

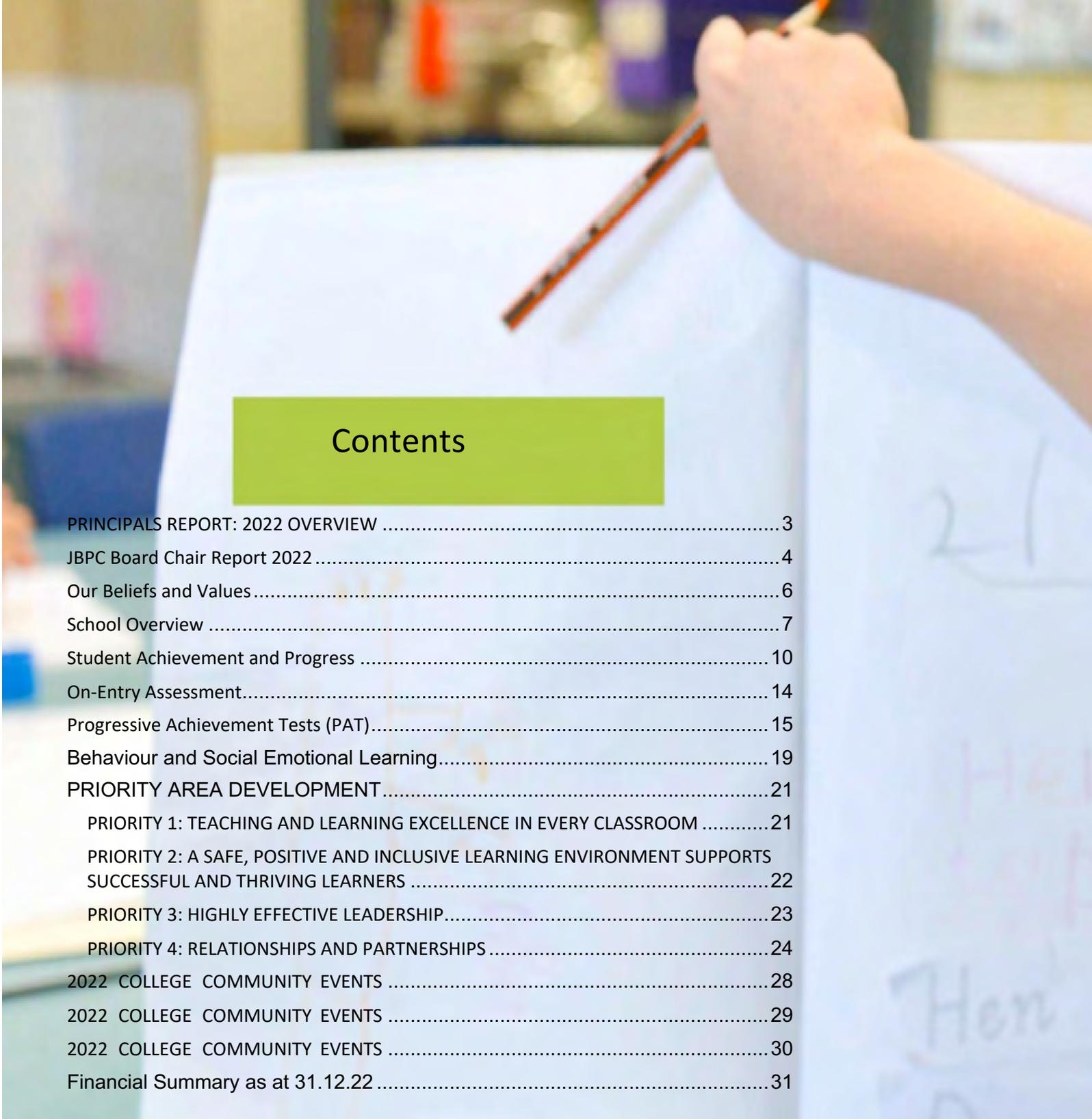
JOHN BUTLER PRIMARY COLLEGE



Annual Report 2022

BELONG ASPIRE THRIVE





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PRINCIPALS REPORT: 2022 OVERVIEW

On behalf of the School Board and Staff, I am delighted to present John Butler Primary College's Annual Report for 2022.

The impact of Covid at the start of 2022 meant that the year started with many absences of both staff and students but despite these challenges, our staff worked tirelessly to provide the best possible education for our students. During 2022, our parents and whole school community have been overwhelmingly supportive of our endeavours and we have spent the year focusing on our identified priority areas in our Business Plan 2021 – 2023:

- Priority 1: Teaching and learning excellence in every classroom
- Priority 2: A safe, positive and inclusive learning environment supports successful and thriving learners
- Priority 3: Highly effective leadership; and
- Priority 4: Relationships and Partnerships.

In Term 3, JBPC welcomed a team from the Department of Education's Public School Accountability directorate who carried out a 'Public School Review'. This involved the school providing the review team with a detailed self-assessment (including evidence) of the school's performance. The team then spent time reviewing the evidence and speaking to leadership, staff, students and members of the school Board and community to evaluate the school's performance in relation to the domains of Relationships & Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement & Progress.

The Review Team received extremely positive feedback from all areas and commended the school for its self-assessment methods and commitment to school improvement. It validated the school self-assessments and made the following recommendations:

- Continue to strengthen relationships with secondary schools to better prepare the students for secondary education and to enhance transition processes.
- continue to build the mentor and coaching capacity of college leaders.
- Establish calculated timelines as part of the intention to redevelop reserve and asset management plans.
Improve the use of augmentative and alternative communication to enhance the ability of students with disabilities to communicate and integrate into the whole-college pedagogical approach to literacy.

- Continue to refine assessment and moderation processes.

In 2022, implementation of our JBPC Instructional (Teaching) Model which is aligned with contemporary research has taken place. Staff have collaboratively begun to reflect on their teaching to ensure that low- variance of consistently high-quality teaching and effective learning is taking place in every classroom. One example of this is the successful introduction of 'Daily Reviews' which enables students to be exposed to past and present learning concepts and helps to embed learning into their long-term memory.

Social and emotional learning has continued to be seen as important as academic learning at JBPC as our weekly interactive Social Emotional Learning and Leadership (SELL) Assemblies for PP – Y6 students continued to promote our school values and provide students with a shared language and strategies to work collaboratively, resolve conflict and demonstrate personal attributes to become valued members of the school community.

Leadership and student voice have also continued to play an integral role in shaping our school throughout 2022 through the provision of leadership personal development for staff and the continued work of the Student Council and Faction Captains taking on an increased role of leadership during whole school events.

The Annual Report shows how we are progressing and developing as a school. It outlines what we have achieved, how well we are doing and what we need to focus on next to continually improve the educational programs and services for students in our community. The report also provides some assurance about the way resources have been used to provide the very best quality teaching and learning environments for our students.

Finally, our community in 2022, has been extremely supportive of JBPC through some testing and challenging times and we appreciate and acknowledge their feedback and ongoing support. 🙏

We look forward to 2023 school year as we continue to build on our successes and strive for continued and ongoing school improvement.

As the year of 2022 draws to a close, it is time to reflect upon what we have managed to achieve during what started as a phase of excessive covid-prevention isolation practices and consequent timeline rescheduling, and finishing with – dare I say it – back to ordinary life?

Activity within the Board has been far from ordinary, with a new Board Chair stepping up to the ranks and three new members welcomed, their specific skills and perceptions proving very valuable in building upon the diversity we are endeavouring to achieve and grow across all areas of the school as part of our Board Strategic Planning. We are grateful to board member, Kylie Hinkley, who has helped to instigate a stronger focus on aboriginal education, and Lyndsey McDonnell, who has provided a direct voice for the special needs community within the school. Stuart Evans' experience in education and perspectives as a parent across a wide range of year groups within the school has tied in nicely, solidifying what I feel confident to call a diversified, multi-cultural, gender-sensitive board of varied professional and personal backgrounds.

Strategies to strengthen the Student Services Team resulted in enhanced support for students at educational risk in three key areas: Academics; Social and Emotional Learning/Behaviour; and Mental Health and Wellbeing in collaboration with families

What has the Board achieved this year?

- **Public School Review**

I speak for the Board as a whole, that we felt privileged and frankly, thoroughly impressed by the deeply detailed, passionate and thoroughly evidence-based research backed hard work undertaken by the staff at this school. It was a delight to be informed of the incredible accomplishments of the students, and seeing the steadfast, positive direction of the quality of education as a result. It is all part of why we devote our time to being a part of this Board. We were not at all surprised by the outpour of genuine praise and sense of comradery by the Public-School Review team. Suffice it to say, it could not have gone better, and parents and the community can feel confident that the students at John Butler Primary College are in excellent hands.

- **Dress Code**

A focus of our 2021 – 2023 Business Plan was Priority 4: Relationships and partnerships: improving college culture. A universal dress code has been demonstrated to improve school pride and sense of belonging. The gently modified John Butler Primary College Dress Code has been softly introduced, following feedback from parents and students and it has been fantastic to see the results, with all students proudly wearing their navy and JBPC logos. It was a thrill to see a student in the new school dress, and I do believe I saw one with a faction polo. The Board has confirmed that the JBPC P&C will run a second-hand uniform shop, and we are confident this will be beneficial in ensuring adherence to the dress code is achievable for

all students.

- **Board Strategic Planning & Training**

In meeting some of its strategic priorities. Some areas that are continually being improved upon are: identifying and recruiting new Board members, building the capacity of Board members, ensuring its composition accurately reflects the needs of the school community - all with the intentions of promoting positive relationships and partnerships and fostering strong family engagement.

Training modules are being undertaken gradually throughout meetings, to ensure members are clear and confident about the role of the Board, its purpose and how to demonstrate effective school governance. Specific modules are undertaken when the content is relevant to the current agenda and activities of the Board at that time. This capacity building has been positively received, and some entertaining personality traits have been revealed during the surprisingly competitive Kahoots at the close of each module.

As mentioned earlier, another goal of the Board Strategic Planning was to incorporate members from all areas of the school, including our special needs and our aboriginal communities, and we are so grateful and delighted to have welcomed Kylie and Lyndsey, who have invested their time into representing these groups for the benefit of the school and its community. Whilst the Board comprises a diverse range of parent and staff members, a community member is needed to provide an objective, external perspective, and that is a goal that we intend to accomplish in 2023.

- **Parent & Community Engagement**

Strong engagement with the community has been proven to improve student outcomes and has been a focus of the Business Plan. The Board has been working on methods to improve relationships and partnerships within the community. 'The Board Bite' and occasional 'Board Chair Meet & Greets' are the current methods of liaising with the parents, and plans have been discussed to create a "Board Connect Community" and a "Board Profile" so the school community has a more direct way to relate and interact with the Board. These potential strategies will be investigated further and potentially implemented in 2023.

