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 2017 and gives information about the 2018 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 left 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 2017 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,
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 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 including the refurbishment of the library, multi-purpose room and the building of a new canteen and toilet block. In 2005/2006 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, soft-fall and artificial grass. In 2009/2010 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 learning spaces were fitted with acoustic tiles and learning pods were enclosed to be more effectively utilised as quiet and discrete small group workspaces. In 2014 playground shade structures were replaced, gardens were replenished and remodelled 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 supporting students with additional needs by providing an area where play can be organised and supervised.

In 2017 all learning spaces were refurbished and the school was painted. The school facade was upgraded to reflect a modern progressive school.

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 2017 there were 231 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>19</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>19</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>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>91</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>66</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 the presence of God in their daily lives by nurturing and developing their relationship with God through daily shared prayer experiences in the learning spaces, whole school prayer with parents, the recital of the Angelus and the Rosary and prayer sessions during lunch time. The use of class and family prayer boxes continued to be used this year as a sacred prayer resource to help share and extend our faith community through authentic prayer experiences. Both the students and teachers participated in sharing personal and communal prayer that focused on the Sunday gospel shared at mass.

Liturgy and prayer were integral components of school life as they had the key role in deepening and celebrating our faith with the students, teachers and parents as a holistic faith community. These faith experiences also influenced interactions between all members of the school and parish community to ‘be the face of Jesus’ – true exemplars of Christ’s disciples.

The students participated in a rich liturgical life through the preparation and participation of class and school liturgies throughout the year. In 2017 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.

Staff also participated in celebrating various parish Sacramental celebrations. Our primary classes also participated in Reconciliation visits once per term and Kindergarten to Year 6 (K-6) classes visited the Blessed Sacrament in the parish 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 term. These activities included, raffles, guessing competitions, cake stall days, dress up days, food drives and colouring-in competitions.
- The school raised money for St Vincent de Paul, Caritas and The Jesuit Refugee Service.
- All Stages and staff donated items for the St Vincent de Paul Christmas Hamper Appeal.
- All Stages donated their designated food drive items for the Jesuit Refugee Service.
- Students dressed up as religious figures to celebrate 'Halo-een Day' to raise funds for St Vincent de Paul.
- All classes contributed to Caritas 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.
- The Parent Group Committee held a 'Biggest Morning Tea' at school to rise funds for breast cancer.

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 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.

Parents were encouraged to be 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 and the Angelus prayer; open classroom participation of Religious Education lessons and activities; and through formal and informal interviews throughout 2017.

A two-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 and how prayer and faith are fundamental aspects to the St Bernadette’s Catholic culture. Parents and children also participated in a liturgy to celebrate the conclusion of the Transition program.

**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. Teachers also used learning intentions and success criteria that reflected the three senses.

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 Sunday mass. 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). This assessment 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 2017 and included weekly morning staff prayer every Thursday 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: unpacking of RE *Goal and Action Plan*, ensuring that the three senses were targeted within weekly lessons and assessments;
effective use of RE resources across the curriculum; RE learning intentions and success criteria; and use of the catechism of the Catholic church and the three senses in RE programming.

The Religious Education coordinator met with teachers to reflect on, and monitor, their RE teacher goals and RE circle of practice at the beginning, middle and end of each teaching term to ensure mentoring of relevant resources and teaching strategies were discussed and evaluated.

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 and Religious Literacy Assessment (RLA) workshops administered by the RE evangelisation team.

The leadership team met with other cluster school teams to discuss and share student work samples and analysing of data that worked towards the RE Goal and Action Plan for 2017.
Learning and Teaching

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 2017. 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>Year</th>
<th>NAPLAN RESULTS 2017</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>
<td>School</td>
</tr>
<tr>
<td>Year 3</td>
<td>Grammar and Punctuation</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Year 5</td>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

The percentage of Year 3 students in bands 4 and 5 in reading and writing exceeded the national average. This demonstrated a need to extend our students into band 6 and further reduce students being award bands 1 to 3. In writing no students were in the bottom two bands.
The school staff will continue to refine their teaching to improve student reading comprehension skills and reading stamina. A focus will be to challenge top band students to stretch the reading and writing skills by engaging with an increased variety of tests and writing showing more sophistication.

The percentage of Year 3 students in band 6 in Numeracy exceeded the national average demonstrating that our top students are challenged in mathematical thinking. There is a need to move students in band 3 upwards and to minimise the number of students in bands 1 and 2 which continue to be significantly lower than 2015 NAPLAN percentages.

Students will be exposed to precise and refined teaching to improve their use of skills on tasks that require multi-step problem solving.

The number of students in the top two bands, 7 and 8, exceeded the national average in reading, writing, grammar and punctuation and Numeracy.

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 2016 NAPLAN data we identified a need to continue, maintain and consolidate a focus on best instructional practice in reading, writing, grammar, punctuation, spelling and numeracy. This was reflected in the priorities addressed in the 2017 Implementation Plan.

School curriculum

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. The school was supported by a teacher educator in numeracy and literacy for specified periods of the school year.

