



# Bethany Catholic Primary School

## 2023 Annual School Report



Bethany Catholic Primary School  
PO Box 8134  
Glenmore Park 2745  
0247233700  
[Bethany@parra.catholic.edu.au](mailto:Bethany@parra.catholic.edu.au)  
[www.bethanyglenmorepark.catholic.edu.au](http://www.bethanyglenmorepark.catholic.edu.au)

## Introduction

### **About the Annual School Report**

Bethany Catholic Primary School is registered by the New South Wales Education Standards Authority (NESAs) 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 2023 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 Mr. Sergio Rosato

I am extremely pleased to present the Annual School Report for Bethany Catholic Primary School, Glenmore Park. Our school name was inspired by the ancient biblical village located on the slopes of the Mount of Olives often visited by Jesus and associated with hospitality, service, listening and learning.

At Bethany, we believe that a comprehensive and balanced Catholic education should:

- Encompass the spiritual, academic, relational, creative, aesthetic and physical development of each child.
- Provide quality learning experiences that empowers students to be critical thinkers and develop a life-long love of learning.
- Nurture students' holistic development within a faith community which models respectful relationships modelled on Gospel values.

We consider the pastoral care of students to be of primary importance and this is reflected in our school motto, In Christ We Love and Serve.

At Bethany we believe children should see themselves as capable learners and motivated to have a growth mindset towards their studies. Student voice and self-efficacy is promoted and nurtured through the development of independence, where children are supported and see challenges as opportunities for personal growth in a learning environment which is positive, purposeful and challenging.

This Annual School Report reflects:

- The achievements of the students in our care.
- The commitment to excellence of the Bethany Catholic Primary School staff.
- An ongoing focus on student wellbeing, academic outcomes and positive student engagement.
- The fostering of community and Catholic social justice outreach.
- The support and involvement of an active, dedicated, and generous parent and parish community.

We consider it a privilege to work in partnership with parents to nurture and educate each student in our care.

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

Bethany is blessed to have a vibrant and generous school community. During 2023 the school was able to host a number of community, faith based and celebratory events. These

included the Welcome to Bethany BBQ, Mother's Day stall, Father's Day stall and breakfast, Grandparents Day, Book Week Parade and Fair, Family Learning Conferences, Year 6 School Social, Discos, Masses (including grade based Sunday parish Masses, liturgies, Sport/Swimming Carnivals, Cross Country, Christmas Concert, Effort in Learning Assemblies, School Musical (Matilda Jr) and the End of Year Major Awards Ceremony. Many of the events were made possible by the assistance, goodwill and contribution of parents who generously volunteered their time, energy, and expertise to work with the school to make these events memorable and life-giving for the children and the greater community. We are very grateful for the ongoing support and generosity of our parent community as we continue to work in partnership to educate and nurture the students in our care.

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**

Students were able to grow and demonstrate leadership, mentoring and citizenship as part of their learning and formation at school. The buddy system continues to provide an invaluable way for our students to support and model positive behaviours for learning. All students participate in instruction that explicitly focuses on modelling servant leadership and positive behaviours for learning that are safe and respectful. The Student Representative Council (K-6) have a particularly important role in modelling and applying these behavioural expectations that demonstrate Gospel values to their peers. Students regularly attended St. Padre Pio Church to celebrate mass and participate in the sacraments with the parish community. The RE Angels - Faith in Action Group holds an important role in promoting Catholic social justice and prayer initiatives such as the Rosary Club and working in support of Project Compassion and Caritas. Students were provided with varied opportunities to participate in specialist and extra curricula activities throughout the year including a school musical (Matilda Jr), various sporting opportunities, music, dance and Italian.

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

Bethany Catholic Primary School, opened in 1996 and is situated in the suburb of Glenmore Park, within the Diocese of Parramatta. The School commenced with 92 students and presently we have an enrolment of approximately 590 students from Kindergarten to Year 6. The School is an integral part of the St Padre Pio Parish which was established with the opening of a new church in 2010. The School has a strong relationship with the parish and works closely with the Parish Priest, and various parish ministries to strengthen ties between the School and parish communities. Children's masses, led by students, are held each month at weekend mass, giving students an opportunity to understand the link between school, home and community.

