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 2018 and gives information about the 2019 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 with 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, to be tolerant, loving, forgiving, supportive and encouraging so that each 'may have life, and have it 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 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.

Our Parent Group met once a term and at these meetings educational issues and initiatives were discussed and shared with the parents. In 2018 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.

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 also 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.

St Bernadette’s Primary School is a progressive school that has consistently maintained and updated its facilities to meet the needs of students.

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 utilised more effectively 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 painted. The refurbishment included the purchase of furniture that would enhance learning and collaboration amongst both students and staff. The school facade was upgraded to reflect a modern progressive school, of which we can all be proud.

In 2018 the library was completely refurbished with furniture that reflected the needs of a modern library space. The space is now engaging and can be utilised effectively to meet the diverse needs of the school.

The Teachers Learning Hub was established in 2018. This is a space dedicated to the work of teachers.

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 2018 there were 233 students enrolled at St Bernadette’s Primary School and there were 11 class groups.
<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>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>19</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>9</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2018</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2018 teaching staff who were retained from 2017</td>
<td>79</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 daily and the Rosary every Monday morning. The use of class and family prayer boxes continued to be used in 2018 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 2018 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 each 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 'Halloween 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 raise 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.

In 2018 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 in Religious Education lessons and activities; and through formal and informal interviews throughout 2018.

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 Primary School’s 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. 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 2018 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.
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 2018. 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 2018</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>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td>96</td>
</tr>
</tbody>
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<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>94</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
<td>90</td>
</tr>
<tr>
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</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>96</td>
</tr>
</tbody>
</table>

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.
The percentage of Year 3 students in the top three bands in grammar and punctuation, Literacy and reading exceeded the national average. However the decrease of students in the top three bands for writing and spelling in Year 3, indicated that our teaching needs to target our Year 3 students to stretch themselves and continue to develop their reading stamina to comprehend beyond the literal level of texts.

The school staff continued to refine their teaching to improve student reading comprehension skills and reading stamina. A focus was to challenge top band students to stretch the reading and writing skills by engaging with an increased variety of texts and writing, showing more sophistication.

Following the analysis of the 2018 Literacy NAPLAN data, there is further teacher learning needed around teaching reading comprehension and continuing to develop sustained reading of texts in a variety of presentations.

The percentage of Year 3 students in the top two bands in Numeracy continues to remain above the national average, but the percentage of students in Year 5 in these same top two bands has continued to decrease. This highlights the need for students to be continually exposed and challenged with rich tasks as they progress through the primary years. Although the number of students achieving at or above the national minimum standard remains positive it is important our teaching aims to stretch the thinking of the students working in the top three bands.

**School curriculum**

Student support programs included Special Education, Literacy Support, English as a Second Language, and Extending Mathematical Understanding (EMU) early and middle years 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 teacher educators 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 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 2018 the students participated in Dance Fever and Learn to Swim programs.

We celebrated Education/Book Week together in term 3.

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 in term 3 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.

In 2018 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 2018, the staff developed a Mission Statement which reflected our whole-school expectations.

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 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 2018 we implemented consistent strategies to promote respect and responsibility across the school. These included whole-school student management structures and flowcharts that support students behaving positively.

We commenced the initial work required to implement Positive Behaviour Support for Learning (PBS4L). A team was established to review all current school structures and to begin the process of developing new structures that will be fully implemented in 2019 when we officially launch PBS4L at St Bernadette’s Primary School.

**Professional Learning**

Professional learning for the 2018 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 literacy.

In Religious Education professional learning involved:
- continued development of refining RE programming that aligned with the theology and the three senses
- analysing and developing assessment rubrics that targeted learning outcomes based on the three senses
- continued development with learning intentions and success criteria based on the three senses
- understanding of RE agreed practices
- continuous evaluation and reflection at the beginning, middle and end of term of RE circle of practice and RE teaching learning goals

In numeracy professional learning included:
- continued development in understanding of Mathematics growth points
- continued implementation of the monitoring and tracking system that could 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:

- developing our students' inferential reading comprehension across a wide range of texts
- professional readings and discussion of best practice of shared reading, guided reading, independent reading activities, using K-10 English Syllabus for content
- ongoing data analysis - NAPLAN, EYA, and Progressive Achievement Tests in Reading (PAT-R), to track and inform next step learning
- reflecting on reading practices within learning spaces
- use of Circle of Practice to inform teacher learning
- development of an Understanding Texts Reading Tool using learning progressions, to track student reading
### School Improvement

#### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students to develop a deeper understanding of Scripture through specific focus of the spiritual sense with growth measured through a range of summative and formative assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Religious Literacy Assessment (RLA) highlighted an inconsistency with Year 4 and Year 6 data in the domains of Scripture and Christian life. Both teacher and student data showed a need to focus on the pedagogy of the three senses - particularly with the spiritual sense for students to demonstrate a deeper understanding of the Scripture message and its relevance to living a Christian Life. Use of formal assessments and its rubrics based on the three senses were to use varied assessment tools.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 1</td>
<td>Staff worked with the REC to mentor and evaluate <em>Sharing our Story</em> unit outcomes in order to develop and offer a range of engaging lessons and formative and summative assessments tools for students. Staff participated in various RE professional meetings with a key focus on building teachers' capacity for developing assessment rubrics that reflected the three senses. Learning intentions and success criteria needed to be refined further, particularly with the spiritual sense.</td>
</tr>
<tr>
<td>Status of priority 1</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 2</td>
<td>To build students' reading stamina to develop inferential comprehension across a wide range of texts and achieve at least one year's growth in all students reading data. This will be assessed using running records, the Progressive Achievement Test in Reading (PAT-R), NAPLAN and other formal and informal monitoring processes within the literacy block and all Key Learning Areas (KLAs).</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Reason for priority 2</td>
<td>NAPLAN results indicated that students experienced difficulty with inferential comprehension and connecting ideas. A number of our students did not read widely outside of school and struggled to read texts closely in order to uncover layers of meaning that led to deep understanding. We wanted to enable students with a wide range of reading levels, to practise reading closely and responding to more demanding texts.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | Steps included:  
- teachers using 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 being identified for early intervention and all students receiving personalised reading goals  
- quality exemplar texts being utilised to model think alouds, inferential questioning, prompts and purposeful talk about a variety of texts  
- comprehension strategies being explicitly taught |
<p>| Status of priority 2 | On-going |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students to use efficient multiplicative thinking and visualisation strategies to become more fluent problem solvers of rich mathematical tasks - measured by improved Mathematics Assessment Interview (MAI) and NAPLAN data in multiplication and division, and formal and informal tracking and monitoring processes within the numeracy block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>NAPLAN data indicated a larger than average number of students working at, or below, national minimum standards (NMS) in Numeracy. NAPLAN also indicated students had greater difficulty with multi-step or multi-strand problems. MAI data indicated a large number of students needing to move 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>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>We aimed to develop:  ■ prompting, probing and reflecting questions that encouraged 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 integrated multiplicative thinking across a range of strands  ■ digital tracking of student progress  ■ staff understanding around multiplication and division growth point behaviours and how these could be monitored</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>On-going</td>
</tr>
<tr>
<td>Priority 1</td>
<td>For students to demonstrate an enhanced engagement through the new draft Religious Education Curriculum</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td>Reason for Priority 1</td>
<td>In keeping with the system priority in Religious Education, St Bernadette’s Primary School will be implementing the new Religious Education Curriculum. Hence there will be a focus on quality learning and formation in Religious Education.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 1</td>
<td>Staff will work collaboratively with the REC and mission teacher educator to gain professional development towards the full implementation of curriculum. Specific learning opportunities will be provided to develop learning cycles using an inquiry-based pedagogy facilitating deep learning in accordance with the statements of inquiry.</td>
</tr>
<tr>
<td>Priority 2</td>
<td>Students will improve their comprehension of a range of sustained texts in a variety of types and presentations, both linear and non-linear.</td>
</tr>
<tr>
<td>Reason for Priority 2</td>
<td>Both NAPLAN and PAT-R data evidence indicates students are struggling with most aspects of comprehension. Data analysis at a school level did not indicate a particular pattern of vulnerability in either literal or inferential comprehension but rather, across all aspects of comprehension.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 2</td>
<td>Throughout the year we aim to develop processes and tools to help students make connections to their understanding of texts. We will be aiming to write learning intentions and success criteria that will identify the 'next steps' for students' learning as well as individual learning goals so students will know what they have to do to be successful. We want all students to achieve beyond minimum expectations and to receive timely feedback so they can be extended in their learning.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Through engagement in challenging tasks, all students will achieve at least one learning goal each term which is targeted towards 'next step' growth point behaviours.</td>
</tr>
<tr>
<td>Reason for Priority 3</td>
<td>Our NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M) results indicate positive growth in Years 1, 3, 4, and 6, and an improvement from the bottom two bands across all grades, but a decrease from the top two bands. This signifies our learning is targeted towards the lower end of our achievement bands resulting in the expansion of the middle bands. This requires our students to be challenged, and also to know what they need to do to progress.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>Throughout the year we aim to develop processes and tools to help students make connections to their Mathematics learning. We will be aiming to write learning intentions and success criteria that will identify the 'next steps' for students' learning as well as individual learning goals so students will know what they have to do to be successful. We want all students to achieve beyond minimum expectations and to receive timely feedback so they can be extended in their learning.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction
During 2018, Catholic Education Diocese of Parramatta engaged The Learning Bar to conduct the Tell Them From Me (TTFM) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The TTFM data collected and reported showed that parents:
- felt welcome at St Bernadette's Primary School
- discussed their child's progress with the class teacher and felt listened to
- were well informed about school activities
- received easy to understand information about their child's progress
- were informed about any behaviour concerns
- supported learning at home
- encouraged their children to do well at school and praised them for their efforts
- talked to their child about their relationships at school
- felt that teachers were interested in how their child learnt
- felt that school staff encouraged children to do their best work
- felt that teachers expected children to work hard
- believed children understood the rules and expectations upheld at the school
- felt their children were safe at school
- believed that teachers provided additional support to children when required
- believed that teachers understood the needs of students with special needs

