



Beechboro Christian School



Annual Report 2021



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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.



Principal's Report

2021 was a wonderful year of continued growth, and opportunities for the students, staff and parents in our community. We were blessed not to be faced with the challenges of COVID for the majority of the year and were therefore able to continue with scheduled calendar events.

In 2021, the emphasis on quality teaching and learning remained and the whole school learning approaches, particularly in Literacy and Numeracy, were strengthened. Mrs Clare Midgley, our Deputy Principal, worked alongside our teaching staff in project teams with the focus on programming, Christian Living, Numeracy, and Literacy where staff were upskilled and actively involved in the school improvement goals and strategies set for the year.

Beechboro Christian School completed the registration renewal that all non-government schools go through every few years to ensure the compulsory education requirements set by the Director General of the Department of Education are being met. This was a wonderful opportunity to share the quality of education and the standard of excellence that we pride ourselves on at Beechboro Christian School. The school received very positive feedback from the registration panel across all registration standards.

After many years of offering Japanese as our school's languages program, we transitioned in 2021 to Mandarin Chinese. The reason for this change was partly due to our Japanese teacher moving interstate with her family, but also the level of interest from parents in our community in their children being offered the opportunity to learn Mandarin. Mr James Bonallack, who has been part of our community for a number of years in various roles became our Mandarin teacher, ensuring the smooth transition of learning for our students in Years 3 to 6.

Over the course of the year, we had a number of staff changes due to maternity, long service, or medical leave. Throughout these times, the school was able to fill these positions with staff who embraced the values of our school and continued providing our students with every opportunity to flourish in a welcoming and loving Christian environment. In preparation for 2022, to support school priorities, Ms Jennifer Thomas was appointed as the Early Childhood and Languages Coordinator.

Development of plans for our new school site located on Bennett Springs Drive continued throughout 2021. Working alongside Parry and Rosenthal, our contracted architects, the focus of the first stage of this project was to design a purpose-built Early Learning Centre, in consultation with our Early Years teachers, and to relocate the current transportable classrooms for the commencement of the 2023 school year. Development approval was received, through a Joint Development Assessment Panel (JDAP) in December, allowing the project to move to tender stage over the Christmas period. We are excited to continue watching this project develop into 2022.

At the end of 2021, our Parent Committee was dissolved after many years of prayerful guidance, encouragement and support. In 2022, a new Parents in Partnership Committee will be formed in line with constitutional changes to SCEA that were voted and passed by association members and governing bodies. This welcome change will bring about fresh opportunities for all parents to be actively involved within this committee throughout the years to come.

Thank you to the students, families and staff who were part of our community in 2021.

Mr Michael Bolan
Principal

Our Students

| Year Group | Females | Males | Indigenous | Students on Visas | Total | Streams | Average Class Size | Average Student Attendance |
|---------------|------------|------------|------------|-------------------|------------|-----------|--------------------|----------------------------|
| Kindergarten | 19 | 22 | 3 | 0 | 41 | 2 | 21 | 92.43% |
| Pre-Primary | 13 | 18 | 0 | 1 | 31 | 2 | 16 | 93.54% |
| Year 1 | 15 | 18 | 2 | 0 | 33 | 2 | 17 | 93.91% |
| Year 2 | 21 | 23 | 0 | 7 | 44 | 2 | 22 | 95.68% |
| Year 3 | 21 | 20 | 1 | 3 | 41 | 2 | 21 | 95.42% |
| Year 4 | 20 | 21 | 0 | 4 | 41 | 2 | 21 | 94.31% |
| Year 5 | 9 | 13 | 0 | 2 | 22 | 1 | 22 | 95.04% |
| Year 6 | 12 | 9 | 0 | 5 | 21 | 1 | 21 | 95.61% |
| Totals | 130 | 144 | 6 | 22 | 274 | 15 | 20 | 94.49% |

| Year Group | Country of Birth |
|--------------|---------------------------------------------------|
| Kindergarten | |
| Pre-Primary | 1 India |
| Year 1 | |
| Year 2 | 1 Iraq, 4 India, 1 South Africa, 1 United Kingdom |
| Year 3 | 1 Zimbabwe, 1 Iraq, 1 India |
| Year 4 | 1 Indonesia, 1 England, 2 Kenya |
| Year 5 | 1 French Polynesia, 1 Kenya |
| Year 6 | 2 New Zealand, 1 England, 1 South Africa, 1 Iraq |

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 are issued with 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. In the case of excessive or continued absences, the teacher contacts parents. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview.

