective, we could not have done what we've done without their skill and hard work. I could not be prouder of my extraordinary colleagues. They have been entirely focussed on our students and have exemplified what it's meant to be lifelong learners as they have adapted to the circumstances.

The strength of the College Community was evident throughout the year in the small unheralded actions, through the more formal undertakings of our parent and friends groups. The College Board under the leadership of Nicole Hornsby have been hugely supportive and influential during this time. With weekly meetings during lock down, all members of the board provided great feedback from the community and aided in decision-making in the most testing times. The subcommittees likewise gave expert advice in the areas of Finance and Property and the newly expanded board will also see a Governance and Risk Subcommittee form in 2021. The Parent Engagement Network, the Welcoming Committee, the Advisory Committee and the Social Justice Committee have all been curtailed by Covid, but their work has gone on and their support of the College greatly received. The commitment and support of the St Bernard's Old Collegians has likewise never been more needed and more greatly appreciated.

I would personally like to thank all members of the Senior Leadership Team for their outstanding leadership of the College during this year. The excellence, determination and sheer hard work displayed by Ms Therese Wilson, Mr Mark Reedy, Mr Clive Haese, Mr Nick Smith, Ms Christine Shannon and Mr Stephen O'Shea has been remarkable. I would also recognise the work of Mrs Pauline Zammit the PA to the Principal who has been so generous in helping me navigate the first year. I would also like to thank the entire community for making me feel so welcome in my first year.

As a school in the Edmund Rice tradition, St Bernard's is a school offering a liberating education, based on a Gospel spirituality, within an inclusive community committed to justice and solidarity. Inspired by the Charism of Edmund Rice, we have prevailed this year as individuals and as a community of faith.

Michael Davies (College Principal)

Church Authority Report

St Bernard's College is governed by Edmund Rice Education Australia (EREA). Inspired by the charism of Blessed Edmund Rice, EREA is a Ministerial Public Juridic Person within the Catholic Church, charged with the trusteeship and good governance of St Bernard's and more than 50 other schools and flexible learning centres throughout Australia. The core vision and mission for EREA schools is contained within its Charter (2017), a copy of which can be found on the EREA website, <http://www.erea.edu.au>.

College Board Report

The COVID-19 pandemic is one of the biggest challenges society has experienced in a generation. St Bernard's was forced to change the way it delivered learning and how it interacted with its community. By embracing our Touchstones and leveraging new and existing technologies we were able to continue to provide education that remained true to the charism of Edmund Rice.

This year, the College welcomed our new Principal Dr Michael Davies. The College was extremely fortunate to have someone with Michael's experience and enthusiasm to guide us during a challenging year.

A changed world required a change in approach. In a matter of weeks, the Senior Leadership Team designed and implemented a viable alternative to classroom learning. The teachers and boys adapted quickly and you found new ways to communicate and bring the community together: SBC Listening Liturgy, FaceBook groups, and online information nights.

In times of uncertainty we are reminded of how fortunate the College is to have such outstanding educators. Without your commitment, care and compassion the College could not have continued to be such a great educational and nurturing environment for all our students. To those who generously give their time to the College, members of the Finance, Building and Advisory sub-committees, those involved in Social Justice, Parent Engagement Network, Welcoming Community Group, canteen and other volunteers. The College is fortunate to have a committed group of volunteers who strive to provide the best possible environment for the boys.

I acknowledge the work of my fellow Board members for their support and counsel during the year. You willingly share your time and experience to contribute to creating better outcomes for the College, students, staff and parents. Luca Cesarini (College Captain) and the student leaders found innovative and creative ways to lead, inspire and make connections during the year. This was not the year the student leaders imagined. The College community thanks them for their positivity and the example set throughout the year.

Congratulations to all the boys who did their best. I know you missed out on many of the activities you would usually enjoy; sports, immersions and the musical. Hopefully, the College again be able to offer these in 2021 and I encourage you all to participate where you can. To the boys who have completed year 12, I wish you luck for whatever path you choose, you leave us ready for the challenges that await you. You have developed the skills needed in an unpredictable world, adaptability, resilience and creativity.

