

# Bethany Catholic Primary School Werribee North

2020

Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision .....3

School Overview .....4

Principal’s Report .....5

Education in Faith .....6

Learning & Teaching .....8

Student Wellbeing .....11

Child Safe Standards .....14

Leadership & Management .....16

School Community .....19

## Contact Details

ADDRESS	80 Thames Boulevard Werribee North VIC 3030
PRINCIPAL	Joanne Webster
PARISH PRIEST	Fr Alber Yogarajah
SCHOOL BOARD CHAIR	
TELEPHONE	03 9742 9800
EMAIL	principal@bswerribeenth.catholic.edu.au
WEBSITE	www.bswerribeenth.catholic.edu.au
E NUMBER	E1365

## Minimum Standards Attestation

I, Joanne Webster, 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

15/05/2021

**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)

## Our School Vision

Our School Vision is:

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

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

## School Overview

Bethany Catholic Primary School is situated in Werribee North. It is one of six Catholic Primary Schools in the St Andrew's Parish of Werribee. It was established in 1995 and has an enrolment of 580 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 partnership. Authentic partnerships produce an environment whereby students, staff and parents can actively work together to provide high student outcomes within a vibrant and caring school community.

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

At Bethany, the learning environment promotes strong personal and social growth. The student's needs, backgrounds, perspective and interests are reflected in the learning and the teaching. Every endeavour is made to ensure the learning and teaching is sustained and opportunities are given to learners to make connections between knowledge, ideas and concepts.

### **Bethany has four Learning Centres:-**

- **The Exploration Centre- Foundation**
- **The Discovery Centre-Year 1 and 2**
- **The Bridging Centre- Year 3 and 4**
- **The Leadership Centre- Year 5 and 6**

The learning spaces at Bethany have been designed to provide rich environment, 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

This year, 2020 was a year like no other. The global pandemic, had an impact on how we viewed and implemented learning and teaching, supported wellbeing for all and drew on the value and strength of the partnerships held between the families, the child/children and the school. The importance of these partnerships was paramount to all, as we met the challenges of this year and all it held for the community of Bethany. Whilst we faced uncertainty and adversity within this year, celebration of new and different ways of learning and living were evident in so many ways. This report, communicates the learnings, and the achievements made. We give thanks for this and for all of you. Our strong faith, our Catholic heritage, and our sense of belonging and connectedness developed over the years held us in good stead throughout this year.

The dedication of all- staff and parents, to each child's development was evident through the core values of:-

- Being 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
- Practise justice and service.

As leaders and teachers, we have been entrusted with the stewardship of this school. The voice and ownership of the students, families and staff is highly valued and is essential for the continued growth and progress of all learners. This report celebrates the dedication and support of all at Bethany as we collaborate daily to support all learners to be confident, resilient and empathetic.

We are grateful to all, for our sense of solidarity throughout 2020, and we look forward to the challenges of the next year-All with heart, healing, hope and hospitality.

## Education in Faith

### Goals & Intended Outcomes

#### Goal

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 teachers will:

- Develop and understand the Religious Education Framework to provide meaningful P-6 units of work for students to learn about the teachings of the Catholic Church

That students will:

- Be supported to understand and express their Catholic Identity in a relevant and authentic manner.
- Be provided with opportunities for meaningful expression of their Catholic identity

#### 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.
- Our culture is strongly underpinned by our Catholic Faith and Gospel Values; the Bethany staff strive to reflect on and deepen their understanding of these each day.
- Relationships were strengthened this year and became paramount over the months of school closure, seeing students, parents and teachers develop new ways of communicating and supporting one another through remote learning.
- 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.
- As we worked through a very different year, many opportunities arose to witness and live out what it means to be Catholic - who we are as a Catholic school and what it means to belong to a Catholic community, as we served and supported our school community, and continued Religious Education and a culture of prayer remotely.
- The teaching and learning in Religious Education at Bethany is being recontextualised in order to engage students in rich P-6 units of work that enable them to understand and express their own Catholic identity.
- Our P-6 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 explore and consider deep guiding faith questions, developing 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. Although this was not possible this year, parents are invited to attend meetings to develop their own understanding of each of the Sacraments and the Catholic Faith, and 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, Confirmation and Reconciliation and they are rich in symbolism. Our significantly modified Sacramental program this year saw our Year 6 students receive the Sacrament of Confirmation and our Year 3 students receive the Sacrament of Reconciliation. These celebrations were filmed professionally and sent home to our families to watch remotely.
- 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 2020 we:

- Continued to implement the Religious Education Curriculum Framework into our school and align our teaching in Religious Education to our 4H Culture, engaging all staff in rich teaching centred on Key Concepts and Guiding Faith Questions for developing Religious Understanding and meaningful connections to our Catholic Identity.
- Continued to provide prayer opportunities, connections to their faith and learning in Religious Education remotely during school closure.
- Continued to support staff in working on their faith goals within the Ethical Framework.
- Continued to provide staff with further reading on the theological background of scripture to deepen understanding of the scripture, its tradition and what it might mean for us in today's world.
- Continued to provide staff with further reading relevant to the teaching and learning in Religious Education, in order to ensure deeper understanding of what is being taught.
- Continued to assist students to see the real-life applications of scripture.
- Provided rich prayer and liturgical experiences for our students, including School and Centre prayer times, Hub Masses and Sacramental celebrations for First Reconciliation and Confirmation to strengthen the religious connections of the school as a spiritual community. It was not possible this year to present our students for the Sacrament of Eucharist.
- Continued a commitment to provide opportunity for staff to participate in a pilgrimage to the Holy Land in Israel. This opportunity was not possible due to travel restrictions imposed by Covid 19.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To create an academically stimulating and challenging teaching and learning environment

#### Intended Outcomes

Students will:

- 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

- Continuation of professional development throughout the closure period around current literacy research practices and strategies for students at risk.
- Planning continued on site as well as via zoom/online platforms to ensure continuation of student learning programs.
- Continued work with the Nationally Consistent Collection of Data (NCCD) to ensure that all students are able to have adjustments made for them in order to access curriculum opportunities at the same rate as their peers
- Personalised point-of-learning support for all students during COVID closure period
- At-risk students were given closer support with learning tasks and feedback on progress
- Leader professional learning around the 'Essential Assessment' package in the Mathematics learning area to set goals and targets for Yr 3-6 students.
- Teachers in Yr 5/6 have begun to incorporate the 'Essential Assessment' package in their mathematics assessment and data collection processes
- Leaders continued to build teacher capacity regarding 'data literacy' and using big and small data to inform student learning programs e.g. effectively utilising pre and post assessment data, observations, work samples and anecdotal notes.

#### STUDENT LEARNING OUTCOMES

##### NOTE:

There are no NAPLAN results to share for 2020 as the Australian Government decided that due to the 2019 pandemic NAPLAN assessments would not take place.

At Bethany, we have extensive, specific and strategic intervention programs in place for students with identified needs.

We use many sources of data including:

- NAPLAN
- Direct observation
- Students and parent conversations
- Moderation of work samples
- Specialist reports and information
- Formal and informal testing before, during and after learning.

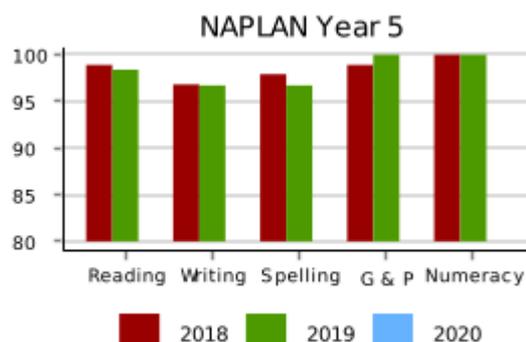
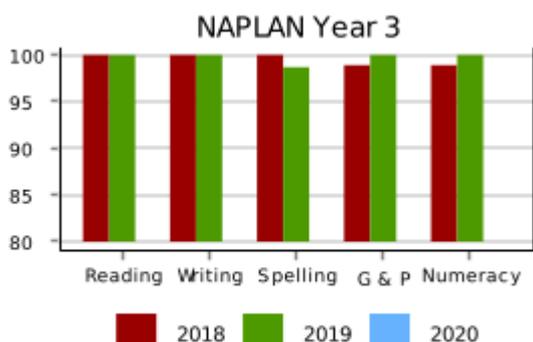
We use these formal and informal assessments in order to direct resources, time and staffing where it is most needed to ensure that each cohort of learners has the highest possible academic, personal and interpersonal outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.9	100.0	1.1		
YR 03 Numeracy	98.9	100.0	1.1		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	98.7	-1.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.9	100.0	1.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	98.9	98.4	-0.5		
YR 05 Spelling	97.9	96.7	-1.2		
YR 05 Writing	96.8	96.7	-0.1		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### 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:

- Learn and socialise in an environment that positively impacts their academic and social growth
- Articulate and act on how their language, attitudes and actions create and maintain the safe, inclusive culture at Bethany

### Achievements

- Positive wellbeing is considered to be one of the 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 learning programs and structures are meeting the needs of students in each level of the school.
- Teams of teachers work in each Centre to ensure that students are able to access the support they need when they need it. These teaching teams are planning for teaching and assessing the needs of students in a continuous cycle in dynamic ways that allow for 'on the go' adjustments to suit the learner's academic or social and emotional needs.
- A further two staff members attending Berry Street Professional Learning
- Professional learning around Vision, Mission and Pedagogy toward providing an inclusive safe learning environment for students.
- Continued professional learning around the maintenance of structures to support student social/ emotional wellbeing.
- Increased contact with parents and students over the COVID 19 closure period to ensure student engagement and family wellbeing.
- Student engagement in school-wide initiatives around Cyber Safety and Anti-Bullying Awareness.
- Whole school fun days and casual clothes days e.g. footy fun day, fundraising opportunities for missions

#### VALUE ADDED

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, AFL football)

Lunchtime Clubs - Chess, Drawing, Gizmos and Gadgets (ICT engagement), Gardening Club, P-6 Buddy Club.

Authentic opportunities for 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.

## STUDENT SATISFACTION

### NOTE:

No CEMISIS Surveys were conducted in 2020 due to COVID 19.

Past data suggest that students at Bethany feel well supported by the structures the school has in place to ensure their wellbeing. The students understand that the school has high expectations of them and feel the teachers are genuinely concerned, respectful and wanting success for them both academically and socially.

Students believe the school to be a very safe, very welcoming environment where adults will act promptly on any concerns whether they be social emotional or academic. Anecdotally the rerun to school showed that students greatly enjoy the structures provided by the school and were very keen to embrace the positivity and welcoming provided by the teachers families and other students.

## 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.

Over the COVID closure period, teachers checked in with families via online meetings (Google Meet and Zoom) as well as email and phone to assist families with engaging their students in learning tasks.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.7%
Y02	95.0%
Y03	96.3%
Y04	95.9%
Y05	96.6%
Y06	97.0%
Overall average attendance	96.1%

## Child Safe Standards

### Goals & Intended Outcomes

#### 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

Bethany Catholic Primary School holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

All Victorian schools must comply with Ministerial Order No. 870 - Child Safe Standards - Managing the Risk of Child Abuse in Schools in order to be registered. In meeting the requirements of the Order, schools must be inclusive of the needs of all children. Several policies exist within the school and across MACS to ensure Child Safety. These are accessible on the school website and/or upon request 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
- Melbourne Archdiocese Catholic Schools (MACS) Policy 2.19: PROTECT: Identifying and responding to abuse - 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 aspects of Child Safety.

Policies are reviewed and shared with parent groups and are available on the school's website.

#### Training and awareness raising strategies

All staff receive briefings and training to ensure that the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a range of training initiatives including:

- Annual online Mandatory Reporting Modules
- The school's Child Safety Policy and Code of Conduct
- Reportable Conduct Scheme
- Organisational Duty of Care

### **Consultation with the Community**

Parents play a central part in the education of their children and as such they are a vital part of the school's operation. Parents are made aware of and have access to policies and documents relating to Child Safety Standards. It is communicated via the newsletter and information available on the website.

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 & Intended Outcomes

#### Goal

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

Leaders will ensure:

- That all staff will continue to focus on personal and professional transformations to build collective capacity
- That all staff will recognise within themselves that their knowledge and skills allow them to contribute strongly towards a safe, inclusive learning environment
- Leadership growth is encouraged and supported within staff

#### Achievements

- Leadership shown by all staff during the COVID closure period in calmly and strategically managing the teaching and learning remotely
- Staff continued to engage in Literacy professional development over the COVID closure period
- Staff continued to improve their professional knowledge around the school devised Ethical Framework relating to positive school culture
- Staff sharing literacy teaching expertise at Centre planning and whole staff professional learning team meetings

Teachers use a team approach to monitor student progress via:

- observation, formal and informal testing (during curriculum based opportunities as well as during social interactions)
- discussion with students and other teachers regarding academic, social and organisational goals
- conversations with other teachers, parents and students.

In order to maintain this environment, the school continues to:

- Connect with a range of professionals e.g. pediatricians, occupational therapists, speech and language pathologists and psychologists
- Provide opportunities for staff mentoring and targeted coaching opportunities.
- Provide support for teachers engaging in further academic education studies
- Maintain and develop the external areas grounds, play and learning spaces and toilets.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

- Teachers were invited to participate in webinar-based professional learning opportunities in the current research around learning to read/ write/ become literate by Tanya Serry PhD, Latrobe University
- Early Literacy - evolving practice
- Teacher Learning Network (TLN) webinars
- Berry Street education model
- Religious Education faith formation
- Writing and presenting Personalised Learning Plans (PLP) to parents
- Principal Network
- Deputy Principal Network
- Religious Education Networks
- Leaders Network - Leading Learning for Improvement
- Student Wellbeing and Student Diversity Networks
- Nationally Consistent Collection of Data (NCCD) - reflecting on inclusive practices
- Catholic Education Melbourne (CEM) - Leading Learning for Improvement
- School Engagement with Research - Research Leads in Catholic Schools

Number of teachers who participated in PL in 2020	52
Average expenditure per teacher for PL	\$105

**TEACHER SATISFACTION**

Over a number of years, the teaching and staff at Bethany have been strongly positive about the arrangements in place to support them in terms of their core responsibility of teaching and learning as well as their professional growth within the organisation.

Over the closure period the school received overwhelmingly positive feedback from parents about the teachers' collective efforts to connect students with their peers as well as helping students to stay positive and connected with home-learning.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	93.3%
--------------------------------	-------

### ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
----------------------	-------

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.4%
Graduate	14.3%
Graduate Certificate	12.2%
Bachelor Degree	93.9%
Advanced Diploma	24.5%
No Qualifications Listed	2.0%

### STAFF COMPOSITION

Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	59.0
Teaching Staff (FTE)	53.5
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	11.4
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goals

To create and sustain in learners positive dispositions towards living successfully with others by developing mutually supportive relationships

#### Intended Outcomes

- That staff will more effectively engage families in learning, building social capital and strengthening relationships between all members of the school community.
- Know each student and recognise how they best learn so as we provide personalised progress on student learning to parents

#### Achievements

- Over a number of years, the parents have shown on the survey data that they believe Bethany is a school where there is a high level of teacher-parent trust. The community understands that the school is partnering with them to provide high quality personal, social and academic outcomes for their children.

There are many ways that we partner with parents:

- Open Nights for each Centre where parents can tour the school and speak with teachers from across the school not just their children's teachers
- Tours of the school in action
- Ongoing conversations with parents about their child's achievements and challenges
- Closer relationships forged with families over the COVID closure period
- Continued support of the Bethany Family Partnership Groups via assistance with fundraising, hospitality and service
- Assistance with students learning to read
- Planning and organising school events via subcommittee group
- Assemblies to showcase student learning
- Parent /teacher conversations around student learning
- Regular Newsletters to families throughout the year
- 'Cuppa and Chat' mornings in early term 1 to build relationships and networks for new and existing families
- Attendance at educational forums from Prep to 6 to learn about the curriculum, reporting, sacramental programs and Student Wellbeing programs.

- Opportunities for parents to experience the richness of our school community, our achievements and our journey at school assemblies, the school festival, school athletics carnival, school sacrament liturgies and masses.
- Maintenance of community links and strong transition programs with council and community Kindergartens, our After School Care facility at Quantin Binnah and other primary and secondary schools.

## **PARENT SATISFACTION**

The CEMSIS parent perception data over a number of years, consistently shows that parents are very positive towards the arrangements in place for their children. They perceive that the school is able to meet their child's educational, emotional and personal safety needs. They also value the timeliness, frequency and quality of the communication between the school and its families.

Parents feel that their students are being prepared well for their next academic year with activities that match their child's interests and teaching that meets their child's learning needs.

Parents perceive the school is a safe place for their children where bullying, if it was to occur, would be dealt with firmly and swiftly by teachers and that staff are always approachable and welcoming in meeting their needs.

Parents see the school as a place that values their opinions and where feedback around their child's progress is timely. Parents at Bethany view the school as being strongly Catholic and they are keen to support the Catholic life of the school with attendance at school prayer services, Sacramental preparation and school Masses.