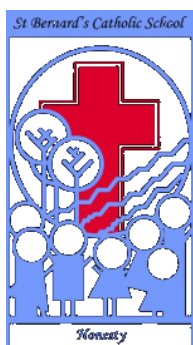


2025

ANNUAL SCHOOL REPORT



St Bernard's Catholic Primary School

Warrina Street, BEROWRA HEIGHTS 2082

Principal: Mrs Gill Austin

Web: www.sbbdbb.catholic.edu.au

About this report

St Bernard's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

As we reflect on the 2025 school year, I continue in my sixth year as Principal to be deeply encouraged by the strength of the St Bernard's community. Our enrolments have remained stable, with the school operating across 12 classes, reflecting our shared commitment to Catholic education and to nurturing each child to reach their God-given potential within a faith-filled learning environment.

The work of St Bernard's is underpinned by the dedication and professionalism of our teaching staff, whose commitment to their vocation supports both the academic growth and holistic wellbeing of our students. Through high-quality teaching and strong pastoral care, our staff continue to foster a culture of respect, inclusion and learning.

In 2025, we remained focused on improving learning outcomes through targeted professional practice. Our collaborative coaching model, with a focus on mathematics, continues to support improved student progress and effective teaching across the school.

This year also marked the successful commencement of a significant \$18 million capital works investment, including a new school hall, four new classrooms, and the refurbishment of existing learning spaces. This development represents an exciting investment in Catholic education and the future of the Berowra community.

This annual report outlines our achievements and priorities as we continue to work in partnership with families, the parish, and the Diocese.

Parent Body Message

As a parent of two children at St Bernard's, I experience the school as welcoming, inclusive, and strongly committed to partnership with families. Communication is clear and consistent through Compass, the school newsletter, and the St Bernard's Facebook pages, supporting open and effective engagement between home and school.

The Parent Engagement Coordinator plays an important role in strengthening relationships between families and the school community, reflecting the Diocese's emphasis on collaboration and shared responsibility for student learning and wellbeing.

St Bernard's provides many opportunities for parents to engage in the life of the school, including weekly assemblies, community celebrations, open classrooms, sporting carnivals, and parish Masses and liturgies. These opportunities reinforce the strong connection between faith, learning, and community.

I value the school's intentional focus on student wellbeing through programs such as UR Strong and Second Step, which support students' social and emotional development in line with Catholic values of care and respect.

The significant investment in new and refurbished school facilities further demonstrates a strong commitment to quality Catholic education and to the future of the Berowra community. I am grateful that my children are part of the St Bernard's community.

Student Body Message

As a Year 6 student leader at St Bernard's, I am proud to be part of a school where everyone feels safe, happy, and supported in their learning. Our school offers many opportunities for students to get involved through clubs and activities such as debating, coding, dance troupe, choir, art club, chess club, and our amazing school band.

There are a wide range of leadership roles available, including school captains and vice captains, sports captains, hospitality club members, and the media team. In Year 5, students attend an overnight leadership camp which helps prepare us for future leadership roles in Year 6. The camp gives us time to reflect on what leadership truly means in a Catholic context, focusing on service, responsibility, and leading others with faith and respect.

The teachers at St Bernard's are caring and encouraging, and they always support us to do our best. Learning support teachers also assist students, especially in writing and mathematics.

With specialist lessons, sporting carnivals, excursions, senior camps, and OSHC available, St Bernard's is a great place to learn and grow. I feel very proud to be a student here.

School Features

St Bernard's is a Catholic primary school catering for students from Kindergarten to Year 6, working in close partnership with families, the parish, and the Diocese to provide a high-quality Catholic education. The school draws families from the local parish community and acts as a feeder school to local Catholic secondary colleges, St Leo's Catholic College in Wahroonga and Mercy College in Chatswood.

Established to serve the growing Catholic community of Berowra, St Bernard's is grounded in the values of faith, service, and community, reflecting the Catholic charism of educating the whole child - spiritually, academically, socially, and emotionally.

Parents are active partners in school life through a strong Parents and Friends Association, which support school initiatives, community building, and strategic consultation. Key parent-led events include the Welcome BBQ and many other community celebrations.