I have no doubt many of the lessons learned during the year will shape future learning at the College, but it has also served to remind us that social and classroom engagement is part of what makes St Bernard's such a wonderful community.

Nicole Hornsby (College Board Chair)

Education in Faith

Goals & Intended Outcomes

Goals Outcomes

To develop and nurture students and staff capacity to engage in and understand the values, stories, rituals and traditions of our religious Identity as expressed through the Catholic Church through the charism of Edmund Rice Education Australia.

Intended Outcomes

Cultivating a culture of prayer, worship, shared experiences and religious dialogue enhance our ability to engage and enhance our Inclusive Communities ability to provide an authentic Liberating Education. In the light of our Gospel Spirituality and in Justice and Solidarity we invite all member of St. Bernard's College to participate in all aspects of college life as informed participants, facilitating opportunities for personal spiritual and faith formation, liturgical celebration, servant leadership, service learning, social justice initiatives and inter-faith and cultural dialogue that becomes a characteristic of our College.

Achievements

- Our weekly community Mass was continued with the help of our Parish Priests prior to COVID. Liturgies and Gospel reflections we moved to an online platform on a Wednesday and Sunday with students, teachers and musical staff participating in these online celebrations.
- Fr Frank Moloney has agreed to lead our week community Mass in 2021 and beyond as per future years recommendations. Priests from other feeder parish schools also assist as needed.
- Implementation of a Year 7-12 Student Leadership Model allowing more opportunity for students to be developed as servant leaders and promote holistic student voice in the Edmund Rice tradition.
- Expansion of Retreat program. The development and implementation of retreats at Year 7 (Whispers of the Wurundjeri), Year 8 (A Hero's Journey), Year 10 (The Servant Leader) and a modified online Year 12 (I am) program provided opportunities for personal spiritual and faith formation.
- School-based Year 12 Religious Education program developed and modified to support and engage via the modified online platform within a contemporary context.
- Development of an applied Religious Education course within the framework of VET Certificate in Community Service (Service Learning and Leadership) will be trialled in 2021 offered at Year 11.
- Significant liturgical and cultural events were reimagined and developed to suit the online platform due to COVID-19. Engagement and participation for the community enhanced opportunities for personal spiritual and faith formation in a time of isolation but still enhances connectedness.
- Cross-cultural immersion for Year 11 students were postponed due to COVID-19 restrictions. Exploration and implementation of new a cultural retreat to Cape York and other cross-cultural experiences are being considered in expanding immersion opportunities within Australia.

Major recommendations for future years

- Further development of our Reconciliation Action Plan.
- Audit of Identity Team portfolio, duties and responsibilities. Create and develop a working model to support and sustain the implementation and application of curricular and extracurricular activities.
- Create and cultivate the promotion of Catholic Identity around the school through various methods of displays and promotions.

Learning & Teaching

Goals & Intended Outcomes

Goals

To strive for a relevant, authentic, dynamic and challenging education, with a focus on meeting students at their point of need, so that all students can experience success by demonstrating improvement, and, in developing a clear understanding of themselves as learners, can select the most appropriate educational pathway towards their future.

Intended Outcomes

- Student engagement will improve, as shown by Approaches to Learning data presented in formal academic reports to parents.
- Pathway options expanded to provide appropriate choice for students.
- VCE study scores equal to or above 40 will increase.

Achievements

- Successfully weathered extensive periods of remote learning, maintaining a focus on developing student understanding of key concepts while keeping student wellbeing at the forefront of all activities.
- Embedding our program of ongoing, "just in time" professional development of staff in the use of our MySBC Learning Management System.
- Successful roll out of MS Teams as the vehicle for enabling remote learning, and upskilling staff and students in making full use of the software's capabilities.
- Introduced a pilot program in Science, Maths and Humanities for continuous reporting of assessment tasks via MySBC, focused on the use of rubrics.
- Launched a Year 9 program using the General Capabilities as the lens for curriculum presentation.
- The use of Professional Learning teams to act as a process for staff development.
- The expansion of our use of contemporary learning spaces to support a collaborative learning environment, specifically focused on numeracy and literacy, but incorporating cross curricular studies in Year 9.
- Introduced a comprehensive mentoring process to guide Year 10 students as they select subjects and pathways into Year 11 and 12.
- Further developed data collection processes for Nationally Consistent Collection of Data requirements, with a focus on Individual Learning Programs for students with identified needs now well-established
- Maintained the process of formalised after school tutorial assistance for junior students.

