St Bernard's Catholic Primary School
Berowra Heights

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

St Bernard’s Catholic school community is a co-educational K-6 school, located within the Parish of Kuring-Gai Chase in beautiful bushland. School enrolments have grown steadily over the last few years, an indication of the high standard of holistic education embraced by staff members and the parent community.

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

In 2013 the school began the journey to develop a model of school governance that recognises existing understandings, practices, issues and possibilities; is based on agreed and understood Principles of Catholic School Teaching and the Diocesan Catholic Worldview; incorporates a School Advisory Group and serves to guide the development of the St Bernard’s school community for the benefits of the students.

I offer you this Annual Report for 2013. It is a key component of our school’s accountability to the community.

*The Principal*

1.2 **Message from the Parent Body**

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

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

Two highlights included the bi-annual school fete, which was a huge success both socially and as a fund raiser and the Cheese and Wine Night which gave the community an opportunity to dress-up and socialise.

Our Mothers’ Day and Fathers’ Day Stalls were also well received. The Canteen and Uniform Shop offer wonderful opportunities for the school community and also contribute to fund-raising for the school.

In 2013 we held two very successful Working Bees, which not only enabled many ‘chores’ to be completed but were great social events as well. Also we supported the broader community with participation in the BRFP project where we raised funds to support local community projects.

*The P & F President*

1.3 **Message from the Student Body**

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

St Bernard’s has given us many leadership opportunities. We attended many Cluster and Diocesan Masses with other school leaders and we have led our school Liturgies and assemblies. We have been responsible for leading the school athletics and swimming carnivals, for getting sports equipment out at recess and lunch and for looking after the sport equipment.

We have a Buddy program that gives younger children support throughout their early years at St Bernard’s. This program has run since we were in Kindergarten and has given us the confidence to be happy at school. Seven years ago we had the dream of becoming leaders of the school and it is our privilege and honour to have been members of the 2013 Student Leadership Team.

*St Bernard’s Student Leadership Team*
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
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<tr>
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<td>125</td>
<td>126</td>
<td>12</td>
<td>1</td>
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</tr>
</tbody>
</table>

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

- to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
- as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
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<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>21</td>
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</table>

Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.
2.5 Teacher Satisfaction

Throughout 2013 the continued implementations of the KidsMatter initiative and the EMU (Extending Mathematical Understanding) program have both been a strategic focus.

We surveyed the staff in relation to their actual involvement and desired involvement in decision making at St Bernard’s. The data indicated that the staff clearly have a desire to be more involved in decision making at the school in the areas of – Catholic Life and Mission, Pastoral Care, Community Engagement, School Planning and Organisation, Resource Management and Teaching and Learning. As a result, the staff decided to form four groups to ensure that shared decision making was incorporated into St Bernard’s. These groups were – Formation and Professional Learning in Religious Education; Implementing Positive Behaviour for Learning and KidsMatter; Developing a Student Leadership Policy and Teaching and Learning.

Teaching staff also nominated the EMU program, especially the strategies, as being very effective in assisting staff to more efficiently and effectively teach conceptual understanding in Mathematics.

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tbody>
<tr>
<td>K</td>
<td>95</td>
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<tr>
<td>1</td>
<td>96</td>
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<tr>
<td>2</td>
<td>97</td>
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<td>3</td>
<td>95</td>
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<td>5</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>93</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 95%.

Management of 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 Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.
School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

As a component of the KidsMatter framework, the students from K-6 have been working on growing resilience and strategies to deal with bullying.

The classes presented the PBL focus during Friday Assemblies and together with in-class reinforcement of the PBL rules, the students are gaining confidence in implementing the strategies on the playground and in the classrooms to build resilience.

The students have been involved in many different activities. For Book Week the students participated in School presentations. The K – 2 classes, ‘Aditi and her Rickshaw’ and the Years 3 – 6 classes, ‘Anansi Stories’.

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

In 2013 for the first time our Years 4 and 5 students (School Leaders for 2014) participated in two Leadership Days. The student response to these days was overwhelmingly very positive and effective.

