St Bernard's Catholic Primary School, Berowra
Annual School Report to the Community
2014

School Contact Details
PO Box 367, Berowra Heights 2090
sbb@dbb.catholic.edu.au
www.sbbdbb.catholic.edu.au
(02) 9456 2104
(02) 9456 4904

Principal
Mrs Cheryl Walsh
About This Report

St Bernard’s Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

St Bernard's Catholic school is a co-educational K-6 school, located within the Parish of Kuring-Gai Chase in beautiful bushland. At St Bernard’s, priority is given to developing in students a love of lifelong learning, through a focus on academic achievement and contemporary pedagogy. Quality learning experiences are provided which motivate and challenge students to reach their full learning potential. Our school’s motto ‘Honesty’ is the foundation on which our mission is built.

The core values of faith, hope, justice, love and joy underpin our school. The continued work on the KidsMatter framework and our Positive Behaviour for Learning (PBL) has resulted in a greater awareness of the importance of positive social and emotional health.

In 2014 the school continued its journey to develop a model of school governance that recognises existing understandings, is based on Principles of Catholic School Teaching and the Diocesan Catholic Worldview; incorporates a School Advisory Team and serves to guide the development of the school.

I would like to acknowledge and thank the staff and parents, who support and promote the many school initiatives for the benefit of our students.

Parent Body Message

This year the P&F were focused on fostering the wonderful community spirit for which St Bernard’s is renowned.

Our social functions were, as always, successful in drawing the community together and raising funds!

Highlights include the bi-annual Trivia Night, which was a huge success both socially and as a fund raiser. Our Mother’s Day and Father’s Day Stalls were also well received. The Canteen and Uniform Shop offer wonderful opportunities for the school community and also contribute to fund-raising for the school.

In 2014 we held two very successful Working Bees, which not only enabled many ‘chores’ to be completed but were great social events as well.

At the end of 2014 it was wonderful to see new volunteers into the positions of the P & F Executive. I would like to thank the staff, parents and students for their support during 2014.
Student Body Message

St Bernard’s does it’s very best to help students love and grow in the light of Christ. St Bernard’s has a wonderful learning environment and has helped us learn more and more over the years. St Bernard’s makes contributions to charities, through initiatives like: Mufti days; Candela stall; the Dish and Catholic Mission.

St Bernard’s has given us many leadership opportunities. We attended Cluster and Diocesan Masses with other school leaders and we have led our school liturgies and assemblies. We have been responsible for leading the school athletics and swimming carnivals.

We have a buddy program that gives younger children support throughout their early years at St Bernard’s.

In 2014 the Stage 3 students decided to run lunch time clubs for the younger students.

The Stage 3 students were also involved in Peer Tutoring of Bounce Back with mixed groups of younger students.

Our SRC were responsible for organising many fundraising initiatives to support St Vincent De Paul, Candela and Catholic Mission.

Seven years ago we had the dream of becoming leaders of the school and it is our privilege and honour to have been members of the 2013 Student Leadership Team.

Parish Priest’s Message

Reflecting on St Bernard’s School I want to commend the staff and students on a very successful year. There is a wonderful spirit of prayer and Christian concern evident at St Bernard’s school and this can be seen in the classroom, on the playground and in liturgies in St Bernard’s Church.

I have enjoyed sharing our Catholic identity with the children at weekly school Masses, class visits and sacramental and liturgical celebrations. We are all disciples of Jesus and the task of teaching our beautiful Catholic tradition to the children belongs to all of us, priest, teacher and parent.

I encourage families to connect with their faith tradition and instil in their children a love of their Catholic community. St Bernard’s Catholic School is part of Ku-ring-gai Chase Catholic Parish and as such, by accepting your child’s enrolment, the Parish community is committing itself to the formation of your family in the faith. I invite families to participate in the life of our Parish so that your family becomes part of the worshipping community.
God Bless the staff, students and parents,

Administrator

Ku-ring-gai Chase Catholic Parish
School Features

St Bernard’s Catholic Primary School Berowra, is a Catholic systemic co-educational school.

St Bernard’s Catholic School was established in 1971 by the Sisters of Mercy, in a beautiful bush setting with students drawn from the surrounding suburbs of Mt Ku-Ring-Gai, Mt Colah Cowan, Brooklyn and Mooney Mooney. Our School Motto is 'Honesty'.

