



Annual Report 2021

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Image: Drone Images WA

From the Principal



It is with pleasure that I step into the role of Principal whilst Mr Barry Rose is on Long Service Leave for Semester 1 2022 and take this opportunity to reflect on the 2021 school year. The 2021 school year continued down a similar path as the previous year, with the COVID-19 pandemic influencing some but not all aspects of College life.

Throughout 2021 the Department of Education remained cautiously optimistic and we followed their consistent advice and protocols, as we still do today. Excursions and camps were postponed until Semester Two to ensure the safety of all students and staff. When restrictions eased in the second Semester, the Year 12 Ball, excursions and camps were permitted under strict protocols. I thank our staff for their extensive planning and adherence to requirements to allow camps such as Marine Studies and Outdoor Education to go ahead.

The College Debating team continued its success with students qualifying for the State Finals of the United Nations United Voice Competition and the British Parliamentary Debating Competition. The College is extremely proud of the students who were named United Nations Runner-Up State Champion United Voice and the State Champions in British Parliamentary Debating Competition. Further success was enjoyed on the sporting field with the Senior Boys Soccer team winning the School Sport WA Soccer Championship.

In Term 3 our College was selected (one of only a handful of schools) by the Department of Education for WA Health's 'In-Reach' COVID-19 vaccination program. Intensive planning by our staff working with WA Health saw the program begin in Term 4, with students vaccinated onsite at the College (for those with signed parent permission) over four scheduled days throughout the term. Families were also offered the same vaccination opportunity. The Premier of Western Australia, the Minister for Education and the COVID-19 Chief Commander visited on the first day of vaccinations to meet students and health workers before holding their daily press conference at the College. As a 'College that Cares' we were happy to support this community initiative.

The Class of 2021 are to be applauded for their resilience and capacity to achieve excellent results. Our ATAR students performed well in their exams, achieving a median ATAR of 77.4. For students entering university in 2022, our median ATAR was 83.05, well above the required minimum of 70 for most university courses. In the two years to the end of 2021, more than 12 students achieved an ATAR of 90+, our highest being 96.95. Considering our cohort of 24 Year 12 students in the ATAR Pathway, these are excellent figures. 86% of eligible Year 12 students achieved their WACE and the General students continuing to climb into the top half of Externally Set Task results. Adding to this success are our senior students with disabilities, who once again achieved a 100% pass rate for all submitted ASDAN portfolios of course work. The pass rate for Online Literacy & Numeracy Assessment (OLNA) in Year 12 improved to 92%, a fantastic result that we will continue to build upon.

At the end of the year Associate Principal, Helen Macri, announced her retirement after 44 years of continued service with the Department of Education. Helen was a valued foundation member of the Executive team since planning for the College began in 2012. Her knowledge and decades of experience, in particular with students who have disabilities, leaves us with an enduring legacy as an inclusive secondary school setting the standard for education in Western Australia. We wish Helen all the very best in her well-earned retired life.

As we draw closer to our 10th Anniversary in 2023, I can say with confidence that the lessons learned and best-practice developed and nurtured in our first ten years have put us in an excellent position for the next decade. We will always continue to strive for improvement and achievement across our entire curriculum and community, upholding our belief that we are 'A College that Cares'. I am optimistic about what our tenth year may bring for our College and community. As always, our goal remains the same no matter the challenges we may face; to ensure our students receive the best education possible and leave us as confident, capable and compassionate young people ready to contribute to a global society.

Matthew Paton
Principal

From the College Board Chair



In another COVID-affected year, I am pleased to say that the students and staff at Butler College had many successes and achievements at both an individual and College level.

The Executive team continued to make sound decisions with the full backing of the College Board and strong support by the Department of Education. I am pleased with the manner in which the Executive team navigated the ongoing challenges relating not only to the pandemic, but in all aspects of education in today's fast-paced society.

The management of routine operational aspects of the College continued to be conducted in a professional manner. I am very satisfied with the administration of these responsibilities by the Executive team and the Manager, Corporate Services.

The Board met each term and through rigorous process we provided counsel, accountability and strategic planning to increase achievement across all learning pathways. Student results and access to learning opportunities remained a strong focus for the Board, with support for innovative programs such as Explicit Directional Instruction (EDI) implemented in lower school years in 2021/22.

The 2021 student results are validation that years of improvement and enrichment to raise the standards of students' achievement are coming to fruition. This is an ongoing commitment for the future prosperity of the College and fundamentally, to ensure all students are learning in the best environment, with the best teaching staff and practices.

At the end of 2021 the Board farewelled three members – Athina Parise, a foundation parent member since 2013, Wendy Johnson – Program Coordinator, Specialist Programs and Justine De Mott, a more recent but nonetheless valued community member of our Board. I sincerely thank these members for their important contribution to the Board's work, ultimately benefitting the students at Butler College.

Staff elections were subsequently held, with Mark Humphries and Elise Fairman successfully appointed to the Board. At the time of writing this report (in 2022), we have held an election for two vacant parent positions, with Lisa Marson and Dean Barton the new incoming Parent Board Members.

On behalf of the Board, I wish the students and staff all the best for another successful year in 2022. Their mission, 'A College that Cares' continues to flourish and; in its simplicity, these four words comprehensively represent what is at the very heart of this school community. I look forward to our enduring partnership in the coming years.

Michael Ellis
Chairperson, Butler College Board

2021 College Board

Barry Rose – Principal

Michael Ellis – Chair

Athina Parise – Community Member

Brian Butterworth – Community Member

Mark Humphries – Staff Member

Carolyn Murphy – Community Member

Justine De-Mott – Community Member

Wendy Johnson – Staff Member

Matthew Paton – Staff Member

Elise Fairman – Staff Member

Our Vision

We are committed to providing an innovative, caring and inclusive learning environment that encourages our community to be aware of their personal, social and environmental responsibilities. We promote a culture of high expectations and standards, where all members become resilient, lifelong learners. To achieve our vision, we aim to:

- 1) Progress students along a guided continuum to maximise their academic achievement.
- 2) Support students in their transition to post school education, training, employment and supported living.
- 3) Assist our students to develop values, expertise and social skills in order to participate successfully in College life and the wider community.

Our Mission

A College that Cares.

Our Values

Our three pillars exemplify and underpin the core ethos of the College. They are seen as a foundation to guide the behaviours, actions and choices of all members of the College community.

- 1) **Knowledge** - we will strive to increase our awareness and understanding of ourselves and to promote Curriculum improvement and personal growth.
- 2) **Integrity** - we will strive to adhere to the strong moral and ethical principles of trust and honesty and act accordingly.
- 3) **Respect** - we will strive to always consider how we treat ourselves and others; and be accountable for our actions. We must show respect for the College environment and develop positive, respectful relationships within the College community.

Business Plan Priorities

As the priorities in the 2020-2022 Business Plan are implemented, we will maintain our commitment to ensuring a culture of high performance and high care for every student; and believe that Butler College will make a positive difference to our students and the local community. The College has aligned all planning documentation to the Electronic School Assessment Tool. The following Focus Areas will be our priorities over the next two years:

- 1) **Relationships and Partnerships**
 - We will continue our unified and effective vision that fosters positive relationships and engagement.
- 2) **Learning Environment**
 - We will develop a culture of high expectations, continual growth, excellence and trust.
 - We will support staff and encourage wellbeing by providing multiple opportunities for staff to engage in activities to promote a culture of care.
- 3) **Leadership**
 - We will build the leadership capacity of the Executive Team, Program Coordinators, Aspirants and Lead Education Assistants.
- 4) **Use of Resources**
 - We will ensure effective allocation of resources in targeted priority areas.
 - We will ensure effective workforce planning is in place.
 - We will ensure effective use of ICT to support priority areas.
 - We will ensure infrastructure is well maintained.
- 5) **Teaching Quality**
 - We will strengthen pedagogical practices across all learning areas.
- 6) **Student Achievement and Progress**
 - We will demonstrate growth in the areas of student academic achievement and behaviour.

Context

Founded in 2013, Butler College is a public inclusive secondary school for students in Years 7 to 12. Building on a strong foundation of community (at the very heart of our ethos - 'A College that Cares'), our focus on working together and fostering relationships cultivates confidence and resilience in students. Our comprehensive curriculum is delivered by professional, dedicated and highly qualified teachers ensuring students receive an education of the highest standard.

Located near the coast in Perth's northern suburbs, our 10-hectare campus is modern and well-maintained. As an inclusive secondary school, all students (regardless of ability or disability) share one campus, participating in all aspects of College life. Students with disabilities also have purpose-built, specialised facilities including a hydrotherapy pool, Independent Living Centre, sensory room and flexible classes for individual needs. We have recently received funding of \$2.5 million to build a purpose-built STEM learning centre for all students, with construction to begin in 2022/2023 to further enhance the quality teaching and learning opportunities for all students at Butler College.

The College's Debating focus is an ongoing success story with teams regularly competing in state finals in the WA Debating League; Butler College was the only public school to make the finals across all divisions in 2021. Our teams also compete in the WA British Parliamentary Debating (State Champions in 2021) and the national United Nations Youth Voice Public Speaking competition (National Champion 2020 and Runner-up State Champion 2021).

Year 11 and 12 General and Vocational Education & Training (VET) pathways offer Certificate (TAFE qualification) courses in Music, Hospitality, Engineering and Business. Students learn in well-appointed modern facilities with professional instruments and equipment. 80% of students enrolled in VET courses successfully completed a certificate course.

We continue to achieve demonstrated growth in NAPLAN from Year 7 to Year 9 (above the State average). Our Academic Extension program has a challenging curriculum (including a Japanese language course) for Year 7-10 students who aspire to university studies via ATAR courses in Year 11 and 12.

Students with disabilities have the opportunity to complete internationally recognised ASDAN courses. For the fourth consecutive year 100% of students' work portfolios submitted (for assessment) have passed. In 2021, we received the International Gold Award for excellence - the first school in WA to do so.



2021 Highlights

81

81 Year 12 students completed a Certificate II or Certificate III qualification.

Year 9 student, Aiva Croot is awarded the 2021 National Champion of the United Nations Youth Voice Competition.

Aiden Campbell received the City of Wanneroo's Charles Searson Australia Day Youth Award.



Aiva Croot and Jake Bishop are the 2021 State Champions in the WA British Parliamentary Debating Competition.



83.05

Median ATAR of students going to University in 2022.

Butler College received the ASDAN International Gold Award for excellence. Becoming the first school in WA to do so.

2021 Median
ATAR 77.4

77.4

100

100% of Specialist students work portfolios submitted for assessment passed.

Senior High Performance Boys Soccer team are the School Sports WA State 2021 Champions.



Relationships and Partnerships

School Improvement Process

Accountability to the College Board to deliver whole school improvement is integral to the school improvement process. This is addressed through transparency regarding recruitment of staff, academic results, data analysis and delivery of school programs with the Board given the opportunity to question results and strategies as well as hear from staff who are experts within the College and can address topics of discussion. The board completed a recruitment drive at the end of 2021 and will welcome new members in 2022. To ensure high quality governance, new Board members will access introductory training and existing members will complete refresher course in 2022.

Within the Community



future.

RAISE Mentoring

The RAISE In-School Mentoring Program continued for a second year at the College in 2021 and was an integral part of the Student Wellbeing initiatives. The 22-week program is aligned with the government wellbeing framework and provided an opportunity to actively engage students in strength-based approaches to enhance their own wellbeing. Students were provided with a caring, independent mentor who provided one-to-one support and empowered young people to talk through life's challenges and help them cope better, today and in the



United Nations Youth Australia

Butler College continued its success and was again represented in the State Final and National Final of Australia's largest youth public speaking competition for 2020 and 2021, the United Nations Youth Voice Competition. The competition required each student to propose a solution to a major national or global issue and then answer two impromptu questions about their proposal. Aiva Croot qualified for the 2020 National United Nations Youth Voice Competition with the final being held in 2021. Aiva was the worthy winner and named the 2020

National Champion of the United Nations Youth Voice Competition. Butler College was again competitive in 2021 with Aiva Croot and Jake Bishop making it into the top ten students in WA who were invited to the State Finals in the United Nations Youth Voice Competition with Aiva being awarded the 2021 Runner-up State Champion.

British Parliamentary Debating

The British Parliamentary style debates have four teams of two speakers who debate a motion (topic). Two teams debate in the affirmative role as the Government and two debate in the negative role as the Opposition. Teams on the same side of the topic (Government or Opposition) must remain consistent with each other, but are still competing against one another. At the conclusion of the debate, the adjudicator ranks teams in the debate from first to fourth. Jake Bishop and Aiva Croot made it through to the WA Final and took on teams from Perth Modern, Shenton College and Methodist Ladies College to win the title of 2021 State Champions in the WA British Parliamentary Debating Competition. Further of the team came with Jake being named Best Speaker in the Final.





My Place in WA

The Commissioner for Children and Young People (CCYP) invited students from Butler College (one of only 15 schools) to have a voice in shaping their local community. The students attended a 'places and spaces' planning workshop at WA Museum Boola Bardip where their views would be used to help make WA a great place to live for all children and young people by engaging our students and allowing them to participate in the decision making process.

Physical and social environments strongly influence young people's health, wellbeing and how they experience life. These places and spaces help children and young people to maintain social connections, inspire creativity and imagination, and lead healthy, active lifestyles. The workshop provided an opportunity for the students to learn from community design experts Ben Kent and Suzie Zuber to get their creative minds working, culminating in an interactive workshop to capture students' voices. Representatives from local government and industry were invited to listen to the students' ideas and encouraged to make future connections.

Vocational Education and Training (VET) – Profile DSS (School based)

The College provided additional opportunities and pathways for students by further building on the VET Delivery to Secondary Students (VET DSS) scheme by providing over 20 students positions in the VETDSS program in 2021. Reflection and review of the processes and student achievement will lead to further refinements and opportunities in 2022.

Post Schooling options

To assist families with children who have a diagnosis or disability, Post Schooling Options information seminars were organised. These seminars were aimed at the families of students in Year 10, 11 and 12 and provided access to information about financial supports available as well as the opportunity to meet external providers and agencies funded through the National Disability Insurance Scheme (NDIS).

Relationships and Partnerships

Recommendations

- Increase student voice within the College by ensuring student representation on College committees and through student surveys
- Engage Aboriginal students and families in dialogue around progressing culturally responsive practices across the College
- Continue to provide information and opportunities for families of students with a diagnosis or disability to engage in pathway planning with external agencies
- Continue to increase avenues of communication with families and wider community.
- Updates to the College Website to be informative and user friendly
- Develop a marketing strategy to have high quality marketing and branding of the College
- Continued use of the College Facebook page to promote successes and events at the College.

The Learning Environment

Student Attendance

Student Attendance is monitored and managed to maximise the opportunities for all students to learn. Absences are addressed by the Student Wellbeing team through targeted interventions and whole school strategies. Student Attendance can be divided into four categories:

- Regular = above 90% attendance
- Indicated = 80-89% attendance
- Moderate = 60-79% attendance
- Severe = below 60% attendance

Judgement

COVID-19 had a profound effect on student attendance at Butler College with Student Attendance Reporting (SAR) data showing that only 39.4% of students were regular attenders (>90%) during Semester 1 2021. This further declined to 35.2% of students being regular attenders during Semester 2. The impact of COVID lockdowns in the Perth and Peel regions in 2021 directly impacted student attendance. Western Australia had two lockdowns during Semester 1, 2021. In Term 1, Week 1, schools were closed in the Perth, Peel and Southwest regions. In Term 2, Week 11, three schools in the Perth and Peel regions were closed. All other schools in the Perth and Peel regions remained open, however, many parents chose to not send their children to school during the four-day lockdown. The lockdowns and public health advice that children with cold and flu like symptoms should not attend school also greatly impacted attendance rates and levels.

When compared to Like Schools, Butler College had approximately 8.5% less students attending on a regular (>90%) basis, and an average of 25.2% less students when compare to the Region and the State in Semester 1 2021.

Evidence

Attendance data review shows the following profiles:

Table 1: Longitudinal Student Attendance Data For Butler College - Attendance Risk Category Analysis By Collection Period.

Collection Period	2018 Sem 1	2018 Sem 2	2019 Sem 1	2019 Sem 2	2020 Sem 1	2020 Sem 1 Ex. Term 1 Wk 7-10	2020 Sem 2	2021 Sem 1	2021 Sem 2
Percentage in Category:									
Regular Attendance	58.4%	48.4%	54.6%	41.2%	21.2%	57.3%	42.8%	39.4%	35.2%
Indicated Risk	23.6%	26.6%	26.2%	30.2%	38.8%	23.0%	26.1%	32.5%	26.4%
Moderate Risk	12.7%	16.6%	13.0%	19.9%	30.2%	13.2%	20.3%	19.5%	24.1%
Severe Risk	5.3%	8.4%	6.2%	8.7%	9.8%	6.5%	10.8%	8.7%	14.3%

Note that percentage shows the proportion of students in each category, not their attendance rates.

Behaviour Support

The aim of Behaviour Support is to educate and promote student behaviour that will enhance and maintain a positive learning and teaching environment. The development of this support plan is based upon the following fundamentals;

- A consistent and unified approach to classroom management and discipline by all staff members.
- A safe and caring learning environment where respect exists for the rights of all.
- Clear and concise expectations and sanctions are known and understood by the College community.
- Clearly defined support structure to assist staff and students to develop effective behavioural decision making.

Student behaviour is supported at Butler College via the Positive Behaviour in Schools (PBS) program and Classroom Management Strategies (CMS).

Judgement

Longitudinal data shows that suspension data remained relatively stable in 2021 compared to 2020, however there was a significant decrease in enrolments during this time. Suspension data analysis shows the number of students being suspended, total number of suspensions and total days suspended as summarised below:

- The percentage of students suspended increased by 1.0% in Semester 1 2021 and by 1.8% in Semester 2 2021 from 2020.
- The average days of suspension decreased by 0.2 days per student in Semester 1 2021 when compared to 2020 whilst Semester 2 2021 increased by 0.2 days compared to 2020.
- When compared to 2020, the total days of suspension in 2021 decreased by 220 in Semester 1 and increased by 196.5 days in Semester 2.
- The total number of suspensions in 2021 decreased by 46 when compared to 2020.
- The number of students suspended decreased by 13 from 2020.

Evidence

Table 1: Longitudinal Student Suspension Data for Butler College from 2018 - 2021

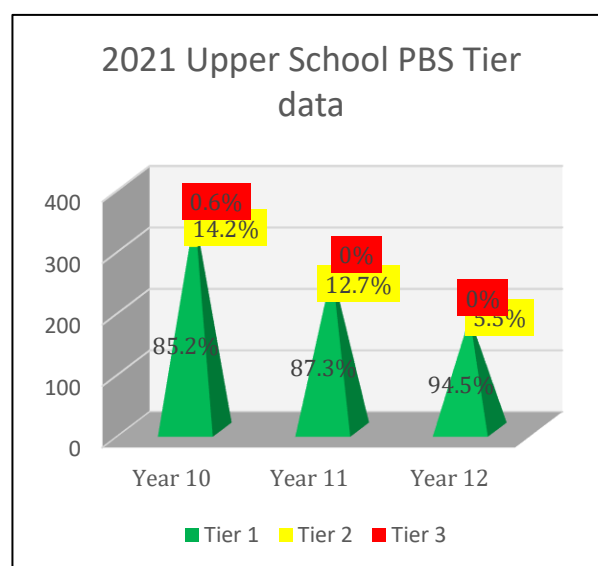
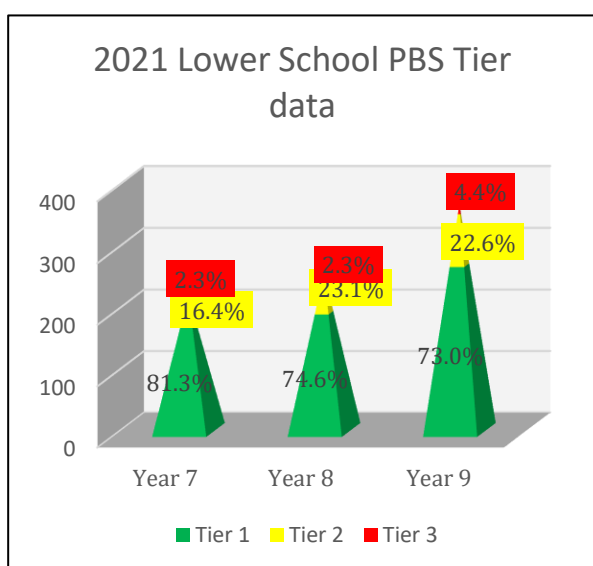
Collection Period	2018 Sem 1	2018 Sem 2	2019 Sem 1	2019 Sem 2	2020 Sem 1	2020 Sem 2	2021 Sem 1	2021 Sem 2
Unique enrolments	1926	1868	1829	1784	1727	1690	1582	1555
Total number of suspensions	307	270	339	392	335	346	254	385
Nº days suspended	630	967	1166.5	1612.0	1334.50	1254.5	1114.5	1451.0
Nº students suspended	130	156	175	195	170	193	171	205
Total % of students suspended	6.7%	8.4%	9.6%	10.9%	9.8%	11.4%	10.8	13.2
Average days suspended	2.1	3.6	3.4	4.1	4.0	3.6	3.8	3.8

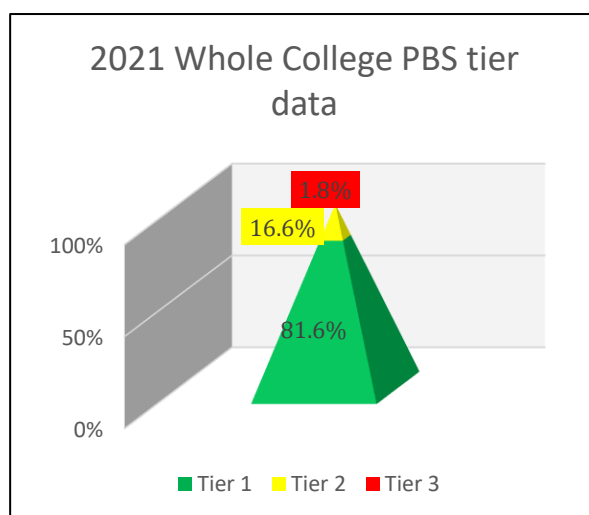
Tiered approach

A whole College, tiered approach promotes the development of positive relationships between all members of the College community.

Tier 3	The smallest tier involving 1-8% of students in the school. Intervention targets the needs of individual students. At Butler College this involves: Student Services, Administration team, Regional Office, documented plans, inter-agency involvement and School of Special Educational Needs.
Tier 2	Provides additional support and strategies for helping students who struggle despite school wide instructions (5-10% of students). At Butler College this includes Student Services, inter-agency involvement, Learning Support, documented plans and management strategies.
Tier 1	Includes strong school wide strategies - the largest tier - and leads to success behaviorally for 80-90%

The graphs below represent different groups within the College and the distribution of students in each Tier as a percentage.





Student Engagement

Providing support for the social and emotional wellbeing of students is a priority of the Student Wellbeing team and College. Students' engagement is monitored and managed to provide students with the opportunity to develop their social and emotional wellbeing. Early identification in order to assess and provide interventions and support for students who may be having difficulties with mental, physical and emotional wellbeing is an ongoing key focus and a responsibility of all staff.

Judgement

There has been a significant increase in students on Risk Management Plans and experiencing mental health issues since 2016. Whilst the implementation of social and emotional learning programs are key to educating and supporting students, restrictions on external providers and cancellation of programs has impacted the College's ability to provide students with additional avenues of support. Students lack resilience, conflict resolution and self-management skills; evident in Academy Welfare data - 386 incidents regarding support, mental health, social and friendship issues. COVID-19 has provided further challenges for students with wellbeing impacted by external stressors faced by students and their families. This includes access to housing, cost of living and job security that has had a profound impact on families.

Evidence

Risk Management Plans 2018 – 2021

Year	Nº students on Mental Health Risk Management Plans	Nº students on Medical Risk Management Plans
2016	74	0
2017	133	1
2018	139	1
2019	142	6
2020	107	12
2021	153	14

Academy Pastoral Care Welfare Data for 2021:

Whilst the College continued to invest resourcing into developing relationships, investigating opportunities for students post school and transition programs, pastoral care and welfare data for 2021 showed an increase in negative behaviour entries coinciding with the increase in suspensions. Student data also shows significant time required to support students to investigate and engage with future pathways which continues to be an area that students require support with. The College identified that the Academy platform was not able to sufficiently provide the level of service required by the College and the decision was made to implement SEQTA as the pastoral care and attendance platform.

The Learning Environment

Recommendations

- Continue to engender whole-school commitment to progressing the Positive Behaviour Support initiative.
- Case management of students with complex needs is evidence-based and monitored effectively. Continue to identify and develop support opportunities through comprehensive planning.
- Develop greater opportunities for student voice to be heard and impact College planning
- Develop increased opportunities for students and their families to be aware of attendance rates and strive to maintain/improve their attendance with support from the College.
- Continue with current attendance team and Student Wellbeing support mechanisms
- Continue to develop awareness and support for students/families with future pathway opportunities
- Develop and implement a whole College Attendance Strategy
- Develop whole College SEL plan embedded across all learning areas.
- Further embed SEQTA use into College practices and use for data analysis and planning
- Develop College Staff Wellbeing Framework

Leadership

WA Secondary School of the Year 2021 Nomination

Congratulations to the College staff, students, families and community as Butler College was nominated for the WA Secondary School of the Year in the WA Education Awards. This award recognises secondary schools that inspire students in their academic, social and creative development. Outstanding teaching and leadership create positive environments for students to achieve their best, for staff to contribute their best and for communities to be actively involved in their schools.

NAIDOC

2021 NAIDOC Day was a wonderful celebration of the culture of Aboriginal and Islander peoples. The day started with stories, song and a Welcome to Country by Noongar Elder Josh McGuire, who had our students and staff mesmerised by his every word. Performances by Merriwa Primary School choir, Clontarf Foundation Girrawheen Academy dancers, singer/songwriter Nyirey Kickett were fantastic. Other special guests included Buffie Corunna, Rebecca Garlett, the Stars Foundation and WA Police Cadets who joined in the activities with our students.

The NAIDOC 2021 theme – Heal Country! – called for all Australians to continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction. NAIDOC 2021 invited the nation to embrace First Nations' cultural knowledge and understanding of Country as part of Australia's national heritage and equally respect the culture and values of Aboriginal peoples and Torres Strait Islanders as they do the cultures and values of all Australians.



STARS Foundation



2021 welcomed the *Stars* program to Western Australia with Butler College and Newman Senior High School identified as the first schools in WA to take part in the intensive mentoring and support program. *Stars* provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study. The four pillars of the *Stars* program are Respect, Honesty, Commitment and Pride.

The program is based on strong, trusting relationships with the *Stars* room providing a culturally safe, warm environment – a place where the girls and young women in the program feel nurtured and inspired. *Stars* mentors provide a diverse range of activities to support the students to develop the self-esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future. Key measures for the students are school attendance, completion of Year 12 and transitions to work or study.

School Wide Focus on Improvement

Under the guidance of Education Consultant, Associate Professor Rashmi Watson from the University of Western Australia, the College continued working towards the success criteria of the focus areas contained in the 2020 Business Plan. Below are the focus areas that the Executive have put in place to drive school improvement from 2020-2022. These key focus areas are used by the Program Coordinators to align their Learning Area Plans with the College's vision. These overarching focus areas of the College underpin all planning documents that are used across the school.

1) Relationships and Partnerships

- The College has a unified and effective vision that fosters positive relationships and engagement.

2) Learning Environment

- The College will develop a culture of high expectations, continual growth, excellence and trust.
- The College supports staff and encourages wellbeing by providing multiple opportunities for staff to engage in activities to promote a culture of care.

3) Leadership

- The College will build the leadership capacity of the Executive Team, Program Coordinators, Aspirants and Lead Education Assistants.

4) Use of Resources

- The College will ensure effective allocation of resources in targeted priority areas.
- The College will ensure effective workforce planning is in place.
- The College will ensure effective use of ICT to support priority areas.
- The College will ensure its infrastructure is well maintained.

5) Teaching Quality

- The College will strengthen its pedagogical practices across all learning areas.

6) Student Achievement and Progress

- The College will demonstrate growth in the areas of student academic achievement and student behaviour.

Performance and Development

Butler College staff were provided with multiple opportunities to take part in Performance and Development [Management], including formally with their Line Manager and informally with their Peer Coach. In 2021 teachers were invited to set multiple goals, of which, they were encouraged to align one with Australian Institute for Teaching and School Leadership (AITSL) Standard 3, identified as a College priority. Staff participated in the continuous Performance and Development cycle beginning with self-reflection, working with their peer coach and the ensuring their goal meets the SMART goal criteria.

Assoc. Professor Rashmi Watson worked closely with the College Leadership Team to support them in giving and receiving feedback and further extended this by facilitating surveys whereby feedback was collated from each department for their Program Coordinator and how to address the feedback with their departments. Assoc. Professor Watson has worked extensively to provide clear templates and timelines and increase accountability for collective ownership of school improvement.

The next phase in 2022 will extend to the Leadership team supporting their staff to gather feedback from students and to use for self-reflection and further goal setting for improvement.

Level 3 Classroom Teacher

The College Executive is highly supportive of the Level 3 Classroom Teacher aspirations of our teaching staff. Each year, the College continues to support staff which has seen teachers applying for and subsequently achieving their Level 3 Classroom Teacher status. Successful staff then assist other teachers with their application collation for the portfolio and presentation. The College is proud to announce that two more staff were successful in achieving Level 3 classroom teacher status in 2021.

Leadership

Recommendations

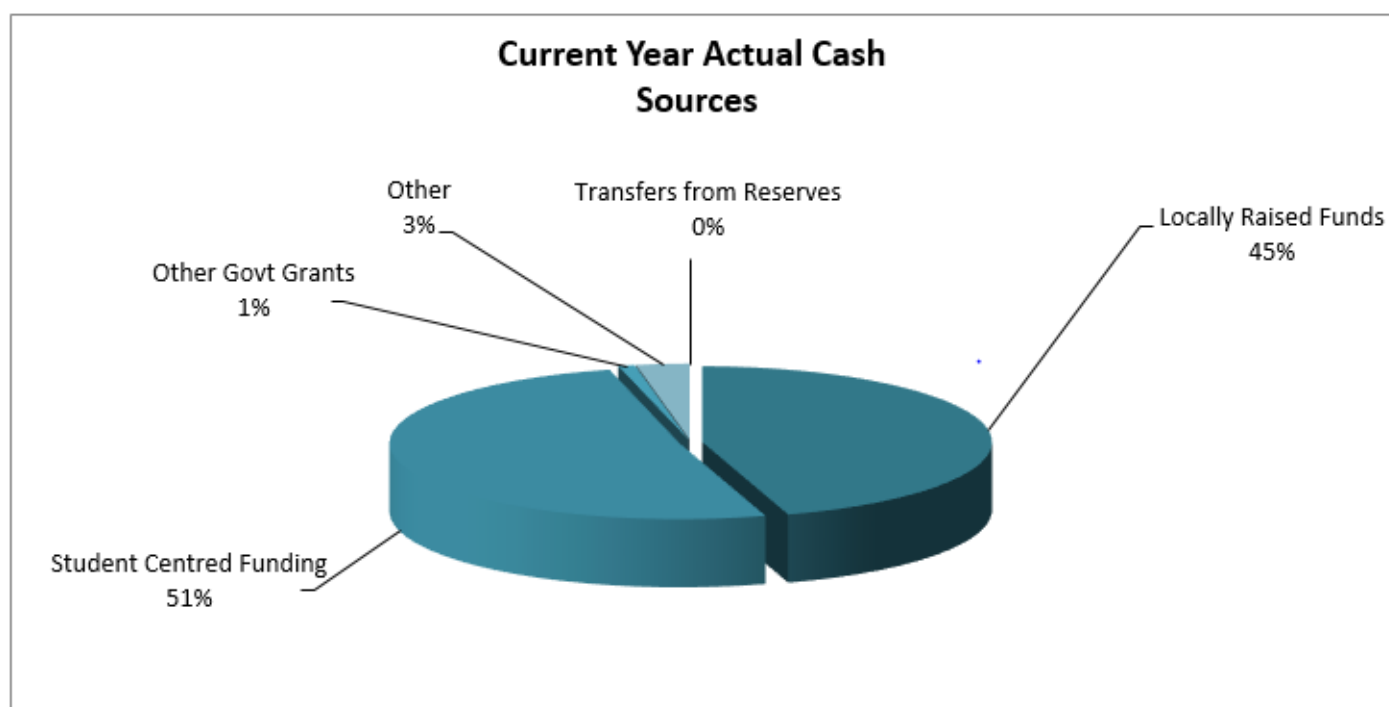
- Continue to promote the inclusive schooling model within and beyond the College community.
- All planning based on evidence and expertise sought from within and external to the College to progress its work
- The College vision is articulated clearly and embraced genuinely by the College community.
- A reflective culture guides staff performance and development processes. A model of feedback is used across all levels of the College.
- Build capacity of Program Coordinators to provide feedback based on performance
- Survey of how the Aboriginal Cultural Standards Framework is being embedded in daily College practice across all Departments
- Reformation of the Aboriginal Cultural Standards Framework committee.
- Development of a Reconciliation Action Plan
- Identify a Student Leaders Coordinator to increase the number of students involved in leadership across the College.

Use of Resources

Butler College operated in accordance with Department of Education (DOE) guidelines, ensuring that our expenditure in 2021 was a minimum of 96% of total funding received. Expenditure of funds received in 2021 was on the students of that year and the College's financial practices were in accordance with DOE regulations. The voluntary contributions and charges collected for Years 7-10 in 2021 was 27.16% of the budget, with total charges received by the College from Years 7-12 enrolments in 2021 was 76.10% of the budget.

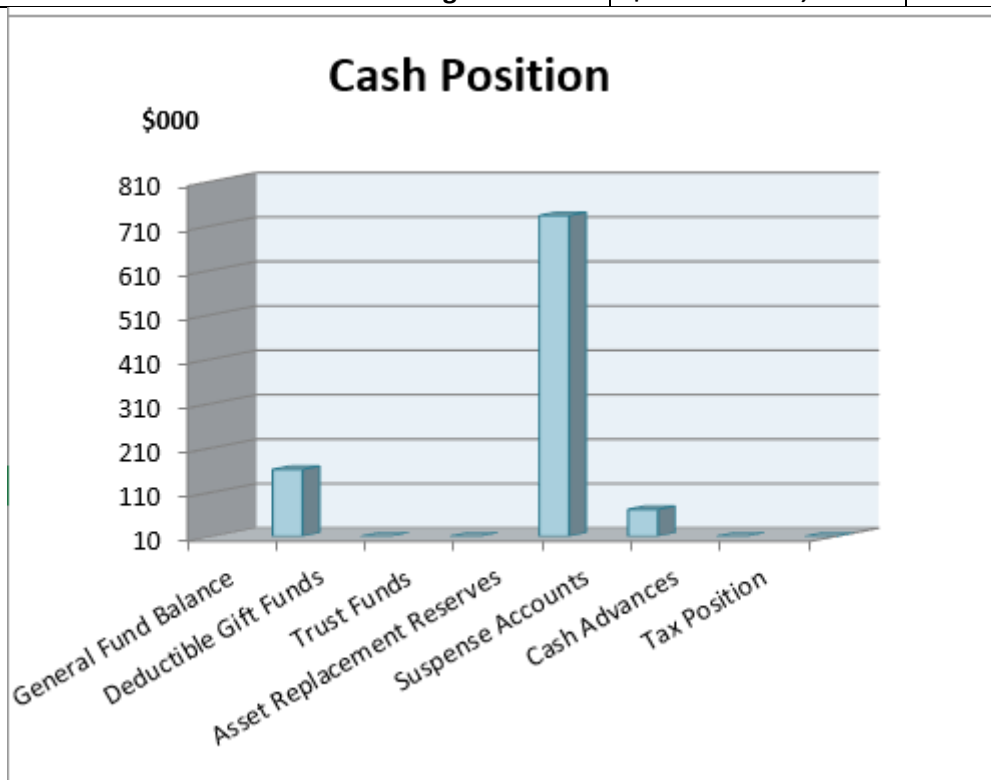
Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 239,543.00	\$ 65,074.00
2	Charges and Fees	\$ 779,517.00	\$ 593,203.44
3	Fees from Facilities Hire	\$ 110,455.00	\$ 93,059.96
4	Fundraising/Donations/Sponsorships	\$ 29,355.00	\$ 27,556.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 15,970.00	\$ 15,970.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 55,829.00	\$ 51,000.56
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,230,669.00	\$ 845,864.66
	Opening Balance	\$ 358,142.31	\$ 358,142.31
	Student Centred Funding	\$ 877,245.00	\$ 876,673.77
	Total Cash Funds Available	\$ 2,466,056.31	\$ 2,080,680.74
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,466,056.31	\$ 2,080,680.74

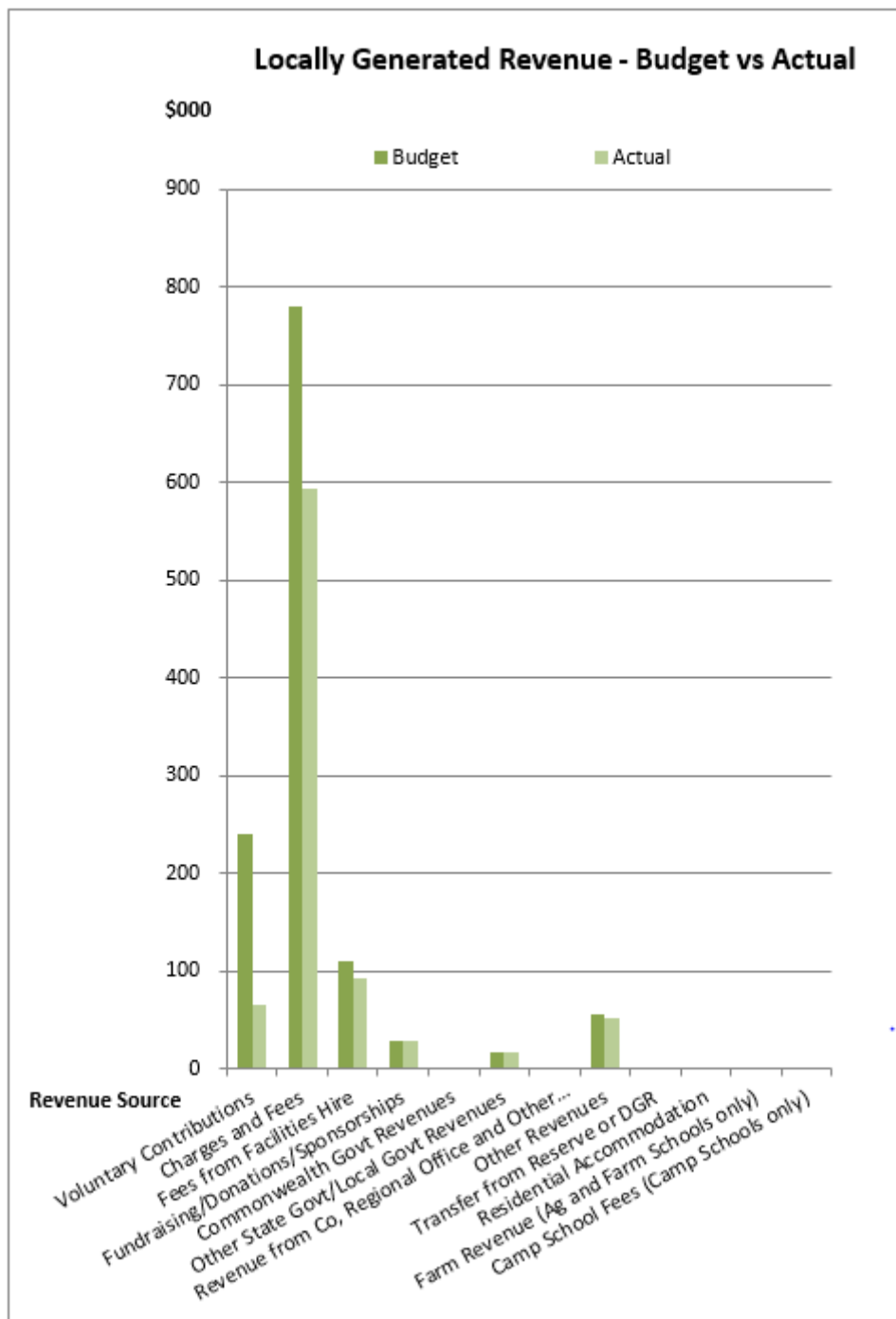


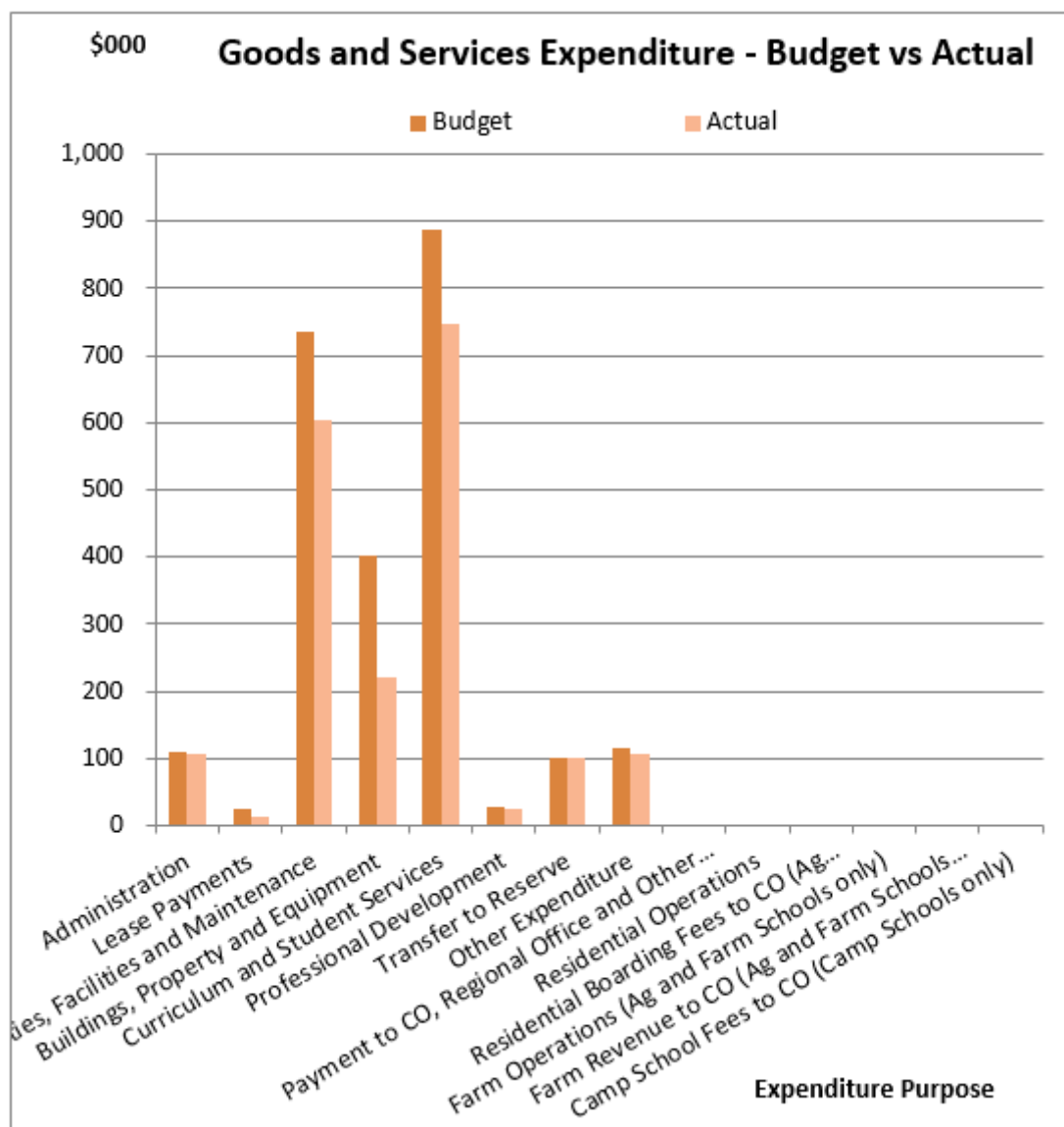
Financial Summary as at 31 December 2021

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,704.00	\$ 105,758.19
2	Lease Payments	\$ 25,000.00	\$ 12,698.35
3	Utilities, Facilities and Maintenance	\$ 736,277.20	\$ 603,430.15
4	Buildings, Property and Equipment	\$ 401,725.00	\$ 220,698.55
5	Curriculum and Student Services	\$ 887,613.80	\$ 745,937.66
6	Professional Development	\$ 27,865.00	\$ 25,849.93
7	Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8	Other Expenditure	\$ 115,586.00	\$ 105,721.54
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,404,771.00	\$ 1,920,094.37
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,404,771.00	\$ 1,920,094.37
	Cash Budget Variance	\$ 61,285.31	



Financial Summary as at 31 December 2021





Cash Position as at:		
	Bank Balance	\$ 955,856.63
	Made up of:	
1	General Fund Balance	\$ 160,586.37
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 731,978.00
5	Suspense Accounts	\$ 70,864.26
6	Cash Advances	\$ -
7	Tax Position	\$ (7,572.00)
Total Bank Balance		\$ 955,856.63

Use of Resources

Recommendations

- Continue to plan for and strategically target school resources to align to the business plan priorities. Clear links shown between the budget and school plans
- Process and practices to manage and monitor school finances are articulated clearly to all staff. Cost centre managers understand the financial needs across the College.
- Allocation of resources is targeted to the specific needs of students. The significant funds for students with a disability are distributed effectively and for the purpose for which they are intended.
- Succession planning to monitor and manage the workforce and mitigate the impact of decreasing enrolments following the opening of a neighbouring college.
- Promotion of the College to maintain or increase retention of students from local Primary Schools

Teaching Quality

Butler College continued its focus on improving the classroom experience for students during 2021. Key areas of focus are outlined below:

Explicit Direct Instruction

The College continued the implementation of the Explicit Direct Instruction (EDI) model in 2021 by utilising the EDI consultant and developing EDI Lead Teachers across the learning areas. The model is embedded across the MESH learning areas and was expanded into PE and Health during 2021. Staff continue to develop common teaching methods within their learning area and common lesson structure across the College. Teachers use this method to reflect and review their teaching methods and embed a method of continually checking for student understanding of the concepts being taught. EDI Lead teachers delivered Professional Learning within their departments and will lead the further development of daily reviews as a focus moving forward.

Literacy in Focus Elective

The College implemented the compulsory Literacy in Focus subject for Year 7 students in 2021 as a result of the identified persistent literacy deficits (as identified from NAPLAN, OLNA and PAT data) of students across Years 7-10. Following extensive work with Statewide Services, to explore strategies to address literacy concerns that were identified in students entering the College in Year 7. Literacy in Focus is compulsory for all students not enrolled in the Academic Extension Program and uses the Explicit Direct Instruction model to focus on teaching comprehension, punctuation, sentence writing and note-taking.

Classroom Management Strategies

Butler College worked closely throughout 2021 with the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) at Statewide Services to plan for whole school improvement and upskill teaching and non-teaching staff utilising Classroom Management Strategies (CMS) programs. Two staff were trained by SSEN:BE as School-Based CMS Consultants and delivered the CMS Foundation Program and the

Professional Learning

Currently the following training has been completed by end of 2021:

- 2 staff members trained as CMS Presenters to deliver onsite Professional Learning
- 8 staff trained as CMS Conference Accreditation Trainers (CAT)
- 21 staff trained in CMS Instructional Strategies for Engagement (ISE)
- 35 teaching staff completed in-house training in CMS Foundation Level 1 in 2020.
- Total of 77 teaching staff trained in CMS Foundation Level 1.
- 26 Education Assistants/non-teaching staff completed CMS EA modules.
- Planned for 2022:
 - 20 Education Assistants to complete the CMS EA Modules
 - 14 teaching staff to complete CMS Foundation
 - 40 teaching staff to complete CMS ISE with BC Presenters onsite

- 3 teaching staff to complete CAT training with SSEN:BE at Statewide Services
- 4 teaching staff to complete ISE training with SSEN:BE at Statewide Services

Moderation

The College's focus on embedding robust moderation practices throughout all learning areas continued in 2021. All Departments have a schedule of when assessment task moderation will be completed throughout the year for all grades using the School Curriculum and Standards Authority (SCSA) resources including the Assessment Principles and Judging Standards. Butler College again participated in the SCSA Year 7 pilot moderation process. All learning areas were enrolled and focused on ensuring assessment tasks met the principles and marking keys were appropriate.

Moderation of Senior School grades and teacher judgments against external assessments shows Butler College students being moderated for 2021 Year 12 ATAR course by an average of 4.40 which higher than the state average of minus 2.6 or 'Like' schools who were significantly lower with minus 5.24.

Teaching Quality

Recommendations

- Maintain focus on the implementation of agreed whole-school initiatives to promote consistency and reduce variability between classrooms.
- Continue rollout of Explicit Direct Instruction across all Learning Areas. Access expert coaching and feedback for staff professional learning from Tracey McMinn to engage and develop staff.
- Develop plan for future EDI support/implementation across the College.
- Revisit whole-school literacy planning to improve the quality of learning afforded to students through their active participation in literacy strategies.
- Continuation of provision of professional learning for staff through the Classroom Management Strategies (CMS) programs following the three-year plan
 - Upskilling teaching staff through the Foundation and Instructional Strategies for Engagement CMS programs delivered in-house by School Based CMS Consultants
 - Upskilling non-teaching staff through the CMS EA Modules workshops delivered in-house by School Based CMS Consultants
 - Upskilling teaching staff through the Conference Accreditation Training CMS program delivered by SSEN:BE at Statewide Services.
 - Embed ongoing conferencing by CAT staff to support staff to continually reflect and improve.
- Develop and embed a comprehensive staff development framework to support teaching, learning and leadership across the College.



Student Achievement and Progress

Online Literacy and Numeracy Testing (OLNA)

The table below indicates the percentage of students demonstrating Literacy and Numeracy proficiency for the WA Certificate of Education (WACE).

	2019	2020	2021
School Cohort Semester 2 Census	196	186	176
Met Literacy and Numeracy requirement	167	163	151
Percentage of WACE eligible Students	89%	91%	92%
Percentage of Semester 2 Census	80%	83%	80%

OLNA data has remained stable over the last three years with limited improvement shown. Focus groups were implemented in 2020 and continued throughout 2021 which included purchasing licenses for a specialised online support program, before school programs run by staff to assist students to develop their literacy and numeracy skills.

NAPLAN

Targets for 2021 were:

- NAPLAN stable cohort Reading Growth performance, Years 7-9, will improve by 60 points.
- NAPLAN stable cohort Writing Growth performance, Years 7-9, will improve by 55 points.
- NAPLAN stable cohort Numeracy Growth performance, Years 7-9, will improve by 65 points.

The table below compares 2021 results to the current targets:

	NAPLAN Growth 7 to 9 2021		
	Butler	State	Australia
Numeracy	56	40.9	33
Reading	47.4	42	30
Writing	52.1	49.6	37

The College experiences strong growth in NAPLAN results when compared to state and national averages. This is an area we would like to see continued growth in during 2022.

WACE Achievement

The table below demonstrates the College's performance in regard to students achieving their Western Australian Certificate of Education.

WACE Achievement Rate (% of eligible students)			
	2019	2020	2021
Butler College	140 (79%)	141 (84%)	128 (86%)
Like Schools	87%	87%	89%
DOE Schools	88%	89%	89%

ATAR

The table below outlines the ATAR results from 2018 – 2021 with, Butler College receiving a median ATAR of 77.4 in 2021.

Year	Median ATAR	Students enrolled in ATAR	University Applications	Median ATAR of University applicants
2018	67.6	73	54	73.50
2019	67.75	34	28	69.98
2020	83.68	37	17	88.60
2021	77.4	24	18	83.05

Number of students within an ATAR band						
Year	90+	90 - 80	80 - 70	70 - 60	60 - 50	Below 50
2018	3	17	12	10	12	19
2019	1	5	8	9	6	5
2020	8	12	8	6	2	1
2021	4	7	5	4	4	0



	Subject results 2021		
	Moderation	Scaling	Overall
English			
English	4.72	0.46	5.18
Mathematics			
Applications	1.80	-3.3	-1.5
Methods	18.59	-10.09	8.5
Specialist	6.53	-4.8	1.73
Humanities			
Accounting	8.60	-7.12	1.48
Economics	-1.39	2.49	1.1
Geography	14.17	3.7	17.87
Modern History	9.16	-0.67	8.49
Politics and Law	6.70	3.03	9.73
Science			

Chemistry	-3.20	2.24	-0.96
Human Biology	8.60	-2.77	5.83
Marine Studies	-13.26	9.06	-4.72
Physics	8.25	1.19	9.44
Psychology	5.77	5.77	11.54
Arts			
Dance Written	0.83	-8.68	-7.85
Dance Practical	-0.91	*	*
Drama Written	11.95	-9.18	2.77
Drama Practical	-2.97	*	*
Visual Art Written	1.50	-2.73	-1.23
Visual Art Practical	2.63	*	*

**It should be noted that when looking at subjects with a practical component there is a combined overall scaling mark.*

The College has demonstrated a positive trend in the level of moderation occurring to ATAR results in 2021 and continued to build on the work throughout 2019 and 2020 to provide feedback to staff on student progress. The table below demonstrates the College's performance compared to that of like schools, Department of Education schools and the state.

						Benefit Butler College students received		
	Butler College	Like Schools	DOE Schools	State Schools		Like Schools	DOE Schools	State Schools
Accounting	8.60	4.64	2.57	2.25		3.96	6.03	6.35
Chemistry	-3.20	-4.68	-2.36	-1.85		1.48	-0.84	-1.35
Dance Written	0.83	-3.12	-5.19	-3.12		3.95	6.02	3.95
Dance Practical	-0.91	-0.09	-2.72	-1.01		-0.81	1.81	0.1
Drama Written	11.95	-5.94	1.55	2.79		17.89	10.4	9.16
Drama Practical	-2.97	-6.39	-2.88	-1.28		3.42	-0.09	-1.69
Economics	-1.39	-8.51	-4.86	-4.75		7.12	3.47	3.36
English	4.72	-2.56	-2.55	-2.72		7.28	7.27	7.44
Geography	14.17	-10.89	-6.98	-5.89		25.06	21.15	20.06
Human Biology	8.60	-1.49	-0.16	0.15		10.09	8.76	8.45
Modern History	9.16	-3.58	-2.04	-1.71		12.74	11.2	10.87
Application	1.80	-1.79	-1.00	-0.16		3.59	2.8	1.96
Methods	18.59	0.01	4.32	3.97		18.58	14.27	14.62
Specialist	6.53	-12.26	-2.42	-2.94		18.61	8.95	9.47
Marine	-13.26	-22.02	-15.90	-13.83		8.76	2.64	0.57
Politics and Law	6.70	-7.65	-5.46	-6.23		14.35	12.16	12.93
Physics	8.25	-6.03	-4.27	-4.32		14.28	12.52	12.57
Psychology	5.77	-5.44	-5.09	-5.75		11.21	10.86	11.52
Visual Art Written	1.50	-5.98	-5.16	-3.03		7.48	6.66	4.53
Visual Art Practical	2.63	-1.09	-1.82	-2.57		3.72	4.45	5.2
Average	4.40	-5.24	-3.12	-2.6		9.64	7.52	7.00

Vocational and Educational Training (VET)

Level of Highest Qualification Achieved (of students enrolled in VET)			
	2019 (196)	2020 (190)	2021 (106)
Certificate III	1 (1%)	10 (5%)	11 (10%)
Certificate II	158 (81%)	147 (77%)	70 (66%)
Certificate I	N/A	1 (1%)	4 (4%)
No certificate completed	37 (18%)	32 (17%)	21 (20%)

The College continues to review Certificate courses offered with a focus on the value they provide to students. This will be done with the expectation that only high quality courses with industry links and clear post school options, will be viable for the College to support.

Specialist Programs – students with disability or diagnosis

ASDAN

These awards recognise the achievements and abilities of students. Programs are activity-based and provide a life skills context to promote development of personal, social, independence, ICT and work related skills. *ASDAN is Curriculum Council endorsed and students are awarded a certificate.* In 2021, 100% of Specialist students work portfolios submitted for ASDAN assessment passed. Butler College received the 2021 ASDAN International Gold Award for excellence for their achievement, becoming the first school in WA to do so.



Achievement and Progress

Recommendations

- Further develop pathway planning for students and explore ways to gain and communicate reliable destination data.
- Refine moderation processes to ensure they are embedded in the teaching and learning assessment cycles
- Continue to be data driven to devise planning for maintaining rigour and increasing student progress
- Align Education Support curriculum planning with the WA Curriculum and evidence-based programs for appropriate student outcomes. Including relevant programs implemented for high needs students and mild/moderate with consistency across the College.
- Review whole school Individual Education Planning (IEP) processes and implement consistency approach across the College.
- Further develop and embed study skills into daily practice across Learning Areas
- Learning Areas to review assessment tasks to ensure that tasks and marking keys are created in line with WA Curriculum grade descriptors, judging standards and Assessment Principles.



Education Support Program students achieved a 100% pass rate for submitted ASDAN portfolios in 2021.



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