All students participated in Life Education Lessons in 2013. The students’ evaluation of these lessons and the experience was once again overwhelmingly positive.
3. Catholic Life and Mission

3.1 Catholic Heritage

St Bernard’s was established by the Sisters of Mercy in 1971. St Bernard’s, Berowra Heights and St Patrick’s, Asquith are connected to make the Kuring-Gai Chase Catholic Parish. In line with our SIP goal, staff development around the life and significance of St Mary MacKillop and discipleship has built on the work in 2012 to foster a greater understanding of Catherine McAuley and the Mercy Charism.

The Catholic Life and Mission goal for 2013 was to further develop an understanding of discipleship through a study of St Mary MacKillop, so that by the end of 2014 we have integrated a strong and purposeful social justice agenda across the community.

To support this goal, the school community has:

- developed a more accurate and deep understanding of the work of St Mary MacKillop; and
- developed a greater awareness of the DISH and CANDELA mission work and a better understanding of how this work aligns with the actions of St Mary MacKillop.

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

3.2 Religious Life of the School

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

- Weekly Parish Mass participation – Each class celebrates Mass fortnightly;
- Years 4-6 experienced opportunities for the Sacrament of Reconciliation three times this year, during Lent, in Term 2 and during Advent;
- Weekly Staff Prayer;
- fortnightly school newsletter contains a prayer and references to opportunities to live a Christ-like life and includes specific dates and information regarding school Liturgies and religious celebrations;
- School Prayer and Song are prayed each week;
- Celebration of the Sacraments, particularly when received for the first time, is acknowledged at assembly;
- Staff attended the Sunday Eucharist several times (e.g. Sacraments, Class Masses, School related celebrations);
- Prayer spaces are prominent in classrooms, offices and the foyer and the foyer sacred space is set up by classes in the school to display significant religious learning; and
- Icons of St Bernard, St Patrick and Mercy Crosses are displayed around the school.
3.3 Catholic Worldview

During 2013, the spirit of Catherine McAuley has continued to enrich a deep commitment to working together to build a community of disciples of Jesus.

Some significant examples of social justice activities from 2013 include: St Vincent de Paul Winter and Christmas Appeal, combined Mercy Day and Candela talk by Mary Rajca, awareness of and financial support for Caritas; fundraising for Catholic Mission and attendance at the Annual Mission Mass, ‘the Dish’ initiative to prepare food to be distributed to the homeless in the local area and writing Christmas cards for lonely members of the community.

The Religious Education modules continued to provide opportunities for the students (and their families) to reach out to those less fortunate than themselves, on both a physical and a spiritual level. In addition to the PBL framework, the continued implementation of KidsMatter has been a significant focus in classrooms and across the parent community as a way of supporting the Mission and Vision of St Bernard's.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

At St Bernard’s we have had a number of staff continuing their post-graduate study in Religious Education and Theology.

The Staff Spirituality Retreat centred on developing a School Advisory Group and aligning this to Catholic Worldview and Social Teaching. A great deal of discussion centred around the focus for Religious Education and Catholic Life and Mission as we move into 2014.

Each term a staff meeting was devoted to reflecting on the Catholic Life and Mission SIP to further develop an understanding of discipleship through a study of St Mary MacKillop. Staff spent time in meditation on topics from "The Little Brown Book" by Sue and Leo Kane. This book and the facilitation guide focuses on key themes to develop a greater understanding of the life and significance of Mary MacKillop and through this, guide participants to a deeper knowledge of discipleship and relationship with God.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

The School’s pastoral care policies and practices are evident in the strategic and annual plans and are at the forefront of all that is promoted across the community. The PBL framework permeates decision making at all levels of the community: Respect for Self, Respect for Others and Respect for the Environment.

In 2013 the implementation and adoption of the KidsMatter Framework continued. Term 1 saw the revision of the Framework’s Modules 1 and 2, where the focus was on building a positive, inclusive and welcoming school environment and the social and emotional learning of students. Terms 2 and 3, Module 3 was introduced – parent education and support.