St Bernard’s enjoys a reputation as a centre of excellence in teaching and learning which offers a balanced, holistic curriculum in a safe and caring environment. Our vision is for our community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice and joy.

We offer:

A welcoming Christ-centred community

Quality Teaching and learning

Specialist programs - Music, Band, Dance/Drama, Language (Indonesian)

Religious Education Program

Beautiful grounds with an oval

ICT enhanced library and classroom lessons

Positive Behaviour for Learning and KidsMatter

Opportunities for Cluster and Diocesan sport representation

Lunchtime Clubs

Stage 3 Leadership program

Stage 3 Overnight Excursions

Bi-annual School Concert
There are currently 12 class groups with class sizes ranging from 20 - 30. Two of each grade Kindergarten to Year 4 and two Stage 3 classes. The students enjoy a variety of technology devices which include Ipads, laptops and desktop computers. We annually increase the number of technology devices in the school.

In 2014 the students from St Bernard's and St Patrick's celebrated each school's Feast Day together and our Year 4 - 6 students were involved in the first inter-school netball and soccer competition with the other local schools - Berowra Christian School, Berowra Public and Wideview.

We have a very active Parents and Friends Association which organises social events and fund raising activities. In 2014 the Trivia Night was highly successful as both a social event and a fund raising activity. The P & F volunteers operate the canteen and the uniform shop. The funds raised are used for school needs. In 2014 the funds covered the cost of new play equipment for the oval and classroom items - docking stations, collaboration tables, teaching stations etc. As well our canteen was refurbished using the funds raised by the P & F. The P & F meet once a term.

In 2013 the School Advisory Team was established. Parents, P & F members, Parish representative and staff members form this group. Members volunteer to be part of this group and can hold a position from one to three years. Each year the members participate in a faith formation session. This group continued to meet, twice a term, in 2014 and assists the Principal in decision making.

Parents also volunteer as classroom helpers, class parents, excursion and athletics and swimming carnival helpers.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>132</td>
<td>19</td>
<td>271</td>
</tr>
</tbody>
</table>

* Language Background Other than English

The students enrolled at St Bernard’s are from the surrounding areas. In recent years many new families have relocated to Berowra and the surrounding suburbs as well as enrolments from families whose parents attended the school.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.81 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
The average attendance rate for 2014 was 95.80%. The school works closely with the school community to continue to maintain a high attendance rate.

**Managing Student Non-Attendance**

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the *Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System* (password required).
SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

* This number includes 13 full-time teachers and 6 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>19</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior First Aid</td>
</tr>
<tr>
<td>2</td>
<td>Assessment Analysis and Joy of the Gospel</td>
</tr>
<tr>
<td>3</td>
<td>Governance and School Improvement Plan</td>
</tr>
</tbody>
</table>

Early Career Teachers were involved in Professional Learning provided by the CSO. Other staff
members attended Literacy and Numeracy Network professional learning. The Religious Education Coordinator and the Assistant Principal attended professional development based on the Joy of the Gospel. The Mathematics Leaders attended professional learning based on EMU - Extending Mathematical Understanding.

All staff members were involved in professional learning for Developing Liturgies, KidsMatter, ASD Spectrum Awareness, Positive Behaviour for Learning and Programming.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

St Bernard’s was established by the Sisters of Mercy in 1971. St Bernard’s, Berowra Heights and St Patrick’s, Asquith are connected to make the Kuring-Gai Chase Catholic Parish. In line with our SIP goal, staff development to improve student participation in liturgies was a focus in 2014.

To support this goal, the school community has:

- Participated creatively in class liturgies, including preparing and leading parts
- Improved understanding of the role of Liturgy in the Catholic faith
- Developed the understanding and the importance of Liturgy within a school setting
- Developed student understanding of liturgies and how they can participate
- Developed a greater awareness of the DISH and CANDELA mission work and a better understanding of how this work aligns with the actions of St Mary MacKillop.

Further information on the history and heritage of our school and examples of the teaching of Religious Education can be found on the School’s website at: www.sbbdbb.catholic.edu.au

The religious life of St Bernard’s school and community is significant and permeates all aspects of school life. All children who were confirmed, made their First Reconciliation and received First Eucharist were well supported through the Parish Sacramental Program and the classroom teaching and learning opportunities of the diocesan modules. In addition we had three children who received the sacrament of Baptism at a School Mass.

Other expressions of faith commitment include:

- Weekly Parish Mass participation – Each class celebrates mass fortnightly
- Years 4-6 experienced opportunities for the Sacrament of Reconciliation three times this year, during Lent, in Term 2 and during Advent
- Weekly Staff Prayer
- Fortnightly school newsletter contains a prayer and references to opportunities to live a
Christ like life and includes specific dates and information regarding school liturgies and religious celebrations.

- School Prayer and Song are prayed each week
- Celebration of the Sacraments, particularly when received for the first time, is acknowledged at assembly
- Staff attended the Sunday Eucharist several times (e.g. Sacraments, Class Masses, School related celebrations)
- Prayer spaces are prominent in classrooms, offices and the foyer where sacred space is set up by classes in the school to display significant religious learning.
- Icons of St Bernard, St Patrick and Mercy Crosses are displayed around the school.

Students involvement in Social Justice is an important aspect of St Bernard's. Stage 3 students participated in The Dish and the SRC was responsible for fund raising for Social Justice Initiatives including CARITAS, St Vincent De Paul and Candela.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2014, St Bernard’s continued with the Enhancing Mathematical Understanding (EMU) initiative. This initiative brought about a number of changes, providing a new direction for staff in their teaching of numeracy, with a focus on developing student’s conceptual understanding. The Mathematical Assessment Interview (MAI) allowed teachers to pinpoint students’ growth points and program lessons and warm ups in accordance to these needs. From the MAI data, intervention groups were formed, comprising of Year 1 students, whom were provided with daily number practice. The parent community were also engaged in assisting students in their numeracy development, through parent workshops.

Literacy was also a focus for the school in 2014 with a whole school approach to improve student outcomes in writing. This initiative provided a new direction for staff in teaching writing and ensuring that Learning Support is available during the Literacy Block has been a priority at St Bernard’s as has been professional development for staff. Workshops were available for parents providing information to assist their children with developing efficient reading strategies.

St Bernard’s also continued learning about the KidsMatter framework, with strategies implemented school wide, in an effort to build resilience amongst the students. Parent Information Sessions were provided for parents to assist with developing resilient children.

The use of technology in the classroom to enhance learning is also a priority with the introduction of Ipads for all classes. Our School Library also provides opportunities for students to access and use technology. Technology is an area that the school is constantly endeavouring to improve.

In addition, several noteworthy initiatives include:

- The Gateway initiative supported Stage 2 students whose particular talents in Creative Writing, Dance, Science and Music deemed them worthy of participating in a forum to
engage in learning activities and discussions with their peers.
- Selected Year 6 students were able to participate in the Australasian Problem Solving Mathematical Olympiad.
- Students from Year 3 to Year 6 could be part of the school choir and/or join the school band as well as participate in the North Shore Chess Competition.
- Stage 3 students were involved with peer tutoring of Bounce Back and were provided lunchtime clubs for the younger students.

All students receive Indonesian language lessons each fortnight, with teaching an Asian focus for all classes.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>51.10 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>62.20 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>35.50 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>44.50 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>53.40 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>50.00 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>36.40 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>13.60 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>50.00 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.80 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
Year 3

The data provided indicates that the percentage of students in the top 2 Bands for Years 3 is above the Australian Standard for Reading, Grammar and Punctuation, Spelling and Numeracy. The percentage of students in the bottom 2 Bands is below the Australian Standard for Reading, Grammar and Punctuation, Writing and Numeracy.

Year 5

The data provided indicates that the percentage of students in the top 2 Bands is above the Australian Standard for Reading, Grammar and Punctuation, Spelling and Numeracy. The percentage of students in the bottom 2 Bands is below the Australian Standard for Reading, Writing, Spelling and Numeracy.

This data provides information that Writing, Spelling and Grammar and Punctuation are areas for focus. The school has already recognised these areas. Literacy - Writing, Spelling and Grammar and Punctuation - have been a focus for our School Improvement Plan (SIP) for Teaching and Learning in 2014. The school has initiated professional learning and school based initiatives to improve student outcomes in these areas.

The data also provides valuable information that supports the work the school has undertaken to improve student outcomes in Numeracy, which had been the focus for the School Improvement Plan prior to 2014. The results for Numeracy indicate that the students are achieving in the top 2 Bands above the Australian Standard.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School’s pastoral care policies and practices are at the forefront of all that is promoted across the community. The PBL framework permeates decision making at all levels of the community: Respect for Self, Respect for Others and Respect for the Environment. Within the PBL framework is the ongoing development and implementation of an award structure which affirms and encourages appropriate behaviour. This structure includes: Reasons to Smile, Merit Awards and the prestigious St Bernard’s Award.

