

Bullsbrook College

Annual Report

2022



Educating your Children from Kindergarten to Year 12

From the Principal

It is with great pleasure that I present the 2022 Annual Report for Bullsbrook College.

The 2022 Annual Report provides a summary of our school's performance over the previous twelve months. It provides details of student performance in academic and non-academic areas, and outlines the progress we have made implementing key strategies in our 2022-2025 school business plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in the business plan. Also detailed within this report are the major achievements and highlights of the year in the areas of school and student performance, in addition to finance and human resource management.

I would like to begin by acknowledging the outstanding efforts of staff in what was a year that was significantly impacted by COVID-19. We began the year with so many restrictions - parents were permitted on site only to drop off and pick up their children, and not allowed in classrooms. There was no mixing of class groups, children ate lunch in separate areas and any parent meetings were held virtually.

Although we had been living with varying levels of COVID rules and restrictions for nearly 2 years, it was not until terms one and two of 2022 that we experienced first-hand the impact of the pandemic and began to realise what the rest of Australia has been dealing with. We were like ducks on a turbulent pond, paddling furiously as we tried to manage a very challenging situation and still stay afloat. There were unprecedented levels of staff and student absences.

In 2022, our Principal Ms Bernadette Jones retired and it is important that I acknowledge the role she has played over the past 14 years. It is an honour for me to take over this role and I am committed to building on the culture that already exists.

My time as Principal began at the start of term 2 and, as we emerge from COVID, partnership between the school and our wider community has never been so important. This continues to be a key feature of this school moving forward. Positive school culture is driven by the entire school community, including the hard work of your School Board, P&C and the many volunteers who happily give up their time to make your child's educational journey a positive one. Their contribution is appreciated, and on behalf of the school community I thank you all for your commitment.

2023 will be another great year at Bullsbrook College and I look forward to working with you to improve outcomes for your children.

Angela Coghill
Principal



Acknowledgement to Country

Bullsbrook College is on Whadjuk land. We acknowledge the traditional custodians and their continuing connection to land, waters and community.

From the Board Chair

2022 was a productive year for the Bullsbrook College School Board. The board has continued in its role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students. It was undoubtedly a challenging year as the COVID wave crashed on our shores, and we conducted several meetings early on wearing masks and with socially-distant seating!

A highlight of the year was organising the 70th Anniversary celebrations in September. This was a great opportunity to connect our students to their history and their community, and to welcome community groups and ex-students on campus. It was a privileged position to be the conduit for this event – to chat with foundation students, pin together the missing pieces in our school's history and be stopped by genuinely intrigued kids when assembling the memorabilia display, fascinated by black and white photos of their classrooms with a 1960's Volkswagen Beetle parked out the front! Thank you to our board sub-committee and the many school staff members who accommodated our requests as we pulled the event together.

Serving on a school board is a privileged opportunity to contribute and create better outcomes for the school, students, staff, parents and community. I would like to thank the board members that served in 2022: staff representatives Angela Coghil, Caroline Alder, Shevaun Langer, Rebecca Sajtinac, and Amanda Druce; and parent representatives Michelle Davies, Kylie Henderson, Heather Muir, and Katy Guile for their time, effort and dedication in being a part of the Bullsbrook College School Board. I would also like to extend thanks to retiring Principal Ms Bernadette Jones, not only for her dedication to the school in her 14 years at Bullsbrook College, but in particular for her support and knowledge in operating the school board.

Kyra Burns
Board Chair



Our School

We are a K-12 Independent Public School servicing the community's educational needs across the primary and secondary years. Unique to the public schooling system our "K-12ness" is celebrated. We place high expectations on ourselves because by doing so we believe that we can achieve our stated vision of **"Engaging our students to achieve personal success and contribute positively to our community"**. This vision drives Bullsbrook College to be the outstanding school that our community expects and deserves.

Our motto – engage, contribute, succeed encapsulates our commitment to a strong sense of community, rich pastoral care systems, a safe, caring, inclusive and culturally responsive learning environment and a commitment to every child being provided with an outstanding education - whatever their ability - whatever their personal circumstances - whatever their background.

We strive to create a culture in which every student experiences a sense of belonging to the school, of being known and understood as an individual; and as a staff who care about each student's overall progress and wellbeing. We accept it is our role to provide the highest quality educational experience for our students.

Engage Contribute Succeed



“ Engaging our students to achieve personal success and contribute positively to our community. ”



Student Profile

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	68	74	63	52	67	61	78	480
Part Time	34								

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	88	75	83	75	67	52		440

Kin	PPR	Pri	Sec	Total	
Male	16	37	216	235	504
Female	18	31	179	202	430
Total	34	68	395	440	937



Staff Profile

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia.

Three Focus Areas for 2022

- An Orderly, Safe, Caring, Inclusive and Culturally Responsive Learning Environment
- Excellence in the classroom: High Impact Teaching and Learning
- Connections and Partnerships our with Community



	No	FTE	AB'l
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	7	6.8	0
Total Administration Staff	10	9.8	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	55	49.8	0
Total Teaching Staff	56	50.8	0
Allied Professionals			
Clerical / Administrative	11	8.8	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	24	18.4	1
Total Allied Professionals	36	28.2	1
TOTAL	102	88.8	1



Learning Environment

FOCUS AREA

An Orderly, Safe, Caring, Inclusive and Culturally Responsive Learning Environment

At Bullsbrook College we create a safe and inclusive environment for staff and students that promotes a culture of collaboration and inclusivity.

Primary Attendance

	Attendance Rate	
	School	WA Public Schools
2020	91.4%	91.9%
2021	90.1%	91.0%
2022	85.6%	86.6%

Secondary Attendance

	Attendance Rate	
	School	WA Public Schools
2020	87.4%	87.3%
2021	83.7%	84.4%
2022	76.0%	80.4%

Bullsbrook College continues to regularly monitor the attendance of our students and work closely with those families whose children are at severe risk for attendance. We noticed a decline in our regular attendance throughout the 2022 and attributed this to COVID and the anxiety many parents still had in sending their children to school when cases increased. Our Student Services Team worked closely with families who were choosing to keep their children home while there was a risk of infection and worked to get students back to school as quickly as possible.

Real Schools Partnership

In 2022 we entered a three year partnership with Real Schools focussed on transforming our school culture. We will work hand in hand with an expert facilitator to implement Restorative Practices as the underpinning methodology of our school culture.



Teaching and Learning

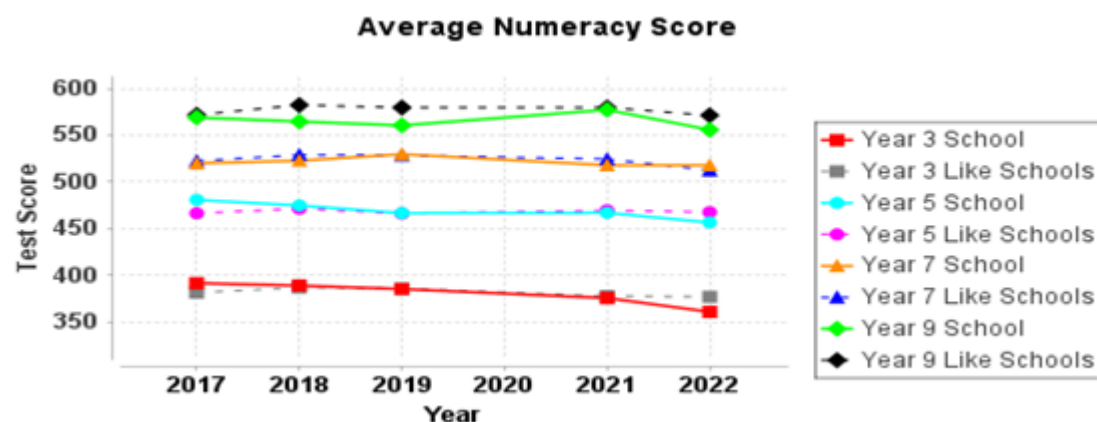
FOCUS AREA

Excellence in the Classroom: High Impact Teaching and Learning

At Bullsbrook College we use a whole school instructional model that will engage students to achieve their personal best.

Students in the stable cohorts for Years 3,5,7 and 9 will achieve equal to or higher than students in like schools across all NAPLAN tests.