Students participate in a wide range of co-curricular programs, including debating, public speaking, coding, chess, dance troupes, band, and significant sporting programs. Camps and excursions at each stage enhance learning, including senior camps and leadership experiences. Students also participate in national competitions such as Mathematics Olympiad and ICAS.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
142	155	62	297

* 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 2025. 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 2025 was 92.97%. 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
93.89	93.33	91.80	93.77	93.03	93.33	91.62

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	34
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	12

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	4
Proficient Teachers	18

Catholic Identity and Mission

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

As a Catholic community, St Bernard's shares fully in the mission of the Diocese of Broken Bay. Our work is guided by the Diocesan Mission Statement:

"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 primary faith educators and our parish community, St Bernard's is committed to providing an authentic and contemporary Catholic education. We strive to inspire hearts and minds to know Christ, love learning and nurture each child's gifts. Our vision is grounded in faith in Jesus Christ and expressed through the values of faith, joy, witness, compassion and courage.

Religious Education is aligned with the Broken Bay K-12 Religious Education Curriculum, offering engaging learning experiences. Students explore the richness of the Catholic faith with a focus on how it is lived in everyday life. In 2025, teachers continue to implement the curriculum through inquiry-based and hands-on approaches that deepen understanding and connection to the life and teachings of Jesus.

Faith formation remains a priority for students, staff and families. Students participate in Mass, school and class liturgies and sacramental programs. The year begins with an Opening School Mass, setting a prayerful foundation for the community.

As a Mercy school, St Bernard's is committed to social justice and outreach. This is evident through initiatives such as Project Compassion with Caritas Australia, Crazy Sock Day supporting Catholic Mission and outreach to St Vincent de Paul Society. Students engage in practical acts of service, including preparing hampers for those in need, putting faith into action.

Our Mercy Action Group plays a vital leadership role, promoting awareness and advocacy for local and global justice issues. Through Mission Month and ongoing initiatives, students support organisations such as Mission Australia, strengthening student voice and faith-inspired action.

Liturgical life is central to the school year. Key Church seasons such as Lent, Easter and Advent are marked through prayer and liturgy. The community gathers to celebrate events including Ash Wednesday, St Bernard's Feast Day, the Assumption and the End-of-Year Thanksgiving Mass. ANZAC Day and Remembrance Day are also honoured.

Students from Kindergarten to Year 6 express their faith creatively through participation in Diocesan initiatives such as the Religious Creative Arts Competition.

The Catholic life of St Bernard's reflects a strong commitment to faith, service and community. Through prayer, learning, outreach and celebration, the school nurtures compassionate young people who live as joyful witnesses of the Gospel.

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.

At St. Bernard's we provide students with engaging educational programs that support both academic achievement and personal development. Teaching and learning across the school is guided by research-informed practices and the careful use of data to ensure students develop strong foundations in essential knowledge and skills before applying them confidently across learning areas.

In 2024/2025, curriculum reform continued to be a key focus. With an emphasis on building consistency in teaching approaches and assessment practices through deep knowledge of the curriculum. This ensures learning is purposeful, structured and responsive to student needs.

English and Mathematics remain central priorities for us. Across all classrooms, teachers focus on developing students' understanding, fluency and ability to transfer knowledge through carefully sequenced learning experiences. Ongoing assessment allows teachers to identify strengths, monitor progress and adjust teaching to support individual learners.

A range of learning support and enrichment programs complement classroom instruction and further enhance student outcomes. Targeted interventions such as 'MiniLit' and the 'Reading Tutor Program' provide additional support for students requiring assistance in literacy. Mathematics enrichment and support opportunities include Maths Magic, Maths Explorers and Maths Olympiad, enabling students to deepen their understanding and extend their thinking.

The curriculum is strengthened through ongoing professional learning in our weekly Collaborative Coaching sessions that encourage reflective teaching and continuous improvement. Teachers work together to plan, analyse student data and progress and refine instructional practices, supporting consistent learning experiences across the school.

Digital technologies are used purposefully to enhance engagement and learning. Students have opportunities to develop problem-solving, creativity and collaboration skills through the use of BeeBots, Sphero robots and drones.