The PBL structure was re-visited regularly during the twice a term, PBL meetings and the analysis of data. Such analysis provided a scaffold for staff to unpack where, why and the type of incidents being recorded and to accurately pinpoint strategies for implementation.

In 2014 the school continued its journey with *KidsMatter* completing Module 4 and introducing Bounce Back through peer tutoring. *KidsMatter* issues and parent information matters were often included in the School Newsletter. Similarly, *KidsMatter* structures and issues were regularly discussed at staff meetings and this became the forum to discuss any students and/or families that may have needed extra support.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to
the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School's Behaviour Management and Student Discipline Policy is based upon the PBL Framework - Respect for Self, Respect for Others and Respect for the Environment with the focus on celebrating student success. The school has an award system that celebrates those students who demonstrate respect for self, others and the environment. The Reasons Smile reward program continued with the smile tokens and Class Clowns so that students were encouraged and rewarded as individuals, members of a class and part of a whole school team. As well students who demonstrated respect of self, others and the environment were nominated for the St Bernard's Award, with nominations each term.

The PBL Framework also provides a structure for students whose choices demonstrate that they may not be respecting self, others and the environment. In all classrooms and on the playground there are Short Timeout Areas for students to think, reflect and evaluate their behaviour. If a behaviour continues that warrants further intervention students are issued with a Long Time Out and further discussion takes place with the Principal or Assistant Principal.

Our Behaviour Management Policy will be a focus for review

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school has an anti-bullying policy in place and bullying in any form is unacceptable. Bullying can take many forms - physical, psychological and verbal. Bullying is ongoing by nature and not a 'one off incident'. This policy informs the school community about the procedures that are in place to ensure that any report of bulling is investigated thoroughly.

The school continuously revisits the Behaviour Management Policy and the PBL Framework that is is based on and strategies are explicitly taught through the Bounce Back Program and KidsMatter.
All anti-social behaviour should be reported to the class teacher in the first instance. This can then be monitored for frequency and it can then be determined if it is systematic or infrequent, 'one off'.

The school will investigate all alleged instances using procedural fairness and speaking to all those alleged to have been involved in any instances of bullying and the Behaviour Management Flow Chart will be used to determine the next steps taken by the school.

**Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school has in place a Flow Chart for Parents to follow when communicating with the school in regards to complaints or grievances. It is important that parents make an appointment to contact the class teacher in the first instance, to ensure clarification of a complaint or grievance. This enables both parties to understand the circumstances and to determine what actions need to be implemented to satisfactorily resolve the issue.

After meeting with the class teacher, parents can make an appointment to meet with the Assistant Principal and/or Principal.

All Complaints/Grievances are addressed appropriately and are investigated in a fair and impartial manner. All persons involved will be interviewed and appropriate action at the conclusion of the investigation will be implemented.

The North Shore School Consultant can also be contacted by parents once they have made contact with the school.

**Initiatives Promoting Respect and Responsibility**

The PBL Framework of respect for self, others and the environment provides the structure for school based initiatives promoting respect and responsibility.
The SRC's focus in 2014 was Social Justice Initiatives that raised funds for nominated NFP organisations - Candela, St Vincent de Paul, Caritas and The DISH. These initiatives were developed and implemented by the students with support of the staff.

The school supports THE DISH, with the Year 6 students preparing a meal once per term for the homeless in the area. The parents also support the Brooklyn BBQ which also provides meals for the homeless.

The Stage 3 students initiated and implemented lunch time clubs for the younger students once a week. These clubs were organised and led by the students.

The Year 5 students participated in a two day Leadership Camp where the students were involved in activities that promote respect and responsibility.

There are two Leadership Days for the Year 4 and 5 students each year where they participate in group workshops to determine who will be the agreed leader representatives for the following year.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

The key Improvements that were achieved in 2014 align with the School's SIP Goals -

- Staff and students developed a greater understanding of the role of Liturgy in the Catholic Faith
- Participated *creatively* in class liturgies, including preparing, planning and leading parts
- Continued the school focus of improving writing skills, including an improvement in spelling by developing student knowledge and use of spelling strategies
- Continued the implementation of KidsMatter with the Stage 3 students leading the groups in Bounceback
- Staff felt more confident in recognising the early warning signs of their own, their students' and others' wellbeing
- Provided a 'chill out' zone in all classrooms and on the playground.
- Established Stage 3 lunch time clubs for the younger students
- Implemented 'Let's Do Lunch Program' for students who had difficulties socialising on the playground
- Improved and strengthened the student voice and engagement by ensuring the Student Representative Council and the School Captains played an active role in fund raising activities for Social Justice Initiatives.