Within the PBL framework is the ongoing development and implementation of an award structure which affirms and encourages appropriate behaviour. This structure includes: Reasons to Smile, Merit Awards and the prestigious St Bernard’s Award. The various awards are designed to impact positively upon the learning and wellbeing of the students so that an environment where students feel their needs can be met in a safe and supported way, is created. In 2013 the Reasons to Smile reward program continued with the smile tokens and Class Clowns so that students were encouraged and rewarded as individuals, members of a class and parts of a whole school team as well.

Throughout 2013 the PBL structure was re-visited regularly during the twice a term PBL meetings and the analysis of data. Such analysis provided a scaffold for staff to unpack where, why and the type of incidents being recorded and to accurately pinpoint strategies to encourage more respectful and co-operative behaviours from the student body.

A November survey of the student body indicated that 100% of students were aware of the School Rules and their purpose; could name at least 5 places were the Rules were displayed; and could articulate (age appropriately) the consequences for breaking a rule.

4.3 **Pastoral Care of Families**

There have been several instances where the community has rallied to support needy and grieving families. As always, such support was undertaken discreetly and in a spirit of generosity.

KidsMatter issues and parent information matters were often included in the School Newsletter. Similarly, KidsMatter structures and issues were regularly discussed at staff meetings and this became the forum to discuss confidentially any students and/or families that may have needed extra support. In addition there were a number of opportunities for parent education seminars on KidsMatter content and directions.

As well, the P&F executive team was particularly vigilant in ensuring the pastoral needs of families were met:

- Class Parents liaising with teachers and parents to inform about the needs of whole community;
- Parents participating in charity events are supported by school community;
• All referrals for counselling are treated sensitively and confidentially and followed up with all involved. In addition, the KidsMatter content information included providing parents with additional information, websites and contact details to access professional assistance for their children should it be required;

• The parents liaise with Parish personnel when planning weekend Masses, sacramental celebrations and liturgies; and

• The Principal is supportive of financial reductions for hardship given during times of need.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2013, St Bernard’s continued with the *Enhancing Mathematical Understanding* (EMU) initiative. This initiative brought about a number of changes, providing a new direction for staff in their teaching of Numeracy, with a focus on developing students’ conceptual understanding. The Mathematical Assessment Interview (MAI) allowed teachers to pinpoint students’ growth points and program lessons and warm ups in accordance to these needs. From the MAI data, intervention groups were formed, comprising Year 1 students who were provided with daily number practice. The parent community was also engaged in assisting students in their Numeracy development, through parent workshops.

St Bernard’s also continued learning about the *KidsMatter* framework, with strategies implemented school wide, in an effort to build resilience amongst the students.

In addition, several noteworthy initiatives include:

- the Gateway initiative supported Stage 2 students whose particular talents in Creative Writing, Dance, Science or Robotics deemed them worthy of participating in a forum to engage in learning activities and discussions with their peers;
- selected Year 6 students were able to participate in the Australasian Problem Solving Mathematical Olympiad; and
- Students from Year 3 to Year 6 could be part of the school choir and/or join the school band as well as participate in the North Shore Chess Competition.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- 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.
• State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

• In the 2013 cohort, there were (38) students in Year 3 and (40) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).

### Band Distributions (%) – Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>State</td>
<td>2.8</td>
<td>9.7</td>
<td>16.3</td>
<td>24.6</td>
<td>18.7</td>
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<td>22.6</td>
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<td>17.9</td>
<td>46.2</td>
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<td>43.9</td>
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<tr>
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<td>4.2</td>
<td>9.2</td>
<td>17.2</td>
<td>24.9</td>
<td>23.0</td>
<td>19.5</td>
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<tr>
<td></td>
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<td>7.7</td>
<td>17.9</td>
<td>17.9</td>
<td>23.1</td>
<td>33.3</td>
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<tr>
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<td>17.9</td>
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<td>State</td>
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<td>7.7</td>
<td>20.5</td>
<td>20.5</td>
<td>38.5</td>
<td>12.8</td>
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</tbody>
</table>

St Bernard’s Year 3 cohort achieved the following results: 60.5% of students in the top two bands for Reading (State 46.5%); 81.8% of students in the top two bands for Writing (State 54.2%); 56.4% of students in the top two bands for Spelling (State 49.6%); 61.5% of students in the top two bands for Grammar and Punctuation (State 54.4%); 50.8% of students in the top two bands for Numeracy (State 48.8).

100% of the Year 3 cohort achieved above the national minimum for Writing, Spelling, Grammar and Punctuation and Numeracy. 95% of students achieved above the national minimum for Reading. These results indicate that we are above the state and national for all areas except for Reading where we are at state and national.

The school’s focus on a well-balanced Literacy and Numeracy block with particular attention to well-crafted Guided Reading and Writing sessions has impacted on this cohort’s learning gains.
Band Distributions (%) – Year 5

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<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
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<td>28.9</td>
<td>22.1</td>
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St Bernard’s Year 5 cohort achieved the following results: 56.7% of students in the top two bands for Reading (State 37.4%); 23.7% of students in the top two bands for Writing (State 23%); 54% of students in the top two bands for Spelling (State 37.9%); 64.8% of students in the top two bands for Grammar & Punctuation (State 42.1%); 48.6% of students in the top two bands for Numeracy (State 27.8%);

100% of the Year 5 cohort achieved above the national minimum for Reading and Grammar and Punctuation. 97% of students achieved above the national minimum for Writing and Numeracy and 92% of students achieved above the national minimum for Spelling. These results indicate that we are above the state and national for all areas except Spelling.

The school’s focus on a well-balanced Literacy and Numeracy block with particular attention to well-crafted Guided Reading and Writing sessions has impacted on this cohort’s learning gains.

As a whole, the NAPLAN results support staff’s already identified priorities: determined focus on offering quality teaching and learning experiences in both Literacy and Numeracy; designing and administering rich assessment tasks and associated feedback; engaging students through technology and opportunities for interest extension; and, placing appropriate importance on the wellbeing of all students so that they are supported to learn in a safe and caring environment.

5.3 Extra Curricula Activities

Throughout 2013, the diverse extracurricular program continued, including: the Premier’s Reading Challenge, GateWay Initiative, Junior and Senior Dance Troupe, Choir, Band, Music (instrument classes) and Chess Club. The generous contribution of staff members to organise and supervise these initiatives is much appreciated.

In addition, 2013 saw the introduction of the IT Group, the Drawing Club and the Knitting Club. All staff members are highly commended on their generosity of spirit in planning, preparing and facilitating these activities. The students involved are extremely positive about the opportunities which cater to all levels of learners and span a wide interest base.

Selected students were also able to participate in Rugby League, Soccer and Netball Gala Days as well as Cluster and Diocesan Athletics, Swimming and Cross Country.

All classes participated in an excursion with the Years 5 and 6 students attending an overnight stay. The Year 5 students participated in a Leadership Camp with the Year 5 students from St Patrick’s Asquith.
5.4 Professional Learning

Throughout 2013 the Staff continued to participate in various professional learning opportunities. Through participation in Staff Development Days, Conferences, Team Meetings and in-services, Staff has continued to stay at the forefront of education.

Again this year there was a specific focus on Numeracy. Three members of staff were in-serviced on the EMU program. They then shared this information with the community through parent and staff meetings, resulting in excellent feedback and improved results.

The Staff have engaged in professional learning based on Literacy and ‘the Literacy Block’ which enabled the school to review our current practices and implemented changes.

Professional learning around programming also began in 2013.

Increasing the knowledge and role of technology at St Bernard’s has continued to be a priority. The continued introduction of iPads and the in-service training provided skilled the teachers in the use of this technology in the classroom. Two staff members were also training in Google Apps.

A focus on Mary MacKillop meant that staff was in-serviced by the Religious Education Co-ordinator on the life of Mary MacKillop and her works. The staff also worked with the CSO Religious Education Consultant to develop rich assessment tasks for RE.

A significant focus for 2013 has been Governance. All the staff participated in professional learning on Governance and Catholic Social Teaching with Professor Michael Gaffney. This gave staff an opportunity to participate fully in the decision making process at St Bernard’s.

As well we continued our professional learning on KidsMatter with the completion of Component 3 – Parent Education and Support.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The School Improvement Plan focused on the implementation of the KidsMatter program with the first three components being successfully integrated across the community. This initiative linked closely with the sustained focus on the Positive Behaviours for Learning framework. Data gathered from behaviour instances shows a drop from the 2012 data.

The continued implementation of the EMU intervention strategies has demonstrated the value of the MAI as an instrument for identifying and guiding Mathematical understanding.

Developing rich assessment tasks for the Mercy modules and Mary MacKillop had been a priority for 2013. With the assistance of the Religious Education Consultant, the staff worked to develop rich assessment tasks based on the work of these two significant characters.

A highlight of the year is the significant learning about Governance and the Principles of Catholic Social Teaching. With the assistance of Professor Michael Gaffney the staff has been able to develop a model for Governance at St Bernard’s. This model is based on the Principles of Catholic Social Teaching and the Diocese’s Catholic Worldview. All staff are now involved in the decision making at St Bernard’s and have been involved in the development of a School Advisory Group, which will be operational in 2014.

6.2 2014 Priorities and Challenges

The priorities and challenges for 2014 are:

- continue to implement the KidsMatter framework to further enhance the link between student wellbeing and academic achievement and ensure that the KidsMatter Framework has a sustained focus;
- to ensure a sustained focus K-6 in Numeracy to significantly increase student outcomes and teacher confidence and capability in Mathematics;
- to improve student participation in faith celebration;
- to improve student Literacy outcomes in Writing;
- to strengthen ‘student voice’ and engagement in life of the St Bernard’s School Community through a focus on student leadership and early intervention;
- to continue the work of the Leadership Team in strategically aligning all professional learning and initiatives towards student centred learning; and
- ongoing purchasing of technology resources accompanied by strategically planned professional learning of how to best integrate technology across all KLAs.
7. **Parent Participation**

7.1 **Introduction**

The parent community continues to be very active at St Bernard’s and the list below provides just a snapshot of the numerous ways in which parents are involved. 2013 saw the introduction of the indoor and outdoor committees to assist with the purchasing of resources in these areas.

Parents work as partners in classroom support during Literacy and Numeracy Blocks and for special educational celebrations. Parent Information sessions were held for classroom helpers to establish guidelines and expectations as well as to provide strategies to assist parents in this role.

The Class Parent Co-ordinator continued, ensuring clear communication channels to all Class Parents. The Class Parent role is one which is valued in the community and the nominated person assumes responsibility for being active in informing the community about upcoming events.

Again, a very capable team of ladies undertook responsibility for organising Mothers’ and Fathers’ Day Stalls.

There were several social events overseen by the P&F which enabled many volunteers to be involved in the school.

The Canteen, Uniform Shop and Preschool Playgroup are staffed by parent volunteers who contributed a considerable amount of time to ensuring the smooth operation of each of these areas.

The weekly assembly is very well attended by the parent community and provides an opportunity for the children to shine in front of their families.

Further information about parent involvement, along with the Minutes of P&F Meetings, is posted on the website.

In 2013 the parents were invited to participate in the development process of the School Advisory Group.

7.2 **Parent Satisfaction**

During 2013, the parent community’s input into the decision making process on a number of occasions was welcomed. The attendance at P & F Meetings, especially Term 1 and Term 4 is particularly encouraging.

Parents indicated their support of several initiatives of the Parents and Friends Group. The highly successful School Fete was well supported by the community. The cheese and wine social was also well supported by the community.

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

A large number of parents and grandparents attended our various celebrations throughout the year – Mothers’ Day Liturgy and morning tea, Fathers’ Day Prayer, footy and breakfast and Grandparents’ Day Liturgy and morning tea to name a few. A significant number of families congratulated the school with words of thanks.

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

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at [http://www.myschool.edu.au](http://www.myschool.edu.au). Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at [http://www.csodbb.catholic.edu.au](http://www.csodbb.catholic.edu.au)

The contents of this annual report have been validated by the School's consultant, Diann Hynes.