



# 2021

## ANNUAL SCHOOL REPORT



### St Bernard's Catholic Primary School

Warrina Street, BEROWRA HEIGHTS 2082

Principal: Mrs Gill Austin

Web: [www.sbbdbb.catholic.edu.au](http://www.sbbdbb.catholic.edu.au)

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## About this report

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St Bernard's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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](#).

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## Message from key groups in our community

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### Principal's Message

Now in my second year as principal of St Bernard's we were again faced with momentous global events that affected all aspects of our lives as a country, a community and as a school. I have been very aware that these times are unprecedented and will be studied by historians, social anthropologists, public health professionals and government and politics specialists for many years to come. If we are to be judged later, I feel that the community and dedicated professional teaching, administration and support staff of St Bernard's will not be found wanting.

The challenges have been numerous and too many to mention here but our strength throughout has lain with the dedicated teaching staff who strive to bring the best out in every child. Covid 19 continues to challenge us but it has also been an opportunity to grow, show deep concern for each other and innovate where ever we can.

Teacher professional learning has a strong emphasis here and continued unabated throughout the year. Our simple aim - to inspire teachers to support our students learning by supporting them with resources and quality professional learning.

This report aims to explain and contextualise events and this year and outline the future we envisage for our school.

### Parent Body Message

We were very proud of our school and of the teachers who rose to the challenges of Home Based Learning and helped our children to adapt and thrive in a far from ideal environment. Our community events were mostly cancelled as we endured a very long lockdown but there were some highlights. Zoom became second nature to us all and upon reflection, despite the difficulties there were many positives, including the friendships cemented as we strived to support each other, the new and innovative ways we found to support the school by engaging and remaining in touch with our children's education with events held on 'virtual meeting' platforms. In short, circumstances dictated that we adapted to a 'new normal' and we did it well.

We remain incredibly thankful to the teachers and staff who supported our children in their learning during lockdown, welcomed the children of essential workers throughout and then reopened the classrooms as soon as possible with an emphasis on student wellbeing.

By the end of the year – it was clear we had a thriving parent body ready to lift their hands

and volunteer for a positions on the P&F. It is clear the P&F is thriving at St Bernard's and looking forward to continuing to support the school and the community in the coming year.

### Student Body Message

Throughout 2021 a large focus at St Bernard's was on supporting students to be resilient and responsive to the challenges associated with COVID-19 and learning in a range of different settings and modes. Students took to Home Learning well with some solid foundations having been set up in 2020. Teachers refined practices to ensure a focus on both wellbeing and quality student learning whilst working from home.

During Home Based Learning, students from Year 5 and 6 enjoyed a session with YLead which focused on the connection between resilience in leadership and how we can lead in all aspects of life. Year 6 also enjoyed having a KidsMatter transition session which had practical tips and ideas to prepare children for the many changes of moving to high school.

The SRC remained active in the school with a continued focus on improving the sustainability of our school. With masks being mandatory, a disposable mask recycling bin was purchased to minimise the impact of this on the environment. The SRC also focused their efforts on promoting awareness of the most vulnerable in our world and different ways that we as a school community could support them through projects such as Caritas' Project Compassion and the St Vinnies Winter and Christmas Appeals.

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## School Features

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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-ringai, Mt Colah, Cowan, Brooklyn and Mooney Mooney.

The School enjoys a reputation as a centre of excellence in teaching and learning which offers a 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, Japanese and Music, a well-resourced library and classrooms, Rock and Water program, Positive Behaviour for Learning (PBL), Zones of Regulation, 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 creative school performances. In 2021 our flexible learning spaces continued 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 for Deep Learning, Cultures 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 charm Garden was completed. A beautiful space; that supported all things sensory for our students to explore.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
85	102	29	187

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.66%. 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
97.70	97.28	96.89	96.34	97.18	96.03	95.17

## 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	21
Number of full time teaching staff	10
Number of part time teaching staff	5
Number of non-teaching staff	6

### Total number of teaching staff by NESA 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 NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes.



The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

#### Day 1

WHS legal requirements staff training in CPR and Anaphylaxis.

Induction training for new teachers

Leading Learning: Mathematics Interview refresher training for existing teachers and in-depth training for new teachers.

Suggestions on the effective use of MAI (Mathematical Assessment Data) to track student learning

#### Day 2

CSBB (Catholic Schools Broken Bay) system Staff Development Day, update of progress of 'Towards 2025' vision statement for Catholic Schools in Broken Bay and plans for the future.

#### Days 3, 4 Preparation for Home Based Learning

Day 5 Teacher teams' opportunity to exchange student assessment and social and emotional learning data for the effective transition of students to new teachers in 2022.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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 explore the rich diversity of the Catholic faith and ways in which we live it. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

Our vision is that St Bernard's Catholic School will be a welcoming Christ-centred community, committed to the quality teaching and learning where we will be inspired by the gospel values of faith, hope, love, respect, justice, joy and honesty. We share in the Broken Bay Diocese Towards 2025 Purpose of "inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be." St Bernard's Religious Education 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 explore the ways in which we live our Catholic faith.

During 2021, with the challenges that COVID-19 posed, we still managed to come together as a faith community to pray and journey together. Students met for class masses and special celebrations and those members unable to attend due to Church restrictions and capacities were able to Zoom into these liturgies and masses. Students were able to make their sacrament of Confirmation but the Sacraments of First Reconciliation and First Eucharist were not able to occur due to Covid 19.

St Bernard's is a Catholic School founded in the Mercy tradition and we are proud to share in this rich heritage. The Year 6 children enjoy a Mercy Excursion to North Sydney each year to learn about the Sisters of Mercy and explore how they can live by the Mercy charism. Year 6 children also prepare a presentation to share with another class in the school where they teach them about the Mercy tradition and how we can see and live this in our school community.

St Bernard's is committed to reaching out to those marginalised and less fortunate in our community and some of the examples of 'Outreach' initiatives in 2021 included: Caritas' Project Compassion which is carried out during Lent, 'The Dish' where Year 5 and 6 students prepared desserts and parents cooked dinner meals (we have supported 'The Dish' for over 13 years and during COVID-19 times have seen a large increase in people requiring meals), Catholic Mission Socktober and the St Vincent de Paul Winter and Christmas Appeals.

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## Curriculum, Learning and Teaching

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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.

Our current focus is on continuing to develop a collaborative culture of continuous improvement by extending teacher knowledge and practice to ensure a focus on student learning in both literacy and numeracy.

With the continued support of a literacy coach in English to work collaboratively with teachers and an EMU (Extending Mathematical Understanding) Specialist for the early years, teachers are active in the process of gathering and analysing current data. Teachers and specialists set clear goals as to what we want the students to learn, plan how they will determine if the students are learning and what we will do for those who are not. Similarly deciding the next steps for those who have proved proficient.

Teachers use our flexible learning spaces to promote creative and independent learning opportunities for all students through sound pedagogical practices. This includes a STEM room that is continually updated and equipped with resources such as robotics and recycled materials for design and make tasks that promote skills in collaboration, creativity and scientific thinking. Our robotics resources have extended to the use of spheros, micro-bits and most recently, drones to broaden opportunities in digital literacy.

Our wellbeing programs include the teaching of the Rock and Water program which aims to develop strategies for a positive and strong growth mindset for all students. The Hub, our school library is a collaborative environment for learning for teachers and students. In the Hub, teaching programs are developed together using the New Pedagogies for Deep Learning (NPDL) Framework and includes opportunities for students to develop and assess their performance in the six competencies of character, communication, citizenship, collaboration, creative and critical thinking.

Cultures of Thinking and Technology continue to be used as platforms for effective expression and engagement. Digital literacy has continued to evolve in providing an optional BYODD (Bring Your Own Designated Device) for Years 2-6. Many of our staff are certified trained Apple Teachers with the necessary skills required to integrate digital technology across all Key Learning Areas.

Teachers and parents are regularly provided with opportunities for professional learning to co-learn effective and purposeful use of technological application.

## 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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	54%	0%	11%
	Reading	73%	55%	0%	10%
	Writing	77%	53%	0%	6%
	Spelling	63%	49%	0%	13%
	Numeracy	40%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	65%	35%	4%	14%
	Reading	65%	40%	0%	11%
	Writing	30%	20%	17%	18%
	Spelling	44%	38%	9%	14%
	Numeracy	48%	29%	0%	15%

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## Pastoral Care and Student Wellbeing

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### 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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

The start of the 2021 school year saw the school continue its work supporting those affected by the ongoing pandemic. Clearly the return to lockdown was a major cause for concern, our school remained open for the children of essential workers and anyone else in our community who needed our support. Our online, Home-Based Learning programs incorporated 'Wellbeing' initiatives designed to alleviate some of the stresses we knew our community to be suffering. 'Wellbeing Wednesday' was introduced – with learning experiences provided by our specialist teachers in visual arts, music and Japanese and designed with the intention of providing some relief from the usual academic emphasis of the KLA's (Key Learning Areas).

Our teachers were encouraged to maintain home school connections with regular phone calls to parents to 'check in' on students and families and offer further assistance if necessary. Our school counsellor was made available to any student in need.

For the return to school, a few weeks into term 4, we were determined to prioritise the wellbeing of students. Our Assistant Principal and Religious Education Coordinator lead our teachers in the re-emergence of our 'Rock and Water' program, as well as our 'Exsel' groupings which incorporated a more targeted approach to students in need of social and emotional support for the return to school.

Despite the challenges of 2021, our school continued the development of the Positive Behaviours for Learning framework. The school has also continued with student education around the 'Zones of Regulation' and it has continued to be an integral part of school life. The 'Rock and Water' program also continued, as mentioned above and we continue to use the SEL (Social Emotional Learning) Continuum to inform practice.



Throughout 2021, the Learning Support Team has worked diligently with staff and parents in the implementation of the NCCD (Nationally Consistent Collection of Data on School Students with Disability) and the adjustments necessary to support all students. Structures and processes have been consistently implemented to ensure student needs are being met.

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## School Improvement

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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

Our main School Improvement plans for 2021 lay in literacy and especially in the development of writing. The following are key points of our work in 2021

- Continued to support the system wide strategy and vision, 'Toward 2025' for school improvement, with teacher professional learning and Staff Development Days
- Continued to build on our successful 'Home Based Learning' program throughout the NSW (New South Wales) 16-week lockdown, due to the Covid19 pandemic
- Prioritised student wellbeing with our 'Rock and Water' and 'Exsel' programs, throughout lockdown and the return to school
- Leadership team embraced School Improvement work with the help and advice of Linda Bendickson from The University of Auckland, a Diocesan lead professional learning initiative for school leaders
- Established a cycle of professional learning in the development of writing for teachers with a sharp focus on key priorities, data collection and assessment for learning
- Continued to develop programs in Science and Geography with the integration of Drone technology into stage 3 programs.
- Embedded the 'Zones of Regulation' and use of SEL (Social and Emotional Learning Continuum) data to program for small groups at point of need
- Engaged the parent body in education workshops around the teaching of reading in K-2
- Refurbished the lower playground with games and activities designed to build collaborative and team based skills. Included a sensory path to promote self regulation.
- Continued to embed IT to support the SAMR model

## Priority Key Improvements for Next Year

Priority improvements for next year include the following,

- Continue to support the vision and strategies of CSBB in its 'Towards 2025' plans.
- Continue to support students and families in a changing environment due to the Covid19 pandemic
- Strengthen Home School Learning Links and engage the parent body in education workshops around the teaching of reading and writing K-2
- Welcome and build back our school community after two years of restricted community access to school
- Support the appointment of two new coordinators in English and ICLT
- Appoint a Collaborative Coach in Literacy and support the development of professional learning teams within stages
- Target school improvement in literacy with systematic collection of data, use it effectively for student learning and measure improvement effectively
- Provide timely and appropriate professional learning for teachers in the new English and Maths Curriculums due for introduction in 2023
- Continue to Invest in STEM Technology and professional learning for Teachers and learning for students around Drone Technology and coding

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## Community Satisfaction

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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

St Bernard's takes part in and promotes a school wide survey of parents, teachers and students in term 4 of each year, entitled the 'Tell Them From Me,' survey. The main findings of the survey were

- Parents feel welcome at school
- Parents feel informed
- Teachers and leadership respond quickly to parental concerns
- The network of coordinated support for students
- Student learning is supported
- The school supports positive behaviour and incidents are dealt with quickly and fairly
- Students feel safe at school
- Home Based Learning was generally praised
- Communications between the school and the community was especially praised during the period of school closure and lockdown.

### Student satisfaction

At St Bernard's students from years four, five and six took part in the 'Tell Them from Me' survey in term 4. The main findings from the survey were as follows

- Students feel safe attending St Bernard's
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach
- Students understand that there are clear rules and expectations of classroom behaviour
- Teachers emphasise academic skills and have high expectations for all students to succeed
- Students feel as though they have improved this year at school
- Students enjoy their environment and take advantage of the oval and many other play spaces

## Teacher satisfaction

- Teachers take part in the survey, 'Tell Them from Me,' the main findings from the survey in term 4 2021, were as follows
- There is a positive learning culture at the school
- There is a strong emphasis on the collection of student data to inform practice
- Creation of short intensive teaching sequences to support student learning is a positive development
- There is a collaborative team approach to student learning
- Challenging learning goals, based on assessment data, are used in the classroom and shared with parents
- St Bernard's is an inclusive school

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,904,332
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$516,265
Fees and Private Income <sup>4</sup>	\$665,740
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$6,146
<b>Total Income</b>	<b>\$3,092,483</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$28,214
Salaries and Related Expenses <sup>7</sup>	\$2,160,982
Non-Salary Expenses <sup>8</sup>	\$957,675
<b>Total Expenditure</b>	<b>\$3,146,871</b>

### 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 2021 REPORT