



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Bernard's Primary School Batehaven

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Principal

Mrs Jacqueline Heffernan

Section One: Message from Key Groups in our Community

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 Broulee to create a Kindergarten - Year 12 Catholic Pathway for families on the South Coast of New South Wales.

The 2017 school year has been filled with numerous highlights. It has been my pleasure to work alongside families and the broader Batemans Bay community to provide the best learning opportunities for the children in our care. St Bernard's continues to provide a strong foundation for success. My hope is that our Catholic community is united in the belief that Jesus is our greatest teacher. We aim to impart important values of love, compassion, integrity, respect, honesty and justice as we build an inclusive community and deliver contemporary quality learning opportunities for all at St Bernard's. We are committed to increasing our capacity as learners, and being facilitators of learning. The educational context of St Bernard's is evolving and exciting. We encourage the children to listen and respond with an open heart.

Parent Body Message

The 2017 Parents and Friends Association worked together with the School Board, staff and community to build positive relationships 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, Community BBQs, 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 Primary playground. New Home Readers for our junior grades has also been a priority, along with "Good Fit" books for Years 3-6. We provide a Canteen service three days per week, employing a Canteen Manager to coordinate the service for our families. We work closely with our Principal and School Board representatives; keeping all communication open and transparent. We have very positive relationships with all parties involved and continue to look towards future projects for school improvement.

P&F President

Student Body Message

2017 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 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.

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 each year. St Bernard's won the *Lego Scholarship* of \$10,000, supported by Google Australia, *FIRST*[®] Australia - funding new robotics teams in the *FIRST*[®] LEGO[®] League & *FIRST*[®] Robotics Competition programs. Our first school playgroup was introduced called SPICE – *SUPPORTED PLAYGROUPS IN CATHOLIC EDUCATION*, and we welcomed a new teacher from Canada on Teacher Exchange. The P&F Committee also contributed \$10,000 to purchase and installation of the shade sails for the senior equipment area.

Section Two: School Features

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

St Bernard's completed 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 empowered by the changes and how these upgrades 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 essential elements in today's classrooms.

The School Board and Parents and Friends Association have continued to play an important role at St Bernard's. Members of the St Bernard's School Board have worked closely with the community 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 in the Primary 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 number of awards 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; and creation of an outdoor 'Tinkering Studio'.

Above all else, is the exceptional school culture that promotes care, respect and a safe learning environment for all.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

In 2017, curriculum continued to be at the forefront of our teaching and learning with the revised Treasures New and Old units being updated to meet the needs of our students. The introduction of the 'Three Worlds of the Text' brought inquiry into the RE classroom, inspiring some young theologians and historians. Staff meetings and twilight meetings were allocated to resources, planning, faith formation and staff spirituality.

We were once again 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 newly formed CSYMA students of Carroll College. Our parents engaged in Information and Enrolment evenings for the Sacraments, and supported us at school and Parish Masses.

The 2017 school year commenced with our annual Combined Schools' Mass at Carroll College with St Mary's, Moruya and Carroll College, Broulee. More than 1200 students, teachers and families came together to join in prayers for the new school year, further strengthening our K-12 Pathways on the Coast. The SRC and House Captains were inducted and Year 6 received their Leadership badges. We celebrated with Year 2 First Reconciliation and came together as a school for an Easter Spectacular 'That We Might Live' whereby each grade performed a part of the Easter Story.

In Term 2, we farewelled Fr John Armstrong, our Parish Priest. We welcomed our new Parish Priest Fr Martins Aloga and celebrated as a parish community with our Year 6 students making their Confirmation. We attended Pentecost Parish Mass wearing headbands adorned with flames. Donations of warm blankets, canned food, jackets and jumpers streamed into the school, providing 3 car loads of winter goods for the St Vincent de Paul Winter Appeal, assisting those in our community who are in need.

In Term 3, we supported our Year 3 students through their First Eucharist. We prayed for Mary at the Feast of the Assumption Mass and enjoyed NAIDOC week activities and prayers. We celebrated Grandparents Day and held an Open Classroom Morning to share in our successes. In August we celebrated the Feast Day of St Bernard's and the 30th anniversary of our Church in Batemans Bay with a Parish Mass and fun day.

Term 4 saw us 'Sock-it-Poverty' with the students and teachers wearing colourful socks and our playground turning into a bustling market place for our annual Mission Market Day stalls. We raised over \$2800 for the St Luke Health Centre in Bujuni, Uganda, enabling them to purchase an incubator, a sink, and a tap connected to fresh running water. Our SRC attended the Mission Mass in Canberra and Graduation marked the end of one journey and the beginning of another for our Year 6 students.

Section Four: Student Profile

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 2017:

Girls	Boys	LBOTE*	Total Students
186	195	2	381

* 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 2017 was 91.56%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	92%
Year 2	91%
Year 3	92%
Year 4	92%
Year 5	90%
Year 6	91%

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

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	9	34

* This number includes 21 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	5%
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Professional Learning

The content of Professional Learning in 2017 was varied and dynamic and included: School Vision & Mission, Students with diabetes, Kids Matter, SALT Compliance Modules, NESAs, Google Suite, Religion, Literacy, Understanding Autism, Personal Plans, Numeracy, Three Worlds of the Text, Disability Standards for Education, NAPLAN Analysis, Professional Conversations, National School Improvement Tool, First Aid and CPR, reSolve Mathematics Inquiry, Mentoring, Professional Goal Setting

The St Bernard's team is committed to increasing their capacity as learners, and being facilitators of learning.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57%	52%	2%	10%
	Writing	54%	45%	2%	8%
	Spelling	32%	46%	13%	13%
	Grammar and Punctuation	72%	56%	9%	11%
	Numeracy	48%	40%	4%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	27%	37%	24%	15%
	Writing	12%	16%	27%	19%
	Spelling	22%	34%	22%	14%
	Grammar and Punctuation	18%	34%	33%	18%
	Numeracy	14%	28%	31%	15%

Section Seven: School Review and Improvement

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 2017

Key improvement areas for St Bernard's in 2017 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 wellbeing 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 through an inquiry approach. 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 personal learning goals, student engagement, parent feedback, report writing, and overall academic growth. Increasing academic rigour and raising standards to improve outcomes remains at the forefront for all that we undertake as a learning community.

Priority Key Improvements for 2018

- 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.
- 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.
- Enhance student achievement and engagement in Literacy and Numeracy; implementing reSolve Mathematics by Inquiry.
- Increase teacher capacity through professional learning.
- Introduce innovative ways to promote staff and student wellbeing; for example 'Pickles' our school dog, chicken and sheep; sensory activities to support students in the way they learn and see the world.
- Continue to upgrade classroom furniture to support new learning environments.
- Create an outdoor calming space for students to retreat to in breaks.

Section Eight: School Policies

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 that support all students; promote restorative justice practices that build positive 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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Section Nine: 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, 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

An online parent satisfaction survey was undertaken in 2017. Feedback is always welcomed and appreciated. From this survey data, we gain valuable insight into key improvements that inform part of our school's 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. Parent education sessions are relevant and engaging. There has been a particular focus on literacy and numeracy development and how parents can be better supported to assist their children at home. Communication is an essential element in all aspects of school life and parents highlight this as a strength at St Bernard's. 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 and transparency is evident. Parents express their gratitude for the many ways the St Bernard's staff are committed to raising standards and providing a nurturing learning community. Many comments are also made about the improved aesthetics of the school.

Student Satisfaction

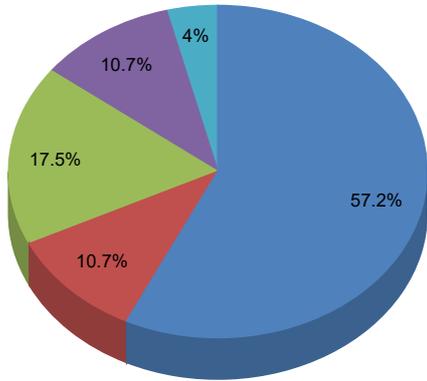
The Student Representative Council (SRC) meets weekly with two teachers who work with the team of students to guide and mentor them in their leadership roles. The SRC are charged with the responsibility of gaining students' views and reporting these back to the group as a whole. The fundraising initiatives 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 maturity, and continually 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, STEM, Performing and Visual Arts. Differentiated planning and programing supports students' interests through an inquiry approach to learning.

Teacher Satisfaction

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 key school improvement initiatives. Distributive leadership is promoted and proves to be an empowering model to increase the capacity of staff. Professional conversations have assisted in the development of Professional Learning Plans, with teachers developing goals in line with the Australian Professional Standards for Teachers. An Inquiry Learning approach continued to be a focus across the school so teachers became more comfortable in facilitating learning in a flexible and purposeful way. The staff were committed to team teaching in the iCentre, and the use of data to inform learning was a priority. Staff wellbeing initiatives scheduled once per term have been appreciated among colleagues. Staff morale has been expressed as high with the level of mutual respect clearly evident in the supportive ways colleagues interact. Developing a positive school culture has been the responsibility of all.

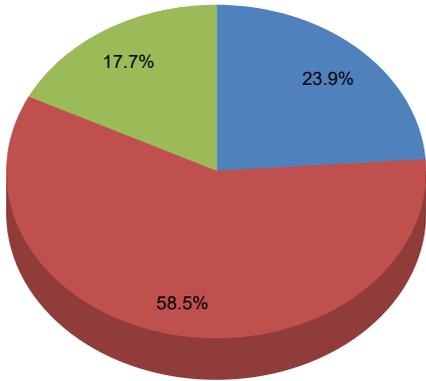
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (57.2%)
- Government Capital Grants (10.7%)
- State Recurrent Grants (17.5%)
- Fees and Private Income (10.7%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (23.9%)
- Salaries and Related Expenses (58.5%)
- Non-Salary Expenses (17.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,368,627
Government Capital Grants ²	\$628,970
State Recurrent Grants ³	\$1,032,458
Fees and Private Income ⁴	\$629,467
Other Capital Income ⁵	\$232,911
Total Income	\$5,892,433

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,572,158
Salaries and Related Expenses ⁷	\$3,845,868
Non-Salary Expenses ⁸	\$1,161,247
Total Expenditure	\$6,579,273

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.