

JOHN BUTLER PRIMARY COLLEGE



Annual Report 2023

BELONG ASPIRE THRIVE



Contents

PRINCIPALS REPORT: 2023 OVERVIEW	3
JBPC Board Chair Report 2023	4
Our Beliefs and Values	5
School Overview 2023	6
Student Attendance	7
Student Achievement and Progress	9
NAPLAN 2023	9
On-Entry Assessment.....	12
Progressive Achievement Tests (PAT).....	13
Behaviour and Social Emotional Learning.....	18
PRIORITY AREA DEVELOPMENT	19
PRIORITY 1: TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM	19
PRIORITY 2: A SAFE, POSITIVE, AND INCLUSIVE LEARNING ENVIRONMENT SUPPORTS SUCCESSFUL AND THRIVING LEARNERS	20
PRIORITY 3: HIGHLY EFFECTIVE LEADERSHIP	21
PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS	23
2023 COLLEGE COMMUNITY EVENTS	29
2023 COLLEGE COMMUNITY EVENTS	30
2023 COLLEGE COMMUNITY EVENTS	31
2023 COLLEGE COMMUNITY EVENTS	32
Financial Summary as at 31.12.23	33

PRINCIPALS REPORT: 2023 OVERVIEW

On behalf of the School Board and Staff, I am delighted to present John Butler Primary College's Annual Report for 2023.

The year started with our substantive Principal Mrs Catherine Kapteyn leaving JBPC and starting her temporary role as a Principal Adviser at the Leadership Institute with myself, Alan Kelly (Deputy Principal) taking on the Acting Principal role in her absence.



During 2023, our parents and whole school community continue to be 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 2, work began on reviewing all elements of the 2021 – 2023 Business Plan with staff, School Board and JBPC community with a view to create the new 2024 – 2026 Business Plan. This involved staff evaluating the current Business Plan and making suggestions for improvements during whole school staff development days. Consultation and Feedback also took place with the School Board and JBPC community through Board meetings and surveys which evaluated the effectiveness of the current plan. This feedback was then used to create new targets for the 2024 – 2026 Business Plan.

In 2023, the school has continued to build upon our successful 2022 'Public School Review' and implement processes to address the review team's 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 2023, continued 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. There has been a focus on 'Explicit Teaching' with staff evaluating their use of 'Learning Intentions and 'Success Criteria' during lessons. Direct Instruction programs such as 'Reading Mastery' & 'Spelling Mastery' have also been implemented in some areas of the school.

Staff development has also been a priority in 2023 with all teachers and EA's taking part in a shared Northern Beaches Network Development Day where they could choose to take part in specific workshops covering a wide range of learning areas with staff from other Primary and Secondary Network member schools. Six teachers (who are curriculum, leaders) also took part in a 2-day 'Emerging Team Leaders' Personal Development course. This took place at the Leadership Institute which also included other network schools' staff and focused on effective personal attributes and leadership of Teams. Staff have also begun the process of accessing and implementing the Department of Education's 'Teaching for Impact' classroom resources as part of the Quality Teaching Strategy.

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 have continued to promote our school values and provide students with a shared language and strategies to work collaboratively and resolve conflict. Students also took part in the 'Bully Zero' incursion where they were able to share their learning to identify and resolve bullying scenarios. Year 3 – Y6 students also took part in several online webinars organized by the e-safety commissioner to ensure that

they are safe when interacting online.

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 2023, has been extremely supportive of JBPC and we appreciate and acknowledge their feedback and ongoing support. [06]

We look forward to the 2024 school year as we begin to work towards achieving the goals and targets outlined in our new Business Plan 2024 - 2026 and continue to build on our successes and strive for continued and ongoing school improvement and improved outcomes for all students.

JBPC Board Chair Report 2023

My name is Kylie Hinkley and I was elected as the Chairperson of the School Board at the start of 2023. As it was my first year in the role, and a new chapter in the board's history, my fellow board members and I were keenly focused on education, improvement, and engagement, with a focus on learning how to govern and run our board more effectively and improving on our community outreach and inclusion.

Our dedicated board members and I engaged in several training and educational opportunities in 2023. For example, Collegiate Principal Hilary Saunders attended John Butler Primary College and provided us a very informative session. In addition, Mr. Kelly and I were fortunate enough to be involved in a board training day at the Institute of Education, which was very informative and inspiring. We are all eager to apply our training in 2024.

The board were also pleased to complete our business plan review and are keen to implement the plan in the coming years. In 2024, we are all focused on delivering better results for our school, improving our community outreach and engagement, and overall performing to the best of the board's ability.

I am most appreciative of all the board members and their hard work, particularly Mrs. Michelle Vandenhelm and Mr. Alan Kelly; their guidance and mentoring made the world of difference in my inaugural year as Chairperson.

It has been a pleasure and a privilege being your School Board Chairperson this year, and I look forward to continuing in the role in 2024.

Kylie Hinkley
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'





School Overview 2023

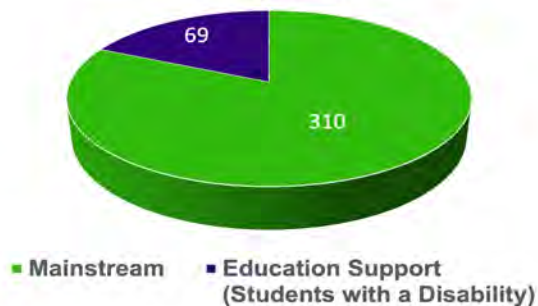
ICSEA: 979 (6)

Student Profile

Student Numbers	K	PP	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
	43	45	50	43	44	48	53	53	379

Students with a Disability	Number	Percentage
	69	18.2%
Aboriginal Students (Sem 1 2023)	Number	Percentage
	29	7.8%

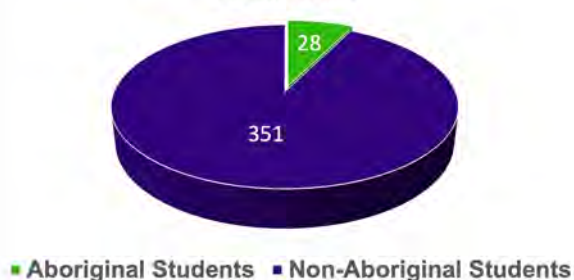
Mainstream & Education Support Comparison



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 disabilities and at the start of the year, the Specialist Transition Education Program.

Aboriginal & Non-Aboriginal Student Comparison

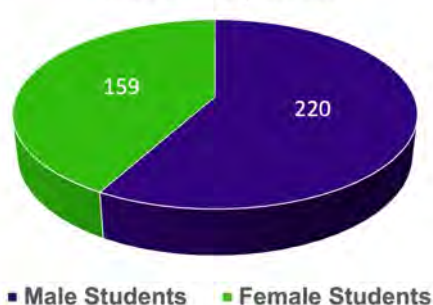


The Aboriginal Cultural Standards Framework guided our reflections and planning.

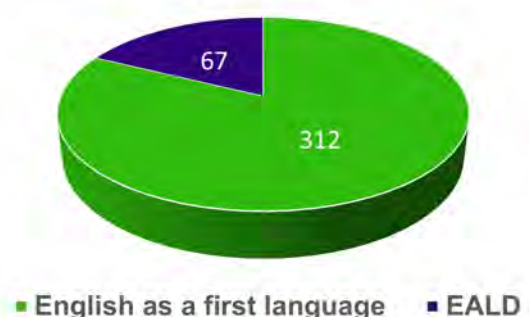
A focus on strategies to develop a culturally responsive school are woven through each priority area of the new JBPC Business Plan 2024 - 2026.

Our Aboriginal Community Group will be further developed to support school improvement.

Gender Comparison



English as a first language & EALD Comparison



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	
Aboriginal attendance at/above 86%	
At/below 2% severe non-attendance	

	Achieved
	Improvements but not achieved
	No improvement/Not achieved

Attendance is being monitored across the college from Kindy to Year 6. Monitoring attendance is crucial for ensuring that students are present and engaged in their learning. Consistent attendance can have a significant impact on academic performance, social development, and overall well-being of students. By setting clear targets for attendance, we are not only encouraging students to be present but also showing that attendance is a priority for the school.

