



Beechboro Christian School



Kindness

Courage

Community

Excellence

2019 Annual Report



Our Mission

To provide a holistic, Christ-centered education that develops students' God-given talents; in a welcoming environment where every child is loved, accepted and encouraged to explore, inquire and become a life-long learner.

Our Vision

To partner with families and communities and provide a Christ-centered, holistic education promoting kindness, community, courage and excellence. We are focused on cultivating a culture of innovative and inspired practices, to enable our students to be positive, active influences and contributors in this world.

Our Values

Kindness | Community | Courage | Excellence

Our Graduates

Our students will be informed of the gospel, and encouraged to *act justly, love mercy and walk humbly with God. (Micah 6:8).*

We strive to develop graduates who will be kind individuals, who confidently go out into the world with a discerning heart and the strength of character to make a difference.

Our Community

Our strong culture of community creates a sense of belonging where all stakeholders work in fellowship to achieve the best possible outcomes for each student.

Our school is culturally rich, and our love for one another fosters a spirit of understanding, tolerance and respect within our community.



Beechboro
Christian School

2019, A Principal's Perspective

Beechboro Christian School has always been a school that values our culturally rich community and we kicked off 2019 with the celebration of Harmony Day.

Under the Principalship of Justin Krause in 2019, supported by myself in the role of Head of Primary and Mrs Clare Midgley, as Curriculum Coordinator, the school has continued on a positive trajectory of academic rigour with strong pastoral care support.

We continued to embed a range of high quality teaching and learning approaches, linked to writing, mental maths, reading and phonics.

Significant exploration, trial and evaluation of a new maths approach was undertaken, ready for full implementation in 2020.

This year, our Naplan results continued to show a very positive growth, reflecting the focus on whole school approaches.

Our successful Electives program continued into 2019, allowing our Year 4-6 students an opportunity to further channel their passion and interest in Japanese, Sport, Art and Music.

An academic extension program (STRIVE) was established, involving students from Year 3-6. STRIVE focused on problem solving, thinking outside the box, and designing solutions to real problems.

Our after school program expanded with the introduction of Dance, taught by Mrs Maddison Wright, one of our Year 2 teachers and a highly experienced dance teacher. Students also had the opportunity to be part of our After School Sports, Coding Club, Run Club and Art Club throughout the Year.

2019 saw the introduction of 'Parent Collectives' as a way to engage with families and build supportive networking opportunities for parents. These evening events were very well received and featured a range of speakers and topics.

After many years of service as a volunteer within our community, Lyn Tilbury, lovingly known as 'Nana Lyn' by our staff and students, was honoured for her diligent and humble service as our Canteen manager. The Canteen, is now known in school as "Nana Lyn's Kitchen".

At the end of the year, we bade farewell to Mrs Linda Hewson, who served as a much loved teacher within our community for 26 years. Mrs Hewson started teaching within our Early Years, but later moved on to become the Art Specialist where she had an incredible way of teaching Art through a Biblical lense.

Mr Justin Krause, the school's Principal, also finished up at the end of the year, after serving for four years as the Executive Principal of Beechboro Christian School and Ellenbrook Christian College. Mr Krause brought about many positive changes within his tenure as Principal and was a much loved and respected member of our school community. He leaves a legacy after leading Beechboro Christian School towards furthering our academic and pastoral success and continuing to embed a strong positive culture of community within our school.

2019 BCS Community Highlights and Initiatives

- Harmony Day
- Introduction of Coffee Carpark Catchups
- 'Parent Collectives'
- Year 6 Transition Days to Ellenbrook Christian College
- BCS 'Big Breakfast'
- Book Week
- Bennett Springs Fair
- Year 5 & 6 Girls Leadership Forum at Perth Ladies College
- Year 4 Camp to Ern Halliday
- Year 5 Camp to Point Peron
- Year 6 Sydney/Canberra Tour

Michael Bolan
Principal (2020)



Beechboro
Christian School

Staffing

Staff	Admin Staff	Teaching Staff	EA	Executive	Total
Male	2	1	-	3	6
Female	4	20	12	1	37
Indigenous	-	-	-	-	-
	6	21	12	4	43

Executive

The 2019 Executive Team consisted of the following staff:

- Mr Justin Krause, Principal, Beechboro Christian School and Ellenbrook Christian College.
- Mr Michael Bolan, Head of Campus, Beechboro Christian School.
- Mr David White, Business Manager, Beechboro Christian School and Ellenbrook Christian College.
- Mrs Clare Midgley, Curriculum Coordinator, Beechboro Christian School.

