



**ANNUAL  
REPORT**  
TO THE SCHOOL  
COMMUNITY

**BETHANY CATHOLIC PRIMARY SCHOOL**  
WERRIBEE NORTH

**2018**

REGISTERED SCHOOL NUMBER: 1945



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## Contact Details

|               |   |
|---------------|---|
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## Minimum Standards Attestation

I, Marlene Monahan attest that Bethany Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

16<sup>th</sup> May 2019

## Our School Vision

*'Creating authentic relationships  
for successful living  
within a Catholic tradition.'*



It is a Vision permeated by the values and teachings of Jesus  
as presented in the Gospel and proclaimed by the Church.

## School Overview

Bethany Primary School is situated in Werribee North. It is one of five Catholic Primary Schools in the St Andrew's Parish of Werribee. It was established in 1995 and has an enrolment of 600 students.

Bethany brings together a diverse range of students from twenty ethnic backgrounds. Such cultural diversity is highly valued within the school. Bethany places a strong emphasis on the value of *partnership*. True partnership produces an environment where students, teachers and parents can actively work together to provide higher student outcomes within a vibrant and caring school community.

*Our School Vision forms the basis of all that we do.  
We believe it is only through authentic relationships that we can  
bring about success for all.*

At Bethany, the learning environment promotes strong personal and social capability and the students' needs, backgrounds, perspectives and interests are reflected in the learning program. Every endeavour is made to ensure that the program promotes sustained learning that builds over time and emphasises connections between knowledge, ideas and concepts.

### Bethany has four Learning Centres

- ◆ The Exploration Centre - Foundation
- ◆ The Discovery Centre - Year 1/2
- ◆ The Bridging Centre - Year 3/4
- ◆ The Leadership Centre - Year 5/6



*The learning spaces at Bethany have been designed to provide rich environments conducive to relevant and meaningful learning, where students are supported to develop and maintain skills for successful living now and into the future.*



## Principal's Report

In presenting the 2018 Annual Report we continue to celebrate Bethany as a school where the individual matters ~ a school where we endeavour to provide unique pathways that assist students to meet success in their living.

At Bethany we strive to create lifelong learners who are able to think critically and to act justly, so that they might look at the world through a lens of service and compassion.

Our dedicated staff guide each student's development in accordance with the School Core Values.

- *Be faithful to our Catholic heritage*
- *Welcome all, especially the most vulnerable*
- *Celebrate all that is good with joy and gratitude*
- *Engender a love of learning, hope and sense of purpose*
- *Image and practise justice and service*



This moral grounding coupled with a rigorous academic preparation challenges our students to change their world by changing the way they look at the world.

We are grateful to lead a community of learners who believe that achievement is not solely defined by the attainment of high marks but measured by the strong emotional, social and spiritual wellbeing of individuals.

We salute every teacher at Bethany for their continued commitment to excellence and their expectation that each student is capable of achieving personal best in all their endeavours.

As leaders and teachers, we have been entrusted with the stewardship of this school. The strong parent voice and ownership of future planning by school families is highly valued and is indeed essential for continued strong outcomes and we are proud of such family participation. This report celebrates the dedication and support of all Bethany families who collaborate with us daily to support us in building confident, resilient and empathetic students.

We look forward to the challenges of next year.



*'All with heart, healing, hope and hospitality.'*

## Education in Faith

### Goals

To engage students in making sense and meaning of everyday life in the light of the teaching of the Catholic Church and the traditions of the Catholic Community

### Intended Outcomes

That students will:

- be supported to understand and express their Catholic Identity in a relevant and authentic manner
- understand and act on the Successful Living skill of Witnessing (living my life in service of others).

### Achievements

Bethany's relationship focussed culture continues to flourish and be of high priority in our school. Our staff are committed to leading by example and embedding our Vision, Core Values and 4 H culture of Heart, Healing, Hope and Hospitality into all aspects of our school life. This is strongly underpinned by our Catholic Faith and Gospel Values, both of which staff strive continuously to reflect on and deepen their understandings of each day.