Regularly tracking and analysing attendance data can help identify trends, patterns, and areas for improvement. It allows us to intervene early if there are any issues affecting attendance and implement strategies to support students and families in improving attendance.

The figures below represent the attendance of students in Kindy. Research has shown that regular attendance in Kindy is crucial for setting a strong foundation for students and their attendance patterns in future school years. Working closely with parents can greatly support this effort

	Non-Aboriginal	Aboriginal	Total
	Attendance	Attendance	
2021	90.7%	92.3%	90.7%
2022	85.0%	89.5%	85.3%
2023	91.2%	85.8%	90.7%

	Attendance Category				
	Overall Attendance	Regular (90%+)	At Risk		
			Indicated (80-89%)	Moderate (60-79%)	Severe (59-0%)
2021	89.1%	60.0%	27%	10.0%	3.0%
2022	85.3%	43.0%	36%	15.5%	5.5%
2023	90.7%	64.3%	19%	14.3%	2.4%

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

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2023	88.4%	89.6%	90.3%	87%	80.8%	74.3%	88.3%	88.8%	88.9%

	Attendance Category			
	Regular (90%+)	At Risk		
		Indicated (80-89%)	Moderate (60-79%)	Severe (59-0%)
2021	59.5%	28.0%	10.2%	2.3%
2022	39.1.0%	39.1%	17.8%	4.1%
2023	56.1%	24.3%	17.3%	2.3%
Like Schools 2023	58.5%	27.6%	10.6%	3.3%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

The combined overall attendance rate at John Butler Primary College for compulsory students (Pre-Primary to Year 6) in 2023 was 88.3%. This was slightly below the 93% target but was comparable to 'Like Schools' of 88.8% and WA Public Schools (state average) of 88.9%. There is an overall increase in attendance of 2.9% from 85.4% to 88.3% from 2022 to 2023.

The combined average attendance rates for our Aboriginal students (Pre-Primary to Year 6) were 87%, target of 86% and well above our 'Like Schools' and 'WA Public Schools' (state average) whose average attendances were 80.8% and 74.3% respectively. The ongoing figures for our Kindy students (85.8%) show that we are on track to meet our attendance targets for our Aboriginal Kindy students of above 86% for 2024.

There was an overall rate of 2.3% for the severe non-attendance category for students from Pre-Primary to Year 6 which was slightly above our target of 2.0%. However, this rate represented a decrease of 1.7% since 2022. This figure is below that for 'Like Schools' of 3.3% and well below the state average of 4.0%.

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 2023 less than 43.9% of all compulsory students had regular attendance. This had a significant impact 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. Attendance for 2023 increased greatly to 56.1%
- Working with our families on attendance and reducing lateness continues to be a focus for 2024.

Student Achievement and Progress

NAPLAN 2023



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, Conventions of Language and Numeracy.

In 2023, there were several major changes to NAPLAN which included a new administration window to Week 7 of Term 1, rescaling of the assessments, the commencement of a new data time series, and the introduction of four levels of proficiency.

Rescaling and moving the assessment administration to an earlier time in the school year means:

- comparisons linking results to the previous NAPLAN scale will not be appropriate.
- results from 2008 up to 2022 will be considered as a time series.
- results from 2023 onward will contribute to a new time series; and
- student progress from a previous to current NAPLAN assessment will not be reportable until 2025

The introduction of four levels of proficiency means:

- Student performance will now be reported across the four levels of proficiency
 - Exceeding;
 - Strong;
 - Developing; or
 - Needs additional support (NAS)
- The 10 NAPLAN bands will no longer be displayed or reported.
- Reporting against the National Minimum Standard (NMS) will be discontinued.
- Achievement Categories will no longer be reported; and
- The moderation of grades against a student's NAPLAN performance will no longer be possible.

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.

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	YEAR 3	YEAR 5	YEAR 3	YEAR 5	YEAR 3	YEAR 5	YEAR 3	YEAR 5	YEAR 3	YEAR 5
JBPC Average Score	369	456	381	447	361	478	366	449	367	440
Like School Average	370	463	397	463	383	469	375	470	379	461
Difference	-1	-7	-16	-16	-22	+9	-9	-21	-12	-21

BUSINESS PLAN TARGETS

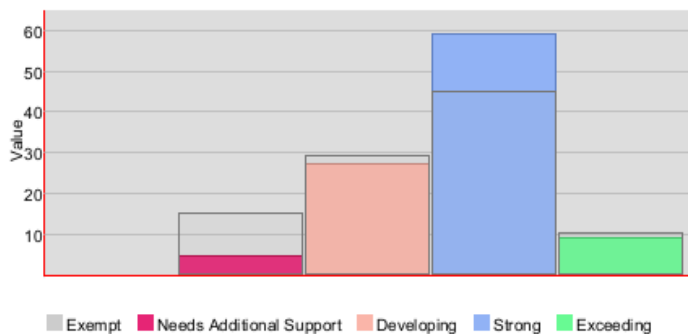
School mean at or above like schools:

	Achieved
	Not achieved

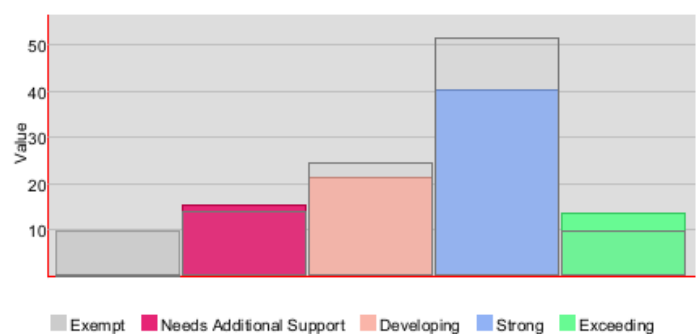
YEAR 3		YEAR 5	
	Reading		Reading
	Writing		Writing
	Spelling		Spelling
	Grammar & Punctuation		Grammar & Punctuation
	Numeracy		Numeracy

The below graphs highlight each year groups percentage of proficiency in each level in comparison to like schools.