Staff Attendance

In 2019 the average daily staff attendance in Primary School was 98.3%

Staff Retention

The proportion of Primary School teaching staff retained from 2018 to 2019 was 76.6%

Teacher Qualification

Highest Qualification	Number of Teachers
Masters Degree	4
Bachelor Degree	11
Diploma	8
Total number of Teachers	23

All teaching staff have current registration with the Teachers' Registration Board of Western Australia (TRBWA).



School Priorities

In 2019, our focus and priorities were in the following areas:

School Priority	Progress
Christ-centred Education	A deep desire and collective understanding amongst staff towards the importance of the missional aspect of Christian Education at Beechboro Christian School.
Strong and robust teaching and learning in Literacy	There is an increased level of consistency in reading and writing across the whole school and phases of learning. This has led to an increase in the depth of professional conversation that takes place at staff meetings and between colleagues.
Strong and robust teaching and learning in Numeracy	Students have been exposed to more systematic ways of working, particularly in the areas of mental maths strategies. Through thorough research and trial, we were confidently able to invest in resources that will continue to raise standards within numeracy over time.
Maintaining a culture of safe learning and working environments founded in Christian principles	Continuous open discussion amongst staff towards a shared vision and hope for our students, whilst meeting the needs of our diverse community.
The management of resources in ways that promote efficiency and positive learning outcomes	Outdated resources were replaced as required and creative storage solutions were found, making it easier to plan quality learning programs.
Continuing to build strong positive relations within the school and wider community	Continuation of a positive school culture, demonstrating inclusiveness and a sense of belonging for all, achieved through community events and deliberate planning.

Professional Learning

All teaching and non-teaching staff participated in a wide ranging series of professional learning sessions during 2019, each with a focus on school priorities. A particular focus was given towards developing and implementing whole school approaches in Literacy and Numeracy.

2019 saw continued growth in both shared vision and collective responsibility and our drive towards excellence. All teachers formed Professional Project Teams, specifically focused on aspects of the School Improvement Plan, including the areas of Numeracy, Literacy, Programming and Planning, and Christian Living. These teams were responsible for the delivery of engaging, high quality learning for our students, shaped by the experience and knowledge of our staff.



Beechboro
Christian School

Student Characteristics and Attendance

The average student attendance in 2019 was 98.3%

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Kindergarten	54	18	98.25%
Pre-Primary	40	20	85.25%
Year 1	43	22	89.51%
Year 2	35	18	95.13%
Year 3	31	16	95.47%
Year 4	28	28	97.20%
Year 5	17	17	97.35%
Year 6	22	22	96.46%
Total	270		98.30%

Primary Characteristics

At the close of 2019, Beechboro Christian school offered co-educational Christian education for 270 students from various nationalities as well as 4 indigenous students. A breakdown of male and female students, as well as year group students, were in during 2019 is listed below.

Indigenous students	Females	Males	Indigenous status
Kindergarten	-	2	Aboriginal
Year 1	-	2	Aboriginal
Total	-	4	

Year Group	Country of Birth	Students on Visas
Kindergarten	1 Philippines	-
Pre-Primary	1 New Zealand, 1 Nigeria, 1 Iraq, 1 India, 1 South Africa	1
Year 1	1 Zimbabwe, 1 Iraq, 1 Kenya	-
Year 2	1 Nigeria, 1 Indonesia, 1 Vietnam, 1 England	-
Year 3	1 French Polynesia, 1 New Zealand, 1 England, 1 South Africa	-
Year 4	2 New Zealand, 1 England, 1 South Africa, 1 Iraq	2
Year 5	1 India, 1 New Zealand, 1 Kenya, 1 Philippines, 1 England	2
Year 6	2 England, 1 Indonesia, 1 South Africa, 1 India	2

Apparent Retention Rate

Calendar Year	Academic Year	August Census	Retention Rate %
2017	Year 4	33	-
2019	Year 6	22	66%

Based on 33 Year 4 students reported on our August 2017 Census, 22 students continued through to Year 6 in 2019.



Beechboro
Christian School

Absentee Management

Student attendance is recorded twice daily and recorded on the software program, TASS. Parents are required to contact the school if their child is absent.

Early Leave

Parents must notify Reception if they need to collect their child early on a given day. If they are leaving the School early, the teacher, upon sign out receipt from the office, will release the child to the parent.

Late Arrivals

Students who arrive at school are required to sign in at Reception and will be issued a late slip. Their status is changed in the attendance system from absent to late. The student gives the late slip to their teacher so they know that they have signed in at Reception.

Unexplained Absences

After the first period of the day a text is sent to a nominated parent phone number. If a reply to the SMS is not received, parents and emergency contacts are telephoned. Excessive Absences or students where absences are noticed to be continuing or excessive, the Teacher contacts the parents. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview.

