



# 2022

## 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 at local school level and 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 third year as principal, I continue to be heartened by the community here at St Bernard's. This year has had a sense of renewal to it, as we emerge from a global crisis. It has been a chance to begin again, re-establish traditions and start some new ones. Our school student body continues to grow in numbers, with a strong community reputation for guiding students to be the best that they can be.

Our strength throughout has lain with a dedicated teaching staff who strive to bring the best out in every child. I am inspired each day by our teachers. The concern they have for those in our care and their dedication to the profession that they exhibit each day. Teaching remains a vocation to us here and that is evident in the way we approach our work.

Teacher professional learning will always have a strong emphasis here. Last year we established a collaborative coaching model - freeing teachers for additional professional learning with a dedicated collaborative coach, to guide student improvement and growth. If we are serious about improving outcomes for students, then we need to invest in the quality of our teachers and support them to support our students learning with quality resources and professional learning.

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

### Parent Body Message

With the start of the new 2022 school year, we were all optimistic that we would return to a normal school life and a full program of community events. Our first event was a 'Welcome Back BBQ'. Teachers opened their classrooms one evening, and the P&F organised a sausage sizzle. It was essentially the first-time parents had been together at school as a community for over two years. It was an amazing success, as teachers, parents and students celebrated being together.

It was clear our community had missed these gatherings and so we set about organising other events, student discos, Mother's and Father's Day stalls and a very popular trivia night for the mums and dads. Our mandate throughout was to build back the community after such a long break because of Covid, but along the way we managed to raise some money for the school and donate funds. The school was able to buy a complete new library of readers for the students in K – 2, two new smart LED TV screens for two classrooms and a state-of-the-art mirroring system for all classrooms.

We are a community that is very proud of our school, the teachers and of course our wonderful students. By the end of 2022 – it was clear we had a thriving parent body ready to lift their hands and volunteer for positions on the P&F and help wherever needed. 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

At St Bernard's we engage people in learning by making a range of fun and different activities. We use iPads and technology to engage kids. We will do arts and crafts that are tied to our learning unit to help people. At St Bernard's the teachers try to make learning as fun and as enjoyable as they can. We engage kids in this way so that they will be focused and interested in the learning they are doing. On the iPads we use educational apps and watch educational videos to make the lessons fun but also enjoyable.

St Bernard's is a very welcoming school that allows students to express our school mission. At our school we have many inclusive programs that get all students involved. Teachers often ask students where they are sitting on the Zones of Regulation. There are four Zones of Regulation - blue, green, yellow and red. These zones help teachers have a better understanding of the student's mental health and give them strategies to help when things get tough. One of our other programs we run at St Bernard's is 'Second Step'. It is designed to increase students' readiness for high school and help improve relationships between peers. This program includes looking at emotions and giving strategies on problem solving,

Second Step's goal is for students to equip themselves with the skills, knowledge and growth to navigate strategies and handle strong emotions, understand peers and use problem-solving strategies. The mantra is 'Empowered with skills for life.' From experience, I can say this program really benefits students in our spectacular school.

St Bernard's allows many leadership opportunities starting as early as Year 1 all the way through to Year 6. All Year 6 students at St Bernard's have the opportunity to represent their school in being part of a leadership team. The students nominate the school captain, vice-captain and sport house captains. While leadership teams such as SRC, wellbeing, media and HUB are selected by the students themselves.

SRC – stands for Student Representative Council and all grades except kindergarten have the opportunity to represent their grade as an SRC member. To become an SRC leader you must be nominated by your classmates. Some of the leadership responsibilities include caring for the school environment and attending regular meetings with ideas of how to upgrade the school. The S.R.C also organises fundraisers to support charities. Some examples include Harmony Day, Doctor Day, Socktober, Vinnies Winter Appeal. We also have our School Captains. The four of us represent our school at ceremonies and functions.

We also have a 'buddy program' – Year 5 helps welcome the new Kindergarten children at the start of each year. This includes showing them around the school, creating a positive social network and being involved in some learning activities in their classroom.

Students contribute to school by going to our school's art club, chess, dance troupe, coding club, debating, band, MAG (Mercy Action Group), and choir. Clubs like these allow students to try something new! The school captains also recently attended the Anzac Day ceremony at our local RSL, we laid the wreath in honour of our ANZACS.

At St. Bernards, we have the MAG group. MAG stands for 'Mercy Action Group'. In MAG we try to reach out to those who need it most. We learn about the conditions that kids all around the world live in. We learn what they do to survive and learn about an ordinary day in the life of someone living in poverty. After this we brainstorm ideas and think of ways, we can reach out to them. We create fundraisers to try and help these people. In MAG we also partake in different projects that help and raise awareness for those who are less fortunate than us. A recent project was Socktober. In this event we learnt how kids in Africa, who couldn't afford a football had to make it out of old socks and plastic. In MAG we all attempted to make our own sock balls. On that day we had a mufti day where everyone had to bring a gold coin to raise money for them. We also used the sock balls and tried to kick goals. Everyone had a go, and it was great fun.

