



St Bernadette's Primary School

St Bernadette's Primary School
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Catholic Schools
Parramatta Diocese

2024 Annual School Report



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 carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

Key Messages

From the Principal Mrs Lisa Samojlowicz

St Bernadette's Primary School is part of the local parish with strong links to the wider community. The 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 the world we live in. 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 ensure students are at the centre of decisions so that they can thrive, engage, explore and be motivated to succeed. High expectations ensure best practice teaching and learning opportunities where student data is used to inform all decision making. This personalises the 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. In this way we respond to the individual needs of the students in a strategic and productive way. Building teacher capacity ensures that skills, knowledge and strategies are current, evidence-based and student centred.

St Bernadette's Primary School is recognised for its community spirit, which is inspired by our Catholic faith, and a 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.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

At St Bernadette's Primary School parents are acknowledged as a vital part of the school community and are actively involved in many aspects of regular school life. We acknowledge parents as the first and foremost educators of their children and work in partnership to provide a quality Catholic education.

We have an active Parent Group which consists of smaller groups including: community, fundraising and social; all committed to supporting our school and parish.

The Parent Group is a very practical and pastoral group. In 2024 the Parent Group was able to meet on a regular basis with the wider school community also invited to attend. The group planned and ran events including Mother's Day and Father's Day stalls, social events for students and parents as well as broader community events such as the St Bernadette's Christmas BBQ & Stalls. This group organised meals for the needy; welcome gifts for new babies; 'tissues and champagne' for the new Kindergarten parents.

The school communicated openly and regularly with parents via COMPASS and the School Newsletter, along with Facebook and Instagram.

Money raised by the parent group led to donations of sport equipment and more.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Student voice is an important aspect of student participation at St Bernadette's Primary School.

Student leadership is an important element of the school. Every student in Stage 3 is a leader supported by staff to run the following teams: Senior Leaders (Captains and SRC), Mission, FIAT, Community, Environment and Sport. These Year 6 students in the Senior Leader Group, were elected by their peers and endorsed by school staff. The School Captains and Student Representative Council (SRC), as well as the other teams, met fortnightly with a member of staff to discuss and resolve issues relevant to their area and the student body.

Student leaders within the other Leadership teams came up with their own initiatives as well as having specific duties, including organising school assemblies, organising and running fundraising activities that supported a variety of causes including Project Compassion, Caritas and St Vincent de Paul, student leadership during school based sporting activities and tasks to assist daily school organisation.

Year 6 students were buddies for Kindergarten to assist with their transition to school.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

The parish of St Bernadette's 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. The school consists of four modern learning spaces, Early Stage 1, Stage 1, 2 and 3. The learning spaces are contemporary in design allowing teachers to plan learning activities and consider how students will be grouped to enhance learning outcomes. The spaces are well equipped with; modern furniture technology to enable learning learning resources break out spaces All spaces are air conditioned with acoustic tiles to manage noise. The students have modern playground facilities including; five large shaded areas infants playground which was purpose designed and built to include equipment, synthetic grass with a soccer field, handball courts, chess board and hop scotch. In 2016, the school constructed a large covered deck area. This area serves as an additional learning space facilitated via easy access to learning spaces. 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. In 2020 the school office was upgraded with new carpet and furniture installed throughout. Amigo's Headquarters, a break out space designed and constructed in 2019 and 2020 with a cubby, synthetic grass and planned games and activities primary playground with basketball, netball, handball and soccer facilities the school garden, Bluey's Patch, which was completely rebuilt in 2019 and 2020 and continues to be an area of ongoing interest and interaction for the students. In 2021, the Rosary Garden was also built.

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 suburbs including Seven Hills, Blacktown, Doonside and Kings Langley. The school is located in close proximity to St Bernadette's Catholic Church.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	34
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	16
Number of part time teaching staff	4
Number of non-teaching staff	14

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Bernadette's Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Staff participated in professional learning for Religious Education around opportunities about formation and “seeing God in all things” using a Godly lens.
- Staff participated in professional learning in English specifically related to the Understanding Texts outcomes of the new syllabus and Explicit Teaching Strategies in Reading.
- Staff participated in professional learning in Mathematics, related to the syllabus and explicit teaching, using student data to identify the ZPD to challenge students.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Year 6 FIAT Leaders led the Caritas Project Compassion initiative for the whole school about 'Walk in the Shoes of Leila event' and making donations.
- Whole school involvement with Jesuit Social Services with donating food items for those in need and highlighting the plight of being homeless.
- Whole school involvement in writing prayers for 'Purple House' and raising awareness around the struggles Indigenous people face.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Revised SIP Mission Goal; shared 'Formation opportunities' for staff & students; checked RE Scope & Sequences in preparation for Term 2.
- Introduction to new RE curriculum “Encountering Jesus” & new RE Scope & Sequences in preparation for 2025; planning Learning Cycles for Term 4.
- All staff reflected on SIP Mission goal, RE planning & teaching for 2024 & completed professional learning modules via Canvas.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

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

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	58%	66%
Writing	63%	77%
Spelling	46%	61%
Grammar and Punctuation	42%	54%
Numeracy	67%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	71%
Writing	78%	67%
Spelling	73%	68%
Grammar and Punctuation	64%	65%
Numeracy	61%	68%

Student Profile

Enrolment Policy

St Bernadette's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. 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 school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
97	108
Total Enrolments: 205	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	93%
1	93%	5	89%
2	90%	6	92%
3	93%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

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

Student Body Characteristics	
Language background other than English (LBOTE)	52
Students with disabilities (SWD)	64
Aboriginal and Torres Strait Islander	7

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Bernadette's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- New S3 Leadership structure and leadership roles to ensure every student in year six became a leader from various communities, also, PIVOT commenced.
- Fortnightly S3 Leadership meetings with relevant staff who led these teams. Implementation of PIVOT for primary years to gain student voice.
- Support of S3 Leadership initiatives within the school each term. PIVOT data reviewed to target next steps for year groups and as a school.

St Bernadette's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Bernadette's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Students K-6 shared the Whole School Expectations Slideshow regularly from Weeks 1-5 which outlined respectful and responsible learning expectations.
- Students K-6 participated in our school Harmony Day celebrations.
- Stage 2 and Stage 3 students attended the Youth Eco Summit at Olympic Park.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents/community feel welcome when visiting the school.
- School supports students positive behaviour through high expectations of learning and behaviour.
- Safety at school is high and reflected in how well the school welcomes all diversity and deals with behavioural challenges.

Areas of strength from the student feedback include:

- Students value their learning experiences and value these opportunities.
- Students have positive relationships with other peers and teachers.
- Students feel supported with their social and emotional needs, particularly with challenging behaviour.

Areas of strength from the staff feedback include:

- Staff fed back that they have access to the resources and systems they need to do their job effectively.
- Staff fed back that they have a clear understanding of what is expected of them in their role.
- Staff fed back that they trust and believe that the leader's at school maintain behaviour that is consistent with our Catholic mission.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To provide a Godly lens for students through formation and Faith In Action (FIAT) programs in our school.	Achieved.
Priority 2	To increase the percentage of students performing at or above the normed mean in 2024 Reading summative assessments (PAT R and EYA) by 10%.	Still Working Towards.

Projected School Priorities		
Priority 1	To improve students' understanding of the Catholic approach to engaging with Scripture supported by the effective use of Learning Intentions & Success Criteria.	
Priority 2	Improve literacy outcomes for students in reading supported by the effective use of Learning Intentions & Success Criteria.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$3,136,100
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$831,460
Fees and Private Income ⁴	\$518,937
Other Capital Income ⁵	\$106,484
Total Income	\$4,592,981

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$72,792
Salaries and Related Expenses ⁷	\$3,707,904
Non-Salary Expenses ⁸	\$1,061,864
Total Expenditure	\$4,842,560

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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