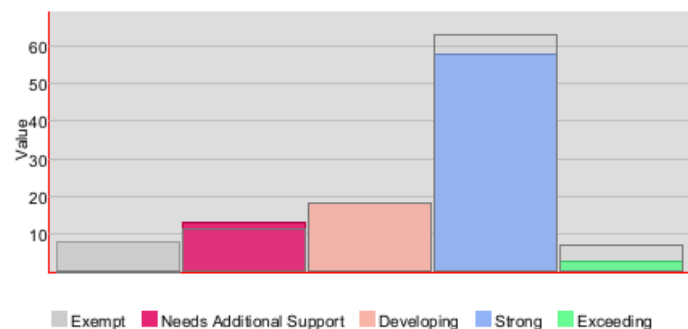
Year 3 – Reading – Proficiency Levels



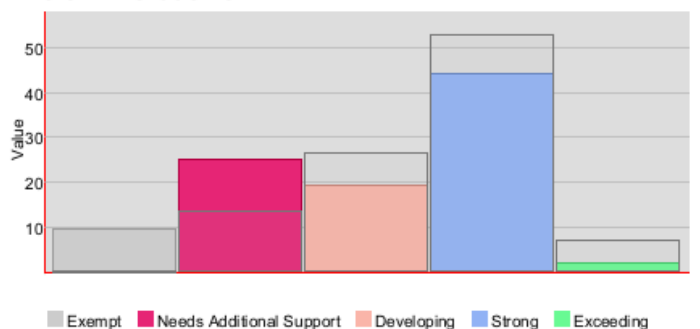
Year 5 – Reading – Proficiency Levels

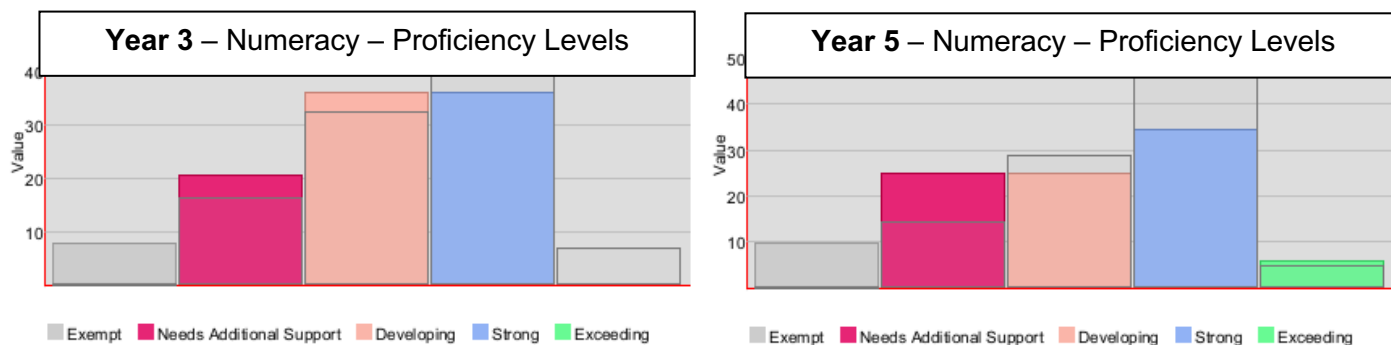


Year 3 – Writing – Proficiency Levels



Year 5 – Writing – Proficiency Levels





Analysis

The analysis of patterns in data and student responses highlighted key areas to focus improvement in 2024 and beyond:

Reading in Years 3 and below

- **Comprehension:** Building literal and inferred meaning about key events, ideas and information in texts.
- **Interpreting:** Locating and interpreting directly stated information in informative texts; and identifying the audience of imaginative, informative, and persuasive texts.

Reading in Years 5 and above

- **Comprehension:** Using comprehension strategies (literal and inferred) to build on knowledge and link texts to higher level questions.
- **Interpreting:** Using extended and technical vocabulary; and understanding why language features are used.

Numeracy in Years 3 and below

- **Number & Algebra:** 4 operations when written in word problems; and Fractions.
- **Measurement & Geometry:** Length, Area, Volume & Capacity using formal units.
- **Statistics & Probability:** Creating displays of data and interpreting them.

Numeracy in Years 5 and above

- **Number & Algebra:** Using all four operations to solve simple and complex equations; using a range of efficient mental and written strategies with accuracy; recall and fluency of all times tables up to 12 times; and using multiplication and division knowledge to solve multi-step multiplication and division questions.
- **Measurement & Geometry:** Converting between units of time; and measuring and comparing shapes and objects (length, mass, area, volume).
- **Statistics & Probability:** Interpreting and comparing data displays.



Students creating Art work using recyclable materials



Our whole school celebrated 'Science Week' with a special assembly.



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 continued to extend these assessments to Year 1 and Year 2 students in 2023. 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	422	445	523	498	533	537
Numeracy	435	429	492	498	572	572
Writing	176	210	507	391	524	507

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 2022, the On-entry assessments in 2023 showed that students commenced formal schooling in Pre-Primary at JBPC scoring lower than student in like schools on Reading and Writing measures. The 2023 assessments showed a steady level of results and were 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 2023, 81% of our Pre-Primary students had attended the JBPC Kindy Program.

In Year 1 the JBPC mean was above the like school means for both Reading and Writing. Significant progress has been made in reading with the difference between the JBPC mean and the like school means having decreased in 2023 in comparison to the 2022 score. Students at JBPC had a slightly lower mean performance than students in like schools for Numeracy in Year 1. Systematic improvements were made to the teaching of phonics and reading during 2023 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 slightly lower mean performance in Reading and met standards in Numeracy with like schools. However, significant progress was made in writing with our mean average score being 17 points above that of 'Like Schools'.

In 2023 there were overall improvements in all assessment measures from Pre-Primary to Year 2. The improvements in Reading and Writing emphasizes 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 2024.

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)

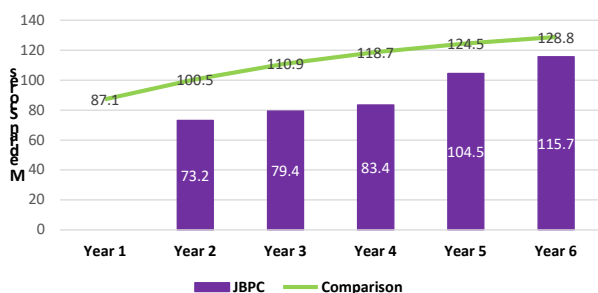


The PAT tests are administered annually and assess our students' knowledge, skills and understandings in Maths and Reading. This information is used to identify starting points for learning, targets for teaching and to monitor growth.

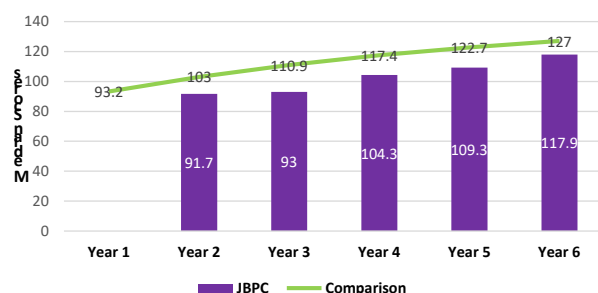
BUSINESS PLAN TARGET

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

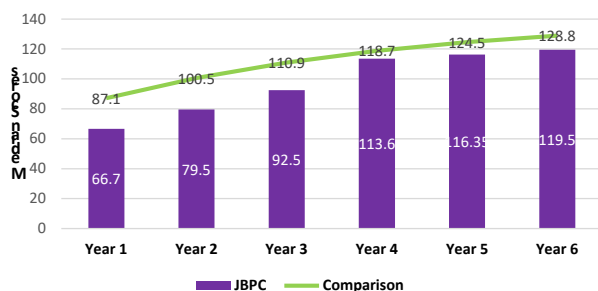
2019 JBPC PAT Reading performance compared to norm referenced performance



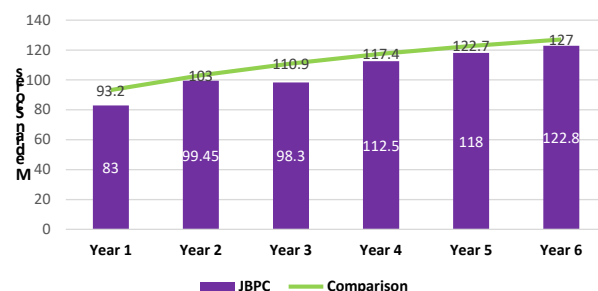
2019 JBPC Pat Maths performance compared to norm reference performance



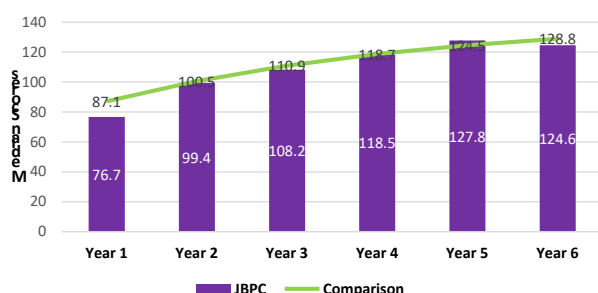
2020 JBPC PAT Reading performance compared to norm referenced performance



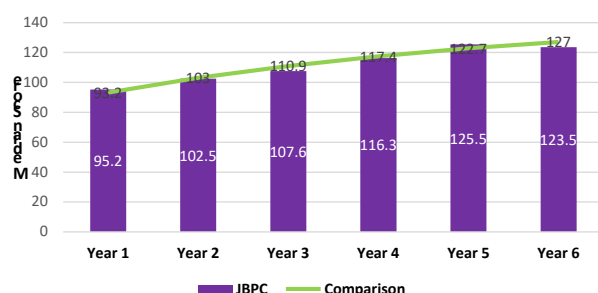
2020 PAT Maths JBPC performance compared to norm referenced performance



2021 JBPC PAT Reading performance compared to norm referenced performance



2021 PAT JBPC Maths performance compared to norm reference performance

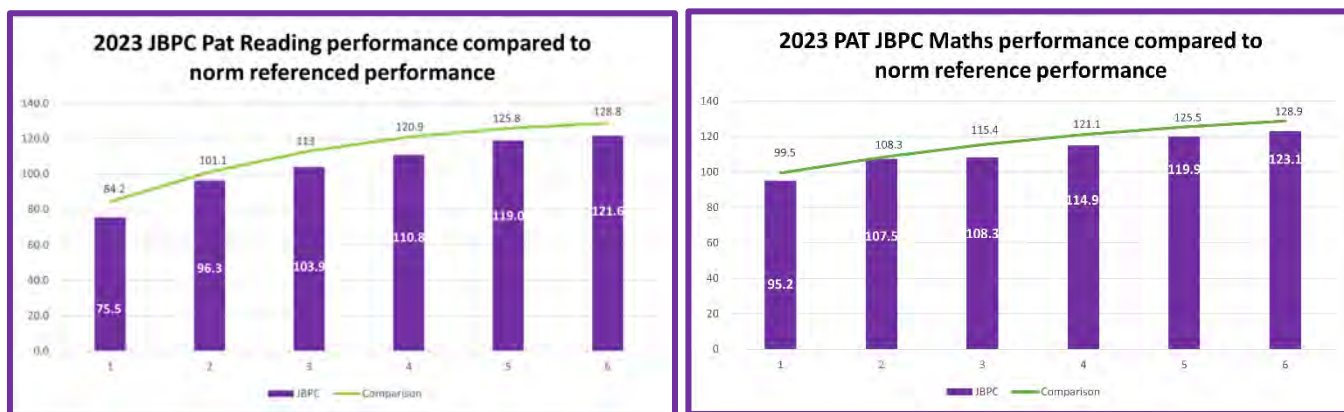


2022 JBPC Pat Reading performance compared to norm referenced performance



2022 PAT JBPC Maths performance compared to norm reference performance





It is worth noting that ACER have updated the norm referenced data for PAT testing.

The Maths performance of John Butler students has continued to be strong with most year levels being within five points of the Australian norm referenced data.

The Reading performance remained at a similar level, or slight decrease in comparison to 2022 data with most year levels performing slightly below norm referenced data.

2023 saw John Butler Primary College continue trialing PAT Adaptive assessments. PAT Adaptive assessments create personalized test pathways determined by student responses, giving a more precise picture of student achievement, and a more equitable way to assess.

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.

In 2023, ongoing work to enhance student communication skills continued. The implementation of professional development programs focusing on augmentative and alternative communication (AAC) supported positive outcomes in student learning. Notably, students in stages A-D demonstrated marked improvements in writing, receptive language, and reading abilities, attributable to the efforts of staff in fostering effective communication practices. Communication remains a pivotal aspect for continual development in the future.

Stage A

Summative Progress 2023



In 2023, 3 students were working at Stage A.

PROGRESS

2 students working at Stage A of ABLESWA were assessed using Quest for Learning (QFL). Quest for Learning is an assessment tool used to assess students who have profound and multiple learning difficulties.

1 student was assessed using ABLLS-R.

67% of the students assessed in Stage A made progress.



67% of the students made progress in Cognitive Development

Cognitive Development achieved included
Responding and exploration



67% of the students made progress in Social Competencies

Social Competencies achieved included
Communicating wants, expressive language and group instruction

QUEST FOR LEARNING (QFL)

Area for development

To cultivate resilience within social environments

Staff to endeavour to further refine their observation techniques and expand their repertoire of assessment strategies and activities

Stage B

Summative Progress Data Semester 2 2023 in ABLLS-R

IN SEMESTER 2 2023 9 STUDENTS WERE WORKING IN STAGE B. 1 STUDENT PROGRESSED INTO STAGE C FROM THE PREVIOUS YEAR



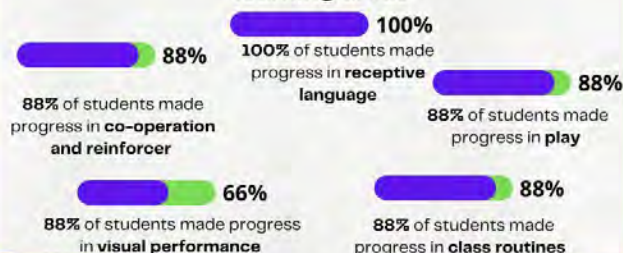
In Semester 2, 9 students were working in Stage B
100% made progress in ABLLS-R



100% OF THE STUDENTS MADE VERTICAL AND HORIZONTAL PROGRESS

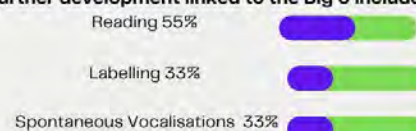
vertical progress indicates the next skill within the sequence and horizontal progress indicates increasing complexity within the skill

Most progress was made in the following learning areas



DATA INDICATES THAT THE WHOLE SCHOOL FOCUS OF THE BIG 6 WHICH IS LINKED TO COMMUNICATION IN THE ESP HAS HAD A POSITIVE IMPACT ON STUDENT OUTCOMES IN 2023

The areas for further development linked to the Big 6 include



These will be priority areas for development in 2024

Stage C

Summative Progress Data Semester 2 2023
in ABLLS-R



In Semester 2, 8 students were working in Stage C
100% made progress in ABLLS-R

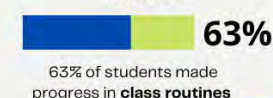
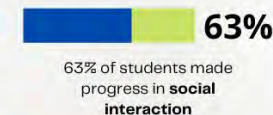
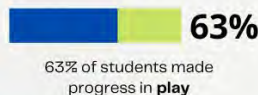
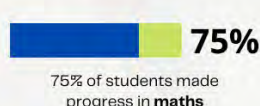
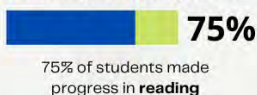
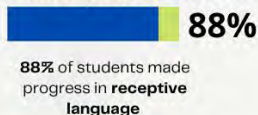


100% of students made vertical
and horizontal progress in ABLLS-R

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 2023

Areas for development in 2024

Visual Performance 25%



Fine motor 25%



Stage D

Semester 1 2023 progress in ABLLS-R

5 STUDENTS WORKING AT
STAGE D IN 2023.
3 STUDENTS PROGRESSED
INTO STAGE PP FROM THE
PREVIOUS YEAR



100% OF STUDENTS
MADE VERTICAL AND
HORIZONTAL
PROGRESS

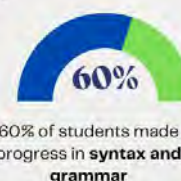
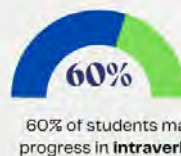
vertical progress indicates the next skill
within the sequence and horizontal progress
indicates increasing complexity within the
skill

Most progress was made in the
following learning areas



Data indicates that the whole school focus of the
Big 6 has had a positive impact on student
outcomes in 2023

Areas for development in
2024 linked to the school
focus



The implementation of the Joondalup Education Support Centre Mathematics Assessment in 2023 has established a framework for targeted evaluation of student proficiency, enabling staff to address deficiencies in students' mathematical comprehension and application. Staff will continue to develop the implementation of this assessment into 2024.

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

In 2023, an innovative addition to the education support facility came in the form of a Glow Room. The Glow Room features interactive lighting, sound, and tactile elements that provide students with a variety of sensory experiences, which can help students regulate their sensory processing and improve their ability to focus and engage in learning activities. The calming environment of the glow room helps students relax and reduce stress and anxiety, this can be particularly beneficial for students who may struggle with sensory sensitivities or emotional regulation. The glow room is also used to support the development of specific skills, such as communication, social interaction, motor skills, and cognitive skills.



We have recognised that ongoing assistance is necessary for the students to further develop their independence and autonomy. A Daily Living Skills Room will be introduced in the Education Support Program (ESP) in 2024 offering numerous benefits for students. It will provide a structured environment where students can learn and practice essential life skills necessary for independent living, enabling students to learn in a practical and functional way. By mastering essential daily living skills, the students will gain confidence and independence.



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 2023 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 Councilors, 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.

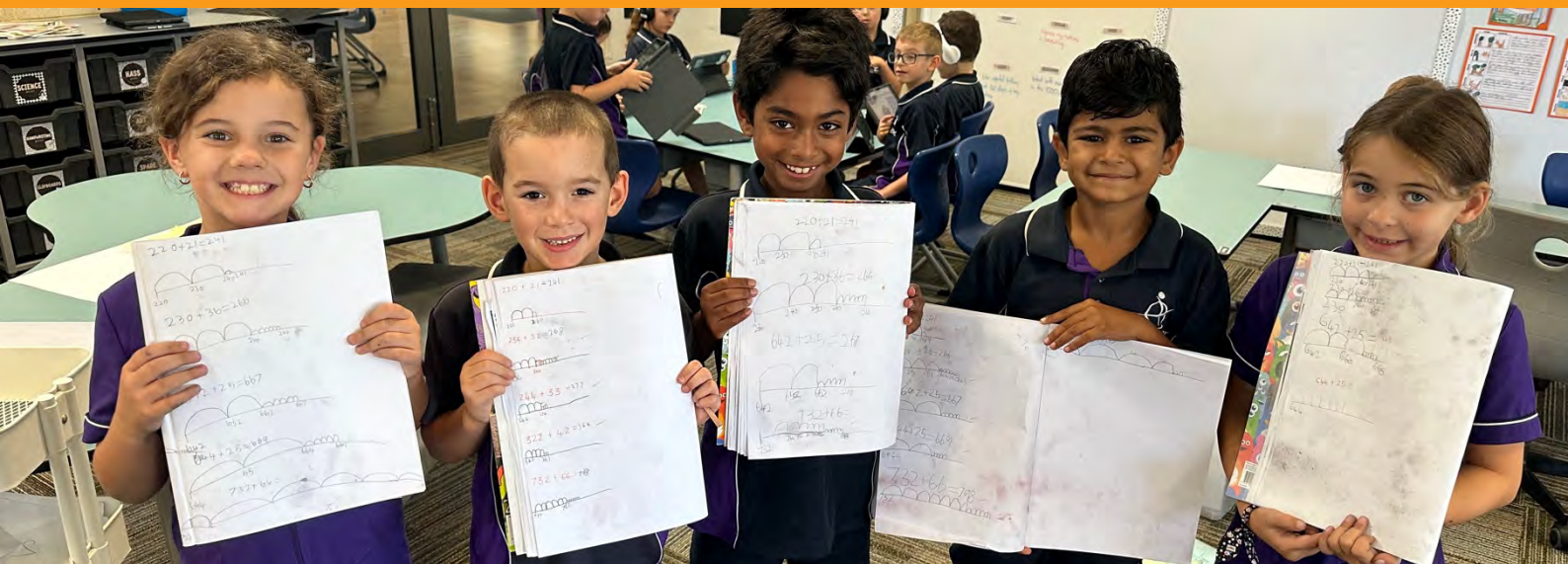
JBPC has been at the forefront of improving respectful relationships and this has been supported by the college's participation in the WA Respectful Relationship Teacher Support program since its introduction in 2020. The college has been recognised as being at the forefront of best practice in this area by both the Department of Education and its partner in this program, Starick. As a result, staff, and students at JBPC were invited to participate in a video which will be used by the Department of Education to promote the program across the state. Following on from this, Sabine Winton, MLA (Minister for Early Childhood Education, Child Protection and Prevention of Family and Domestic Violence) visited our school to find out about the work we do with our students from Kindy to Year 6.



Some of our students had the opportunity to talk with John Quigley (Attorney General WA) and The Honorable Sabine Winton MLA (Minister for Early Childhood Education) and tell them about 'Respectful Relationships' at JBPC including our 'Super Friends'.



PRIORITY AREA DEVELOPMENT



PRIORITY 1: TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

Key achievements in 2023 were as follows:

- The continued implementation of a JBPC Instructional (Teaching) Model outlining the expectations regarding explicit, research-aligned, and high-quality teaching at John Butler Primary College.
- The introduction of interactive 'Daily Reviews' at the start of curriculum lessons were embedded throughout the whole school.
- Professional learning and review of the use of Lesson Intentions/Objectives and Success Criteria led to the implementation of these practices in all classrooms.
- The successful implementation of Reading Mastery in Years 2 & 3 and associated reading assessments and data tracking systems to monitor its effectiveness.
- Brightpath writing assessments were completed 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 2024.
- 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 2024.
- The continued development of a Response to Intervention (RTI) model 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.
- Continued Professional learning and support to further enhance data literacy across the school and to better use assessment data to inform teaching and learning plans and whole-college improvement planning.
- Work to continue 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. The Maths curriculum team researched various teaching options and
- 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 2023 were as follows:

- The embedding of the PBS (Positive Behaviour Schools) approach and college-wide strategies continued to be a focus in 2023 and JBPC is aiming to become a fully accredited school by the end of 2024.
- Enhanced programs to support cyber-safety and to prevent cyber-bullying continued in 2023 with the school engaged with online class webinars facilitated by the e-safety commissioner. Students also took part in the 'Bully Zero' incursion which built on their strategies to identify and manage bullying incidents.
- The refinement of the JBPC RTI Model in 2023 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.
- To further promote inclusion, three of our special needs classes originally located in our special needs facility, have been successfully relocated to our mainstream site.
- Social and emotional learning is embedded in all classrooms and supported with the Zones of Regulation Program, and explicit teaching of personal and social awareness and management knowledge and skills. Our weekly SELL Assemblies (Social Emotional Learning & Leadership) have continued to be delivered to all students from PP to Y6 in 2023 and our Deputy Principal Amanda Davies was recognized by Curtin University for her leadership work in this area in the 2023 RSE Awards.
- The school has continued to develop its parent resource library to support families experiencing mental health and wellbeing challenges in 2023.





PRIORITY 3: HIGHLY EFFECTIVE LEADERSHIP

BUSINESS PLAN TARGETS

1. Performance and development cycles and observation and feedback processes are developed and embedded by 2023	Improvements but not achieved
2. An effective shared leadership model is embedded by 2023.	Achieved
3. Strong, established instructional leadership supports high-quality teaching, systematic curriculum delivery and differentiation that is responsive to individual student needs by 2023.	Improvements but not achieved
4. The ten High Impact Teaching Strategies (HITS) are visible in every classroom by 2023.	Improvements but not achieved
5. Students' access increased leadership opportunities within the school over the course of the business plan.	Achieved

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



Key achievements in 2023 were as follows:

- Cycles of performance and development, with clear links to college priorities, continue to be established for leaders, teachers, Education Assistants, and support staff in 2023. Teachers have engaged in cycles of peer observation and feedback and have also observed teaching colleagues in different settings across the college. A focus in 2024 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 continues to inform the identification and development of leaders across the college and in 2023 this process was used to identify two new curriculum leaders.
- 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 2024. In 2023 six staff completed the 'Emerging Team Leader' personal development course at the Leadership Institute.
- Education Assistants also completed a variety of Professional Learning courses in 2023, including the Aquatic Rescue for Hydrotherapy Training.
- Curriculum planning and the alignment of high-quality, low-variation teaching have continued to be a focus in 2023 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 2024, leaders will continue to support the implementation of the new processes and model and enhancing the capacity of instructional leaders will continue to be a priority.
- Students have continued to benefit from increased leadership opportunities throughout 2023. 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 continued to be a focus in 2023. 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.





PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS

BUSINESS PLAN TARGETS

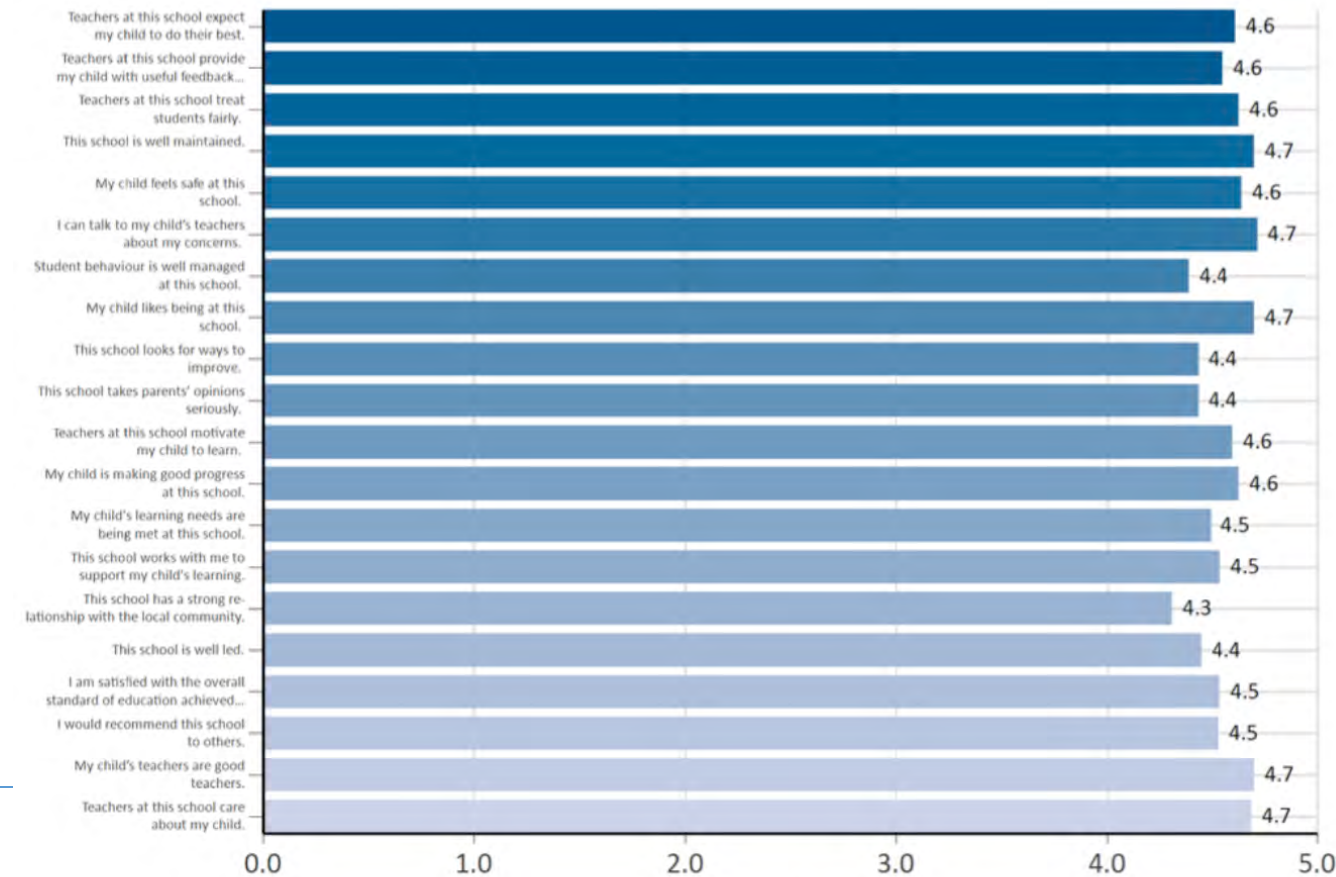
1. Achieve high satisfaction ratings on the National School Opinion Survey (2022), indicated by an average opinion rating of 4 or above in all areas.	■
2. Achieve high ratings (agree to strongly agree) on the School Culture Self-Assessment Survey by 2023.	■
3. The college is more culturally responsive by 2023, as evidenced by improvements against the Aboriginal Cultural Standards Continuum in the target areas identified in 2021	■
4. Partnerships with schools, agencies, community organizations, local businesses and government are established and maintained to support individual students and the broader learning program.	■

- 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. The survey was last completed in 2021 and in September 2023, parents were asked to complete the survey during our 'Learning Journey' event.

National School Opinion Survey – Parents 2023



In 2023, all areas received a rating of above 4 by parents with an average score of 4.5. Strengths of JBPC highlighted in the survey were:

- All areas had improved their overall ratings when compared with survey scores in 2021.
- The school was well maintained (4.7)
- Parents felt that their children liked being at JBPC (4.7) and that their child felt safe (4.6)
- Parents felt that they could approach teachers regarding any concerns (4.7) and also felt that teachers cared about their child (4.7) and were good teachers (4.7).
- Parents felt that teachers motivated students (4.6), provided useful feedback to students (4.6) and also felt that their students were making good progress (4.6).

School Culture Self-Assessment Survey – Staff 2022

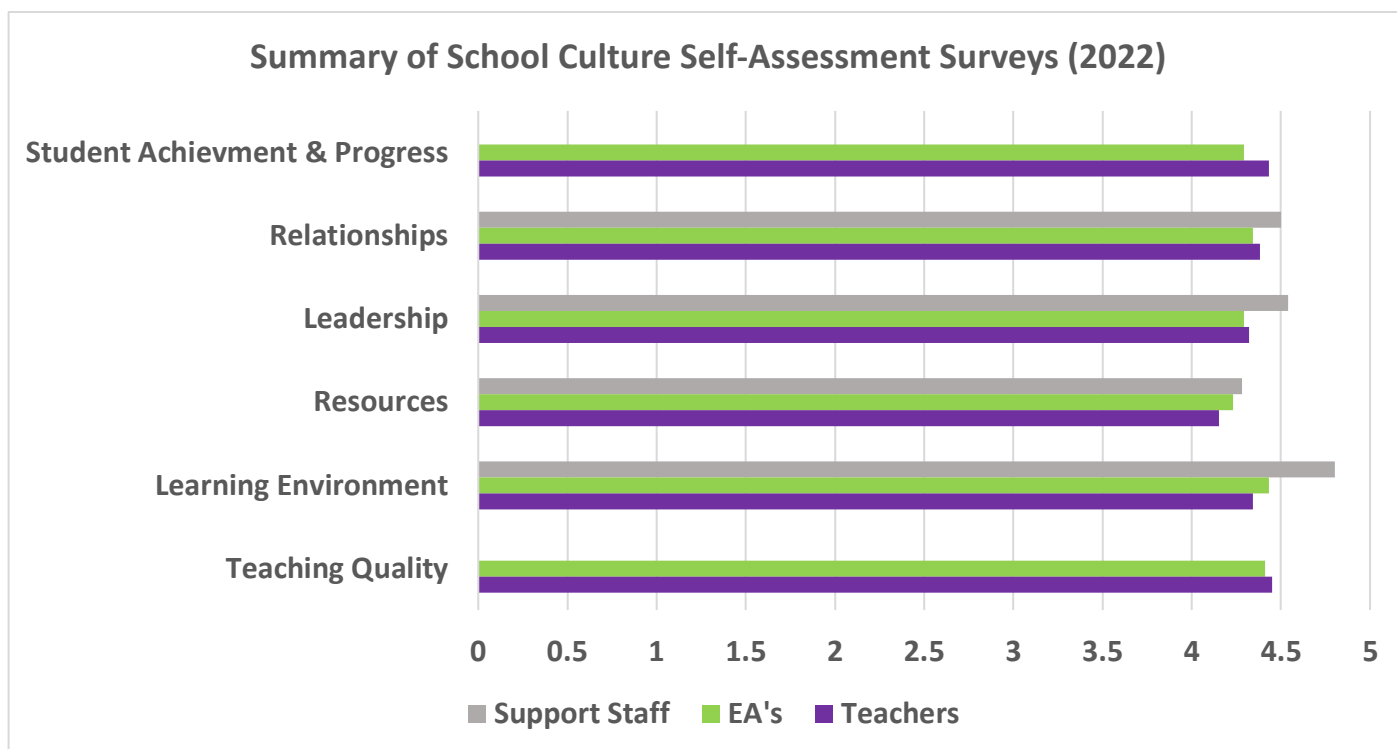
The School Culture Self-Assessment Survey provided ratings from staff against specific aspects of high-performing school cultures: Teaching Quality, Learning Environment, Resources, Leadership, Relationships, and Student Achievement and Progress. Our aim is to have ratings within the 'agree' to 'strongly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

In 2022, all areas received a rating of above 4 by all members of staff. The areas identified for improvement have been a focus for 2023 and the School Culture Self-Assessment Survey will be completed again in 2024 to monitor our achievement in the identified areas for improvement.

Areas identified for improvement related to:

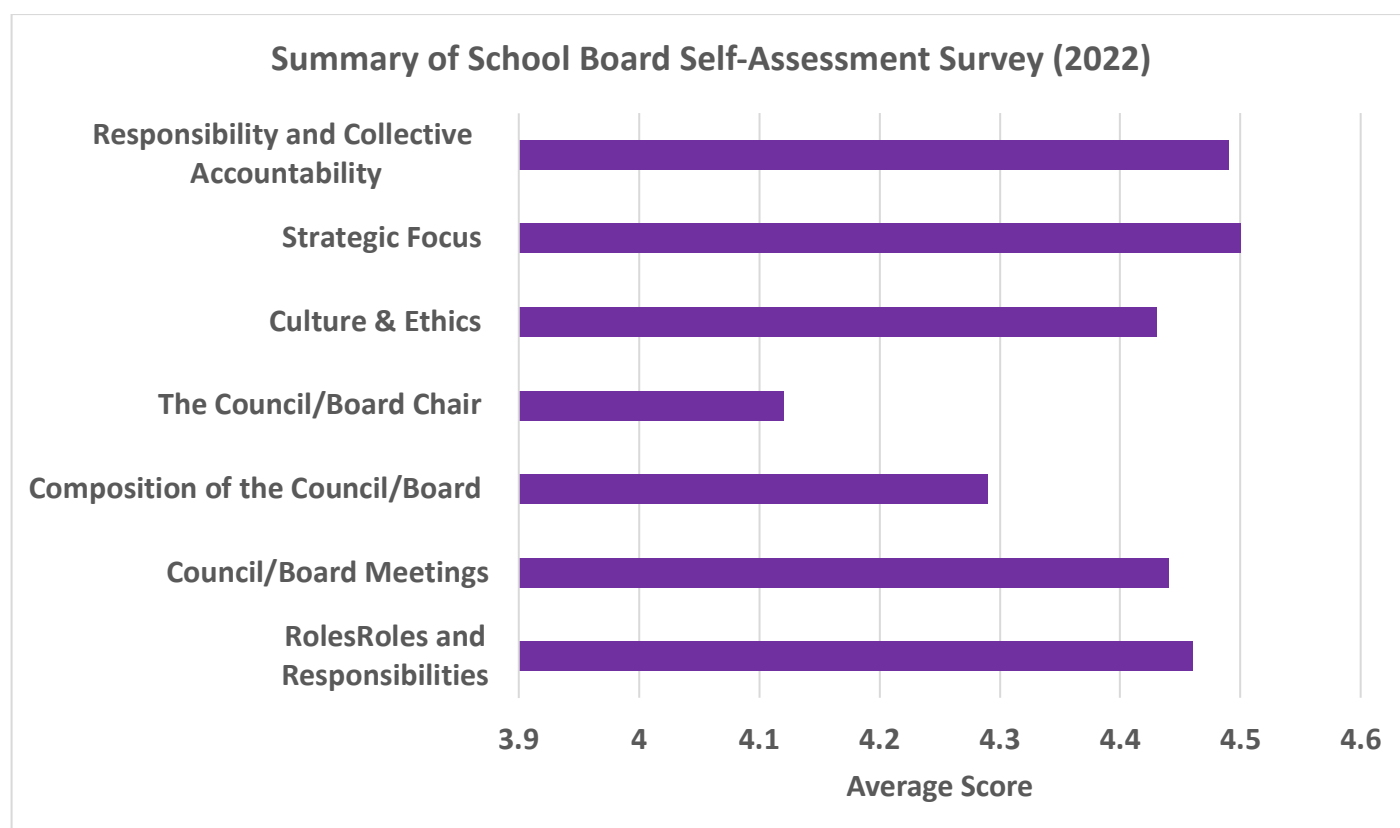
- Teaching Quality: Further enhancing and embedding performance and development processes, particularly relating to feedback and review.
- Learning Environment: Continuing to embed consistent whole-college approaches to supporting positive behaviour; enhancing processes to improve student attendance 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.

2022



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.



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.

The areas identified for improvement have been a focus for 2023 and the School Board Self-Assessment Survey will be completed again in 2024 to monitor our achievement in the identified areas for improvement. 2023 was a year of transition for our School Board with the election of a new Board Chair and two new parent representatives. However, to address the areas of improvement identified, the following has taken place in 2023:

- A new board member Induction process has been developed to provide new board members with relevant information and support for their new role.
- The new Board Chair and Principal attended School Board professional learning at the Leadership Institute.
- All members of the school board completed professional learning (facilitated by Hilary Saunders – Collegiate Principal) on the role and responsibilities of the school board.
- A School Board 'Connect Community' has been investigated and developed to improve communication and administration of Board processes.
- Consultation has taken place with the board regarding future communication platforms in order for the board to engage with the school community (e.g., Board member profiles and photographs to be published in school newsletter).
- New Board Chair formally introduced to students at Christmas Assembly.

Other Key achievements in 2023 were as follows:

- Membership of our active P & C has increased in 2023 and they have organized a wide variety of school and community events to raise funds and increase engagement with the community.
- JBPC has further successfully developed links with organizations both within and outside the Education sector. This includes Northern Beaches School Network, Instrumental Music Service, Bunnings, St Johns WA Waste Sorted Schools, and Dominos.

Our hard-working P & C members organized fund raising events including providing a 'sausage sizzle' at our Faction Carnival, a 'Crazy Hair Day', a Mother's Day & Father's Day stall, and 'Pizza Lunch' on a number of days over 2023.



Students from IMSS put on a special concert with the help of their teacher Mr Hatch.



Our 'Eco-Warriors' took part in an incursion by Waste Sorted Schools where they learned how to identify and sort different types of materials for recycling.



Representatives from Bunnings worked with our students to prepare garden plants for potting and also provided paint and materials for our special needs facility.



Cultural Standards

As a college, we are focused on developing a culturally responsive environment and are actively working towards improving cultural understanding and awareness within our community. It's important to have these initiatives in place to ensure that all members of the community feel respected and valued. We continue to provide opportunities for staff to engage in professional development sessions, workshops, and training programs focused on cultural awareness and understanding. This will help staff members deepen their knowledge and skills in this area.

We offer cultural competency training for all staff members to ensure they have the necessary tools and knowledge to work effectively with individuals from diverse cultural backgrounds. We integrate culturally relevant content into the curriculum across various subjects to provide students with a more enriched and diverse learning experience. We continue to develop strong relationships with our local community, to promote cultural exchange, understanding, and collaboration.

Whole College events are designed to honour and showcase the diverse cultures within our community. These help promote inclusivity and appreciation for different cultural backgrounds. We will continue to gather feedback from families, staff, and students regularly to assess progress, identify areas for improvement, and ensure that the cultural standards plan remains relevant and effective. By consistently engaging in these practices and initiatives, our college can further strengthen its commitment to cultural responsiveness and create a more inclusive and respectful learning environment for all community members.

Aboriginal Cultural Standards Framework – Where are we now? Progress from 2022 - 2023

Standard	January 2022				February 2023			
	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Relationships								
As a school where do you think we are working at on the Framework?	11%	40%	35%	11%	22%	75%		
Leadership								
As a school where do you think we are working at on the Framework?	10%	29%	48%	12%	33%	67%		
Teaching								
As a school where do you think we are working at on the Framework?	20%	37%	24%	11%	28%	67%	5%	
Learning Environment								
As a school where do you think we are working at on the Framework?	12%	46%	35%	7%	33%	56%	5%	
Resources								
As a school where do you think we are working at on the Framework?	24%	35%	35%	6%	44%	50%	6%	
Overall Rating		Developing				Developing		

Our Staff Engagement and Development surveys data shows a commitment to learning and understanding. The continued efforts to build self-knowledge and awareness, as well as becoming more confident in embedding concepts into daily teaching, are positive indicators of progress.

Ongoing planning for a meeting place/sensory garden and an Aboriginal mural within the school grounds will be a wonderful way to create physical spaces that celebrate and honour Aboriginal culture. These initiatives will serve as visual reminders of the school's commitment to cultural inclusivity.

In striving to consult with the Aboriginal community we demonstrate respect for all perspectives and ensure that initiatives are culturally appropriate and meaningful. Involving Aboriginal students, families, and local community members in leadership roles further strengthens the sense of ownership and representation within the school community.

Regular acknowledgement of the traditional custodians of the land with an Acknowledgement of Country and providing opportunities for Aboriginal students to showcase their music talents are important ways that we celebrated and promoted Aboriginal culture throughout our school in 2023.

We strive as a school to take positive steps towards creating a culturally inclusive and welcoming environment for all members of the community

**JBPC took delivery of new flags for our school oval.
They were kindly presented by Ms Tracy Roberts
(Federal member of Parliament – electorate of
Pearce).**



**Students took part in an Aboriginal workshop with
Derick Nannup who described and demonstrated a
variety of artefacts from the Aboriginal culture.**



2023 COLLEGE COMMUNITY EVENTS

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



Our 'Kaboom' Incursion engaged students in using percussion instruments and creating musical rhythms and beats.



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



Our students and staff had great fun taking part in the Book Week parade and Book Fair which was based in our Library..



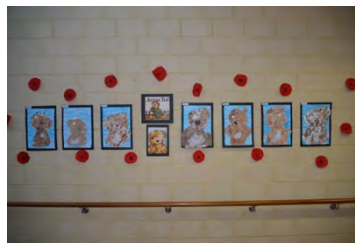
Our student choir had weekly rehearsals and performed for us at our Christmas Assembly.



2023 COLLEGE COMMUNITY EVENTS



JBPC Staff & students participating in Harmony Day to recognize and value different cultures .



Staff and students engaged in a variety of activities to commemorate ANZAC Day

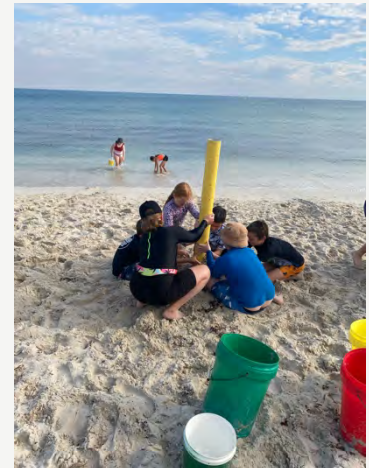


Staff and students engaged in a variety of activities celebrating diversity and cultures during NAIDOC week.

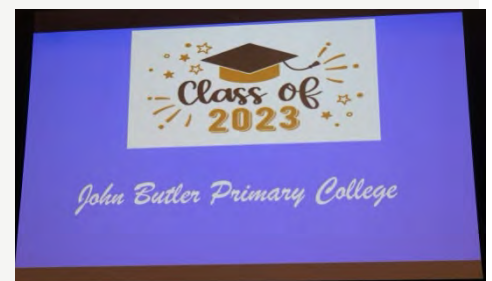


2023 COLLEGE COMMUNITY EVENTS

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. Our Graduation was also attended by Tracey Roberts (Federal member of Parliament – electorate of Pearce) who presented her own 'Citizenship Award'.



2023 COLLEGE COMMUNITY EVENTS



During our 'Learning Journey' event, students had the opportunity to explain their learning in class to parents.



Staff from St John's WA also provided First Aid training to students and brought an ambulance along for students to explore.



Our students also got the opportunity to get close to some Australian native animals!

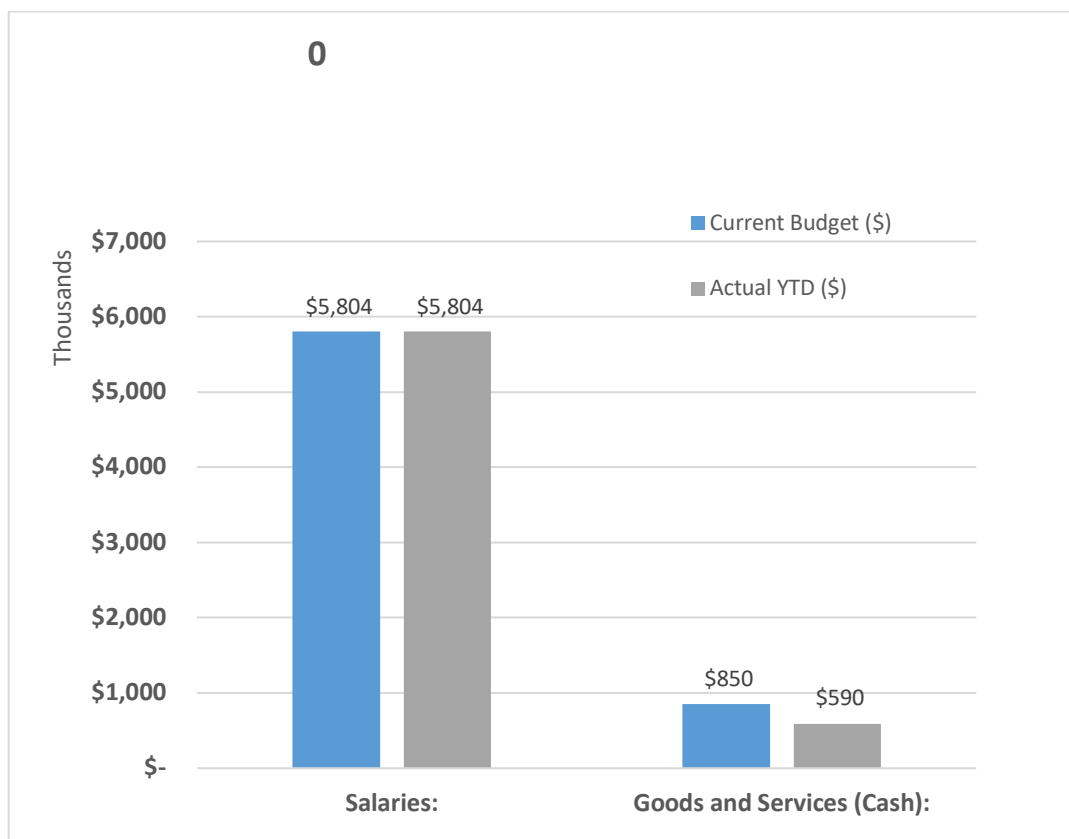


John Butler Primary College

Financial Summary as at 31.12.23

ONE LINE BUDGET		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	359,523	359,523
Carry Forward (Salary):	888,883	888,883
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,145,110	6,145,110
Locally Raised Funds:	123,118	151,364
Total Funds:	7,516,634	7,544,879
EXPENDITURE		
Salaries:	5,803,876	5,803,876
Goods and Services (Cash):	850,209	589,523
Total Expenditure:	6,654,086	6,393,399
VARIANCE:	862,549	1,151,480

Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual

Goods and Services Expenditure - Budget vs Actual