Student satisfaction
The TTFM data collected and reported showed that students:
- had strong positive relationships at St Bernadette's Primary School
- had many opportunities to participate in sports programs whilst at school
- valued schooling and the learning outcomes
- were interested and motivated whilst learning
- believed they were putting maximum effort into learning
- believed they were receiving quality instruction and learning
- valued the positive relationships they had with the teaching staff
- understood the need for high expectations in order to experience success
- were proud of the school

Teacher satisfaction
The TTFM data collected and reported showed that teachers:
- believed St Bernadette's Primary School was an inclusive school with strong leadership and collaboration capabilities.
- believed the school had a transparent school culture where teachers worked together to solve complex learning challenges.
- shared strategies that increased student engagement
- shared lessons and resources to meet the needs of students
- discussed the learning needs of individual students
- discussed the learning goals of each lesson and monitored student progress
- had high learning expectations for every child
- had access to modern learning tools such as computers to enhance learning opportunities
- planned for the diverse needs of learners using personalised plans, including individualised goals
- used student assessment to inform practice and improve learning
- used a variety of teaching strategies
- worked with parents to solve problems
- believed they were well supported by school leadership
Student Profile

Enrolment Policy
St Bernadette's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. The full text or a link to the full text of the school’s enrolment policies, including all prerequisites for continuing enrolment can be obtained from the school office or can be accessed on the CEDP website showing the CEDP Enrolment Policy, Procedures and Guidelines.

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>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>
<tr>
<td>2018</td>
<td>114</td>
<td>122</td>
<td>236</td>
</tr>
</tbody>
</table>

Early Stage 1 enrolments were stable at 36 for 2018. The school’s overall enrolment for 2018 was stable. The school population, Year 1 to Year 6 has remained relatively stable from 2017 to 2018.

Any student movement from St Bernadette's Primary School has been a result of family relocation to other areas outside of the Lalor Park/Blacktown catchment area.

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 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94</td>
</tr>
<tr>
<td>Year 1</td>
<td>79</td>
</tr>
<tr>
<td>Year 2</td>
<td>79</td>
</tr>
<tr>
<td>Year 3</td>
<td>89</td>
</tr>
<tr>
<td>Year 4</td>
<td>92</td>
</tr>
<tr>
<td>Year 5</td>
<td>88</td>
</tr>
<tr>
<td>Year 6</td>
<td>86</td>
</tr>
<tr>
<td>School Average</td>
<td>87</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>15</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
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 some students 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 it is also available on the school website.

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

Our Behaviour Management and Support and Pastoral Care policies were based on our school rules and the principles of natural justice and procedural fairness. It was expected that all students obeyed these school rules and that our parents supported these policies as well. Behaviour infractions were dealt with promptly and based on the process of restorative justice. Parents were informed at all points of the process. Corporal punishment is expressly forbidden at the school.

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

In 2018, the PBS4L Implementation Team conducted surveys of staff, students and parents in order to assure the wellbeing of all students has been the forefront of decision making when reviewing our Behaviour Management policy and procedure for implementation in 2019.

Staff participated in professional development during a staff development day led by NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) and the school counsellor. This enabled staff to develop an informed understanding of the trauma some of our students and families have experienced in order to assure wellbeing. STARTTS continues working with a group of Stage 3 Sudanese students in a peer mentoring program, providing them with a support network that promotes understanding of the culture of our school and the wider community.

The CEDP Behaviour and Wellbeing Team worked closely with staff and leadership throughout 2018 in order to support the wellbeing of students within our community.

Our school is an inclusive school that values the diverse needs of its students. Students, teachers and parents build and maintain strong relationships. They work together to solve complex learning, social and emotional issues.

Students have a positive sense of belonging and value the school. Students build and maintain strong and positive relationships with one another.

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 and procedures. 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 2018.
Section Eleven: Financial Statement

Income

- Commonwealth (67.5%)
- Capital (0%)
- State (20%)
- Fees (10.3%)
- Other (2.2%)

Expenditure

- Capital (2.6%)
- Salary (74.8%)
- Non-Salary (22.6%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$2,716,306</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$803,344</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$415,654</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$87,014</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,022,318</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$98,455</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$2,880,731</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$870,653</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,849,839</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.
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.