- **Social Media/Marketing Strategies**

The Board has brainstormed the best methods of marketing the school, and how to improve its image within the community. Positive points to market were our special needs facilities, three day kindy, inclusive learning, social and emotional education, NAPLAN achievements, and our beautiful grounds. Flyers have been distributed and further methods to publicise these qualities are being explored to continue to improve our relationships and partnerships within the community.

Our Education Support program is what makes us particularly unique and desirable, as well as our "Great Start" three-day kindy program, and liaisons have been made with the Department of Education to ensure these labels are added to our public description where potential families are searching for a school.

The Board has debated heavily upon the subject of a JBPC social media platform to encourage community awareness of the school and its benefits, however it has been decided that heavy policing of such a platform is required, and not suitable at this current time. It was noted that the image and reputation of the school is currently very well regarded on these platforms, and it was decided that improvements would be focused on our website, Google and Department of Education sources.

- **Instructional School Model**

Priority 3 in the Business Plan is Highly Effective Leadership, with focus on performance and development and staff leadership. All staff members were involved in researching, designing, and modifying this instructional sequence in a collaborative, team approach. This model is the vehicle to providing explicit, evidence-based teaching practices that result in high quality, low variance education and the implementation of this instructional sequence universally and consistently in every classroom is expected to deliver significant and continual improvement in students' academic outcomes. In conjunction with our Social and Emotional Learning assemblies, we are on a good path to accomplishing Priority 1 and 2 in the Business Plan: teaching and learning excellence in every classroom, and providing a safe, positive, inclusive learning environment.

What is next?

Whilst we are pleased with the diversity that we've managed to achieve in the composition of the Board this year, next year we hope to recruit a member from the community. We also hope to empower our members further, with board training prioritised, and further opportunities to learn and expand on members' particular perspectives and skill sets and make the most of each member's valuable input.

We hope to invoke more parent engagement, so we can provide more informed and better representation of the school community to ensure all activities within the school reflect the best interests of the students.

We will continue to observe the data relating to the mental health and wellbeing of the students and their academic growth and achievements, and ensure their needs are continually prioritised over anything else.

Further relationship building between the Board and the P& C is required, and building upon the training of our Board members, and working towards growing parent engagement and our relationships within the community will help us make headway in this area.

Some explorations will be made to help the school to become a more environmentally sensitive facility. External funding will be sought, and the Board will continue to

observe such financial decisions and plans, and confirm all endeavours consistently meet the needs of the students above all else.

It takes true passion for the wellbeing of students to dedicate one's time into being a part of a school Board, and I have such gratitude and admiration towards the staff and fellow parents that devote their precious energy into this governing body. We must also thank the College as a whole, as it has been all staff members, all students and all parents who have collaboratively helped to determine, decide and finally implement some of the improvements and strategies that we have accomplished this year.

Sadly, this will be my only annual report as your Board Chair, as my family moves elsewhere in the new year. I am so proud and honoured to have served, and it has been a true privilege to have worked alongside each of you. Thank you for your unforgettable support this year, and I am confident I will continue to feel proud as I watch from a distance the anticipated progress and accomplishments that will undoubtedly be continually achieved every year.

Many thanks,
Misty Chew
Board Chair



Our Beliefs and Values

At John Butler Primary College, we believe:

1. Positive and productive relationships are at the core of successful learning. We build foundations of mutual respect, trust and understanding.
2. Every child belongs. We welcome each of our families into a supportive, inclusive and culturally responsive learning environment to allow every child to thrive.
3. In inspiring the pursuit of life-long learning and academic achievement. We have a growth mindset and an engaging culture of ongoing learning and development.
4. A whole college connected and collaborative approach to the delivery of curriculum and pedagogical practices supports successful students.
5. Every child is on their own learning journey. We tailor teaching to ensure every child is supported to achieve their personal best.
6. Social and emotional learning is as important as academic achievement. We model and teach to ensure students have the emotional regulation, resilience and social competencies required for positive relationships, mental health and wellbeing and for a genuine regard for the health and wellbeing of others.
7. Great leaders help other people grow. We build student, staff and community leaders to support the development of empowered, responsible, and active citizens.

S

Safety

Everyone has the right to feel safe at school.

T

Tolerance

Everyone is unique and everyone belongs.

A

Achievement

Everyone strives to achieve their personal best.

R

Respect

Everyone has the right to feel respected at school.

R

Resilience

We persevere in the face of challenges and bounce back after setbacks.



Our golden rule is: 'Treat others as you would like to be treated'



BELONG ASPIRE THRIVE

School Overview



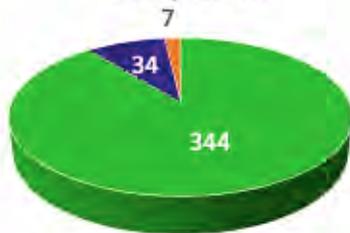
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Student Profile

Student Numbers	K	PP	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
	44	49	38	47	49	51	49	45	385

Students with a Disability	Number	Percentage
	65	17.5%
Aboriginal Students	Number	Percentage
	19	5.2%

Mainstream & Education Support Comparison

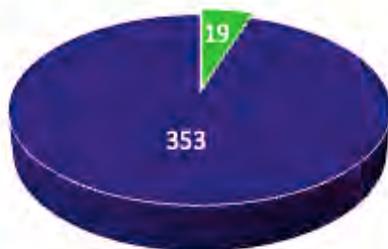


■ Mainstream ■ Education Support ■ STEP

A continuum of educational adjustments ensured tailored teaching and support for students of all abilities and with a range of needs.

Students across the college benefited from the regular Primary Program, the specialist Education Support Program for students with disability, and the Specialist Transition Education Program.

Aboriginal & Non-Aboriginal Student Comparison



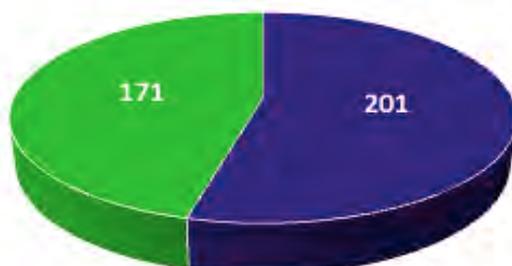
■ Aboriginal Students ■ Non-Aboriginal Students

The Aboriginal Cultural Standards Framework guided our reflections and planning.

A focus on strategies to develop a culturally responsive school are woven through each priority area of the JBPC Business Plan 2021-2023.

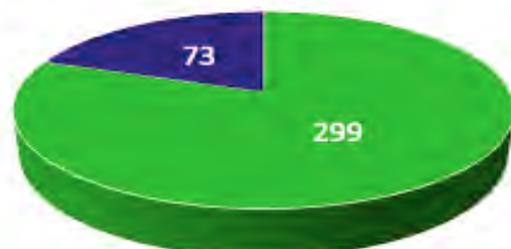
Our Aboriginal Community Group supports school improvement.

Gender Comparison



■ Male Students ■ Female Students

English as a first language & EALD Comparison



■ English as a first language ■ EALD

Student Attendance



Attendance is monitored across the college from Kindy to Year 6.
Our current Business Plan sets out clear targets for attendance.

BUSINESS PLAN TARGETS	
At/above like schools by 2023:	
At/above 93% overall rate	Red
Aboriginal attendance at/above 86%	Green
At/below 2% severe non-attendance	Yellow

Green	Achieved
Yellow	Improvements but not achieved
Red	No improvement/Not achieved

The figures below represent the attendance of students in Kindy.
Research has shown that good attendance patterns begin in Kindy and this is an area the college wishes to continue to improve on working in close partnership with parents.

	Non-Aboriginal		Aboriginal		Total	
	School	Like Schools	School	Like Schools	School	Like Schools
2019	90.5%	90.8%	87.3%	83.0%	90.4%	90.5%
2020	86.0%	88.0%	84.0%	78.0%	86.0%	87.6%
2021	90.7%	90.5%	92.3%	81.0%	90.7%	89.7%
2022	85.0%	87.2%	89.5%	79.8%	85.3%	86.7%

	Attendance Category				
	Overall Attendance	Regular (90%+)	At Risk		
			Indicated (80-89%)	Moderate (60-79%)	Severe (59-0%)
2019	90.4%	70.0%	21%	7.0%	2.0%
2020	87.2%	49.0%	32%	15.5%	3.5%
2021	89.1%	60.0%	27%	10.0%	3.0%
2022	85.3%	43.0%	36%	15.5%	5.5%
Like Schools 2022	86.7%	47.5%	32%	15.5%	5.0%

The figures below represent the Attendance of students in compulsory education from Pre Primary to Year 6.

	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	90.1%	92.3%	92.7%	85.0%	86.3%	79.5%	89.9%	92.0%	91.6%
2020	91.4%	92.8%	93.2%	85.8%	86.1%	77.6%	91.2%	92.5%	91.9%
2021	89.4%	91.6%	92.4%	86.3%	83.1%	76.8%	89.3%	91.0%	91.0%
2022	85.7%	87%	88.3%	80.8%	76.7%	69.5%	85.4%	86.1%	86.6%

	Attendance Category			
	Regular (90%+)	At Risk		
		Indicated (80-89%)	Moderate (60-79%)	Severe (59-0%)
2019	61.4%	25.6%	10.7%	2.3%
2020	70.4%	19.5%	7.5%	2.6%
2021	59.5%	28.0%	10.2%	2.3%
2022	44.0%	34.0%	18.0%	4.0%
Like Schools 2022	50.0%	32.0%	14.0%	4.0%

- The combined overall attendance rate at John Butler Primary College for pre-compulsory (Kindy) and compulsory students (Pre-Primary to Year 6) in 2022 was 85.4%. This was below the 93% target but was comparable to 'Like Schools' of 86.4%.
- The overall decrease of 3.9% from 89.3% to 85.4% from 2021 to 2022 is, once again, consistent with reduced attendance due to Covid and the strict attendance protocols enforced around the pandemic.
- The combined average attendance rates for pre-compulsory and compulsory students for our Aboriginal students was 85.2%, well above 'Like Schools' whose average attendance was 78.3%. Our compulsory Aboriginal student's attendance figure of 80.8% was well above that of the State average of 69.5%.
- The rate for our Aboriginal Kindy students continued to exceed our target of 86% and was almost 10% higher than those students in 'Like Schools'. The ongoing figures for our Kindy students show that we are on track to meet our attendance targets for our Aboriginal Kindy students of above 86% for 2023.
- There was an overall rate of 4.00% for the severe non-attendance category for students from Pre-Primary to Year 6 which was above the 2% target and represented an increase of 2.00% since 2021. Although disappointing this figure is directly comparable with the figure for 'Like Schools' of 4.0%.
- All attendance rates were significantly affected by the COVID pandemic in 2022.
- Attendance is regularly monitored and supported at John Butler Primary College:
 - Parents are required to advise the school of a reason for an absence. There is a follow-up process for unexplained absences.
 - A strong Student Services Team works to identify and support students and families.
 - The school contacts parents when a student's attendance falls within the at-risk categories.
 - School and family partnerships are valued at John Butler Primary College. The school works with families to develop plans to support improved attendance for students in the moderate and severe risk attendance categories.
 - In 2022, badged attendance officers provided additional support to several families who were finding challenges in maintaining their child's regular attendance at school.
- In 2022 less than 65% of all students had regular attendance. This is a significant factor which impacts on students' achievement and progress
- In 2022 a new whole school Attendance policy was implemented. This policy is based on the premise that 'Attendance is everyone's business' and includes a range of strategies for the College Leadership team, classroom teachers and parents.
- Working with our families continues to be a focus for 2023.

Student Achievement and Progress 2022



The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual series of tests for all students in Years 3 and 5 in primary schools. They assess students' skills in Reading, Writing, Grammar and Punctuation and Numeracy.

In 2022, the longitudinal data which shows Student Progress and Achievement compared with Like Schools from Year 3 to Year 5 is unavailable. This is because NAPLAN did not proceed in 2020 due to COVID. Therefore, progress from Year 3 to 5 is unable to be measured for 2022.

YEAR 3 EAL/D STUDENTS			
2021	2022	2021	2022
% of EAL/D students 'Below' or 'At' NMS	% of EAL/D students 'Below' or 'At' NMS	Total Number of Y3 EAL/D students	Total Number of Y3 EAL/D students
16%	9%	12	12
25%	9%	12	12
8%	0%	12	12
8%	27%	12	12
25%	9%	12	12

YEAR 5 EAL/D STUDENTS			
2021	2022	2021	2022
% of EAL/D students 'Below' or 'At' NMS	% of EAL/D students 'Below' or 'At' NMS	Total Number of Y5 EAL/D students	Total Number of Y5 EAL/D students
14%	11%	7	10
0%	11%	7	10
14%	11%	7	10
0%	0%	7	10
0%	0%	7	10

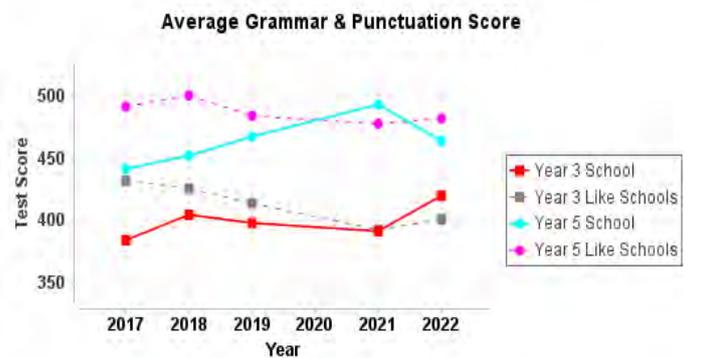
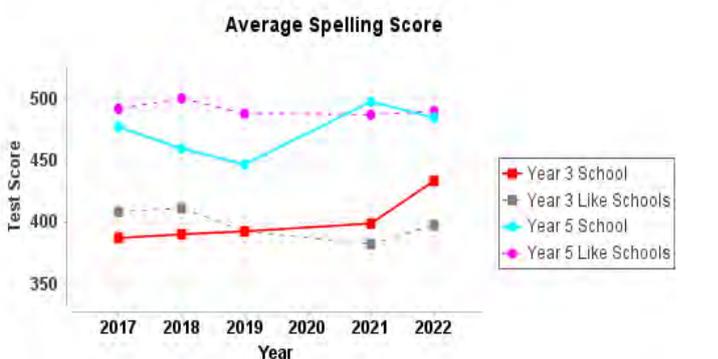
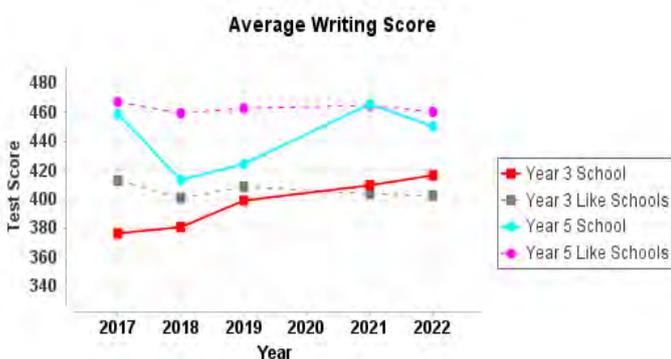
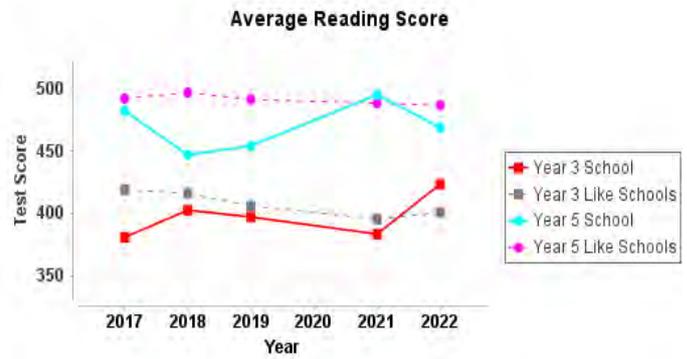
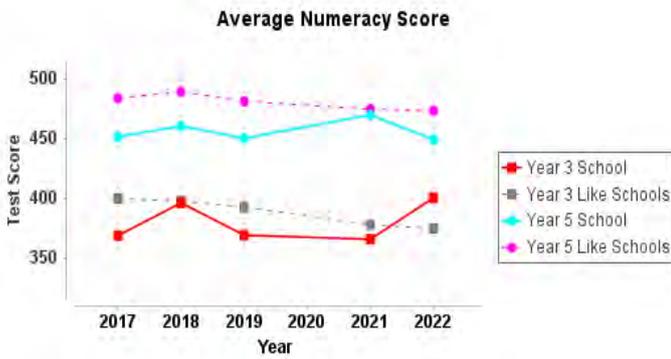
In our 2022 NAPLAN Analysis, we also cross-referenced our Aboriginal and Torres Strait Islander (ATSI) and EAL/D students to monitor progress and achievement. ATSI student data is tracked by the school, however, due to the low number of ATSI students, this data is not published due to student anonymity.

Our primary concern and area of growth in this area is to ensure that appropriate and effective strategies are put in place to support our ATSI and EAL/D students.

In almost all assessments there has been a decrease in the percentage of ATSI and EAL/D students 'at' or 'below' the National Minimum Standard.

Longitudinal Mean NAPLAN Scores Compared with Like Schools

The following figures compare the performance of John Butler primary College students with the performance of students in like schools in each of the Literacy and Numeracy tests for Years 3 and 5 students over time.



BUSINESS PLAN TARGETS

School mean at or above like schools:

YEAR 3		YEAR 5	
Green	Reading	Red	Reading
Green	Writing	Red	Writing
Green	Spelling	Yellow	Spelling
Green	Grammar & Punctuation	Red	Grammar & Punctuation
Green	Numeracy	Red	Numeracy

Green	Achieved
Yellow	Improvements but not achieved
Red	No improvement/Not achieved

Improvements in student performance were evidence in all Year 3 Literacy and Numeracy assessments from 2021 to 2022. John Butler Primary students demonstrated higher mean performance than comparison (like) schools in all Literacy and Numeracy assessments in 2022.

Year 5 John Butler students demonstrated a decrease in performance across all Literacy and Numeracy assessments. This decrease in performance has left the Year 5 students below comparison (like) schools in all Literacy and Numeracy assessments in 2022.

Student Progress in NAPLAN Reading and Numeracy

YEAR 3									
	% Students Making Moderate Progress			% Students Making High Progress			% Students Making Very High Progress		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Numeracy	35.6%	27.9%	18.2%	4.4%	4.7%	24.2%	6.7%	7%	0%
Reading	34.8%	32.6%	39.4%	2.2%	16.3%	21.2%	26.1%	7%	6.1%
YEAR 5									
Numeracy	36.4%	42.9%	N/A	18.2%	20%	N/A	13.6%	13.6%	N/A
Reading	53.6%	20%	N/A	14.3%	37.1%	N/A	7.1%	7.1%	N/A

BUSINESS PLAN TARGET

The percentage of students making moderate, high, and very high progress in Years 3 and 5 will increase over the course of the Business Plan.

- Achieved
- Improvements but not achieved
- No improvement/Not achieved

Year 3 Student Progress

The percentage of students in Year 3 making 'moderate' and 'very high' progress has decreased from 2021 to 2022 in the Numeracy assessment. This has been offset by the percentage of students making 'high' progress, which has significantly increased. There has been a small decrease of the percentage of students making 'very high' progress in the Reading assessment. Although, it is pleasing to see that a large percentage of Year 3 students are making 'moderate' and 'high' levels of progress.

Year 5 Student Progress

Due to NAPLAN 2020 being cancelled as a result of COVID-19, the Year 5 student progress results are not available.

Analysis

The analysis of patterns in data and student responses highlighted specific areas to focus improvement in 2023 and beyond:

Reading in Years 3 and below

- **Comprehension:** Analysing and interpreting the effect of vocabulary in an imaginative text; identifying the main idea of an imaginative text; sequencing the order of events and identifying the main purpose of a persuasive text.
- **Language Structure:** Interpreting a pronoun reference in a text; interpreting the meaning of a sentence in an informative text; and analysing the effect of a persuasive device in a persuasive text.
- **Interpreting:** Interpreting the meaning of vocabulary in an informative text; identifying the meaning of figurative language in a persuasive text; interpreting how a character is portrayed in a persuasive text; and linking a visual feature with information in an imaginative text.
- **Text Structure:** Identifying the purpose of typographical features in an imaginative text; locating directly stated information in a persuasive text; and identifying the style of writing in an imaginative text.

Reading in Years 3 and above

- **Comprehension:** identifying the main idea of a section of an imaginative text; identifying the main idea of a paragraph in an informative text; identifying the main purpose of a persuasive text; and evaluating the accuracy of statements using information from an informative text.

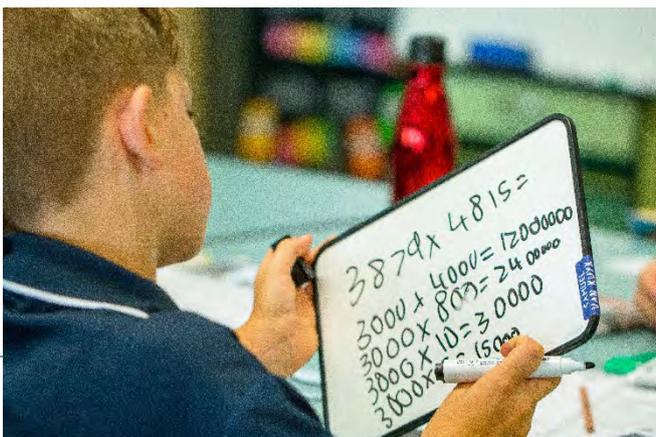
- **Language Structure:** Analysing the effect of figurative language in an imaginative text; and interpreting the use of a literary device in an imaginative text.
- **Interpreting:** Interpreting directly stated information in a persuasive text and information text; interpreting a visual feature in a text; and interpreting how a character is portrayed in an imaginative text.
- **Text Structure:** Identifying the purpose of an opening paragraph, visual feature, bracketed information and subheading in an informative text; linking a visual feature with information in an informative text; and locates directly stated information in a persuasive text.

