




YULE BROOK
COLLEGE

2025 Annual Report

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The Big Picture learning design

Yule Brook College is a proud Independent Public School guided by our ethos of “one student at a time in a community of learners.”

The school first opened in 1978 as Maddington Senior High School. In 2000 it transitioned to a middle school and was renamed Yule Brook College. In 2020, the Minister for Education announced the return of senior secondary schooling, and this year we proudly celebrated our third cohort of Year 12 graduates.

Since 2008, our school has adopted the Big Picture Learning design, which focuses on personalised learning built around each student’s interests, strengths and passions. At the heart of this approach is the Advisory class, where students develop strong connections with their peers and teacher. Advisory teachers stay with their group as students progress through the years, building meaningful relationships and maintaining regular communication with families. Parents and carers play an active role in shaping their child’s personalised learning plan.

At the end of each term, families attend a student exhibition, where students present their work and reflect on their learning journey. From Year 9 onwards, students further extend their learning beyond the classroom through weekly internships, spending at least one day each week working alongside a mentor in a field connected to their interests. These experiences allow students to develop real-world skills while completing project work linked to their passions.

Students also benefit from access to the school’s Makerspace, a dedicated environment equipped with tools and materials where they can design, invent, create and learn through hands-on experiences.

Graduating students are awarded the International Big Picture Learning Credential (IBPLC), which supports pathways to employment, further training and university. This innovative credential recognises a broad range of student achievements, experiences and capabilities beyond traditional academic assessments. Each graduate’s credential is supported by a portfolio of evidence that showcases their learning, growth and accomplishments.


Big Picture
LEARNING AUSTRALIA



From the Principal

2025 was an exciting year for Yule Brook College as our third and largest cohort of year 12 students graduated with the International Big Picture Learning Credential (IBPLC) as their outcome. This new learner profile aligns with the Department of Education's focus on pathways for all students. It is widely accepted as an entry option for universities and TAFE in Western Australia and across the country. We continue to be excited to be pioneering this work as a whole school approach in Western Australia.

2025 began with continuing to expand our leaving to learn activities including excursions and incursions and a cornerstone of our model, internships with many students beginning new opportunities with our existing and new mentors.

A real focus for 2025 has been the introduction and adoption of a new teaching and learning framework developed by the college using the HITS model from Victoria as a starting point. We have deliberately focused on one of the ten elements of the model each term and will continue to embed these into our teaching and learning practice into 2026.

We have introduced a sustained focus on improving whole-school literacy after securing a grant to provide intensive training to a group of teachers to lead this important work as we strive to improve the outcomes for our students.

Our dedicated staff are working with our 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.

Mr Stephen Jones

Our leadership team



Stephen Jones
Principal



Tracy Wright
Associate Principal



Steve Meredith
Associate Principal



Kathryn Carmody
Manager Corporate Services



Paul Vernon
Team Leader



Louise Hey
Team Leader



Donna Carr
Team Leader



Cheryl Bettridge
Team Leader



Ben Marks
Team Leader



Gloria Chizelunwa
Team Leader



Helena Tassone
Team Leader

Vision and Plan

Our vision is for every student to engage meaningfully in learning that is real, relevant and connected to their personal interests and passions. Students are supported by their families, peers, Advisory teachers, expert mentors and the wider community as they develop as confident and capable learners.

Our purpose is to connect students within an innovative educational design that enables them to achieve their potential, one student at a time. We place students at the centre of decisions about what, how and when they learn. Through this approach, we prepare young people for opportunities beyond school by combining academic learning with real-world experiences, including internships and community engagement.

Our school plan represents an exciting stage in the journey of Yule Brook College as we consolidate our Year 11 and Year 12 programs and continue to grow as a senior high school. The plan aligns with key national and state education frameworks, including The Alice Springs (Mparntwe) Education Declaration (2019) and the Strategic Directions for Public Schools. The full Business Plan is available on our website. The plan is supported by internal school documents, including the Yule Brook College Strategic Directions, which outlines the strategies and milestones guiding our work, and the Yule Brook College Reconciliation Action Plan (RAP). Our RAP has been developed through the Narragunnawalli framework for schools, in partnership with Reconciliation Australia, and supports our commitment to reconciliation and cultural understanding.



