

BULLSBROOK COLLEGE

# Annual Report 2020



*Side by Side  
Beneath the Southern Cross  
We Strive and Achieve*





## ROLE OF THE ANNUAL REPORT

School self assessment is a key part of the cycle of planning and reporting. We use a wide ranging selection of data to identify how our students and staff are progressing, and from analysis of that data we reflect upon areas of focus and areas in need of increased focus.

In 2020 we underwent our Public School Review, a comprehensive analysis of the quality of our school's planning and self assessment processes.

This review conducted by the Department of Education is intended to be a system wide process which gives assurance to the local community that our school is delivering high quality education to our children and young adults.

The school's work is measured against "The Standard" which describes essential indicators of performance and which informs the Public School Review.

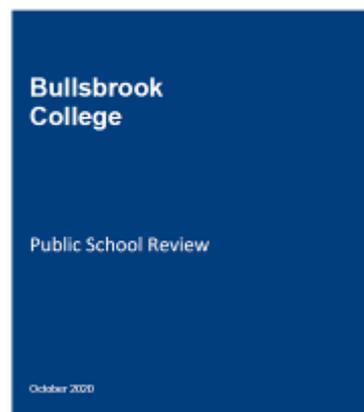


## FINDINGS OF THE PUBLIC SCHOOL REVIEW

The team who visited the school and analysed our detailed submission, praised the comprehensive nature and effectiveness of our school self-assessment. They observed in the final report that, ***"An embedding culture of reflection and continuous improvement was evident."***

The full Public School Review is available on our website or by clicking the image to the right.

Due to COVID-19, public schools were not required to complete an Annual Report for 2019.





## SCHOOL WIDE DATA ANALYSIS

In a K to 12 school we are in a very privileged position of being able to measure student progress from a child's first day at school to their last. Our teachers are supported and trained in the progress of each developmental phase, to measure every child. Our chosen whole school instructional model, Explicit Direct Instruction (EDI), is a key part of that work because student outcomes improve when teachers confidently understand and use these strategies in classrooms. Having made a strong start - and with a commitment to build on this progress - we are increasing our focus on "putting faces to the data". Leaders analyse and share data and are focused on strengthening staff ability to use the wealth of data available to them. Our Board is apprised of our data.

Board members consistently express their amazement at what schools do to measure their students' progress. Department of Education (DoE) and School Curriculum and Standards

Authority (SCSA) data is increasingly sophisticated and helpful in raising staff data literacy. We closely monitor senior school students and are proud to see

them successfully complete Year 12 and follow their dreams.

### **Kindergarten Literacy Screening**

This is used by us to provide early assessment and screening of all Kindergarten-aged students in their Literacy capability. This has been devised to assist with information to support referrals to specialist services such as Language Development Centre (LDC) or Speech Pathology. It is also used to compare student achievement against On-Entry results, and to have a baseline performance to ensure individual student monitoring throughout their education at Bullsbrook College.

### **On Entry Assessments**

We use On Entry assessments in Pre-Primary to enhance planning of

programs to target specific, individual and cohort deficiencies, and to identify students for extension as required. For Pre-Primary this also enables comparison with the previous year's Kindergarten screening capabilities.

This information is also used to map student progress with Progressive Achievement Tests (PAT) testing in Reading and Mathematics at the end of Terms 2 and 4.





## SCHOOL WIDE DATA ANALYSIS

### PROGRESSIVE ACHIEVEMENT TESTS (PAT) TESTING

Twice a year, in every year, this data is used to assist us to monitor student achievement and progress. In mid year we check we are not losing valuable time for intervention opportunities. We monitor students' achievement levels at the end of each year. Reading, Numeracy and Science tests are used to triangulate data to be as effective as possible in our grading of students and our reporting. The information is kept on the student database. The testing regimen and use of data is greatly valued by every K to 10 teacher and is firmly embedded in our practice. It has been an early and significant strategy for raising our focus on increasing confidence in the importance and value of

using student data to inform teaching for every teacher.

Introduction of Line of Inquiry types of data analysis was led by teachers during 2020 to strengthen confidence in use of data to inform teaching. The continued focus in 2020 will enhance this work in 2021 as it is a key school priority.

### NAPLAN 2020

Due to the fact that there were no NAPLAN tests in Australia in 2020 (due to COVID-19) there is no NAPLAN summary in this Annual Report. It is expected that NAPLAN Online will go ahead in 2021 and our school is geared up in preparation for that. This 2021 information will be available in the Annual Report of Term 1, 2022. The other standardised tests mentioned in this report are part of our self assessment cycle.





## SCHOOL WIDE DATA ANALYSIS

### ONLINE LITERACY AND NUMERACY (OLNA)

Our Class of 2020 (Year 12 ) had a higher number of students than usual who did not meet *all* of the requirements of the OLNA testing. Without a Category 3 in each of Reading, Writing and Numeracy, a student cannot receive their WA Certificate of Education (WACE). In 2020, 12 students did not meet that standard in one or more of the three tests. However, most of those students still achieved a Certificate II or higher in one or more industry qualifications and are able to re-sit these tests post school.



In Numeracy, 88 per cent of Year 12s met the Category 3 requirement. In Reading, 94 per cent met the Category 3 requirement. In Writing, 85 per cent met the Category 3 Requirement. We note that 77 per

cent of students met the Category 3 requirement in all three areas.



Every teacher is very aware of which students have not met Category 3 in any of the OLNA tests. They have this data from Year 9 as students who do not meet Band 8 in NAPLAN need to complete the OLNA tests to achieve their WACE. Intervention programs are in place to assist those students in raising their achievement levels. As each OLNA test is taken (twice in Year 10, 11 and 12) the data is shared with teachers to support their interventions with every student in need of extra support.

Because of COVID-19 an additional OLNA test was conducted for Year 9 students in Term 4, 2020 to overcome the fact that NAPLAN had been cancelled. This enhanced their opportunity to prequalify for OLNA.



# ATTENDANCE, BEHAVIOUR AND ENGAGEMENT



The Public School Review noted that our school *“has established processes for the management of attendance, behaviour, engagement and students at educational risk which are effective.”*



strategies continued as usual. These included certificates acknowledging good attendance, targeted intervention with families where attendance was of concern, class and cohort competitions, text messages to families showing weekly attendance rates, staff development on attendance resources and home visits to families needing assistance.

The school also received some extra funding to target the attendance of key groups of students who showed less than 90 per cent attendance in Semester I, 2020 in Years 1 to 6.

This funding was well utilised and resulted in some amendments to our attendance procedures.

## ATTENDANCE

In 2020, due to COVID-19, the disruptions to the school’s routines were minimal in WA. However, there was some disruption and, as a result, data from 2020 is less comparable to previous years. Normal strategies to support student engagement and attendance included Breakfast Club. This was not able to be run due to COVID-19. However, other

Due to COVID-19 requirements many key events such as the School Ball, assemblies and public school events were impacted. However, we continued to maintain and support a culture of kindness and compassion. School was a good place to be in a world where many school systems were significantly impacted by closures.



## ATTENDANCE, BEHAVIOUR AND ENGAGEMENT

### BEHAVIOUR AND ENGAGEMENT

#### Beyond Bullsbrook

Our Beyond Bullsbrook program was aimed at students in Year 10 at high risk of disengagement. The program commenced with meetings with parents of the students and resulted in a group of students and staff who were united in

their commitment to getting the best out of each school day.

The program was focused on preparing students for life beyond the school gates with an integrated workplace learning program, hands on practical learning applications and a focus on raising academic standards in their literacy and numeracy.



*“It helps us get out of our comfort zones. We’ve had to call our bosses and actually have to speak to people that are trying to employ us.”* Brayden B. Student

*“Beyond Bullsbrook is a testament to the agility and adaptability of the teaching staff who have shown an immeasurable level of dedication that has not gone unnoticed by their students.”*

Northern Valley News





# ATTENDANCE, BEHAVIOUR AND ENGAGEMENT



## POSITIVE BEHAVIOUR SUPPORT (PBS)

The Public School Review noted of our work, that we have ***“established a safe, orderly and supportive learning environment focused on student needs.”*** It was also noted, ***“Restorative practice underpins conflict resolution between students or in addressing inappropriate behaviour. Aligned with the PBS framework, expectations are communicated and managed effectively.”***

Our PBS Committee of teachers raised the bar in advancing strategies to strengthen our support for positive behaviour over negative responses to student

disengagement as part of our ongoing priority to hold high expectations for student tone and behaviour, whilst supporting students experiencing family trauma or difficulty. A compassionate environment is fundamental to all of our work in building a proud public school which is inclusive of all students.



## YEAR 11 and 12

### CLASS OF 2020

The demographics of our Senior School cohort in 2020 continued our trend of having a large percentage (85%) of our students seeking the Vocational Education and Training and General pathways to post school training and employment. A smaller group undertook ATAR (15%) as their preference for gaining University entry.



## ATTENDANCE, BEHAVIOUR AND ENGAGEMENT

### VOCATIONAL EDUCATION AND TRAINING

Certificate courses were offered on site at the College in Hospitality, Interactive Digital Media, Outdoor Recreation, Sport and Recreation and Music Industry.

Offsite programs included Automotive Servicing Technology, Automotive Vocational Preparation, Building Construction Pathway Trades, Engineering Pathways, Furniture Making Pathways, Horticulture, Kitchen Operations, Plumbing, Make-up, Population Health, and Health Science Foundations (Certificate IV). These were undertaken by students in conjunction with their school based subjects.



### ATAR

Our ATAR offerings in 2020 were Biology, Earth & Environmental Science, English, Mathematics Essentials and Psychology. These offerings are based on maximizing student entry to a wide variety of University courses. Due to the small number of students seeking to study ATAR subjects, our offerings are based upon the size of the cohort each year.



The median ATAR score for students seeking University entrance went from 63.5 in 2019 to 79.55 in 2020.

In the year of COVID-19 every single ATAR student received an offer at the University of their choice. Exam performance demonstrates that each teacher of an ATAR subject is more than meeting the requirements of those courses in preparing students well for their final exams.



## ATTENDANCE, BEHAVIOUR AND ENGAGEMENT

### UNIVERSITY COURSES

A key feature of the fact that we have a smaller number of students undertaking ATAR than do bigger secondary schools is that each student receives intensive pastoral care and individualised teaching and support. Some of the courses to which the Class of 2020 were admitted included: Nursing (Murdoch University), Secondary Teaching (ECU), Conservation Management (ECU), Commerce (UWA), Environmental Science (UWA), Health Sciences (ECU), Psychology (UWA).

### CERTIFICATES OF MERIT

These are awarded to students who achieve, over two consecutive years, 150 to 189 points in their subject grades as moderated by the School Curriculum and Standards Authority (SCSA).

Two of our Year 12 students were awarded Certificates of Merit by SCSA in 2020.

### LOOKING TO THE FUTURE

There is an emerging trend among our senior students for a more diverse and flexible pathway to post school options other than a pure ATAR program.



## RELATIONSHIPS AND PARTNERSHIPS

The Public School Review noted, *“Mutually beneficial partnerships have been established and fostered with a range of local*

*businesses and external organisations to increase student community engagement.”*



## FAMILY CONNECTION DURING COVID-19

In March/April, 2019 when many schools were moving to learning at home, we telephoned almost every family to identify their access to internet and technology at home. As a result of those phone calls our staff copied many pages of learning activities and teaching programs and distributed these to families. The senior school staff continued learning via CONNECT, Webex and phone calls. The minimising of disruption was proven in the ATAR exams undertaken by senior school students later in the year.

Among all staff there was an overwhelming commitment towards doing whatever was necessary to maintain contact with our children and minimize the impact of the school closure.

From March onwards we sent out very frequent COVID-19 updates to our community.

Overwhelmingly, there was a very strong feeling of connection between the community and the school. We received a number of warm comments praising the level of communication from us throughout COVID-19.



ABOVE: Some of the home learning packs ready for distribution during COVID-19.



## NATIONAL SCHOOLS OPINION SURVEYS

Due to COVID-19 these surveys were not conducted in 2020. However, there will be surveys conducted again in 2021.





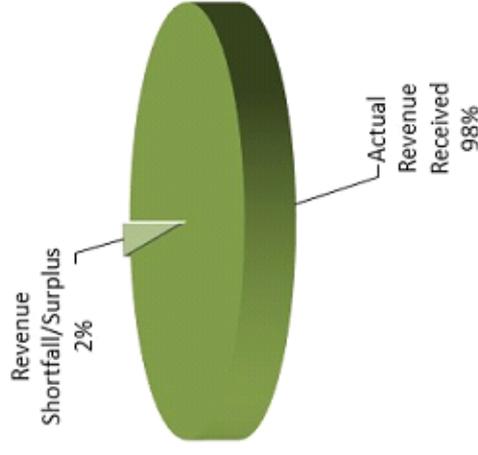
# FINANCIAL SUMMARY 31 December 2020



## Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 205,962.45
Current Year Budgeted Revenue	\$ 843,650.00
Actual Revenue Received	\$ 823,218.31
Revenue Shortfall/Surplus	\$ 20,431.69
Revenue Collected as a % of Current Budget	97.6%
Total Funds Available	\$ 1,029,180.76

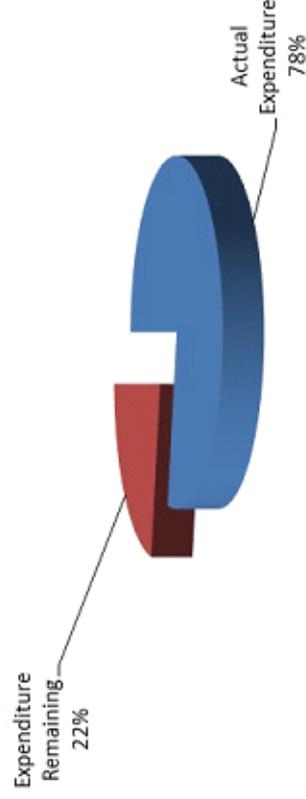
## Revenue



## Cash Expenditure:

Current Year Budgeted Expenditure	\$ 1,006,548.37
Actual Expenditure	\$ 786,332.89
Expenditure Remaining	\$ 220,215.48
Cash Budget Variance	\$ 43,063.63
Variance as a % of Total Funds Available	4.2%
Actual Expenditure as a % of Budgeted Expenditure	78.1%

## Expenditure

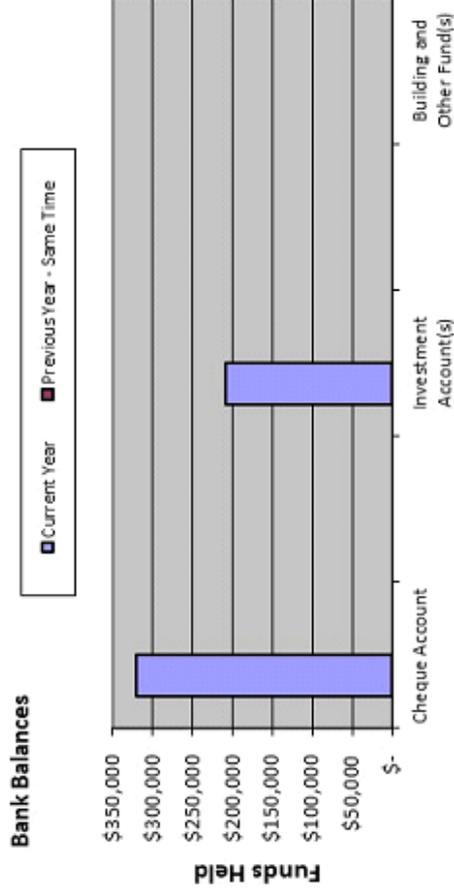




# FINANCIAL SUMMARY 31 December 2020

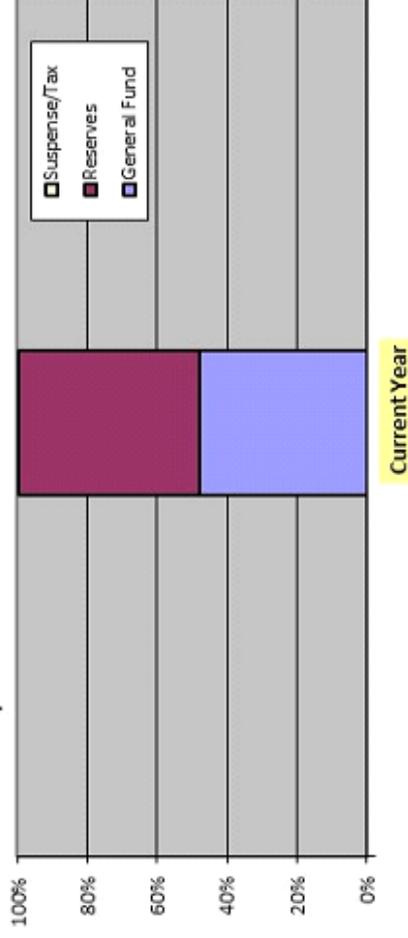


Reconciled Bank Balances:	
Current Year as at:	
20/11/2020	
Cheque Account	\$ 320,871.53
Investment Account(s)	\$ 208,300.00
Building and Other Fund(s)	\$ -
<b>Total</b>	<b>\$ 529,171.53</b>



Bank Account Composition	
General Fund	48%
Reserves	52%
Suspense/Tax	0%

Bank Account Composition

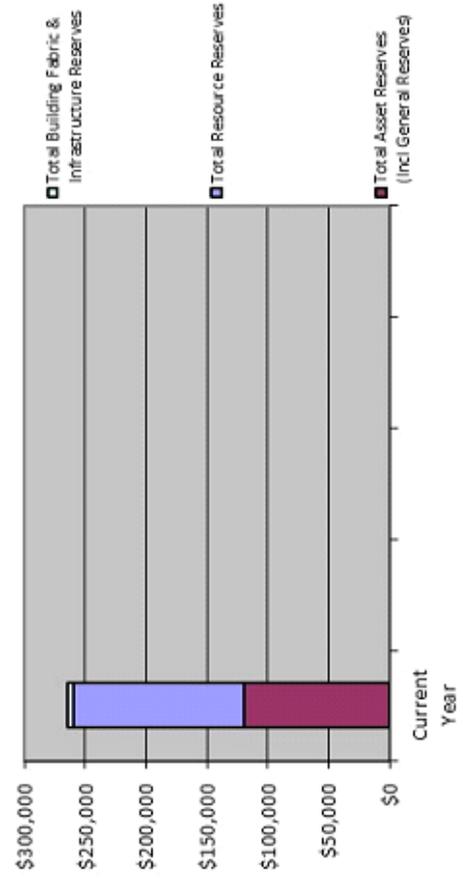




# FINANCIAL SUMMARY 31 December 2020

Equipment Replacement Reserves:	Current Year
Total Asset Reserves (Incl General Reserves)	\$ 119,434.00
Total Resource Reserves	\$ 140,049.25
Total Building Fabric & Infrastructure Reserves	\$ 5,000.00
Total All Reserves	\$ 264,483.25
Current Year Reserve Transfer Funds Included above	\$ 89,801.00
Budgeted Reserve Transfer Funds not Transferred	\$ -

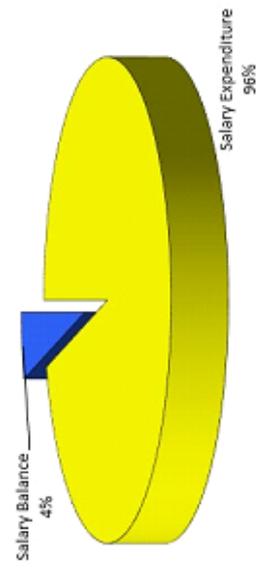
Yearly Comparison Total Reserve Funds



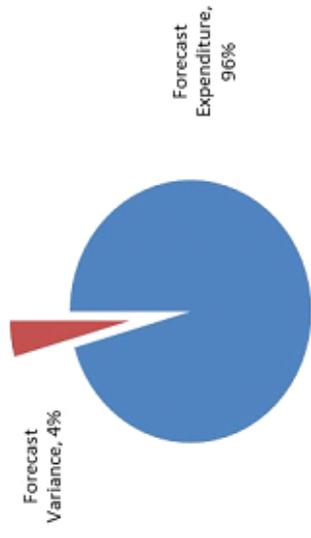
## School Salary Allocation (SCFM)

As at 31/12/2016	
Salary Carry Forward	\$ 344,825.00
Student Centred Funding - Salary	\$ 10,399,659.00
School Transfers & Dept Adj	\$ 587,922.00
<b>Total Salary Funds</b>	<b>\$ 10,154,975.00</b>
YTD Spend	\$ 9704,185.00
YTD Balance	\$ 450,790.00
% Spent	96%
Forecast Expenditure	\$ 9,704,185.00
Forecast Variance	\$ 450,790.00

Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance





## SCHOOL BOARD

Extensive information on student progress and school data is shared with the School Board as that data becomes available. Board members have noted on each occasion how comprehensive that data is. As the Public School Review noted, ***“Community support for the school is demonstrated through the work of the School Board and the P and C.”*** A commendation from the Review was, ***“The School***

***Board engages in consultation regarding school direction and marketing. Members have an understanding of, and confidence in their role. “***

A significant contribution of the Board in 2020 resulted in the school adopting a Facebook page and increasing our focus on marketing our school in the local community.



**Board Members: Michelle Davies (Deputy Chair), Kyra Burns (Chair), Mitchell Berliner and Shannon Bennett**



## P AND C

Traditional fundraising events were affected by COVID-19. The P and C continued to be strong supporters of the school in the operation of the Canteen and the Uniform Shop as well as plans for post COVID-19

fundraising ideas. Due to COVID-19, operations for the Canteen and Uniform Shop were impacted but their positive attitude included putting orders online using the QuickCliq software.



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