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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 Kuringgai, 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 and, Japanese. In addition there is a five week musical incursion for all year groups in term 2 / 3, 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. A new Religious Education curriculum was launched for Kindergarten this year and will be extended into year one and year two in 2023. 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 2022 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
98	127	37	225

\* 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 2023. 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 2022 was 90.40%. 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
90.60	91.50	91.60	90.20	89.10	89.60	89.80

## 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 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 2022:

Total number of staff	23
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	4

### 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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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

In 2022 the school had six staff development days devoted to teacher professional learning and the Catholic Schools Broken Bay's 'Towards 2025' strategy.

The first day was devoted to the induction of new teaching staff, our annual CPR and Anaphylaxis training, as well as a teacher refresher on the completion of the MAI (Maths Assessment Interview) for all students in Years 1 to 6, which was scheduled for the next day.

The second day was based on the teachers and schools' responsibilities with regard to the safeguarding of the students in our care. All teachers and support staff attended this meeting.

Day three catered around the background knowledge and reason for change behind the implementation of the new English curriculum in 2023. All teacher K-6 were in attendance.

Day four was designed to move further into the new English curriculum with an exploration of the content and discussion around the implications for our teaching.

The final two days saw teachers explore the new maths curriculum for K-2 in the same way. Again, preparing teachers for full implementation of the curriculum in 2023.

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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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

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Religious Education Curriculum, which included hands on experiences to deepen students' knowledge and spiritual understandings of Jesus's life.

Faith formation opportunities are provided for students, staff, parents and caregivers. St Bernards students regularly celebrate mass and pray together during school or class liturgies. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus. The 2022 school year commenced with an opening school mass, where our new leadership team were commissioned and received their badges.

As a Catholic school founded in the Mercy tradition, under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need. Outreach initiatives in 2022 included 'The Dish' (an outreach van supporting the needy in our local area), Project Compassion (Caritas) and Crazy Sock Day (Catholic Mission). Hampers of food and warm clothing were assembled for The Feast of the Sacred Heart, as well as Christmas food hampers (St Vincent de Paul).

Our, 'Mercy Action Group' was established in 2022 to focus on social justice issues locally and globally. They lead the school during October, mission month, raising money for 'Mission Australia'. This group will continue in 2023.

During 2022, we were involved in acknowledging key liturgical seasons of the Church Year such as Lent, Easter and Advent. We celebrated many masses together - Opening School Mass, Ash Wednesday, St Bernard's 51st Anniversary, The Assumption, Year 6 Graduation and End of Year Thanksgiving Mass. We marked other key dates with whole school liturgies such as Holy Week, Mother's Day, Fathers' Day, ANZAC Day and Remembrance Day.

Students from Stage 1-3 entered The Bishop's Art Prize organised by Broken Bay Diocese with many commendable entries. St Bernard's placed 1st in the Stage 3 visual arts section, with a piece entitled, 'Noah's Ark' and the Stage 3 short film section, with a piece entitled, 'Good Samaritan', We also placed second in the Stage 1 visual arts section with a painting entitled 'Noah's Courage'.

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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.

2022 saw the introduction of the collaborative coaching model within the school. The school was careful to align our School Learning Improvement Plan, to target classroom support for students and teachers in written language.

As such, throughout the year we maintained a strong commitment to developing a collaborative culture of continuous improvement. Teachers worked closely with their grade / stage partner and collaborative coach for up to two hours per week. During this time student writing samples were analysed and a clear direction for teaching and learning was established with a sharp focus on the learning of each individual student.

This process was led by the Assistant Principal, working as collaborative coach, leading teacher teams, as they engage in the cycle of continuous improvement. During these sessions teacher and coach determine essential outcomes, identify specific learning targets, create common formative assessments, systematically analyse data collated from writing samples, develop effective instruction, and reflect on instructional practice through the lens of student learning.

We continue to use the CSBB (Catholic Schools Broken Bay) Continuous Improvement Cycle to guide our process of learning improvement. At St Bernard's, the students are at the centre of our decision-making processes and staff work together to intentionally analyse, strategically plan, purposefully act and critically review.

At St Bernard's we are proud of our flexible learning spaces which provide a range of environments for children to work in. Classrooms have a variety of furniture including standing desks, single desks, booths with whiteboard tables for group tasks, lounges and different zones for children to work in depending on the task. A selection of STEM equipment can be used in classrooms including drones, micro-bits, sferos, blue bots and bee bots. These support classrooms which encourage children to develop skills in critical thinking, collaboration and creativity. Additionally, weekly 'coding club' sessions are offered for students to join. During this time the children work with our ICLT coordinator to use a range of equipment to develop skills in coding.