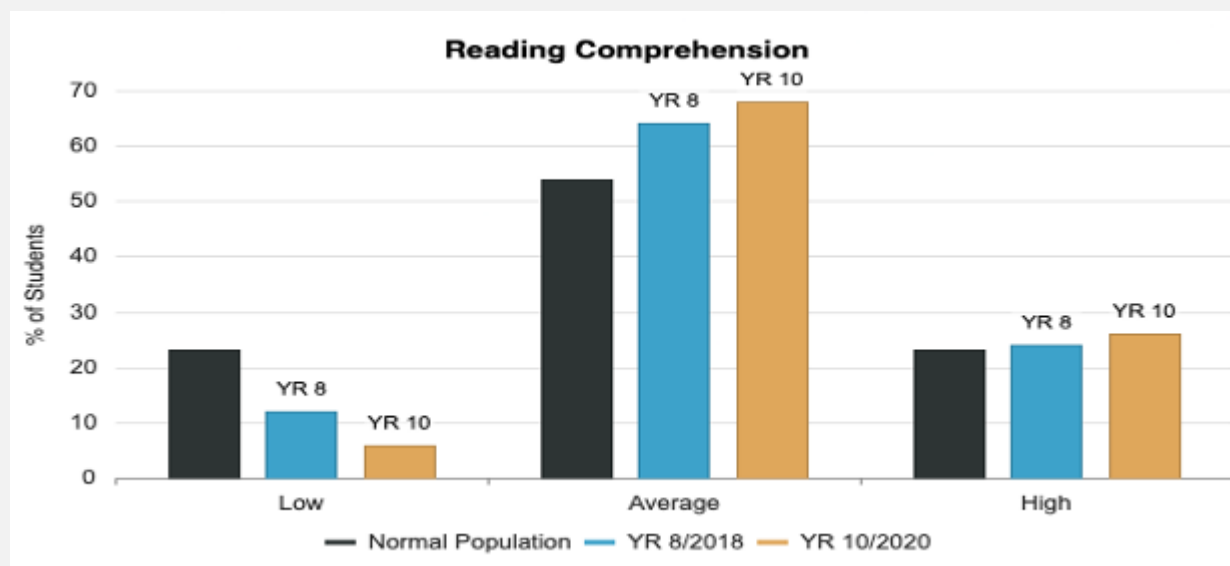
STUDENT LEARNING OUTCOMES

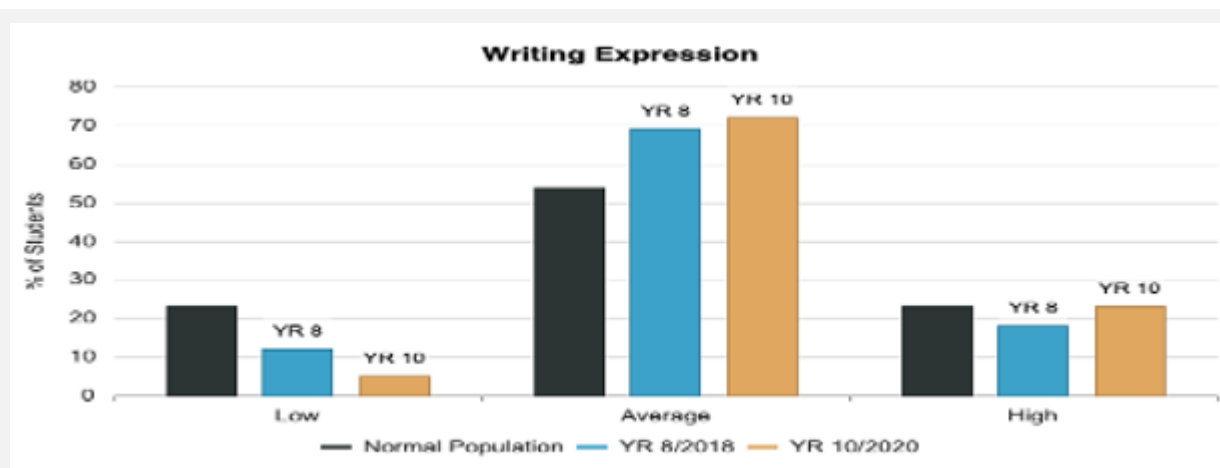
Curriculum structure and teaching practice are subject to annual reviews during Term 4, under the guidance of Key Learning Area Leaders as they prepare for the coming year. A whole school curriculum mapping review is completed by the Curriculum Leadership Team every four years, to ensure that programs, as a whole, continue to reflect VCAA guidelines. The next whole school review is due to occur in 2023.