Numeracy in Years 3 and below

- **Number & Algebra:** Solving a problem involving addition/subtraction of whole numbers using a number sentence; solving a problem using simple division facts; dividing a two-digit number by a one-digit number in context; continuing a pattern with constant increments; and calculating a fraction of a whole number.
- **Measurement & Geometry:** Identifying the image of a shaper after a rotation or reflection; identifying features of an object and three-dimensional objects; using a calendar to identify specific dates; recognising the time to the half-hour on an analogue clock; solving problems involving elapsed time; measuring and comparing lengths using formal and informal units; and comparing the mass of items using a balance scale.
- **Statistics & Probability:** Identifying appropriate survey questions.

Numeracy in Years 3 and above

- **Number & Algebra:** Solving a problem using addition and subtraction; calculating the difference between two large numbers; using multiplicative reasoning to solve a problem; solving a multi-step financial problem involving multiplication, subtraction and purchases; solving a multi-step problem in context; matching decimals to corresponding fractional notation; identifying the five-digit number that satisfies given rules; adding and subtracting fractions with common denominators; and identifying a fraction of a collection of objects.
- **Measurement & Geometry:** Determining the days of the week a particular date will fall; solving a simple time problem involving a calculation of time across noon; converting between units of time to solve a problem; comparing angle to a right angle; reading the temperature on a thermometer to solve a simple problem; using a scaled instrument to measure length using standard units; and completing a symmetrical design with a line of symmetry.
- **Statistics & Probability:** Interpreting a picture graph where one picture represents many data values or where one symbol represents more than one data point; interpreting a table in context; and calculating the number of possible outcomes for a two-stage event.



On-Entry Assessment



In Term 1, teachers assess the skills and understandings of oral language, reading, writing and numeracy of all Pre-primary students. At JBPC, we also extended these assessments to Year 1 and Year 2 students in 2022. The information enables us to plan for the learning needs of every child, including those needing additional support or extension.

On-entry Student Performance in Pre-Primary, Year 1 and Year 2

	Pre-Primary		Year 1		Year 2	
	JBPC Mean	Like School Mean	JBPC Mean	Like School Mean	JBPC Mean	Like School Mean
Reading	416	450	435	506	525	537
Numeracy	435	429	498	503	539	572
Writing	176	210	564	430	541	541

BUSINESS PLAN TARGET

The school mean will be at or above the like school mean in Reading, Writing and Numeracy for Years 1 and 2.

- Achieved
- Improvements but not achieved
- No improvement/Not achieved

Following on from a similar trend in 2021, the On-entry assessments in 2022 showed that students commenced formal schooling in Pre-Primary at JBPC scoring lower than student in like schools on Reading and Writing measures. The 2022 assessments showed a significant improvement in Numeracy measures where students scored higher than like schools. This emphasizes the need for a strong Kindergarten and ongoing early years Literacy and Numeracy Programs in the first few years of schooling. In 2022, 81% of our Pre-Primary students had attended the JBPC Kindy Program.

In Year 1 the JBPC mean was below the like school means for both Reading and Numeracy. Progress had been made in both areas with the difference between the JBPC mean and the like school means having decreased in 2022 in comparison to the difference in 2021. Students at JBPC had a slightly lower mean performance than students in like schools for Numeracy in Year 1, however, the performance was comparable with like schools. Systematic improvements were made to the teaching of phonics and reading during 2022 with those students identified as being at risk receiving additional targeted intervention support. Improvements in Writing meant that the JBPC mean score was significantly higher than that of like schools.

The Year 2 students at JBPC demonstrated a lower mean performance on Reading and Numeracy On-Entry measures than students in like schools. However, progress had again been made as the difference between the means was less in 2022 than in 2021. The students' performance in Writing is directly comparable with like schools.

In 2022 there were overall improvements in all assessment measures from Pre-Primary to Year 2. The improvements in Reading and Writing emphasises the importance of the college's focused approach to Literacy, particularly to Phonic acquisition and Fluency. Students continued to make progress in Numeracy and the development of a whole school approach to Numeracy is planned for 2023.

The On-Entry Assessments were used to identify areas for school improvement in the early years:

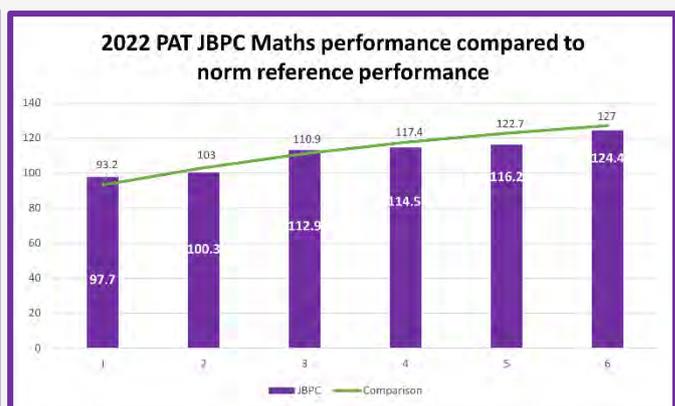
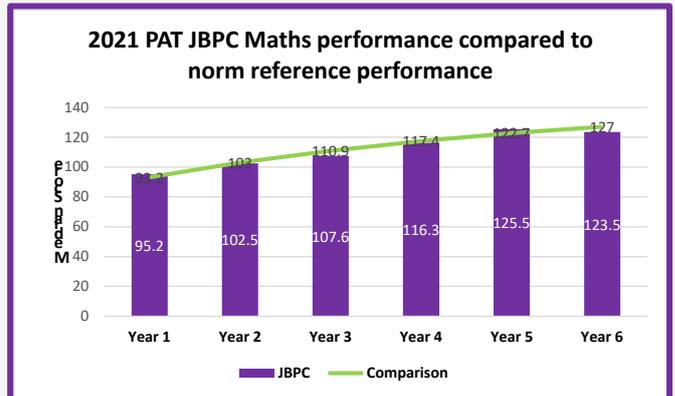
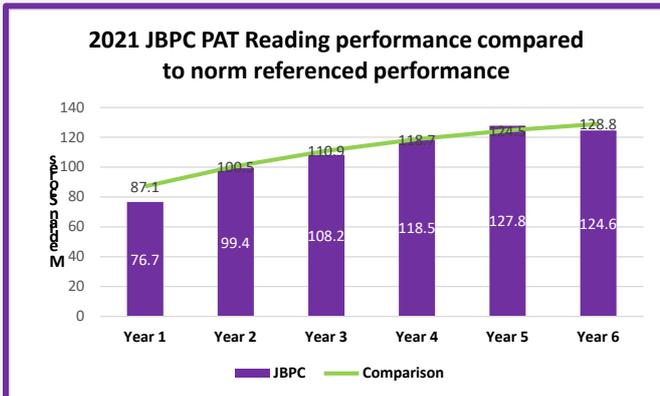
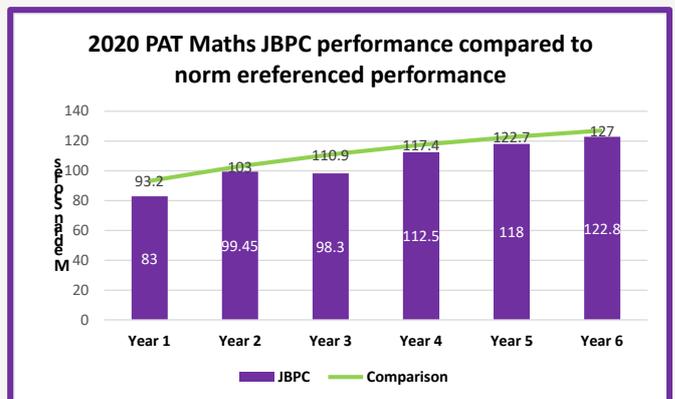
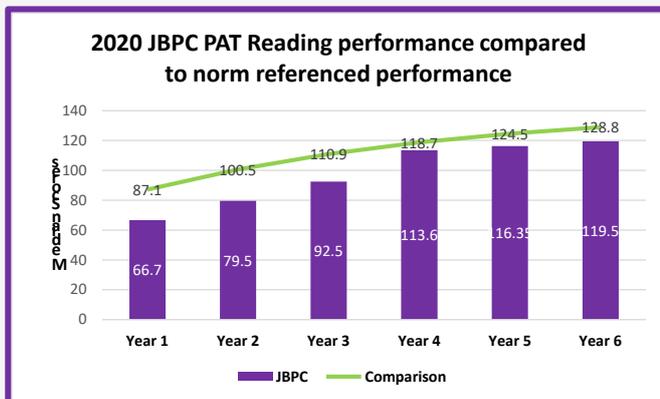
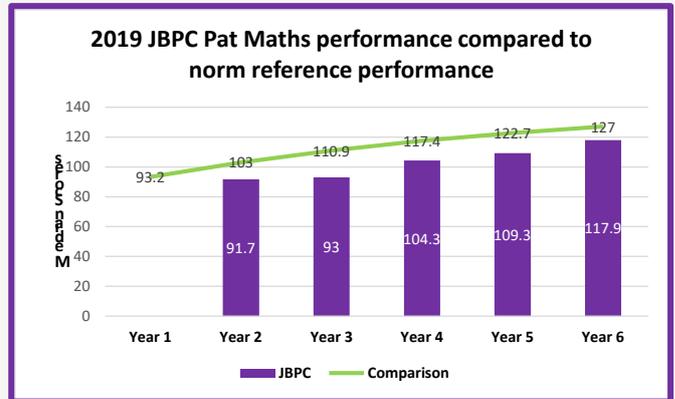
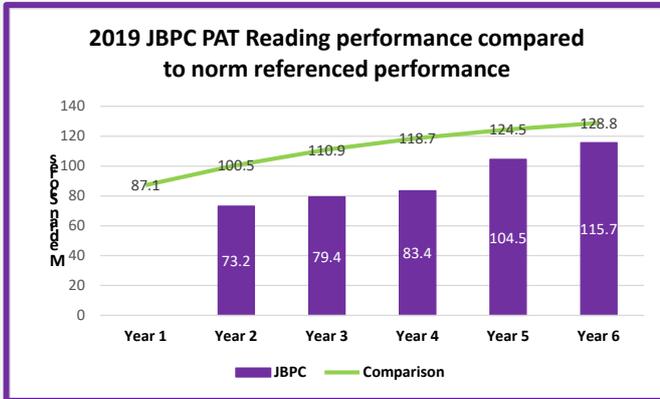
- Early oral language skills, particularly oral retell.
- Phonemic awareness
- Phonics
- Inferential listening and reading comprehension.
- Number concepts: particularly counting backwards, forward and counting on; continuing a given pattern; and partitioning.
- Measurement: comparing length and mass; naming and ordering the days of the week and what comes before/after; and comparing and ordering duration and time.