Professional development of our staff in the area of Religious Education has always been rich and highly valued. A current focus continues to be our Catholic Identity and we are engaged in ongoing work in this area. Fr. Richard Leonard, a Jesuit priest from North Sydney, continues to lead us in deepening our understanding of; what it means to be Catholic, who we are as a Catholic school and what it means to belong to a Catholic community.

Another key focus of professional development continues to be our work in implementing the new Religious Education Curriculum Framework into our school and aligning it to our 4H culture. The teaching and learning in Religious Education at Bethany is being recontextualised to engage students in rich learning experiences that enable them to understand and express their own Catholic identity. Our Religious Education Curriculum is focussed on engaging students in making sense and meaning of everyday life in light of the Gospels, the teaching of the Catholic Church and the traditions of the Catholic Community. The Religious Education Leadership Team continues to provide opportunities for staff to create units of work which explore and consider deep guiding faith questions. We have developed learning experiences and rich assessment tasks that assist students with articulating their knowledge of what it means to be Catholic in today's world.

Bethany has a strong partnership with parents when they are presenting their children to receive the Sacraments of Reconciliation, Eucharist and Confirmation. Parents are invited to attend meetings to develop their own understandings of each of the Sacraments and the Catholic Faith. Staff attend all sacramental celebrations to support students and their families. A significant amount of time and energy is given to the preparation of the liturgies for Eucharist and Confirmation. They are rich in symbolism and enhanced by the instrumental music, singing

and liturgical movement that is provided by Year 5 students in support of their peers, a lived example of our Core Value of Service.

Staff readily participate in liturgical celebrations and other initiatives within St. Andrew's Parish such as the Parish Fair, contributions to the Parish Liturgy Team, Music Ministry and the Home Based Religious Education Program. The school also supports the Bethany Faith Community through staff and student attendance at the monthly Community Masses, as well as supporting the monthly Gathering Group Meetings.

Through our Successful Living Skill of Witnessing, students are encouraged to live out and express their faith throughout their own lives. Students explore and experience ways of living and responding to the activity of God in the world. There is a strong sense in our school of the importance of service and contribution to the local community and to our world.

### VALUE ADDED

In 2018 we:

- Continued to engage the Religious Education Leadership team in professional learning centred on the new Religious Education Curriculum Framework in the Archdiocese of Melbourne.
- Continued to implement the new Religious Education Curriculum Framework into our school and aligned our teaching in Religious Education to our 4H Culture.
- Continued to engage in professional learning with Fr Richard Leonard FJ on Catholic Identity and our 4H culture.
- Continued to support students to understand our School Narrative, and to write their own Centre Narrative in student language.
- Continued to engage staff in coaching and mentoring.
- Provided many rich prayer experiences for our students, including School and Centre prayer times, Class Masses and Exposition for students in the Leadership Centre, Liturgical celebrations for First Reconciliation, First Eucharist and Confirmation.
- Celebrated the Sacraments from Prep to Year 6 to strengthen the religious connections of the school as a spiritual community.
- Scheduled monthly Bethany Community Masses at the school and encouraged students from the Leadership Centre to give witness to their faith through their participation in these Masses.

## Learning & Teaching

### Goals & Intended Outcomes

To create an academically stimulating and challenging teaching and learning environment where students can:

- experience a rich and engaging learning program matched to their academic, social and organisational needs and abilities
- sustain and improve achievement in Literacy
- sustain and improve achievement in Maths.

### Achievements

Bethany is a place where structured teaching, strong management and close parent relationships enable students to have a safe, secure and consistent environment in which to flourish academically, socially and organisationally. It is also a place where we understand that the criteria for success are diverse and are always co-created with the students and their families.

The teachers plan, teach, assess and report in teams. These teams work to devise and implement programs of learning based on the Victorian Curriculum and the needs of individual students. Teachers use work samples, observation, formal and informal testing to ensure that students are being challenged at their point of need. Along the way, teachers are also engaging in professional learning, coaching and mentoring to ensure that they improve their own skills and become more proficient at the craft of teaching.

Professional learning also exists to target students'specific learning needs as indicated through formal and informal assessment. We also have ongoing interaction with Catholic Education Melbourne personnel, medical professionals and experts in regards to meeting specific student needs.

## STUDENT LEARNING OUTCOMES

Over the past three years (2016-2018) we have had consistent results in Year 3 and Year 5 NAPLAN. We are equal or close to the 100% minimum standard in all areas. Scores in all areas show that 96% or more of students are above minimum standards with most areas close to 100% above minimum standards.

Over the period 2016-2018, our student NAPLAN scores remained largely consistent. Generally, our scores across each testing area remain at or slightly above *'like-schools'* averages.

We have extensive, specific and strategic intervention programs in place for students with identified needs. These programs and approaches have seen the NAPLAN achievement of those students rise more than might be expected when compared to students at *like schools*

We use many sources of data, including:

- NAPLAN
- direct observation
- student and parent conversations
- moderation of work samples
- specialist reports and information
- formal and informal testing before, during and after learning.

We use these formal and informal assessments in order to direct resources, time and staffing where it is most needed to ensure that each cohort of learners has the highest possible academic, personal and interpersonal outcomes.

## Student Wellbeing

### Goal

To continue to develop the knowledge of self, in order to become a more productive and contributing member of society.

### Intended Outcomes

We want students to:

- grow in their understanding of their social, educational and organizational goals and be able to articulate, with clarity, who they are
- understand how they can be contributing community members
- grow in their understanding of what it means to be a good person (acting ethically)
- develop strategies to become successful in their academic, social and organisational (time, resource, stress and fatigue management) learning.

### Achievements

Positive wellbeing is considered to be the single most important aspect of an individual's ability to be successful in life and living. Our school focuses much time and effort into ensuring that its programs and structures are meeting the needs of students in each level of the school.

Our school data reflects the educational value of these programs and approaches by indicating achievement above that which could be predicted given the family backgrounds in our school profile and the data of like schools.

To achieve this, we place high importance on:

- Ongoing Professional Learning in the management and pedagogical structures of the school in order to maintain a calm, well-managed environment so that all students have the opportunity to achieve higher outcomes.
- Ongoing Professional Learning in deepening our understanding of the Bethany Social Curriculum in order to develop successful relationships to build stronger school and neighbourhood communities.

## VALUE ADDED

At Bethany, we have focused on the importance of successful living skills for many years and these skills form a central point that help shape many of the learning opportunities available for the students. Specific skills in areas such as Witnessing, Thinking, Creating, Communicating, Managing and Socialising are taught and fostered via strong relationships and point-of-learning teaching.

Students have many curricular and co-curricular opportunities:

- Music, drumming, dance and choir . student opportunities within the school as well as public performances
- Sports program: school and Interschool - A wide variety of sports clinics with local experts and coaching opportunities during lunchtimes and dedicated sport lessons (Basketball, Soccer, Table Tennis, Rugby, Badminton, AFL)
- Lunchtime Clubs . Chess, Drawing, Gizmos and Gadgets (ICT engagement), Gardening Club, P-6 Buddy Club.

Student Leadership - the Year 5/6 Centre is called the Leadership Centre and the pedagogy supports students to develop their leadership skills in authentic ways throughout the school year across academic, social and sporting opportunities.

As noted by the reviewers in the School Review Report:

“The provision of a range of peaceful playground options is a key to accommodating and developing social skills in students with self-management challenges.

Educational success is supported by the Prep-6 Bethany Successful Living Skills as well as by opportunities to participate in real-life learning experiences and chances to thrive in a culture of ambition and achievement.