School Income by Funding Source

Source	Total	Per Student
Australian government recurrent funding	\$1,769,572	\$8,479
State/Territory government recurrent funding	\$686,267	\$3,237
Fees, charges and parent contributions	\$1,027,105	\$4,845
Other private sources	\$100,167	\$472
Total gross income (excluding income from government capital grants)	\$3,524,684	\$16,626

For additional financial information, please visit My School website (www.myschool.edu.au)



NAPLAN

Comparisons of Beechboro Christian School to West Australian and National Averages

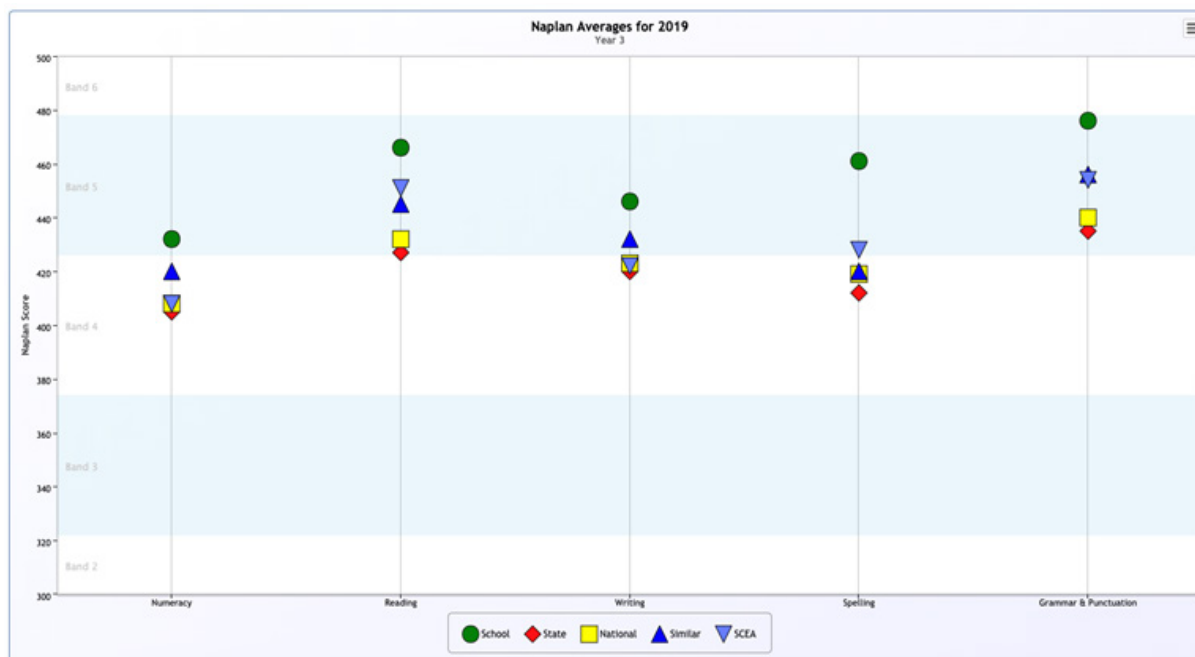
At Beechboro Christian School, all students in Year 3 and Year 5 sit the NAPLAN tests in Term 2, unless parents officially request to withdraw their child from the testing. In 2019, one student was withdrawn or exempt from the tests.

Teachers spend some time preparing the students for NAPLAN as they are very different from the usual classroom style of assessing in Primary. However, teachers are encouraged not to 'teach to the test', or to make this a big focus, but rather to continue to deliver a comprehensive and varied curriculum. In 2019 Beechboro Christian School achieved very pleasing results overall in the Year 3 and Year 5 cohorts. Scores were above the national, state, and similar averages in both Literacy and Numeracy.

Results for Beechboro Christian School are as follows:

Year 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
BCS Mean	466	446	461	476	432
All WA Schools Mean	427	420	412	435	405
All Australian Schools Mean	432	423	419	440	408
% students above National minimum standard (BCS)	100%	97%	97%	97%	93%



