



Beechboro
Christian School



Annual Report 2022



Contents

Our School	2
Principal's Report	3
Christian Education	4
Our Students	4
Our Staff	6
Our Care	7
Our Priorities	8
Student Achievements	10
Satisfaction Surveys	12
School Income	13



Our School

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

Despite the many challenges and changing directives brought about through the impact of COVID, 2022 was another wonderful year for our school community.

Following a thorough tender process in December 2021, we started the year with the exciting news that BE Projects had been selected as the builders who would undertake the construction of the Early Learning Centre (ELC) and relocation of our current buildings to the new site. Initial plans were based on the ELC being ready for students in February 2023; however, due to pressures in the building industry throughout 2022, and project challenges, the original timeframes could not be met. A new schedule has been created to transition the students to the new site throughout the 2023 school year.

It quickly became apparent in early 2022 that the impact of COVID would have a significant effect on way that schools in Western Australia were able to operate. There were periods of time when students and staff were required to isolate, and lessons were delivered using both face to face teaching in class and via our home learning platform (Seesaw). Whilst teaching face to face remained our preferred method of lesson delivery, our staff managed the challenges well and continued to provide quality teaching and learning to the students required to isolate.

It was wonderful to see that our camps, extra-curricular activities, and community events were still able to happen in 2022. The highlights of the year were:

- Year 4 Camp to Ern Halliday
- Year 5 Camp to Boshack
- Year 6 Camp to Rottnest
- Our Grandparents' picnic lunch
- Open classroom afternoon
- Compassion Day
- Sports Carnival
- Year 4 Night of the Notables
- Beechboro's Got Talent
- Pre-Primary Art Gallery Afternoon
- End of year and Christmas celebrations

Later in the year, Beechboro Christian School (BCS) underwent an external validation process involving a panel of school leaders and Board members, external to the school. This was a thorough and very positive review of our improvement processes and school performance against the National School Improvement Framework and a wonderful opportunity for BCS leaders and other members of staff to speak through the priorities and areas of strength and growth across the school. Following the validation day, a report was received by BCS which highlighted the strength of our school across the six national school improvement key result areas.

As a result of some challenges around the supply of uniform throughout the year, BCS underwent a review of our current uniform. A review committee was formed, consisting of parents and staff, and students also gave their feedback. This led to the decision to transition to a new uniform supplier in 2023, with an update to the look of our uniform. The new uniform will be available from the start of the 2023 year, with existing families having a two-year transitional period with current uniforms.

Finally, I would like to acknowledge the wonderful efforts of the staff at Beechboro Christian School throughout 2022. During the year, staff were regularly required to adapt, change and modify teaching to meet the various guidelines that schools were required to operate under. Despite the obstacles that we faced this year, our school community remained resilient, supportive, and collaborative; something that we can all be proud of.

Mr Michael Bolan
Principal

Christian Education

Beechboro Christian School is a richly diverse community, made up of families from many different backgrounds. This provides a wonderful opportunity for our students to live, learn and grow alongside others, celebrating both our similarities and differences.

As a Christian staff community, we know that all people have been made in the image of God (imago Dei) and that as His representatives, we must model love and genuine care for others. This is done through day-to-day interactions with our community, as well as sharing the Gospel in daily devotions, Bible stories and verses, the singing of songs, Christian living lessons, school assemblies and celebrations and messages shared within our communications to parents.

As a school, we recognise that many of our families come from different faith backgrounds. It is a blessing and a privilege to learn about faiths and cultures within the community that we serve, to be able to share the life of Jesus and to be part of a school where everyone is welcomed and belongs.

Our Students

Year Group	Females	Males	Indigenous	Students on Visas	Total	Streams	Average Class Size	Average Student Attendance %
Kindergarten	30	26	1	1	56	3	19	87.81
Pre-Primary	22	24	2	7	46	2	23	89.38
Year 1	14	21	0	5	35	1.5	18	88.56
Year 2	14	20	3	3	34	1.5	17	89.80
Year 3	21	21	0	8	42	2	21	89.26
Year 4	20	19	1	6	39	2	19	89.66
Year 5	22	22	0	4	44	2	22	88.34
Year 6	8	14	0	4	22	1	22	91.02
Total	151	167	7	38	318	15	20	89.05%

Country of Birth	Number of Students
England	5
French Polynesia	1
India	10
Indonesia	1
Iraq	2
Ireland	1
Kenya	4
Malaysia	1
Myanmar	1
New Zealand	2
Nigeria	1
Philippines	3
Singapore	1
South Africa	1
Taiwan	1
Thailand	1
United States of America	1
Zimbabwe	1

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 late, 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, an SMS 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 %
2020	Year 4	26	-
2022	Year 6	22	84.6

Based on 26 Year 4 students reported on our August 2020 Census, 22 students continued through to Year 6 in 2022. This was due to students moving out of the area or changing schools when their siblings reached Secondary School.



Our Staff

Executive

The 2022 Executive Team consisted of the following staff:

- Mr Michael Bolan, Principal, Beechboro Christian School.
- Mrs Clare Midgley, Deputy Principal, Beechboro Christian School.
- Miss Jennifer Thomas, EAL/D and Early Years Coordinator, Beechboro Christian School.
- Mr Jean-Andre Spangenberg, Business Manager, Beechboro Christian School and Northshore Christian Grammar School (Terms 1-3)
- Mr Ian Ludlow, Business Manager, Beechboro Christian School and Kalamunda Christian School (Terms 3-4)

School Staff Profile

Staff	Support Staff	Teaching Staff	Education Assistants	Executive	Total
Male	1	3	-	2	6
Female	8	19	11	1	39
Indigenous	-	-	-	-	-
	9	22	11	3	45

Staff Attendance

Staff attendance varied in 2022, in accordance with the isolation requirements surrounding COVID-19.

Staff Retention

The proportion of Primary School staff retained from 2022 to 2023 was 96%.

Teacher Qualification

Highest Qualification	Number of Teachers
Masters Degree	2
Bachelor Degree	20
Diploma	1
Total number of Teachers	23

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

Our 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.



Our Priorities

In 2022, BCS focused on developing our strategic vision and plan and, through the lens of staff culture, strengthening collective efficacy and approaches to learning. The school also continued to explore Christian education aligned to the vision and mission of BCS and the SCEA Association. Staff continued to participate in professional development modules from the Flourish program exploring Christian education.

Teaching and learning priorities focused on honing and refining whole school approaches to deepen understanding of strategies that support every student. Staff continued to work collaboratively and actively contributed to school planning through a variety of established channels. A Subject Matter Expert (SME) initiative was also introduced to both promote the sharing of knowledge, skills and experience and to encourage all staff to support and lead others.

Faith

Focus in 2022:

- Delivery of Flourish modules to all staff to explore Christian education and the spiritual development of the school

Literacy

Focus in 2022:

- Staff collaboration to hone the teaching of writing and reading using the Talk For programs, facilitated by teacher leaders and the Literacy team
- Phonemic awareness as a major focus area in Kindy and recognised as an evidence-based pre-requisite for phonics
- Professional development in the area of phonics through training of Early Childhood teachers in the Dyslexia Speld Foundation endorsed Sounds-Write program. By early 2023, a consistent and high-quality approach to phonics from Pre-Primary to Year 3 will mean that the teaching of mainstream phonics is completed by Junior Primary
- Introduction of summative PAT spelling assessment
- Literacy extension focus in Years 4-6

Numeracy

Focus in 2022:

- Development of whole school approaches led by the Numeracy project team to support the learning of timetables and mental maths strategies

Belonging

Focus in 2022:

- Continued focus on classroom practice, assessment, and curriculum materials to support learners for whom English is an additional language or dialect
- Establishment of Connections and Culture project team to celebrate the richly diverse and multi-lingual context of our school
- Documented plans for children with specific needs amended to run from March to March to aid transition as students progress into new year levels

Staff

Focus in 2022:

- Focus on a culture of collective efficacy and de-privatisation of practice
- Introduction of SCEA wide Professional Support and Accountability process to support staff development

Professional Learning

Beechboro Christian School staff participated in a range of Professional Learning (PL) throughout 2022. The school focused on deepening the culture of collective efficacy and time was spent exploring and unpacking key cultural attributes. Project Teams continued to drive aspects of the school improvement plan to give staff direct voice into the school planning process.

Channels for professional collaboration to share and develop practice continued through phase cluster meetings. Staff also gave input to school improvement through the analysis of school data and had opportunities to attend PL aligned to school priority areas e.g. *Sounds-Write* and the *Talk For* programs.

Members of leadership also visited Christian school networks outside of SCEA to gain insights.



Student Achievements

In 2022, the NAPLAN national program of assessment in literacy and numeracy was held across Australia and included our Year 3 and Year 5 students. This was the first year that Beechboro Christian School took part in online NAPLAN test formats.

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. Both the Year 3 and Year 5 cohorts were double stream.

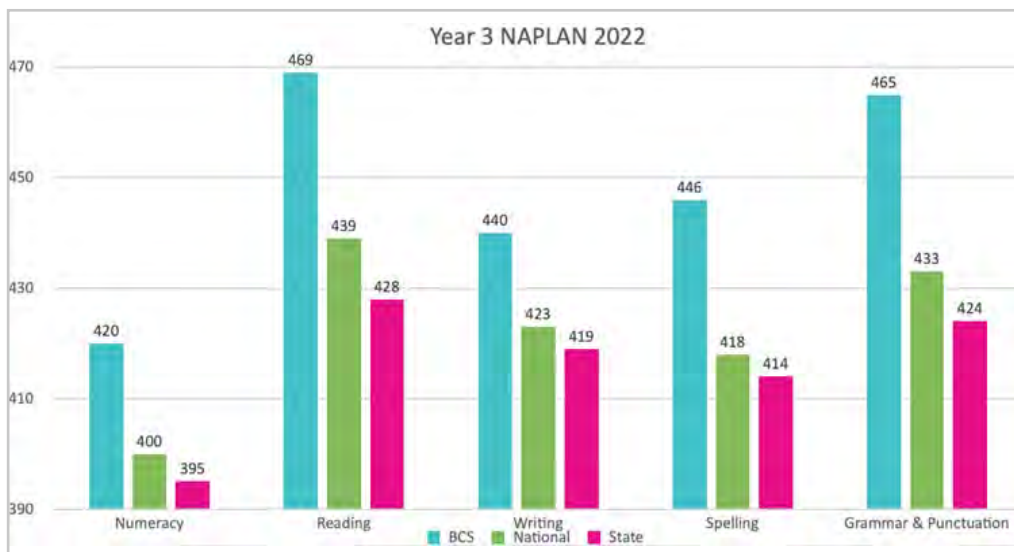
Teachers spend time preparing the students for NAPLAN in order that they feel as confident as possible in how to approach the tests, however, the main preparation is through the learning that takes place within the classroom every day. NAPLAN data is used by the school to identify trends over time, and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

In 2022, Beechboro Christian School achieved pleasing results overall in the Year 3 and Year 5 cohorts. Scores were above or at the national and state averages across all test areas.

Results for Beechboro Christian School are as follows:

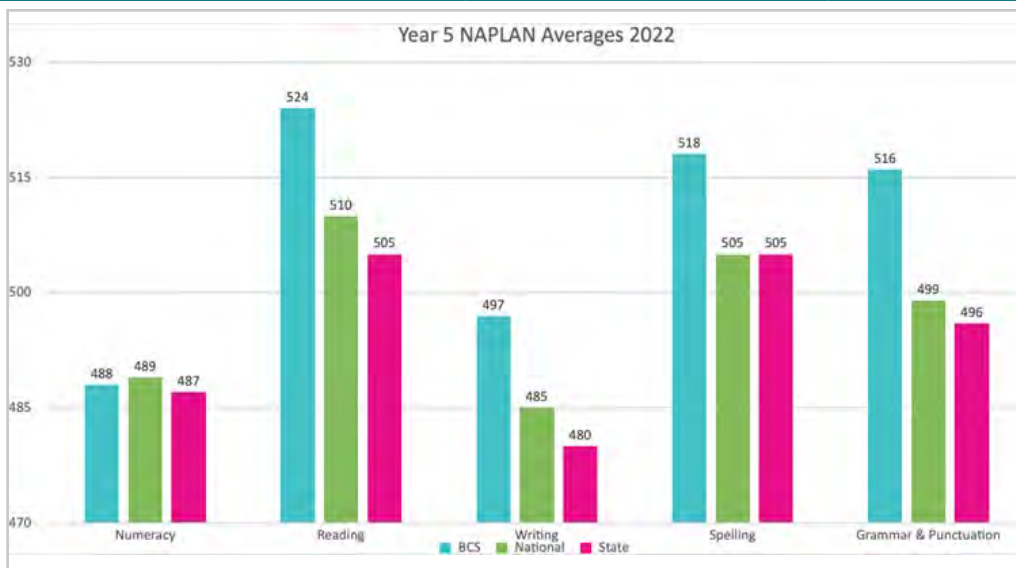
Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
BCS Mean	420	469	440	446	465
National Mean	400	439	423	418	433
State Mean	395	428	419	414	424
% students at/above National minimum standard (BCS)	100%	98%	100%	100%	100%



Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
BCS Mean	488	524	497	518	516
National Mean	489	510	485	505	499
State Mean	487	505	480	505	496
% students at/above National minimum standard (BCS)	98%	93%	100%	98%	95%



Satisfaction Surveys

Parent

73 Parents (30%) responded to the Parent Satisfaction survey.

Overall, the results received across the survey were consistently positive.

Areas of strength:

- 90% of parents would recommend this school to others
- 93% were satisfied with the schools approach to student well-being
- 92% felt the sense of community within the school
- 92% felt that the school is well managed and led

Staff

17 staff (34%) 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
- Staff feel motivated to do their best
- Staff feel that leadership are available and listen
- Staff indicate that they have strong confidence in school leadership



School Income

Source	Total	Per Student
Australian government recurrent funding	\$2,801,366	\$8,809
State/Territory government recurrent funding	\$719,960	\$2,264
Fees, charges and parent contributions	\$1,285,630	\$4,043
Other private sources	\$76,145	\$239
Total gross income (excluding income from government capital grants)	\$4,883,101	\$15,356

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

School Income by Funding Source (Total)