Our school has a schedule for the collection of a range of data to monitor and assess student achievement and progress. We continually assess the effectiveness of whole school programs teacher instruction using this data and make adjustments and improvements as required.



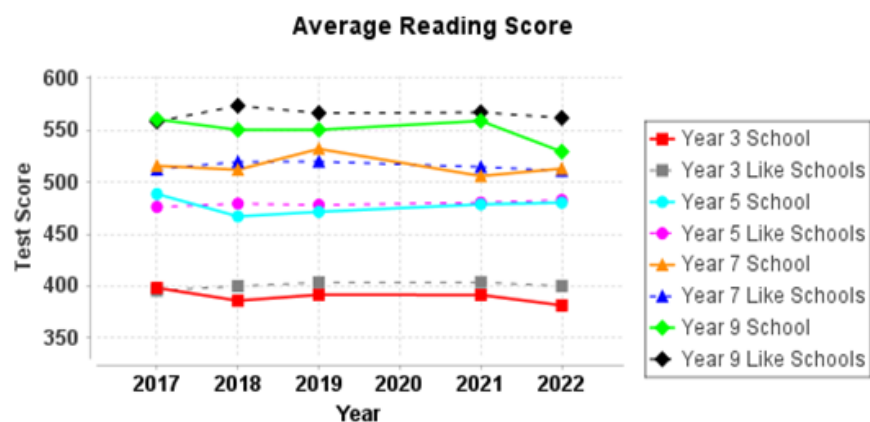
Numeracy results are comparable with “Like Schools” with all cohorts near or at “Like Schools”. There is a slight downward trend in Years 3, 5 and 9 that will be monitored.



Planned actions for 2023:

- Implement a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group.
- Implement a whole school instructional model based upon evidence and research. This will ensure that best practice teaching is utilised in Mathematics lessons and follows a common approach in all classrooms.
- Implement a coordinated whole school approach to Mathematics to ensure continuity of concepts, skills and vocabulary. This will enable staff to focus upon the instructional model being implemented, whilst being assured of the quality of content being delivered.

Teaching and Learning



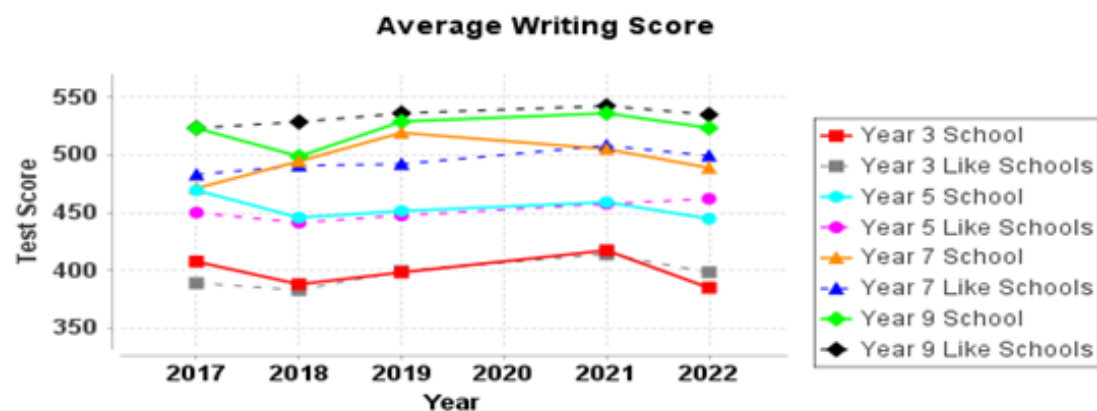
Reading results in Years 5 and 7 are pleasing with achievement of at or above “like Schools” being met. There is a concerning decline in Years 3 and 7 with these cohorts now performing below like schools.



Planned actions for 2023:

- Implement a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group.
- Implement a whole school instructional model based upon evidence and research. This will ensure that best practice teaching is utilised in Reading lessons and follows a common approach in all classrooms.
- Implementation of planned, structured, and synthetic teaching of Letters and Sounds phonics program in K-2.
- High-quality differentiated teaching practice in structured synthetic phonics with emphasis on phonological/phonemic awareness and alphabetic knowledge for the whole class. Emphasis on blending to read and segmenting to spell.
- Structured Literacy instruction through the application of the Science of Reading (SOR) in the classroom. Teaching all the components of SOR to ensure reading success; Phonological Awareness, Phonics, Vocabulary, Fluency and Reading Comprehension.
- Implement Narrative Instruction to engage students with rich complex texts and explicitly teach text structure, vocabulary, grammar and comprehension.

Teaching and Learning



Writing results in all years have fallen slightly below ‘Like School’ comparison. This may be attributed to the fact that there were high absences due to COVID leading up to NAPLAN testing. This impacted NAPLAN preparation.



Planned actions for 2023:

- Implement a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group.
- Implement a whole school instructional model based upon evidence and research. This will ensure that best practice teaching is utilised in Writing lessons and follows a common approach in all classrooms.
- Develop writing genre text scope and sequence.
- Explicit writing instruction. Instructional teaching is sequential; Sentence level – Paragraph – Text Structure Outlines – Composition
- Devise Bright Path(BP) moderation assessment schedule.
- The use of data from BP to inform teaching points.

Teaching and Learning

Senior School

The number students achieving the WA certificate of Education (WACE) will exceed 85%.

In 2022 we had 73% of student achieve WACE. slightly down from the previous year. This can be attributed to the data including several students who did not attend but did not notify the school of their alternatives.

	Eligible Year 12 Students	Percentage Achieving WACE
2019	82	85%
2020	48	69%
2021	61	79%
2022	51	73%



Planned actions for 2023:

- Greater follows up of NOA so data accurately matches the students attending – Student Services Team has implemented a monitoring spreadsheet and tracking system with follow ups.
- Need greater focus on Foundation Students requiring the Cert 11. Need improved tracking of this area. VET to be involved in creating processes for this.
- OLN prep to continue as it has been successful – OLN focus classes in foundation, log ons, targeting teaching based on individual diagnostics.
- C grades to improve – review of programs, teaching methods, assessment, moderation through PC and teachers.

ATAR

Despite our small ATAR numbers, we continued to have pleasing results with two students achieving ATAR rankings in the high 80s. Three students were awarded a Certificate of Merit in 2021. These are awarded to students who achieve, over two consecutive years, 150 to 189 WACE points.

FOCUS AREA

Connections and Partnerships with our Community

At Bullsbrook College we seek to enhance our practices with parents and families that are responsive to their needs and concerns and enhance educational outcomes for our students.

70th Anniversary Celebrations

After the impact of COVID in the last few years and in particular Semester 1 a highlight of the school calendar was our 70th Anniversary celebrations in September 2022.

The theme for the celebration was the community coming together to form connections and partnerships to build strong relationships shaping a sense of pride in our school. To quote Kyra Burns, Board Chair, “.....the enthusiastic participation of our community groups and local businesses in this celebration has been heartening.”

We are a school with a rich history founded on the coming together of five schools throughout the district to form one school in 1952 at the current site. Through this celebration students were engaged in learning about the school’s history, photographed for the commemorative newspaper and took part in a day of celebration with an assembly, birthday cake and interactive stalls run by community groups and local businesses. A highlight of the celebration was past students using the event as a reunion. We even had a student from the original class of 1952.

I would like to acknowledge Kyra Burns, Board Chair and proud alumni for her tireless work putting together both the celebrations and the commemorative newspaper.

This day was a wonderful milestone that will be remembered by our current students and with the publishing of the commemorative newspaper marks our piece of history into the future.