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 two weeks in term 4. New Kindergarten students attended a three hour session, once a week for two weeks for orientation. Parents also participated in information sessions over the two 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 2017 the students participated in gymnastics and swimming programs.

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

In 2017 building resilience and responsibility in all students so that all community members feel safe and valued was 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 wellbeing 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 2016. In 2017, our Vision and Values Statement continued to permeate all that we do at St Bernadette's Primary School.

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.

Professional Learning

Professional learning for the 2017 school year targeted three main areas. These were outlined in the Implementation Plan for the year and involved areas of formation in Religious Education, visualisation and vocabulary skills in numeracy and improved inferential comprehension skills.

In Religious Education professional learning involved:
- development of assessment rubrics that targeted learning outcomes
- learning outcomes unpacked and matched with the three senses
- learning intentions and success criteria being developed to reflect learning outcomes
- 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
- continuous understanding of numeracy data to inform next step learning
- developing problem solving strategies with a focus on Mathematics vocabulary
- 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:
- continuing to develop understanding of strategies to extend student vocabulary
- use of writing analysis tool to identify next step learning
- student voice to inform reading engagement in spaces
- unpacking the writing process including purposeful talk and illustration
- ongoing data analysis (NAPLAN, EYA, Progressive Achievement Tests in Reading (PAT-R), writing stimulus
- reflecting on writing practices within learning spaces
- use of Circle of Practice to inform teacher learning
- investigated prewriting activities
### Annual 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>Reason for priority 1</td>
<td>In 2016 staff concentrated on implementing learning intentions and success criteria that targeted the three senses. This required further refinement in 2017 for staff to apply this knowledge confidently to Religious Education pre and post assessment rubrics. A need to refine summative and formative assessment was identified to impact positively on the teaching and learning sequence of SOS units and improve the 2017 RLA data in the domains of Sacraments and Application to Christian Life.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 1</td>
<td>Teachers worked in Stage teams with the REC to plan and develop assessment rubrics that targeted each of the RE learning outcomes. Subsequently outcomes were further unpacked based on the three senses with a specific focus on the <strong>spiritual</strong> and <strong>application</strong> senses. Teachers then identified their weekly learning intentions and success criteria with purposeful links to deeper understandings of the church teachings and its Sacraments specifically with the spiritual sense.</td>
</tr>
<tr>
<td>Status of priority 1</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 2</td>
<td>That all students would use and manipulate a growing vocabulary to demonstrate a minimum of one year’s growth in inferential reading comprehension K - 6, to be measured using the literacy continuum, Progressive Achievement Tests in Reading and Running Records</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Reason for priority 2</td>
<td>In 2016 we focused on developing student writing through vocabulary building and word consciousness. To continue this focus in 2017, the staff have analysed various data sets including; NAPLAN, Progressive Achievement Tests in Reading Comprehension and Early Years Assessment, 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.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2                                        | - focused on developing practices that extended vocabulary  
- participated in professional development around aspects of students' use of vocabulary  
- developed the writing process to include purposeful talk, student planning and use of illustration  
- reviewing and extending writing  
  
Student voice was reflected on, and responded to by developing engaging reading spaces. Professional development focused on analysing student writing as well as inferential questioning. |
<p>| Status of priority 2                                                    | Ongoing                                                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>In 2016, a tracking system was implemented to track, monitor and analyse student growth in all four domains of numeracy. 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, identifying the mathematics within the problem and knowing what strategies to apply. An explicit focus on mathematical language and student misconceptions is needed.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>Professional Learning took place around problem solving strategies, specifically around the word difference and the use of language in Mathematics. Teachers updated and reflected on the numeracy data wall, identifying trends and vulnerable students. Data wall alerts were developed to draw attention to intervention needs. Tracking strategies were developed across the school to ensure consistency Professional development took place around NAPLAN analysis and problem solving strategies.</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>Students develop a deeper understanding of Scripture with specific focus of the spiritual sense and growth to be measured through effective class assessments and an improvement of RLA data.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Religious Literacy Assessment 2017 highlighted an inconsistency with Year 4 and Year 6 data in the domains of Scripture and Christian Life. Teacher feedback conveyed the need to re-focus the comprehension strategy of <em>The Three Senses</em> - particularly with the spiritual sense for students to demonstrate a better understanding of the Scripture message and its relevance to living a Christian life. Use of formal assessments and its rubrics will be used in a variety of assessment tools.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td>Staff will work with the REC to monitor and evaluate SOS unit outcomes in order to develop and offer a range of engaging formative and summative assessments tools for students. Staff will participate in various Religious Education meetings with a key focus on building teachers' capacity for developing assessment rubrics that reflect the three senses. Religious Education learning intention and success criteria will be refined further, particularly with the spiritual and application senses.</td>
</tr>
<tr>
<td>Priority 2</td>
<td>To build students' reading stamina to develop inferential comprehension across a wide range of texts, measured by one year’s growth in all students reading data assessed using Running Records, PAT-R, NAPLAN, formal and informal monitoring processes within the literacy block and all Key Learning Areas (KLAs)</td>
</tr>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>NAPLAN results in 2017 indicated that students experienced difficulty with Inferential comprehension and connecting ideas. A number of our students do not read widely outside of school and struggle to read texts closely in order to uncover layers of meaning that lead to deep understanding. We want to enable students with a wide range of reading levels, to practise reading closely and responding to more demanding texts.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 2</strong></td>
<td>Teachers will use student data, reading comprehension clusters and diocesan reader profiles to plan and inform shared book and small group learning at students' reading levels and needs. Vulnerable students will be identified for early intervention and all students will receive personalised reading goals. Quality exemplar texts will be utilised to model think alouds, inferential questioning, prompts and purposeful talk about a variety of texts. Comprehension strategies will be explicitly taught.</td>
</tr>
<tr>
<td><strong>Priority 3</strong></td>
<td>For students to use efficient multiplicative thinking and visualisation strategies to become more fluent problem solvers of rich mathematical tasks - measured by improved MAI and NAPLAN data in multiplication and division, and formal and informal tracking and monitoring processes within the numeracy block</td>
</tr>
<tr>
<td><strong>Reason for Priority 3</strong></td>
<td>Recent NAPLAN data indicates larger than average number of students working at, or below, national minimum standards (NMS) in numeracy. NAPLAN also indicates students have greater difficulty with multi-step or multi-strand problems. MAI data indicates a large number of students moving beyond growth point 2 and 3 in multiplication and division. Staff feedback identified a need to improve the processes used to track and monitor student progress.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 3** | We will develop:  
- prompting, probing and reflecting questions that encourage students to apply visualisation strategies when solving problems  
- prompts to identify mathematical thinking within problem solving and regular opportunities for students to share their thinking  
- rich tasks that integrate multiplicative thinking across a range of strands  
- digital tracking of student progress  
- staff understanding around multiplication and division growth point behaviours and how these can be monitored |
Community Satisfaction

Parent satisfaction
During 2017, 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 saw that they had many opportunities to be be involved in the school and be involved in their children's education.
- Parents believed that staff prioritised student learning, were professional in their roles as educators and generated a positive environment within the school.
- There was concern and compassion for families at the school and that this supported Catholic values.
- Student learning was focused and stimulating.
- Students were connected to their peers and were learning valuable social skills.
- Parish involvement was rated highly and was important to the parents.
- Parents recognised the opportunities that students had to be involved in the parish and saw this as being significant.
- Parents regarded the school as being very approachable and that the school as a whole was improving.

Student satisfaction
The 2017 QCS student data showed that at St Bernadette's Primary School:
- Students were generally motivated with their learning and found learning stimulating.
- There were many opportunities for students to participate meaningfully in the parish and in liturgy.
- Students felt a strong connection to the school and to the community.
- The students valued the behaviour of staff as role models in their faith.
- Students saw that social justice was well represented as part of their Catholic culture.
- Students believed that compassion was witnessed throughout the school in authentic lived experiences.
- Students recognised that parish involvement was a strong factor of the school.
- Students saw that school was a place where they felt safe and where they were connected to their peers.
- Students felt that they had good teacher empathy and stimulating learning experiences that were enjoyable and interesting.

Teacher satisfaction
The 2017 QCS data showed:
- Staff saw that the focus for school improvement was clear and they were positive about this growth and in working toward high standards.
- Staff regarded school leadership as supportive and that teacher ownership through collaboration was high.
- Teachers believed that students were respected and that relationships with parents were seen as important.
• Staff believed that student behaviour on the playground was positive and that a school-wide approach to behaviour was important.
• Parent relationships were valued by staff and effort had gone into building communication between school and home.
• Staff believed that compassion within the community as well as social justice were strong characteristics of the school and they regarded these as important aspects of their Catholic identity.
• Staff recognised that there were many opportunities for involvement in the parish and in liturgy.
• Teachers regarded quality teaching and learning as important and were confident to enable this.
• Teachers saw that professional development was valued in the school and that there were many opportunities for this through the year.
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](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>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>
<tr>
<td>2017</td>
<td>113</td>
<td>117</td>
<td>230</td>
</tr>
</tbody>
</table>

Early Stage 1 enrolments for 2017 dropped below anticipated enrolments. This affected the school's overall enrolment for 2017 indicating a slight decline. The school population, Year 1 to Year 6 has remained relatively stable from 2016 to 2017. All student movement from the school has been owing to family relocation to other areas outside of the Lalor Park/Blacktown area.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>95</td>
</tr>
<tr>
<td>Year 6</td>
<td>95</td>
</tr>
<tr>
<td>School Average</td>
<td>95</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

| Language background other than English (LBOTE) | 109 |
| Students with disabilities (SWD) | 15 |
| Indigenous | 5 |

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 acknowledgement 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 were valued as individuals with specific needs.

Our Behaviour Management and Support policy included a system of awards which resulted 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 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$2,487,203</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$757,031</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$419,135</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$67,014</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,730,383</td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (^6)</td>
<td>$16,565</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$2,668,692</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$803,039</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$3,488,296</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.