Students are also offered a range of enrichment opportunities that extend learning beyond the classroom. Selected students participated in SPARK (Supporting Potential Among Remarkable Kids) days, working alongside peers across the diocese on specialised projects. Additional opportunities such as Coding Club and Chess Club support logical reasoning, strategic thinking and student engagement. Together, these approaches ensure a cohesive and inclusive primary curriculum that supports student growth, achievement and a lifelong love of learning.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Bernard's Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	87%	54%
	Reading	96%	66%
	Writing	100%	76%
	Spelling	91%	62%
	Numeracy	83%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	63%
	Reading	93%	73%
	Writing	54%	65%
	Spelling	81%	69%
	Numeracy	74%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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

Parents consistently report a strong sense of belonging within the St Bernard's community, grounded in shared Catholic values and strengthened through strong connections with the parish and wider community. Families describe the school as welcoming, inclusive, and relational, fostering trust, respect, and partnership.

Parents value the school's caring and compassionate approach, noting that students are known as individuals and supported through strong pastoral care. Student wellbeing is clearly prioritised and embedded in everyday practice. Communication with families is viewed as open, transparent, and effective, with parents feeling well informed about their child's learning and wellbeing and included in processes that support student growth.

There is strong affirmation of the school's commitment to high academic expectations alongside support for individual learning needs. Parents also highlight the emphasis on developing student leadership, valuing opportunities that promote responsibility, service, and student voice within a Catholic context. Overall, families emphasise a culture of kindness and care, supported by strong, collaborative home–school partnerships.

Student satisfaction

Students consistently report that they feel safe and supported at St Bernard's. They describe the school as a positive learning environment where teachers are approachable, responsive, and supportive of individual needs. Students value being encouraged to work independently and appreciate the fair and inclusive approach used by teachers in the classroom.

Students demonstrate a clear understanding of school and classroom rules and expectations. They indicate that consistent behaviour expectations help create calm and productive learning spaces. Teachers are recognised for having high academic expectations and for emphasising important learning skills, supporting all students to achieve success.

Students also report a strong sense of progress in their learning, with many stating that they feel they have improved over the course of the year. This reflects the school's focus on growth and effort.

In addition, students express enjoyment of the school's physical environment, particularly the oval and a variety of outdoor play spaces, which support wellbeing, social interaction, and active play.

Overall, student feedback highlights a safe, supportive, and engaging school environment.

Teacher satisfaction

Teachers report strong support from school leadership and value opportunities to take on both formal and informal leadership roles. Staff feel encouraged to contribute ideas, lead initiatives, and participate in decision-making processes that support continuous improvement.

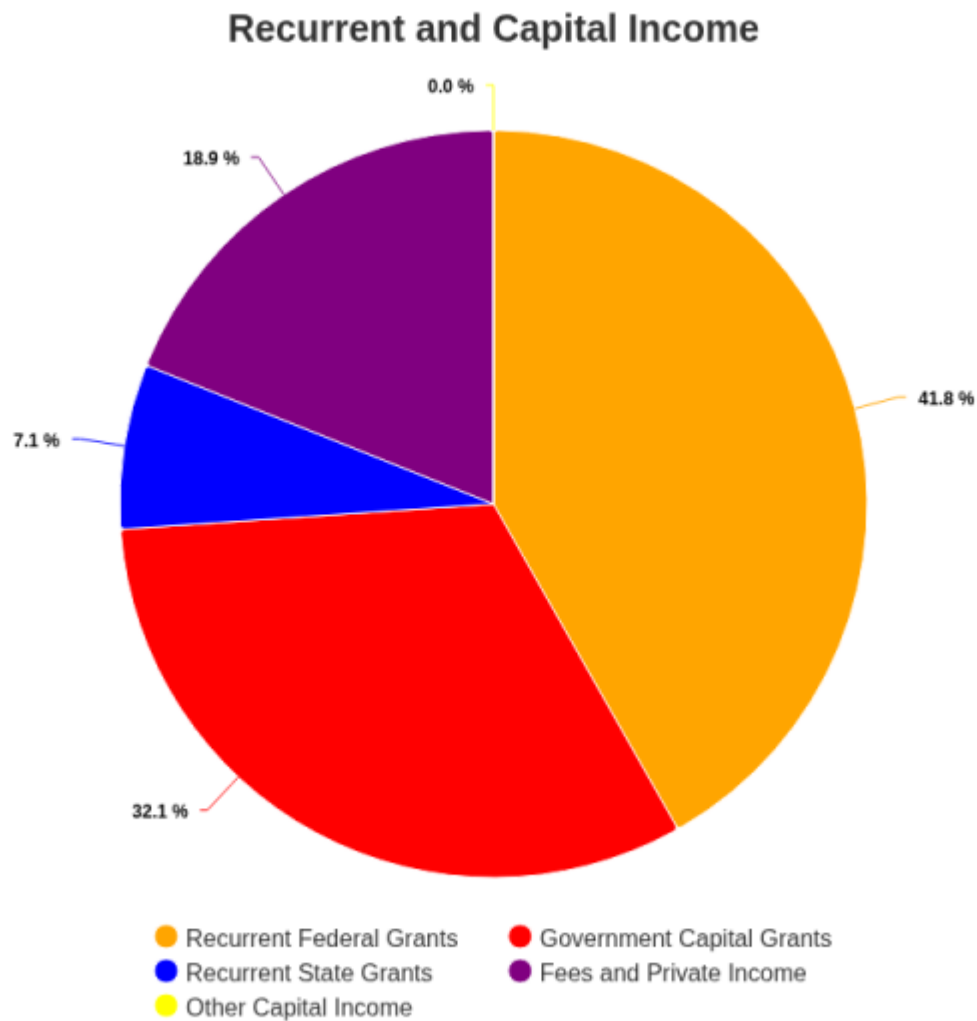
Staff describe a collaborative professional culture characterised by transparent communication and regular opportunities to share ideas and innovative practices. Teachers feel their professional voice is respected and valued.

