



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## St Bernard's Primary School Batehaven

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### Principal

Mrs Jacqueline Heffernan

## Section One: Message from Key Groups in our Community

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### Principal's Message

St Bernard's Primary School is well placed as one of the leading Catholic schools in the Eurobodalla. Along with St Mary's Primary School Moruya, we forge a strong partnership with our secondary College, Carroll College to create a Kindergarten - Year 12 Pathway for families on the South Coast.

The educational landscape is such that change is constant and creative thinking is imperative to cater for the needs of our community. We are nurturing within our students an inner compass of valuing and thinking in a way that brings about an holistic growth. As our students move from Kindergarten to Year 6 and beyond, they go with the knowledge that Jesus is their friend, that positive and caring relationships matter, and are enduring; and nothing is more important than being true to themselves. Our aim is to grow children into discerning, faith-filled, responsible, confident, and intelligent individuals who care deeply about the world in which we live. Self-direction and collaboration have become essential skills for student engagement. Our role as educators is such that we now facilitate rather than instruct.

We celebrate our catholicity and *begin with the heart* as we live and learn.

### Parent Body Message

The 2016 Parents and Friends Association worked together with the School Board, staff and community to build a positive relationship by:

- Promoting attendance at P&F meetings - where the committee came together to contribute to the school in a purposeful way.
- Supporting and initiating school community events such as, school Discos, Colour Run, Raffles and Stalls for Mother's Day and Father's Day, and involvement in a variety of community events.

As a committee we raised funds with a pre-determined amount for a project for our school that benefited both the children and school. We worked towards raising enough funds for the installation of sun shades over the Infants playground. Our future goal is to purchase shade sails for the Primary Equipment area and new Home Readers for our junior grades.

We provide a Canteen service three days per week, employing two Canteen Managers in a job-share arrangement.

We work closely with our Principal and School Board representatives; keeping all communication open, be it via phone, email or face to face. We have a fantastic positive relationship with all parties involved and continue to look towards future projects to improve St Bernard's.

President

### Student Body Message

2016 highlights include the Year 6 Leadership Day with students from St Mary's, Moruya; the Buddy system between older and younger students, sporting events and the Stage 2 & 3 Public Speaking Competitions. Students have participated in the ANZAC Day March, Remembrance Day, Mission Day, The Colour Run, and Pirate Day to raise funds for cancer research and a number of smaller fundraisers to raise awareness for various organisations.

The Student Representative Council is encouraged to build their leadership skills through leading assemblies and connecting with students K-6. The SRC set the fundraisers for each year. A successful combined sports event with St Mary's students and secondary students from Carroll College, Broulee developed strong friendships and further enhanced the K-12 pathways for students in our Catholic Schools on the South Coast. New plans were finalised for the upgrade of Years K-2 classrooms. By 2017 flexible learning spaces will feature across K-6. STEM activities have engaged students in Science. The Makerspace, hydroponic garden using coding, and the development of the Outdoor Tinkering Studio have been very exciting projects.

## Section Two: School Features

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St Bernard's Primary School is a Catholic systemic Co-educational School located in Batehaven.

St Bernard's undertook a Kindergarten - Year 2 building project to upgrade classrooms in the junior area of the school. This was a government funded project, with the support of Catholic Education. The purpose was to create innovative and contemporary classroom spaces. The teaching staff are thrilled by the changes and how these alterations impact the learning environment for students. 21st Century pedagogy is supported by flexible learning spaces as seen in our new classroom designs. More responsibility is placed on the learner, with an emphasis on student-directed learning, whereby the student takes an active role in determining their avenue for learning. For example; where, how and with whom the student engages within their learning space is important. Students become empowered in their learning when they have some say (choice) in how this is to happen. The new learning spaces allow for more flexibility in the movement of students and how they see themselves as learners. Collaboration and teamwork; Creativity and imagination; Critical thinking and Problem solving are all critical elements in today's classrooms.

The School Board and Parents and Friends Association has continued to play an important role at St Bernard's. Members of the St Bernard's School Board have worked closely with personnel from Catholic Education to determine school priorities that align to the System's Strategic direction. The Parents and Friends Association continues to fundraise for significant items. Sun-shade sails were installed for the Infants Playground. The Easter Hat Parade, Mother's Day morning tea and stall, Father's Day breakfast and Colour Run, are examples of school events where strong representation from the St Bernard's parent community was evident. Parent participation continues to strengthen and remains positive.

St Bernard's is a lead school in the area of STEM (Science, Technology, Engineering and Mathematics), having won a National Award for initiatives in this area. The development of our 'Makerspace' provides hands-on creative ways that encourage students to design, experiment, build and invent. This space has deeply engaged students in problem solving and creative thinking. We offer a variety of digital technologies to allow students to access these at their stage of development, and to cater for different levels of experience. Enrichment groups have been established to promote higher order thinking among our students. For example, the development of a hydroponics garden using Coding; creation of an outdoor 'Tinkering Studio'.

The community enjoyed a school Musical, involving every student from Kindergarten - Year 6. 'The Lion King for Kids' was an exceptional showcase of the talent and confidence being nurtured at St Bernard's Primary School.

## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

In late 2015, Pope Francis declared an Extraordinary Jubilee of Mercy. The year's motto was "*Merciful Like the Father*." Throughout this Extraordinary Jubilee of Mercy Year, we were reminded of ways we can be the face of Jesus through simple actions; reaching out to others and providing comfort, a listening ear, a smile or taking a stand against injustice in its many forms. The Year of Mercy set the scene for school Masses and fundraising initiatives for our local chapter of St Vincent De Paul and Catholic Mission.

An awareness of social justice issues underpins much of our teaching and learning at St Bernard's. In Term 2, donations of warm blankets, canned food, jackets and jumpers streamed into the school, providing much needed comfort for disadvantaged families in our local community. In Term 4, Odd socks, with beautifully crafted prayers, adorned our walkways on clotheslines as we 'Socked-it-to-Poverty'. We raised over \$2500.00 for a Mobile Education TukTuk in Phnom Penh, Cambodia in our Mission Market Day stalls. Our annual St Vincent De Paul Christmas appeal in December helped to offer some Christmas cheer by providing more than 20 food and gift hampers to disadvantaged families in our local area.

Curriculum continued to be at the forefront of our teaching and Learning with the revised Treasures New and Old units making their way into our classrooms. Staff meetings were allocated to resources and assessment.

The school year began with a mass to ask God to bless our community. The SRC and House Captains were inducted and Year 6 received their Leadership badges. Our staff were also welcomed by the parish and blessed at a Sunday Mass early in Term 1.

In March, we celebrated Catholic School's week with St Mary's and Carroll College with our annual Combined School's Mass, further strengthening our K-12 Pathways on the Coast.

In Term 2, we celebrated Grandparent's Day. The Church was full and the singing almost lifted the roof as Archbishop Christopher Prowse and Father John led a beautiful Mass celebrating 'The Feast of the Sacred Heart'. Mass was followed by 'Open Classrooms' and a Morning Tea for our many visitors to the school.

Graduation marked the end of one journey and the beginning of another for our Year 6 students who were formally farewelled by the school and parish community at a very moving Graduation Mass and Award Ceremony. The students conducted themselves with dignity and grace as they led the school through a very prayerful reflection of their time at St Bernard's, leaving barely a 'dry eye' in the Church.

In 2016 we were fortunate to work closely with our St Mary's Moruya and Carroll College colleagues to provide rich and meaningful Sacramental Retreats led beautifully by the Year 9 Faith Formation team from Carroll College.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
188	200	3	388

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

### Student Attendance Rates

The average student attendance rate for 2016 was 91.45%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	91%
Year 2	92%
Year 3	92%
Year 4	88%
Year 5	91%
Year 6	94%

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2016:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
27	11	38

\* This number includes 21 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	3%
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### Professional Learning

The content of Professional Learning in 2016 included: Professional Code of Conduct Requirements, Grade planning meetings, Personal Goal Setting with Amanda Mackenzie, Literacy, Google Classrooms, Kids Matter, History/Geography Curriculum, Storyline – Inquiry Learning, Playground Expectations, SALT Compliance Modules, Homework Policy, Staff Spirituality with Phil Billington, Disability Standards for Education with Christine Wanjura, NAPLAN Analysis, Professional Conversations, New School Improvement Tool, First Aid and CPR, Religious Education and Diabetes Training.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66%	49%	5%	11%
	Writing	49%	49%	3%	6%
	Spelling	49%	46%	13%	12%
	Grammar and Punctuation	49%	52%	3%	10%
	Numeracy	29%	36%	3%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	21%	35%	19%	15%
	Writing	8%	17%	13%	18%
	Spelling	25%	30%	19%	18%
	Grammar and Punctuation	30%	36%	19%	15%
	Numeracy	16%	29%	12%	17%

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2016

Key improvement areas for St Bernard's in 2016 focused on the following: Promotion of Catholic Identity and Faith, Building leadership capacity among staff, Collection of Student Data, Increasing student engagement, Reporting processes, Professional Goal Setting, Developing a Growth Mindset across the school, Whole School Agreed Practices for Assessment - All students can learn.

Our focus has been to provide added support for our students' social, emotional, and mental health which is paramount to achieving learning outcomes and developing functional and resilient individuals. Teachers are working to ensure that all students – including high achieving students – are engaged in their learning and teachers are identifying and responding to diverse needs. Our success of these goals has been measured from the analysis of Student data, teacher observations, pastoral care of students and staff, teacher feedback, students articulating their learning goals, student engagement, Parent feedback, Report writing, and overall academic growth. Increasing academic rigour and raising standards remains at the forefront.

### Priority Key Improvements for 2017

- All students can learn. Our focus is to provide added support for our students' social, emotional, and mental health which is paramount in achieving learning outcomes and developing functional and resilient people.
- Our focus is to further develop our Catholic Identity which is expressed through clearly articulated vision and mission statements, policies and practices, a rigorous and engaging curriculum, an environment reflective of our Catholic culture and quality teaching and learning practices.
- Enhance student achievement and engagement in Literacy and Numeracy. How can analysis of informal and formal data be used to improve teachers' capacity to teach explicitly and differentiate learning?

## Section Eight: School Policies

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### Student Welfare Policy

The goals of the Pastoral Care and Welfare Policy at St Bernard's Primary School are to: promote an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy, and the wider community; ensure that Pastoral Care and Welfare is integral in all that we do; increase communication between home and school; encourage and affirm each other; ensure that each member of the community accepts responsibility for the Pastoral Care and Welfare of others; respect the rights and freedoms of each individual respect confidentiality; ensure that students, staff and parents are supported by the processes in place to support all students; promote restorative justice practices that build relationships.

St Bernard's follows the principles of Restorative Practices when helping students, parents and teachers to resolve issues of interpersonal conflict. Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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The full text of the Complaints Policy may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the Catholic Education website.

## Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

A parent satisfaction survey for K-6 was undertaken in August 2016. Invitations containing a link to the on-line survey instrument were sent to all parents. Feedback is welcomed and appreciated. From this we gain valuable insight into key improvements that have informed part of our Annual Improvement Plan. Parents at St Bernard's feel valued and contribute significantly to the life of the school. Parents feel welcomed into the school and feel comfortable in approaching the staff. The Parent education is relevant and engaging. There has been a particular focus on literacy and numeracy development and how parents can be better equipped to assist their children at home. Communication is an essential element in all aspects of the school life. The Skoolbag app/ Newsletter and emails are used consistently to enhance effective communication. Parents and staff are continually encouraged to foster a strong partnership and open communication. Parents express their gratitude for the many ways the St Bernard's staff are committed to raising standards and providing a nurturing environment.

### Student Satisfaction

The Student Representative Council (SRC) meets weekly with two teachers who work with the team of students to guide and mentor them in their leadership duties. The SRC are charged with the responsibility of gaining students' views and reporting these back to the group as a whole. The fundraising initiatives they plan are gathered from conversations with other students and from ideas they would like to introduce to the school community. The SRC also meet regularly with the Principal to discuss areas of concern and assist in solving issues as they arise. The students demonstrate a high level of independence and initiative, and readily contribute to the positive ethos of St Bernard's. Their involvement in the religious life of the school, Masses and community events is very much encouraged. The students of St Bernard's are exposed to various learning opportunities through excursions, sport, the Makerspace, IT, Performing and Visual Arts and through differentiated planning and programming, where we can tap into students' interests, abilities and learning styles.

### Teacher Satisfaction

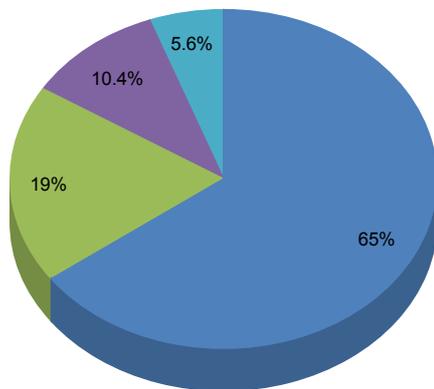
Feedback from staff indicates a high level of morale among colleagues. Increased participation in professional learning opportunities has empowered teachers to improve practice and raise self-efficacy. Teachers have expressed appreciation of their involvement in the following initiatives and school priorities.

- Professor Kaye Lowe spent time at St Bernard's with staff and parents highlighting effective reading and writing strategies to be implemented in the Literacy Block.
- Professional Conversations have assisted in the development of Professional Learning Plans, with teachers developing 3 goals in line with the Australian Professional Standards for Teachers.
- Inquiry Learning continued to be a focus across the school, with all Staff participating in Professional Learning. The staff were committed to team teaching in the iCentre, creating an engaging and enriching learning environment where the students worked individually or collaboratively on an investigation task.
- STEM initiatives were embraced and staff were engaged in new learning.

Teachers feel well supported in their roles and every opportunity is explored to assist teachers to engage in current pedagogy and best practice.

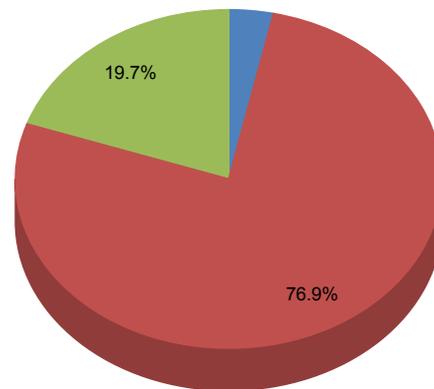
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (10.4%)
- Other Capital Income (5.6%)

Expenditure



- Capital Expenditure (3.4%)
- Salaries and Related Expenses (76.9%)
- Non-Salary Expenses (19.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,132,507
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$915,121
Fees and Private Income <sup>4</sup>	\$503,022
Other Capital Income <sup>5</sup>	\$271,753
<b>Total Income</b>	<b>\$4,822,403</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$155,009
Salaries and Related Expenses <sup>7</sup>	\$3,534,560
Non-Salary Expenses <sup>8</sup>	\$906,753
<b>Total Expenditure</b>	<b>\$4,596,322</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.