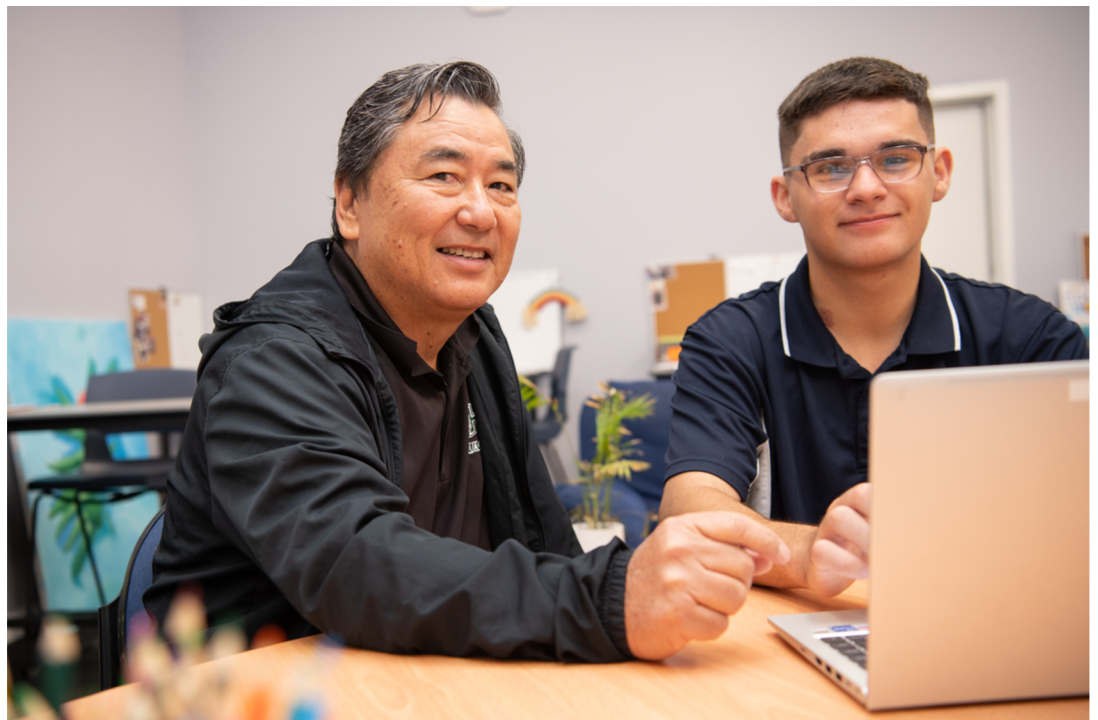
Enrolments

Intake Schools	Total
East Maddington Primary School	10
Bramfield Park Primary School	7
East Kenwick Primary School	6
Maddington Primary School	1
Orange Grove Primary School	6
Other Schools	21
Total	47

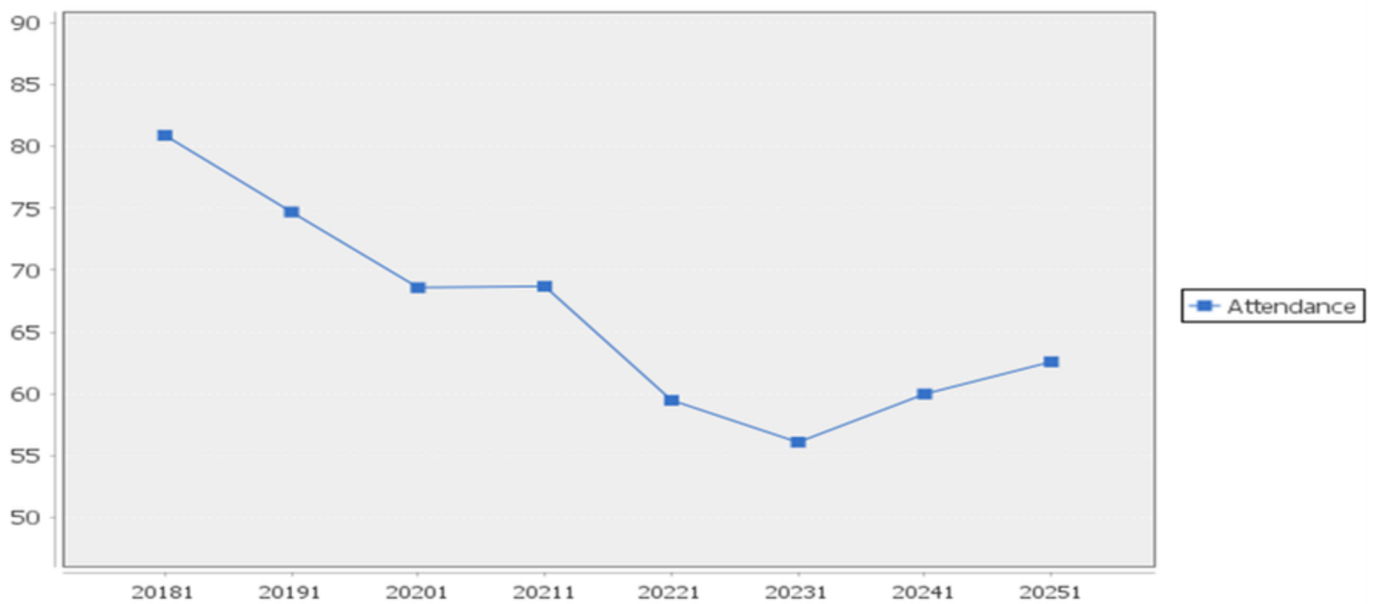
We continue to have good enrolment numbers from our closest primary schools and it is worth noting that overall our enrolment numbers for year 7 in 2025 were up on last year.

