



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST BERNARD'S PRIMARY SCHOOL

Batemans Bay, NSW

## 2012 ANNUAL REPORT



## SCHOOL CONTACT INFORMATION

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This report was prepared by:

David Casey

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### Principal's Message

Welcome to Welcome to St Bernard's Primary School Batemans Bay!

St Bernard's is a Catholic Primary School catering for boys and girls from Kindergarten to Year 6. Together with St. Mary's Primary, Moruya, and Carroll College, Broulee, we have created a Catholic Kindergarten to Year 12 education pathway for students in the Eurobodalla Shire. Our School Motto 'That All May Be One' invites all members of our school and parish community to work together to create an experience of unity. Children learn from what they experience and their learning challenges them to live 'each for all, and all for each' so that truly, All May Be One!

### School Board Message

The school currently has 15 classes from Kindergarten to Y6 with a class average of 24 students. Collaborative teaching partnerships throughout all grades ensure that St Bernard's strives to offer learning programs which are relevant, contemporary, stimulating and enjoyable. There is a very strong focus on the development of English, Mathematics, and Information Communication and Technology.

In addition to all of the designated Key Learning Areas, St. Bernard's offers opportunities such as French Program, school concert band, Tournament of Minds, school choir, a range of sporting endeavours including local gala days and further representative events, and public speaking in different forums.

### Student Representative's Message

Our school's new playground equipment is well used each day. Our new hall is big and spacey. It provides us with a fantastic undercover area. What makes our school a special place is the good friendships we have with each other.

## SCHOOL FEATURES

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St Bernard's is a Catholic Primary School located in Batehaven. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 366 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 55% male and 45% female students; 2% indigenous students; and 2% Language Background other than English (LBOTE).

The school employs 30 staff comprising 20 teachers and 10 non-teaching staff, the latter being employed in a variety of capacities including clerical support, administration, learning support assistants, canteen operators and groundsman.

The school's website can be found at [www.stbernardsbb.nsw.edu.au](http://www.stbernardsbb.nsw.edu.au)

## RELIGIOUS EDUCATION

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St Bernard's follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Teaching and learning programs follow the revised praxis method and draw on current pedagogy to

enrich student's understanding of Catholic teaching, Tradition and an understanding of other faiths. The school is well supplied with a wide range of up to date resources.

The prayer life of the school has continued to be an area of focus. Whole school prayer lead by students is an integral part of our week. John Burland was invited to present a workshop in Term 3 which showed us new ways to enrich our prayer celebrations.

This year at the instigation of the Parish Priest the sacramental program was reviewed and sacramental teams made up of teachers from the relevant grades and the school Leadership Team were formed to plan and conduct parent faith formation evenings for each of the sacraments. A school/parish group was also formed to develop the Baptism preparation program.

We joined with St Mary's Moruya and Carroll College Broulee for the annual Combined Schools Mass as part of Catholic Schools Week. NAIDOC Week, Mission Week, Lent, Easter and Advent are times for prayer celebrations and liturgies.

This year we trialled elements of the Making Jesus Real Program with Year 6 students; with some success. Key ideas from the program were introduced to the whole school community through integration with Values Education, Monday Prayer, Newsletter articles and focus areas in the school.

Staff joined with colleagues from Moruya and Broulee for P.D. days facilitated by members of the CEO for Accreditation A and B.

## STUDENT ACHIEVEMENT - NAPLAN

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Students in Years 3 and 5 sat 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. An analysis of these results assists school planning and is used to support teaching and learning programs.

### School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	415	414	424	395
School	448	418	423	440	399

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	493	476	494	490	488
School	507	474	485	488	476

### Proportion of students at or above the National Minimum Standard

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	95%	94%	93%	94%
<b>School</b>	100%	98%	98%	96%	96%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	92%	93%	90%	93%
<b>School</b>	98%	96%	96%	89%	93%

### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	31%	9%	31%	37%	13%
<b>Band 5</b>	31%	48%	15%	24%	24%
<b>Band 4</b>	17%	26%	31%	15%	24%
<b>Band 3</b>	15%	9%	15%	15%	29%
<b>Band 2</b>	6%	6%	6%	5%	6%
<b>Band 1</b>	0%	2%	2%	4%	4%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	13%	7%	7%	15%	2%
<b>Band 7</b>	29%	2%	20%	13%	14%
<b>Band 6</b>	20%	35%	30%	26%	36%
<b>Band 5</b>	27%	48%	24%	15%	32%
<b>Band 4</b>	9%	4%	15%	20%	9%
<b>Band 3</b>	<b>2%</b>	<b>4%</b>	<b>4%</b>	<b>11%</b>	<b>7%</b>

The above tables show that the performance of our Year 3 students is particularly pleasing. The Year 3 students performed above the National average in all areas of assessment. The large percentage of Year 3 and Year 5 students at or above the National Minimum Standards across all areas, especially when compared with National figures, is a testament to processes in place at St. Bernard's. The NAPLAN results will be further analysed to inform and guide the direction for improvements for our Year 5 cohort and continuing to extend our high achieving students.

## SCHOOL POLICIES

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### **Enrolment Policy**

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

### **Attendance Policy**

The School monitors and manages student attendance in accordance with the Archdiocese of Canberra and Goulburn, and NSW Department of Education policies.

It is imperative that we keep a record of partial or late absences. Students arriving at school five minutes after the commencement bell has rung should report to their class and collect a PARTIAL OR LATE ABSENCE NOTE which needs to be taken home, signed by parent/carer and returned to school the next day. Parents/carers wishing to collect a child/ren must first go to the Office for a Partial Leave note. This must be filled out and then given to the class teacher. If a student has been absent from school a note stating the dates and reason for absence must be sent to the class teacher on the student's return to school. The above information is a legal requirement for the teacher's records. The school follows up any issues around non-attendance.

### **Behaviour**

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 Behaviour Management Policy is available on the school website or from the Front Office.

### **Complaints and Grievances Resolution Policy**

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. A full text of the school policy is available on the school website or from the Front Office.

## PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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### **Professional Learning**

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held three whole staff days in 2012. The content of these days was as follows: Internal School Review Process, School Leadership Module (cluster based), and RE Accreditation A.93

## Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

## TEACHER ATTENDANCE AND RETENTION

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The average teacher attendance rate during 2012 was 97.6%.

The teacher retention rate from 2011 to 2012 was 87.5%.

## STUDENT ATTENDANCE

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The average student attendance for the school during 2012 was 93.5%.

School attendance rates disaggregated by Year group are shown in the following table.

**Attendance rates by Year group**

Kindergarten	94.1%
Year 1	92.8%
Year 2	93.1%
Year 3	93.5%
Year 4	94.2%
Year 5	93.5%
Year 6	93.7%

## PARENT, TEACHER AND STUDENT SATISFACTION

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Student Satisfaction - The students were satisfied with the following areas of school: playground, computers, buddy system, friendships, caring teachers, and the library. The information was gained via a series of meetings and forums.

Staff identified the following as areas of strength: technology, sport, class sizes, teaching and learning, buddy system, anti bullying, caring environment and the students themselves. It is apparent from extensive consultation that the school enjoys a positive reputation throughout the community. Parents identified the following as areas of strength: caring environment, sense of community, pastoral support, teaching staff, leadership, and high expectations.

## PRIORITIES AND TARGETS

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### National Partnerships

Throughout 2012 St Bernard's Primary school implemented a number of initiatives to help improve the student outcomes for Literacy and Numeracy

A Reading Recovery teacher was employed to assist younger students who had been identified as being at risk. A whole school emphasis on spelling was continued. Staff received training in the process of writing particular text types such as persuasive writing.

Two teachers were trained in the Working Like A Mathematician project. A number of staff training sessions were conducted following the training. Several thousand dollars of resources were purchased to support the implementation of the Working Like A Mathematician concept. This implementation has been incorporated into the management plan for 2013.

Teachers from the local Catholic high school, Carroll College, and the Year Six teachers from St Bernard's Primary School, participated in the Middle School Numeracy project. Teachers visited each other's schools and team taught Yr. 6 students in order to better understand how primary and secondary teachers and students engage in teaching and learning about mathematics.

## FINANCIAL INFORMATION

