



2019

ANNUAL SCHOOL REPORT



St Bernard's Catholic Primary School

Warrina Street, BEROWRA HEIGHTS 2082

Principal: Mrs Jeanette Fowles

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About this report

St Bernard's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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') 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The School's core values of faith, hope, justice, love and joy underpin our policies, procedures and practices. Being consciously Catholic in all aspects of school life engages our school community in scripture, discipleship and prayer in a Christ-centred educational environment. Our school's motto 'Honesty' is the foundation on which our mission is built.

As a school community we embrace high standards of quality education that support students in becoming independent and creative learners, equipped with the social and emotional capacities necessary for wellbeing and success. Quality learning experiences are embedded within contemporary educational pedagogy and learning environments. Leveraging digital, working in partnership, flexible learning spaces and student focused learning are key priorities of Saint Bernard's Catholic Primary School.

In 2019 our school continues to enrich the lives of our students and community. The dedication of staff, the caliber of students and the involvement of many parents ensures that the School is a blessed community, striving to embrace the contemporary challenges of Catholic education in our increasingly secular society.

Parent Body Message

During 2019 our Parents and Friends (P&F) continued to focus on our school community. The major highlight of the year included the school fete, which was a huge success both socially and as a fundraiser. It was wonderful to see our families coming together on the day to ensure the fete ran perfectly. We hope that the fete will also result in future enrolments to our school.

We were incredibly excited to see the completion of the shade sail over the playground which was primarily made possible by the fundraising efforts from the 2018 Trivia Night in addition and other smaller events run by the P&F. We anticipate that the shade sail will not only provide greater sun protection for our children, but will also reduce the temperature of the equipment during summer months in the years to come.

The P&F supported the Regeneration Program. We hope that the new outdoor learning area in addition to the new native plants, will provide a beautiful learning and play environment for our children.

In 2019, the School Office took over the financial management of the canteen and uniform shop from the P&F. This has taken away a significant administrative burden from the P&F and we are incredibly grateful for their help.

On behalf of the P&F Executive, I would like to thank Jeanette, the staff, parents and students for their support during 2019. We would also like to particularly thank the fete committee for their amazing efforts in coordinating a fabulous day. With many of our families impacted from the December 2018 storm and the consequent clean up activity, we know that that it has been a busy year for everyone.

Student Body Message

As students we are very proud of Saint Bernard's Catholic Primary School. The School has a wonderful learning environment and has helped us grow and develop over the years. Our great classrooms, technology and wonderful teachers has ensured we are ready for new adventures at high school. The School makes contributions to charities, through initiatives like mufti days, Candela stall, the Dish and Catholic Mission.

The School has given us many leadership opportunities; this has led to the development of essential character skills such as , resilience, collaboration communication and determination. We attended the cluster and Diocesan Masses with other school leaders and we have led our School in many different ways. In 2019, Year 6 students all had a leadership role in various areas including liturgy, environment, sports, media and mission.

In 2019, the format of our assemblies continued to showcase our learning and the key focuses of the Saint Bernard's school. Our parents are invited and enabled them to share in our successes.

School Features

St Bernard's Catholic Primary School Berowra Heights, is a Catholic systemic co-educational school. The School was established in 1971 by the Sisters of Mercy. It is situated in a beautiful bushland setting with students drawn from the surrounding suburbs of Mt Ku-ring-gai, Mt Colah, Cowan, Brooklyn and Mooney Mooney. The School enjoys a reputation as a centre of excellence in teaching and learning which offers balanced, holistic curriculum in a safe and caring environment.

The vision is for the school community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice and joy. The School offers a welcoming Christ-centred community, quality teaching and learning, specialist teachers in Physical Education, Band and Language (Japanese), a well-resourced library and classrooms, Rock and Water program,

Positive Behaviour for Learning (PBL), Zones of Regulation, Rock and Water, Worry Woo program, and ExSEL groups all support students in their social emotional development. Religious Education is an integral part of the school and students are involved in developing liturgies for classroom and whole school celebrations.

The senior students (Stage 3) are involved in a leadership program each year including a leadership camp, which provides them with opportunities to develop their leadership skills. There are many opportunities for students to participate in a variety of sporting, cultural and academic activities, including public speaking, gala sport days and school performances.

In 2019 our flexible learning spaces continue to create an environment for contemporary learning approaches, where student needs are central to the educational context. These spaces are equipped with new technology and modern furniture to facilitate the learning. The HUB continues to engage both students and staff in collaborative learning opportunities where school initiatives such as New Pedagogies Deep Learning, Culture of Thinking and BYODD (Bring Your Own Device) are deeply embedded.

We are fortunate to have spacious and beautiful green areas in our school. This year our bushland regeneration project was implemented; whereby school and local community worked together to create natural spaces that supported native fauna and flora.

The School continued its community relationship by participating in, Chess Tournament, Berowra Musica, Woodchop, performances at Fetes and ANZAC day ceremony.

