




YULE BROOK
COLLEGE

2022 Annual Report

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The Big Picture learning design

Yule Brook College is a proud Independent Public School inspired by our ethos of 'one student at a time in a community of learners'. First opened as Maddington Senior High School in 1978 the school became a middle school in 2000 and was renamed Yule Brook College. In 2020 the Minister for Education announced the return of senior schooling and this year we welcomed year 11 students to the college.

Since 2008 we have used the Big Picture design to provide a personalised learning plan based on each student's interests and passions. The Advisory class is an integral part of our school structure and students develop a strong bond with their class and teacher. Advisory teachers remain with their student group as they progress through the years. They maintain regular contact and build strong relationships with families, who are involved in the development of their child's learning plans.

At the end of each term parents attend an exhibition presented by their child to showcase their work and demonstrate their learning. From Year 9, students extend their learning outside the classroom by attending an internship for at least one day a week. Here, they learn from a mentor who shares their interest and complete project work related to their passion. Students also have access to the makerspace within the school - a space with tools and materials where they can design, invent, make and learn by doing.

From 2023 our graduates will be awarded the International Big Picture Learning Credential which supports pathways to employment, further training or university. This innovative approach to assessment and final year certification captures and measures a broader array of student capacities, experiences and strengths than traditional assessment regimes. The credential includes a graduate's attainments, backed up by evidence of the work that makes up their graduation portfolio.


Big Picture
LEARNING AUSTRALIA



From the Principal

Welcome to a new a new era at Yule Brook College in 2022 as our first cohort of year 11 students began their journey to graduation. With the introduction of the International Big Picture learning Credential (IBPLC) as the outcome for our graduates the college is at the forefront of schooling in Australia. It aligns with the Department of Education's focus on pathways for all students and their new metrics approach to measuring a schools success. We are really excited to be pioneering this work as a whole school approach in Western Australia.

2022 began with us still in the midst of the COVID - 19 pandemic with now distant lockdowns impacting the start of the year, however as the year went on the effects of the pandemic lessened and we got back to our leaving to learn activities including excursions and incursions and a cornerstone of our model, internships. Having to restart many of the existing relationships with student mentors was a huge task but as the year progressed we were able to reinstate many of our students internships as well as establish many new ones.

Our school community includes almost 40% Aboriginal students, and a focus for staff professional learning during 2022 has been on how we can improve our knowledge, skills and practice to progress the school towards being Culturally Responsive as described in the Aboriginal Cultural Standards Framework. I have been in a group of principals piloting a program called Culturally Responsive School Leadership, and have been privileged to learn from Department of Education leaders Paulina Motlop and Kevin O'Keefe as well as Noongar elders such as Dr Noel Nannup, and be able to share my learning with staff and the school community, in particular focusing on what it means to be anti-racist. We introduced Noongar language to the Year 7 curriculum this year, and it has been lovely to see the inclusion of Noongar words, art work and artefacts in classrooms throughout the school, as we celebrate local culture that is generously shared with all of us who live and work together on this land.

Our dedicated staff are working with our own advisory curriculum developed by us over the last couple of years and continue to refine and add to the activities and strategies included to help the students prepare for senior schooling and the IBPLC. This curriculum when added to the learning area curriculums provides a really strong foundation for preparing our students as twenty first century learners.

Ms Hilary Saunders, Principal

Our leadership team



Hilary Saunders
Principal



Stephen Jones
Associate Principal



Danielle Altinier
Manager Corporate Services



Anne Veenstra
Team Leader



Sarah King
Team Leader



Donna Carr
Team Leader



Cheryl Bettridge
Team Leader



Steve Meredith
Team Leader



Gloria Chizelunwa
Team Leader



Ben Marks
Team Leader

Vision and Plan

Our vision is that every student will engage meaningfully in real and relevant learning from a foundation of personal interest and passions, supported by family, peers, Advisory teachers, expert mentors and our local community.

Our purpose is to provide an innovative environment for learning by putting students at the centre of decisions around what, how and when they learn. We prepare students for opportunities beyond school with a focus on relevant and real world learning, combining academic work with learning through internship.

Our plan covers a very exciting stage in our school's journey, as we grow from our final year as a middle school in 2021, through introducing Year 11 in 2022 and Year 12 in 2023 as we become a senior high school. It aligns to a number of external documents, including The Alice Springs (Mparntwe) Education Declaration (Dec 2019), and the Strategic directions for Public Schools 2020-2024. The full business plan is available on our website.

