

## 1. Enrolments

Last year our numbers at census in August was 540.

Our full enrolment capacity is 546.

To date our current enrolment is 539, leaving some vacancies in Reception, Year 1, Year 2 & Year 3. Interviews to fill these positions will take place later in this term.

<b>Term 2</b>	<b>2015</b>					
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>73</b>	<b>78</b>	<b>79</b>	<b>78</b>	<b>77</b>	<b>72</b>	<b>78</b>
						<b>TOTAL</b>
						<b>535</b>
<b>Term 2</b>	<b>2016</b>					
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>74</b>	<b>76</b>	<b>76</b>	<b>76</b>	<b>76</b>	<b>81</b>	<b>67</b>
						<b>TOTAL</b>
						<b>526</b>
<b>Term 2</b>	<b>2017</b>					
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>73</b>	<b>78</b>	<b>77</b>	<b>78</b>	<b>78</b>	<b>76</b>	<b>80</b>
						<b>TOTAL</b>
						<b>540</b>
<b>Term 2</b>	<b>2018</b>					
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>76</b>	<b>77</b>	<b>75</b>	<b>78</b>	<b>78</b>	<b>78</b>	<b>74</b>
						<b>TOTAL</b>
						<b>536</b>
<b>Term 2</b>	<b>2019</b>					
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>78</b>	<b>75</b>	<b>74</b>	<b>76</b>	<b>79</b>	<b>79</b>	<b>78</b>
						<b>TOTAL</b>
						<b>539</b>

### Enrolment

Term 2 2011 enrolment was **528**

Term 2 2012 enrolment was **509**

Term 2 2013 enrolment was **527**

Term 2 2014 enrolment was **520**

Term 2 2015 enrolment was **535**

Term 2 2016 enrolment was **526**

Term 2 2017 enrolment was **540 (571 including ELC)**

Term 2 2018 enrolment was **536 (572 including ELC)**  
**Term 2 2019 enrolment is 539 (588 including ELC)**

We held our School Tour on the 27<sup>th</sup> of May, 37 families attended which was one of our largest tours of late.

Here is a list of the future enrolments as they currently stand. I have completed 79 2021 Reception interviews.

Year	Capacity	Accepted	Siblings	WL	Staff /CAB
Reception 2020	78	<b>78</b>	37	36	4
Reception 2021	78	<b>79</b>	46	48	4
Reception 2022	78	<b>30</b>	27	50	3
Reception 2023	78	<b>23</b>	22	30	2
Reception 2024	78	<b>11</b>	11	7	0
Year	Capacity	Accepted	Siblings	WL-Expressed Interest	Staff /CAB
ELC 2020	78	<b>48</b>	26	32	3
ELC 2021	78	<b>8</b>	8	39	1
ELC 2022	78	<b>2</b>	2	28	0
ELC 2023	78	<b>2</b>	2	7	1

## 2. Core Values

The Term 2 values include vision, faith, leadership, service and accountability. I have attached copies of the studies for your interest.

## 3. Staffing

2019 has provided us with consistent teacher staffing with the only changes occurring in Education Support roles.

The ELC continues to grow and so we have been able to offer our two new teachers some more time. We have also placed a job description and person specification on the website for Diploma or Certificate 3 trained staff to apply.

## 4. Early Learning Centre

Interviews have been finished for our 2021 Reception students.

We have currently confirmed 48 ELC positions which is up from 44 at this time last year.

This term in the ELC we have been exploring the big topic 'WE CREATE' through discovering the following:

- God first created us (exploring the creation story and Gods creations)
- Creating a safe space for ourselves and others
- Using our creative minds to create our very own masterpieces
- Incursion – Police visit in week 5
- Mother's Day come and play in week 5 was a great success (the children made bees wax candles with the families) we had a HUGE turnout
- We have been exploring emotions through our Kimochi friends (characters who support children to identify emotions and healthy ways to manage them),
- We have some very diverse learning needs in our ELC and we have been exploring various options and strategies to best support all children (We have

been working closely with Diverse learning school staff along with Gowrie Inclusion support)

- During staff meetings we are going through BeYou material to support a mentally healthy community in the ELC for staff, children and families
- We are working Closely with Libby Worrell (AISSA) to further develop our observation and documentation skill set
- We have 49 children in the ELC

## **5. Mission**

Our next team trip will be held in July, Aaron, Dean, Brett, Essie, Annabelle, Steve, Shakira Taylor and I, will be heading to the Hope School for the opening of the new school year and O Week teacher training. We will be presenting a teacher training full day as well as participating in classrooms, afternoon meetings, Professional Learning Teams and supporting in any way that is helpful. There is also 2 teachers coming from Belgrave Heights Christian School in Victoria who we will work with to provide training across the 2 campuses.

## **6. Professional Development**

This term I have been a part of the following learning opportunities.

- Master of Education- Philosophical Perspectives.
- ACTS Global National Conference
- CSA National Policy Forum
- Student Agency meetings with Charles Leadbeater
- Chair of Primary Heads

## **7. Building**

The building project has continued to move ahead with the roof going on this week. There have been minimal challenges in this process with Bell Architects and Mossop construction working together. I will show you a summary of the work so far using the time lapse pictures. The other work at the front of the PAC is also progressing as well. It will be wonderful to see this space being available for use.

## **8. Deputy Principal's Report**

It has been a good start to the second term of school.

### **Student and Staff Wellbeing**

It has been a really settled start to Term 2. Behaviour management has not been a major concern, and I am continuing to build relationships with trickier children and their parents to minimize any concerning behaviours. The staff have also been physically well which is great considering the weather is getting cooler and the flu has hit the school community.

### **Student Teachers and Work Place Experience**

Student teacher placements for Tabor Christian College and UniSA commenced this term. It has been good to meet each student as part of their induction to the school. Tabor require their first year students to have a comprehensive understanding of the variety of roles that a school entails. This has meant the students have spent their lead-in days working in non-teaching roles such as the canteen, working with maintenance and in administration and so on. Each student teacher that has started thus far have been committed and diligent with their placement.

### **Significant events**

Week 3 this term was a very busy week, with two camps, NAPLAN and Junior Primary taking part of the MAI (Mathematical Assessment Interview). It is exciting to report that there was a significantly less anxious students and parents in the lead up to both the camps and the NAPLAN tests.

### **Student Leadership**

The Student Leadership programme this year has continued to evolve, with the Year 6 teachers taking it over so that they can imbed it thoroughly into their everyday teaching. Their focus has been on the application of our Christian values to their leadership, and have begun the deeper thinking of how they might apply their leadership to help others authentically. A positive result of the deeper thinking can be demonstrated by the actions of

some of the Year 6 boys while on camp. A child on camp became excessively distressed on the second night of camp, and his friends were very worried for him. After the issue was dealt with, and the child in question was given an alternative place to sleep, Scott Sheeky decided to check on the boys' friends to tell them to switch the lights off. He found all of the friends in their sleeping bags on the floor praying for the student who was going through a difficult time.

## **9. CURRICULUM AND COACHING - Mrs Melissa Taylor**

### **Learning/ Teaching**

#### Learning Principle 1: Learning is a journey that illuminates God's Big Story.

- Currently working on a curriculum document that uses Biblical lens as a tool for new teachers/student teachers to support induction.
- Working with new staff in the ELC in a coaching capacity to support personal growth and share Biblical lens understanding and how that impacts their development of learning opportunities for the children.

#### Learning Principle 2: Learning involves challenging thinking to broaden understanding.

- Teachers are using the coaching from NOTOSH to develop their units in a more open, student directed way.
- Melissa is currently involved in Primary Curriculum Leaders Group, A Leading Innovation and Change project, Student Agency Lab and Meta Praxis project with AISSA as well as going to Brisbane to be part of a group that develops documentation for the biblical lens in the subject of history through CSA.
- Melissa is working with several teachers individually to talk through some of the concerns that they may have helping them to bring some coherence to their ambiguity in their new learning.

#### Learning Principle 3: Learning is built on evidence based research and relevant action for excellent practise.

- Through staff meetings and PLT teachers are being provided with readings, film and websites as provocations to their own learning on student agency.
- Teachers are reflecting, sharing and gaining feedback on the work that is being done in their classrooms.
- Staff are considering how this impacts other things we do in the school such as Asia Night.

#### Learning Principle 4: Learning Flourishes in an environment of safety, support and stimulation.

- Melissa is attending where possible all PLT groups to support design thinking and student agency in developing new curriculum with a larger focus in personalised education and student directed learning. In addition to classroom PLT's she is also attending PE department and Library staff PLT.

#### Learning Principle 5: Learning is actively promoted through goal setting, fair and credible assessment and positive reflection.

- Currently working with 3 staff in the ELC to work on personal growth goals in their teaching and writing of observations for Storypark. This includes teaching skills and ideas, written observation improvement, development of the English language, behaviour management and developing worthwhile learning activities.

#### Learning Principle 7: Learning influences self-discovery and social awareness.

- A Year 6 focus group has been developed arising from a behavioural issue around the internet. This team is looking at offering solutions and ideas for other students who may find themselves in this situation. The work they are doing is reflective and has a positive impact on themselves and others.

#### Learning Principle 9: Learning is purposeful and builds confidence, competence, capacity, creativity and connectedness.

- Professional Learning Teams are working on individual growth projects which might include:
  - **Reception** – Design Thinking Unit has been developed around the care of year level chickens
  - **Year 1** - development of an interdisciplinary unit looking at genuine care of animals
  - **Year 2** - Developing an interdisciplinary unit on a call to action around meeting others needs/ shops and shopping
  - **Year 3** - Reflection and reworking of an interdisciplinary unit on the future of work
  - **Year 4** - Working with ACARA to develop an interdisciplinary unit with ICT as a focus on the impact of waste.
  - **Year 5** - Working on an interdisciplinary unit on solving a genuine problem through business
  - **Year 6** - Developing a year 6 leadership program that impacts self and social awareness, safety respect and responsibility or call to action.
  - Working collaboratively across year levels to create opportunities for children to develop feedback and feed forward skills
  - Creating units that are grounded in the general capabilities
  - Investigate how to use inquiry skills and thinking skills in class more effectively
  - Create units where students take more initiative in the direction of the learning
  - Some teachers are looking at creating learning opportunities that promote social justice or finding solutions to local problems.

Learning Principle 10: Learning is empowered by a fearless pursuit of purpose.

Development of a new SRC model and purpose with an emphasis on student voice and agency

## 10. Diverse Learning and Wellbeing- Suzi Pedler

### Student Support

- Classroom ESO support: slight decrease in weekly support due to 0.4 ESO staffing decrease (-1 lesson per week Year 6, - 2 lessons per week Year 5)
- MultiLit literacy groups revised and modified in response to student progress
- Oral language early intervention program facilitated by Kirsty Harman:
  - Reception: targeting any students with delayed oral language skills
  - Year 1: targeting EALD students with delayed oral language skills
- Short term small group intervention programs facilitated by Bec Ward:
  - Year 1 writing
  - Year 4 number and place value
- Social learning program, *Zones Of Regulation*, facilitated weekly by Raynour Giddings with target Reception to Year 3 students either 1:1 or in small groups
- Student Extension:
  - Year 6 Maths Challenge program facilitated by Bec Ward
  - Off campus opportunities advertised to parents and promoted to target students
  - Trial mentoring program commencing with TCC Student and BSC student
- Onsite Allied Health clinics and assessment as per term 1 report, except Autism SA sessions offered reduced to half day weekly for 5 weeks
- Fortnightly sessions with visiting psychologist made available for staff consultations about specific students: proving very beneficial to staff

### Parent Support

- *Unplugged* supporting healthy online activity/managing gaming addiction: parent information session facilitated by Psychology SA

- 5-week Toolbox parenting course with social worker, Elise Ottens: 4 parents enrolled, workbooks and creche provided through PIE grant
- Adult English Classes: parents currently meet weekly on Wednesday afternoons with DL Teacher, Kirsty Harman and ESO Emily Dodds (currently studying TESOL)
- newsletter article to communicate guidelines for healthy eating to parent community

### **Staffing Changes**

- Miriam Wilckens, 1.0 FTE ESO, resigned due to pregnancy/new employment opportunity as a paramedic
- Alana Munday, ESO, increased from 0.4 to 1.0 FTE
- Flinders University Speech Pathology student Izabella Linke is providing volunteer support in classrooms for half days on Wednesdays March 13 to September 25.

### **Professional Development**

- Diverse Learning Teachers collaborating with and mentoring classroom teachers
- *Who's In Charge?* Relationships Australia Training to support parents of angry/violent children: Diverse Learning and Wellbeing Team, Deputy Principal
- Wellbeing Network (Independent Schools Counsellors and Psychologists): Suzi Pedler
- SPECNET CSA schools special education network: Bec Ward & Suzi Pedler
- *Illume Diverse Learning Conference*: Bec Ward & Suzi Pedler
- CELF-5 Screening Tool (language assessment): Kirsty Harman & Suzi Pedler
- Literacy Guarantee Whole School Approach to Reading: Kirsty Harman
- Jolly Phonics training session: Suzi Pedler & Lexi Hall
- MacqLit literacy program training: Alana Munday
- eSafety: strategies for promoting online safety in response to family violence: Elise Ottens & Suzi Pedler
- Teachers and ESO Term 2 pupil free day sessions to promote understanding and implementation of design thinking and student agency

### **Data Collection and Quality Assurance**

- NAPLAN Year 3 & 5 students in week 3: no exemptions requested
- Mathematics Assessment Interviews (MAI) with Reception to Year 2 students conducted by ESOs and JP teachers in week 3 to inform ongoing numeracy teaching
- review of food and drink options in school canteen revealed options are in line with RightBite guidelines for healthy eating; canteen manager colour coded canteen menu to reflect and promote food categories
- commence updating whole school healthy eating policy/strategies to inform strategic, progressive implementation in classrooms, canteen and special events, whilst informing our school community about positive nutrition
- data collection of student disability and adjustments provided continues in preparation for August submission to Nationally Consistent Collection of Data
- individual feedback provided to teachers following negotiated education plan (NEP) audit to review adjustments and goal setting with students and parents

## **11. INFORMATION COMMUNICATION TECHNOLOGY- Mr Jeremy Graetz**

This term the newsletter has been converted to an online format that makes reading from phone size devices a much better experience. Edumate app is being designed to support school parent communication. We set up new finance server with the accounts department. We have built in more server redundancy by moving our file shares to a secondary file server. An audit was done on our backup system to make sure 7 years of files are accessible. Further tests and preparation for Office 365 have been carried out. Other work includes:

- Installation of gigabit fibre internet went live in Feb with great results.
- Time-lapse camera system to capture the new building project.
- Servers have been upgraded to a VRTX infrastructure.
- Testing Office 365 as a cloud/collaboration tool for our staff.
- The computer room was updated with windows 10 machines.
- All Teacher and Staff computers now running Windows 10 using SCCM deployment server.
- School newsletter has been converted to an online format that makes reading from phone size devices a much better experience.
- Edumate app is being designed to support school parent communication.
- New finance server setup with the accounts department.
- We have built in more server redundancy by moving our file shares to a secondary file server.
- Completed an audit on our backup system to make sure 7 years of files are accessible.

## **12. Sports Department- Ben Hannaford**

### Representative Sports;

- SAPSASA Para District Athletics; Week 10, Term 1 - Champions
- SACSA Athletics; Week 1, Term 2 – 7<sup>th</sup> in Division one, will now be relegated back to Div 2 for 2020
- SAPSASA Para District Cross Country; Week 2 – Champions
  - 10 students selected to the district squad for Para District Squad for the Metro Athletics day
- Tryouts for the Para District Girls Netball and Boys AFL Football have happened with a few Year 6/7 students trialling for these events, teams are yet to be named
- SACSA Touch Football; Week 4 - upcoming
- SACSA Cross Country; Week 6 - upcoming
- Primary School Touch Football; Week 7 - upcoming

### Weekly Sports;

- Weekly Netball continue with the season finishing at the end of this term
- Weekly Basketball has commenced for the winter season, basketball numbers have stay relatively stable, with only a slight increase due to most teams being completely full
- We have trialled a new program run by external provider, Football Federation South Australia [FFSA] where young students can trial soccer at a cost for \$100 for an eight week program. The Sporting Vouchers were available to the parent, and 17 Bethany students have enrolled into the program
- This program type seems to be a popular program where parents are able to trial their children in sport without it being there being a competitive component to the initial learning of the sport. There does seem to be concern about the price point for these program as they are externally provided and their overall price reflects it.

There are many moving cogs within the weekly sports program which would benefit with extra human resources added to it. This would help the programs culture, participation rates, and athlete development grow if this was added to into the future.

We have had a productive year so far and it is exciting to think about the future of Bethany Christian School.

Thank you for your ongoing support.

*Wendy Matkar*

Wendy Matear  
Principal  
Bethany Christian School.