Student Retention Rate

| Calendar Year | Academic Year | August Census | Retention Rate % |
|---------------|---------------|---------------|------------------|
| 2019 | Year 4 | 27 | - |
| 2021 | Year 6 | 21 | 77.77% |

Based on 27 Year 4 students reported on our August 2019 Census, 21 students continued through to Year 6 in 2021. This was due to students moving out of the area or changing schools when their siblings reached Secondary School.

Our Staff

Executive

The 2021 Executive Team consisted of the following staff:

- Mr Michael Bolan, Principal, Beechboro Christian School.
- Mrs Clare Midgley, Deputy Principal, Beechboro Christian School.
- Mr David White, Business Manager, Beechboro Christian School and Ellenbrook Christian College (up until 30 July 2021)
- Mr Jean-Andre Spangenberg, Business Manager, Beechboro Christian School and Northshore Christian Grammar School (From 1 June 2021)

School Staff Profile

| Staff | Admin Staff | Teaching Staff | EA | Executive | Total |
|------------|-------------|----------------|----|-----------|-------|
| Male | 2 | 2 | - | 3 | 7 |
| Female | 4 | 24 | 10 | 1 | 39 |
| Indigenous | - | - | - | - | - |
| | 6 | 26 | 10 | 4 | 46 |

Staff Attendance

In 2021 the average daily staff attendance was 95%

Staff Retention

The proportion of Primary School teaching staff retained from 2021 to 2022 was 98%

Teacher Qualification

| Highest Qualification | Number of Teachers |
|---------------------------------|--------------------|
| Masters Degree | 3 |
| Bachelor Degree | 18 |
| Diploma | 1 |
| Total number of Teachers | 22 |

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

Care

Education at our School

As a learning community, we believe in the importance of providing quality teaching and learning programs, through a gospel inspired approach, which aligns with our vision, mission, and shared values.

We understand that all people have been made in the image of God (imago Dei) and staff recognise their responsibility to model the love of God to our students with a servant-heart, genuine care, and deep respect, which promotes an inclusive school community where all students and their families have a strong sense of belonging.

We aim to engage our students in rich learning experiences that are designed to cater for the needs of all students, providing adequate challenge, and every opportunity for academic, social and spiritual growth so that may flourish.

Pastoral Care and Behaviour Management

At Beechboro Christian School, Pastoral Care is about building and strengthening relationships, promoting a healthy psychological state, and providing emotional and spiritual support to students and their families.

The Pastoral Care program embraces and promotes two themes that are fundamental to the Protective Behaviours Western Australia program:

- We all have the right to feel safe at all times; and
- There is nothing too small, or terrible, that we can't speak to a responsible person about

Students are encouraged to take responsibility for their behaviour and their actions towards others. Student behaviour management is done through the lens of grace and love, and follows a restorative process.



School Priority Areas

A significant focus for BCS in 2021 was exploring strategies aligned to the Christian vision and mission and spiritual nurture of students and staff in the school community. All staff participated in professional development through the delivery of modules from the Flourish program exploring Christian education.

Academic priorities within the school improvement plan focused on consolidating whole school approaches to further develop strong practice in the way individual students are catered for. Project Teams and staff discussions were used as vehicles to encourage active contribution and development of staff leaders.

Faith

Focus in 2021:

- Development and rollout of materials to support the teaching of Christian Living
- Delivery of Flourish Vision module to all staff to explore Christian education and the spiritual development of the school
- Continuation of focus on Biblical verses linked to BCS school values

Literacy

Focus in 2021:

- Development of practice using Talk for Writing (K-Yr6) and Talk for Reading (Yr3-6) approaches to build consistent teaching and learning and coverage of text types and genres across the years. This was facilitated by teacher leaders and the writing project team
- Professional development in the area of phonics through training of Yr2 teachers in the DSF endorsed Sounds-Write program. Exploration by the Early Childhood team of the sequence of learning involved in phonological awareness and phonics

Numeracy

Focus in 2021:

- Continued embedding of the Prime maths program and other resources to support applying of skills in problems and mental maths fast fact skills
- Exploration by the maths project team of additional resources to support learning in and outside the classroom
- Review of progress to date and analysis of school data through termly student progress meetings and annual maths testing. This showed good growth across the school