Priority Key Improvements for Next Year

St Bernard's key Improvements for next year are:

To improve student participation in faith celebration by

- strengthening the role of the students in our liturgies and masses
- students becoming more familiar with current and historic prayers of the Catholic Faith
- students articulating roles within a liturgy
- providing professional learning on the Joy of the Gospel and implementing aspects of this within the school context
To improve student spelling through the writing process by

- unpacking the writing process with staff and implementing this in the classroom
- establish Literacy Coaches
- implementation of High Yield strategies to support teacher development of the writing process

To strengthen student voice and engagement in the life of St Bernard's by

- being able to recognise the early warning signs of well being issues in themselves and others
- being able to follow procedures for when early warning signs appear, for example - use chill out zone, come to the office etc
- investigating and implementing more ways to raise the profile of the student leaders and the SRC members
- implementing an integrated approach for ensuring the wellbeing of students
SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

During 2014, the parent community’s input into the decision making process on a number of occasions was welcomed. The attendance at P & F Meetings, especially Term 1 and Term 4 particularly encouraging.

Parents indicated their support of several initiatives of the Parents and Friends Group. The highly successful School Trivia Night was well supported by the community.

Parents have also indicated high satisfaction with the Kids Matter Framework through: completion of parent survey, borrowing from the parent library, and supporting the school’s emphasis on school rules (e.g wearing uniform with pride, modelling speaking and acting with kindness and PBL).

A large number of parents and grandparents attended our various celebrations throughout the year – Mother’s Day Liturgy and morning tea, Father’s Day Prayer, ‘footy’ and breakfast and Grandparents Day Liturgy and morning tea to name a few.

There were also high attendance at the Book Week and Catholic Schools Week activities and school swimming and athletics carnivals.

A significant number of parents congratulated the school on the student performances of the ‘Battered Suitcase’ and all the other community building initiatives.

**Student Satisfaction**

The focus in 2014 was to improve the student voice and engagement in the life of the school. The SRC members were very involved in planning and implementing fund raising initiatives for social justice causes.

The students have been involved in many different activities. For Book Week the students participated in School presentations and all students participated in the school production of the
‘Battered Suitcase’.

All classes participated in a Grade Excursion with the Years 5 and 6 Classes participating in an overnight Excursion to Canberra.

In 2014 our Year 4 and 5 students (School Leaders for 2014) participated in two Leadership Days. The student response to these days was overwhelmingly very positive and they felt the days gave them opportunities to see other students as leaders.

The Year 5 students participated in an overnight Leadership Camp with the students from St Patricks, Asquith, and the Year 6 students continued their involvement in preparing meals for ‘THE DISH’.

All students felt that the celebration of both schools' Feast Days together was a wonderful opportunity to meet other students in our parish.

**Teacher Satisfaction**

Throughout 2014 the continued implementations of the Kidsmatter initiative and the EMU (Extending Mathematical Understanding program) and beginning our journey with our Literacy have been areas of focus.

We re-surveyed the staff in relation to their actual involvement and desired involvement in decision making at St Bernard’s. The data indicated that the staff clearly now are more involved in decision making at the school in the areas of – Catholic Life and Mission, Pastoral Care, Community Engagement, School Planning and Organisation, Resource Management and Teaching and Learning. The groups formed in 2013 did not continue in 2014 but staff indicated which areas they would like to be involved in with the decision making and organisation of within the school. Our Business and Stage Meetings allowed opportunities for the staff to be involved in the decision making at the school.

The staff were very involved in preparing for our shared celebration of St Bernard's Feast Day
with the students from St Patrick's and felt the day were highly successful.

In 2014 the Teaching staff nominated our Behaviour Management as an area for investigation and review.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

### Income

- Commonwealth Recurrent Grants (57.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (21.1%)
- Other Capital Income (3.6%)

### Expenditure

- Capital Expenditure (0.3%)
- Salaries and Related Expenses (76.8%)
- Non-Salary Expenses (22.9%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,799,087</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$569,954</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$665,602</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$114,625</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,149,268</td>
</tr>
</tbody>
</table>