Bullsbrook College

Annual Report

2024

Educating your Children from Kindergarten to Year 12 to

Engage   Contribute   Succeed

Bullsbrook College

INTRODUCTION

The 2024 Annual Report offers a comprehensive overview of our accomplishments and our strategic trajectory. It serves as a testament to our commitment to delivering high quality education at Bullsbrook College.

This report is an integral part of the school's reporting and accountability process which provides you with a snapshot of how our school performed in 2024. This report was written using the input of staff who are responsible for specific aspects of our school's operations.

Bullsbrook College has a clear vision and plan for improvement, as articulated in our Business Plan 2022 - 2025. The Business Plan outlines to staff, parents and the community our strategic direction and what we aim to achieve over this three-year period. As principal, I regularly report to the School Board the progress we are making in terms of the strategies implemented and towards achieving our targets.

We implement evidence – based whole school approaches, instructional coaching processes and lesson design format to maintain consistency of best practice in teaching strategies. We continually self-reflect on student assessment data and other data sources to drive our planning for improvement.

I would like to acknowledge and thank the School Board, P & C and parents/carers for their ongoing support and valuable contribution to our school. I would also like to acknowledge our professional and committed staff who work tirelessly to provide the best possible education for our students. Together as a community, with children as our primary focus, we have strived for and achieved successes. We look forward to building on these with many more in 2025 and beyond.

Angela Coghill
Principal

SCHOOL OVERVIEW

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. 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 vison 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.

OUR VISION

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

Engage   Contribute   Succeed

OUR STUDENTS AND STAFF

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	3	16	29	49
Non-Aboriginal	28	52	365	391	836
Total	29	55	381	420	885

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	8	7.8	0
Total Administration Staff	11	10.8	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	54	50.6	0
Total Teaching Staff	55	51.6	0
School Support Staff			
Clerical / Administrative	11	7.8	0
Gardening / Maintenance	2	1.6	0
Other Allied Professionals	22	18.8	0
Total School Support Staff	35	28.2	0
Total	**101**	**90.6**	**0**

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 Teacher Registration Board of Western Australia.

PARTNERSHIPS AND RELATIONSHIPS

VALLEY-BROOK SCHOOLS NETWORK

The Valley-Brook Schools Network enhances education by fostering collaboration, professional development, and student success. Teachers benefit from shared best practices, training, and moderation, ensuring high teaching standards. For students, the network improves learning outcomes through aligned curriculum, and inter-school activities. They also support smooth transitions between primary and secondary education by sharing student data and resources. The network also strengthens community engagement, promote cultural awareness, and facilitate resource-sharing. School leadership teams benefit from collaboration in decision-making and policy development, ensuring continuous school improvement. By working together, schools create a stronger, more inclusive, and innovative learning environment that benefits students, staff, and the wider community.

Schools in the Valley-Brook Network:
- Anne Hamersley PS
- Aveley SC
- Aveley North PS
- Bullsbrook College
- Ellen Stirling PS
- Malvern Springs PS
- Upper Swan PS

Student Engagement Plan

BULLSBROOK —COLLEGE—

Safe, Organised, Active (learning), Relationships

We follow the restorative continuum to elevate student behaviour, empathy and relationships

FORMALITY

			FREQUENCY	TIME INVESTMENT
Affective Statements We include feelings words in language to address low-level yet high-frequency behaviours.		**1–3** seconds		
Affective Interactions We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.		**1–3** minutes		
Small Impromptu Conferences We use Restorative Questions to solve problems amongst and between groups.		**9–10** minutes		
Large Group We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.		Under **15** minutes		
Formal Conferencing For the most serious, high-impact behaviours and ongoing problems.		**60** minutes, ↑2 days prep		

We support each other to elevate student behaviour restoratively

- Teachers look to address behaviour by starting with Affective Statements before they escalate and to build student empathy.
- We work together restoratively through the lens of high expectations and high support.
- We empower children to use their skills and knowledge to build trusting relationships and repair harm.
- We are consistent about the restorative process, but outcomes are student and context specific.

- We recognise that all student behaviour is a form of communication. We seek to understand the cause, not react to the symptom.
- Teachers are supported by leadership to embed Restorative language in Practice.
- Students sent to a member of the leadership team will be exposed to Affective interactions facilitated by that leader.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.