Progressive Achievement Tests (PAT)

The PAT tests are administered annually and assess our students' knowledge, skills and understandings in Maths and Reading. This information is used to identify starting points for learning, targets for teaching and to monitor growth.

BUSINESS PLAN TARGET

Year 1 to 6 median scores will be at or above the Australian norm for Reading and Maths.



The Maths performance of John Butler students has continued to be strong with most year levels being at (within five points) or above the Australian norm reference data.

The Reading performance remained at a similar level, or slight decrease in comparison to 2021 data with most year levels performing at or below norm referenced data.

Excitingly, 2022 was the first year in which some of the Education Support students, working above Stage D, also participated in the PAT Assessments. Their results are included within their appropriate year level data.

Assessment of Basic Language and Learning Skills (ABLLS-R)

The ABLLS-R is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for students working in Stages A-D of the WA Curriculum. It helps us to identify the skills students require to communicate and to learn from everyday experiences. This information allows us to track the progress of our students, to inform the development of Individual Education Plans (IEPs) and to identify areas for school improvement.

The ABLLS-R is organised into 25 skills areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten. The skills in each skill area are organised from simpler to more complex. At JBPC, we track this as **vertical** progress as students are achieving progressively more complex skills within a skills area. Each skill within a skills area is also broken into a series of subskills and students work through these subskills, like steps, to achieve the skill. At JBPC, we track the achievement of subskills as student **horizontal** progress. Thus, we have a fine-grained measure of student progress and achievement for students with lower learning rates who make more gradual gains in learning.

BUSINESS PLAN TARGET

Students working in Stages A to D of the WA Curriculum will demonstrate an annual positive learning trajectory against the ABLLS-R tracker in the areas identified as a priority in IEPs.

QUEST FOR LEARNING (QFL)

Quest for Learning is an assessment tool and tracking system used to guide the learning for students working in Stage A of the WA Curriculum. This tool was implemented in 2022 as it provides a process-based assessment map, which tracks the achievement of students with more complex learning needs. Student achievement is mapped in the areas of cognitive development and social interaction. The information provided from QFL provides a framework for tracking student progress, to inform the development of Individual Education Plans (IEPs) and to identify areas for school improvement.

The QFL map is divided into 43 milestones, with 7 major junctions in development. We anticipate that students will pass through these in sequences. Learners do not however, need to visit every milestone in strict sequence, as QFL has many different possible pathways. This allows staff to find ways to develop the strengths of each individual learner

The effort to target skills areas relating to student communication in 2022 has had a positive impact on the achievement of students working at Stages A-D of the WA curriculum. There is now a demonstrated need to target skills in writing, spelling and some further areas relating to communication, such as spontaneous vocalisations and intraverbals. The use of Augmentative and Alternate Communication (AAC) and integration of AAC into all aspects of teaching and learning will be a continued focus in 2023 and into the future.

Maths will be an ongoing area for improvement, with continued development of a modified Maths assessment tool. This will support staff to identify student strengths and deficits to implement targeted supports for students working in Stages A-D.

There was a demonstrated need, in all stages, to target improvement in skills areas relating to student communication, such as requesting, labelling, spontaneous verbalisations, intraverbals and so on. Communication is a basic learner skill and impacts students' access to the curriculum and their capacity to learn from learning experiences. The use of Augmentative and Alternative Communication (AAC) and integration of AAC into all aspects of teaching and learning will be a focus for development in 2022 and into the future.

Maths was also identified as an area for improvement. The introduction and development of a highly modified Maths curriculum with a specific focus in Number will be a priority in 2023.

STAGE A

Summative Progress Semester 2 2022



In Semester 1 2022, 4 students were working at Stage A

In Semester 2, 2 students progressed into Stage B

PROGRESS

In the second semester, 2 students working at Stage A of ABLESWA were assessed using Quest for Learning. Quest for Learning is an assessment tool used to assess students who have profound and multiple learning difficulties.



100% of the students assessed using Quest for Learning in Semester 2 made progress



100% of the students made progress in Cognitive Development.

Cognitive Development milestones achieved included:
Personal action in every day environment
Repeating when unsuccessful in first attempt



50% of the students made progress in Social Interaction.

Social Interaction milestones achieved included:
Attracting attention
Changing behaviour in response to an interesting event

Areas for development

Students using a greater range of responses to an increased number of stimuli
Use of appropriate behaviours to gain attention
Increased tolerance of change in routine and greater degree of autonomy within environment

Staff to continue to develop enhanced observation techniques to improve finely grained data collection and analysis



Stage B

Summative Progress Data Semester 2
2022 in ABLLS- R

IN SEMESTER 2 2022 6 STUDENTS WHO HAD BEEN WORKING IN STAGE B IN SEMESTER 1 PROGRESSED INTO STAGE C AND 2 STUDENTS PROGRESSED INTO STAGE D



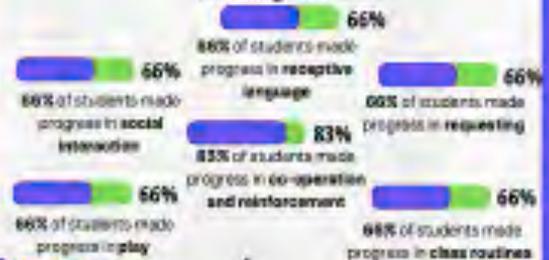
In Semester 2, 6 students were working in Stage B
100% made progress in ABLLS- R



100% OF THE STUDENTS MADE VERTICAL AND HORIZONTAL PROGRESS

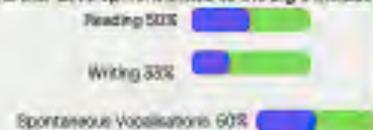
vertical progress indicates the next skill within the sequence and horizontal progress indicates increasing complexity within the skill

Most progress was made in the following learning areas



DATA INDICATES THAT THE WHOLE SCHOOL FOCUS OF THE ISB 6 WHICH IS LINKED TO COMMUNICATION BY THE ESP HAS HAD A POSITIVE IMPACT ON STUDENT OUTCOMES IN 2022

The areas for further development linked to the Big 6 include



These will be priority areas for development in 2023



Stage C

Summative Progress Data Semester 2 2022
in ABLLS-R

6 STUDENTS WORKING AT
THIS STAGE IN SEMESTER
2.



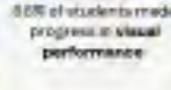
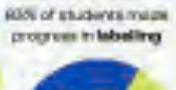
4 students who had been working at Stage C in Semester 1 progressed into Stage D and 1 progressed into Stage PP in Semester 2 2022



100% of students made vertical and horizontal progress

vertical progress indicates the next skill within the sequence and horizontal progress indicates increasing complexity within the skill

Most progress was made in the following learning areas



DATA INDICATES THAT THE WHOLE SCHOOL FOCUS OF THE BIG 6 WHICH IS LINKED TO COMMUNICATION IN THE ESP HAS HAD A POSITIVE IMPACT ON STUDENT OUTCOMES IN 2022

Areas for development in 2023

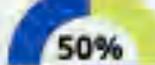
General Responding 33%



Spontaneous Vocalizations 33%



Intervariable 50%



Stage D

Summative Progress Data Semester 2 2022
in ABLLS-R

11 STUDENTS
WORKING AT
STAGE D

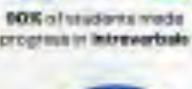
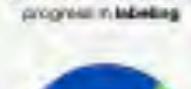
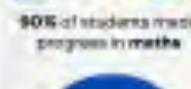


100% OF STUDENTS
MADE VERTICAL AND
HORIZONTAL
PROGRESS



vertical progress indicates the next skill within the sequence and horizontal progress indicates increasing complexity within the skill

Most progress was made in the following learning areas



Data indicates that the whole school focus of the Big 6 which is linked to Communication in the ESP has had a positive impact on student outcomes in 2022

Areas for development in 2023



Behaviour and Social Emotional Learning

The JBPC STARR Values (Safety, Tolerance, Achievement, Respect and Resilience) that underpin our positive behaviour support approach are embedded across the school. The STARR values guide the behaviour of all community members to influence a positive, safe and inclusive learning environment in which every student can thrive. Our JBPC Behaviour Plan includes whole-college strategies to prevent inappropriate behaviour, to teach pro-social behaviour and to respond to inappropriate and/or unacceptable behaviours.

Social and Emotional Learning is a priority at JBPC and is as important as the development of academic skills. Social and Emotional Learning supports positive behaviour in the school. Over 2022 and into the future we continued to develop our Social and Emotional Learning Programs. Programs in the classroom continue to focus on teaching students' personal and social awareness and management, such as teaching strategies for self-regulation, mindfulness, conflict resolution, building friendships, and working cooperatively as a members of a group or team.

A tiered system of supports provides for students requiring additional support to learn and develop the personal and social skills required to maintain positive relationships and to behave in ways that are most conducive to a productive learning environment. Targeted social skills intervention groups and more individualised supports outlined in Individual Behaviour Support Plans for students are provided for students requiring additional support.

The provision of leadership opportunities for students continues to support improved behaviour and the development of a positive learning environment. There are regular opportunities for self and peer nominations for positions as Student Councillors, Faction Captains and as Super-friends. The strategies to develop attributes in our student leaders and their roles within the school serve to further promote, teach and reinforce positive behaviours.

These strategies have been highly successful in reducing inappropriate and unacceptable behaviours and increasing pro-social behaviours across the school. We continue to be proud of our students' behaviour and engagement choices and it has been extremely rewarding to receive positive feedback around JBPC students' behaviour from relief staff and at inter-school and community events.



BUSINESS PLAN TARGET

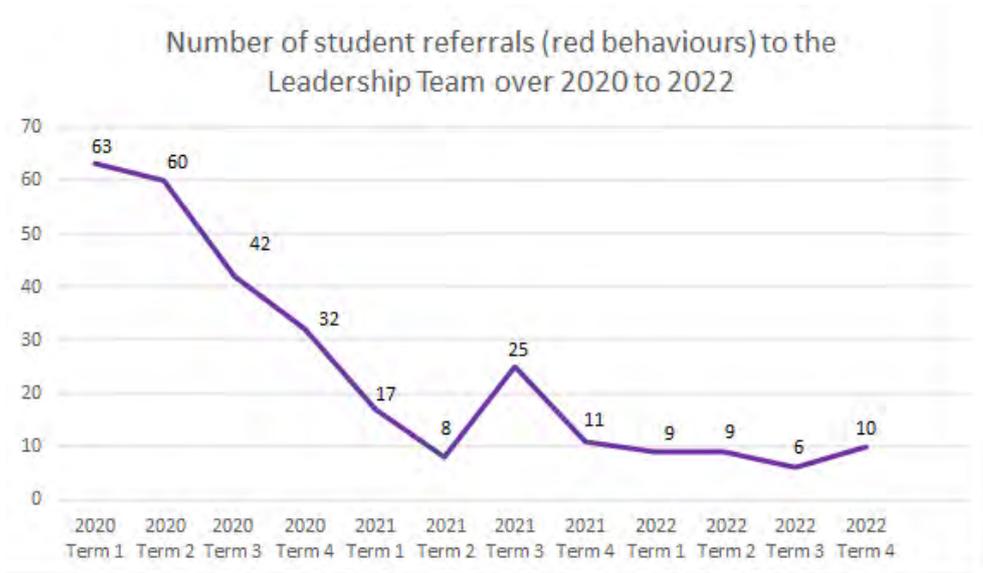
Decrease student referrals (red behaviours) to the Leadership Team.

Maintain an average STARR student score of 3 or above for each STARR Value, demonstrating students 'often' display JBPC STARR Values.

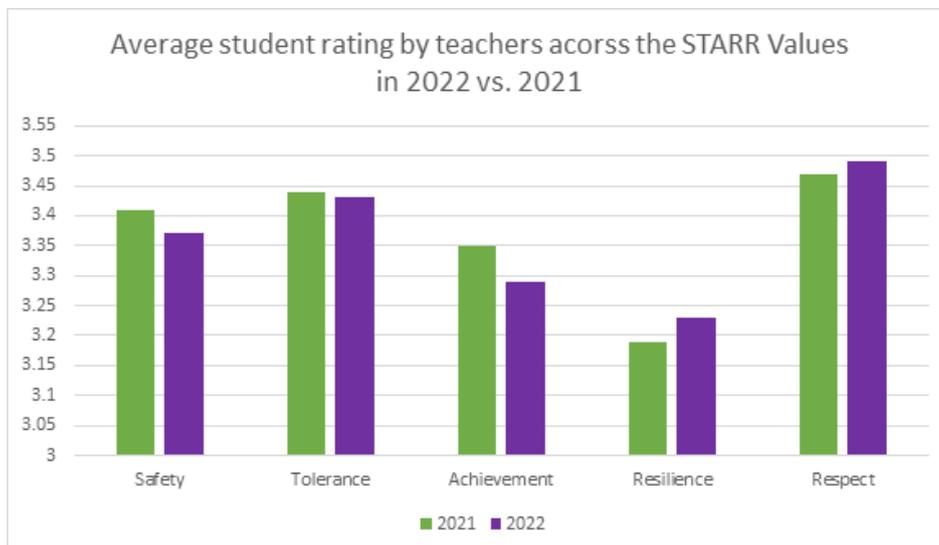
- Achieved
- Improvements but not achieved
- No improvement/Not achieved



The declining trend in student referrals to the Leadership Team observed over the 2020-21 period continued throughout 2022. There was an increase in referrals in Term 4, 2022 however the total number of student referrals remained low.



In Semester 2, 2022, teachers provided ratings for every student against each of the JBPC STARR Values. Ratings were on a scale of one to four, whereby a rating of 1 indicated that a student 'seldomly' demonstrated STARR values up to a 4, where students 'consistently' demonstrated STARR values. Students continued to achieve ratings of 3 or above across all the STARR values, which was an excellent result. In 2022, there was a focus on the STARR value of Resilience, as this was identified as the value requiring most support. It was pleasing to see that compared to 2021, the average rating of Resilience improved. Support and learning of all the STARR values will continue in 2023 to ensure students 'consistently' demonstrate the JBPC STARR Values.



PRIORITY AREA DEVELOPMENT



PRIORITY 1: TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

Key achievements in 2022 were as follows:

- The implementation of a JBPC Instructional (Teaching) Model outlining the expectations regarding explicit, research-aligned and high-quality teaching at John Butler Primary College.
- Staff collaboration took place to enhance and align classroom planning with curriculum overviews and the new JBPC Instructional Model.
- The introduction of interactive 'Daily Reviews' at the start of curriculum lessons were embedded throughout the whole school.
- The successful implementation of Spelling Mastery in Years 4 – 6 and associated spelling assessments and data tracking systems to monitor its effectiveness.
- Professional learning in Letters & Sounds Phonics and refined associated data tracking systems ensured that improvements were seen in Phonics instruction and resulted in improved student achievement in Kindergarten to Year 3.
- Brightpath writing assessments were introduced and teaching staff took part in moderation professional learning where they compared writing samples to align teacher judgements in writing achievement. The use of further Brightpath assessments to improve moderation processes will continue to be a focus in 2023.
- Evidence-based Reading Fluency assessments were introduced and a whole school 'Fluency Tracker' data collection system means that student's reading fluency achievement can be carefully measured and monitored.
- The need to enhance programs to teach students receptive and expressive communication and to use Augmentative and Alternative Communication (AAC) to support students' learning will continue to be a focus in 2023.
- The successful establishment and further development of a Response to Intervention (RTI) model commenced to ensure multi-tiered systems of support for students requiring additional support in Literacy, Numeracy and Social-Emotional Learning/Behaviour. This has resulted in the deployment of education assistants (EAs) with targeted intervention, on enhancing structured, evidence-based intervention programs, and on capacity-building teachers, EAs and leaders to implement, monitor and evaluate the strategies for multi-tiered systems of support.
- Professional learning and support continued to enhance data literacy across the school and to better use assessment data to inform teaching and learning plans and whole-college improvement planning.
- Data systems were reviewed and further refined to better monitor students' progress and achievement across a range of assessments, including Letters and Sounds, NAPLAN, PAT, KAT, On-entry, ABLLS and student behaviour.
- In Numeracy, staff collaborated to produce common assessment tasks which were introduced to gain an improved understanding of Maths Student achievement across the school.
- Work to establish a whole-college numeracy approach commenced in 2022 with enhancing teachers' Maths content pedagogical knowledge, improving teachers' understanding of additive thinking and strategies, and implementing the use of diagnostic assessment tasks to pinpoint the entry points for teaching.
- End of year handover of student information was improved by the introduction of new software which enabled the collation of student data to be made accessible to all teachers to better inform teaching and learning and to enhance teaching and learning continuity and the meeting of students' needs.
- Quest for Learning was introduced as an assessment tool in Education Support.



PRIORITY 2: A SAFE, POSITIVE, AND INCLUSIVE LEARNING ENVIRONMENT SUPPORTS SUCCESSFUL AND THRIVING LEARNERS

Key achievements in 2022 were as follows

- The JBPC Behaviour Plan is embedded across the school. The embedding of the PBS approach and college-wide strategies continues to be a focus in 2023 and into the future.
- A draft Bullying Policy has been created and has an educative focus which compliments the JBPC Behaviour Plan. This is currently awaiting ratification by the School Board.
- Enhanced programs to support cyber-safety and to prevent cyber-bullying continue with the school engaged with the 'Think U Know' program and the education program led by the Australian Federal Police.
- The refinement of the JBPC RTI Model has resulted in continued improvements to our multi-tiered systems of support for students requiring additional support across the college. Enhanced data systems, interventions, Individual Behaviour Support Planning, family engagement, inter-agency collaboration and case-management supports improved learning environment across the school.
- Clear roles and responsibilities, processes and links with the RTI Model are in place to better support students under the leadership of a SAER: Mental health and wellbeing coordinator; a SAER: Social and emotional learning coordinator; a SAER: Behaviour coordinator; and a SAER: Academic support and extension coordinator.
- Social and emotional learning is embedded in all classrooms and supported with the Zones of Regulation Program, MindUp Program and explicit teaching of personal and social awareness and management knowledge and skills.
- The school has a parent resource library to support families experiencing mental health and wellbeing challenges. Further work on promoting these resources is planned for 2023.
- Staff participated in an Aboriginal Artwork experience. This was a highly engaging and informative workshop for all staff involved to further increase the school's cultural responsiveness. The artworks created align with the school's Faction names.





PRIORITY 3: HIGHLY EFFECTIVE LEADERSHIP

BUSINESS PLAN TARGETS

1. Performance and development cycles and observation and feedback processes are developed and embedded by 2023	Yellow
2. An effective shared leadership model is embedded by 2023.	Green
3. Strong, established instructional leadership supports high-quality teaching, systematic curriculum delivery and differentiation that is responsive to individual student needs by 2023.	Yellow
4. The ten High Impact Teaching Strategies (HITS) are visible in every classroom by 2023.	Yellow
5. Students' access increased leadership opportunities within the school over the course of the business plan.	Green

- Achieved
- Improvements but not achieved
- No improvement/Not achieved

Key achievements in 2022 were as follows:

- Cycles of performance and development, with clear links to college priorities, are now established for leaders, teachers, Education Assistants, and support staff. Teachers engage in cycles of peer observation and feedback and use a range of evidence to inform their reflections and planning to enhance their teaching practice. A focus in 2023 will be to increase the frequency of feedback for teachers from colleagues and leadership across the school and to embed performance and development practices.
- The WA Future Leaders Framework informs the identification and development of leaders across the college. Leaders are supported to lead teams through targeted professional learning in leadership and in areas relating to school priorities. The continued capacity-building of leaders at all levels will continue to be a focus in 2023.
- Curriculum planning and the alignment of high-quality, low-variation teaching have continued to be a focus in 2022 through the refinement of curriculum planning processes and through the development of the JBPC Instructional (teaching) Model, which includes the ten High Impact Teaching Strategies (HITS). In 2023, leaders will support the implementation of the new processes and model and enhancing the capacity of instructional leaders will continue to be a priority.
- Students have benefited from increased leadership opportunities throughout 2022. Faction Captains and Student Council members have led whole school events and assemblies and In 2023, these roles will be further refined and work will commence to establish leadership development learning to support students to be their personal best within these roles.
- Increased opportunities for our Aboriginal students to lead and to have a voice in informing the development of a culturally responsive school were also a focus in 2022. Having our Aboriginal students provide feedback and their perspective around our progress towards cultural responsiveness, ensuring Aboriginal student representation on the Council, and having our students give the Acknowledgement of Country at events are some of the ways we are working to increase opportunities for our Aboriginal students to lead.
- An Aboriginal Community Group comprising of some of our Aboriginal families and members of our leadership team, was established but due to Covid restrictions, the group was not able to meet regularly in 2022. This will be a focus in 2023 to continue to develop a culturally responsive JBPC.



PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS

BUSINESS PLAN TARGETS

1. Achieve high satisfaction ratings on the National School Opinion Survey (2022), indicated by an average opinion rating of 4 or above in all areas.	Improvements but not achieved
2. Achieve high ratings (agree to strongly agree) on the School Culture Self-Assessment Survey by 2023.	Achieved
3. The college is more culturally responsive by 2023, as evidenced by improvements against the Aboriginal Cultural Standards Continuum in the target areas identified in 2021	Improvements but not achieved
4. Partnerships with schools, agencies, community organisations, local businesses and government are established and maintained to support individual students and the broader learning program.	Achieved

■ Achieved
■ Improvements but not achieved
■ No improvement/Not achieved

National School Opinion Survey – Parents

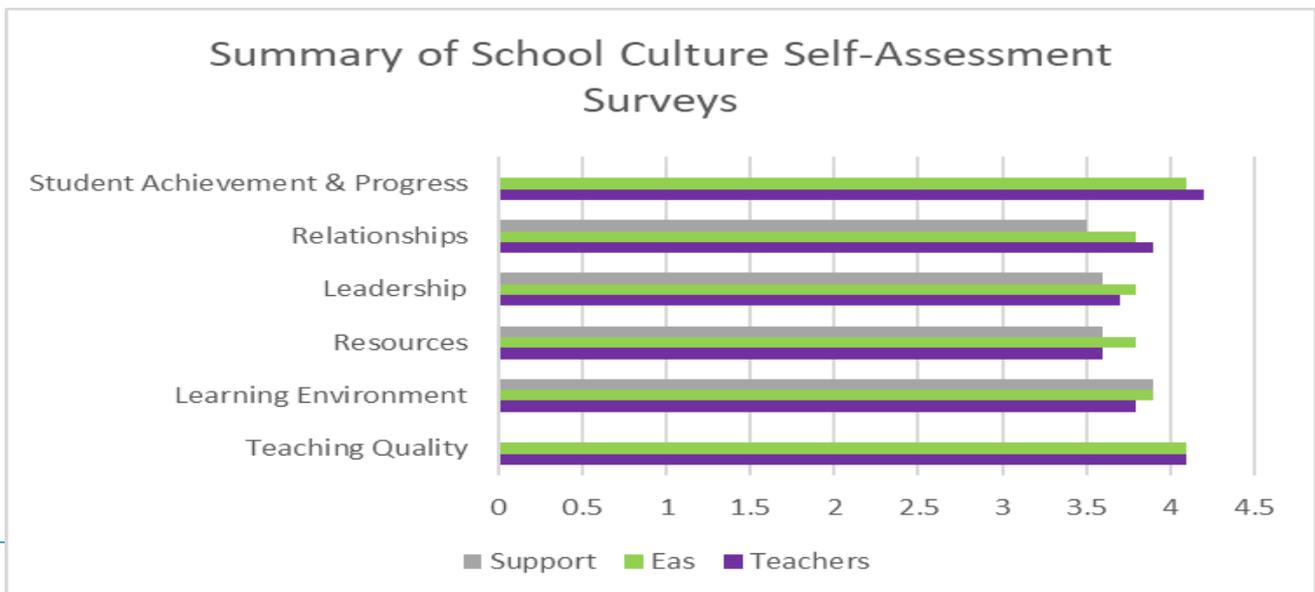
The National School Opinion Survey (NSOS) provides a measure of parent satisfaction with the college in a range of areas. Our goal is to achieve ratings in all areas of four or above. This feedback is used to inform our ongoing cycles of school improvement to shape a JBPC that reflects the needs and aspirations of our students and community. Our last survey was completed in 2021 and is due to be completed again in 2023.

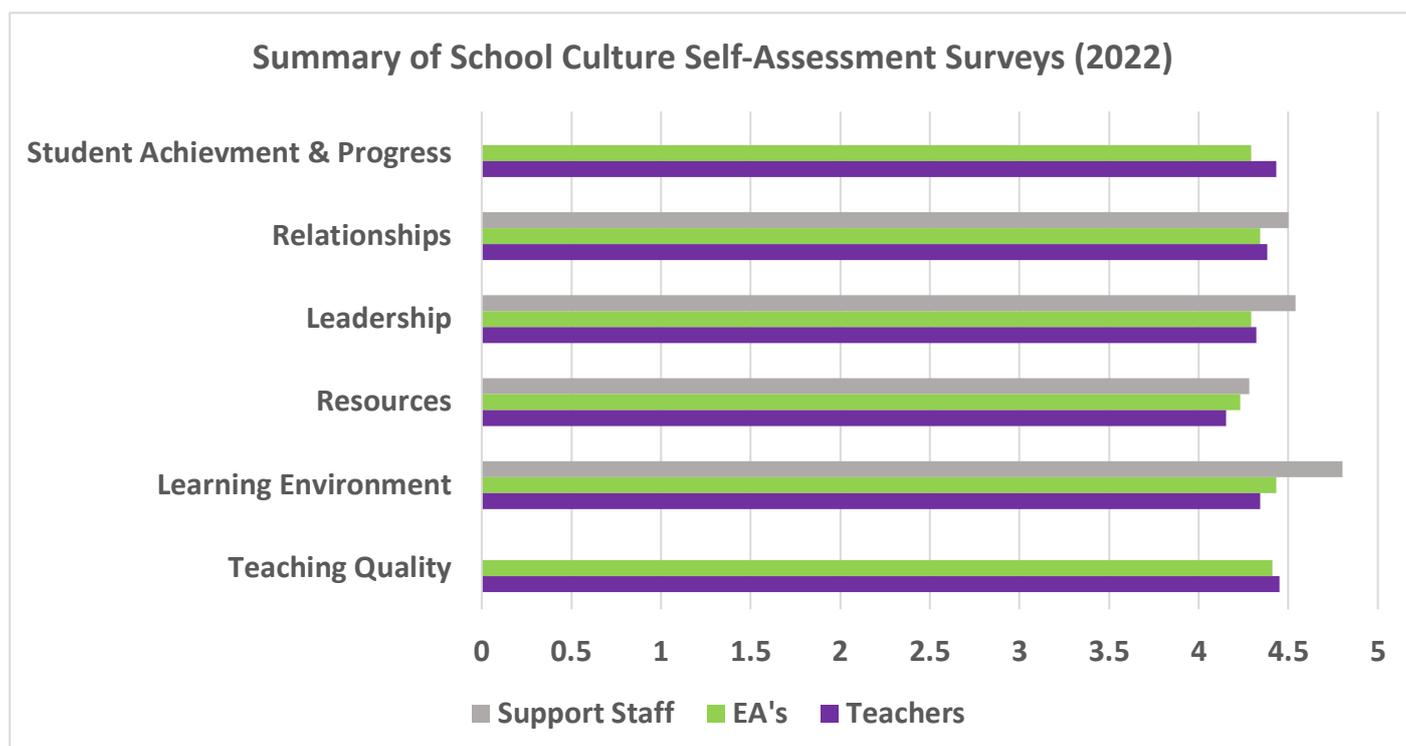
School Culture Self-Assessment Survey – Staff 2021 & 2022

The School Culture Self-Assessment Survey provided ratings from staff against specific aspects of high-performing school cultures: Teaching Quality, Learning Environment, Resources, Leadership, Relationships, and Student Achievement and Progress. Our aim is to have ratings within the 'agree' to 'strongly agree' categories (4 and above) for all areas.

In 2021, ratings were four or above for Teaching Quality and Student Achievement and Progress. Ratings for other areas were below four.

2021





In 2022, all areas received a rating of above 4 by all members of staff. Strengths in JBPC culture highlighted in the surveys were:

- All areas had improved their overall ratings when compared with survey scores in 2021.
- In 2021 only Student Achievement and Teaching Quality achieved ratings above 4 but in 2022, all areas achieved ratings above 4 (as scored by all groups of staff).
- Teachers felt that our whole school evidence based pedagogical framework is appropriate for our students (4.9) and they collaborate effectively to interrogate whole school data (4.8) and that student well-being was a priority at our school (4.8).
- Teachers felt that our school has a culture of high expectations of student achievement & progress (4.7)
- Teachers knew and understood the school's vision and strategic direction and leaders empower them to explore contemporary evidence-based teaching practice. (4.6)
- EA's felt that they reflect on their role, and they knew what good performance looks like in their role (4.8).
- EA's also felt that student well-being was a priority (4.7) and that staff collaboration was a priority (4.6)
- Admin support staff felt that our school was a safe, orderly, and inclusive environment and there was a strong sense of belonging and pride (5.0).
- Admin support also felt that mutually respectful relationships are valued, and that student well-being is a priority (5.0).

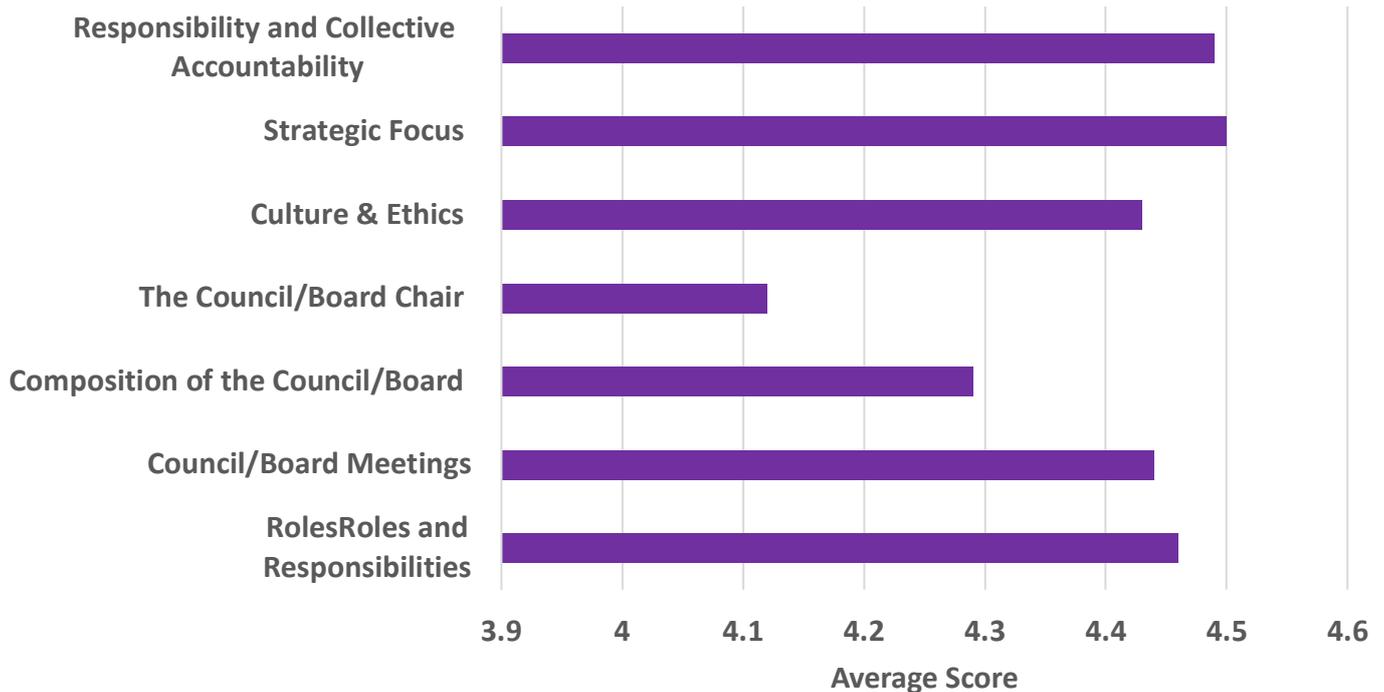
Areas identified for improvement related to:

- Teaching Quality: Further enhancing and embedding performance and development processes, particularly relating to feedback and review.
- Learning Environment: Continuing to embed consistent whole-college approaches to supporting positive behaviour; enhancing processes to improve student attendance and punctuality; and further enhancing a culture where staff feel empowered.
- Resources: Enhanced alignment of resources to students with learning needs; enhanced resourcing of staff collaboration; and enhanced use of facilities to maximise student learning and engagement.

School Board Self-Assessment Survey 2022

In 2022, School Board members were asked to reflect upon their roles and responsibilities and completed the Self-Assessment Survey against specific aspects of: Responsibility & Collective Accountability, Strategic Focus, Culture & Ethics, The Council/Board Chair, Composition of the Board, Board Meetings & Roles & Responsibilities. Our aim is to have ratings within the 'agree' to 'strongly agree' categories (4 and above) for all areas.

Summary of School Board Self-Assessment Survey (2022)



All areas received an average rating of above 4 by members of the School Board. Strengths highlighted in the survey were:

- Members felt that they were able to express their opinions freely (4.8) and that the roles of the Principal are clearly defined (4.6)
- The Board felt that meetings focus on important issues (4.6), have time set aside for focused strategy development (4.6) and that the minutes of the meetings are accurately recorded and retained for audit purposes (4.6)
- The Board felt that the contribution to the work of the Board is valued (4.6), it acts fairly and impartially before making a recommendation (4.6) and acts in good faith and makes decisions with the best interests of students (4.6).
- The Board holds itself accountable for compliance with the Code of Conduct and Terms of Reference (4.6) notes the budget and also monitors progress made against school priorities and targets (4.6).

Areas identified for improvement related to:

- New Board member Induction processes and training.
- Communication of the work of the Board to the whole school community.



Cultural Standards

JBPC's Cultural Standards Plan focuses on improvements and strategies to develop a culturally responsive college where respectful relationships underpins all community interactions. Annual reflections against the Aboriginal Cultural Standards Framework, and ongoing feedback from the community, inform our continual school improvements in this area. In 2022 feedback from families and school staff generally perceived our progress to fall between the Cultural Awareness and Cultural Understanding stages of the continuum. Work in this area is an ongoing process with all staff actively engaged in developing their understanding of Aboriginal culture and, in addition, the diverse cultures of our families and community.

Following our previous Aboriginal community consultation at the end of 2021, work around establishing a physical environment that is welcoming for our Aboriginal students and their families and which supports their sense of belonging and connection to the school continues. Planning for the development of a meeting place/sensory garden and an Aboriginal mural within the school grounds is in the earliest stages and further consultation during 2023 will be taking place with our Aboriginal community. Aboriginal students, their families and local community members continue to have leadership opportunities within the college ensuring Aboriginal representation on the School Board and P & C and student representation on the Student Council.

In Term 4 staff participated in 'The Colours of Country' Aboriginal Art Workshop facilitated by Michelle and Dennis Kickett resulting in the creation of artworks depicting the colours of the six Noongar seasons. Each painting was painted using colours representing that specific time of year and included traditional symbolism representing women and men performing traditional seasonal duties on country according to the seasonal and environmental changes. Concentric circles were used to symbolise water which is the life source of the country throughout each season while other designs symbolise the patterns of the local terrain.



2022 COLLEGE COMMUNITY EVENTS

Our students benefited from enhanced educational experiences through college and local community events and support.



Our 'Junkadelic' Incursion engaged students in making instruments and creating music from everyday objects.



Our named factions and faction symbols were proudly paraded at the Sports Carnival.



BUNURU



KAMBARANG



BIRAK



DJILBA

Our students and staff had great fun taking part in the P & C organized 'Slime Run' which raised over \$20,000!



Our student choir who participated in One Big Voice at the RAC Arena.



2022 COLLEGE COMMUNITY EVENTS

JBPC students loved taking part in Book Week



Students took part in a RAC Road Safety presentation.



JBPC Staff & students participating in R U OK Day to raise awareness around mental health.

Staff and students engaged in a variety of activities celebrating diversity and cultures during NAIDOC week.



2022 COLLEGE COMMUNITY EVENTS

Y6 students attended Ern Halliday for their Camp. They had to work collaboratively and were challenged and pushed 'out of their comfort zone!'



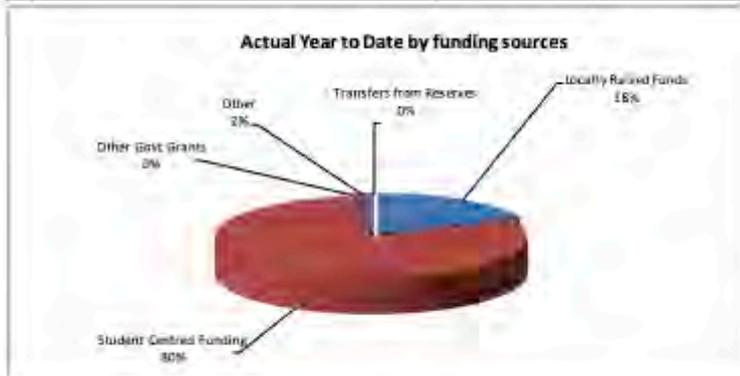
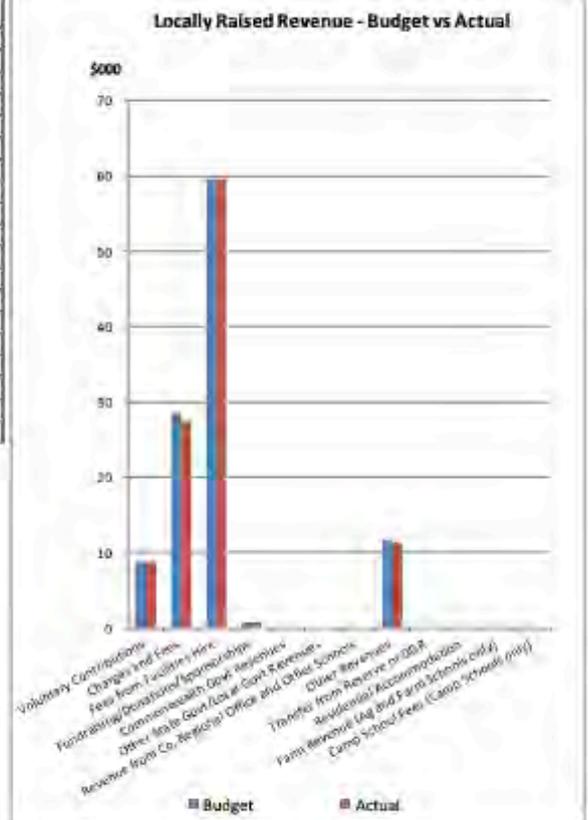
We also said farewell to our Year 6 students and wished them the very best on their journey into secondary school.



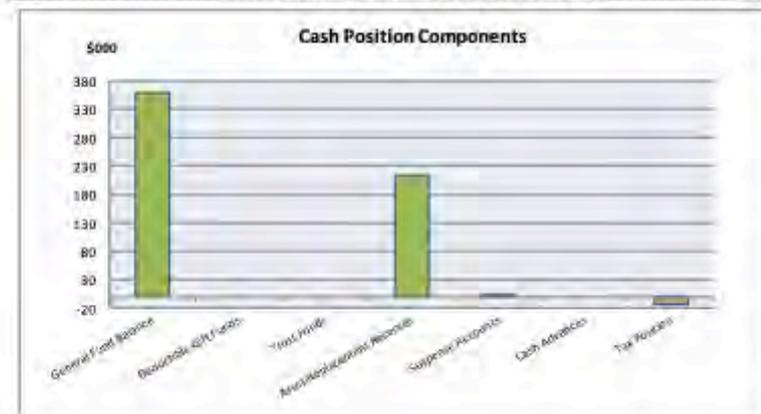
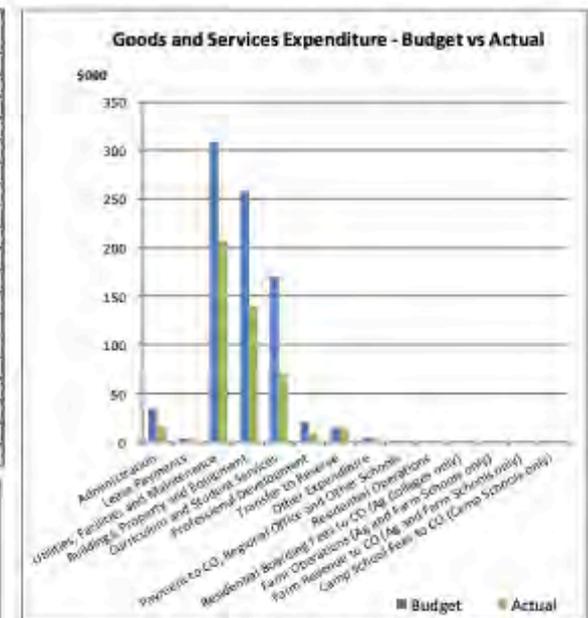
John Butler Primary College

Financial Summary as at 31.12.22

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 8,770.00	\$ 8,762.20
2	Charges and Fees	\$ 28,579.00	\$ 27,502.39
3	Fees from Facilities Hire	\$ 58,590.91	\$ 58,590.91
4	Fundraising/Donations/Sponsorships	\$ 788.00	\$ 787.13
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 11,667.00	\$ 11,302.26
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		\$ 109,394.91	\$ 107,944.89
Opening Balance		\$ 294,496.82	\$ 294,496.82
Student Centred Funding		\$ 421,674.91	\$ 421,674.91
Total Cash Funds Available		\$ 825,566.64	\$ 824,116.62
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 825,566.64	\$ 824,116.62



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 34,841.00	\$ 16,014.31
2	Lease Payments	\$ 3,940.00	\$ 3,938.72
3	Utilities, Facilities and Maintenance	\$ 308,319.00	\$ 206,672.54
4	Buildings, Property and Equipment	\$ 258,900.00	\$ 140,418.35
5	Curriculum and Student Services	\$ 169,890.91	\$ 71,319.09
6	Professional Development	\$ 20,118.18	\$ 8,291.72
7	Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8	Other Expenditure	\$ 4,375.00	\$ 2,938.53
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		\$ 815,384.09	\$ 464,593.26
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 815,384.09	\$ 464,593.26
Cash Budget Variance		\$ 40,182.55	



Cash Position Components	
Bank Balance	\$ 363,821.90
Made up of:	
1 General Fund Balance	\$ 356,523.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 214,242.00
5 Suspense Accounts	\$ 3,470.54
6 Cash Advances	\$ -
7 Tax Position	\$ (13,414.00)
Total Bank Balance	\$ 363,821.90