Inclusion

Focus in 2021:

- Training, led by lead teacher, for staff to develop classroom practice for EAL/D (English as an additional language / dialect) students and encourage the use of materials to map progress and identify support strategies across the curriculum
- Re-organisation of Educational Assistant staff to maximise learning support and develop their skills by moving EAs from outside classroom support to inside

Early Childhood

Focus in 2021:

- Review and update of the Quality Improvement Plan as part of compliance requirements and ongoing continuous improvement
- Input from staff to planning for buildings and play spaces at the new school site including visit a school designed by the architect team
- ECH team collaboration around the importance of play and creation of resources to support this

Staff

Focus in 2021:

- Empowering of staff to lead colleagues in project teams and enabling of this through eg focused release time
- Support and encouragement of collaborative approaches eg staff meeting time for staff to discuss, construct and review programs of learning, cluster and project teams
- Identification of the need for a role supporting Early Childhood and language development. Position advertised and successful internal candidate appointed at the end of 2021

Professional Learning

Beechboro Christian School staff participated in a range of professional learning throughout 2021. The school focused on flourishing; through the teaching and learning approaches established over recent years and further development of a culture of collective efficacy to harness the experience and knowledge of the staff team. Work continued to be undertaken through the Project Team initiative in the first half of 2021, allowing staff to give direct input into the Schools priorities. Semester 2 focused on writing and continued embedding and honing of teaching skills using the Talk for Writing approach.

Opportunities for professional collaboration to share and develop practice were held within cluster meetings, where Kindy-Yr2 and Yr3-6 staff met to discuss areas pertinent to each phase of the school. Supporting all children, including those for whom English is an additional language / dialect, remained a key area of learning and discussion across the school with individual staff members sharing their expertise to upskill and build confidence in others. Opportunities were also created to gain staff input in school improvement planning, analysis of staff, student and parent surveys, NAPLAN data, the registration process, peer coaching and feedback and school self-evaluation exercises. The use of external providers such as DSF enabled Yr2 teachers to be trained in the Sounds-Write program to support the vital teaching of letter and sounds.

Members of leadership were also involved in the development and rollout of SCEA's professional support and accountability documents and process to encourage and enrich staff personal and professional development.

Student Achievement

In 2021, the NAPLAN national program of assessment in literacy and numeracy resumed following Covid disruption in 2020 and Year 3 and Year 5 participated in the tests. This was the final year of paper-based tests and in 2022, Beechoro Christian School will move to online NAPLAN test formats.

At Beechoro 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. The Year 3 cohort in 2021 was made up of two classes and Year 5 a single class.

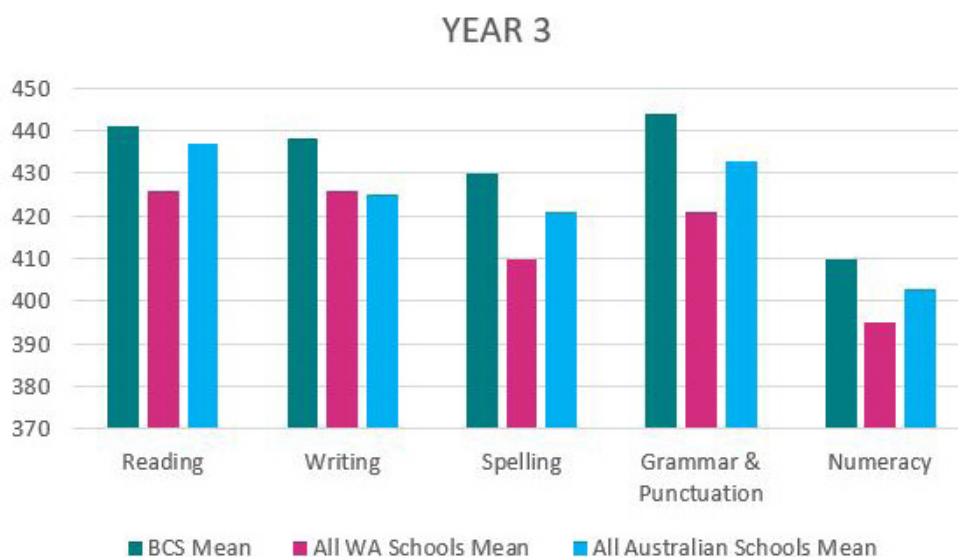
Teachers spend time preparing the students for NAPLAN in order that they feel as confident as possible in how to approach the tests however, the main preparation is through the learning that takes place within the classroom every day. NAPLAN data is used by the school to identify trends over time and attainment and progress for individuals and groups. This then feeds into considerations for teaching and learning across the school.

In 2021, Beechoro Christian School achieved pleasing results overall in the Year 3 and Year 5 cohorts. Scores were above national and state averages across all test areas in literacy and numeracy.

Results for Beechoro Christian School are as follows:

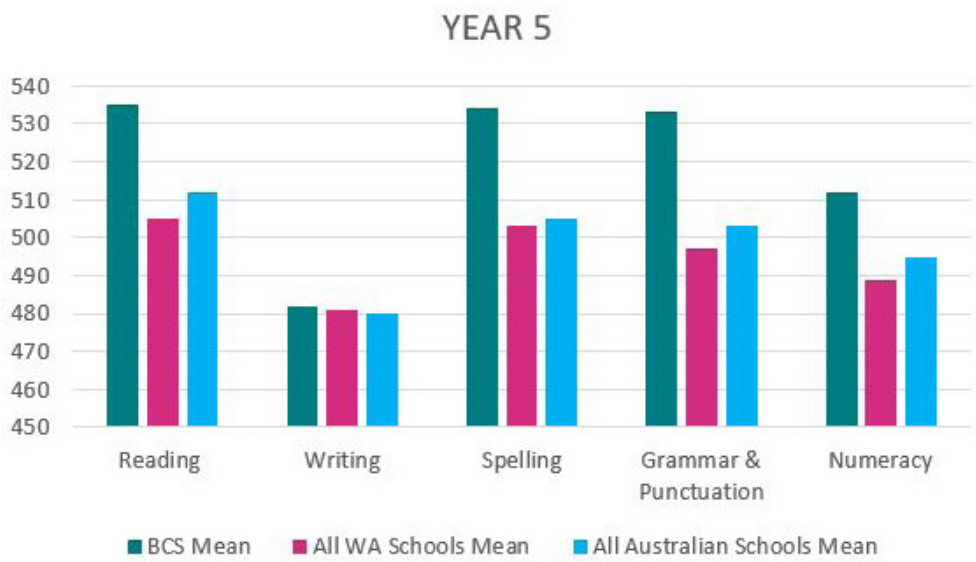
Year 3

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|---------------------------------------------------------|---------|---------|----------|-----------------------|----------|
| BCS Mean | 441 | 438 | 430 | 444 | 410 |
| All WA Schools Mean | 426 | 426 | 410 | 421 | 395 |
| All Australian Schools Mean | 437 | 425 | 421 | 433 | 403 |
| % students above National minimum standard (BCS) | 98% | 100% | 100% | 100% | 100% |



Year 5

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------------------------------------------------|---------|---------|----------|-----------------------|----------|
| BCS Mean | 535 | 482 | 534 | 533 | 512 |
| All WA Schools Mean | 505 | 481 | 503 | 497 | 489 |
| All Australian Schools Mean | 512 | 480 | 505 | 503 | 495 |
| % students above National minimum standard (BCS) | 91% | 91% | 100% | 100% | 95% |



Satisfaction

Parent

36 Parents (31%) responded to the survey.

Overall, parents are satisfied with how the school is being managed, and the results show that it continues to enjoy a strong sense of community.

Areas of strength: 84.4% of parents would recommend this school to others; 97.3% are satisfied with the schools approach to student well-being; 100% agree that teachers at the school care about and nurture the children's needs.

Staff

33 staff (72%) 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 strong confidence in school leadership
- BCS is recognised as a safe environment to work in



School Income by Funding Source

| Source | Total | Per Student |
|-----------------------------------------------------------------------------|--------------------|-----------------|
| Australian government recurrent funding | \$2,220,581 | \$8,104 |
| State/Territory government recurrent funding | \$722,548 | \$2,637 |
| Fees, charges and parent contributions | \$1,093,155 | \$3,990 |
| Other private sources | \$122,868 | \$448 |
| Total gross income (excluding income from government capital grants) | \$4,159,152 | \$15,179 |

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

School Income by Funding Source (Total)