- We find effective ways to respectfully hold ourselves and one another accountable for the impact of our behaviour.
- Teachers and Staff use restorative practices to build supportive classroom communities.
- We use restorative circles as a daily pedagogical practice.

Restorative questions

For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Operating Domains

FIRM

To Punitive	**With** Relational
Not Neglectful	**For** Permissive

FAIR

REAL SCHOOLS

ATTENDANCE

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	85.6%	86.6%
2023	88.8%	88.9%
2024	89.2%	89.4%

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	76.0%	80.4%
2023	81.7%	82.5%
2024	81.9%	82.2%

2024 saw full implementation of the Attendance Improvement Plan 2023-2025 which included a team approach with some clear set goals to bring attendance above pre-COVID levels.

The plan focused upon
- Increasing regular attendance to pre-COVID levels across all year groups
- Increasing authorised absences and reducing unauthorised absences across all year groups (turn unexplained into explained)
- Reducing inconsistencies in attendance recording at the classroom teacher and at the Student Services level

As a result of this strategy regular attendance has increased each year and is now at 63.6%. These upwards trends are also apparent when comparing our data to like schools and WA public schools. Our primary attendance has increased to 89.2% in 2024. We are also much higher than like school and WA Public Schools in primary attendance for Aboriginal students and close to like schools and WA schools for non-Aboriginal students (89.2% compared to 90.1% and 91%).
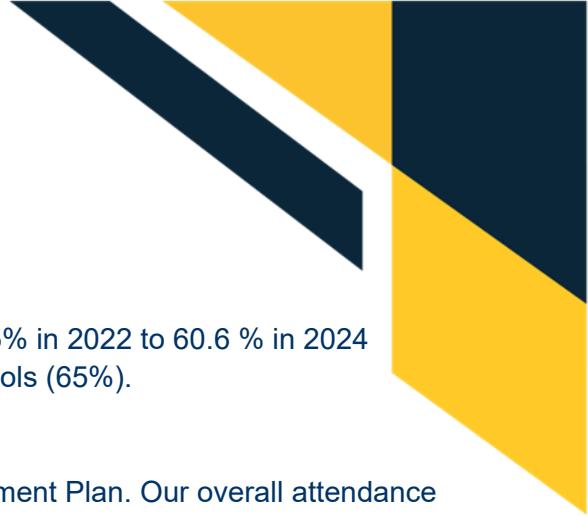
Our regular attendance has also dramatically increased from 39.5% in 2022 to 60.6 % in 2024 and we are closing the gap to like schools (61.7%) and WA Schools (65%).

Secondary has also seen the benefits of the Attendance Improvement Plan. Our overall attendance has improved with 81.9% (2024) which is now above like schools (79.7%) and close to WA public Schools (82.2%). We are also much higher for Aboriginal Student overall attendance at 68.8% compared to 57.6% for WA Public Schools. We are above for non-Aboriginal students (82.7%) compared to like schools (81.8%) and close to closing the gap of 84.7% for WA Public Schools. We are in the final year of our current Attendance improvement plan, and we are working towards achieving these goals outlined. Our regular attendance is nearly back to pre-COVID levels.

Continued and planned actions:

- Have staff accountability when marking rolls and for other attendance recordings (sign in, sign out, excursion markings)
- More Student Services staff involved in the follow up of attendance
- Regular meeting and rigorous integration of attendance using data
- More regular communication with parents regarding attendance
- A case management approach to low or non-attendance
- Better systems for ensuring attendance were well managed
- Involving the entire Student Services team in the following up of attendance (with each role having set criteria and areas of focus)
- Introduction of a checklist for both Student Services Attendance monitoring and marking the roll (teachers)
- Dedicated Year Coordinators to follow up one or more period absences in a day (missed periods)
- Student Support Officers and Student Services EAs following up whole day absences Daily monitoring and fixing of inconsistencies on Compass for attendance in both the roll and arrivals and departures.
- Clear procedure for follow up of unresolved attendance using a checklist
- Use of Compass SMS
- Use of SAR data to inform attendance meetings and follow-ups
- Recognition of attendance rates above 90% each term by certificates sent out via Compass
- A communication strategy to communicate the importance of attendance with parents
- Weekly attendance meeting focused on data and reviewing strategies used or that could be used
- Attendance as a core part of SAER referrals, with a case management approach being used
- Collaboration with external agencies to improve attendance – Participation Team, North Metro Attendance Strategy and Engagement and Transition Team
- Attendance included in the revised Good Standing Policy

STUDENT ACHIEVEMENT AND PROGRESS

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 and teacher instruction using this data in order to make adjustments and improvements as required.

Overview of the data:
- Significant decline in Year 3 achievement in all areas
- Increase in Year 7 and 9 achievements in all areas.
- Grammar and Punctuation showed the largest decline across all year levels
- Year 9 Writing showed the largest gain with an increase of 1.3
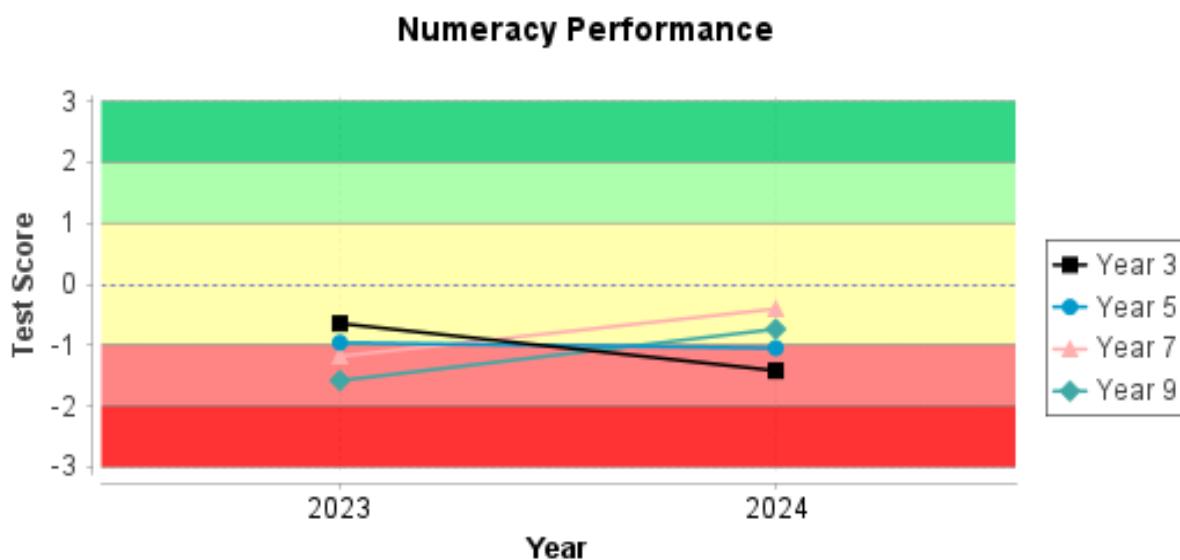
Numeracy Performance

Continued and planned actions:
- Continue to use a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group. Using Elastik, analyse whole school PAT and NAPLAN data to identify strengths and weaknesses and inform strategic planning.
- Embed the 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 common Numeracy Block approach with embedded daily numeracy reviews to show consistency across K – 6.

- Investigate and review a coordinated approach to Mathematics to ensure continuity of concepts, skills and vocabulary. This will ensure the quality of content being delivered. In 2025, continue to use a consistent approach to teaching using the Oxford program and daily warm ups.
- Implement the use of Scope and Sequence documents for warm ups, maths vocabulary and mental strategies
- Administer PAT Maths testing twice yearly (Mar and Oct) to target teaching and assess progress.
- Collaborate in teaching teams to devise appropriate strategies to support these students and track progress using the Elastik data program.