This plan is supported by internal school documents, including the Yule Brook College Strategic Directions which provides detail of the strategies and milestones in the plan and the Yule Brook College reconciliation Action Plan (RAP), developed within the Narragunnawalli framework for schools through Reconciliation Australia.

Our focus areas are a Year 7 to 12 curriculum that is fully aligned to the Big Picture learning design, Personalised learning that aligns to student interest and need, work that is academically rigorous and covers the six Big Picture learning goals and develops 21st century employability and life skills.



Enrolments

Intake Schools	Total
East Maddington Primary School	4
Bramfield Park Primary School	6
East Kenwick Primary School	6
Maddington Primary School	7
Orange Grove Primary School	3
Ashburton Drive Primary School	3
Beckenham Primary School	3
Other Schools	17
Total	49

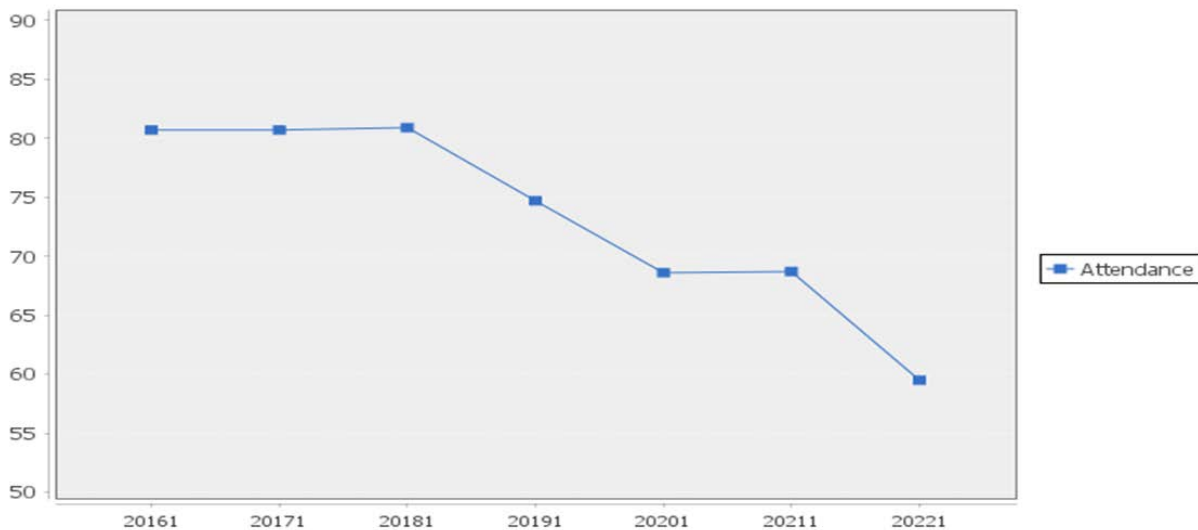
While we still have good enrolment numbers from our closest primary schools it is worth noting that overall our enrolment numbers for year 7 in 2022 were down on previous years.

Having consulted with the schools in the area it is clear there has been a decline in enrolment at all schools. Socioeconomic factors are impacting our community and many are having to move out of our community to more affordable housing and to access more stable public transport options.

Also worth noting is the increase in student intake from other schools located across the metropolitan area contributing to a truly diverse student population.