Since 2016, the College has employed Academic Assessment Services (AAS) to conduct testing of our students prior to their entry to the school and again in Years 8 and 10 as a complement to the NAPLAN testing program in Years 7 and 9, providing us with a more complete picture of our students' progress and allowing us to identify students in need of additional support or extension. While school closures over 2020 made this process difficult, we were able to test our Year 10 students as usual. In 2021, all year levels from Year 7 - 10 will complete AAS testing as well as the usual NAPLAN testing in Years 7 and 9, with the collected data used to inform targeted intervention programs to address the impact of remote learning on student progress.

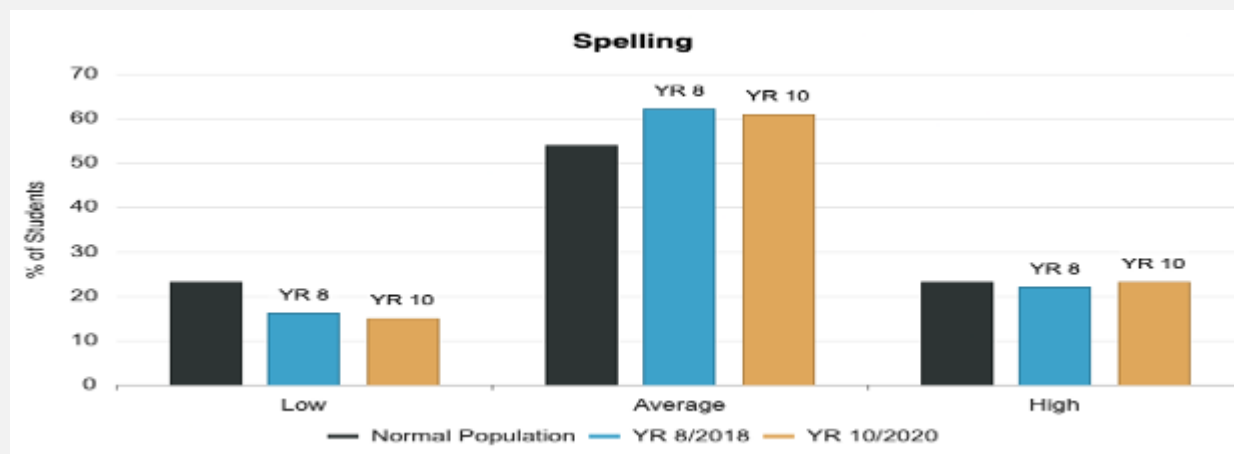
In the absence of NAPLAN testing, the following comments apply to student growth, as measured by AAS testing, for St Bernard's College students, from 2018 (Year 8) to 2020 (Year 10):

Both Reading Comprehension and Writing Expression show significant improvement, highlighting the impact of our literacy programs