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.



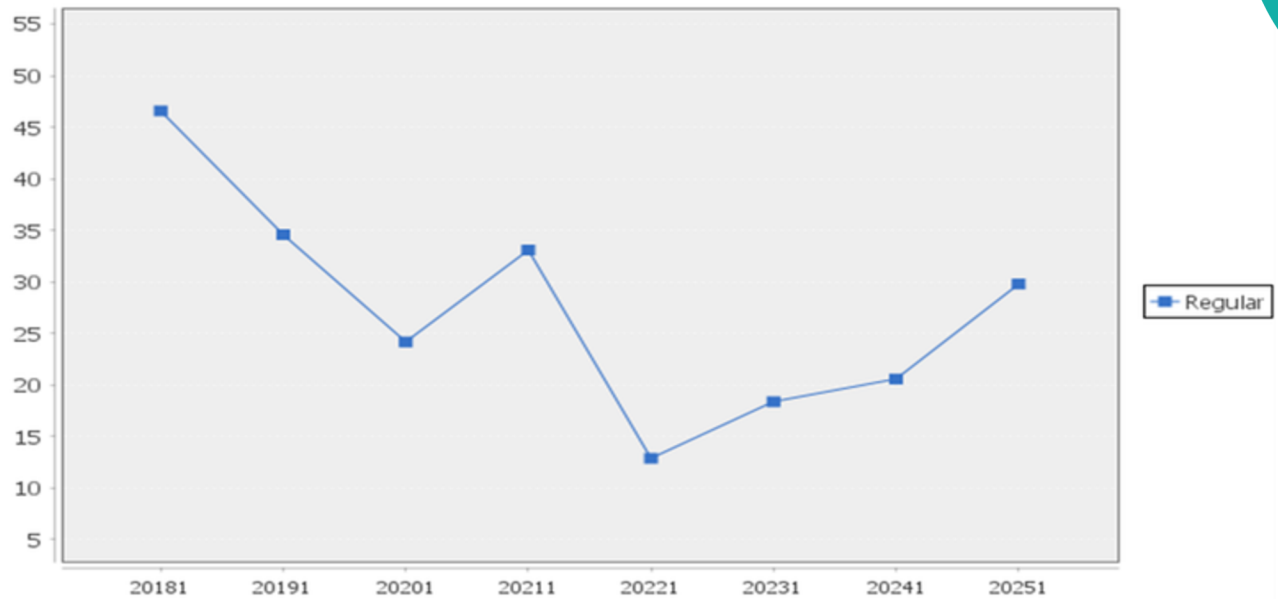
Attendance



As you can see from the comparison graph above we have seen an improvement in attendance in the last 2 years after a steady decline over the last six years. We have focussed on improving attendance by leveraging the connection between our advisory teachers and the students' families.



As a result the graph below shows that we are increasing the percentage of students regularly attending. This will remain a focus for 2026 as we work closely with our students and their families to make sure that they attend and that we support them in whatever ways we can to get them back in every class every day.



Academic Performance

Year 12 Achievement and Destination Summary

From a cohort of 37 year 12 students we had 33 achieve the levels required to be awarded their International Big Picture Learning Credential including 7 aboriginal students. Achieving the IBPLC allows our students to follow a variety of pathways based on the evidence used to support the credential.

Vocational Education and Training Outcomes

Through their participation in our senior school approach students have access to vocational education and training options and the results are in the table below.

Name of VET Qualification	Number of students achieving the qualification
School Based Traineeship - Disability	1
Aboriginal School Based Traineeship	5
Certificate II - Partial Disability	1
Certificate II	15
Certificate III	3
Certificate IV	2

Post School Destinations

As a result of these Year 12 results, our students chose varied post-school pathways that were planned with their advisory teachers as part of the senior school work. The table below provides some summary information of these outcomes.

Pathway	Number of students	Number of Aboriginal Students
TAFE or further training	10	1
Apprenticeship	6	
Employment	15	6
University	4	
Unknown	2	1

Online Literacy and Numeracy Assessment

Our achievement levels in year 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 years 9 and 10. In 2025, 29% of our year 10 students reached the category 3 level in numeracy and reading peaked at 44% with writing sitting at 37%. Our year 11 students are approaching 55% in reading writing and 42% in numeracy and our year 12 students had 42% reach the standard in numeracy and over 58% in reading and 52% in writing.

Student Name	Student Number	Academic Year	Numeracy						Reading						Writing											
			Y9		Year 10		Year 11		Year 12		Y9		Year 10		Year 11		Year 12		Y9		Year 10		Year 11		Year 12	
			Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2		
% who have demonstrated the standard		Year 10	20%	20%					0%	0%								20%	20%							
		Year 11	22%	27%	27%	27%			19%	30%	30%	30%						16%	24%	24%	24%					
		Year 12	29%	31%	40%	42%	42%	42%	44%	44%	54%	58%	58%	58%				25%	37%	50%	52%	52%	52%			

National Assessment Programme for Literacy and Numeracy

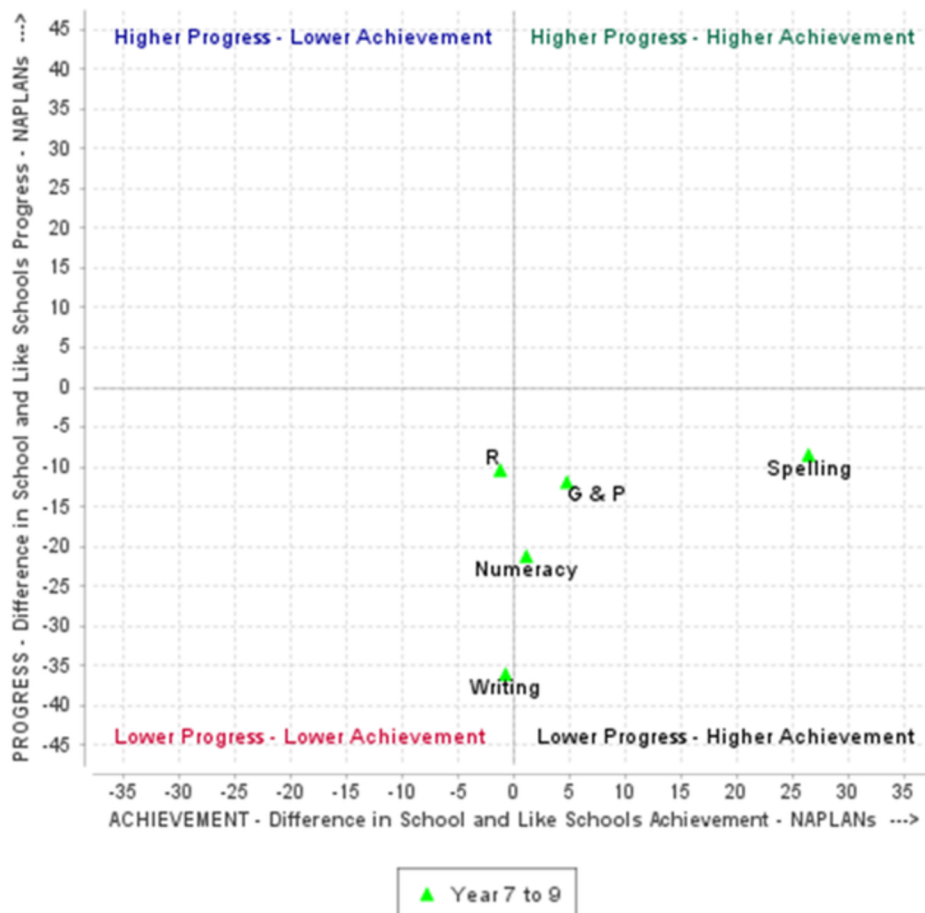
NAPLAN progress and achievement data for Yule Brook College indicates that, compared with like schools, students generally demonstrate similar or higher levels of achievement, particularly in spelling and reading-related domains. However, the chart below shows that student progress from Year 7 (2023) to Year 9 (2025) is generally below that of comparable schools across most domains, with the most notable lower growth in writing and numeracy.

While spelling shows strong achievement outcomes, progress in this area is still slightly below the average growth of like schools. Overall, the results suggest that although students are achieving at competitive levels, there is an opportunity to strengthen student growth over time, particularly in writing and numeracy, to ensure progress matches or exceeds that of similar schools.

Key Findings

- Overall pattern: Most domains fall in the lower progress – higher achievement quadrant. This suggests students are performing above like schools in achievement, but their growth from Year 7 to Year 9 is lower than expected.
- Spelling
 - Shows the highest relative achievement (well above like schools).
 - Progress is slightly negative, indicating less growth compared to peers in similar schools.
- Grammar & Punctuation
 - Slightly above like schools in achievement.
 - Progress is still below the like-school average.
- Reading
 - Achievement slightly above the like-school average.
 - Progress slightly below average.
- Numeracy
 - Achievement around the like-school average.
 - Progress is moderately below average.
- Writing
 - The lowest progress area.
 - Achievement slightly below or around like schools.

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2023 to Year 9 2025



Leaving to Learn

Leaving to Learn continues to be a central component of the College's approach and a key 'pillar' of Big Picture Learning design (BPL). The College embraces the belief that learning occurs beyond the classroom, and that students benefit from engaging with authentic, real-world experiences aligned to their interests.

In 2025, 75% of year 9 – 12 students (with attendance greater than 70%) had at least one internship or shadow day. Participation increases significantly as students' progress through the year levels, reflecting growing confidence and readiness to engage in outbound learning opportunities. While many students completed multiple experiences, each student has been counted once for reporting purposes. Students undertaking workplace learning through VET qualifications (VETQ) or a School-Based Traineeship (SBT) are not included in this data.

% of students* with an internship / shadow day

Year 9 11.43%

Year 10 94.12%

Year 11 71.43%

Year 12 61.54%

In 2025, 67 students across Years 11–12 were engaged in VET qualifications or traineeships. Since the establishment of the senior school, both participation and completion rates have continued to strengthen. Students undertook 36 qualifications ranging from Certificate II to Certificate IV.

Year 12

- 73% students undertaking a VETQ or SBT.
- VETQ completion rate : 85%.
- 95% completion rate when adjusting for students who exited early after securing full time apprenticeships.
- SBT completion rate : 71%. [5 out of 7 Aboriginal students successfully completing]

Year 11

- 95% students undertaking a VETQ or SBT.
- VETQ completion rate : 77%.
- SBTs : 100% on track to complete [5 students / 4 being Aboriginal students]

For the graduating Year 12 cohort, 89% of this cohort would have completed a VETQ. This adjustment recognises that some students may have completed a VETQ during Year 11 (2024) but chose not to complete one in Year 12 (2025). Additionally, targeted support has enabled 4 SAER students (Years 10–12) to transition into full-time TAFE pathways in Business, Animal Care, Salon Assistant and the CGEA.

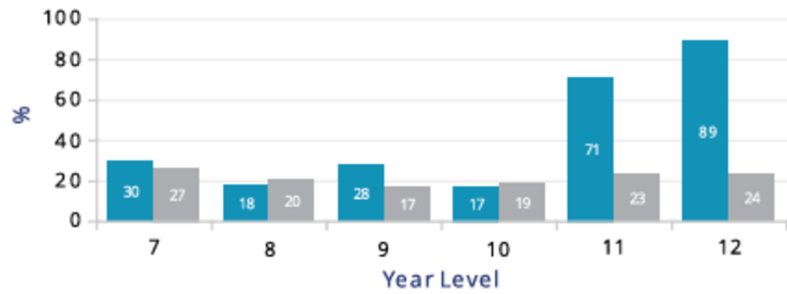
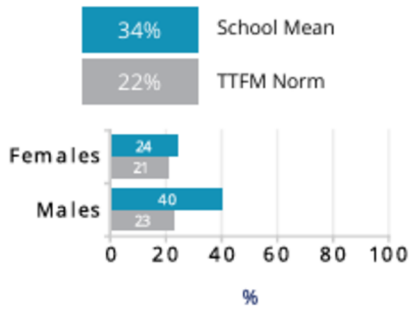
Students also accessed a range of industry-relevant micro-credentials (98 students), including : Responsible Service of Alcohol (RSA), White Card, Barista Training, and First Aid and CPR. All Year 9 –10 students completed SmartMove (WHS), with opportunities to extend into industry-specific certifications. Additional options included FoodSafe, Volleyball Coach Level 1, and Department-supported Swim Teacher Training.