Teachers also express appreciation for the strong relational culture at St Bernard's, highlighting care for personal wellbeing, work-life balance, and professional boundaries. A culture of empathy, respect, and mutual support is evident across the school.

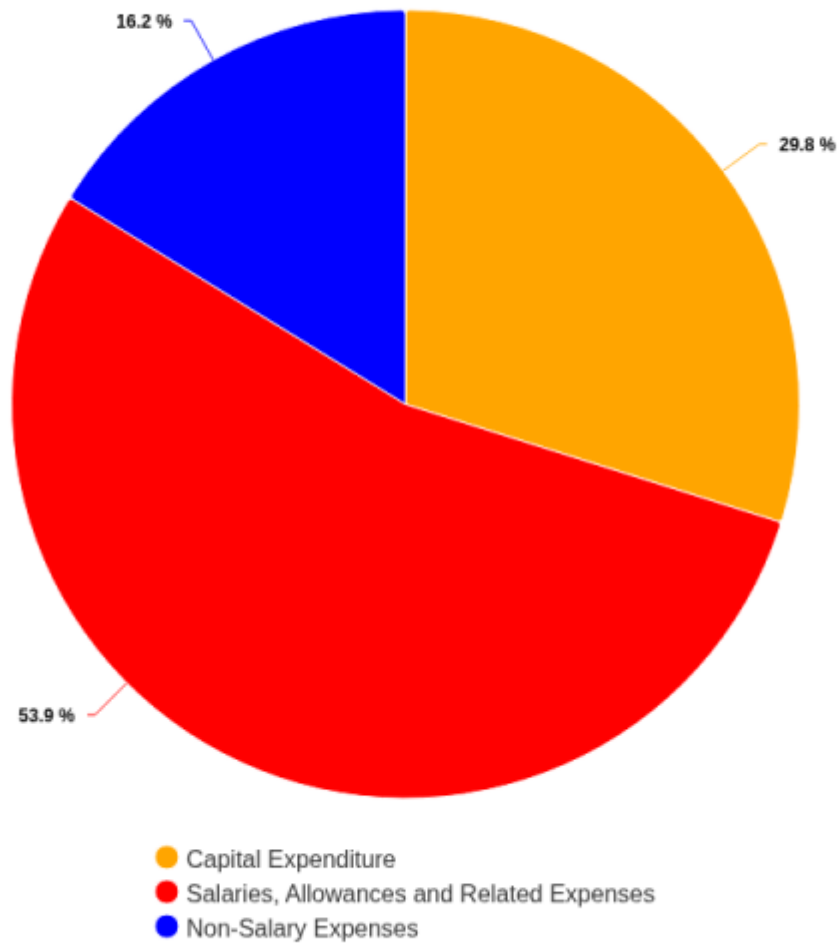
Staff identify an optimistic, "can-do" approach to their work, underpinned by shared responsibility, inclusion, and alignment with Catholic values. Overall, St Bernard's is described as a supportive, values-driven workplace that promotes leadership growth, collaboration, and wellbeing.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT