2016 ANNUAL SCHOOL REPORT

St Bernadette's Primary School, Lalor Park
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Introduction

About the Annual School Report

St Bernadette's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
**Key Messages**

**Principal**

Our school is part of the local parish and has strong links to the local community. Our school focuses on the core values of respect for ourselves, others and the environment. Such values acknowledge the presence of God within each of us and within the built and natural environment. We encourage our community members to be the 'face of Jesus' to each other and in so doing be tolerant, loving, forgiving, supportive and encouraging so that each 'may have life to the full' in all aspects of learning and living.

As a staff, we strive to place all students at the centre of all that we do so that they can thrive, engage, explore and be motivated to succeed. High expectations about first providing 'best practice' teaching ensures that student data informs all decision making, and planning personalises learning for each student. 'Every child can and will learn' is our collective mantra.

Professional learning for teachers is a high priority at St Bernadette's Primary School so that we may respond to the needs of the students in a strategic and productive way. Building teacher capacity ensures that skills, knowledge and strategies are current, evidence-based and productive towards student growth and gain.

St Bernadette's Primary School is recognised for its community spirit, which is inspired by our Catholic faith, and its commitment to excellence in teaching and learning. All members of the community work together to provide a learning environment which:

- provides opportunities for members of the community to enrich their faith and spiritual development
- ensures that the values taught by Jesus are evident in our relationships with each other
- engages the students in a challenging learning environment which facilitates rich and meaningful experiences
- provides a supportive environment that nurtures the physical, social and emotional wellbeing of the community
- promotes partnership between home, school and parish
- acknowledges the diverse cultural backgrounds of our community

**Parent**

At St Bernadette’s Primary School our parents are a vital part of the school community and are involved in many aspects of school life. We have an active Parent Group which consists of smaller social, education, fundraising and community groups and is committed to supporting our school and the parish community. These groups, under the guidance of the parent group leader, work closely with the school and parish community to promote partnership between home, school and parish.

Over the past 12 months, the social group has organised several occasions for families to have fun and to build community spirit such as the children's disco, Easter raffle and Christmas raffle. The community group was a very practical and pastoral group. This group organised meals for the sick and needy; welcome gifts for new babies; before and after school kiss 'n' drop; 'tissues and champagne' for the new Kindergarten parents and for parents whose last child leaves at the end of the year. The fundraising group assisted with raising funds for much needed resources and the education group met to discuss educational changes and issues that might arise. The craft group met weekly to make items for Mothers Day and Fathers Day stalls.

Our Parent Group met once a term and at these meetings educational issues and initiatives were discussed and shared with the parents. In 2016 the Parent Group continued to provide morning tea for the Sunday stage masses with the parish community. The Parent Group was responsible for operating the very successful school canteen with parents volunteering to assist throughout the year. They also operated the school uniform shop which provided both new and second hand uniforms for our families.

Parents were involved in many other aspects of school life including concerts, carnivals,
Parents were involved in many other aspects of school life including concerts, carnivals, excursions and assisting in the learning spaces.

The school communicated openly and regularly with parents through the weekly newsletter, digital apps and news feeds via the school website.

**Student**

Student voice is an important aspect of student participation at St Bernadette's Primary School. Students are periodically surveyed about bullying and general school issues.

The Student Leadership Team was made up of students from Stage 3 who were elected by their peers. The Student Leadership Teams were: School Captains, Sports Captains, Leaders of Learning, Leaders of Faith and Justice, Leaders of Technology, Leaders of Environment and Library Leaders. Their duties included organising the fortnightly school assemblies and in-school fundraising activities that supported a variety of causes such as Project Compassion, Caritas and St Vincent de Paul. The Student Leadership Teams were facilitated by teachers to grow, develop and innovate their roles for the benefit of the school community.

The students assisted as helpers and participants at the zone and diocesan athletics and swimming carnivals, and were also responsible helpers for school community projects such as looking after the school garden.

Our students represented the school at various sporting events such as gala soccer, netball and touch football days; zone and diocesan athletics cross country; and swimming carnivals.

The Stage 3 students were 'buddies' for our Kindergarten and Year 1 students. They participated in the diocesan Voice of Youth public speaking competition.
Who we are

History of the school

The parish of St Bernadette’s at Lalor Park was established in 1960 and the Sisters of St Joseph were invited to establish St Bernadette’s Primary School in the same year.

Since 2003 St Bernadette’s Primary School has gone through a number of refurbishment and building projects. Two thousand and three saw the refurbishment of the library and multi-purpose room and the building of a new canteen and toilet block. In 2005 and 2006 all classrooms were refurbished with new carpets, ceiling fans, painting, and new student desks and chairs. In 2008, the adventure playground was upgraded with new equipment and soft-fall and artificial grass. In 2009 and 2010 all learning spaces were refurbished with the Building the Education Revolution (BER) funding. There are now four contemporary learning spaces - Early Stage 1, Stage 1, Stage 2 and Stage 3.

We have five large shaded areas where the students can play and work outside.

In 2013 all learning spaces were fitted with 'state of the art' acoustic tiles and learning pods were enclosed to be more effectively utilised as quiet and discrete small group workspaces within the larger learning spaces. In 2014 playground shade structures were replaced, gardens were replenished and remodeled and some minor building works to the office area were completed. In 2015 further shade structures were refurbished, and outdoor tables and seating were purchased for the playground. The school garden continues to be an area of ongoing interest and interaction space for the students.

In 2016 the school constructed a large covered deck area. This area serves as an additional learning space facilitated via easy access to classrooms. The deck area is utilised at break times for student activities and during wet weather. An Outdoor Structured Play Area was also established. This area is dedicated to supported students with additional needs by providing an area where play can be organised and supervised.

Location/drawing area

St Bernadette’s Primary School is located in Lalor Park and draws on students from the immediate area of Lalor Park as well as the surrounding areas of Seven Hills West, Blacktown and Kings Langley. The school is located in close proximity to St Bernadette’s Catholic Church.

In 2016 there were 236 students enrolled at St Bernadette’s Primary School and there were 11 class groups.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>18</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>18</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>92.14</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>100</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

At St Bernadette’s Primary School, Catholic traditions, morals and values permeated all facets of school life. The teachers encouraged the children to recognise God in their daily experience and to nurture and develop their relationship with God through daily shared prayer experiences in the learning spaces, the community school prayer with parents and the recital of the Angelus and the Rosary. The use of class and family prayer boxes was used as a sacred resource to help our faith community experience another form of authentic prayer. Both the students and teachers participated in sharing personal and communal prayer through the prayer acts and prayer journals.

Liturgy and prayer are integral components of school life as they have the power to deepen personal faith and help us to celebrate as a community. We encouraged all interactions between students, teachers and parents and the parish and wider community to ‘be an encounter with Christ’ - life giving and loving.

The students participated in a rich liturgical life through the preparation and participation in class and school liturgies throughout the year. In 2016 the students had opportunities to assist in planning, preparing and participating in the whole-school opening and end of year masses; Stage masses; Stage Sunday family parish masses; Mothers Day, Fathers Day and Grandparents Day liturgies; ANZAC Day, National Sorry Day and Remembrance Day services; St Bernadette and St Mary Mackillop Feast Day masses; and Ash Wednesday, Easter, Advent and Christmas liturgies.

During 2016, the Year of Marcy, the school community participated in the Year of Mercy prayer reflections and the Way of Mercy Ceremony that welcomed the holy relics and wooden cross for veneration time.

Primary classes celebrated Reconciliation once per term and Kindergarten to Year 6 (K-6) classes visited the Blessed Sacrament in the church once per term.

Social Justice

At St Bernadette’s Primary School our social justice initiatives encouraged the students to increase their awareness of the needs of others and included:

- The Justice and Faith Committee organised fundraising for a different charity each year. These activities included, raffles, guessing competitions, cake stall days, and colouring-in competitions.
- The school raised money for St Vincent de Paul and Caritas.
- All stages and staff donated items for the St Vincent de Paul Christmas Hamper Appeal.
- ‘Halo-ween Day’ raised funds for St Vincent de Paul.
- All classes contributed to Project Compassion through class donation boxes, baking cake stall items and before school morning breakfast.
- Harmony Day raised money for Project Compassion.
- Parents provided meals and transport for families in need within the community.
- The Parent Group provided gifts for families with newborn babies and offered assistance to families in need.