### Location / Drawing Area

Bethany Catholic Primary School is located in Glenmore Park and draws on students from Glenmore Park, Mulgoa Rise and the surrounding areas. We are closely associated with many local Catholic secondary colleges and our students are welcomed into these colleges upon completion of Year 6. These colleges include: Caroline Chisholm College Glenmore Park (girls only) Penola Catholic College Emu Plains (coeducational) St Dominic's College Kingswood (boys only).

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	65
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	26
Number of part time teaching staff	16
Number of non-teaching staff	23

### 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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Bethany Catholic 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:

- Professional learning focussed on evidence-based pedagogical practices and strategies to address the school goals in English and Mathematics.
- Teachers worked with leadership and CSPD teacher educators to co plan, co teach and co evaluate student learning aligned with school goals in English and Mathematics.
- Weekly professional learning focussed explicitly on addressing school goals related to student achievement in Religious Education (Mission), English, Mathematics and Wellbeing.

# 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:

- Our students actively supported the St Vincent De Paul Winter Appeal, Project Compassion during Lent and Caritas during Mission month.
- Christmas hampers were collected by each class in support of the St Padre Pio Parish Christmas Appeal.
- The end of year awards acknowledged students across the school for living out the school motto, social justice, servant leadership and citizenship.

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:

- The formation of staff in deepening their understanding of Catholic scripture was facilitated through a series of PL sessions throughout the year.
- Staff participated in a staff spirituality day focussed on scripture at Edmund Rice Retreat and Conference Centre facilitated by a theologian.
- Class teachers with REC guidance and support co planned and evaluated Sharing our Story learning cycles based on agreed practice.

## 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 2023

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	54%	67%
Writing	67%	76%
Spelling	35%	61%
Grammar and Punctuation	32%	54%
Numeracy	54%	65%

### NAPLAN Results Year 5 2023

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	74%
Writing	55%	66%
Spelling	69%	69%
Grammar and Punctuation	58%	64%
Numeracy	74%	68%

## Student Profile

### Enrolment Policy

Bethany Catholic 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 2023	
Number of Boys	Number of Girls
257	298
Total Enrolments: 555	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	95%
1	94%	5	93%
2	94%	6	93%
3	92%	School Average: 94%	

### 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.

<b>Student Body Characteristics</b>	
Language background other than English (LBOTE)	151
Students with disabilities (SWD)	163
Aboriginal and Torres Strait Islander	20

## 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. Bethany Catholic 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:

- Students engage in regular PBS4L lessons in response to school behaviour data.
- Focus on whole school consistent PBS4L expectations, practises and procedures.
- Whole school assemblies held twice per term to recognise effort in learning.

Bethany Catholic 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**

Bethany Catholic 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:

- School assemblies and class based lessons utilised to explicitly teach and reinforce the three PBS4L expectations of being a safe, respectful learner.
- The Student Representative Council (SRC) consists of students from each class who represent the school community and harness student voice.
- The SRC led a number of school events and ceremonies such as ANZAC Day and Grandparents Day.

## Community Satisfaction

During 2023, 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 feel welcome when they visit the school.
- Student safety at school.
- Children have a clear understanding of school rules and expectations.

Areas of strength from the student feedback include:

- Students feel teachers are responsive to their needs and encourage independence with a constructive approach to teaching and learning.
- Students feel that important learning concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students feel classroom instruction is well-organised, with a clear purpose, and with feedback that helps them learn and improve.

Areas of strength from the staff feedback include:

- There is a well developed learning culture with clearly developed school goals.
- Staff have a clear understanding of what is expected in their role.
- Teams collaboratively develop norms aligned to the NESA Teaching Standards to establish and maintain role clarity.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	All students in Kindergarten-Year 2 to demonstrate benchmark attainment and growth in reading using effective decoding of texts. All students in Years 3-6 to develop competency in the use of comprehension strategies.	Still Working Towards.
Priority 2	To improve student wellbeing through greater consistency of PBS4L practices and procedures.	Still Working Towards.

Projected School Priorities		
Priority 1	English: For all our students to make growth in their sentence structure informed by a targeted group measured against literacy progressions.	
Priority 2	Mathematics: To increase the number fluency of all our students measured in pre and post test data.	



## 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 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,527,661
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,718,325
Fees and Private Income <sup>4</sup>	\$1,415,689
Other Capital Income <sup>5</sup>	\$248,749
Total Income	\$9,910,424

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$790,743
Salaries and Related Expenses <sup>7</sup>	\$7,231,258
Non-Salary Expenses <sup>8</sup>	\$2,303,169
Total Expenditure	\$10,325,170

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

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

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

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses