



2023

ANNUAL SCHOOL REPORT



St Bernard's Catholic Primary School

Warrina Street, BEROWRA HEIGHTS 2082

Principal: Mrs Gill Austin

Web: www.sbbdbb.catholic.edu.au

About this report

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 Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Now in my fourth year as Principal, I continue to be heartened by the community here at St Bernard's. Our school student body continues to grow in numbers, this year rising to 11 classes, with a strong community reputation for guiding students to be the best that they can be.

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

Teacher professional learning will always have a strong emphasis here. We continue with our collaborative coaching model - freeing teachers for additional professional learning with a dedicated teacher coach in literacy and more especially written language, to guide student improvement and growth. If we are serious about improving outcomes for students, then we need to invest in the quality of our teachers and support them to support our students learning with quality resources and professional learning. This year also saw significant professional learning for teachers to meet the demands of the new English and Maths curriculums for our K-2 students.

This report aims to explain and contextualise events this year and outline the future we envisage for our school.

Parent Body Message

With the start of the new 2023 school year, our first event was the traditional 'Welcome Back BBQ'. Teachers opened their classrooms one evening, and the P&F organised a sausage sizzle. It is always an amazing success, as teachers, parents and students celebrate the start of the new school year.

Other events tick round termly - student discos, Mother's and Father's Day stalls and a very popular trivia night for the mums and dads. Our mandate throughout is to build community by welcoming our new families and facilitating connections. Along the way we do manage to raise money for the school and donate funds, which is always gratefully received. As a result, the school was able to invest in the latest mirroring system for classroom screens, which can not only link the teacher's laptop screen but the student devices also. In addition, we were able to continue the process of renewing the older classroom screens in each learning area with new smart LED TV screens.

We are a community that is very proud of our school and held two, very well attended, Working Bees this year, which greatly contributed to the maintenance and upkeep of our beautiful school. We look forward to continuing to support the school and the community in the coming year.

Student Body Message

St Bernard's is an incredible place for students to begin their educational journey, with fun and supportive peers. The teachers guide us every step of the way. They strive not only to develop our academic ability, but to nurture our social and emotional skills.

Our school offers a wide range of extra-curricular activities including debating, coding, art club, dance troupe and Mercy Action Group (MAG). These groups foster imagination, creativity and collaborative skills.

In Year 6, we have the opportunity to participate in leadership roles. Our school captains, along with vice captains, lead assemblies and work closely with teachers to assist with the many events that go on at St Bernard's. Sport captains also ensure the safety and enjoyment of the students and the equipment they make use of. They also specialise in leading sports carnivals and displaying leadership qualities that promote teamwork.

Additionally, the grounds on which we can learn in, play on and be active in, are extensive and help build self-confidence in everyday life. They feature an oval, handball courts, a basketball hoop, pod space and the play equipment open to younger students.

Furthermore, for the children who need help with schoolwork and speech, we have our amazing support teachers. In conclusion, St Bernards is a place to thrive and achieve your full potential.

School Features

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 Ku-ring-gai, 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 in a safe and caring environment. The vision is for the school community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice and joy.

The school offers a welcoming Christ-centred community, quality teaching and learning, specialist teachers in Physical Education and Japanese. In addition, there is a five-week musical incursion for all year groups in terms 2 and 3, a well-resourced library and classrooms, a Rock and Water program, Positive Behaviour for Learning (PBL), Zones of Regulation, a Worry Woo program, and ExSEL groups, which all support students in their social and emotional development. There are also student extra-curricular clubs, such as art, debating, coding, dance and chess.

Religious Education is an integral part of the school and students are involved in developing liturgies for classroom and whole school celebrations. The new Religious Education curriculum launched to Kindergarten in 2022, was this year extended into Year 1, and in 2024 will be released to Year 2. The senior students (Stage 3) are involved in a leadership program each year including a leadership camp, which provides them with opportunities to develop their leadership skills.

There are many opportunities for students to participate in a variety of sporting, cultural and academic activities, including public speaking, gala sport days and creative school performances. In 2023 our flexible learning spaces continued to create an environment for contemporary learning approaches, where student needs are central to the educational context. These spaces are equipped with new technology and modern furniture to facilitate the learning. The HUB continues to engage students in an appreciation of rich literature for all levels of reader.

We are fortunate to have spacious and beautiful green areas in our school, with many opportunities for imaginative play as well as team games.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
122	146	44	268

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 91.99%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.10	92.40	92.60	92.00	92.50	89.60	92.70

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 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, CSBB and the relevant Department of Education 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	20
Number of full time teaching staff	14
Number of part time teaching staff	6
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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2023 the school had five staff development days devoted to teacher professional learning and the Catholic Schools Broken Bay's 'Towards 2025' strategy.

The first day was devoted to the induction of new teaching staff, our annual CPR and Anaphylaxis training, as well as a teacher refresher on the completion of the MAI (Maths Assessment Interview) for all students in Years 1 to 6, which was scheduled for the next school day.

The second day saw the invitation of a guest speaker who spoke to teachers about the Social and Emotional learning of students, strategies to help deal with self-regulation and how to successfully deliver 'Emotional Coaching' to students in an everyday context. This was well received by teachers who felt the professional learning added to our, 'Tool Kit' to help students to grow into resilient young people.

Within this day we also completed a curriculum 'Check in' discussion based on the new English and Maths syllabus for K-2, as well as refining lesson plans and resourcing.

Further support for students this year came with the adoption of the 'Second Step' program. On our third staff development day teachers were trained to deliver the program effectively to students and explored relevant lessons for their particular cohorts needs. Teachers found the program linked into our PDHPE KLA and adapted plans as necessary.

Our fourth day was a 'deep dive' into the new English and Maths Curriculum for stage 2 and 3 in preparation for implementation in 2024. Teachers engaged in an exploration of the content and discussion around the implications for our teaching.

St Bernard's also fully participated in a system wide staff development day, which looked to revisit the learning Improvement plan for the Broken Bay system of schools. All 44 schools came together 'virtually', listened to updates and a progress reports from System Leads, as well as feeding back on the successes of the 'Towards 2025 strategy ' to date.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

As a Catholic school founded in the Mercy tradition, under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need. Outreach initiatives in 2023 included 'The Dish' (an outreach initiative supporting the needy with meals in our local area), Project Compassion (Caritas) and Crazy Sock Day (Catholic Mission). Hampers of food and warm clothing were assembled for 'The Feast of the Sacred Heart', as well as Christmas food hampers (St Vincent de Paul and The Dish).

The 2023 school year commenced with an opening school Mass, where our new leadership team were initiated and received their badges. Year 1 teachers joined Kindergarten teachers in implementing the 'Broken Bay Religious Education Curriculum', which includes hands on experiences to deepen students' knowledge and spiritual understandings of Jesus's life. In 2024, Stage 3 will also join the new Broken Bay Religious Education Curriculum. Mercy Action Group continued in 2023 with a focus on social justice issues locally and globally.

They lead the school during October and Mission Month, raising money for Mission Australia. This group will continue in 2024.

During 2023, we acknowledged key liturgical seasons of the Church Year such as Lent, Easter and Advent. We celebrated Masses together - Opening Mass, Ash Wednesday, St Bernard's Feast Day, The Assumption, Year 6 Graduation and End of Year Thanksgiving Mass. We marked other key dates with whole school liturgies such as Holy Week, Mother's Day, Fathers' Day, ANZAC Day and Remembrance Day.

Students from Early Stage 1 to Stage 3 had the opportunity to enter The Bishop's Art Prize organised by Broken Bay Diocese with many commendable entries. St Bernard's placed 2nd in Early Stage 1 Visual Arts with a painting entitled 'Compassion', and 2nd prize in Stage 2 with a 'Stop Motion' short film 'Jesus feeds the 5000', as well as 3rd prize in Stage 3 with a music and movement entry entitled, 'For the One'.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Throughout 2023, the school has continued to implement the collaborative coaching model to strengthen a culture of continuous improvement. The School Learning Improvement Plan focus was on supporting students and teachers in improving written language. Grade and stage groups of teachers worked closely with the Assistant Principal for one and a half hours a week in collaborative coaching sessions whereby the focus was on analysing individual student written texts and planning the teaching and learning to support and extend students at point of need. During these sessions learning targets were set for students and their progress was tracked throughout the year against individual, cohort and grade data sets. In collaboration, teachers, learning support teacher and coach determined essential outcomes, systematically analysed data collated from written texts, planned for, and implemented high quality instruction, and reflected on practice through the lens of student learning and outcomes.

Teachers in K-2 have implemented the new K-2 English and Mathematics curriculum whilst the Year 3-6 teachers have begun familiarising themselves with the 3-6 documents which will be implemented from 2024. Teachers in all grades have continued to embed a strong understanding of the changes in the four distinct phases – familiarisation, learning and exploration, planning and implementation. Professional Learning has built a strong foundation in pedagogy and understanding around the curriculum reform and content of the new English and Mathematics Syllabi. In addition to this, Year 1 introduced the new Religious Education curriculum this year, following the implementation by Kindergarten in 2022. This curriculum is grounded in experiential learning and a desire to inspire hearts and minds to know Christ and love learning. Later in the year, our Year 2 and Year 6 teachers began their familiarisation with the curriculum in preparation for implementation in 2024.

The school strives for high academic achievement in all Key Learning Areas. Our programs aim to cater for the individual needs of a diverse range of students through data driven teaching practices. Leadership staff worked in collaboration with learning partners at CSBB to trial the CoGAT assessment and identify high potential and gifted learners, modifying learning content to support their individual needs.

Throughout 2023 a range of different clubs have supported students to pursue interests and to build new skills in communication, collaboration, critical thinking and creativity. We have introduced debating, coding, art, choir and dance clubs which occur weekly during lunchtimes. The debating team participated in the CSBB debating competition which ran throughout term 2.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Bernard's Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	84%	54%
	Reading	84%	67%
	Writing	96%	76%
	Spelling	80%	61%
	Numeracy	93%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	65%	64%
	Reading	90%	74%
	Writing	93%	66%
	Spelling	86%	69%
	Numeracy	76%	68%

Pastoral Care and Student Wellbeing

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 and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. 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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

To continue to support students' wellbeing and promote respect and responsibility, we introduced the Second Step program across the school in term 2 2023. Second Step is research-based and integrates social-emotional learning into our classrooms. The program helped to decrease problem behaviours and increase whole-school success by promoting self-regulation, safety and support. Social-emotional skills, like maths skills, build on each other. The Second Step program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions.

The 'Rock and Water' program also continued throughout 2023, as well as our SEL (Social Emotional Learning) Continuum to inform practice.

Throughout 2023, 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.

School Improvement

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

The following can be identified as Key Improvements in 2023:

Pastoral Care

- Professional Learning for teachers in the 'Second Step', program. Educating students in ways to improve their own wellbeing and navigate social and emotional challenges
- Establishment of a school team for PBL (Positive Behaviours for Learning) and Wellbeing
- Team management approach to meet student need in the context of Diverse Learning / Learning Support
- 'Zones of Regulation' and use of SEL (Social and Emotional Learning Continuum) data to program for small groups at point of need

Community

- Yearly calendar of school events in liaison with PEC (Parent Engagement Coordinator) and the P&F (Parents and Friends)
- Structured and regular 'Open Classroom' events to celebrate student learning in the classroom
- Parent education in the changes to the curriculum for K-2 students

Academic

- System wide strategy and vision, 'Toward 2025' for school improvement, with teacher professional learning and Staff Development Days
- Cycle of professional learning in the development of writing with a sharp focus on our key priorities of evidence-based pedagogy, data collection and assessment for learning
- Collaboration with Linda Bendickson on whole school strategies for school improvement
- Development of programs in Science, Geography and History
- Established 'Science Week' in term three. Inviting key community experts to highlight various aspects of their work to students providing real-life examples of science in our world

Priority Key Improvements for Next Year

- Support the vision and strategies of CSBB in its 'Towards 2025' strategy
- Strengthen Home School Learning Links and engage the parent body in education workshops around the teaching of reading and writing 3 - 6
- Target school improvement in literacy with systematic collection and measurement of data for improvement of learning outcomes
- Provide timely and appropriate professional learning for teachers in curriculum reform and assessment
- Support teachers in widening their knowledge of neuro diverse learners in the classroom
- Continue to Invest in STEM Technology to enhance student learning
- Establish dynamic opportunities for student extension
- Continue to resource extension and extra-curricular activities within the school environment to support the development of the whole child
- Introduce Continuous Improvement Conversations, with all teaching and administrative staff to ensure job satisfaction and wellbeing
- Identify and support the middle leaders of the future

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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Current parents have expressed the following about our school

- Strong external ties and a sense of belonging, with people sharing common beliefs
- A heart-felt approach while giving reassurance
- Transparent exchanges, including parents, while reinforcing available guidance
- Pursuit of high scholastic standards, while enhancing performance and ensuring success
- Kindness towards those in need, ensuring everyone is involved and supported
- Close working partnerships with parents to best support student needs

Student satisfaction

Students have expressed the following about our school

- Students feel safe attending St Bernard's
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach
- Students understand that there are clear rules and expectations of classroom behaviour
- Teachers emphasise academic skills and have high expectations for all students to succeed
- Students feel as though they have improved this year at school
- Students enjoy their environment and take advantage of the oval and many other play spaces

Teacher satisfaction

Teachers at our school expressed the following

- Opportunities to generate and explore new ideas and better ways of working
- Transparent exchanges and opportunities to share new ideas
- Appreciation for their closest connections and personal time
- Deep concern and consideration shown for others, while extending a gentle approach

- An uplifting, can-do outlook in their endeavours, making space to involve others
- Focus on being authentic – truthful with others and living in accord with their principles

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,345,932
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$621,757
Fees and Private Income ⁴	\$1,073,501
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,708
Total Income	\$4,042,899

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$62,031
Salaries and Related Expenses ⁷	\$3,108,689
Non-Salary Expenses ⁸	\$1,123,526
Total Expenditure	\$4,232,216

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.

END OF 2023 REPORT