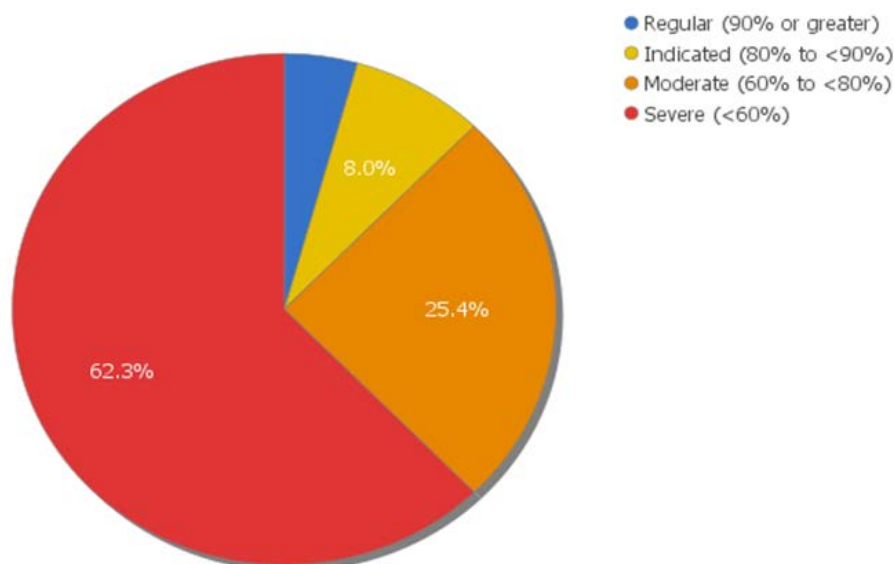


Attendance



As you can see from the comparison graph above we have seen a steady decline in overall attendance over the last six years. The pandemic has been a major cause of this but there are other factors as well and as such we developed an attendance improvement plan during 2022 and have managed to stop the decline in term four. This will be a focus for 2023 as we work closely with our students and their families to make sure that they attend as often as they can and that we support them in whatever ways we can to get them back in every class every day. The Big Picture Learning design develops really close relationships between our advisory teachers and their students and families and we have really leveraged these connections to help turn this decline in attendance around and we anticipate an improvement in 2023.

We are particular concerned about the attendance profile of our Aboriginal students as displayed in the chart below and this will be the first group we work with to support a return to regular school attendance as the new year begins.



Academic Performance

Online Literacy and Numeracy Assessment

Our achievement levels in year 10 Online Literacy and Numeracy Assessment (OLNA) continued to show a healthy development of these vital skills through our Advisory, English and Maths curriculum approach in year 9 and 10. Just over 40% of our year 10 students reached the category 3 level in numeracy and reading with writing sitting just below at 36%. Our year 11 students are approaching 60% in reading and writing and 40% for numeracy with another two attempts in year 12 to reach the standard.

Year 10 (76 students)	Numeracy		Reading		Writing	
Cat 1	9	12%	4	5%	6	8%
Cat 2	12	16%	16	21%	17	22%
Cat 3	33	43%	31	41%	27	36%
NSA	22	29%	25	33%	26	34%

Year 11 (31 students)	Numeracy		Reading		Writing	
Cat 1	5	16%	3	10%	4	13%
Cat 2	12	39%	8	26%	7	23%
Cat 3	12	39%	18	58%	17	55%
NSA	2	6%	2	6%	3	10%

This results in a third of our year 10 students having reached the minimum standard of numeracy and literacy required to graduate at Year 12 in most schools across the state. Those who have not yet reached this standard at year 10 are supported to develop these skills through small group and individual tutoring, and will have further opportunities to demonstrate competency during year 11 and 12. For us this allows our students to work towards the International Big Picture Learning Credential with a level of numeracy and literacy that opens up any possibility for each of them. Whether it is completing a university degree or an apprenticeship or moving into full time employment our students will have the skills necessary for them to be successful.

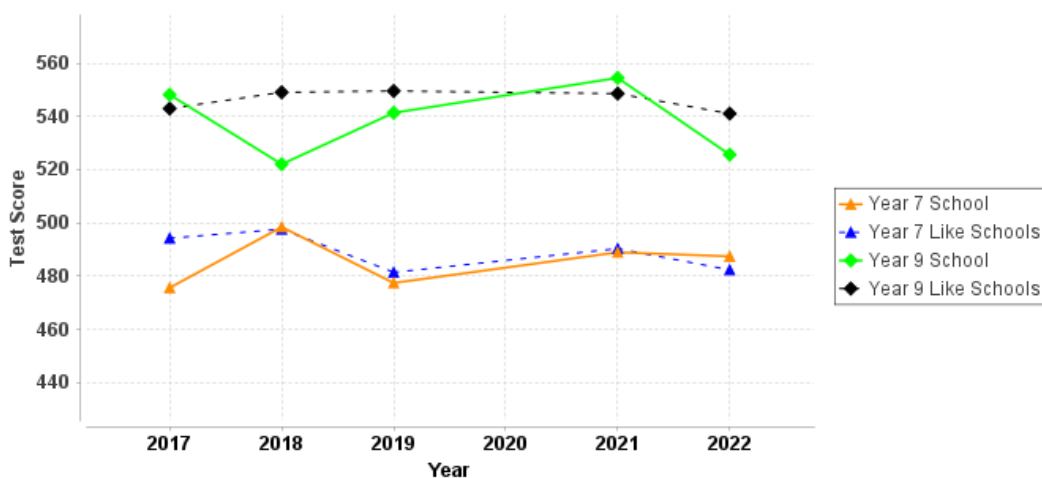
Year 10 students (excluding E&T students)	2022
All three components	33%
Two components	14%

Academic Performance

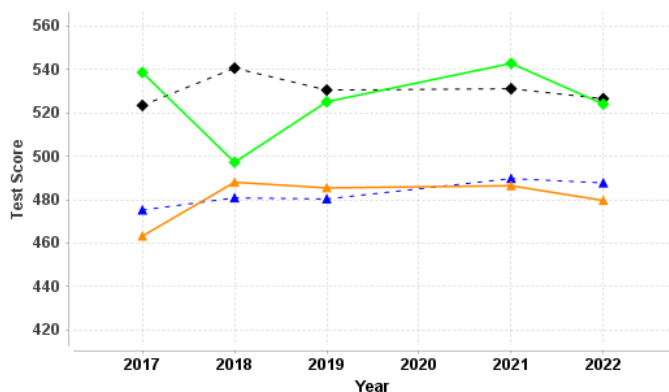
National Assessment Programme for Literacy and Numeracy

Our achievement levels in the National Assessment Programme for Literacy and Numeracy (NAPLAN) have remained consistent with previous years but we have not been able to examine progress from Year 7 for our Year 9 students due to cancelled testing in 2020. We are comparable with Like schools for all tests in most years and this has continued in 2022.

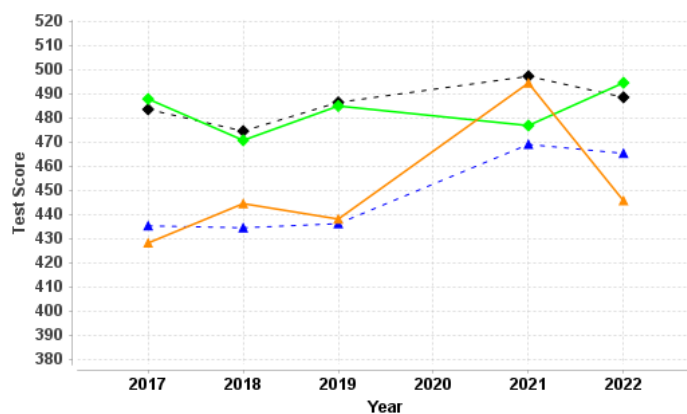
Average Numeracy Score



Average Reading Score



Average Writing Score



Leaving to Learn

Leaving to Learn continues to be a big part of what we do and one of the important ‘pillars’ of Big Picture Education (BPE). The college embraces that learning opportunities are everywhere and that students can learn in the community in their areas of interest. Leaving to Learn is designed to assist students:

- explore their interests deeply and in the real world with an expert mentor;
- develop employability and leadership skills to help them be future ready;
- develop networks within the industry and broaden their aspirations;
- develop their awareness of opportunities outside of school; and
- for some students, provide an opportunity to engage with meaningful education or work when schooling has historically been challenging for them.

2022 began well, and we had 30% of our year 9,10 and 11 students attending internships throughout the year. In our Year 9 cohort 41.7% of students had a shadow day or internship, however, there is some work to be done in 2023 with 58.3% having not completed a shadow day or internship this year or in prior years. In Year 10 30.2% of students had a shadow day or internship, however, 23.8% of students have not completed a shadow day or internship this year or in prior years and in Year 11 29% of students had a shadow day or internship, with 9.7% of students not having completed a shadow day or internship this year or in prior years.

With the ability to retain year 11 students we had an uptake in the number of students able to take on VET delivered to secondary schools courses or VET courses delivered by external Registered Training Organisations (RTOs). In 2022, there were 40 students studying a certificate qualification, of these 9 students were studying these as part of a school-based traineeship (SBT) arrangement.

Of the number of students enrolling in certificate qualifications, 25 of the 40 students were Aboriginal students. 5 Aboriginal students completed their certificate course in full during Year 11 which is a terrific achievement, and these students will enrol in a higher certificate course in 2023. We were able to secure funding for tutors from Follow the Dream to assist students with low literacy and numeracy make progress in their school work.



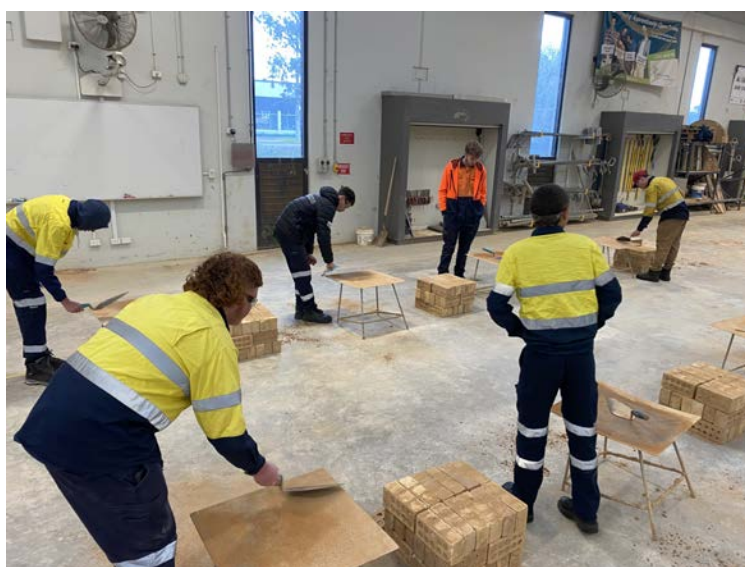
Leaving to Learn

There were a number of other outbound learning opportunities our students were involved in during 2022:

- 7 students in year 10 attended welding and automotive career taster opportunities through a trade training centre attached to a nearby senior college.
- 10 students in year 10 were enrolled in the Hillside Farm Rural Skills program. Unfortunately, we have been informed this program will not be continuing in 2023.
- 27 students from years 9 – 10 participated in various Try a Trade workshops in painting and decorating, bricklaying and solid plastering, and civil construction.
- 11 students from years 9 – 11 were subsidised to obtain their White Card. An external RTO was engaged to deliver this training on the college grounds. Other students from nearby high schools were able to attend this training. This collaboration is expected to continue into 2023.
- Students from years 9 – 11 attended career expos, industry informational days, incursions and excursions (e.g., Master Plumbers Association, Construction Futures Centre, Universities, TAFE campuses, etc.)
- Students from Years 10 – 11 attended other industry events around their interests such as the Big day in Perth IT Careers Conference, Inspiring Girls Mining Careers Forum, South Metro TAFE Fashion Taster day and the Hoffman Engineering Machinist Pathways information day.

There were 4 year 11 students working with expert mentors in relation to their senior school projects. A number of these expert mentors were university professors or lecturers, or leaders in development clubs or directors of companies. The number of students working with expert mentors in relation to their senior school projects is expected to increase next year as we have year 12 students for the first time completing the IBPLC.

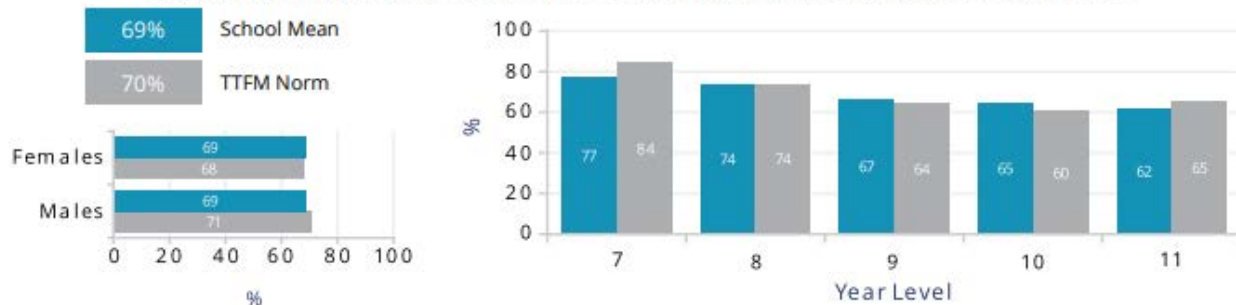
In November 2022, the college hosted a business breakfast which provided an opportunity for local organisations and businesses to hear from the internship coordinator and a guest speaker from the Australian Chamber of Industry and Commerce on internships, traineeships, and training opportunities for our students. The breakfast was well attended by over 30 people and resulted in a number of new opportunities for our students. It is expected that a similar networking opportunity will be planned for 2023.



Surveys

Students that value schooling outcomes

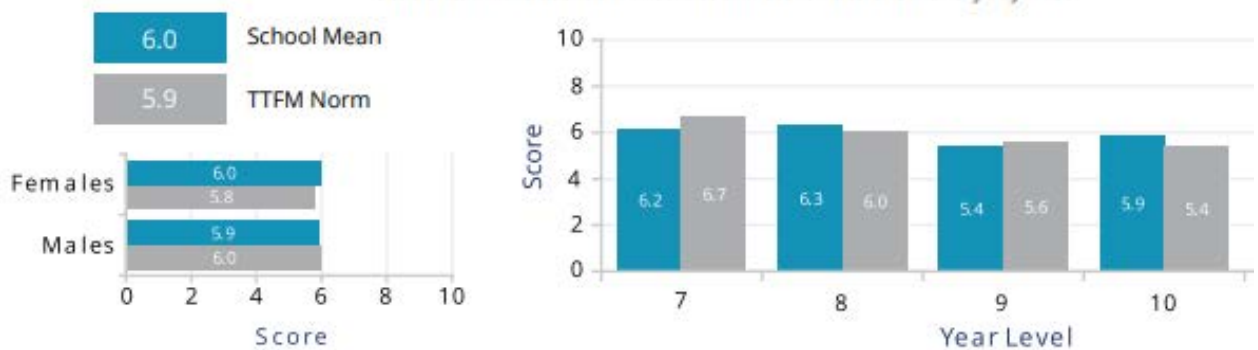
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



As part of our reflection process we survey all members of our community every year through the Tell Them From Me survey tool. We look for opportunities to adjust what we do to improve the outcomes of our students as well as compare how we are doing in comparison to other TTFM schools. The results in the table above demonstrate that our students value these outcomes and that their learning will be useful and have a strong bearing on their future. We look forward to seeing what these year 11 students think when we survey again this year as year 12s.

Relevance

Students find classroom instruction relevant to their everyday lives.

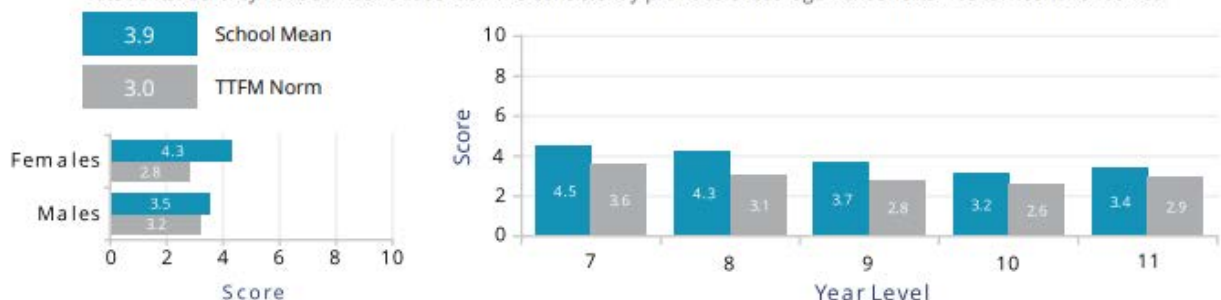


One of the cornerstones of the Big Picture Learning model is the connection of learning to the world outside the college. We use leaving to learn activities as well as internships with our students from year 9 onwards to help make their learning relevant. The results of the student survey above clearly demonstrate that our student find our classroom instruction more relevant to their everyday lives than the majority of schools surveyed.

Another cornerstone of Big Picture Learning is the relationships developed between students and their advisory teachers who work with the same students throughout their six years of schooling. The survey results below clearly demonstrate that our students feel that they have a staff member who will be a real advocate for them and their aspirations.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Partnership programmes



clontarf
foundation

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, equips them to participate more meaningfully in society. Any Aboriginal or Torres Strait Islander male enrolled at the school is eligible to participate in the Clontarf academy. Our academies provide an important school-engagement mechanism for many at-risk students who would otherwise not attend or have low school attendance.

Full-time Clontarf staff director Craig Walker and mentors Ashley McGrath and Beau Chaplin counsel students on a range of behavioural and lifestyle issues while the school caters for their educational needs. Using a comprehensive approach of supportive relationships, a welcoming environment and a diverse range of activities, the students develop improved self-esteem and confidence which enables them to participate in education, employment and society in a positive way. Academy activities are planned within the focus areas of education, leadership, employment, wellbeing and sport.

Football carnivals and games are a part of what we do at Clontarf however they are not the “be all, end all”. when we do play football games we like to play in the Clontarf Spirit which means we play with good sportsmanship. We like to play hard but more importantly we play fair. If we bump another player over, we pick him up straight away. This year, not only did our boys play in great Clontarf Spirit. They ended up Bringing home some silverware from the Fremantle and Armadale Clontarf football carnivals which just happens to be a bonus sometimes.

There were many camps throughout the year however the 2 that stood out the most were the Kalgoorlie and Esperance camp. The Kalgoorlie camp was a year 8, 9 and 10 camp which was attended by 15 boys. The main event of the camp was the Goldfield’s cup football carnival. Other exciting events on the camp included gold panning at the Hannan’s North Tourist Mine, a tour and chat with the indigenous staff from the Super pit and of course, mingling with all the other 100 Clontarf boys from various academies around the state. The Esperance camp was a senior trip for our year 10 and 11 boys. Other than the 8 hour drive the rest of the camp was filled with swimming at the many beaches that Esperance has to offer, including arguably the best beach in the world at Twilight Cove. We were lucky enough to join the Esperance Clontarf academy for their morning training session and breakfast. Unfortunately, we didn’t get to do our Fishing charter due to bad weather, so we had to settle for a few rounds of mini golf instead.

We are looking forward to the new experiences and challenges that will be coming in the new year.



Partnership Programs



The Deadly Sista Girlz programme is delivered by strong Aboriginal and Torres Strait Islander role models. Deadly Sista Girlz is a culturally appropriate healthy lifestyle programme that aims to improve engagement and education amongst school-aged Aboriginal and Torres Strait Islander girls. Mentors offer a stable environment and aim to engage, educate and empower at risk or disadvantaged girls to make positive choices for their health and futures. Participants benefit from having trusted mentors present and available on the school grounds who help to build routine, encourage better relationships with the wider community, instil confidence and achieve goals.



Yule Brook College Deadly Sista Girlz had a visit from Charmaine Climo and Renarta Coyne who took the girls on an interactive trip back through history. The girls were able to get a sense of what it would have felt like being all together with your family then having them all separate through colonisation. They were exposed to what Stolen Generation, Citizenship, massacres and the loss of culture and identity would have felt like for our ancestors. Whilst it was great to educate the Deadly Sista Girlz on the history it was also very confronting and sad. It was great to have these ladies share their own personal stories and learn more about our own local history as well as national history.



We are so fortunate to have Aunty Tammy Hayden who is the Aboriginal Islander Education Officer working closely with our Deadly Sista Girlz. She has mentored them with their artwork and because of their finished pieces they have been entered into the NAIDOC week Art Exhibition to be displayed at the City of Gosnells office. Our girls love to paint, and it is lovely to see the girls being rewarded for their hard work.

Term 3 saw our girls take part in the Dockers cup football competition. Yule Brook College have not had a girls football team for quite a few years but we did have a fair bit of interest from the girls to participate in this competition. The girls worked really well as a team and surprised themselves at how well they played, making it to the Grand Final, however we didn't get the win. It was really nice to see the girls bond over the game and to have the whole college's attention and support for them representing Yule Brook College.

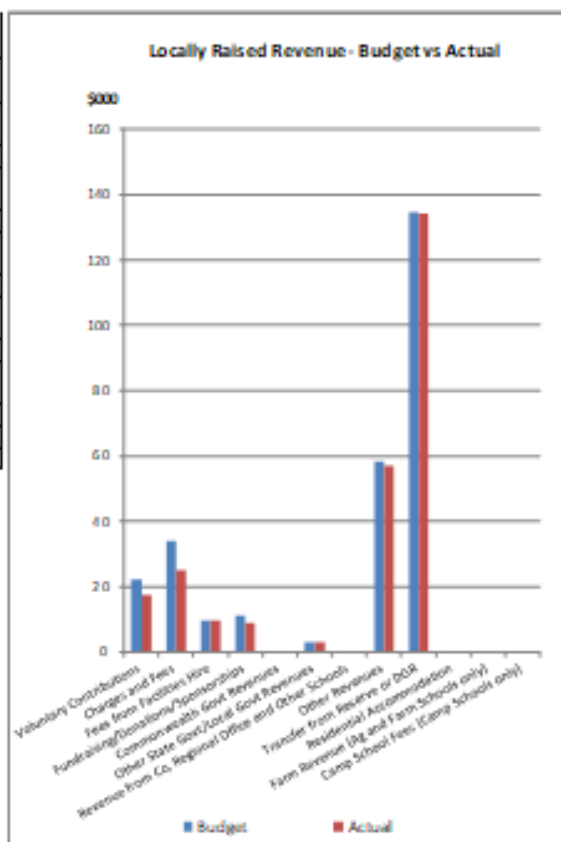
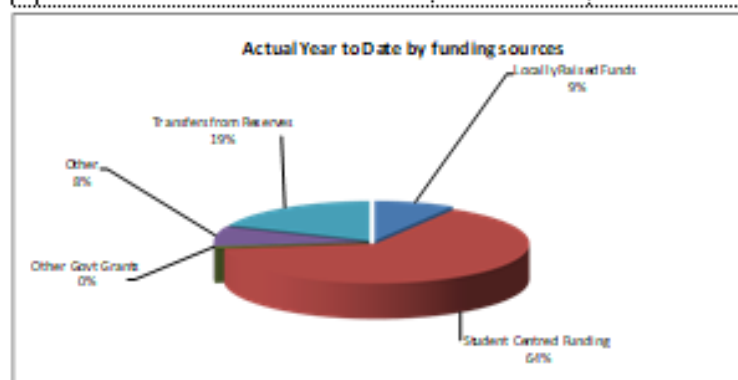
The Deadly Sista Girlz students who have high attendance and show our DSG values were invited to attend a rewards camp in Busselton. The girls explored the Ngilgi cave, had their first ride on a horse and climbed the treetops course at Monkey Business. This was a nice way to end the year and encourage the students both on the trip and not to continue to try their hardest at school and continue to work on improving their attendance.



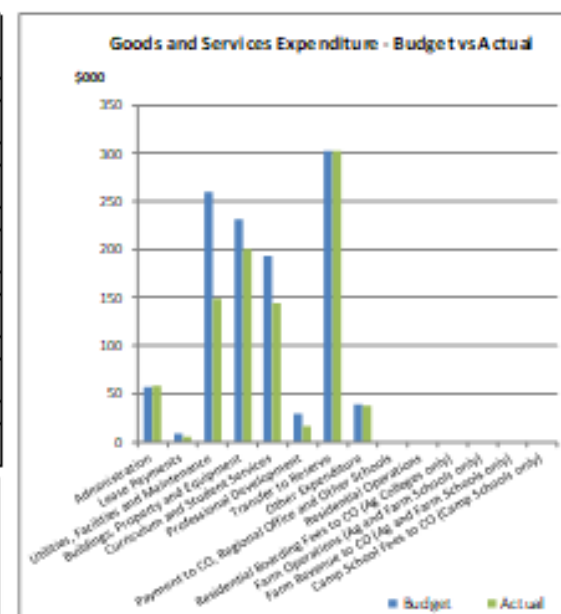
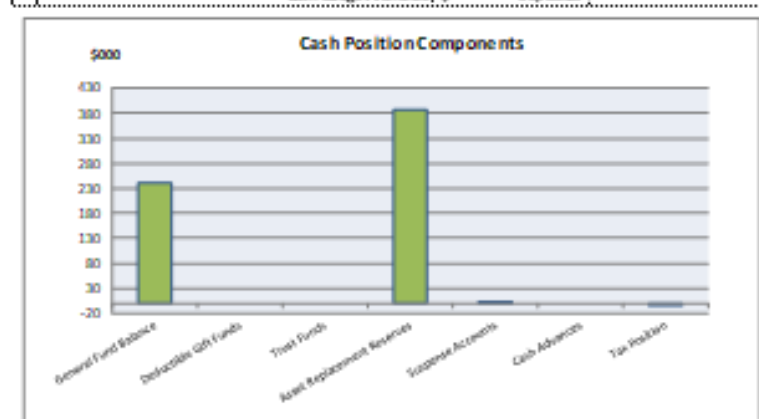
Financial Information

Yule Brook College
Financial Summary as at
31-December-2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 22,313.00	\$ 17,545.50
2	Charges and Fees	\$ 33,943.13	\$ 25,262.88
3	Fees from Facilities Hire	\$ 9,798.30	\$ 9,798.30
4	Fundraising/Donations/Sponsorships	\$ 11,376.36	\$ 8,976.36
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 58,396.06	\$ 56,993.36
9	Transfer from Reserve or Debt	\$ 1,945,700.00	\$ 1,942,257.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 273,263.94	\$ 255,773.40
Opening Balance		\$ 437,174.80	\$ 437,174.80
Student Centred Funding		\$ 466,896.21	\$ 463,251.21
Total Cash Funds Available		\$ 1,177,325.04	\$ 1,156,199.59
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,177,325.04	\$ 1,156,199.59



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 57,399.81	\$ 58,395.94
2	Lease Payments	\$ 9,240.00	\$ 5,560.40
3	Utilities, Facilities and Maintenance	\$ 250,345.00	\$ 148,770.56
4	Buildings, Property and Equipment	\$ 231,893.36	\$ 203,027.87
5	Curriculum and Student Services	\$ 193,998.75	\$ 144,257.91
6	Professional Development	\$ 28,788.00	\$ 17,402.98
7	Transfer to Reserve	\$ 302,290.07	\$ 302,290.07
8	Other Expenditure	\$ 38,757.00	\$ 38,620.07
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operators	\$ -	\$ -
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		\$ 1,121,591.79	\$ 915,279.89
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,121,591.79	\$ 915,279.89
Cash Budget Variance		\$ 55,733.25	



Cash Position Components	
Bank Balance	\$ 628,087.59
Waste up of:	
1 General Fund Balance	\$ 203,027.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 396,756.82
5 Suspense Accounts	\$ 5,163.07
6 Cash Advances	\$ -
7 Tax Position	\$ -
Total Bank Balance	\$ 628,087.59



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