Surveys

Interest and motivation

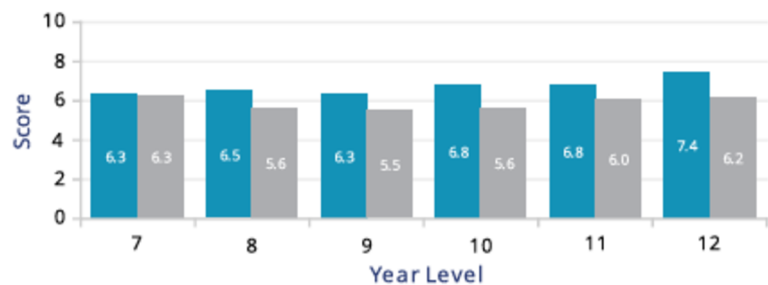
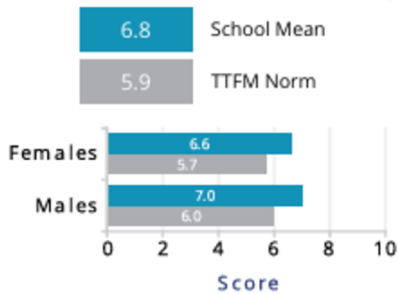
Students are interested and motivated in their learning.



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 are interested and motivated in their learning at much higher levels than other schools in the survey.

Teacher-student relations

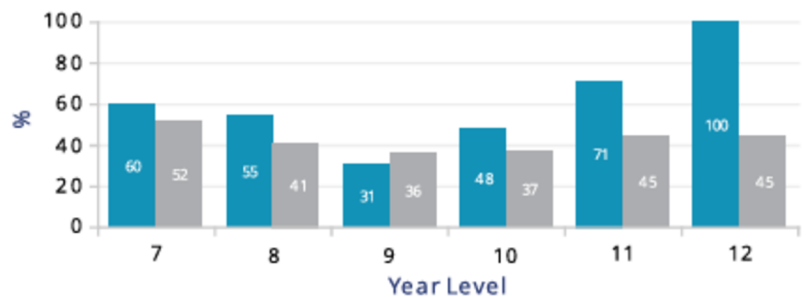
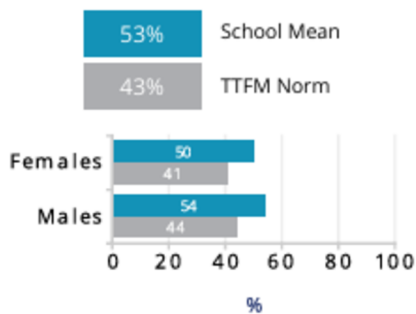
Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



One of the cornerstones of the Big Picture Learning model is the connection between our students and their teachers. The results of the student survey above clearly demonstrate that our students find our classroom responsive to their needs and that teachers encourage independence. This translates into students' believing that what they do at school relates well to their lives outside.

Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.



Partnerships



In 2025, Full time Clontarf Staff Director Haiden Schloithe and Operations Officer Beau Chaplin counselled students on a range of behavioural and lifestyle issues while the school catered for their education needs. Using a comprehensive approach based around supportive relationships, a welcoming environment and a diverse range of activities and events the students will begin to develop improved self-esteem which will trickle over into their education and personal lives and set them up well for their future endeavours. All academy activities are planned around the 5 Clontarf Pillars, which are Education, Leadership, Employment, Well Being and Sport.

2025 was a big year with the Clontarf Academy. Camp highlights included trips to Bunbury, Woodman Point, Wattle Grove, Pinjarra, Busselton and Fremantle. These camps were tailored around an incentive and standard for our boys to commit to their schooling endeavours, exhibit positive behaviour and being an all-around decent bloke. Activities included but were certainly not limited to fishing, campfires and yarning circles, swimming, adventure parks, time zone, laser tag, bowling, golf, tree top adventures and the occasional trip to the cinemas. These incentives produced positive outcomes for our boys, assisting in school engagement and an understanding around expectations and standards for their own individual lives and helps them understand goal setting and reward for effort.

In terms of partnership engagement, our employment forum held in Term 2 allowed our senior boys to network with prospective employers and friends of the foundation. All academy members had worksite visits with Woolworths, Australia Post, Bunnings, BCF and Rio Tinto throughout the year where boys were able to get a tour of the facilities and see what day to day work is like within that specific space and what can be expected should they obtain a job there in the near future. A big congratulations to our two year 12 boys who are the perfect example and testament to our program and themselves Tuaana and Richard graduating this year with full time apprenticeship offers from Komatsu and Mineral Resources in auto electrical and heavy diesel mechanic roles.



Partnerships



In 2025, the DSG program strived to foster respect, empathy, mob, connection and resilience to the young Indigenous girls at Yule Brook College through a variety of means. This includes the following:

Uni Visits – Murdoch Uni Deadly Dreaming, Curtin University, holidays – Halloween, Valentines Day, Christmas themed events at school, sport opportunities including West Coast Eagle Curtain Raisers, Cricket Australia painting shoes for famous cricket players and playing & watching games, being a part of Welcome Ceremonies.

We also participated in Indigenous events including NAIDOC Week at Yule Brook College, Gibbs St Primary School, Thornlie Senior High School and Langford Aboriginal Association. Reconciliation Week at Yule Brook College and Langford Aboriginal Association. Damper-making and Art & Yarning sessions at Langford Aboriginal Association. Indigenous dance at Crown for Waalitj Foundations 20th Year Gala.

We had End-of-Term Rewards to Mini Golf, Bounce and Escape Rooms, as well as our end of year Awards Ceremony. Other activities included in-class support for staff and students, after school tutoring, school pick-ups, breakfast club, healthy foods and toasties available for lunch, Aboriginal Justice Days (for students to acquire access to Department of Transport, birth certificates, pay fines etc.) and outreach programs such as East Metro Health.

DSG Yule Brook is committed to ensure healthy values, attitudes and behaviours are fostered, promoted and rewarded. We are committed to providing a safe space and fun environment for students while promoting the importance of culture and education, and advocating for young Indigenous female students.



Financial Information

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	289,328	289,328
Carry Forward (Salary)	182,084	182,084
STUDENT-CENTRED FUNDING		
Per Student	3,539,943	3,539,943
School and Student Characteristics	1,903,741	1,903,741
Disability Adjustments	84,964	84,964
Targeted Initiatives	632,996	632,996
Operational Response Allocation	8,813	8,813
Total Funds:	6,170,457	6,170,457
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(399,340)	(399,340)
School Transfers - Cash	400,000	400,000
Department Adjustments	(47,149)	(47,149)
Total Funds:	(46,489)	(46,489)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	15,000	10,088
Charges and Fees	39,706	37,649
Fees from Facilities Hire	13,829	13,829
Fundraising/Donations/Sponsorships	13,444	13,204
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	0	0
Other Revenues	176,888	176,888
Transfer from Reserve or DGR	269,698	269,698
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	528,565	521,356
TOTAL	7,123,945	7,116,736

Financial Information

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,858,128	4,858,128
New Appointments	0	0
Casual Payments	565,540	565,540
Other Salary Expenditure	20,555	20,555
Total Funds:	5,444,223	5,444,223

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	122,528	103,909
Lease Payments	5,600	5,619
Utilities, Facilities and Maintenance	277,804	233,664
Buildings, Property and Equipment	255,580	238,339
Curriculum and Student Services	280,391	206,131
Professional Development	17,500	20,794
Transfer to Reserve	189,992	189,992
Other Expenditure	39,321	27,176
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,188,716	1,025,624
TOTAL	6,632,939	6,469,847

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	289,328	289,328
Carry Forward (Salary):	182,084	182,084
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,123,968	6,123,968
Locally Raised Funds:	528,564	521,355
Total Funds:	7,123,944	7,116,735
EXPENDITURE		
Salaries:	5,444,223	5,444,223
Goods and Services (Cash):	1,188,716	1,025,623
Total Expenditure:	6,632,939	6,469,846
VARIANCE:	491,005	646,890





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