



Beechboro
Christian School

2024 Annual Report



Swan Christian
EDUCATION ASSOCIATION



Beechboro
Christian School



Ellenbrook
CHRISTIAN COLLEGE



Kalamunda
CHRISTIAN SCHOOL



Mundaring
CHRISTIAN COLLEGE



Northshore
Christian Grammar School



SOUTHERN HILLS
Christian College



Swan
Christian College

Contents

Our School	1
Principal's Report	2
Christian Education	4
Our Students	5
Our Staff	7
Our Care	8
Our Priorities	9
Student Achievements	11
Satisfaction Surveys	14
School Income	15



Our School

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.

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.

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

The year 2024 was a landmark moment for Beechboro Christian School, as we began our first full year on our new site. Having our entire school community together in one place, on our own land, was a long-awaited blessing that brought a sense of belonging and fresh opportunities for growth. The transition was not without its hurdles; the theft of underground copper cables in the lead-up to the school year and delays in accessing key facilities like our Undercover Area and library tested our patience and adaptability. Yet, through it all, our students, staff, and families displayed incredible resilience, ensuring that 2024 was a year filled with achievement, joy, and progress.



Throughout the year, our school calendar was rich with experiences that strengthened our community and deepened student learning. Harmony Day was a wonderful celebration of cultural diversity and unity, the Colour Fun Run filled our grounds with laughter and excitement, and the Easter Walk provided a powerful time of reflection on Christ's sacrifice and resurrection. Our Year 4, 5, and 6 students embraced independence and teamwork during their annual camps, while excursions and incursions gave all students opportunities to extend their learning beyond the classroom. Moments of family connection were cherished during our Mother's Day and Father's Day events, highlighting the strong bonds that make our school special.

Although we had been operating on our new site since the start of the year, the official opening on 11 November was a moment of true significance. Officiated by Ms Tania Lawrence MP, and attended by staff, students, families, and past members of our school community, the event was a celebration of how far we have come. A highlight of the day was hearing our founding Principal, Mr Murray Thomas, pray a blessing over the school. His words reminded us that our journey has been one of faith, perseverance, and answered prayers.

A key focus in 2024 was ensuring that our teaching remained purposeful and impactful. Staff engaged in meaningful discussions about best practices in teaching and learning, using data to guide decision-making and reflection to refine their approaches. Collaboration was at the heart of our professional growth, as we worked together to create an environment where every student could thrive.

During the year, we also saw changes within our leadership team. In Term 3, our Deputy Principal, Mrs Clare Midgley, took leave to pursue an opportunity at Edith Cowan University as a Learning Designer. In her absence, Mr Ben Harris stepped into the role of Acting Dean of Primary (Years 3-6), working alongside Miss Jennifer Thomas, who continued as Dean of Early Years (K-2). Their leadership and dedication ensured stability and strong support for students and staff alike. As the year drew to a close, Mrs Midgley made the decision to extend her time at ECU, and we embraced the opportunity to continue the structure of Dean of Early Years and Dean of Primary into 2025.

The end of the year also brought bittersweet farewells to valued members of our team. Mrs Diane Durham, our much-loved music teacher, retired after many years of inspiring students with her passion for music. In a fitting tribute, our staff and students adapted ABBA's 'Thank You for the Music' to express our deep appreciation for her dedication and the joy she brought to our school.

We also said goodbye to Mrs Melanie Wellbeloved, who has taken up a teaching role at Quinns Baptist College, where her children attend, allowing her to balance family and career. Additionally, we farewelled Mr Killow, who completed his short-term contract as our Year 1 teacher, leaving behind fond memories of his fun-loving nature and impressive trombone skills!

As we look back on 2024, we do so with gratitude; gratitude for God's provision, for the unwavering commitment of our staff, and for the continued partnership of our families. It has been a year of growth, perseverance, and community, and as we step into 2025, we do so with excitement and confidence, ready to build upon the strong foundations that have been laid.

A handwritten signature in black ink, appearing to read 'Michael Bolan', written in a cursive style.

Mr Michael Bolan
Principal

Christian Education

General Culture

Beechboro Christian School is a vibrant and diverse community, bringing together families from a wide range of cultural and faith backgrounds. This diversity enriches our school environment, fostering mutual understanding, respect, and a shared sense of belonging.

As a Christian staff community, we believe that every person is created in the image of God (imago Dei). We are committed to reflecting God's love in our daily interactions, demonstrating care, compassion, and integrity in all that we do. Our faith is actively lived out through daily devotions, Bible stories, hymns, Christian living lessons, assemblies, and messages shared with parents and students.

We acknowledge and appreciate the diverse faith journeys of our families, viewing this as an opportunity to share the love of Jesus in a way that is inclusive and welcoming. Our goal is to create an environment where all students feel valued, supported, and encouraged to explore faith in a meaningful way.

Christian Living Program

Christian living is not just a subject at Beechboro Christian School; it is woven into daily life and reflected in the way our staff lead by example. Our core values of kindness, courage, community, and excellence shape our interactions and expectations, nurturing students to grow in character and purpose.

Each day begins with prayer, singing, and the sharing of a Bible story or devotion, setting a positive tone and reminding students of God's constant presence in their lives. Weekly Christian Living lessons provide further opportunities to explore Biblical truths, God's promises, and the role of faith in everyday life. These lessons help students reflect on how they can live out their faith and contribute positively to their school and wider community.



Our Students

Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Subtotal	Streams
Kindergarten	30	22	0	2	4	52	3
Pre-Primary	33	21	1	2	4	54	2
Year 1	22	28	3	0	6	50	2
Year 2	20	27	8	1	7	47	2
Year 3	18	21	4	0	5	39	1.5
Year 4	18	16	5	2	6	34	1.5
Year 5	19	20	6	0	9	39	1.5
Year 6	21	19	2	0	9	40	1.5
Total	181	174	29	7	48	355	15

Student Country of Birth

Country of Birth	Number of Students
Australia	314
India	15
Indonesia	2
Iraq	2
Ireland	1
Kenya	1
Malaysia	1
New Zealand	2
Phillippines	4
South Africa	5
Sri Lanka	1
Taiwan	1
United Kingdom	3
United States of America	1
Vietnam	1
Zimbabwe	1

Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Kindergarten	94.98%
Pre-Primary	96.05%
Year 1	95.7%
Year 2	94.2%
Year 3	94.1%
Year 4	96%
Year 5	94.3%
Year 6	93%
Total	

How Attendance is Managed

Absentee Management

Student attendance is recorded on 'TASS', which is our school management system. Parents are required to notify the school if their child will be absent. All absentees are followed up daily.

Early Leave

If a student needs to leave early, parents must inform Reception. Upon arrival at the school, parents collect a sign-out slip, which is then presented to the teacher before the student is released.

Late Arrivals

Students arriving late must sign in at Reception and receive a late slip. Their attendance record is updated in the system, and the student gives the slip to their teacher as confirmation of their arrival.

Unexplained Absences

If a student is absent without prior notice, an SMS is sent to the parent's nominated phone number after the first attendance check. If no response is received, follow-up calls are made to parents and emergency contacts. Continued or excessive unexplained absences result in direct communication with parents, and if necessary, a meeting to address attendance concerns.

Our Staff

Executive Staff

The 2024 School Executive Team consisted of the following staff:

Name	Position
Mr Michael Bolan	Principal
Mrs Clare Midgley	Deputy Principal*
Miss Jennifer Thomas	Dean of Early Years (Kindy-Year 2)
Mr Ben Harris	Acting Dean of Primary (Year 3-6)**
Mr Johann van der Walt	Corporate Services Manager

* Position held for Term 1 and 2

** Position held for Term 3 and 4

School Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	TOTAL
Male	1	3	0	2	6
Female	8	21	11	2	40
Indigenous	0	0	0	0	0

Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	0
Master's degree	5
Postgraduate Diploma	5
Bachelor's Degree	15
Graduate Diploma	1
Diploma	0
Total	26

Staff Attendance and Retention Rate

The proportion of Primary School staff retained from 2024 to 2025 was **94.5%**.

TRBWA Registration for Teachers and Leaders

All teachers and school leaders at Beechboro Christian School maintain current registration with the Teacher Registration Board of Western Australia (TRBWA), ensuring they meet the professional and ethical standards required for their roles.

Our Care

Pastoral Care and Behaviour Management

At Beechboro Christian School, pastoral care is at the heart of what we do. It is more than a program—it is a commitment to fostering strong relationships, nurturing emotional and spiritual well-being, and creating a supportive environment for students and their families.

Our approach to pastoral care aligns with the core principles of the Protective Behaviours Western Australia program, reinforcing two essential messages:

- **Every individual has the right to feel safe at all times.**
- **There is no problem too big or too small that cannot be shared with a trusted person.**

We encourage students to take ownership of their actions and relationships, guiding them through a restorative process that is rooted in grace and love. Behaviour management at our school is about fostering growth, reconciliation, and personal responsibility.

Student Wellbeing

At Beechboro Christian School, student wellbeing is a foundational priority that extends beyond academics. We are committed to fostering a strong sense of belonging, where students feel valued, supported, and connected within their classrooms, peer groups, and the wider school community.

Our approach to wellbeing is holistic, ensuring that students are equipped with the emotional, social, and spiritual support they need to thrive. Every interaction, whether in the classroom, playground, or pastoral care setting, is an opportunity to reinforce our commitment to nurturing the whole child.

A key aspect of our wellbeing initiatives is student agency; empowering students to take an active role in their school experience. In 2024, staff helped initiate the RiseUp! program, a student-led mentoring initiative where Year 6 students support and guide younger peers across different year levels. This program strengthens leadership skills, fosters meaningful connections, and builds a culture of care and encouragement among students.

Year 4–6 students also engage in school camps that provide opportunities for personal growth, resilience-building, and teamwork. These experiences challenge students to step outside their comfort zones while strengthening friendships and fostering independence.

Every staff member plays a role in student wellbeing, offering guidance, encouragement, and pastoral care. Our school chaplain is a key support figure, working closely with students and families to provide emotional and spiritual guidance. In addition, staff are equipped to support students through protective behaviours education, helping them develop personal safety strategies and confidence in seeking support when needed.

At its core, our student wellbeing approach reflects our Christian ethos; cultivating an environment of grace, love, and encouragement, where each child is known and deeply valued.

Our Priorities

School Improvement Plan 2024

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Purposeful Pedagogy	<p>Strengthen teaching practices that reflect the school's diverse community and provide engaging, meaningful learning experiences.</p> <p>Ensure learning programs support students at all levels, fostering both foundational skill development and academic challenge.</p> <p>Implement evidence-based strategies to enhance student engagement and progress.</p> <p>Further refine Learning Support programs to provide targeted assistance and extension opportunities.</p>	Yes
Skilled and Knowledgeable Staff	<p>Continue to provide high-quality professional development opportunities that enhance teaching, assessment, and curriculum knowledge.</p> <p>Foster a professional learning culture where staff engage in reflective practice, collaboration, and professional reading.</p> <p>Create opportunities for staff to share expertise within the school and broader educational networks, strengthening collective capability.</p>	Yes
Wellbeing	<p>Promote a positive and supportive school environment through ongoing wellbeing initiatives for both staff and students.</p> <p>Continue to grow the 'RiseUp!' program, fostering leadership and peer mentoring opportunities for Year 6 students.</p> <p>Maintain clear and effective communication channels to ensure staff, students, and families feel informed and connected.</p> <p>Encourage a school culture that values care, belonging, and positive relationships.</p>	Yes
Collaboration, Ownership, and Accountability	<p>Embed a culture of collaboration, where staff engage in professional conversations and contribute to shared goals.</p> <p>Strengthen professional excellence by encouraging shared best practices and reflective teaching.</p> <p>Foster a workplace where staff support and challenge one another to continuously enhance student learning outcomes.</p>	Yes
Community	<p>Continue to cultivate a strong Christian culture that fosters belonging, engagement, and positive relationships within the school community.</p> <p>Continue to build strong connections with students and families.</p> <p>Actively involve staff in community events, modelling servant-hearted leadership and a commitment to the school's values.</p>	Yes

Staff Professional Learning

In 2024, Beechboro Christian School continued to invest in the professional growth of our staff, fostering a culture of continuous learning and collective impact. A key focus was deepening our shared understanding of instructional effectiveness and refining pedagogical practices that align with our school's values.

Throughout the year, staff engaged in targeted professional learning that supported their individual growth goals, with emphasis on differentiation, literacy instruction, and strategies to support students learning English as an additional language. Opportunities to analyse student data remained a priority, equipping teachers to make informed decisions that enhance learning outcomes and contribute to the school's ongoing improvement initiatives.

Whole-school professional development in pedagogical approaches progressed further in 2024, reinforcing our commitment to evidence-based teaching. The school also expanded staff training in core literacy programs such as Sounds-Write and Talk for Writing, ensuring consistency and best practice in early literacy instruction.

Collaboration across Swan Christian Education Association (SCEA) schools continued to be a valuable aspect of staff development. Team members participated in network meetings, engaging in meaningful discussions on student wellbeing, learning support, and chaplaincy, strengthening our collective capacity to support students holistically.



Student Achievements

NAPLAN (National Assessment Plan Literacy and Numeracy)

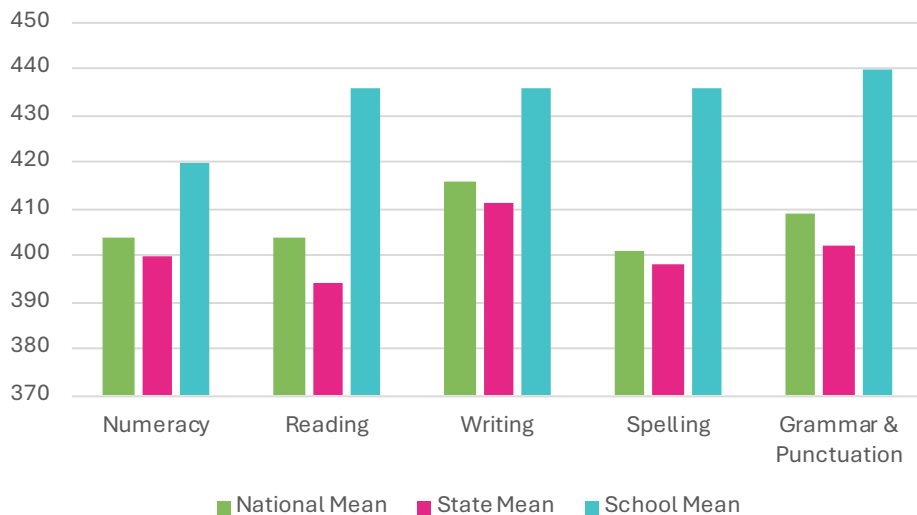
In 2024, our Year 3 and Year 5 students participated in NAPLAN during Term 1, engaging in national assessments that evaluate literacy and numeracy skills. These assessments provide valuable insights for parents, teachers, and the school, offering a broader understanding of student progress in literacy and numeracy.

The data collected from NAPLAN, alongside our ongoing assessments throughout the year, allows us to refine our teaching strategies, celebrate areas of strength, and focus on areas for further development. Our commitment remains to fostering individual student growth by ensuring that all learners receive engaging and challenging educational experiences.

Year 3

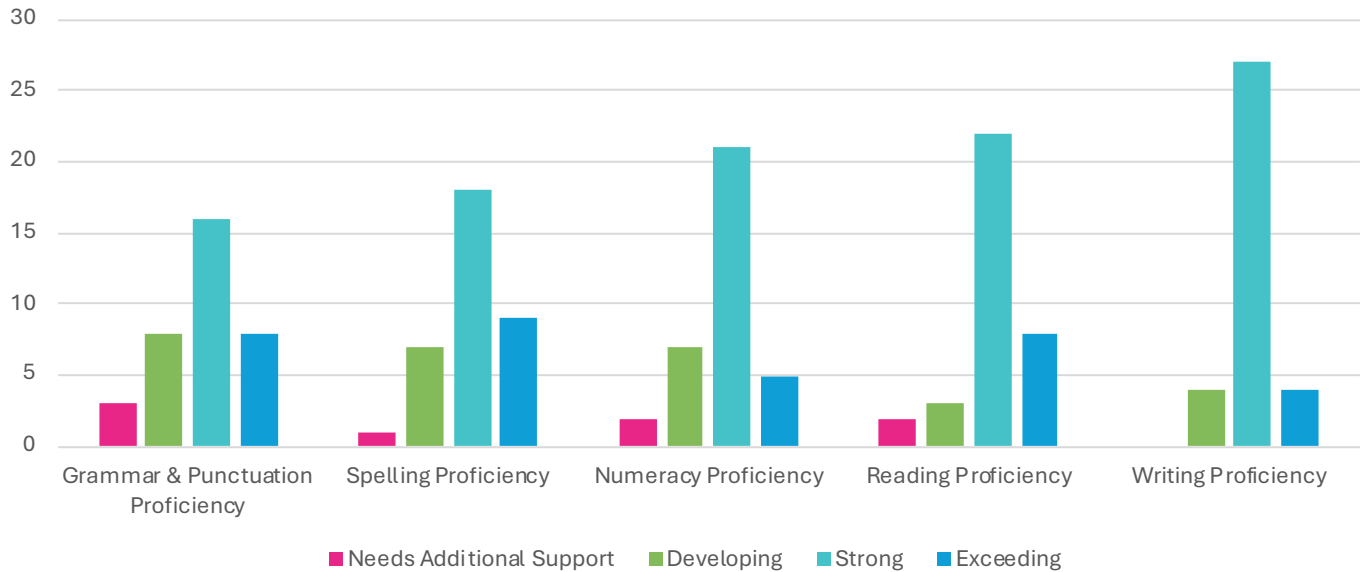
Summary Table

Subject	School Mean	National Mean	State	Difference National	Difference State
Numeracy	420	404	400	+16	+20
Reading	436	404	394	+32	+42
Writing	436	416	411	+20	+25
Spelling	436	401	398	+35	+38
Grammar & Punctuation	440	409	402	+31	+38



Year 3 Student Proficiency Results

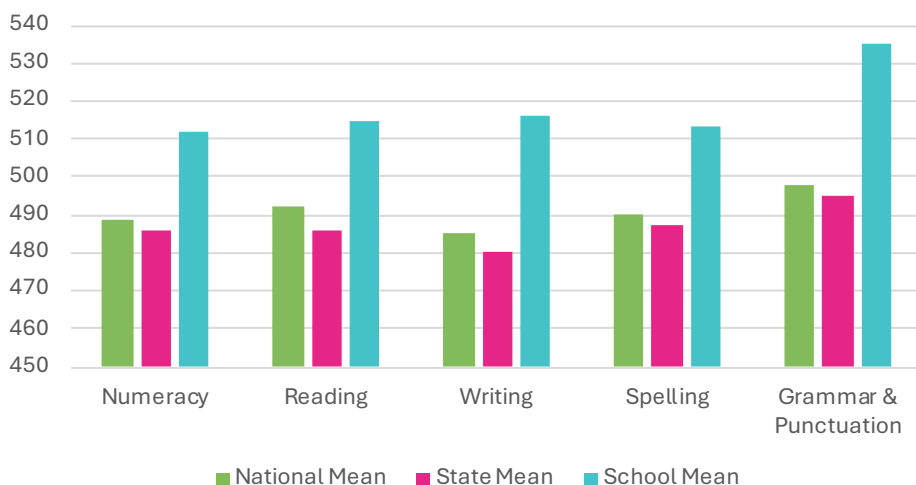
	Needs Additional Support	Developing	Strong	Exceeding	Total
Grammar & Punctuation Proficiency	3	8	16	8	35
Spelling Proficiency	1	7	18	9	35
Numeracy Proficiency	2	7	21	5	35
Reading Proficiency	2	3	22	8	35
Writing Proficiency	0	4	27	4	35



Year 5

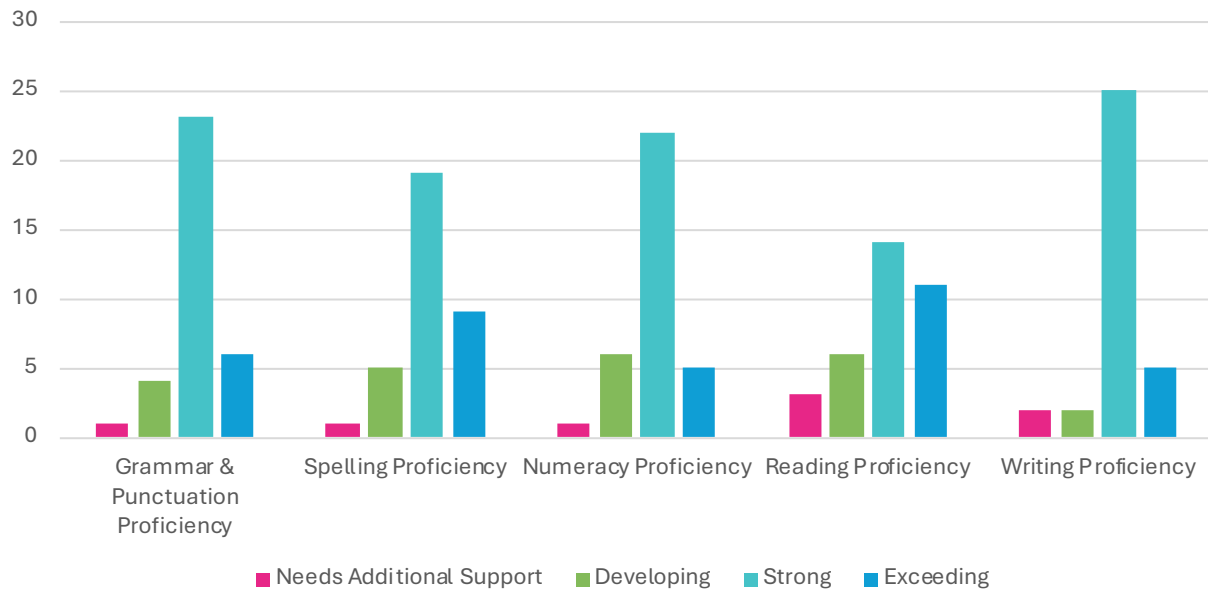
Summary Table

Subject	School Mean	National Mean	State	Difference National	Difference State
Numeracy	512	489	486	23	26
Reading	515	492	486	23	29
Writing	516	485	480	31	36
Spelling	513	490	487	23	26
Grammar & Punctuation	535	498	495	37	40



Year 5 Student Proficiency Results

	Needs Additional Support	Developing	Strong	Exceeding	Total
Grammar & Punctuation Proficiency	1	4	23	6	34
Spelling Proficiency	1	5	19	9	34
Numeracy Proficiency	1	6	22	5	34
Reading Proficiency	3	6	14	11	34
Writing Proficiency	2	2	25	5	34



Satisfaction Surveys

At Beechboro Christian School, we value the feedback of our community and are committed to continuous improvement. Our 2024 Satisfaction Survey results reflect strong levels of engagement and confidence in the school across parents, staff, and students.

A key highlight is that **83.5%** of parents and **81%** of staff would recommend the school to others, affirming the positive experiences within our community. Parents particularly acknowledged the school's Christian ethos, with **78.7%** expressing satisfaction with the emphasis on Christian education. Staff also reflected this sentiment, with **89.2%** agreeing that the workplace culture aligns with Christian values.

Leadership and teaching practices were also recognised, with **81.1%** of parents affirming that the school is well-managed and led. Additionally, **86.3%** of students agreed that their teachers work hard to support their learning, and **81%** felt challenged to do their best.

We are grateful for the ongoing support of our school community and remain committed to fostering a Christ-centred, engaging, and supportive learning environment for all.



School Income

Net Income 2024	Total
Australian Government	\$3,413,855
State Government	\$790,379
Fees, charges and parent contributions	\$1,647,098
Other private sources (Enrolment Fee; Computer Rental & SDF Fees)	\$158,315
Total gross income (excluding income from government capital grants)	\$6,009,647

