



School Performance Report

1st January to 31 December 2021



The Australian Government has outlined a range of accountability requirements, including publication of financial information and reporting on school performance information.

This information is presented to the school community through the School's Website www.bethel.wa.edu.au and at Parent Meetings. Copies of this report are also available to all parents on request.

General Information

During the 2021 school year, Bethel Christian School provided programs for students from Pre-Kindergarten to Year 12. This was our second year moving in to the Senior Secondary space, with 2021 bringing our school into a new phase as a Pre-Kindergarten to Year 12 school.

Our main purpose is to provide the students and families of our community with a positive, nurturing and enriching Christian environment, that provides our students with an understanding of God's love, forgiveness and grace in their learning and growing each day: academically, personally, emotionally and relationally. Our school upholds the Bible as the Word of God and seeks to teach and apply its principles in all educational programs, activities and relationships.

Bethel Christian School provides a safe, caring and encouraging school environment in which all students can thrive. We aim to cooperate and partner together with parents in the education of their precious children.

2021 was another difficult year with COVID in the community and the associated restriction and interruptions to schools. Whilst we weren't as affected as other parts of the country it has still been very disruptive to the school in many way.

Bethel Christian School Board Vision

BETHEL CHRISTIAN SCHOOL BOARD'S VISION FOR STUDENTS

WORSHIP

A growing personal relationship and faith in Jesus Christ.

✓ We aim to provide a Christ-centred education that encourages students to reach their highest level of academic achievement within a culture of personal excellence in both effort and achievement.

RELATIONSHIPS

Good communication and problem solving skills to meet challenges of the 21st century. To work collaboratively in a creative and responsible manner based on the value of loving God, loving other and a healthy self-image through the foundation of God's word and truths.

✓ We aim to provide an inclusive model of schooling that promotes equity and access for every student to engage in all aspects of learning and school experiences.

STEWARDSHIP

Having a heart for serving others that displays the fruit of love, service and truth in their family, community and beyond.

✓ We aim for students to acquire the essential skillsets identified for success in the 21st century; including, creativity, problem solving, use of technology, excellent communication skills and the ability to work collaboratively.

✓ We aim for students to become personally and socially responsible as they form positive partnerships within the community and become active and informed citizens, reflecting the outworking of their Christian faith.

Board Core Values

Christian values promote the love and life of God, found in Christ, and bringing peace, hope and goodwill to all mankind. Christian values are upheld through all levels of operation and governance and beyond in the school, church and local community; thereby displaying the life of Christ to all.

Bethel Christian School Board sees the following ‘Core Values’ as essential for our community:

- Love
- Compassion
- Integrity
- Grace
- Care
- Humility
- Excellence
- Responsibility
- Relationship



SES Score

Bethel Christian School has a SES (Socio Economic Status) Score: 90

Enrolment Trend

Bethel Christian School is experiencing steady enrolment figures.

Student Figures August 2021

Year Groupings	Total
Pre-Kindy	16
Kindy	27
Pre Primary	30
Year 1	24
Year 2	30
Year 3	38
Year 4	35
Year 5	31
Year 6	32
Year 7	37
Year 8	27
Year 9	46
Year 10	19
Year 11	22
Year 12	35
Total	433

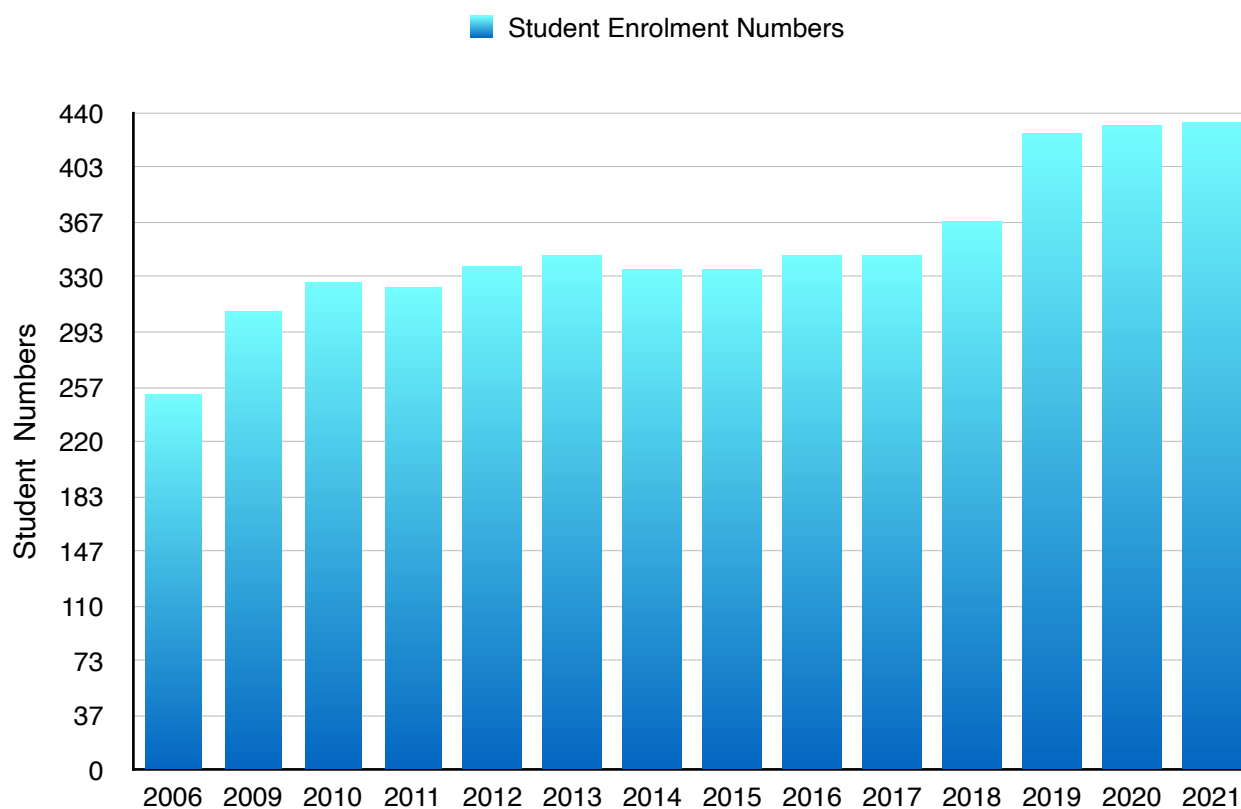
Enrolment Trend continued

This shows steady numbers with a total of 433 students for the 2021 school year.

Classes were arranged as follows: Pre-Kindy (First year) Early Learning Centre - Kindy 2 groups, Pre Primary - 2 groups, Year 1 x 2, Year 2 x 2. Primary Year 3 x 2, Year 4, Year 4/5, Year 5/6, Year 6,. Secondary: Year 7 x 2 classes, Year 8, Year 9 x 2 and Year 10.

2021 saw the introduction of Pre-Kindy to our Early Learning Centre.

The uncertainty of COVID has flattened our numbers in the 2021 school year.



Student Attendance

Student attendance is only measured from Pre-Primary to year 12.

Student Numbers	Total Days able to Attend	Overall Total Days	Total Absences	Total Attendance	Attendance Percentage %
407	207	84,249	7,742	76507	91%

With Covid present in Western Australia our attendance rate has dropped to 91% in 2021. We will be adopting a new S.I.S (School Information System) system for 2022 with more capabilities for monitoring and reporting on attendance rates. We are also developing stronger systems to monitor and record at-home learning during the Covid pandemic as this has affected student attendance.

Staffing

Staffing at Bethel Christian School has been very stable over the past few years.

Staffing for 2021 is tabled below:

Area	Number	Total FTE
Administration including Principal	6	5.9
Teaching	42	31.9
Educational Assistants	24	16.1
Chaplains	2	2
Maintenance	1	1
Others/ Cleaners/Uniform	9	2
	84	

Total Staff: 84

Staff Retention: 2020 to 2021 involved stable levels of staff retention. We had two staff members leave for maternity reasons.

Staff Qualifications

Highest qualification of staff:

Highest Qualifications	Number of Teachers	% of Teachers
Masters	4	8%
Bachelor	34	81%
Diploma	4	11%
Total No. of Teachers	42	100%

Staff Professional Learning Expenditure:

A total of **\$98,686** was budgeted for Professional Development for staff in 2021. This is an average of **\$1097+** per Teaching/Admin/Educational Assistant staff member.



Student Performance

Student performance is monitored in several ways. The school uses Standardised Testing, Reporting, Teacher Anecdotal and also NAPLAN Testing in Years 3,5,7 and 9 to measure student performance. NAPLAN was cancelled in 2020 due to Covid so we won't have comparative data for that year.

In 2021, students in Year 3,5 and 7 completed the NAPLAN Testing. This gave the school a good indication of National benchmarks and our students' performance.

This is the eleventh year of NAPLAN Testing. The graphs below show which of our students are above, at, or below the National Benchmark. Also shown are the number of students in each area. For further information about our school's performance in 2021, people can go to the My Schools Website at <http://www.myschool.edu.au/>

The "My School" website enables the public to search the profiles of almost 10,000 Australian schools. "My School" is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service.