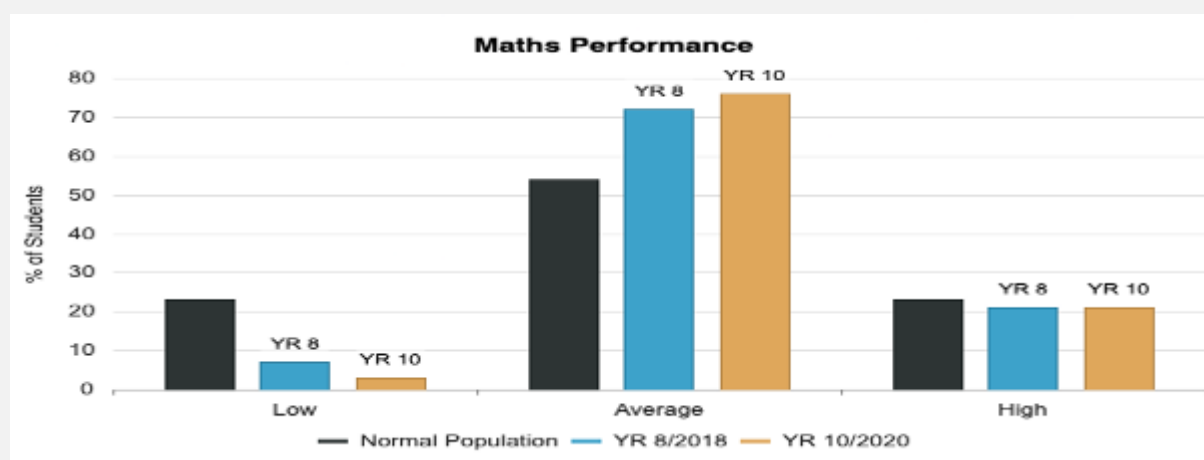




Spelling remained relatively stable from year to year, with a slight improvement from our most capable students.



Mathematics performance remained relatively stable for our most gifted Mathematics students, while significant improvement was shown by students who were engaged with our academic support teams.



VCE performance

ATAR scores above 90 showed a slight decrease from previous years while 14 students achieved the VCE Baccalaureate. VCE study scores equal to or above 40 have remained

relatively stable over the past 5 years but showed a 1.5% decrease occurring in 2020 compared to 2019. The median study score was 30.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

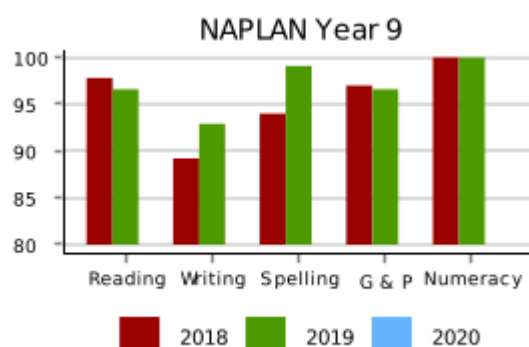
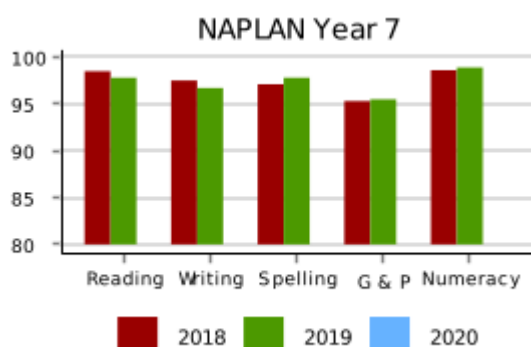
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	95.3	95.5	0.2		
YR 07 Numeracy	98.6	98.9	0.3		
YR 07 Reading	98.5	97.8	-0.7		
YR 07 Spelling	97.1	97.8	0.7		
YR 07 Writing	97.5	96.7	-0.8		
YR 09 Grammar & Punctuation	97.0	96.6	-0.4		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	97.8	96.6	-1.2		
YR 09 Spelling	94.0	99.1	5.1		
YR 09 Writing	89.2	92.9	3.7		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

For the whole person empowering each student to fulfil his life's potential. From the wellbeing perspective St Bernard's strives and aims to provide a learning environment that is empowering, forming inclusive and compassionate young men and holistic, educating and developing the whole person (based on the Strategic Directions 2017 - 2022).

Achievements

- Formation of the Wellbeing Leadership Team with an overview of supporting the wellbeing of the young men in our community. The WLT consists of the Assistant Principal (Student Wellbeing), Year Level Leaders, Counsellors, Psychologist and Learning Enhancement and Diversity Leader.
- Development of structures to support the mental health of students during 2020 lockdowns.
- Implementation of the revised Pastoral Care program with a focus on social and emotional literacy.
- Implementation for the Social and Emotional Learning Program.
- Continued formation of Year Level Leaders on restorative practices.
- Incorporation of the Respectful Relationships program as a whole school initiative. This program has been developed in conjunction with the EREA's Live Life to the Full statement.
- Providing opportunities for parent, caregiver and student engagement through the Male Mentor Program, Mother and Son Evening, Santa Monica Male Mentor Evening.
- Parent information and engagement evenings with a focus on supporting young people. This has included parent evenings on Respectful Relationships and Texting: The Law.
- Parent information evenings delivered in online mode on supporting student mental health in lockdown.
- Mandatory Reporting and Bystander Training is undertaken by all staff and conducted by DET Respectful Relationships Team.
- Continued development of the House Structure with all siblings in the same House.
- Restructuring year level leaders into support teams across two years.
- Developing processes to support students at point of need for their social and emotional needs.
- Restructuring the Year 6 into 7 Transition Program to support students and families commencing at St Bernard's.

VALUE ADDED

In 2020, Covid year, the College was cognisant of student connectedness in a time of remote learning. To ensure this was promoted, the College focussed on:

- Regular online connection between students driven by the student leadership council.
- Regular level assemblies.
- Maintenance of significant days in an interactive and engaged way.
- Access to College counsellors and psychologists.

STUDENT SATISFACTION

Many students were able to maintain an online connectedness with their peer group as well as their friendship groups.

STUDENT ATTENDANCE

- The College Attendance Policy is communicated to all members of our community through the MySBC portal and in year level assemblies.
- The College has a Student Attendance Officer.
- Initial absence is followed up by a student's homeroom teacher.
- Ongoing non-attendance patterns are referred to a Student of Concern Panel and an Individual Support Plan is developed in conjunction with the school, the student and his parents / caregivers and case managed by a member of the Wellbeing Leadership Team.
- External agencies such as the Royal Children's Hospital Truett Unit were used for referral as appropriate.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	97.6%
Y08	96.4%
Y09	96.0%
Y10	95.8%
Overall average attendance	96.4%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

- The College has committed to fully implementing the recommendations of Ministerial Order 870.
- 2020 revision of Child Safety Policies and Procedures to ensure compliance to Ministerial Order 870.
- A clear policy on Child Safety and Protection.
- Appointment of 6 Child Protection Officers.
- Review and ratify the following Child Safe / Wellbeing Policies:
 1. Child Safety and Protection Policy
 2. Student Wellbeing and Engagement Policy
 3. Bullying Prevention and intervention Policy
 4. Positive Relations Policy
 5. Student Wrongdoing of a Serious Nature Policy
- The College's statement affirming commitment to Child Safety is located on the College website and can be accessed by all members of the community.
- The College's process relating to Child Safety are detailed on the College website.
- The commitment to child safety is made visible through posters, the pastoral care program and year level assemblies.
- Human Resource practices have been adapted to be compliant with current child safety legislation.

Review of documents and systems regarding excursions have been undertaken with a focus on child safety.

Achievements

- Extending the hours of the College Nurse to ensure the College supports the medical needs of all students.
- Pivoting support for student wellbeing to online mode.
- Procedures surrounding contractors, volunteers and any person admitted to the College Campus have been reviewed and have had new systems implemented.
- Reviewing all policies with a commitment to ensuring compliance to Ministerial Order 870.
- Implementation of lessons in the Pastoral Program with a focus on Child Safety and Respectful Relationships.
- All members of staff must sign and acknowledge the Child Safe documentation at the commencement of each year.
- All staff complete eLearning Modules on child safety and mandatory reporting.
- Staff Training in Reportable Conduct.

Leadership & Management

Goals & Intended Outcomes

The main foci for Leadership development at the College was the formation of a significantly new Leadership Team along with the continued focus on Middle Leadership at the College. With the newly appointed Principal joining the College and the Assistant Principal (Identity) taking three terms leave - very ably covered in an acting role by a senior member of the College's teaching faculty - senior staff at St Bernard's worked hard to bring the team together through a series of formal and informal actions.

Achievements

The College Leadership Team successfully led the College through its annual plan goals for 2020. These are published on the College website.

The College also continued to expand its program of staff professional learning led by the Research and Innovation Centre.