School home and parish partnerships

At St Bernadette’s Primary School the link between school, home and parish is very strong and active.

The parish priest and the Religious Education Coordinator met weekly to plan liturgies and school participation in parish events. Once a term each class invited the parish priest to participate in Religious Education lessons to discuss and explore Scriptures. The school was actively supported by the parish Sacramental team that provided a program to help prepare the children for this critical part of their spiritual journey. Staff attended various Sacramental
celebration masses to support the children.

The parish priest and principal interviewed all families enrolling in the school as both a welcome and invitation to our parish. The parish craft group held Easter raffles, Mothers Day, Fathers Day and Christmas day stalls. The Religious Education coordinator organised the Justice and Faith Committee to promote and share the activities they participated in during Parish Youth Group evenings that were held monthly on a Sunday night. The Parish Youth Group was actively supported and encouraged by the school. Average attendance by school students at Youth Group was consistent throughout the year.

Parents were encouraged to be actively involved with both the educational and spiritual life of the school and parish. There was an open and ongoing invitation to attend and be involved with liturgies; in learning spaces to participate in prayer; at workshops in parenting and curriculum areas; and through formal and informal interviews throughout 2016.

A four week Kindergarten Transition program was offered to newly enrolled students and parents. The program provided information sessions for parents and orientated new students to life at ‘big’ school.

Family prayer boxes were sent home on a weekly basis to different families to encourage prayer life at home and continued to be a valuable tool in supporting the faith development and school, home and parish partnership.

Religious Education

St Bernadette’s Primary School followed the Parramatta Diocesan Religious Education curriculum, *Sharing Our Story (SOS)*. This covered the following strands:

- ‘Jesus and Scripture: the life and message of Jesus in the Scriptures’
- ‘History and beliefs: origins, basic beliefs and practices of the Catholic church’
- ‘Celebration and prayer: symbols, ceremonies and practices of the church’
- ‘Justice and morality: beliefs and practices of the Christian life’

The use of Religious Education (RE) resources to enhance the knowledge and awareness of the theology and practices of religious faith were used. Students had opportunities to participate in using Religious Education word walls, quiz cards, *Exploring Scripture* and prayer journals.

The school, throughout the year, supported the parish Sacramental program. The students participated in liturgies throughout the year to celebrate the liturgical seasons. Once a term we celebrated mass together as a whole-school community where students participated in reading Scriptures, and in liturgical movements. Once a year the families of each Stage were invited to come together to celebrate the Eucharist with the parish community at the Sunday masses. Teachers planned and organised with students the prayers of intercession and liturgical movement.

Children in Year 4 and Year 6 participated in the Diocesan Religious Literacy Assessment (RLA) program. This program provided useful feedback to the community and informed our Religious Education teaching. Students enjoyed a rich liturgical life through the preparation of, and participation in, class and school liturgies. Throughout holy week the children participated in a prayerful reflection of the Easter story.

The children and families were encouraged to be the ‘face of Jesus’ in all interactions within the school community.

Professional Learning of staff in Religious Education

Development of staff spirituality continued to be an ongoing focus in 2016 and included weekly morning staff prayer every Tuesday to reflect on the community and their own spirituality and professional learning meetings beginning with staff prayer.

The teaching staff participated in professional learning meetings once a term that were organised and planned by the Religious Education coordinator to enhance the pedagogy of the Religious Education (RE) curriculum. Professional learning areas included: implementation of refined RE *Sense of Scripture* programming; effective ways to utilise RE resources across the curriculum; RE learning intentions and success criteria; and use of the catechism of the Catholic church in RE
The school principal, parish priest and Religious Education coordinator attended meetings based on the Religious Education program used by the Catholic Education, Diocese of Parramatta (CEDP). The Religious Education coordinator attended once a term RE professional learning meetings held by the Religious Education evangelisation team from the CEDP. Staff attended Core Catholic Values professional development administered by the RE evangelisation team.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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 and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
<td>96</td>
</tr>
</tbody>
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</tr>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
<td>95</td>
</tr>
</tbody>
</table>

The percentage of Year 3 students in the top three bands exceeded the national average in grammar and punctuation, Literacy, reading, writing and spelling. In numeracy the percentage of Year 3 students in the top three bands was equal to the national average.
Year 5 students achieved results which were at, or above, the national minimum standards in grammar and punctuation, Literacy, writing and spelling.

Each year following the publication of the NAPLAN results, the data is analysed to identify areas of challenge and opportunity within the learning programs of the school. The analysis focuses on implications for learning across the school, Kindergarten to Year 6 (K-6), to inform instructional practice and personalisation of learning for students and the designing of high yield strategy interventions.

Following the analysis of the 2015 Year 3 and Year 5 data we identified a need to continue, maintain and consolidate a focus on best instructional practice in reading, grammar, punctuation and numeracy. This was reflected in the priorities addressed in the 2016 Implementation Plan through the FOCUS 160 literacy protocols. Similarly, the school’s response to improving the numeracy results has been to implement the Mathematics Assessment Interview (MAI), the Extending Mathematical Understanding (EMU) program and the FOCUS 160 numeracy protocols.

A NAPLAN school Action Plan, responding to the 2016 results, ensured that any students achieving below national minimum standards in specific strands of literacy and/or numeracy were identified and interventions were designed, implemented and monitored until the end of 2016 and continued into 2017.

### School curriculum

The school continued working in contemporary learning spaces in 2016.

Student support programs included Special Education, Literacy Support, English as a Second Language, Extending Mathematical Understanding (EMU) specialist, and Reading Recovery specialist. Support was provided within the classroom or by withdrawal by the specialist teachers. The delivery of this support changed throughout the school year based on continuous collection and tracking of student data. Throughout 2016 the school also had a teacher educator in numeracy and literacy.

A Language Other Than English (LOTE) teacher taught Indonesian to the students in Stages 1 to 3. Students could join the school choir and the school band which performed across a variety of contexts within and beyond the school.

The Kindergarten Transition program was conducted over four weeks in term 4. New Kindergarten students attended a two hour session, once a week for four weeks for orientation. Parents also participated in information sessions over the four weeks.

The school was involved in many co-curricular activities which included the following: athletics, swimming and cross country events at school, zone, diocesan, and state levels; and gala days for soccer, netball, touch football.

Cultural days were held such as an Indonesian cultural school concert and Harmony Day. Year 6 students also competed in the annual Voice of Youth public speaking forum.

In 2016 the students participated in Dance Fever and swimming programs.

We celebrated Education/Book Week together in term 3. The activities included Fathers Day breakfast and liturgy, whole-school mass, parents’ morning tea with students and staff, class performances, open classrooms, a book fair, in-school performances.

Science week was celebrated with science based activities and a science incursion.

The school celebrated Catholic Schools Week in term 1 with a number of activities including open classrooms, picnic morning tea and concluding with a whole-school mass.

### Initiatives to promote respect and responsibility

Respect and responsibility are the underlying principles of our Behaviour Management and Support policy. Our school goals and expectations are: ‘I am Safe, I am Responsible, I am Respectful and I am a Learner’. These are taught all year round.

Building resilience and responsibility in all students so that all community members feel safe and...
Building resilience and responsibility in all students so that all community members feel safe and valued is an ongoing goal for the school leadership team and teachers.

In Kindergarten to Year 6 (K-6) students participated in Friendly Schools Plus, a Macquarie University initiative/program implemented to address the social and emotional well-being of students and to build an anti-bullying culture within the school. Friendly Schools Plus is a part of Personal Development, Health and Physical Education (PDHPE).

After completing professional development in 'Values That Matter' in 2007, the staff developed and implemented our new Vision and Values Statement in 2008. In 2016, our Vision and Values Statement continued to permeate all that we do at St Bernadette's Primary School.

In 2016, we continued our school award structure based on learning excellence awards. Students progressed through an award structure that valued students' achievements by awarding bronze, silver and gold awards to those who achieved set standards across all Key Learning Areas. Students who achieved a gold award were invited to an exclusive event hosted by the principal at the end of the school year.

In 2016 the school was part of a Macquarie University Research project researching bullying and anxiety. They provided strategies and programs: Cool Kids and Friendly Schools Plus, to empower students with skills in confidence and resilience. In 2016 all students attended workshops conducted by the local police to discuss 'cyber safety' and safe communities. These workshops aimed at informing students of the risks, and empowering them to respond appropriately.

**Professional Learning**

Professional learning for the 2016 school year targeted three main areas. These were outlined in the Implementation Plan for the year and involved areas of formation in Religious Education, Extending Mathematical Understanding (EMU) program and progression in student writing.

In Religious Education professional learning involved:
- understanding and creating purposeful learning intentions and success criteria base on the Senses of Scripture (inclusion of second Sacrament and relevant application to life links)
- Religious Education report writing based on the learning outcomes achieved
- purposeful RE resources adapted to students’ learning needs (visuals for core vocabulary)
- analysis of RLA data
- understanding of RE agreed practices
- RE circle of practice and RE teaching learning goals for 2017

In numeracy professional learning included:
- continued development in understanding of Mathematics growth points
- continued implementation of the monitoring and tracking system that can be used to track growth points
- developing rich open-ended mathematical tasks
- incorporating the enabling and extending prompts to ensure quality differentiated tasks
- analysing the Mathematics Assessment Interview (MAI) data and the growth of student learning
- analysing the NAPLAN data and identifying student misconceptions in mathematical reasoning

In Literacy professional learning included:
- participating in professional learning meetings to build capacity to understand and vocabulary teaching framework
- using the the school’s writing tool to assess, monitor, determine next step learning and provide timely feedback to students
- collaboratively planning with stage partners and literacy lead teacher to implement effective vocabulary building strategies across all Key Learning Areas
- tracking, monitoring, analysing displaying and discussing student vocabulary development using the literacy data wall
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve all students’ religious literacy skills based on the Catholic Church’s Sacraments and Christian life values (one year’s growth based on RLA data: specifically in the domains of God, Sacraments and Christian life)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Our 2015 RLA data revealed the need for a whole-school emphasis on understanding the Catechism of the Catholic Church and its Sacraments. In light of the church’s teachings, our data indicated a great need for a consistent approach to teaching and collecting data in Religious Education, to enhance the knowledge of sacred Sacraments and its effects to living an authentic Christian life.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>Staff collaboratively prepared in Stage teams and RE programs using the program proforma to ensure elements of Sacraments and Christian life were purposefully aligned with the Catechism of the Catholic Church and the theme of the Year of Mercy. Staff used RE learning intentions and success criteria that targeted the <em>Senses of Scripture</em> and terminology to expand word consciousness in order to refine best RE teaching and learning practice.</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would use and manipulate vocabulary across all genres to demonstrate a growing vocabulary and word consciousness in their writing (one year’s growth measured by the St Bernadette’s Primary School’s writing tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Through whole-staff analysis of various data sets including, NAPLAN, Progressive Achievement Tests in Reading (PAT-R), writing vocabulary (Clay) and the St Bernadette’s Primary School’s writing tool we determined a deficiency in student vocabulary development, particularly from students with a Language Background Other Than English (LBOTE) and English as a Second Language (ESL) students. This was having a direct impact on students' reading, writing, speaking and listening abilities.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 2</strong></td>
<td>Through professional learning we built the teachers' understanding of the importance of vocabulary for improved student outcomes. We built capacity allowing teachers to implement practical strategies across literacy blocks and other Key Learning Areas that would assist students to strengthen their use of vocabulary. We established tracking and monitoring devices to ensure all students demonstrated growth and 'stuck' students received targeted interventions.</td>
</tr>
<tr>
<td><strong>Status of priority 2</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Through sustained and targeted emphasis on mathematical language and formal monitoring and tracking of student data, to increase, by the end of the year, 80% of individual student growth by a minimum of one growth point within all four number domains, with accelerated growth in vulnerable students and most able students</td>
</tr>
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<tr>
<td>Reason for priority 3</td>
<td>In 2015, a tracking system was implemented to track and monitor student growth. This tracking system allowed staff to become familiar with growth point knowledge; develop an understanding for student misconceptions and respond through targeted Mathematics’ programming. NAPLAN data indicated a need for a focus around the development of mathematical language.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>Tracking student growth in counting, place value, addition and subtraction, and multiplication and division was a major focus in 2016. This tracking system ensured that teachers were able to monitor the strengths and challenges that the students faced. The teacher triad model, lead teacher, classroom teacher and teaching educator was maintained, allowing teachers to work shoulder to shoulder, weekly, Kindergarten to Year (K-6), to build capacity in numeracy instruction in the classroom.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students in K-6 to demonstrate a deeper understanding of the Sacraments and its application to living a Christian life, with growth measured using Religious Education pre and post assessments and RLA results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>In 2016 staff concentrated on implementing learning intentions and success criteria that targeted the <em>Senses of Scripture (SOS)</em>. To refine this focus in 2017, staff will apply this to Religious Education pre and post assessment rubrics. Formative assessment will impact the teaching and learning sequence of SOS units and result in a continued focus on the domains of Sacraments and application to Christian life to achieve further growth from the 2016 RLA data.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td>Staff will create purposeful pre and post RE assessments that have precise rubrics that are aligned to the <em>Senses of Scripture</em> elements to compare learning opportunities and growth from student knowledge and understanding of Sacraments and Christian life concepts. Staff will continue to implement focused learning intentions and success criteria that are driven by pre assessment, student responses and the use of RE word vocabulary.</td>
</tr>
<tr>
<td><strong>Priority 2</strong></td>
<td>All students will use and manipulate a growing vocabulary to demonstrate a minimum of one year’s growth in inferential reading comprehension K-6. Growth will be measured using the literacy continuum, progressive achievement tests in reading and running records.</td>
</tr>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>In 2016 we developed student writing through vocabulary building and word consciousness. The staff analysed various data sets including NAPLAN, Progressive Achievement Tests in Reading (PAT-R), and Early Years Assessment (EYA) and determined a deficiency in students' inferential comprehension. Building and developing student vocabulary during the reading process will have a direct impact on students' inferential comprehension skills and lead to further student growth.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 2</strong></td>
<td>There will be a focus on teaching reading and comprehension skills throughout the reading process (before, during and after) to improve student understanding of text. Students will utilise a variety of texts to develop skills which will enable whole text meaning. Teachers and students will utilise purposeful talk to share thinking, demonstrate understanding and develop reading skills. Developing comprehension skills will enable students to improve reading and deepen vocabulary knowledge.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Through sustained and targeted emphasis on Mathematical language and the understanding and need for visualisation in Mathematics, we will increase growth for all individual students by a minimum of one growth point within the two number domains of addition and subtraction, and multiplication and division, with accelerated growth in vulnerable students and most able students, by the end of the year.</td>
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</tr>
<tr>
<td>Reason for Priority 3</td>
<td>The analysis of the 2016 NAPLAN data indicated a need for an explicit focus to take place around the development of mathematical language and student ability to dissect a written Mathematics' problem. This analysis showed that many students performed more poorly than both the state and diocese for Numeracy. An explicit focus on mathematical language and student misconceptions is needed to ensure our students meet minimum growth standards in 2017 and beyond.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>Teacher coaching and mentoring will continue, allowing teachers to work shoulder to shoulder, weekly, in order to build capacity in numeracy instruction. A particular focus in the areas of addition and subtraction, and multiplication and division strategies, will take place during staff workshops. Teachers will examine and discuss the data gathered for numeracy and ensure that through consistent tracking, all students will be catered for, especially those at risk and those that are most able.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction

During 2016, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported showed that:
- Parents felt that they were involved in their child’s education.
- The school was receptive to, and understood the views and concerns of parents.
- Parents were given opportunities and encouraged to make contributions to school planning.
- Parents felt that school staff focused on improvement as a priority.
- Student learning was interesting and challenging.
- Students were developing valuable social skills.
- Parish involvement was rated highly and was important to the parents.
- The parents were positive about the opportunities the school provided to participate in, and emulate, a Catholic presence and culture that was positive and centred in Christ.
- The parents rated highly the school’s sense of compassion and social justice that supported the Catholic values expected of leaders and staff.
- The extent to which parents saw teachers as being enthusiastic and passionate about their work was viewed positively.

Student satisfaction

The 2016 QCS student data showed that at St Bernadette’s Primary School:
- There was an emphasis on, and opportunities to participate in and emulate, a Catholic presence and culture that was positive and centred in Christ which were positive highlights.
- Students felt positive at school.
- The students perceived the behaviour of staff was positive in creating an authentic Catholic culture in the school.
- Students saw that social justice was well represented as part of their Catholic culture.
- Students saw compassion as a ‘lived’ reality as part of their Catholic culture.
- Parish involvement was rated as highly important to the students.
- Students were motivated to do well and were learning in a context where relationships with other students were positive.
- They liked the school and felt connected to their peers.
- Students felt that they had good teacher empathy and stimulating learning experiences that were enjoyable and interesting.
- They liked the school and felt connected.

Teacher satisfaction

The 2016 QCS data showed:
- There was a positive tone in the school for teaching and learning.
- Staff worked collaboratively to improve curriculum processes.
- The leadership was perceived as developing towards being balanced and improving in purpose, direction and establishing processes to engage staff.
- The staff felt that they were consulted on decisions that affected them.
- The teachers were aware of the school goals and the alignment to teaching and learning expectations.
- There had been a significant and positive shift in enabling staff to receive feedback on how they were performing.
- Teacher efforts were recognised through professional learning opportunities within and beyond the school.
- The work demands indicator showed that the teachers were working diligently to achieve the school goals and teaching expectations.
- Respect for students was positive.
- School improvement focus was viewed as positive and the staff were trying to improve the way they did their job and achieved high standards.
- Staff managed student behaviour throughout the school and worked to implement school-wide processes and procedures.
- Staff understood the need to engage students.
- Staff valued parent relationships.
Student Profile

Enrolment Policy

St Bernadette's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>112</td>
<td>116</td>
<td>228</td>
</tr>
<tr>
<td>2015</td>
<td>124</td>
<td>114</td>
<td>238</td>
</tr>
<tr>
<td>2016</td>
<td>117</td>
<td>122</td>
<td>239</td>
</tr>
</tbody>
</table>

The school population has remained relatively stable from 2015-2016. All student movement from the school has been owing to family relocation to other areas.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.6</td>
</tr>
<tr>
<td>School Average</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>133</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>18</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

We have a comprehensive Behaviour Management and Support and Pastoral Care policies in place at St Bernadette's Primary School.

In 2014 we reviewed our Behaviour Management and Support policy to include using a process of restorative justice. In 2015 we implemented the policy fully into the school. Our goal was to support appropriate student behaviour through in-class acknowledgment systems and a whole-school awards system with bronze, silver and gold awards. This system also included excellence awards and citizenship awards.

In 2016, staff and the wider school community established an understanding around the term ‘diversity’ and the understanding that all children are unique. We utilised this understanding to formulate agreed practices that would be introduced across the school to ensure all students are valued as individuals with specific needs.

Our Behaviour Management and Support policy included a system of awards which result in being presented with a gold ribbon and award certificate at a principal's activity afternoon at the end of each year. Aspects of the Behaviour Management and Support policy and support materials are included in the school newsletter on a regular basis for parents to be kept informed, and is also available on the school website.

Our Pastoral Care policy focuses on the development of well-integrated students. It enables students to develop spiritually, cognitively, physically, socially and emotionally.

Our Behaviour Management and Support and Pastoral Care policies are based on our school rules. It is expected that all students obey these school rules and that our parents support these policies as well. Behaviour infractions are dealt with promptly and based on the process of restorative justice. Parents are informed at all points of the process.

Bullying audits are conducted throughout the year in the primary classes. This involves extensive follow-up, based on respect for all, and each person taking personal responsibility for his or her actions.

The full text of the Behaviour Management and Support and Pastoral Care policies can be obtained from the school office.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2016.
Section Eleven: Financial Statement

![Pie charts showing Income and Expenditure]

**Income**
- Commonwealth (62.2%)
- Capital (0%)
- State (23.8%)
- Fees (10.8%)
- Other (3.2%)

**Expenditure**
- Capital (10.6%)
- Salary (69.3%)
- Non-Salary (20.1%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$2,279,554</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$871,182</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$397,120</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$119,040</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,666,896</strong></td>
</tr>
<tr>
<td>Capital Expenditure (^6)</td>
<td><strong>$406,689</strong></td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td><strong>$2,653,907</strong></td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td><strong>$769,740</strong></td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,830,336</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.