The School Advisory Team received new membership and assisted in the development of parent -engagement strategies. Such initiatives provided opportunities for insightful communication and constructive ideas for the future.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
94	85	25	179

* Language Background Other than English

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 2019 was 94.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.77	95.39	94.97	93.99	94.43	93.66	95.80

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 Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	4

Total number of teaching staff by NESAs category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1: Supporting Student Development in Spelling

Day 2: Engaging in the PDH/PE Syllabus

Day 3: Numeracy –Open Ended Questions

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 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.

The School offers a contemporary primary education. Our learning spaces are equipped with innovative technology and structures that allow for collaborative, creative learning experiences. Our team of passionate teachers delivers the curriculum through exciting, engaging and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning.

In 2019 the school implemented the New Pedagogies Deep Learning framework that engaged staff in deeply reflective and innovative practices that provided students with opportunities for authentic learning opportunities

The School is a nurturing place with strong pastoral care and supportive learning structures that foster the wellbeing of all individuals. The Positive Behaviours for Learning (PBL) approach ensures that all students are ready to learn in a safe, positive and supportive environment where they feel comfortable to take risks and face many learning challenges.

Social emotional development is embedded in daily learning, both in the classroom and playground context. A growth mindset is fostered and the School encourages students to continue challenging themselves as life-long independent learners and to become creative problem solvers.

All students learn at different rates and our learning spaces and structures are organised in such a way that caters for individual learning needs, ensuring that all students are provided with the right support and learning that targets their specific point of need. The School incorporates the Broken Bay Learning Principles, a set of six principles which guide the development of learning opportunities that afford students opportunities, every day, to achieve personal excellence. The Principles also assist teachers develop a shared language around learning and seek to re-imagine the interconnected role of teachers and students as 'teacher, leader, learner'.

Student Performance in Tests and Examinations

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.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	79%	59%	0%	10%
	Reading	83%	54%	0%	10%
	Writing	63%	55%	0%	5%
	Spelling	54%	52%	4%	11%
	Numeracy	63%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	42%	37%	13%	17%
	Reading	52%	38%	10%	12%
	Writing	20%	19%	10%	18%
	Spelling	45%	38%	0%	13%
	Numeracy	42%	32%	0%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. There were no changes made to this policy in 2019.

Complaints Handling 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. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

During 2019 the school has worked towards achieving the Pastoral Care strategic goal -To develop student social and emotional learning skills through community engagement. Key initiatives have included; continuing to develop the Positive Behaviours for Learning framework, implementing Zones of Regulation, ensuring all staff are trained in the Rock and Water Program, using SEL data to inform practice and imbedding the new PDH/PE syllabus.

The Learning Support team has worked diligently with staff and parents in the implementation of the NCCD and the adjustments necessary to support all students. Structures and processes have been consistently implemented to ensure student needs are being met. In 2019 ExSEL groups have continued, ensuring the social and emotional needs of students point of need opportunities are being implemented.

School Improvement

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2019 key improvements have included the following;

- Embedding a deep understanding of the Broken Bay Learning Principles K-6
- New Pedagogies Deep Learning
- Cultures of Thinking
- Zones of Regulation and the use of the SEL data to program
- Flexible Learning Spaces
- Enhancing Persistence Maintaining Challenge
- Enhancing Mathematical Understanding
- P&F Funds have acquired beautification of school grounds and learning tools (new shade sail, Bushland Regeneration, new IT devices and literacy resources)
- Embedding IT to support the SAMR model

Priority Key Improvements for Next Year

In 2020 key areas for improvement are as follows;

- Continued focus on Broken Bay Learning Principles
- Engaging and collaborating with the parent community on New Pedagogies for Deep Learning
- Integrating the NPDL framework across all Key Learning Areas
- Professional Learning for staff on the Geric Program (Gift and talented)
- Engaging staff and students on a range of new learning tools

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

Using information from the Tell Them From Me data the following areas were identified as school strengths;

- Parents feel welcome
- Safety at school
- School support learning

Showcase nights, workshops, use of technology to support parent engagement, wellbeing initiatives and open classroom all contribute to the above.

Student satisfaction

Using information from the Tell Them From Me data the following areas were identified as school strengths;

- Participation in sport
- Extra-curricular activities
- Positive Sense of Belonging
- Positive Relationships

Students at St Bernard's indicated they felt a strong connection with the school; this led to positive wellbeing and a willingness to take risks in their learning.

Teacher satisfaction

Using information from the Tell Them From Me data the following areas were identified as school strengths;

- Inclusive School
- Technology
- Teaching Strategies
- Learning Culture
- Leadership

Structures and strategic management of resources have supported school initiatives being embedded K-6.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1459141
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$413283
Fees and Private Income ⁴	\$668150
Interest Subsidy Grants	\$2795
Other Capital Income ⁵	\$108882
Total Income	\$2652251

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$10705
Salaries and Related Expenses ⁷	\$1866725
Non-Salary Expenses ⁸	\$873397
Total Expenditure	\$2750827

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT