



**BUSSETON**  
SENIOR HIGH SCHOOL

**ANNUAL REPORT**

2020



# KEY ACHIEVEMENTS 2020

## CERTIFICATE OF MERIT



Bree Robinson-Doig



Imogen Harris



Nilar Lwin



### Certificate II Completion Rate

100%



In 2019, four out of the five aspects of Year 7 and 9 NAPLAN above WA 'Like Schools' for the second year in a row.



### Graduation Rate

99%

- Highest in the school's history
- Top of all Southwest Schools
- 6th in the State
- Top of 'like schools'
- 10% above public school's average



### OLNA Achievement

100% writing

100% Reading

99% Numeracy



### Attainment Rate (Cert II Completions/ATAR 55)

95%

- Above 90% for the fifth year
- Above 'like schools'

# WELCOME

It is with great pleasure that Busselton Senior High School (BSHS), in partnership with the School Board, present to the school community the 2020 Annual Report. This report presents a clear and transparent picture of BSHS's strengths, weaknesses and areas of improvement. 2020 was a year like no other, with the COVID-19 pandemic having a major impact on all facets of education at BSHS. Impacts ranged from the interruption of "Face to Face" learning with the school delivering lessons online, the cancellation of major events such as Country Week and the Canberra trip, the postponement of the school ball and the cancellation of NAPLAN testing. In spite of these setbacks and challenges, I am proud to say that the response of the school community, students, parents and staff, has been outstanding, resulting in limited impact on student learning and achievement.

Having officially completed our first Business Plan cycle in 2019, and were reviewed for the first time by the Department of Education Public School Accountability directorate. As a result of this review process, BSHS was deemed 'effective' with several areas receiving positive feedback. It was noted that BSHS has a collaborative and supportive culture, and that our Positive Behaviour Support initiative (PBS) promotes clear expectations that provide optimal conditions for students social, emotional, physical and academic success. There is also sound leadership and staff demonstrate shared ownership for student success. All parents, staff, key partners and students must celebrate this significant achievement. The review also suggested several areas for growth to ensure our school continues to develop and support all students who attend here. These actions are now aligned with our new Business Plan that will span 2019-2022. On behalf of the staff at BSHS and the School Board, I wish to thank the entire school community for their support, professionalism and willingness to ensure every child succeeds. Your engagement in our school guarantees that BSHS will continue to move forward positively in one common direction.



David Gault  
Acting Principal



# WELCOME

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## OUR CONTEXT

Through our strong values of respect, empathy, achievement and learning, we prepare Year 7-12 students for a rapidly changing and evolving world in an engaging learning environment. Established in 1958, we have served our community well for over 60 years. Becoming an Independent Public School in 2014, we continue to honour our traditions and close sense of community established and honoured by our staff and students past and present. As an inclusive school, we cater for the needs of every student by providing flexible pathways and stimulating curriculum options.

Our ATAR students have consistently achieved high results and direct university entrance. Students can choose from a range of ATAR courses that ensure they meet the requirements for whatever career pathway they choose. Our ATAR students are supported and monitored by a dedicated Year 11/12 Coordinator, and enjoy extra learning support through homework classes. We continually achieve strong ATAR results and recorded the highest median ATAR score in our region in 2018 with 100% attainment. We are also a Registered Training Organisation, and students have the opportunity to engage in our Vocational Education and Training programs to prepare them for life after school. Students can choose from certificates such as building and construction, engineering, business, sport and recreation, hospitality or nursing. We were recognised as the Western Australian VET School of the Year in 2014 and won the School Pathways to VET Award at the 2018 Australian Training Awards, as a leading school in the design and delivery of VET programs to high school students.

We offer a specialist music program that receives acclaim locally, nationally and internationally. We also offer an extensive range of programs in visual and performing arts, physical education, design and technology, computing and home economics. Students who attend BSHS have the opportunity to be involved in any number of extra activities to enrich their learning experience, such as drama productions, sporting events, excursions and tours (domestic and international) and an abundance of student leadership opportunities.

We provide a safe, supportive and inclusive learning environment by developing positive relationships with our students and ensuring they feel safe and valued during their secondary schooling. Our comprehensive pastoral care structure sees a committed team of staff focus on the wellbeing of your child, including three Associate Principals, four Year Coordinators, two Senior School Coordinators, a School Psychologist, Nurse, two Aboriginal and Islander Educational Officers and a School Chaplain. As a Positive Behaviour Support (PBS) school, our students are taught the values of Respect, Empathy, Achievement and Learning (REAL), which are reinforced by the school community through the REAL award program.



# SCHOOL BOARD WELCOME & REVIEW

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As an Independent Public School, the Board undertakes an essential role in the governance structure of Busselton Senior High School and provides strategic direction to educate, embrace and enrich all students. It is our vision that Busselton Senior High School will reflect the aspirations and needs of our community. The members of the Board represent different perspectives of our broader school community and include parents, school staff and wider community members. We are all passionate about Busselton Senior High School providing the best possible educational opportunity for our students.

I would like to thank the School Board members in 2020 for their attendance and input at meetings and their continued contribution to Busselton Senior High School.

- Dainon Couzic (Principal)
- Samantha Mansfield (Parent)
- Narelle Hopkins (Parent)
- Lyndon Miles (Parent)
- Jen Russell (Community)
- Barry House (Community)
- Coralie Tarbotton (Community)
- Heather Carroll (Community –Chair)
- Renay Down (Staff)
- Kellie Lewandowski (Staff)
- David Gault (Staff)
- Cassandra Dyson (Ex Officio)

Busselton Senior High School continues to receive positive reflections within our broader community, and this will continue to be enhanced by strong performance across all areas. I am proud to be a member of this school community.

Heather Carroll  
*Chair BSHS Board*



# SCHOOL BOARD WELCOME & REVIEW

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## 2020 BOARD SUMMARY OF ACTIVITIES

- The Board worked hard in supporting the school staff in their efforts to navigate the COVID-19 pandemic and would like to congratulate them on the way in which they responded, minimising the impact to student learning and achievement.
- BSHS continues to improve. This was evident in its outstanding Senior School results. The Board congratulates all school staff and celebrates in these successes.
- We welcomed new board members Samantha Mansfield and Narelle Hopkins (parent representatives). We farewelled Andrew Ingrey (parent representative and Coralie Tarbotton (community representative), and thank them for their contribution to the BSHS school community.
- The school finances were managed well, and extra resources were directed into Learning Areas. We have reviewed and endorsed the contributions and charges for 2021.
- The board was integral to, and ratified, the school signing up for the Fogarty EDvance "School Transformational Program", we expect that the research based program will help guide the school's strategic plan over the next three years.
- We farewelled the Principal Dainon Couzic who has been promoted to Deputy Director of Education for the South West. Since his appointment in 2013, BSHS has undergone extensive re-invention and re-invigoration. Our vision and values have been reset, our culture dramatically improved and the school is now a positive, vibrant and well performing facility able to adapt quickly to change in our current world.

## BSHS BUSINESS PLAN 2019 - 2022

The 2019-2022 Business Plan was developed through an extensive consultation process. Two overarching Priorities: Priority 1 – Teaching, Learning and Leadership, and Priority 2 – School Community and Culture, will focus our whole school strategic direction. In 2020 we have partnered with 'Fogarty', a not for profit organisation that assists schools with school improvement and raising academic standards. While BSHS is operating at a very high level, as a school community, we wish to raise our benchmarks even further to ensure every student who attends BSHS is successful. Our Business Plan Target Report Card (Diagram 1) clearly shows our current baseline data, the targets we have achieved, and ones that are in progress. The ones that have been met will be reviewed and adjusted to ensure further growth is made. Over the next three years in partnership with Fogarty, we will work towards achieving our vision and the rigorous targets we have set ourselves.



# BSHS EDUCATION SPEAK ACRONYMS

**ACARA**  
*Australian Curriculum, Assessment and Reporting Authority*

**ACEL**  
*Australian Council for Educational Leaders*

**ACER**  
*Australian Council for Education Research*

**ACSF**  
*Aboriginal Cultural Standards Framework*

**AITSL**  
*Australian Institute for Teaching & School Leadership*

**ASD**  
*Autism Spectrum Disorder*

**ATAR**  
*Australian Tertiary Admittance Rank*

**BASE**  
*Behaviour Academic Social and Emotional*

**BMIS**  
*Behaviour Management in School*

**BSHS**  
*That's us!*

**CAMHS**  
*Child Adolescent Mental Health Service*

**DCPFS**  
*Department of Communities Child Protection and Family Support*

**DOE**  
*Department of Education*

**DPA**  
*Delivery Performance Agreement (IPS Agreement)*

**EDI**  
*Explicit Direct Instruction*

**ESAT**  
*Electronic School Assessment Tool*

**EST**  
*Externally set task*

**FTE**  
*Full time employee (could be part of as well e.g. 0.5 FTE)*

**HL**  
*HomeWork Lunch*

**IBMP**  
*Individual Behaviour Management Plan*

**IEP**  
*Individual Education Plan*

**IPS**  
*Independent Public School*

**ISF**  
*Interconnected Systems Framework*

**ISS**  
*In school suspension*

**LAP**  
*Learning Area Plan*

**LGBTQIA+**  
*Lesbian, gay, bisexual, transgender, questioning/queer, intersex and asexual (allies)*

**LSI**  
*Lifestyles Inventory (360 degree leadership survey)*

**MHWP (LT)**  
*Mental Health and Well-being (Leadership Team)*



# BSHS EDUCATION SPEAK ACRONYMS

<b>PAT</b> <i>Progressive Achievement Test</i>	<b>SLT</b> <i>School Leadership Team</i>
<b>PBS (LT)</b> <i>Positive Behaviour Support (leadership team)</i>	<b>SSEN: BE</b> <i>School of Special Education Needs: Behaviour and Engagement</i>
<b>PI</b> <i>Performance Indicator</i>	<b>SSEN: D</b> <i>School of Special Education Needs: Disability</i>
<b>PISA</b> <i>Programme for International Student Assessment</i>	<b>SSEN: MMH</b> <i>School of Special Education Needs: Medical and Mental Health</i>
<b>PL/PD</b> <i>Professional Learning/Professional Development</i>	<b>SWAMS</b> <i>South West Aboriginal Medical Service</i>
<b>PLC (LT)</b> <i>Professional Learning Communities (leadership team)</i>	<b>SWIT</b> <i>South West Institute of Technology</i>
<b>REAL</b> <i>Respect, Empathy, Achievement and Learning</i>	<b>TFI</b> <i>Tiered Fidelity Inventory</i>
<b>SAER</b> <i>Students at Educational Risk</i>	<b>TISC</b> <i>Tertiary Institutions Service Centre</i>
<b>SCFM</b> <i>Student Centred Funding Model (how schools plan their budgets)</i>	<b>TTFM</b> <i>Tell Them From Me (Teaching and Learning Survey Fogarty)</i>
<b>SCSA (SCASA)</b> <i>School Curriculum and Standards Authority</i>	<b>VET</b> <i>Vocational Education and Training</i>
<b>SEI</b> <i>Socio Economic Index (can also be referred to as ICSEA)</i>	<b>WACE</b> <i>Western Australian Certificate of Education</i>
<b>SET</b> <i>School Evaluation Tool (PBS Evaluation Tool)</i>	<b>WASSA</b> <i>Western Australian Statement of Student Achievement</i>
<b>SIS</b> <i>Student Information System</i>	<b>WK</b> <i>Waalitj Kaaditjin</i>





# BUSINESS PLAN ACHIEVEMENTS

BUSINESS PLAN TARGETS 2019 - 2022	2020 BASELINE DATA REPORT CARD	NOT ACHIEVED	IN PROGRESS	ACHIEVED
1. In each year of the Business Plan, our Western Australian Certificate Education (WACE) graduation rates will be above 'Like' Schools (82%) striving to remain above 90%.	99% Graduation Rate			
2. From 2019 - 2022 our Stable Cohort Attainment Rate will continue to be above 91% striving to be at or above the 'Like' School Average of 95%.	95% Attainment Rate			
3. In each year of the Business Plan our expected Median Australian Tertiary Admissions Rate (ATAR) Performance will be above -0.2 Standard Deviation.	0.16			
4. From 2019 - 2022 our Vocational Education and Training (VET) Completion Rate will be above 97% aspiring to 100%.	100% VET Completion Rate			
5. In each year of the Business Plan, the percentage of Year 12 Students satisfying the Online Literacy and Numeracy Assessments (OLNA) requirements will be above 92% striving to be above 95%.	<ul style="list-style-type: none"> <li>Numeracy: 99%</li> <li>Reading: 100%</li> <li>Writing: 100%</li> <li>Overall: 99%</li> </ul>			
6. Between 2019 - 2022 BSHS NAPLAN Progress achieved by the stable cohort will exceed 'Like schools in each test area striving to be above WA Public Schools.	(No 2020 Data due to COVID-19)			
7. Between 2019 and 2022 BSHS Regular Attendance positive trend towards the preferred mean within each area.	Only Semester 2 Reported (Due to COVID)			
8. By the end of 2022, all elements of the PBS Benchmarks of Quality (BOQ) assessment will be above 90%.	7 out 11 elements are above 90% (2019) (No 2020 Data due to COVID)			

# BUSINESS PLAN ACHIEVEMENTS

BUSINESS PLAN TARGETS 2019 - 2022	2020 BASELINE DATA REPORT CARD	NOT ACHIEVED	IN PROGRESS	ACHIEVED
9. In each year of the Business Plan the following staff, student and parent survey questions will remain above 3.7 striving to be above 4: (Not Continuing)	4.26 out of 5 (2019)			
A: Staff: Safe and Orderly Environment				
B: Student: Rule Clarity	3.87 out of 5 (2019)			
C: Parent: Dealing with Student Behaviour	3.88 out of 5 (2019)			
10. In each year of the Business Plan, the PERFORM tool will demonstrate a positive trend from Emerging and Evolving to Embedding and Excelling.	Emerging: 7%, Evolving: 24%, Embedding: 44%, Excelling: 25%			
11. By the end of 2022 our PLC system will have moved from Evolving to Embedding striving to achieve the Excelling Category. (Strand 5: MASTERY)	Emerging: 0%, Evolving: 23%, Embedding: 50%, Excelling: 27%			
12. From 2019 - 2022 the School Organisational Climate Survey Questions regarding; Clear School Mission, Participation in Decision Making, Providing Individual Support and Encouraging Improvement in Practice combined actual mean will be maintained above 4 while demonstrating a positive trend towards the preferred mean within each area.	Baseline: All Questions above 4.			
13. By the end of 2022 BSHS will have moved into the 'Top Quartile' of the McKinsey Health and Well-being survey.	Baseline: 84 (Top Decile)			
14. In each year of the Business Plan, the Cultural Standards Framework will demonstrate a positive trend from developing to capable and proficient.	Baseline: Developing (No 2020 Data due to COVID)			

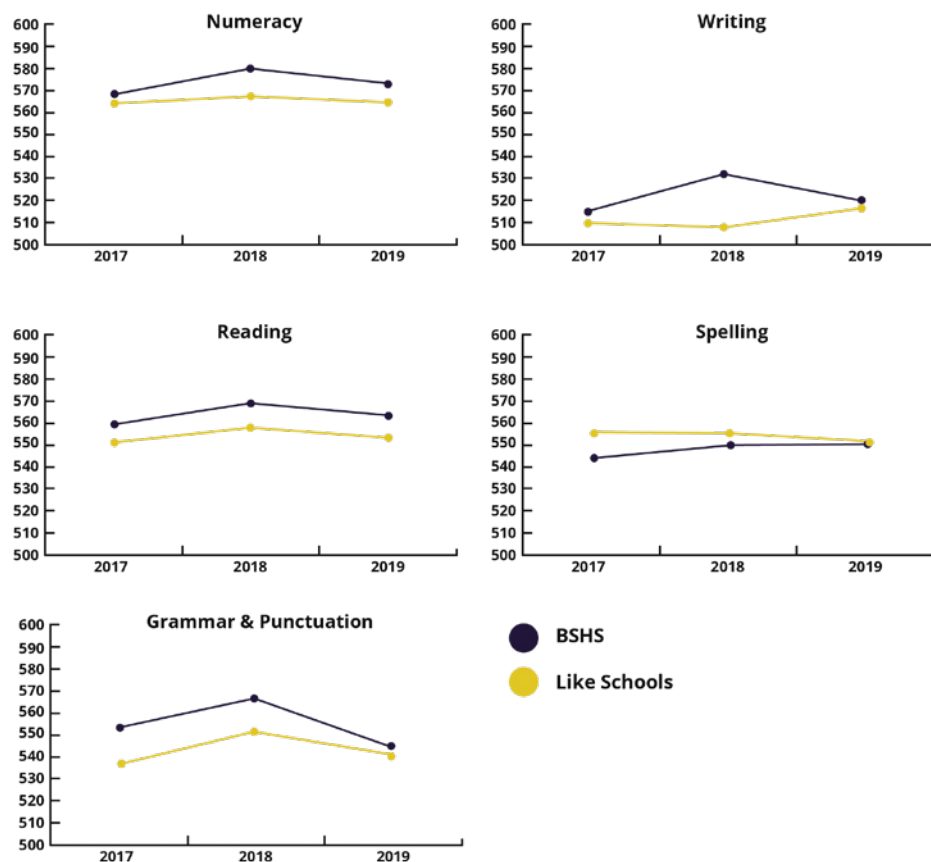


# YEAR 7 - 9 REVIEW 2019

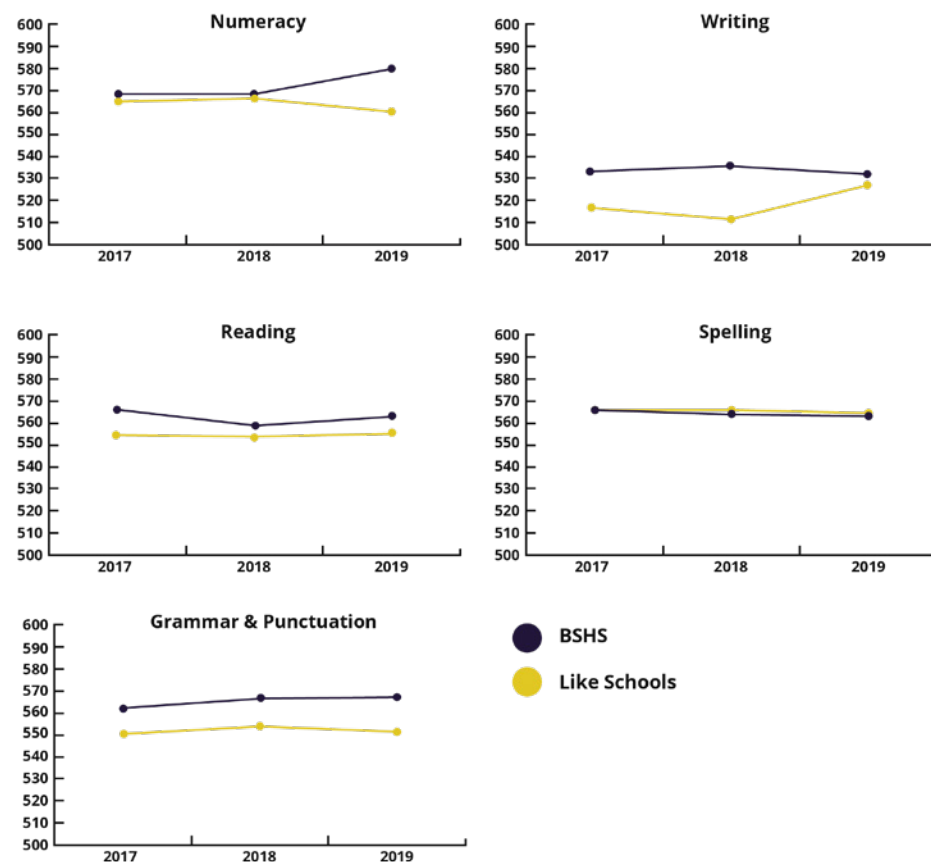
No 2020 NAPLAN data due to COVID-19



**Year 9 NAPLAN Logitudinal Summary 2017 - 2019**  
**BSHS Student Performance Compared to Like Schools (Graph 4)**



**Year 7 NAPLAN Logitudinal Summary 2017 - 2019**  
**BSHS Student Performance Compared to Like Schools (Graph 5)**



# YEAR 7 - 9 REVIEW 2019

*No 2020 NAPLAN data due to COVID-19*

## SUMMARY 2019

- Year 9 NAPLAN Longitudinal Summary 2017-2019 (Graph 4): In 2019, our student performance was above 'Like' schools in Writing, Numeracy, Reading, Grammar and Punctuation. Spelling was slightly below 'Like' schools. An area of concern is that in 2019 marked the first downward trend of our NAPLAN after three years of sustained growth.
- Year 7 NAPLAN Longitudinal Summary 2017-2019 (Graph 5): Year 7 student performance was above like schools in Writing, Numeracy, Reading, Grammar and Punctuation. Spelling was one NAPLAN score below Like schools.
- NAPLAN Student Progress and Achievement: Numeracy and Spelling demonstrated higher progress and achievement when compared to Like Schools. Reading, Writing, and Grammar and Punctuation showed Lower Progress and Higher Achievement. With this information in mind, this must be a specific focus area over the next three years.

## RECOMMENDATIONS 2021

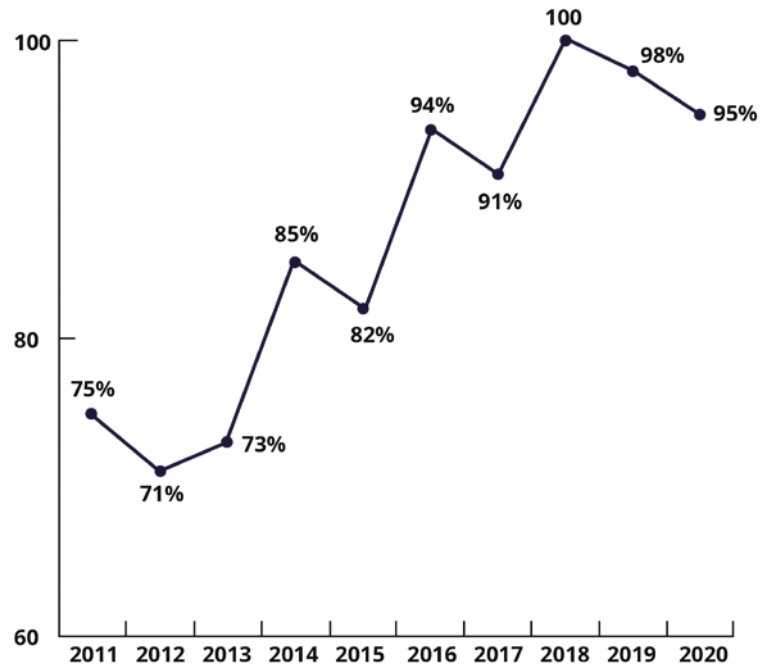
- Review and embed our Multi-tiered System of Supports to ensure we are targeting the required improvement areas, and they are explicitly supporting student improvement.
- Undertake a thorough analysis of our NAPLAN data and align improvement areas to our curriculum, assessments and targeted interventions.
- Continue to review and refine the following systems:
  - Academic Enrichment
  - Home Work Lunch
  - Food for Thought
  - Waalitj Kaaditjin
- Increase teacher mastery in identified instructional strategies so that academic outcomes are improved.
- Increase consistency in teacher pedagogy to reduce barriers to student learning.
- Improve teacher collaboration practices to reduce within school variability in curriculum, assessment and moderation practices.
- Implement Tier 2 Literacy and Numeracy Intervention Program (MacLit and "Back to Front" Maths).



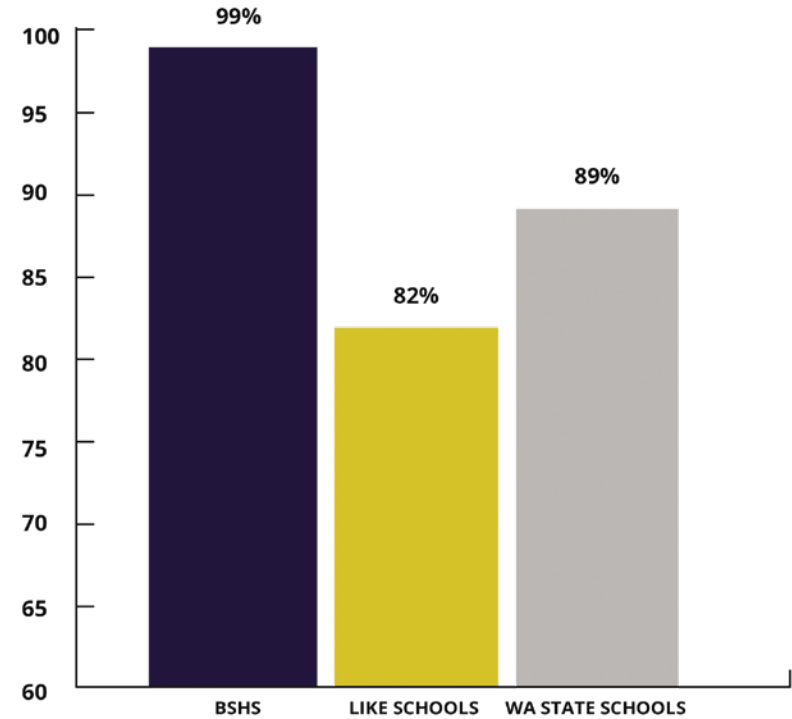


# YEAR 10 - 12 REVIEW

**Attainment Rate 2011 - 2020:  
Cert II Completion/ATAR 55 above (Graph 1)**



**2020 BSHS Graduation Rate Comparison Against  
Like and WA Public Schools (Graph 2)**



Element	Pre-Qualified NAPLAN Y9	Increase Year 10 - 12	Demonstrated Standard
Numeracy	45.45%	53.25%	99%
Reading	36.36%	63.64%	100%
Writing	20.78%	79.22%	100%

# YEAR 10 - 12 REVIEW

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## SUMMARY 2020

- The following academic data demonstrates continued achievement and stability in Senior School. All of the results indicate that BSHS is above 'Like' with several key performance indicators are above state averages:
- **Attainment Rate (Graph 1):** 95% and the fourth straight year it has been above 90%. BSHS was again above Like Schools.
- **VET Achievement:** 100% VET completion. This marks the fifth straight year above 95%.
- **WACE Achievement (Graph 2):** 99% Graduation rate compared with 82% Like and 89% State Public Schools. This is our highest graduation rate since the new WACE was introduced in 2016.
- **Median ATAR:** 66% was at Like Schools.
- **Number of Certificate Qualifications Achieved:**
  - Certificate II: 69
  - Certificate III: 1
  - Certificate IV: 8
- **Year 12 Online Literacy Numeracy Assessment Completion Percentage (Table 1):**
  - Numeracy: 99%:
  - Reading: 100%
  - Writing: 100%
- BSHS students demonstrated a 53.25% (Numeracy), 63.64% (Reading) and 79.22% (Writing) increase in reaching standard. This highlights the exceptional progress our students have made and the value -adding our teaching staff have achieved.

## RECOMMENDATIONS 2021

- Continue the development of our Professional Learning Communities (PLC's).
- Improve moderation activities within PLC's and broader networks.
- Improve assessment practices across all learning areas.
- Internally select a Careers Pathway coordinator to implement a Career Education Program focused on individual goal setting.
- Continue with the early identification of Senior School Students at risk and ensure appropriate monitoring and matching of interventions.
- Embed the successful OLN Catch-up program that is currently operating in Senior School.
- Continue with the external sourced ATAR Revision Program during School Holidays.
- Engage in local partnerships to offer more scope of choice for certificate courses.
- Continue to Pilot our Year 10 Engagement and Transition Program: 'Compass' in collaboration with Cape Naturaliste College and Southwest Regional Education Office.
- Review current Timetable structure and develop innovative solutions to improve the breadth of Senior School Courses and support our Academic interventions.
- Develop a streamlined, systematic approach to support data analysis.





# 2020 SUCCESSES

## ACADEMIC

BSHS undertook the following activities to support and enhance academic success:

- Presentation Night & Excellence Assemblies
- Food for Thought
- Year 12 Broadwater Interview Activity
- Year 11 Business Excursion
- Australian Mathematics Competition
- Numeracy Week
- Science Week
- Ngilgi Cave Excursion
- Zoo Excursion
- Cows Create Careers
- Year 10 Adventure World Excursion (Physics)
- History & Geography Excursions
- Year 11/12 Combined Universities Visit
- Horse Vision Program
- National Science Week
- Have Sum Fun Maths Competition
- Talented Young Writers
- The Literature Centre - Visiting Authors
- Year 9 and 10 Try-a-Trade
- Year 12 ATAR Revision Program
- Academic Enrichment
- Scitech School Visit
- Year 6 Transition Program
- Tournament of Minds

## SPORTING

BSHS provided the following sporting opportunities for students:

- Beach Carnival
- Football – Various Schools vs Busselton
- Year 12 Recreation Camp
- Winter Carnival/Lightning Carnival
- Outdoor Education Camps/Excursions
- Mate v Mate Cup
- BSHS Amazing Race



# 2020 SUCCESSES

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## CULTURAL & PASTORAL CARE

The following activities were organised to enhance the experience of students in Visual & Performing Arts, VET and Music:

- BSHS Art Exhibition
- Harmony Day
- GBM – Jazz Concert
- End of Year combined concert
- Primary School Music Workshop
- Year 12 Ball
- Ignite Girls Program
- NAIDOC Week Careers Expo
- Waalitj Kaaditjin
- Reconciliation Focuses

## REAL REWARDS

The following reward opportunities were organised for students who embodied the REAL (Respect, Empathy, Achieve and Learn) culture at BSHS:

- Year 7 Building Positive Relationship Days
- Year 7-10 REAL Activities
- Year 10 Camp to Perth
- Sport Activities
- Sausage Sizzle reward afternoons
- Year 9 & 10 Spring into Action: Paddle Boarding, Fishing, Mountain Biking and Hiking
- Attendance Prizes for students over 90%
- Lunch time activities

## COMMUNITY

The following activities were organised by the Student Council and staff to engage with and support our local and global community:

- Walk for Tenderfeet
- Meelup Beach & Yallingup LCDRC Dune Restoration
- Year 7 Welcome to BSHS Evening
- White Ribbon Event – Zonta
- Act Belong Commit Mentally Healthy School
- P.A.R.T.Y Program
- RAC Visit
- Beach Clean-ups
- Z – Club Activities

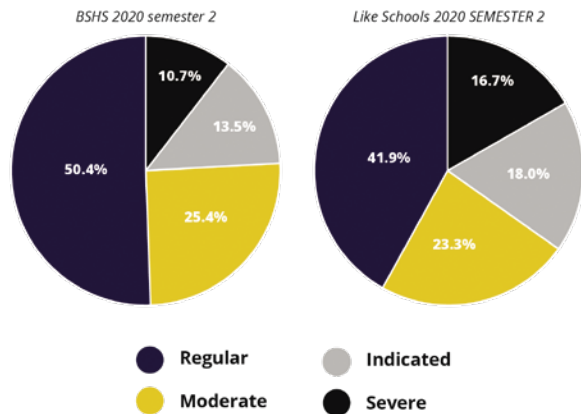




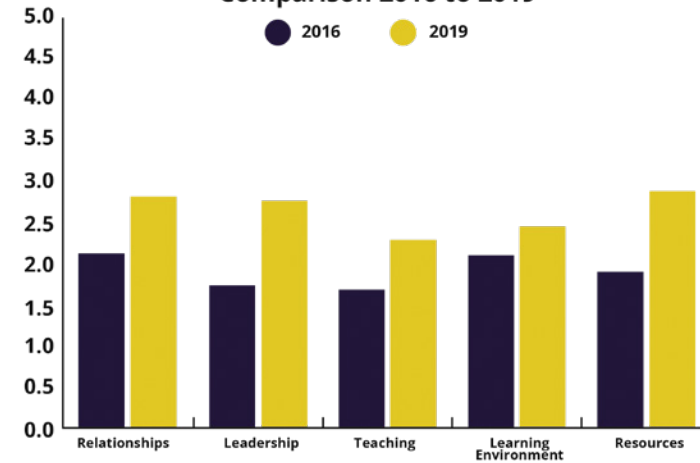
# LEARNING ENVIRONMENT

## Teaching & Learning

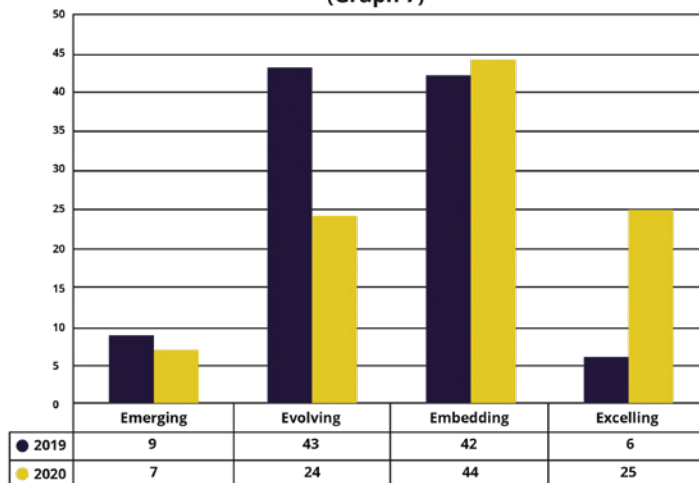
**Attendance Category:  
BSHS Compared to 'Like' Schools**



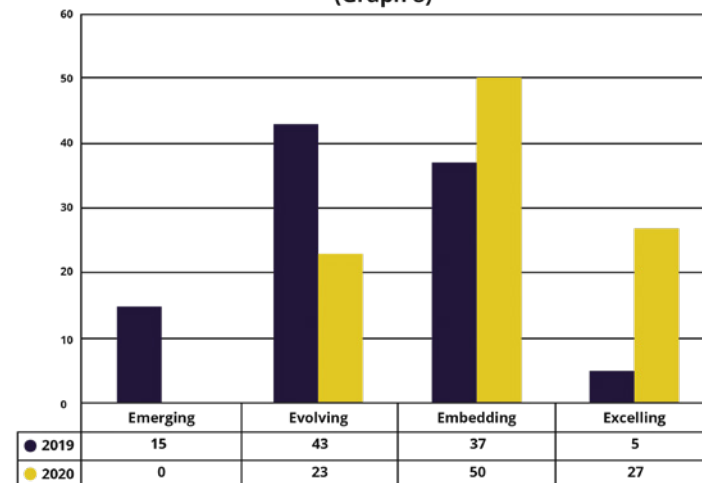
**Aboriginal Cultural Standards Framework  
Comparison 2016 to 2019**



**PLC: Level of Implementation 2020  
(Graph 7)**



**PLC: Level of Implementation 2020  
(Graph 8)**



# LEARNING ENVIRONMENT

## Teaching & Learning

### SUMMARY 2019

- **Attendance Categories (Graph 6):** (2020 – Sem 2) Regular attendance was 50.4% (percentage of students who attend 90% or more). This was 8.5% above Like Schools.
- **Aboriginal Cultural Standards Framework (ACSF):** The ACSF guides BSHS to ensure we become a culturally responsive school. The Framework provides a structure for all staff to reflect on their practices and identify opportunities for improved action to build on existing knowledge and skills. As can be seen from Graph 7, we have shown marked improvement in all elements of the Framework from 2016 to 2019. The success of Waalitj Kaaditjin and increased engagement with the broader community has been the primary driver of this growth.
- **PERFORM Framework (Graph 7):** Our PERFORM Framework is how teachers teach at BSHS. In every lesson, there should be the following aspects:
  - A '**Purpose**' or goal for the lesson.
  - An '**Engagement**' hook to excite students about their learning.
  - Our '**REAL**' expectation are taught explicitly.
  - We provide '**Feedback**' to students on their progress.
  - Students are provided with different '**Opportunities**' to learn.
  - Both teacher and students '**Reflect**' to improve.
  - All staff and students ultimate goal is to achieve '**Mastery**.'
- This Framework was developed by staff and students and is underpinned by evidence-based research. In 2019 we collected baseline data has to level of implementation. In the next three to aim to shift the percentages toward 'Embedding and Excelling'.
- Professional Learning Communities (PLC): Our PLC are the forums in which teachers collaborate to plan lessons, discuss student data and ensure all students receive the right interventions and academic supports. Like the PERFORM BSHS has collected baseline data on our PLC's to inform our progress with the aim to shift the percentages toward the 'Embedding and Excelling' categories.

### RECOMMENDATIONS 2021

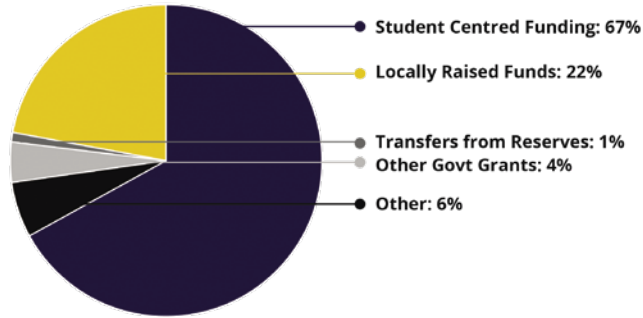
- Continue the embedding of PBS: Tier 2, Encouragement System and Review of the REAL Matrix.
- Embed the PLC Steering Team developed 'Effort Rubric' and align to the PBS matrix.
- Refine student leadership structures by increasing 'Student Voice' and appointment of Student Leadership Coordinator.
- Formalise the Waalitj Kaaditjin Program into our own Academy and further align with the ACSF.
- Through the PLC Leadership Team increase the opportunities for non-MESH learning areas to meet and share good practice.
- Continue to drive whole-school development in teaching and learning through PLCs by embedding elements and putting into action the agreed whole-school pedagogical framework 'PERFORM'
- Investigate integrating lessons learnt from the 'Effective Classroom Management Strategies' Study into our PERFORM Classroom Observations.
- Collaboratively develop a new internal communication system to empower teachers with the information they need in a way that makes their lives easier and inspires excellent communication.





# FINANCIAL SUMMARY

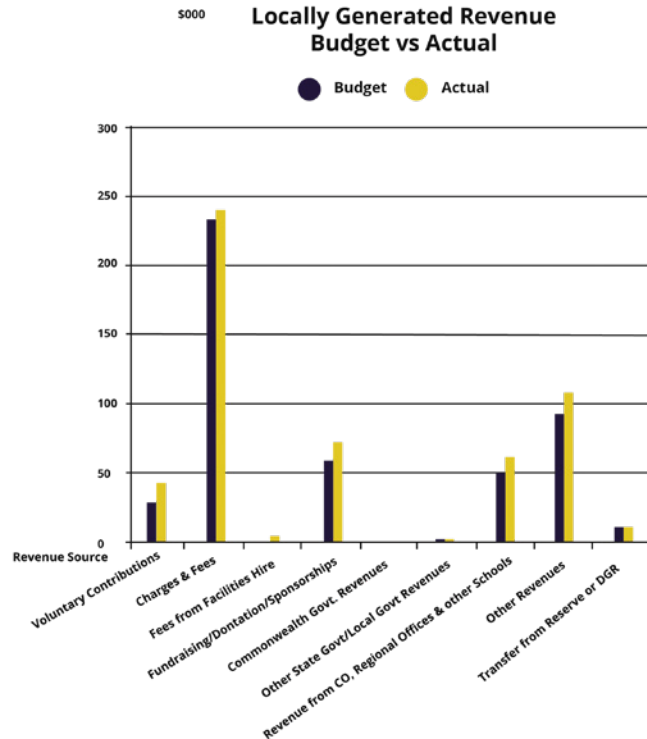
Current Year Actual Cash Sources



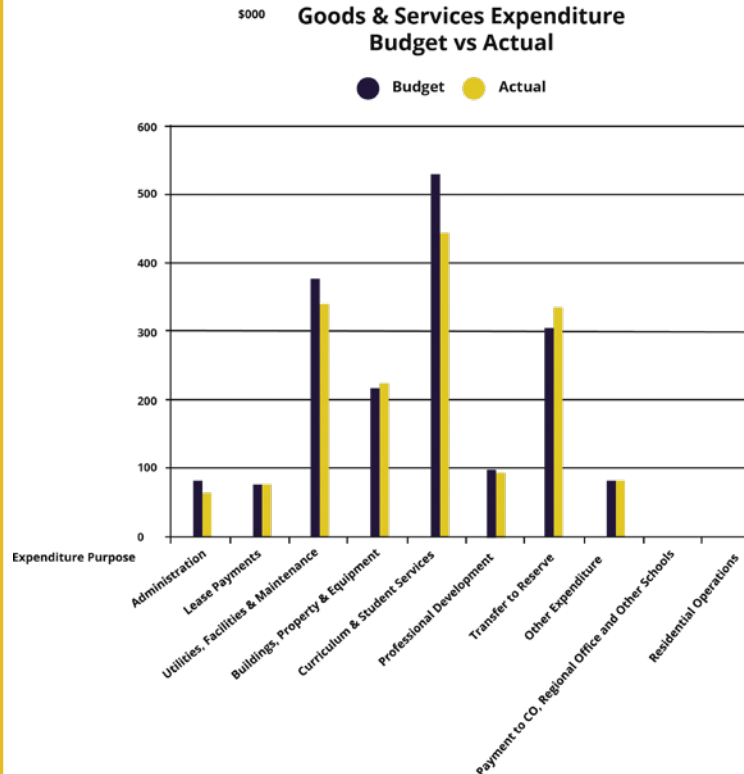
Financial Summary as at December 31st 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 27,848.00	\$ 42,306.22
2	Charges and Fees	\$ 233,095.70	\$ 240,035.78
3	Fees from Facilities Hire	\$ -	\$ 3,520.00
4	Fundraising/Donations/Sponsorships	\$ 58,605.00	\$ 71,805.03
6	Other State Govt/Local Govt Revenues	\$ 1,436.36	\$ 1,436.36
7	Revenue from Co, Regional Office and other Schools	\$ 50,680.00	\$ 60,693.67
8	Other Revenues	\$ 92,593.22	\$ 108,167.59
9	Transfer from Reserve or DGR	\$ 10,699.09	\$ 10,699.09
Total Locally Raised Funds		\$ 474,927.37	\$ 538,633.74
Opening Balance		\$ 189,190.00	\$ 189,189.60
Student Centred Funding		\$ 1,099,933.00	\$ 1,099,933.00
Total Cash Funds Available		\$ 1,764,050.37	\$ 1,827,756.34
Total Funds Available		\$ 1,764,050.37	\$ 1,827,756.34

Locally Generated Revenue Budget vs Actual



Goods & Services Expenditure Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 80,707.50	\$ 63,022.09
2	Lease Payments	\$ 76,000.00	\$ 75,715.76
3	Utilities, Facilities and Maintenance	\$ 376,106.55	\$ 339,830.54
4	Buildings, Property and Equipment	\$ 216,685.63	\$ 222,779.61
5	Curriculum and Student Services	\$ 528,076.25	\$ 442,742.60
6	Professional Development	\$ 99,800.00	\$ 93,257.14
7	Transfer to Reserve	\$ 305,000.00	\$ 335,000.00
8	Other Expenditure	\$ 81,469.61	\$ 80,700.09
Total Goods and Services Expenditure		\$ 1,763,845.54	\$ 1,653,047.83
Total Expenditure		\$ 1,763,845.54	\$ 1,653,047.83
Cash Budget Variance		\$ 204.83	

Cash Position as at:

Bank Balance		\$ 1,421,812.44
1	General Fund Balance	\$ 174,708.51
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 1,100,244.07
5	Suspense Accounts	\$ 156,508.86
6	Cash Advances	\$ (250.00)
7	Tax Position	\$ (9,399.00)
Total Bank Balance		\$ 1,421,812.44



**BUSSETON**  
SENIOR HIGH SCHOOL

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