Throughout this year staff have been involved in professional learning to develop a strong knowledge and understanding of the new K-2 English and Mathematics Curriculum. Staff in K- 2 classes have started working with these documents and have built a strong understanding of the changes in four distinct phases – familiarisation, learning and exploration, planning and implementation.

We continue to implement the Rock and Water program each term at St Bernard's. This supports students to have a growth mindset and be both resilient in their interactions with others and to stand up for their beliefs and values. Rock and Water gives students strategies to remain grounded and focused in different situations and helps them to grow in self-confidence, self-awareness, and self-control.

St Bernard's is proud to be a BYODD (Bring Your Own Designated Device) school for years 2-6. All staff are skilled at integrating digital technology across all Key Learning Areas and regular opportunities are given for professional learning in this area.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	71%	52%	3%	12%
	Reading	78%	54%	3%	11%
	Writing	74%	50%	0%	7%
	Spelling	60%	48%	3%	15%
	Numeracy	51%	34%	6%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33%	31%	13%	14%
	Reading	44%	39%	4%	11%
	Writing	33%	25%	17%	18%
	Spelling	50%	37%	4%	14%
	Numeracy	25%	25%	8%	16%

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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 2022.

### 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 2022.

### 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 2022.

### Initiatives promoting respect and responsibility

During 2022 the school has worked towards student and family wellbeing, with a number of initiatives designed to support connections and reestablish our sense of community after the global pandemic.

Key initiatives have included; continued development of the Positive Behaviours for Learning framework. The school has also continued with student education around the practical use of 'Zones of Regulation' and it has continued to be an integral part of school life. The 'Rock and Water' program also continued and we placed fresh emphasis on the use of the SEL Continuum (Social and Emotional Learning Continuum), especially after the long period of isolation our students emerged from after 16 weeks of lockdown, to inform practice.

This data was analysed and used to establish our ExSEL groups. The groups targeted the social and emotional learning of students at point of need with many students benefiting from gaining new skills and differing degrees of emotional wellbeing.

Throughout 2022, 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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

- Prioritised student wellbeing after isolation in lockdown
- Continued to prioritise the system wide strategy and vision 'Toward 2025' for school improvement
- Successfully established a Collaborative Culture of Continuous Improvement within the school
- Resourced and implemented a collaborative coaching model in written language  
Continued to develop programs in Science, Geography and History through the New Pedagogies Deep Learning framework
- Embedded the 'Zones of Regulation' and use of SEL (Social and Emotional Learning Continuum) data to program for small groups at point of need
- Continued to embed IT to support the SAMR model

### Priority Key Improvements for Next Year

- Continue to grow enrolments
- Embed our collaborative coaching model and induct new teachers into our Collaborative Culture of Continuous improvement
- Begin student and teacher to migration to Microsoft Teams
- Invest in STEM Technology and continued Professional learning for teachers
- Engage the parent body in education workshops around the teaching of reading in K-2
- Engage students in meaningful extra curricular activities at lunch time – coding club, choir, stage three debating, art class and dance troupe

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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

The school conducted a school wide survey of parents', teachers and students in term 4 of 2022, entitled the 'Tell Them from Me' survey. The main findings of the survey were:

- Parents feel welcome at school
- Parents feel informed
- The school supports student learning
- The school supports positive behaviour
- Students feel safe at school

### Student satisfaction

The 'Tell Them from me Survey', is a survey and report collated by the Diocese of Broken Bay on an annual basis and investigates student opinions on their school. The report was very clear and shows positive responses in several categories. The students report strong levels of engagement and they feel their school provides an inclusive environment in which to learn. Students especially appreciate the school's emphasis on technology and its integration with learning in the classroom. They also feel that their teachers are fair and compassionate and help them to feel safe at school.

### Teacher satisfaction

Teachers also take part in the 'Tell Them from me Survey' and they report that they feel well supported in their work by the leadership team and feel there is a strong collaborative culture. They feel they are valued as professional educators and that their own professional learning is encouraged. They are proud that student data is at the centre of decisions made in planning for teaching and learning.

Teachers feel that St Bernard's is an inclusive school and that all students are encouraged to have a growth mindset and be the best that they can be.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,938,225
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$516,253
Fees and Private Income <sup>4</sup>	\$849,419
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$970
<b>Total Income</b>	<b>\$3,304,868</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$47,952
Salaries and Related Expenses <sup>7</sup>	\$2,453,840
Non-Salary Expenses <sup>8</sup>	\$1,262,284
<b>Total Expenditure</b>	<b>\$3,716,125</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 2022 REPORT