



# 2022

ANNUAL SCHOOL REPORT

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## St Bernard's Catholic Primary School

Warrina Street, BEROWRA HEIGHTS 2082

Principal: Mrs Gill Austin

Web: [www.sbbdbb.catholic.edu.au](http://www.sbbdbb.catholic.edu.au)

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## About this report

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St Bernard's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Min7 621a

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## Message from key groups in our community

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### Principal's Message

Now in my third year as principal, I continue to be heartened by the community here at St Bernard's. This year has had a sense of renewal to it, as we emerge from a global crisis. It has been a chance to begin again, re-establish traditions and start some new ones. Our school student body continues to grow in numbers, with a strong community reputation for guiding students to be the best that they can be.

Our strength throughout has lain with a dedicated teaching staff who strive to bring the best out in every child. I am inspired each day by our teachers. The concern they have for those in our care and their dedication to the profession that they exhibit each day. Teaching remains a vocation to us here and that is evident in the way we approach our work. Our

We are a community that is very proud of our school, the teachers and of course our wonderful students. By the end of 2022 – it was clear we had a thriving parent body ready to lift their hands and volunteer for positions on the P&F and help wherever needed. The P&F is thriving at St Bernard's and looking forward to continuing to support the school and the community in the coming

We also have a 'buddy program' – Year 5 helps welcome the new Kindergarten children at the start of each year. This includes showing them around the school, creating a positive social network and being involved in some learning activities in their classroom.

Students contribute to school by going to our school's art club, chess, dance troupe, coding club, debating, band, MAG (Mercy Action Group), and choir. Clubs like these allow students to try something new! The school captains also recently attended the Anzac Day ceremony at our local RSL, we laid the wreath in honour of our ANZACS.

At St. Bernards, we have the MAG group.

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## School Features

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St Bernard's Catholic Primary School Berowra Heights, is a Catholic systemic co-educational school. The School was established in 1971 by the Sisters of Mercy. It is situated in a beautiful bushland setting with students drawn from the surrounding suburbs of Mt Kuringgai, Mt Colah, Cowan, Brooklyn and Mooney Mooney.

The School enjoys a reputation as a centre of excellence in teaching and learning which offers a balanced, holistic curriculum

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
98	127	37	225

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The


## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	23
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	4

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our





Throughout this year staff have been involved in professional learning to develop a strong knowledge and understanding of the new K-2 English and Mathematics Curriculum. Staff in K- 2 classes have started working with these documents and have built a strong understanding of the changes in four distinct phases – familiarisation, learning and exploration, planning and implementation.

We continue to implement the Rock and Water program each term at St Bernard's. This supports students to have a growth mindset and be both resilient in their interactions with others and to stand up for their beliefs and values. Rock and Water gives students strategies to remain grounded and focused in different situations and helps them to grow in self-confidence, self-awareness, and self-control.

St Bernard's is proud to be a BYODD (Bring Your Own Designated Device) school for years 2-6. All staff are skilled at integrating digital technology across all Key Learning Areas and regular opportunities are given for professional learning in this area.

## Student Performance in Tests and Examinations

### NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. 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. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	71%	52%	3%	12%
	Reading	78%	54%	3%	11%
	Writing	74%	50%	0%	7%
	Spelling	60%	48%	3%	15%
	Numeracy	51%	34%	6%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33%	31%	13%	14%
	Reading	44%	39%	4%	11%
	Writing	33%	25%	17%	18%
	Spelling	50%	37%	4%	14%
	Numeracy	25%	25%	8%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

During 2022 the school has worked towards student and family wellbeing, with a number of initiatives designed to support connections and reestablish our sense of community after the global pandemic.

Key initiatives have included; continued development of the Positive Behaviours for Learning framework. The school has also continued with student education around the practical use of 'Zones of Regulation' and it has continued to be an integral part of school life. The 'Rock and Water' program also continued and we placed fresh emphasis on the use of the SEL Continuum (Social and Emotional Learning Continuum), especially after the long period of isolation our students emerged from after 16 weeks of lockdown, to inform practice.

This data was analysed and used to establish our ExSEL groups. The groups targeted the social and emotional learning of students at point of need with many students benefiting from gaining new skills and differing degrees of emotional wellbeing.

Throughout 2022, the Learning Support Team has worked diligently with staff and parents in the implementation of the NCCD (Nationally Consistent Collection of Data on School Students with Disability) and the adjustments necessary to support all students. Structures and processes have been consistently implemented to ensure student needs are being met.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

- Prioritised student wellbeing after isolation in lockdown
- Continued to prioritise the system wide strategy and vision 'Toward 2025' for school improvement
- Successfully established a Collaborative Culture of Continuous Improvement within the school
- Resourced and implemented a collaborative coaching model in written language  
Continued to develop programs in Science, Geography and History through the New Pedagogies Deep Learning framework
- Embedded the 'Zones of Regulation' and use of SEL (Social and Emotional Learning Continuum) data to program for small groups at point of need
- Continued to embed IT to support the SAMR model

### Priority Key Improvements for Next Year

- Continue to grow enrolments
- Embed our collaborative coaching model and induct new teachers into our Collaborative Culture of Continuous improvement
- Begin student and teacher to migration to Microsoft Teams
- Invest in STEM Technology and continued Professional learning for teachers
- Engage the parent body in education workshops around the teaching of reading in K-2
- Engage stuEL

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