The following achievements are noted in relation to staff formation, leadership and management:

- After school seminars on Biblical Studies for teachers of Religious Education and other interested staff.
- Support for several staff to work towards Postgraduate qualifications in Religious Education.
- The implementation of EMS 360 for recording of Staff Professional Learning in a way that is collaborative, collegiate and integrated with the Annual Review Meeting (ARM).
- The institution of an ARM structure.
- Twilight Seminar dates for Early Career Teachers and middle leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

A combination of whole staff and teaching staff professional learning was provided. The focus was maintaining continuity of learning by defining classroom expectations for remote (i.e. distance) instruction and online learning environments. Training was provided to assist teaching staff to make adaptations to ensure remote learning was a safe, predictable, and positive experience for students and their families.

The approach to professional learning continued to be responsive throughout 2020. Training was provided to fully implement the use of Information and Communication Systems that supported students, families, and educators during the transitions back to school during and following the global pandemic. Student health and safety, social and emotional needs, and behavioural and academic growth were prioritised.

Monday afternoons continued to be protected time for responsive and agile professional learning throughout the year. Staff were provided with choices that directly related to their current teaching program and the challenges of learning from home. A coaching and mentoring approach was determined as the most suitable mode of delivery.

Particular emphasis was placed on supporting VCE teachers with assessor training and updating of study designs. Careers, Wellbeing, Counselling and Child Safety were the highest priority throughout 2020. Maintenance of staff wellbeing also became a priority as the year progressed.

Education Support staff accessed external professional learning including Law for School, Payroll, Timetabler, Risk Management and Compliance.

All staff participated in a two-day Professional Learning program in January and a three-day program in December.

The number of teachers who participated in Professional Learning was 187. Total expenditure for external Professional Learning was \$12,920, excluding Post Graduate fees.

Number of teachers who participated in PL in 2020	187
Average expenditure per teacher for PL	\$70

TEACHER SATISFACTION

In a Covid interrupted year great emphasis was placed on the wellbeing of all our community - staff, students and parents. The College senior and middle leaders devoted a great deal of time to online check ins and phone calls. Anecdotal evidence supports a very positive response from staff.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.8%
Masters	17.1%
Graduate	41.1%
Graduate Certificate	6.2%
Bachelor Degree	76.7%
Advanced Diploma	17.1%
No Qualifications Listed	13.2%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	143.0
Teaching Staff (FTE)	127.1
Non-Teaching Staff (Headcount)	68.0
Non-Teaching Staff (FTE)	60.8
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

The St Bernard's College community is an important facet of College life, with a rich tradition around volunteering, social justice, collegiality and philanthropy. During the year, the College has many groups meet and organise various functions, all contributing to community life at St Bernard's.

Each of our community groups are closely linked with the EREA touchstones; Gospel Spirituality, Liberating Education, Justice and Solidarity and Inclusive Community. The Touchstones help our groups to fine tune their purpose within the College and connect them to the wider EREA community.

As a College, we continue to encourage our community groups to become closely connected and familiar with the work each one does. This work is also supported by an Advisory Forum where one representative from each of the groups, along with student and staff representatives, meet regularly to provide an update on current developments.

Being a member of any committee enables parents, past students and friends of the College to be actively involved in the life of St Bernard's. It is a wonderful opportunity to develop new friendships and to foster a real partnership between family, friends and school.

Achievements

- Maintaining clear and consistent communication with the College community.
- Maintaining key and significant College events e.g. Feast day, Student Leaders' Investiture in an online forum and ensuring access to these celebrations to all members of the community.
- Caring for the members of the community in a responsive and compassionate way, and with an awareness to context of the year.

VALUE ADDED

Whilst impacted by COVID-19 and some activities moving to online activities extracurricular activities continued in 2020 these included Sport; Music; Grandparents/Special Friends' Day; Parent/Son Nights. The College engaged students in a wide range of sports and is a member of the Associated Catholic Colleges (ACC) Sporting Association.

PARENT SATISFACTION

Parents in 2020 consistently commented on the regular and varied communication pathways adopted by the College. Whilst many were in existence beforehand the College had as a clear goal, during this time, to keep the parent body as informed and connected as possible.