Social and behavioural success is also enabled by the supportive culture of self-regulation and collaborative learning and the links forged by the school with its families and relevant support agencies.”

## STUDENT SATISFACTION

Student morale, motivation, safety and connectedness to peers are all at very high levels according to survey and reviewer data. These levels signal an environment where teachers understand that supporting emotional well-being, relationships with peers and engagement to learning are all vital elements of a student's successful living.

## STUDENT ATTENDANCE

Parents are reminded often via Newsletter to alert the Hub teacher(s) or the office of an impending expected absence. Where a child is absent without explanation, the office will contact the family. Parent/ teacher meetings are held where regular unexplained school absence is occurring.

## Child Safe Standards

### Goals and Intended Outcomes

- To ensure that the children's safety, wellbeing and protection while in the care of all members of the learning community remains a priority
- To continue working with our community to review and strengthen child safety policies, codes of conduct and related procedures and practices for the wellbeing and protection of all students
- To continue to welcome and engage parent volunteers to share their skills, experience and expertise.

### Achievements

Several policies exist within the school and are accessible on the school website in relation to compliances in this area. These include the:

- Privacy Policy
- Child Safety Policy
- Child Safety Code of Conduct
- Community Grievances
- Child Protection: Reporting Obligations

These policies are designed to help the school to embed an organisational culture of child safety. They express our commitment to child safety by establishing clear expectations for appropriate behaviour with children. The policies include the arrangements the school makes for the screening, supervision, training and other human resource practices that reduce the risk of child abuse. The policies also include the processes for responding to and reporting suspected child abuse. Staff complete annual training modules in many aspects of Child Safety. Policies are reviewed and shared with parent groups and are available on the school's website.

Parents play a central part in the education of their children and as such they are a vital part of the school's operation. We welcome parent participation and strongly encourage parents to acquire Working with Children Check cards.

We rely on volunteers for many aspects of the school's life such as:

- Mother's Day and Father's Day Stalls
- School policy guidance e.g. developing the school's Code of Conduct
- Parent Subcommittees
- Excursions
- Sports training and coaching inside and outside school
- Reading Tutor Program
- Working Bees each term

## Leadership & Management

### Goals

To sustain effective leadership and management in order to provide an environment that is research focussed, positive, stimulating, safe, harmonious and accessible for all.

### Intended Outcomes

We wish to:

- build teacher capacity through coaching and mentoring
- focus on teacher personal and professional transformations
- assist teachers to develop a more defined knowledge of specific learning needs to enable them to be more inclusive of all students
- continue to be an Inclusive school and further develop our school vision and the elements of the school's 4H culture (Heart, Healing, Hope and Hospitality).

### Achievements

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2018

Our professional learning is linked to the school's 4 Year Plan and Annual Action Plans. Through 2018, staff participated in a wide range of school based professional learning as well as attending local, state, national and international professional learning opportunities.

Some of these professional learning opportunities included:

- St Andrew's Parish Santa Fe Study Tour
- Berry Street Child and Family Services . Educational Model
- Social Inclusion Professional Learning . Zones Of Regulation
- Autism Spectrum Disorder Professional Learning Opportunities
- Tony Attwood . What is Aspergers?
- Western Region Teaching and Learning Network
- ACEL Conference Melbourne . Australian Council of Educational Leaders
- Religious Education Pilgrimage . Rome, Italy
- Religious Education Network attendance
- Fr Richard Leonard . Staff and Parent Information Sessions, Religious Education and Catholic Identity
- Dr Loretta Giorcelli . Effective Communication, Coaching and School Improvement
- Dr Michael Carr-Gregg . Raising Boys
- eSmart program
- Anaphylaxis Staff Training
- Mandatory Reporting Staff Training

|   |        |
|---|--------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018 | 45     |
| AVERAGE EXPENDITURE PER TEACHER FOR PL            | \$2100 |

### TEACHER SATISFACTION

**The Insight SRC data** confirm that Bethany Catholic Primary School is meeting its stated goals as it values and maintains a highly supportive environment for teachers, students and parents. Data in most areas of the survey sits within the 90th-95th percentile which shows an organisation where engagement, collaboration and well-being are held to be vital to each individual's personal and professional growth.