Reading Performance
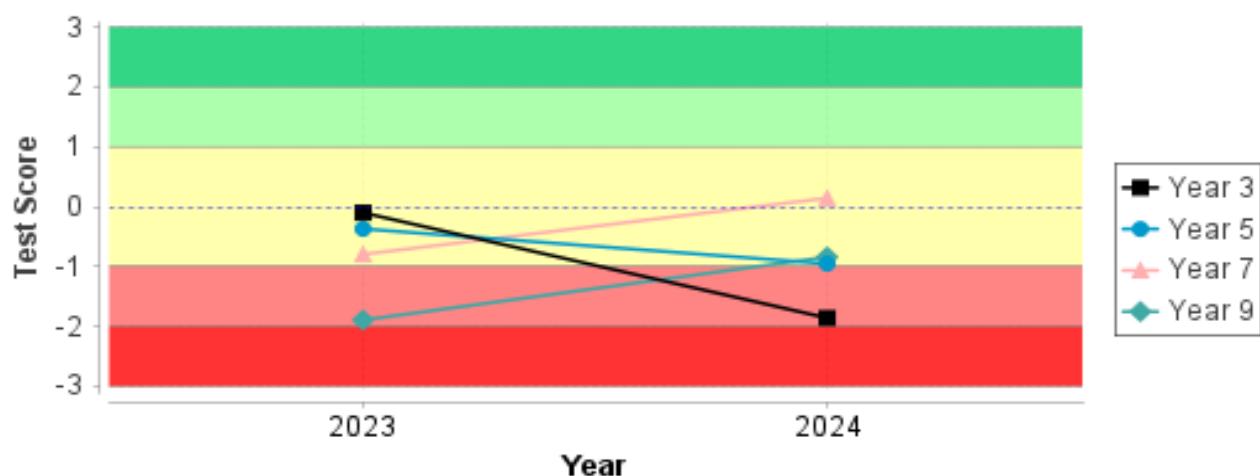
Continued and planned actions:

- Continue to use a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group. Using Elastik, analyse whole school PAT and NAPLAN data to identify strengths and weaknesses and inform strategic planning.
- Embed the 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.
- Continued embedding of planned, high-quality differentiated teaching practice in structured synthetic phonics with emphasis on phonological/phonemic awareness and alphabetic knowledge for the whole class using Heggerty and UFLI K – 3.
- 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 reading Instruction to engage students with rich complex texts and explicitly teach text structure, vocabulary, grammar and comprehension.
- Implement a common Literacy Block approach with embedded daily reviews to show consistency across K – 6.

- Administer PAT Maths testing twice yearly (Mar and Oct) to target teaching and assess progress.
- Collaborate in teaching teams to devise appropriate strategies to support these students and track progress using the Elastik data program.

Writing Performance

Continued and planned actions:

- Continue to use a gap analysis approach to intervention through Elastik software and the establishment of teacher data champions in each year group. Using Elastik, analyse whole school PAT and NAPLAN data to identify strengths and weaknesses and inform strategic planning.
- Embed the 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.
- Use of WriteMark as a whole school writing assessment and analysis program.
- Continued embedding of planned writing genre text scope and sequence.
- Explicit writing instruction. Instructional teaching is sequential; Sentence level – Paragraph – Text Structure Outlines – Composition
- Review moderation practices and continue to include similar schools to gain more consistency in judgements. Continued participation in Valley-Brook writing moderation. Analyse writing samples to identify teaching foci and track student progress.
- Collaborate in teaching teams to devise appropriate strategies to support these students and track progress. Review impact of teaching regularly.
- Implement a common Literacy Block approach with embedded daily reviews to show consistency across K - 6

Senior School

Over several years our WACE has been quite stable. Last year it was slightly lower at 67%. We do have low cohort numbers so even slight changes can have significant impact on percentages. We have analysed each student and noted several students left school or stopped attending but did not correctly fill out the required paperwork (NOQ) despite regular follow-up from the school and as such had either low or no attendance. This had directly impacted our data due to our small cohort numbers. We have also completed an in-depth analysis of WACE achievement (see below). Of students with at least 80% attendance, 85% achieved WACE. We did note some students had difficulty passing OLNA and as such have put in place a Senior school Improvement plan with focus on OLNA intervention programs. 98% of WACE-eligible students were enrolled in 2 or more STEM courses, meeting the state target. We also started UniPrep and introduced that to school for the first time last year through a partnership with ECU. It has been a very well received course with students looking for alternative Pathways to University. In 2024, Year 12 Student Completing a VET Certificate was at an all-time high of 90.6%. We have a strong VET program (referenced in other evidence).
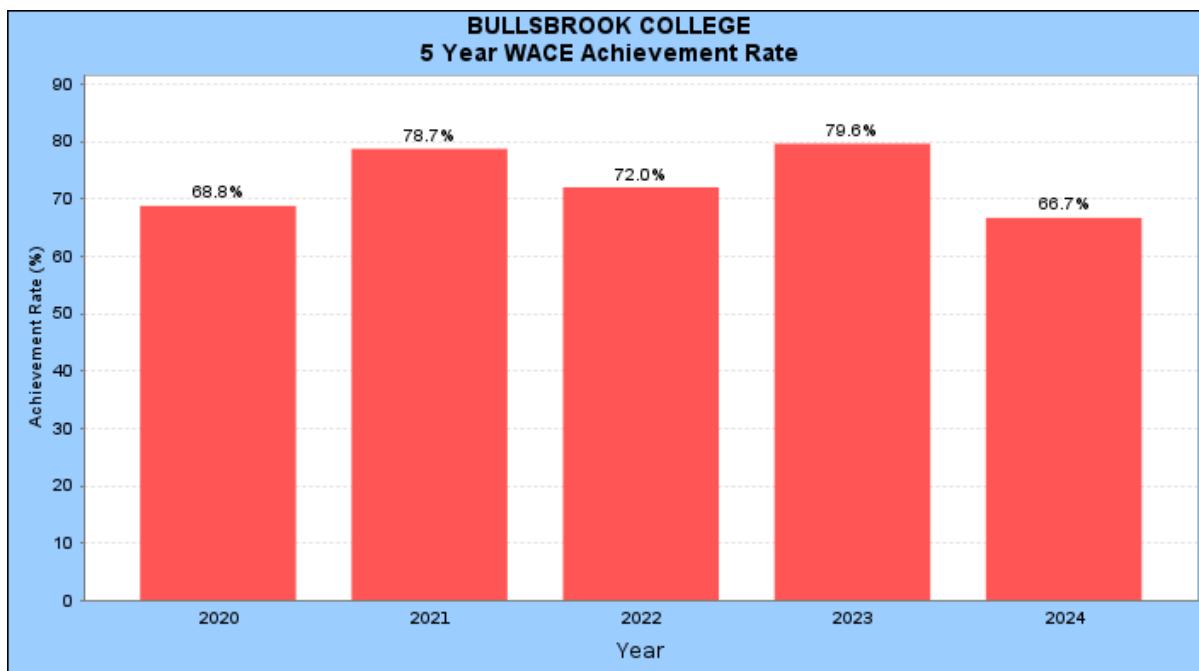
Increase WACE Achievement & Completion Rates

- Enhance Literacy & Numeracy Support (OLNA)
- Utilisation of 'Period 25' for Year 11 and 12 students: This dedicated period will be used for small-group intervention sessions, in collaboration with the Program Coordinator and Year Coordinator, to address individual student needs.
- OLNAWA Implementation: One period per week is already being explicitly dedicated to OLNA practice, overseen by the Math and English Program Coordinators. This will ensure both teacher and student accountability and improve student preparedness for OLNA assessments.

Strengthen Course Counselling & Pathways Planning

- Increased Parent Engagement in Year 10 Information Night: To maximise attendance and engagement, this session has been rescheduled to the start of the school day when parents are more likely to attend.
- Year 10 Course Counselling Team Implementation (as of 2024): This team includes the Year Coordinators, VET Coordinator, Career Practitioner and Year 10 Program Coordinator.
- Encouraging Capable Students into ATAR Pathway: Where practical, students demonstrating the capability for ATAR will be encouraged to enrol, ensuring they have access to tertiary pathways.

Improve Retention & Engagement:

- Implement a Mentoring Program for At-Risk Students
- Development of flexible school timetables to accommodate individual learning needs with the integration of external certificate programs and work experience placements into the school schedule to keep at-risk students engaged in learning.

Increase Effectiveness of 'Period 25'

- Expand guest speaker and workshop offerings focusing on mental health, resilience, and study skills.
- Establish a partnership with the RAC Streetsmart Initiative, ensuring ongoing workshops throughout the year on personal wellbeing.

WAKAKIRRI

Bullsbrook College
22 October 2024 · 🌐

What an incredible achievement! 🏆 ✨ Congratulations to everyone involved in this year's Wakakirri performance. The college is extremely proud of your hard work and dedication. 👏

#wakakirri2024 #awardwinning #achievement #nationalaward2024 #bullsbrookcollegewa #striveandachieve #contributesucceedachieve

BULLSBROOK COLLEGE, WA
NATIONAL AWARD 2024
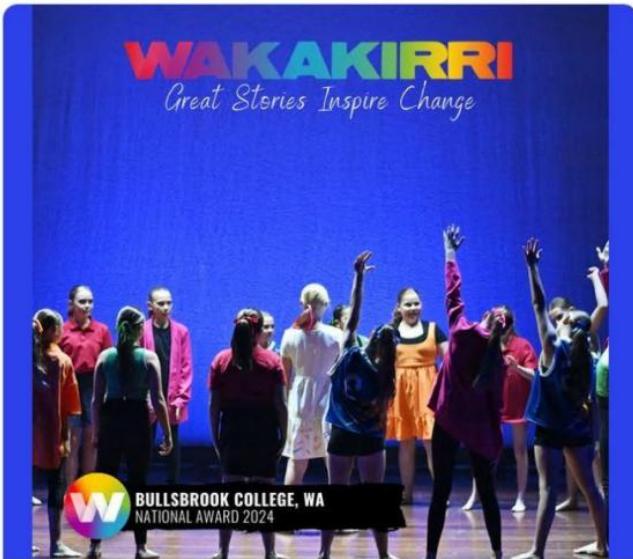
Wakakirri
22 October 2024 · 🌐

National Award 2024 🎉 **Bullsbrook College**

'A Place To Call Home' - When students were discussing where they feel they belong, everyone mentioned a place that was noted as a second home. Each place was described as an inclusive, safe space and was different for all.

"Bullsbrook College receiving a National Award is a testament to our commitment to 'belonging'. Through dance and storytelling, our students discovered a safe, inclusive space where they felt at home, forging deep connections with one another. This program not only showcased their talents but also built a strong community, allowing each participant to thrive. Ultimately, we believe that together with Wakakirri, our students can truly shine." Stephanie Clements, teacher.

Watch it here 👉 https://youtu.be/0_ZVqtffkcY?si=mH_oE8_EWUy85ya8

Registrations for 2025 are now open! 🎟

#Wakakirri2024 #greatstoriesinspirechange

Anne Janes
Wonderful!! Well done 👏
21w   Like   Reply

Lindah Hunt
Great performance team 🎉 you should be so proud of your achievement. Lily loved being involved this year.
21w   Like   Reply

It's YOUR community...

Bullsbrook College wins national Wakakirri award

The Bullsbrook College Wakakirri team.

Kyra Burns

Bullsbrook College has triumphed at this year's Wakakirri, Australia's largest performing arts event for schools, with their production *A Place to Call Home*.

Dedicated students from Years 5 to 8 brought their talent to life under the guidance of performing arts teacher

Stephanie Clements, culminating in an awe-inspiring performance at Perth Concert Hall on 12 August. The show then went on to be awarded the National Story-Dance Award in October.

This year saw participation from 186 schools across Australia, embracing the theme of 'Belonging'. Bullsbrook College students were encouraged

along the whole creative process, from planning to performance, to explore the meaning of connection and community.

Stephanie explains, "The students shared their personal experiences of belonging, and each student identified their own places of belonging. These were organized into a mind map to highlight common connections.

"From this, we focused on five key stages of a person's life, which developed into two sets of eight counts of choreography. These choreographed pieces were then integrated into the overall performance, reflecting their collective experiences."

Creating the performance was no small feat, for both the students and the teacher! Stephanie said, "One of the main challenges I faced was choreographing a larger group, as my previous experience had only involved smaller ensembles."

And for the students, the biggest hurdle was working with peers outside of their usual classroom or social group. "This required them to develop their cooperation and social skills to work effectively as a team. We tackled these challenges through open communication, team-building activities, and encouraging an inclusive atmosphere. This ultimately helped us achieve a cohesive and powerful performance."

For many of the students, it was their first time on stage and they had to quickly adapt to multitasking. "They had to balance smiling, maintaining eye contact, and staying aware of their surroundings,"

Stephanie explained. "The Wakakirri experience not only improved their stage presence, but the students became more open-minded learners, learning to work together and support one another."

National awards aside, for Stephanie the most rewarding outcome was witnessing the relationship between her and the students, and within the team, go from strength to strength, which reflected a key goal in the early planning stages. "We wanted to highlight how we often overlook the importance of relationships and connections around us until it is too late to truly appreciate them.

In addition to the National Story-Dance Award, A Place to Call Home was also recognised for: Storytelling Award for Story Construction and Clarity, Storytelling Award for Strong Use of the Festival Motif, Ensmeble Award for Overall Performance, Lead Case Award for Performance in Dance, and Creative Production Award for Lighting Design.

Stephanie said, "To see everything come together—the makeup, hair, lights, and music—was truly breathtaking. It filled me with pride to see the students shine on stage."

STUDENT ACHIEVEMENT
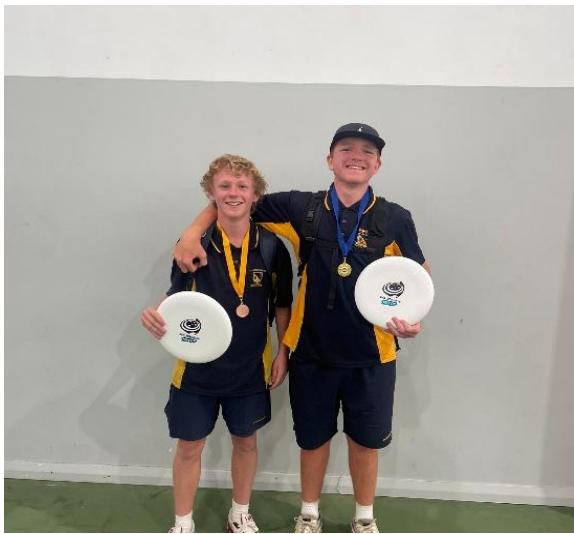
FINANCIAL REPORT

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	**215,971**	**215,971**
Carry Forward (Salary):	**966,268**	**966,268**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	11,980,292	11,980,292
Locally Raised Funds:	447,937	458,210
Total Funds:	**13,610,469**	**13,620,741**
EXPENDITURE		
Salaries:	10,477,994	10,477,994
Goods and Services (Cash):	1,913,589	1,736,413
Total Expenditure:	**12,391,583**	**12,214,407**
VARIANCE:	**1,218,886**	**1,406,334**

INCOME - Dec 2024 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	**215,971**	**215,971**
Carry Forward (Salary)	**966,268**	**966,268**
STUDENT-CENTRED FUNDING		
Per Student	8,732,676	8,732,676
School and Student Characteristics	2,186,672	2,186,672
Disability Adjustments	87,189	87,189
Targeted Initiatives	936,567	936,567
Operational Response Allocation	35,274	35,274
Total Funds:	**11,978,378**	**11,978,378**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(1,582,789)	(1,582,789)
School Transfers - Cash	1,584,703	1,584,703
Department Adjustments	0	0
Total Funds:	**1,914**	**1,914**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	37,508	30,183
Charges and Fees	118,554	126,518
Fees from Facilities Hire	0	0

	Current Budget ($)	Actual YTD ($)
Fundraising/Donations/Sponsorships	7,489	12,434
Commonwealth Govt Revenues	2,421	2,421
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	31,966	36,653
Transfer from Reserve or DGR	250,000	250,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**447,938**	**458,209**
TOTAL	**13,610,469**	**13,620,740**

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget ($)	**Actual YTD ($)**
SALARIES		
Appointed Staff	9,748,638	9,748,638
New Appointments	0	0
Casual Payments	669,847	669,847
Other Salary Expenditure	59,510	59,510
Total Funds:	**10,477,995**	**10,477,995**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	98,822	81,723
Lease Payments	68,000	79,658
Utilities, Facilities and Maintenance	344,137	343,758
Buildings, Property and Equipment	597,116	594,454
Curriculum and Student Services	686,278	537,077
Professional Development	61,000	39,667
Transfer to Reserve	30,838	30,838
Other Expenditure	26,462	28,262
Payment to CO, Regional Office and Other schools	935	975
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**1,913,588**	**1,736,412**
TOTAL	**12,391,583**	**12,214,407**