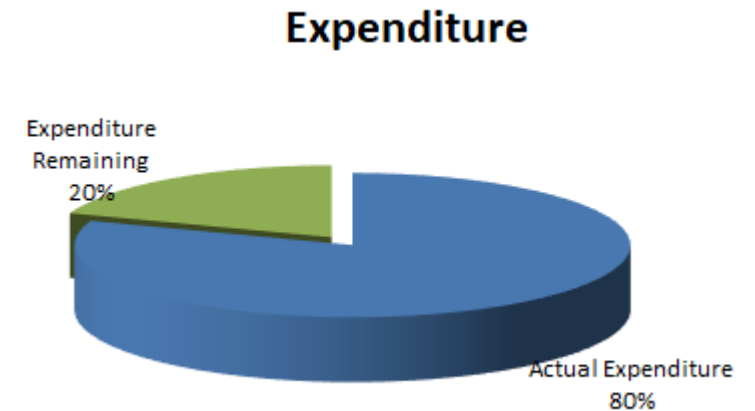
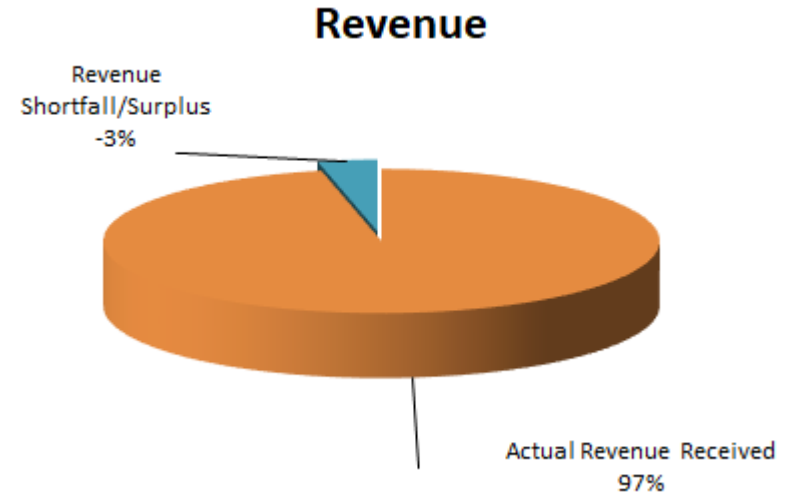


Financial Statement

AS AT 31 DECEMBER 2022

Cash Revenue	
Previous Year Closing Balance Brought Forward	\$ 308,485.70
Current Year Budgeted Revenue	\$ 1,150,945.82
Actual Revenue Received	\$ 1,193,986.51
Revenue Shortfall/Surplus	\$ (43,040.69)
Revenue Collected as a % of Current Budget	103.7%
Total Funds Available	\$ 1,502,472.21

Cash Expenditure	
Current Year Budgeted Expenditure	\$ 1,447,814.88
Actual Expenditure	\$ 1,164,568.42
Expenditure Remaining	\$ 283,246.46
Cash Budget Variance	\$ 11,616.94
Variance as a % of Total Funds Available	0.8%
Actual Expenditure as a % of Budgeted Expenditure	80.4%



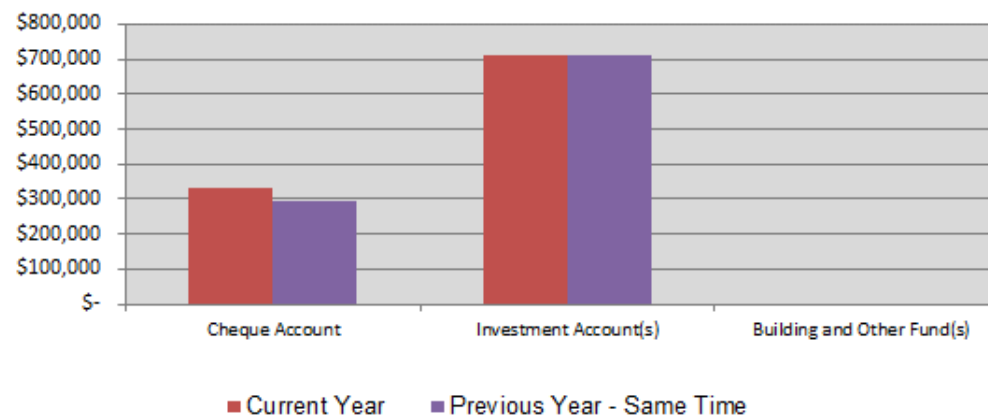
Financial Statement

AS AT 31 DECEMBER 2022

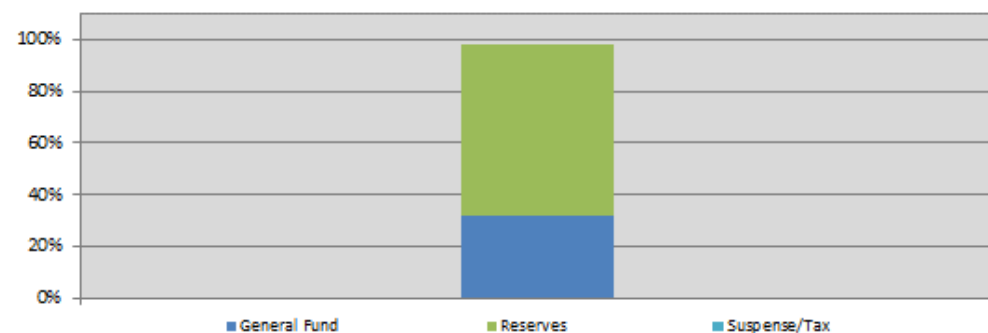
Reconciled Bank Balances	
Current Year as at 31/12/2022	
Cheque Account	\$ 331,504.50
Investment Account(s)	\$ 711,964.95
Building and Other Fund(s)	\$ -
Total	\$ 1,043,469.45

Bank Account Composition	
General Fund	32%
Reserves	69%
Suspense/Tax	-2%

Yearly Comparison - All Bank Balances



Bank Account Composition



Financial Statement

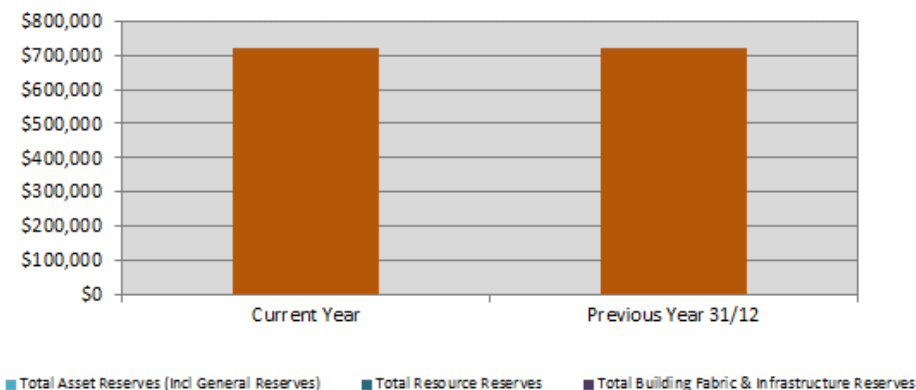
AS AT 31 DECEMBER 2022

Equipment Replacement Reserves

Current Year

Total Asset Reserves (Incl General Reserves)	\$	719,483.25
Total Resource Reserves	\$	-
Total Building Fabric & Infrastructure Reserves	\$	-
Total All Reserves	\$	719,483.25
Current Year Reserve Transfer Funds Included above	\$	-
Budgeted Reserve Transfer Funds not Transferred	\$	-

Yearly Comparison - Total Reserve Funds

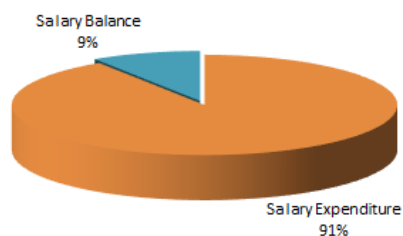


School Salary Allocation (SCFM)

31/12/2022

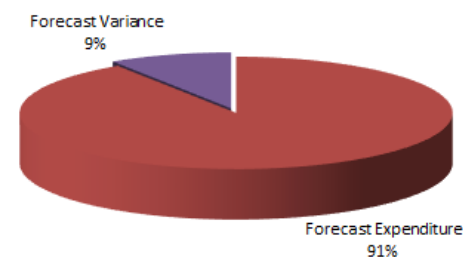
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$580,711	\$11,101,093	\$(951,680)	\$10,730,124	\$9,740,313	\$989,811	91%	\$9,740,313	\$989,811

Total Charged Salary Expenditure and Balance



Salary Expenditure Salary Balance

Total Forecast Salary Expenditure with Variance



Forecast Expenditure Forecast Variance



Engage Contribute Succeed



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