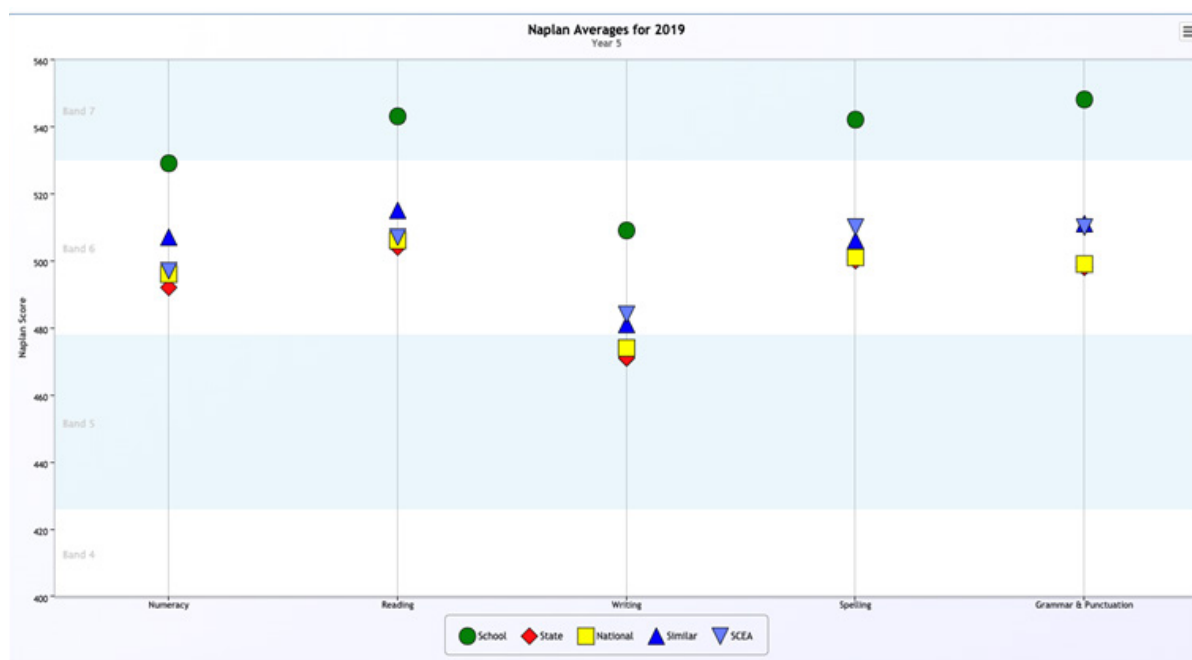
17 students out of 30 in Year 3 came from households with language backgrounds other than English (LBOTE)



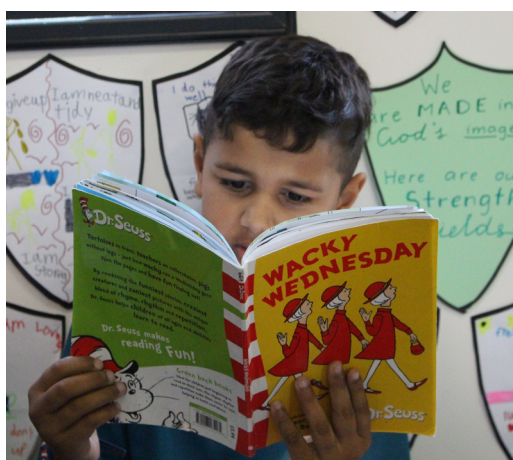
Beechboro
Christian School

Year 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
BCS Mean	543	509	542	548	529
All WA Schools Mean	504	471	500	498	492
All Australian Schools Mean	506	474	501	499	496
% students above National minimum standard (BCS)	94%	100%	100%	94%	100%



7 students out of 17 in Year 5 came from households with language backgrounds other than English. (LBOTE)



Beechboro
Christian School

Satisfaction

Parent

Parents surveys in 2019 were completed later in Term 4. This survey had 32 responses from a variety of parents within Kindy to Year 6 cohorts.

The results across the areas surveyed, and comments throughout, were very positive and encouraging. On average, greater than 80% of responses either agreed or strongly agreed with the surveyed statements in a positive way.

Staff

26 staff (65%) completed the annual SCEA staff survey.

The results across the areas surveyed, and comments throughout, were very positive and encouraging.

The following points were drawn from analysing the results of the staff survey:

- Overall, staff agree that there is a strong Christian faith base within our school.
- Results indicate strong staff satisfaction towards the academic focus of the school.
- There is a strong sense of teamwork across the school.
- There is a positive culture within the staff community.
- Staff indicate that the vision, mission and values of the school are clearly being communicated.
- Staff indicate that they have confidence in school leadership.
- BCS is recognised as a safe environment to work in.
- The vast majority of staff feel that their efforts at work are valued and recognised by leaders.

Students

Year 5 and Year 6 students were invited to complete the survey. 35 (92%) students completed survey.

91% of students agree that their teachers challenge them and expect them to do their best and 83% of students agree that their teachers work hard to support their learning.