Bethel Christian School, Albany, WA

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

The Vision of the school is to see young men and women and their families brought into a full relationship with Jesus Christ. The Mission of the school is to educate young men and women, within a Christian environment so they can realise their God given academic, social, physical and spiritual potential. ...more

2016

2017

2018

2019

2020

2021



2021

School facts

School sector	Non-government
School type	Combined
Year range	PP-12
Location	Outer Regional

School staff

Teaching staff	46
Full-time equivalent teaching staff	38.5
Non-teaching staff	31
Full-time equivalent non-teaching staff	24.7

School links

School website

Bethel Christian School



Sector, system or association website

Association of Independent Schools of WA

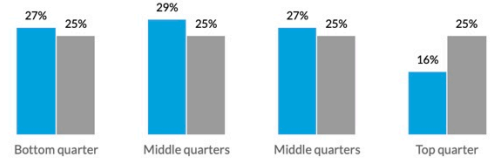


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1010
Average ICSEA value	1000
School ICSEA percentile	51

Distribution of Socio-Educational Advantage (SEA)

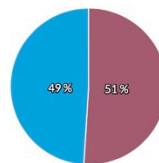


Percentages are rounded and may not add to 100

Students

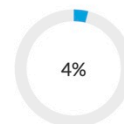
Total enrolments: 406

Boys 200
Girls 206



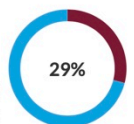
Full-time equivalent enrolments: 406.0

Indigenous students



Language background other than English

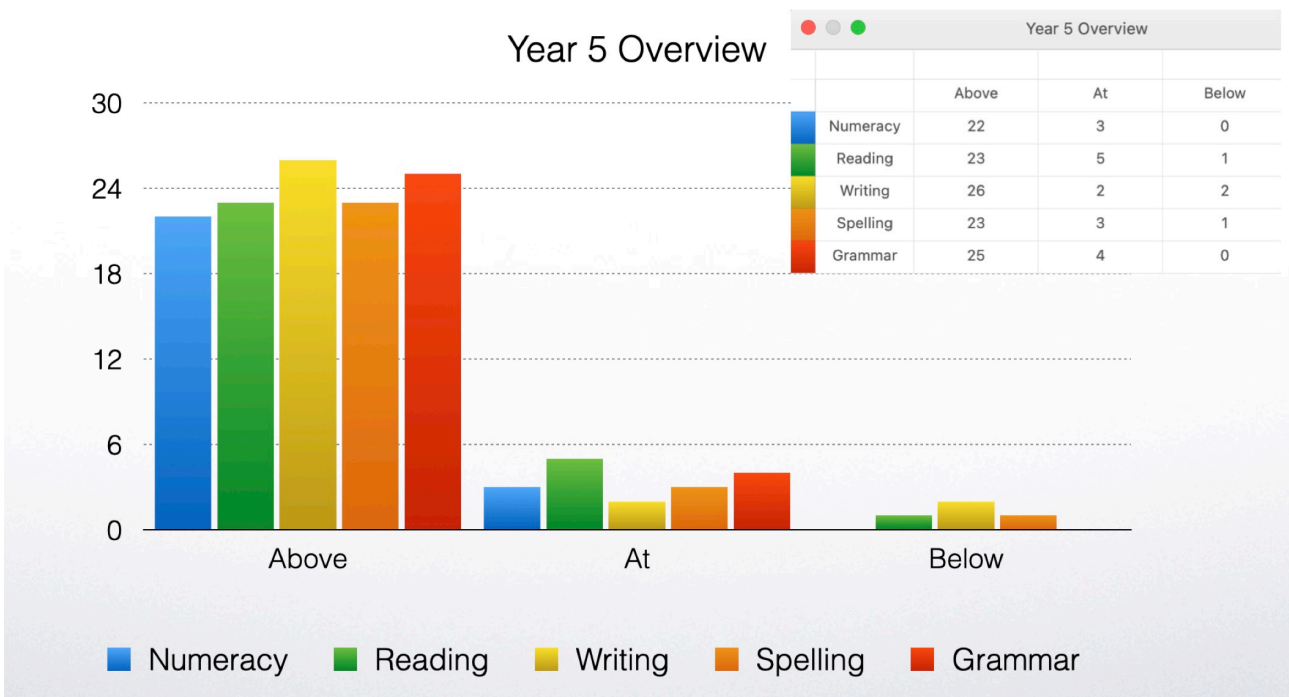
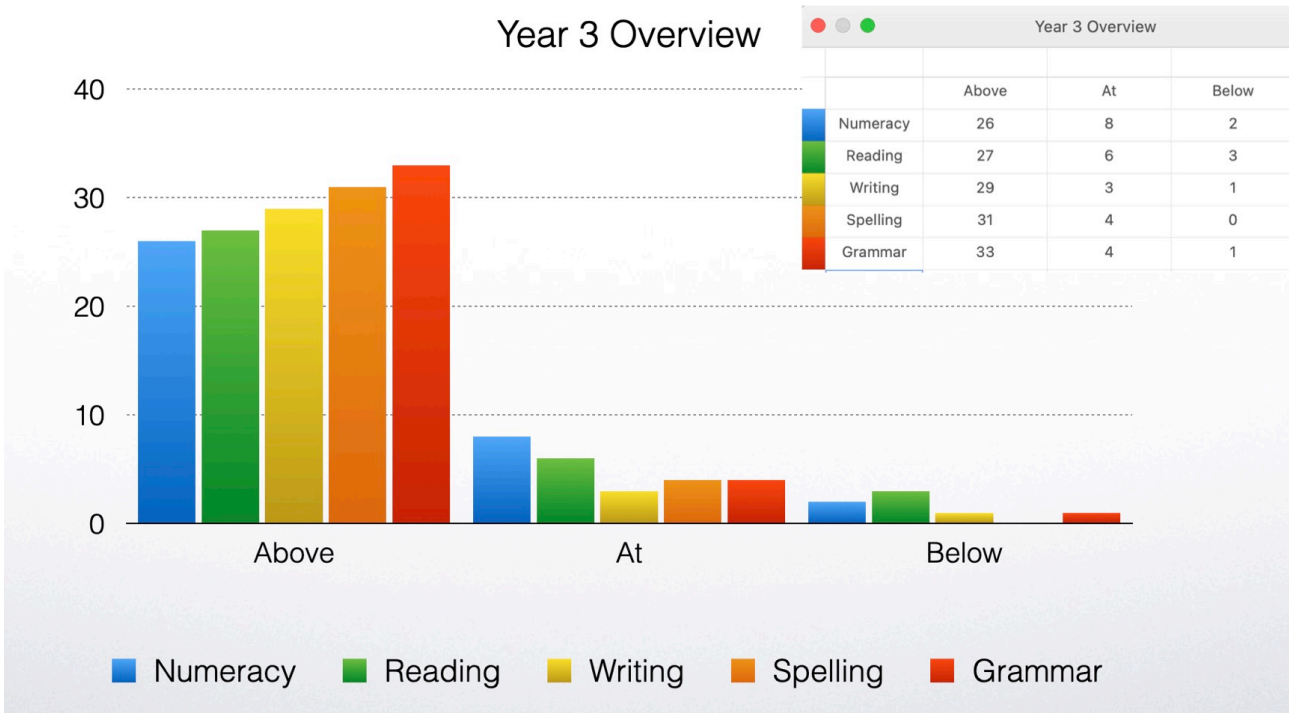
Yes (29%)
No (71%)
Not stated (0%)



NAPLAN was missed due to COVID in 2020 but resumed in 2021. It is important to note that our NAPLAN scores may be decreased by the high numbers of students needing support and a large number of students with English as a Second Language. We do not, however, remove students from testing or encourage them not to participate, no matter what level they are working at. The most important graphs that the school using to measure performance are the student progress graphs due to a large proportion of students who are on Individual Education Plans or have other learning issues

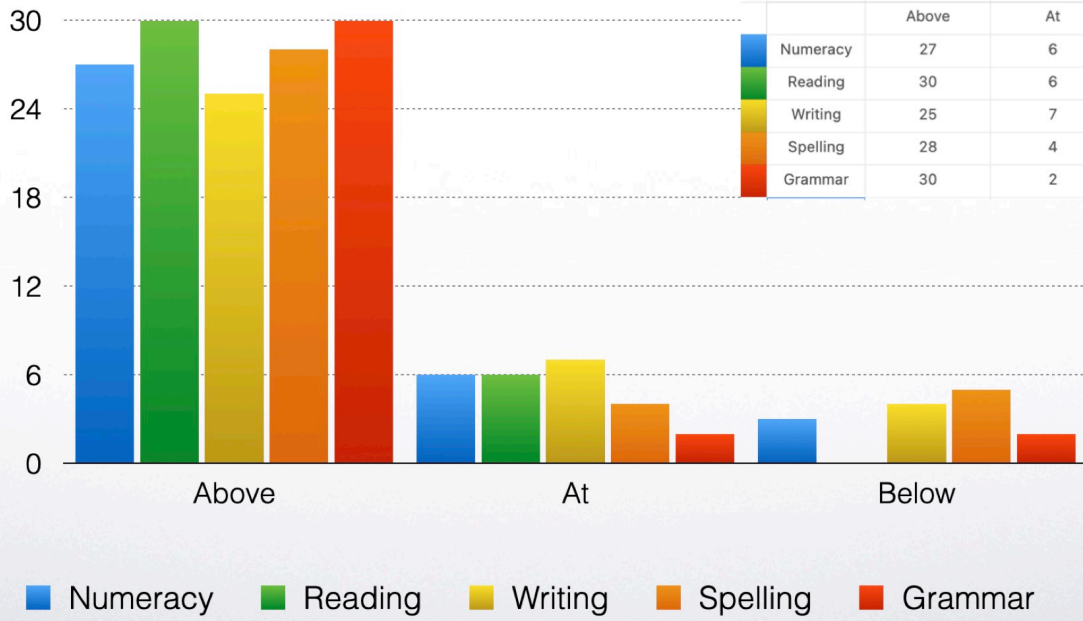
NAPLAN - Above, At, Below Minimum Standard graphs:

Above, At, Below National Minimum Standards



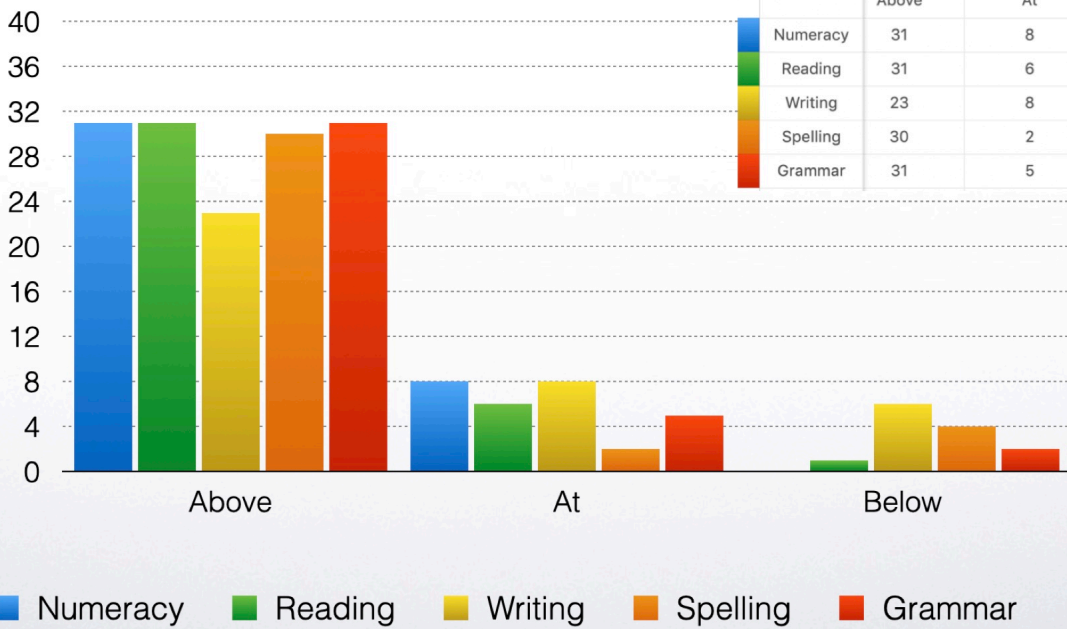
Year 7 Overview

	Above	At	Below
Numeracy	27	6	3
Reading	30	6	0
Writing	25	7	4
Spelling	28	4	5
Grammar	30	2	2



Year 9 Overview

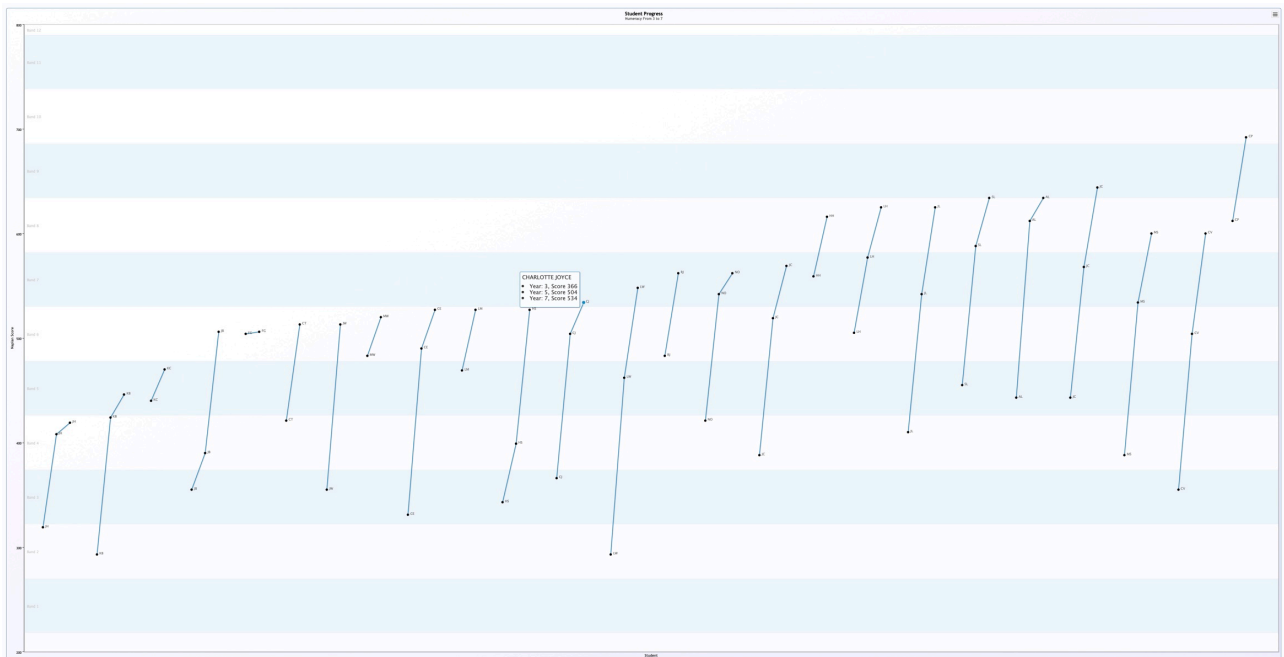
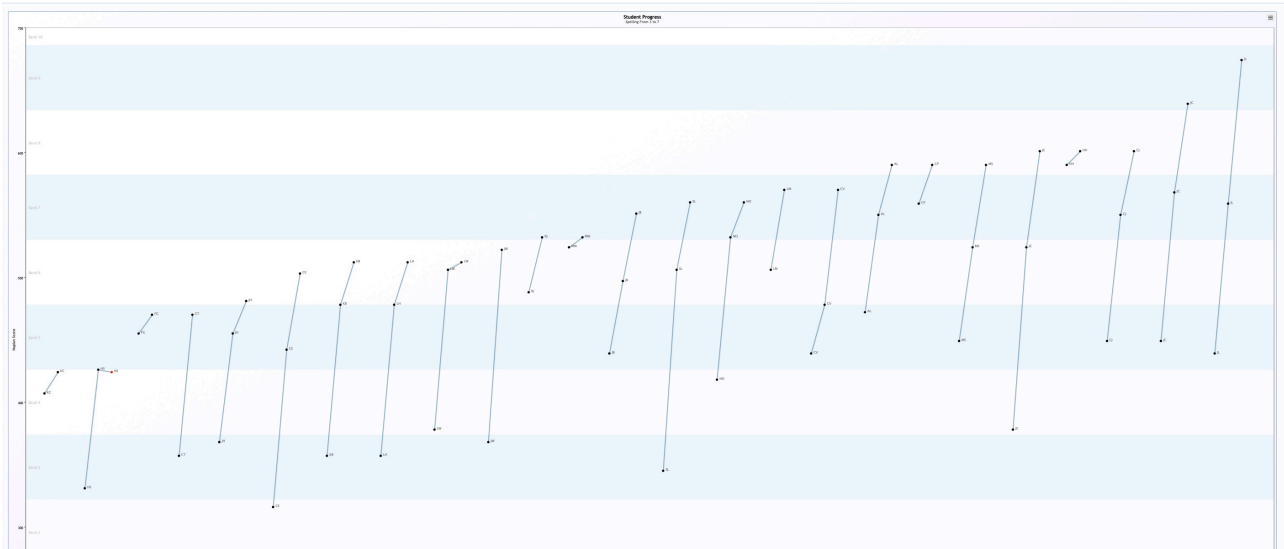
	Above	At	Below
Numeracy	31	8	0
Reading	31	6	1
Writing	23	8	6
Spelling	30	2	4
Grammar	31	5	2

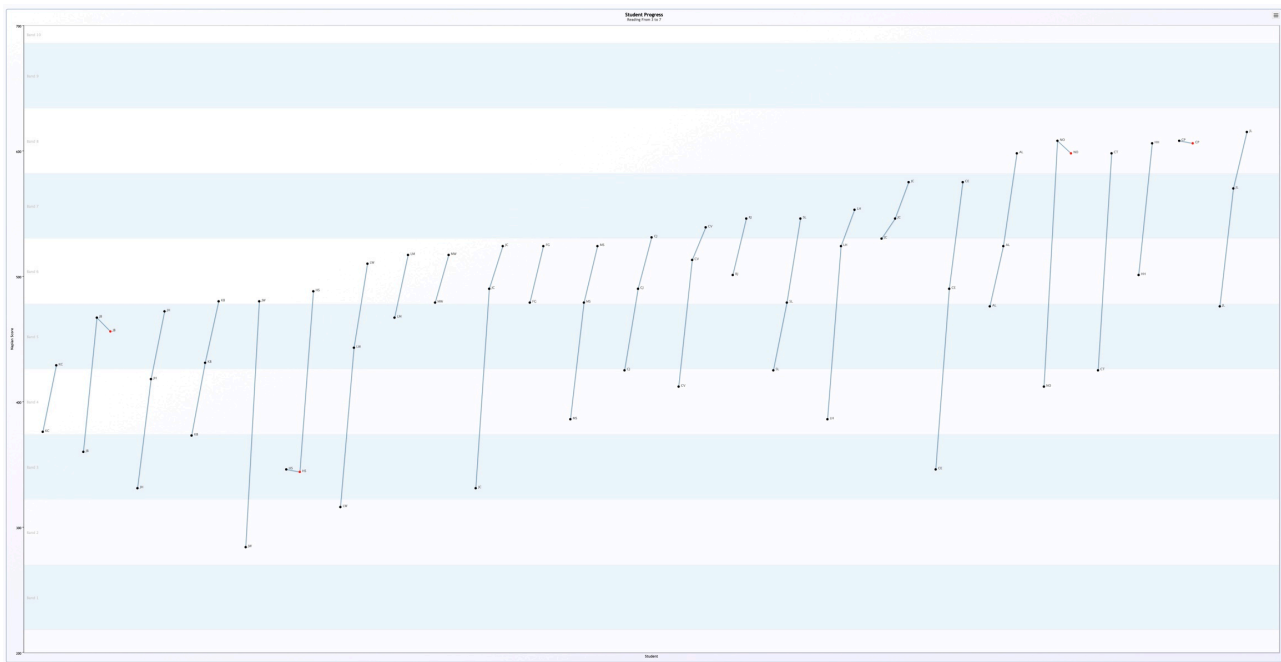


Student Growth

As well as being concerned about overall progress, the leadership team of Bethel Christian School is also very focussed with an individual's progress from one year to the next. We use the 'Valuate' software to monitor individual progress from Year 3 to Year 5 to Year 7 to Year 9. This progress is then communicated to parents/guardians in an individualised letter accompanying their NAPLAN results. This is to ensure parents/guardians are notified of their child's progress and to inform them if non-growth is evident.

See the graphs indicating this growth. Graphs indicate that student growth is positive over all year levels.





Measures Taken to Address Students Below Benchmark

All students who have been identified as below benchmark and some students that are at benchmark but still struggling in other areas, depending on further testing and teacher anecdotal observations, are catered for by our Learning Enhancement Team. Individual class teachers are also expected to cater for 'Education Support' as outlined in our Education Support Policy. Students needing extra support will have this support outlined in 'Documented Plans.' These plans will be shared with parent/guardians and the students (in the older years). The Learning Enhancement Coordinator oversees all Education Assistants and all students in the program. In 2021, the total staff dedicated to supporting children in the school included 2.5 FTE teachers and 5.0 FTE Education Assistants. There were 125 students in the school on our Education Support files.

Parents/guardians are also involved in student/teacher meetings to develop a 'TEAM' approach in helping struggling students improve.

Individual Education Programs are required for all students identified in the program. Case meetings are called for students at educational risk and these meetings are documented. Parents/guardians are actively encouraged to partner with the school in helping their child. Other agencies may also be involved in this process. We have access to a school psychologist to assist with relevant cases.

The Primary staff have been involved in collaborative meetings to ensure that literacy concepts are covered. This is to ensure that there are no gaps in teaching programs from one year to the next. Our support teacher works closely with all teacher staff and Education Assistants to provide for the needs of our Support students.

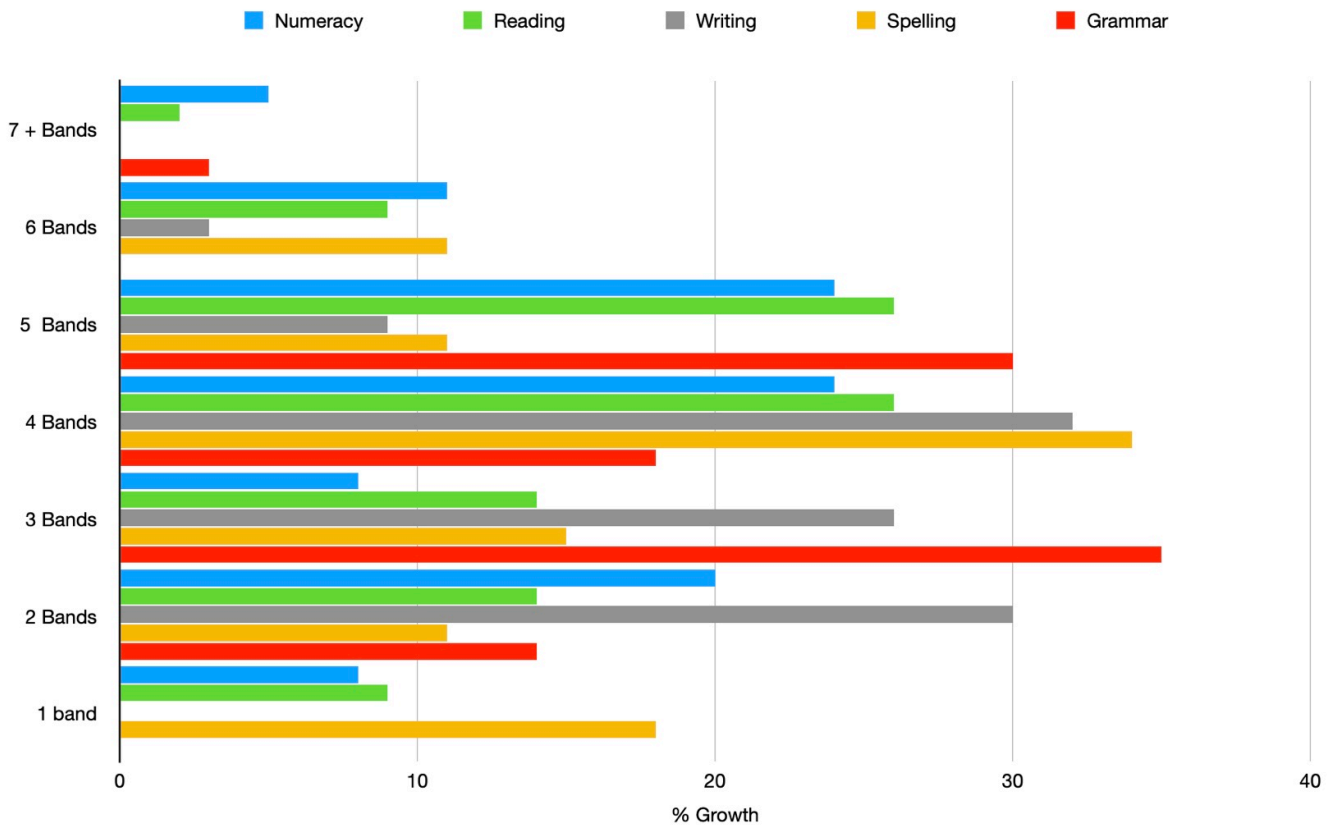
This area is overseen by Mrs Carol Eaves and she does a wonderful job of coordinating everything that is needed to ensure our students with additional needs are adequately catered for. Mrs Mary-Lyn Perryman oversees Secondary Documented Plans.

Adequate funding is also provided for resources to assist in Educational Support. In 2021, \$5000 was budgeted in this area.

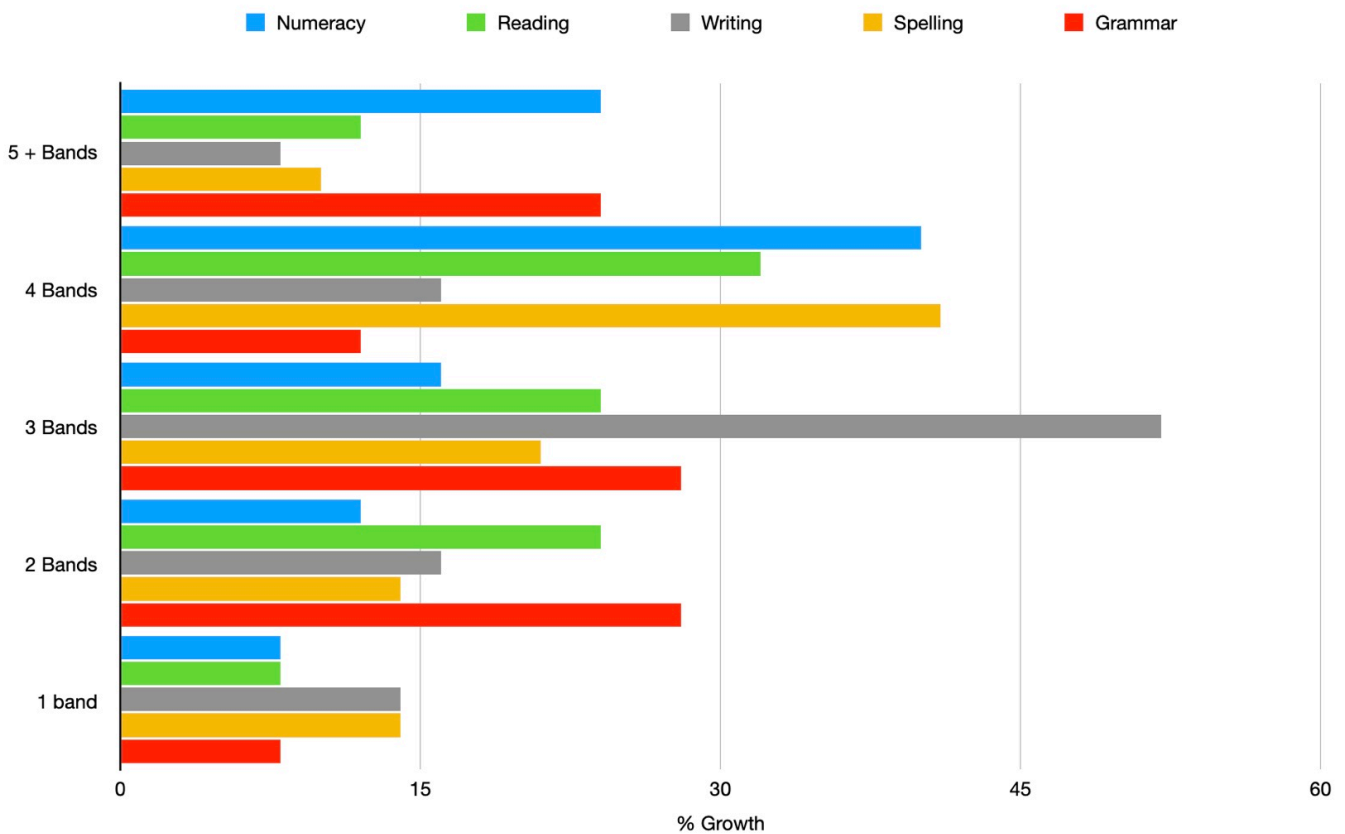
With a school that has a large number of students needing support, students with social and emotional needs, trauma, or other diagnose NAPLAN comparisons with other schools will show us as below other schools at times. In our 2020 registration process the assessor mentioned the praise point of our school as being the ability of the school to progress students through the NAPLAN bands. Below are graphs showing progress from Year 3 to 7 and Year 3 to 9 which demonstrated ALL students progressing significantly through the bands. In some cases students have progressed by up to 5,6 or 7+ bands. This is the indicator that the school is doing its job in an excellent manner.

NAPLAN Individual Student Progress by band levels

Student Growth [Year 3 to 9]



Student Growth [Year 3 to 7]

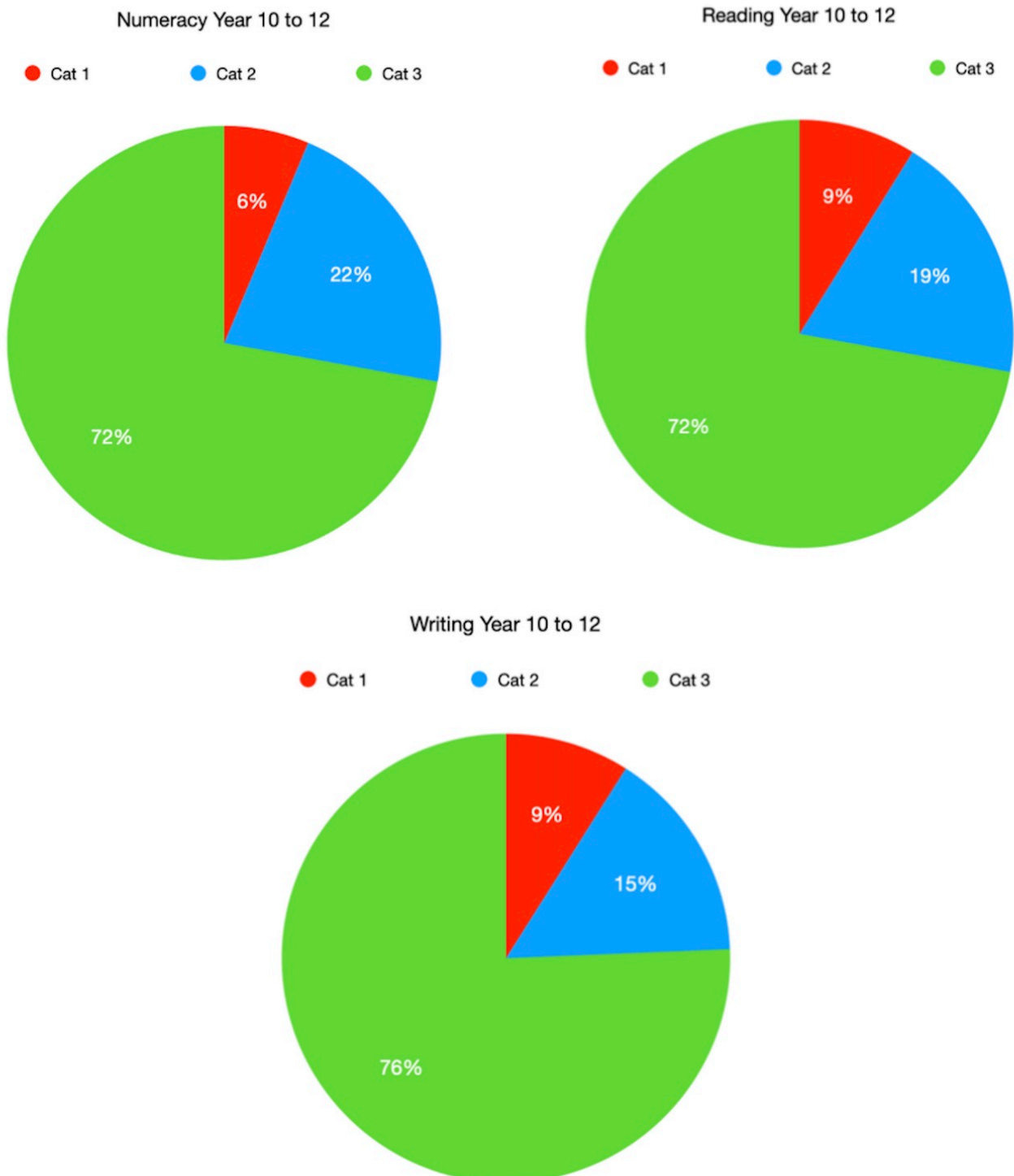


OLNA Testing in Year 10,11 and 12

OLNA is a requirement for a student to receive their WACE certificate. If a student doesn't reach Band 8 by Year 9 they receive another 6 opportunities to get their level to Band 8 by the end of Year 12. This includes 2 opportunities in Year 10, then 11 and then 12.

From these graphs below there are 26 students that have not yet reached OLNA. Of these students twenty are Karen, one South African, one African, one aboriginal and the rest Australian. 22 out of 26 students have English as their second language.

In 2021 34 out of 36 students received their OLNA and WACE. The other two found full-time employment post school with the help of the school.



Value Adding

Strategic Planning:

2021 was the thirteenth year in which the Principal, Leadership Team and all Staff were involved in maintaining our Whole School Strategic Plan. Our strategic plan outlines our:

- School Motto;
- Statement of Philosophy;
- Bethel School Board Vision for the Students; and
- School Objectives (Spiritual, Academic, Social, Physical).



The strategic plan also details the planning process so that all members of the school community are aware of what is involved in this process. The plan then outlines our Educational and Operational/Management Priorities for the year. Our current plan will run from **2018 to 2021**. The Australian Curriculum has been embedded into all areas of our school planning. We closely align with the Melbourne Declaration for Education priorities.

In 2021 the key areas we focused on as a school include: Growth Culture, Classroom and Behaviour Management, Biblical Literacy and Christian Living, Pastoral Care and Peacewise, Community, Digital Citizenship, Innovative Curriculum including STEM, Professional Growth, Numeracy and Literacy. Cluster areas have been developed in the school, including K to Year 2, Year 3 to 6, Year 7 and 8, 9 and 10 and Year 11 to 12. Each area has a leader who works with the school leadership team to ensure that every area of our school is being excellently catered for.

The cluster meetings will work on 'Collaborative Plans.' These involve the various areas in the school K to 2, Year 3 to 6, Secondary 7 and 8, 9 and 10 and Senior Secondary Year 11 to 12 (complete 2021) working together to address key areas of our Strategic Plan on a regular basis. With the strategic plan for overall guidance, the 'Collaborative Plans' involve setting targets in highlighted areas. This is important to ensure that the strategic plan is embedded into teaching and learning throughout the school. It builds cohesiveness and accountability from all staff and stakeholders.

Priorities in our Strategic Plan

Strategic Plan Focus Areas:

Educational Priorities

- Literacy
- Numeracy
- Student Engagement (3 year project with BNR Leadership to develop Bethel 101 Student Engagement and Bethel 102 Instructional Practice whole school policy, procedures and practice.)
- Innovative curriculum
- Quality curriculum delivery
- Behaviour - restorative principles
- Digital citizenship
- Year 11 & 12 course implementation



WACE HANDBOOK



Bethel Christian School

Year 11 and 12 Information

Operational Priorities

- Registration of Pre-Kindergarten
- COVID Protocols
- School maintenance and projects
- Staff professional growth and development (101, 102)

School Improvement Plan

In 2020 the school wrote a 5 year School Improvement Plan ensuring that we are in the continual process of improvement in all areas of the school. This will also be implemented into the BCS 2022 to 2026 School Operational Strategic plan. This will be completed in 2022.



School Improvement Plan



School Improvement Plan - Overview, Process and Review

This School Improvement Plan has been produced using the process below:

- Staff in cluster groups have worked through the National School Improvement tool (copyright Department of Education, Training and Employment, Queensland and the ACER, 2012). This involved in-depth discussions and rating of ourselves as a whole school in different areas.
- Staff highlighted evidence from each the 9 areas:
 1. An Explicit Improvement Agenda
 2. Analysis and Discussion of Data
 3. Culture that Promotes Learning
 4. Targeted Use of School Resources
 5. An Expert Teaching Team
 6. Systematic Curriculum Delivery
 7. Differentiated Teaching and Learning
 8. Effective Pedagogical Practices
 9. School Community Partnerships
- Staff provided S.I.P (School Improvement Plan) evidence of what we were already doing in the above areas.
- Staff provided S.I.P Ideas to formulate targets for 2020 and beyond.
- The Principal and Leadership Team collated this information into this School Improvement Plan.
- This plan will be used as an ongoing document to provide guidance, targets and to demonstrate accountability and evidence of future improvement in highlighted areas.
- **This plan is for the next 5 years. It will be reviewed on a yearly basis and changes made as it is a living document.**

Whole School Literacy Plan and Whole School Numeracy Plan

In order to ensure the delivery of the highest quality curriculum with an emphasis on Numeracy and Literacy plan. These were completed in 2021 and reviews for 2022 to 2026 are also being developed.

Whole School: Literacy Overview



Defining Literacy: Literacy refers to reading, writing, speaking, viewing and listening effectively in a range of contexts. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable command of a set of capabilities in the use and production of traditional texts and new communication technologies, using spoken language, print and multimedia. (Acara, 2011)

Leadership	Assessment, Monitoring & Feedback	Literacy Links Across the Curriculum	Identification & Intervention	Professional Learning	School & Classroom Organisation	Home, School and Community Partnerships
<p>School leadership will lead pedagogy in the school through:</p> <ul style="list-style-type: none"> Development and monitoring of the school's literacy plan Appointment of staff curriculum leaders Provision of support for classroom teachers Encouragement of best practice informed by assessment, data and other measures available Identification of the professional needs of staff Provision of opportunities for professional growth Ensuring teachers are assisting every child to achieve/monitoring differentiation Commitment of school budget to literacy development and improvements Teachers leading learning in their own classrooms 	<ul style="list-style-type: none"> Assessments are diverse, meaningful and aligned with teaching programs. A range of student data is accessed and reviewed to measure and monitor progress NAPLAN OLNA Standardised Tests Assessment policy and procedures followed Whole school tracking and monitoring implemented Access to enhancement programs based on data Explicit, clear and evidence based feedback is given 	<ul style="list-style-type: none"> Literacy is enabled for deep learning in all curriculum areas Collaboration and shared beliefs about teaching and learning are developed through Coliab meetings Literacy demands of all key learning areas are recognised and taught explicitly Staff commit to ensuring student experience success through growth in literacy Collaborative planning occurs between all staff Connections are valued and supported in all literacy areas 	<ul style="list-style-type: none"> A range of student assessment data is used to identify students at risk Early intervention strategies are accessed in all stages Students at risk have documented plans to provide accountability for improvements Intervention is flexible and responsive to learning needs Identification processes are clearly outlined Teaching programs and documents show evidence of differentiation given. Sensitivity to diverse cultures is evident 	<ul style="list-style-type: none"> Regular opportunities given to staff in Literacy areas Staff Professional Growth Process demonstrates learning and improvement plans School Improvement Plan outlines areas to professional learning Staff are encouraged towards best practice pedagogy (Pedagogy Coaching Program) Opportunities are given for staff to reflect on their practice in the area of literacy achievement Quality teaching through reflective practice is encouraged 	<ul style="list-style-type: none"> Provision of excellent resources, systematic organisation and quality support School leaders and teachers access professional learning resources Literacy collaborative meetings occur regularly Collaborative planning and discussions between year levels Differentiated programs are supported Learning enhancement is evident Strategic planning in the literacy area is regular and reviewed consistently Literacy demands are supported in the classroom 	<ul style="list-style-type: none"> Partnership is evident between home and school Relationships are formed within the community that support ongoing literacy development Partnerships with ESL and refugee families Partnerships with other agencies that promote literacy development: AISWA, SPELD, Occupational Therapists, School Psychologist Events that promote literacy and a love of reading/writing. Whole school reading competition

Bethel Christian School aims for literacy development include:

We aim to provide an inclusive model of schooling that promotes equity and access for every student to engage in all aspects of learning and school experiences. We aim for students to acquire the essential skillsets identified for success in the 21st century, including, creativity, problem solving, use of ICT, excellent communication skills and the ability to work collaboratively. We aim that all students will become literate learners with the ability to achieve WACE in their desired pathway.



NUMERACY

Defining Numeracy:
Numeracy is the ability to understand and work with numbers and mathematical concepts.

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

1	2	3	4	5	6
Curriculum	Assessment and Monitoring	Identification and Differentiation	Classroom	Professional Learning	Engagement
<ul style="list-style-type: none"> Australian Curriculum West Australian Curriculum ACARA Guidelines Whole School Planning and mapping Learning activities and programs relevant and sequential Differentiated as needed Planning involves all Leaders and teachers Explicit teaching Mathematical language Shared beliefs and understandings about teaching and learning numeracy concepts 	<ul style="list-style-type: none"> Assessments aligned with teaching programs and curriculum standards School based assessments based on multiple opportunities for students to demonstrate knowledge Constructive feedback to students Evidence based reporting to parents/carers School based goals and targets in numeracy Accountability for student progress Reporting to parents/carers formally twice a year NAPLAN OLNA 	<ul style="list-style-type: none"> Assessment data, including diagnostics to identify students with learning needs Differentiation strategies in place and outlined in I.E.P.s if required Intervention to be regular, ongoing and flexible in response to students needs Students to be referred to the Learning Enhancement team if extra support is needed All teachers to be involved in differentiation of work if needed by an individual student Oversight by Learning Enhancement leaders as required 	<ul style="list-style-type: none"> Dedicated time teaching mathematics as outlined by ACARA Innovative presentation and delivery of mathematical concepts in teaching Learning experiences and opportunities that fully engage students in learning mathematics Differentiated learning experiences Development of a quality environment that supports mathematical concepts Provision of resources to enhance the teaching of mathematics Use of technology to strengthen the teaching of numeracy 	<ul style="list-style-type: none"> Staff to lead the development of effective numeracy practices throughout the school Leadership team actively involved on the promotion of numeracy throughout the school Opportunity to attend professional learning in the numeracy area as it arises Investigation and implementation of STEM into Numeracy teaching programs Whole school sharing of numeracy resources during staff meetings and collaborative meeting times 	<ul style="list-style-type: none"> Whole school promotion of a love of learning with a numeracy focus Purposeful partnerships with parents/carers designed to promote numeracy Parent/carer education or short courses to assist with numeracy development Parent/carer access to school LMS for effective partnership regarding numeracy Feedback and support for unengaged students Whole community numeracy presence at events e.g. Family Fun Night Numeracy stations

Staff Professional Learning:

Bethel Christian School is aware that it needs to provide adequate professional learning opportunities for its staff. This is a large part of a staff's ability to maintain TRB (Teachers Registration Board) registration. Staff have attended the following:

- Bethel 101 - Student Engagement training and coaching. This is a 3 year implementation project. It will involve Bethel 101 Student Engagement with all teaching staff being completed by the end of 2022. Then Bethel 102 Instructional Practice project and coaching. All teaching staff will have completed this by the end of 2023.
- SENTRAL Training for 2022 implementation;
- Talk for Writing
- I Love Reading
- Down syndrome training
- First Aid - St John Ambulance
- Christian Schools Australia Conferences (online due to covid)
- AISWA workshops; and
- Other requested professional learning opportunities.

Staff are also involved in individual professional learning. Professional reading is encouraged. We also have a staff portal on CANVAS dedicated to professional learning. Staff can request to attend professional learning as part of their 'Performance Growth Process.'

At regular staff meetings learning opportunities are also presented with maximum staff participation.

In 2021 staff were involved in a Professional Growth Program. Through this process teachers were able to set their own goals for growth and request access to relevant professional learning opportunities in line with their individual needs. This includes the addressing of areas of weakness and/or the further development of strengths.

All staff were involved in the completion of a Clifton Strengths questionnaire to further address strengths and weaknesses for professional growth. As people become aware of where their strengths lie, they are better able to understand themselves and others.

Your CliftonStrengths 34 Results

You are uniquely powerful. Your distinct CliftonStrengths 34 profile sets you apart from everyone else. This is your talent DNA, shown in rank order based on your responses to the assessment.

Use this report to make the most of your strongest CliftonStrengths themes, navigate the rest and maximize your infinite potential:

- **Read and reflect on your results** to understand what you naturally do best.
- **Learn how to apply** your strongest CliftonStrengths every day.
- **Share your results with others** to create stronger relationships and improve teamwork.



STRENGTHEN

1. Strategic
2. Arranger
3. Relator
4. Includer
5. Ideation
6. Developer
7. Belief
8. Achiever
9. Adaptability
10. Learner

NAVIGATE

11. Responsibility
12. Individualization
13. Empathy
14. Self-Assurance
15. Communication
16. Positivity
17. Significance
18. Maximizer
19. Connectedness
20. Restorative
21. Woo
22. Focus
23. Futuristic
24. Analytical
25. Command
26. Harmony
27. Intellection
28. Activator
29. Discipline
30. Context
31. Competition
32. Deliberative
33. Consistency
34. Input

You lead with **Relationship Building** CliftonStrengths themes.

EXECUTING themes help you make things happen.

INFLUENCING themes help you take charge, speak up and make sure others are heard.

RELATIONSHIP BUILDING themes help you build strong relationships that hold a team together.

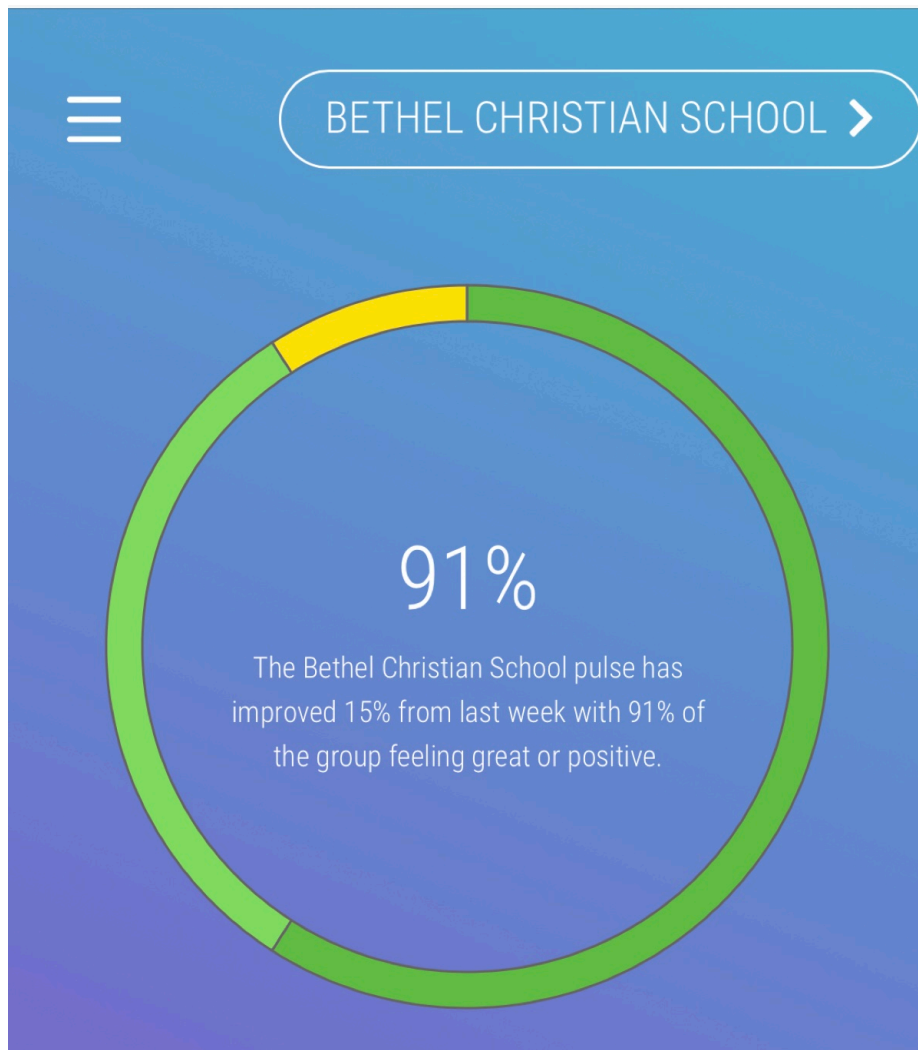
STRATEGIC THINKING themes help you absorb and analyze information that informs better decisions.

READ "IDENTIFY YOUR UNIQUE CONTRIBUTION: THE CLIFTONSTRENGTHS DOMAINS" SECTION TO [LEARN MORE](#)

Staff Satisfaction:

Each year as part of the Professional Growth Process, staff are given the opportunity to complete a survey. This is a strong and useful tool for the Leadership Team to receive feedback, encouragement and requests. This process is then used to manage future directions and targets.

Staff also can use an app called PULSE. This gives the school leadership real-time data in the area of staff satisfactions, health and well-being, workload, stress and a variety of other areas. This can be used to address areas as a whole, monitor work load, set goals for improvement and support our staff in the best way possible.



ICT Development:

In 2021, Bethel Christian School continued to add to the Hardware and Software of the school.

In 2019, approximately \$120,000.00 was allocated to I.T hardware, software and support. This is a continually developing school area in which equipment needs constant replacements and updates to meet the needs of the School. All students from Year 3 to 12 have iPads. ATAR students were given MacBook laptops instead of iPads and some General course students who were doing S.I.D.E courses also had Macbooks.

We employ an I.T leader/technician on a full time basis.

Pastoral Care:

Bethel administration and staff are very committed to providing excellent pastoral care to all our students, including partnering with families in difficult situations and offering support, encouragement and practical assistance as necessary. In 2021, our pastoral care team was enhanced by the employment of a part-time social worker. The pastoral team consists of 5 members - a chaplain, a social worker, Secondary support worker, a primary counsellor, Support teacher overseeing all documented plans and the Principal. This team meets on a weekly basis to ensure excellent pastoral care is provided for students, staff and families.

Along with the Principal, we have two Child Protection Officers as outlined in the school's new and crucial Child Protection program.

Child Safety and Protection policy, processes and actions are important focus areas for Bethel in 2021. With the adoption of the Complispace Child Protection program, all staff have undergone child protection training, mandatory reporting and an online induction in this area. All new staff and volunteers will be required to undergo this online induction. Teachers are required to complete child protection training on a yearly basis.

The school continues to provide pastoral guidance to its students through Daily Devotions and Biblical Instruction lessons and informally in all staff/student interactions.



Staff Conditions of Service:

In 2021, Bethel continued to maintain teacher salaries and conditions to maintain parity with the State school teachers. The Bethel School Board has made the commitment to staff to remain close to parity with State School Teachers salaries. Teachers were also given class budgets at a rate of \$50 per student and additional funds were spent on building in-class resources needed to provide excellent educational learning programs. At present, Bethel Christian School is very well resourced.

Budgets are also provided for teachers to purchase resources and other classroom needs. These include: reading books, mathematics, library, music, physical education, remedial, ICT, furniture, software and strategic planning expenses.

Staff are very well cared for working here at Bethel and enjoy many benefits of the comprehensive provisions, resources and opportunities available to them.

In 2021 extra protections were given around COVID protocols in order to keep staff safe. These included hand washing stations, smaller class sizes and reduced parent access to classrooms. Overall we enjoyed high levels of protection from the pandemic in 2021.

Senior Secondary Information/Students Further Education:

Students at Bethel can now remain with us until the end of Year 12. In 2021 with 36 students remaining, we provided students with full courses of their choosing. Students are able to choose an ATAR, Vocational or Foundations pathway. Courses are very individualised to cater for a students WACE requirements.

This also involved partnerships with the following educational bodies:

- S.I.D.E (School Isolated Distance Education);
- Mt Pleasant Baptist RTO;
- Great Southern TAFE;
- Apprenticentre;
- SCOSA; and
- UWA Albany.

Each year, the senior secondary area will continue to be a focus and significant area of growth for Bethel as we develop and refine our operations and delivery.

As the number of year 11 & 12 students increases, we will be able to provide a larger selection of subject classes on offer to cater for the cohort.

Small class sizes in ATAR and dedicated staff and students saw us with a median ATAR score of 76.90. University first round offers were given in the following fields of study:

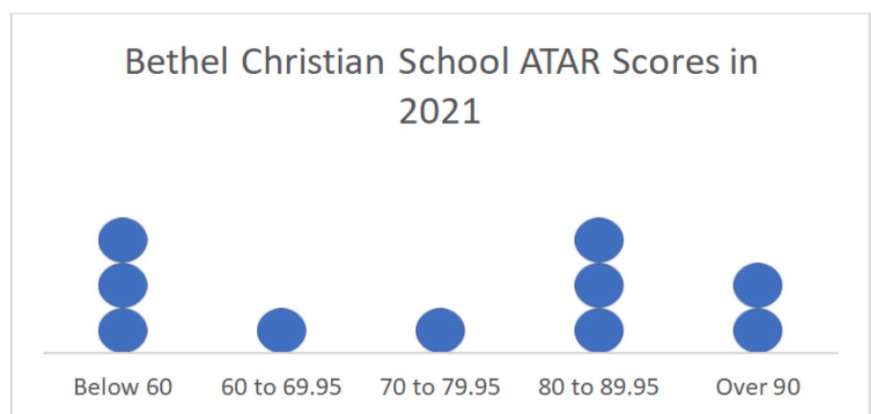
Curtin:

- Medical Studies
- Studies in Human Society
- Graphic Arts and Design Studies

University of Western Australia:

- Natural and Physical Sciences
- Medical Science
- Physiotherapy

ATAR Distribution



Median: 76.90

Please see the table below ATAR 2021 Offered for the various subject classes that were offered to students in 2021. Please note that this list was provided to cater for 38 students and is a considerable variety of ATAR options from List A and List B for only 36 students.

Courses Offered at BCS

ATAR Courses Offered

List A	English, Arts, Languages, Social Science	List B	Mathematics, Science, Technology
ENG	English	MAA	Mathematics Applications
HIM	Modern History [S.I.D.E]	HBY	Human Biology
VAR	Visual Art	CHE	Chemistry
CAE	Career & Enterprise	BLY	Biology
ECO	Economics [S.I.D.E]	OED	Outdoor Education
MPA	Media Analysis & Production [S.I.D.E]	PES	Physical Education Studies

General & Foundation Courses Offered

List A	English, Arts, Languages, Social Science	List B	Mathematics, Science, Technology
ENG	English	MAE	Mathematics Essentials
ENG	Foundation English	MAT	Foundation Mathematics
VAR	Visual Art	HBY	Human Biology
CAE	Career & Enterprise	BLY	Biology
VCI	Creative Industries - Certificate II	PES	Physical Education
VCI	Music - Certificate II & III	OED	Outdoor Education
VHT	Hospitality - Certificate II	MDT	Material Design & Technology - Metalwork



Vocational Education & Training Courses

There are many VET courses students can undertake whilst still at school. These are delivered at school, at Albany Baptist Church, at Southern Regional TAFE or in the workplace.

VET Courses Offered at BCS

- Certificate II Music Industry
- Certificate III Music Industry
- Certificate II Hospitality
- Certificate II Creative Industries (Film & Design/Game Design/Metalwork)
- Certificate III Screen & Media
- Certificate II Business
- Certificate III Fitness

VET Courses Offered at Albany Baptist Church in 2022

- Certificate III Christian Ministry

VET Courses Offered at Southern Regional TAFE in 2022

The following courses include a compulsory Workplace Learning component :

- Certificate II Automotive Servicing Technology (Pre-Apprenticeship)
- Certificate II Building and Construction (Trades Pathway)
- Certificate II Community Services (Child Care, Community or Aged Care Focus)
- Certificate II Electrotechnology (Career start)
- Certificate II Kitchen Operations (Pre-Apprenticeship)
- Certificate II Plumbing (Pre - Apprenticeship)
- Certificate III Early Childhood Education & Care
- Certificate III E



[2021 Graduate Information \(Beyond School\)](#)

Welding Apprenticeship

Electrical Apprenticeship
Meat worker

Educational Assistant

Nursing Studies

Church Intern

University

Barista

Vetinary Assistant

Hospitality

Aged Care

Sport and Recreation AFL Ready

Retail

City of Albany Worker

TAFE

Building Apprenticeship

Farm Worker

Greenskills

Civil Works

Pharmacy Assistant

“

Beyond school our Secondary support officer has worked tirelessly helping many of our students to gain full time employment, write resumes, prepare for interviews and genuinely supporting students into work or studies beyond Bethel.

Mim Butler Principal

[Government Registration:](#)

Bethel Christian School completed a very successful registration process in 2020 and is registered until the end of 2025. From 2021 until 2025 the school will be in a continual process of reviewing and updating policies as needed.

[Registration to include Pre-Kindy:](#)

In 2021, we were registered to cater for Pre-Kindy students. This means the school can now cater for children once they turn 3 years old.

[Sporting:](#)

In 2021, Sporting Development continued in both school-based and community-based activities.

Bethel currently fields teams in the local community in the areas of hockey, netball, basketball, soccer and volley-ball. These teams are growing steadily and provide a positive representation of Bethel in our local community. Bethel has a good reputation in the community and has formed excellent partnerships with a variety of community sports clubs.

Bethel Christian School recognises the importance of children having a balanced and active school life and also recognises the positive opportunity to be an active and contributing part of our local Albany community.

In 2021, we fielded teams in Basketball at the District High Countryweek events held in Perth and this was a very positive and memorable opportunity for students. 2021 was a very successful year for individual sporting talents, with 3 students participating at State level and 2 students participating at National level. This included National Cross Country running, hockey and basketball events.

Community Partnerships:

In 2021, Bethel continued to form good working partnerships with a variety of communities. These partnerships include:

- Albany Baptist Church;
- Christian Schools Australia;
- Department of Child Protection and Family Services;
- Association of Independent Schools of Western Australia;
- Baptist Union;
- Anglicare;
- School Psychologist;
- Health Department of Western Australia;
- City of Albany;
- Sporting Clubs - Netball, Basketball, Hockey, Soccer Cross country running and volleyball;
- Other schools - especially Mr Lockyer Primary School;
- Various people associated with the Arts;
- Anzac Commemoration Committee;
- Albany Historical Society;
- Albany Library;
- Mount Pleasant Baptist RTO;
- ATC - Apprenticeship and traineeships;
- BNR Leadership and coaching;
- Rick Wilson;
- Defence Force;
- Gideons;
- Office Products; and
- Local workplaces as part of Year 11 courses.



Income and Expenditure Overview:

In 2021 in collaboration with the school Finance Manager, we implemented a Financial Strategic Plan. This included the completion of the Somerset Financial Questionnaire to compare our school with other like schools across the country, a focus on debtors and reducing debt and excellent communication with the annual school auditor. All key points outlined to us by the auditor were acted on to ensure excellent financial oversight. In 2021 all long service leave provisions, leave and other entitlements were updated and funds set aside to cover these.

As a low fee-paying school, we are committed to strong financial management and the continued ability to provide the very best facilities and resources to all our students and families. This is an important priority for our school and our community.

The school aims to keep fees at an affordable level for our families. Through excellent management we are able to enumerate staff at parity with state school and continue to provide healthy budgets for all our learning areas. We are also committed to providing a high number of educational assistants throughout the school. Small class sizes and good adult/student ratios is a key way to ensure steady growth for our students.

The school is in a healthy financial position and we also aim to have a good carry-over of funds at the end of each year.

All financial information is shared regularly with the Bethel School Board to ensure integrity and excellence of financial management in the school.

November 2020

BOARD BUDGET OVERVIEW 2021

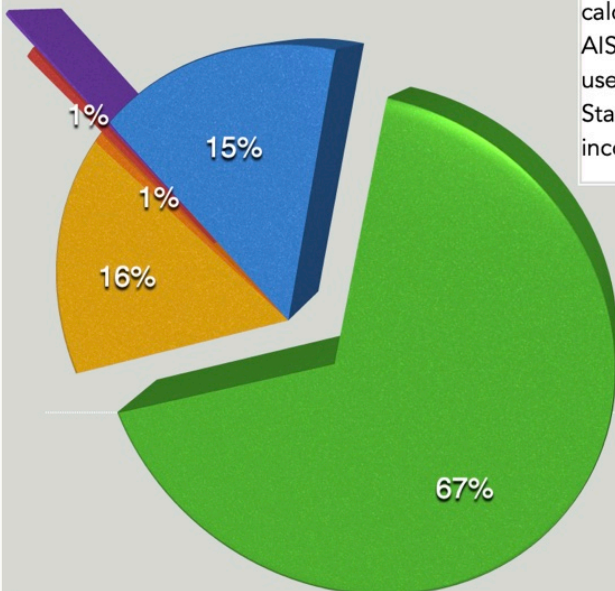
Psalm 127:1

Unless the Lord builds the house, those who build it labor in vain. Unless the Lord watches over the city, the watchman stays awake in vain.

2020 Budget Review: The 2020 budget saw some fluctuations with the uncertainty of COVID 19. Due to NCCD Funding and some loss of predicted numbers our federal payment was down in the last payment. However through tight budgeting many areas still have not been spent and we are planning not to spend them. As of 17/11/20 we have the following in our accounts: Main ACC - **\$1,890,900** BIF ACC - **\$765,000** = **Total: \$2,655,900**. Staff have been very good with budget areas and there is no unnecessary spending occurring at school. We have communicated to staff that 2021 will be a tight year with any large projects on hold.

The 2020 proposed budget presented is a negative budget of approximately **\$233,330**. Federal Grants has been completed using the School Entry Point calculator for accuracy. We are hoping to carry approximately \$800,000 + from our main acc into 2021. This is the first negative budget presented in my 15 years in the position.

2021 Income - Budget



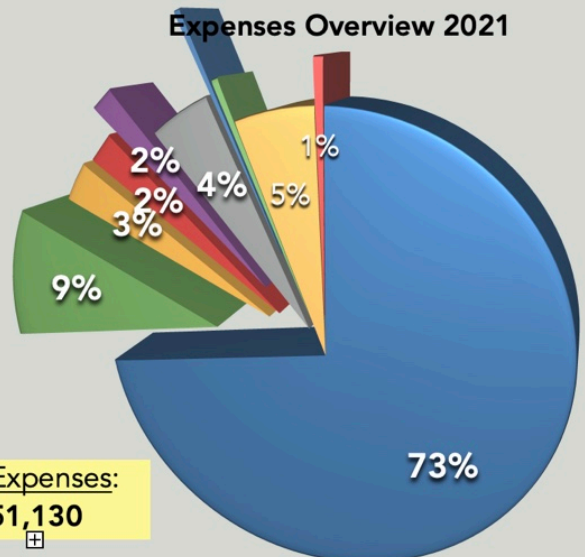
1. 2021 Income Overview: Income figures for 2021 have been calculated on Federal and State Funding figures given to me by AISWA. Their records show that we have an SES score of 91. We have used School Entry Point calculator to work out Federal funding figures. State funding figures have been calculated on 2020 income. Fee income is based on estimated amounts.

- School Fees \$1,130,000
- Federal Grants \$4,950,000
- State Grants \$1,220,000
- Building Levy \$50,000
- Other Grants \$50,000
- Miscellaneous \$17,800

Total Income:
\$7,417,800

2. 2021 Expenses Overview: Expenses see high salary costs working on a 1.0% rise in teacher salaries. Funding received will adequately fund salaries.

- Salaries \$5,524,800
- Other Employee Costs \$715,000
- Maintenance/Projects \$209,800
- Classroom Costs \$161,850
- Computer, I.T. \$128,400
- School Other \$329,800
- Affiliation Fees \$30,000
- Vehicles \$32,500
- Loan Costs \$400,100
- Capital \$47,000



Total Expenses:
\$7,651,130

Income vs Expenses:
\$7,417,800 - \$7,651,130 = \$233,330 Negative Budget
This includes all our principal payments on ELC loans, Baptist Loan and repayments to ABC.

Final Comments

2021 was another busy and exciting year. The added stresses of the second year of a global pandemic brought its challenges but also demonstrated all staff rising to the challenges it brought.

One of my roles as School Principal is to report to the Bethel School Board on a monthly basis. The school and the Board have enjoyed a strong, transparent and excellent working relationship throughout the years, with good communication and in-depth reports provided monthly. The school and the Board continue to work well together to ensure a very successful registration result and promote the Bethel community. 2021 saw the writing of an ABC/BCS Relationship plan to help guide the school and the church in to the future.

As Principal, I am blessed to serve a strong and committed staff team. Through a distributed leadership model, we all work collaboratively and in unity. As Principal, I take on a proactive and hands-on approach and I am always available to assist and speak with our students, staff, parents, guardians and members of our Bethel and local community. In 2021, we distributed leadership with the appointment of Area leaders, these being: Early Learning Centre (Pre Kindy to Year 2), Primary (Year 3 to 6), Secondary (Year 7 & 8), Secondary (Year 9 & 10), Senior Secondary (Year 11 & 12). This has ensured that every area of the school is covered and represented well at Leadership team meetings. Other strong staff teams include; Learning Enhancement Team, Pastoral Care Team, Sporting Team and the introduction of a Staff coaches team. We are committed to providing a strong, safe and thriving culture at Bethel that represents our school values and atmospheres. We are dedicated to catering for the unique needs of each child to the best of our ability so that every child can learn, grow, achieve and thrive.

Bethel staff and leadership are committed to continued and strong partnerships with our families and students. Strong communication is a key to this relationship and we are always looking for effective ways to improve in this area. The use of CANVAS LMS (Learning Management System) allows us to further communicate with parents as they can be observers of their child's class needs. Each week a newsletter is prepared and sent to all parents/guardians. These newsletters are aimed at providing holistic advice and help for current school issues so that parents/guardians and the school can effectively partner together with students so they can achieve to the best of their potential and enjoy every opportunity to grow.

Our aim is to prepare students for life beyond Bethel through the provision of quality teachers, excellent resources and beneficial learning experiences that encourage a growth mindset and the belief that they can learn.

A Bethel school alumni has been formed and a dedicated Facebook page created to keep alumni members up to date with the school. 2021 was our school's 40th year anniversary and this included a weekend of celebrations. We had other things planned throughout the year but the Covid restrictions meant the celebrations were pared back. The celebrations included school tours, an art exhibition, musical night, celebration lunch and we welcomed many visitors who have shared history with the school. A ten year time capsule was opened and another one buried for opening at our 50 year anniversary. Thanks is always given to the pioneers who made Bethel a reality in 1981.

We continue to thank the Bethel School Board for their governance and oversight of the school. We also acknowledge the dedication of the Bethel staff and especially thank our students and their families for entrusting us with their education.

To find out more about our school, please go to the school website www.bethel.wa.edu.au. At this site, you will be able to meet the staff, hear student stories, view a virtual school tour and access other relevant information about our wonderful school in beautiful Albany.

If you have any further queries, please feel free to contact the Principal directly for a friendly conversation on 0898422100.

Report written and prepared by Mrs Mim Butler - Principal

THE ALBANY ADVERTISER, Tuesday, February 10, 1981



Above: Bethel Christian School students with their teacher, Mrs Patricia Passmore.

New school for Albany

A new primary school opened in Albany yesterday.

The Bethel Christian School is being run by the Albany Baptist Church in the premises of the old St Joseph's school in Aberdeen Street.

The property was leased from the Catholic Bishop of Bunbury and 22 pupils are enrolled.

Parents and friends of the children prepared the school for teaching during the last two months and a special interviewing panel was formed to ensure that parents recognised the school as an extension of the home, a spokesman said.

A panel member, Pastor John Campbell, said that the school's aim was to provide a good education relating all of life to God.

"The usual approach treats religion as only one of many compart-

ments of life," Pastor Campbell said.

"We prefer the old Hebrew belief that all of life is radically religious."

The school's teacher, Mrs Patricia Passmore, was appointed as a member of the church's ministry team, and will administer the school in partnership with the board.

Classes one to five will operate this year and it is hoped that the school will grow by a grade each year until junior high school level is reached.

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 A West Australian Newspapers publication

READY STEADY GROW!

SARAH MAKSE

Bethel Christian School marked a milestone last week, with past and present students coming together to celebrate 40 years of history. From humble beginnings in 1981 with a class of 22 students, the school has since grown to 450 students and said farewell to its first Year 12 graduating class last year. Year 3 students Ari Biggs, 8, and Joey Basten, 9, joined principal Mim Butler to celebrate.

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