Student morale, motivation, safety and connectedness to peers are all at very high levels. These levels signal an environment where teachers understand that supporting emotional well-being, relationships with peers and engagement to learning are all vital elements of a student's successful livingq

Catholic Culture scores are at the 93rd percentile or higher across the staff, student and parent Catholic culture aggregate indices. These indicate that the team-based practices, as well as collaborative teaching and learning environments, strongly support the overwhelmingly positive parental and student perceptions of the Catholic-based culture at Bethany.

When the data from the surveys are aggregated into four areas: *Organisational Climate, Teaching Climate, Student Well-being and Community Engagement*, it indicates that Bethany Catholic Primary School has maintained high performance over many years at a level well above the average for Australian Catholic schools.

## School Community

### Goals

To create strong, authentic partnerships between parents, the school and the parish in order to develop a stronger community.

### Intended Outcomes

The school seeks to partner with parents and community members to further:

- increase understanding of their Catholic Identity alongside an increased understanding of their own family identity
- deepen parent understanding of Bethany's Successful Living Skills
- provide opportunities and information that supports our families with connection to their community.

### Achievements

Parent participation at Bethany has always been vibrant and a cause for true celebration. Our parent partnerships have been characterised by mutual respect, trust, open communication and co creation of school initiatives. It is from this platform that the Bethany Family Partnership Framework was developed. The Family Partnership Framework details the many ways in which families and community may partner and engage with the school in an informal or formal capacity.

The achievements listed here celebrate the dedication and work of all our family partnerships and highlights the recent work of our School Community Group.

This group focuses on the broader issues within the school. In recent times, these have included the development of the Parent Code of Conduct, the school building master plan and the installation of solar panels. Following ongoing community consultation at our School Community group gatherings and as a result of strong parent voice, this year we are installing a 100kw solar system. This group have also been instrumental in the planning of an onsite Community Hub.

Construction works will begin this year on the Bethany Community Hub space. This space will provide opportunities for our parent and school community to gather, partner and connect in an environment where a culture of Heart, Healing, Hope and Hospitality is lived.

The space will facilitate many teaching and learning opportunities for all students. It will provide Quantin Binnah Community Centre (our Before and After School Care provider) with additional space and resources to facilitate their programs for both Bethany and Westgrove Primary School students.

Strong parent voice and ownership of future planning by school families is essential and we are proud of such family participation at Bethany.

## PARENT SATISFACTION

The parent survey data has shown for a number of years that parents are very happy with the academic and social arrangements the school makes for their students. Parents see their children as strongly connected to the school, their peers and learning.

The school was reviewed in 2018 and the reviewers noted in their report that there is an above-national average level of personalisation and differentiation occurring for learners with diagnosed support needs and for those who present as having learning challenges. They also saw evidence that:

- Learners can work independently, inter-dependently and access Point-of-Learning support as required
- Learners display remarkable confidence in sharing talents, skills, ideas, in asking questions, delivering constructive criticism, asking for help etc.
- Learners can access additional mentoring support in areas such as STEM, football skills etc. from co-opted community members
- Learners have access to technology to develop into purposeful, competent, open-ended, creative learners, not cause-and-effect type thinkers.

The reviewers also noted that the school has a long history of working closely with parents, allocating staff time and effort to building relationships with families and using a non-judgmental approach in dealing with complex child-family issues. The parent surveys show that parents feel that staff are approachable and understand their concerns. They see teachers as being enthusiastic and passionate about their work and they feel the educational programs and standards of the school address the needs of their children. Parents also believe their children were well prepared and supported during their transition to the next stage of their schooling.

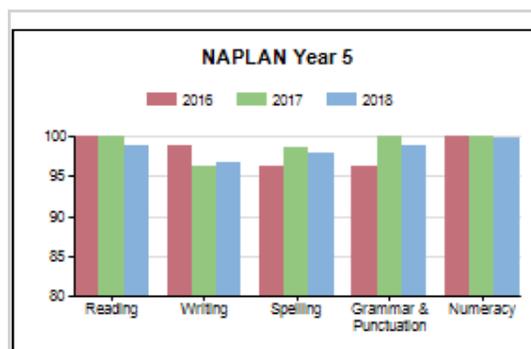
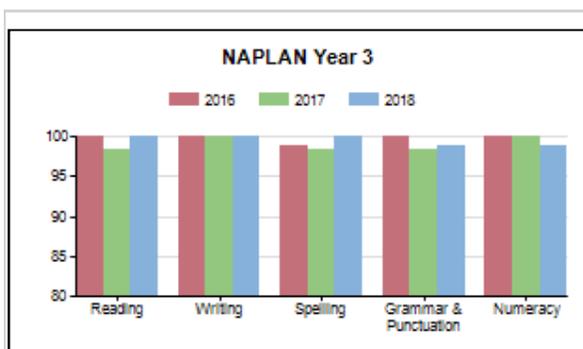
## School Performance Data Summary

E1365

Bethany Catholic Primary School, Werribee North

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS                | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
|-----------------------------|--------|--------|-----------------------|--------|-----------------------|
| YR 03 Grammar & Punctuation | 100.0  | 98.5   | -1.5                  | 98.9   | 0.4                   |
| YR 03 Numeracy              | 100.0  | 100.0  | 0.0                   | 98.9   | -1.1                  |
| YR 03 Reading               | 100.0  | 98.5   | -1.5                  | 100.0  | 1.5                   |
| YR 03 Spelling              | 98.8   | 98.5   | -0.3                  | 100.0  | 1.5                   |
| YR 03 Writing               | 100.0  | 100.0  | 0.0                   | 100.0  | 0.0                   |
| YR 05 Grammar & Punctuation | 96.3   | 100.0  | 3.7                   | 98.9   | -1.1                  |
| YR 05 Numeracy              | 100.0  | 100.0  | 0.0                   | 100.0  | 0.0                   |
| YR 05 Reading               | 100.0  | 100.0  | 0.0                   | 98.9   | -1.1                  |
| YR 05 Spelling              | 96.3   | 98.7   | 2.4                   | 97.9   | -0.8                  |
| YR 05 Writing               | 98.8   | 96.2   | -2.6                  | 96.8   | 0.6                   |



### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.8%

## BETHANY CATHOLIC PRIMARY SCHOOL WERRIBEE NORTH

| STAFF RETENTION RATE                          |       |
|---|-------|
| Staff Retention Rate                          | 84.3% |
| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|   | %     |
| Y01   | 92.2  |
| Y02   | 91.8  |
| Y03   | 93.6  |
| Y04   | 93.5  |
| Y05   | 93.6  |
| Y06   | 92.9  |
| Overall average attendance                    | 92.9  |

| TEACHER QUALIFICATIONS   |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 17.4% |
| Graduate                 | 15.2% |
| Graduate Certificate     | 15.2% |
| Bachelor Degree          | 95.7% |
| Advanced Diploma         | 28.3% |
| No Qualifications Listed | 0.0%  |

| STAFF COMPOSITION                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 3    |
| Teaching Staff (Headcount)            | 54   |
| Teaching Staff (FTE)                  | 53.3 |
| Non-Teaching Staff (Headcount)        | 10   |
| Non-Teaching Staff (FTE)              | 8.8  |
| Indigenous Teaching Staff (Headcount) | 0    |

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)