



BUSSELTON
SENIOR HIGH SCHOOL

2024 ANNUAL REPORT



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PRINCIPAL'S REPORT

It is my pleasure to present the 2024 Busselton Senior High School Annual Report to our school community. 2024 was a year of growth, learning, and success, with students excelling in many areas and making significant progress in their academic and personal development.

Throughout the year, we remained steadfast in our commitment to placing students at the centre of everything we do. Our focus has been on fostering an environment where all students can thrive. This commitment is reflected in our academic data, including Year 12 results and impressive NAPLAN outcomes. The collective efforts of our dedicated staff engaged students, and supportive parents have resulted in Busselton SHS performing above Like Schools in many key areas.

In 2024, we developed our new Business Plan, setting a strategic direction for the next three years (2024-2026). This plan includes clearly defined Student Improvement Targets, which will serve as benchmarks for our progress. We established three connected priorities with dedicated strategies aimed at achieving these Student Improvement Targets:

- 1. Quality Teaching**
- 2. School Culture and Community**
- 3. Leadership**

We acknowledge that our school's successes are made possible through the active engagement of our students and the unwavering support of our community. At Busselton SHS, we take great pride in our students embodying our core values: Respect, Engagement, Achievement, and Learning. Our focus for 2025 will be on further developing students' aspirations, fostering their motivation and connection to learning, and ultimately enabling them to achieve outstanding success.

Looking ahead, we will continue our whole-school focus on quality teaching in every classroom. A key initiative will be using student achievement data to analyse progress, continued implementation of common literacy and numeracy strategies by all teachers and pathway planning for all students to support learning, develop aspirations and create opportunities. Our teachers will continue to individualise learning and challenge students with engaging and rigorous learning experiences. The commitment of our staff to continuous improvement ensures that every student can flourish.

One of the unique highlights of Busselton SHS is the Geographe Bay Music Specialist Program, the only joint music program in the state, involving students from both Busselton SHS and Cape Naturaliste College. This program provides students with enriching experiences beyond the classroom, strengthening their musical talents and community connections. In 2024, our students performed at an increasing number of school and community events, showcasing their skills and passion for music.

I extend my heartfelt gratitude to our dedicated staff, who worked tirelessly throughout the year to deliver high-quality education every day. Their professionalism, passion, and collaborative spirit ensure that every student learns, achieves, and is prepared for a future full of choices and opportunities.

The P&C once again played a vital role in supporting our school, dedicating their time and resources to enhance the student experience. One of the standout achievements in 2024 was the transformation of the school canteen, with a new manager, improved menus, and increased patronage from students and staff.

The Busselton SHS Board also provided invaluable guidance and support throughout the year. Their governance, strategic assessment, and insightful suggestions helped us refine our approach and strengthen our school. I would like to extend a special thank you to Ingrid Hanemaaijer, who once again chaired the Board with professionalism and inspiration. The Board played a crucial role in securing funding for essential re-roofing work. Under Ingrid's leadership, Board members successfully advocated for funding, resulting in major improvements to the Arts building, Gymnasium, Industrial Workshop, and Science building.

Finally, as 2024 marked my first year as Principal of Busselton SHS, I want to express my deep appreciation for the support I have received from students, staff, and the community. Leading this incredible school is a privilege and a highlight of my career. Every day, our students inspire me to be the best I can be for them, ensuring they have the opportunities to learn, grow, and achieve their full potential.

I look forward to an even more successful 2025 and the many achievements that lie ahead. We are incredibly proud of the outstanding achievements of our students over the past year.

Jennifer McMahon
Principal



STUDENT IMPROVEMENT TARGETS

TARGET ONE

The percentage of students with regular attendance has a positive trend each year

| 2024 Regular Attendance compared to 2022 and 2023 | | | |
|---|------|------|------|
| All Year Groups | 2022 | 2023 | 2024 |
| | | 33% | 34% |
| Year 7 | 32% | 31% | 51% |
| Year 8 | 23% | 38% | 40% |
| Year 9 | 36% | 29% | 42% |
| Year 10 | 32% | 30% | 38% |
| Year 11 | 40% | 43% | 45% |
| Year 12 | 35% | 40% | 44% |

The target was achieved—regular attendance improved compared to 2023 and 2022, showing a positive trend across all year groups.

Strategies to Improve Attendance:

- PBS Recognition & Rewards: Encouraging positive attendance habits.
- Teaching PBS Expected Behaviours: Reinforcing the importance of regular attendance.
- Quality Teaching to strengthen engagement.
- Expanded Technologies Offerings: The employment of a Design & Technology Teacher has increased subject options to boost engagement.
- Targeted Support for Families & Students: Addressing barriers to attendance for those with chronic low attendance.
- Attendance Policy & Process Review: Ongoing evaluation to refine and enhance our processes.

STUDENT IMPROVEMENT TARGETS

TARGET TWO

Certificate II or higher completion at the end of Year 12 has a positive trend each year

The target for 2024 was met in terms of the number of students completing Certificate II and earning multiple certificates. VET enrolments increased in 2024, largely due to more students enrolling in more than one certificate.

However, the percentage of students enrolled in and completing Certificates III and IV declined. The two students who enrolled in Certificates III and IV both successfully completed their qualifications.

| VET | 2024 | 2023 |
|---|------|------|
| School VET enrolments | 83 | 66 |
| Level of highest qualification achieved (of VET enrolled students) | | |
| Certificate IV | 1 | 2 |
| Certificate III | 1 | 2 |
| Certificate II | 70 | 57 |

| VET | 2024 | 2023 |
|--|----------|---------|
| Students with more than one qualification (% of VET enrolments) | | |
| 2 Qualifications | 26 (31%) | 9 (14%) |



STUDENT IMPROVEMENT TARGETS

TARGET THREE

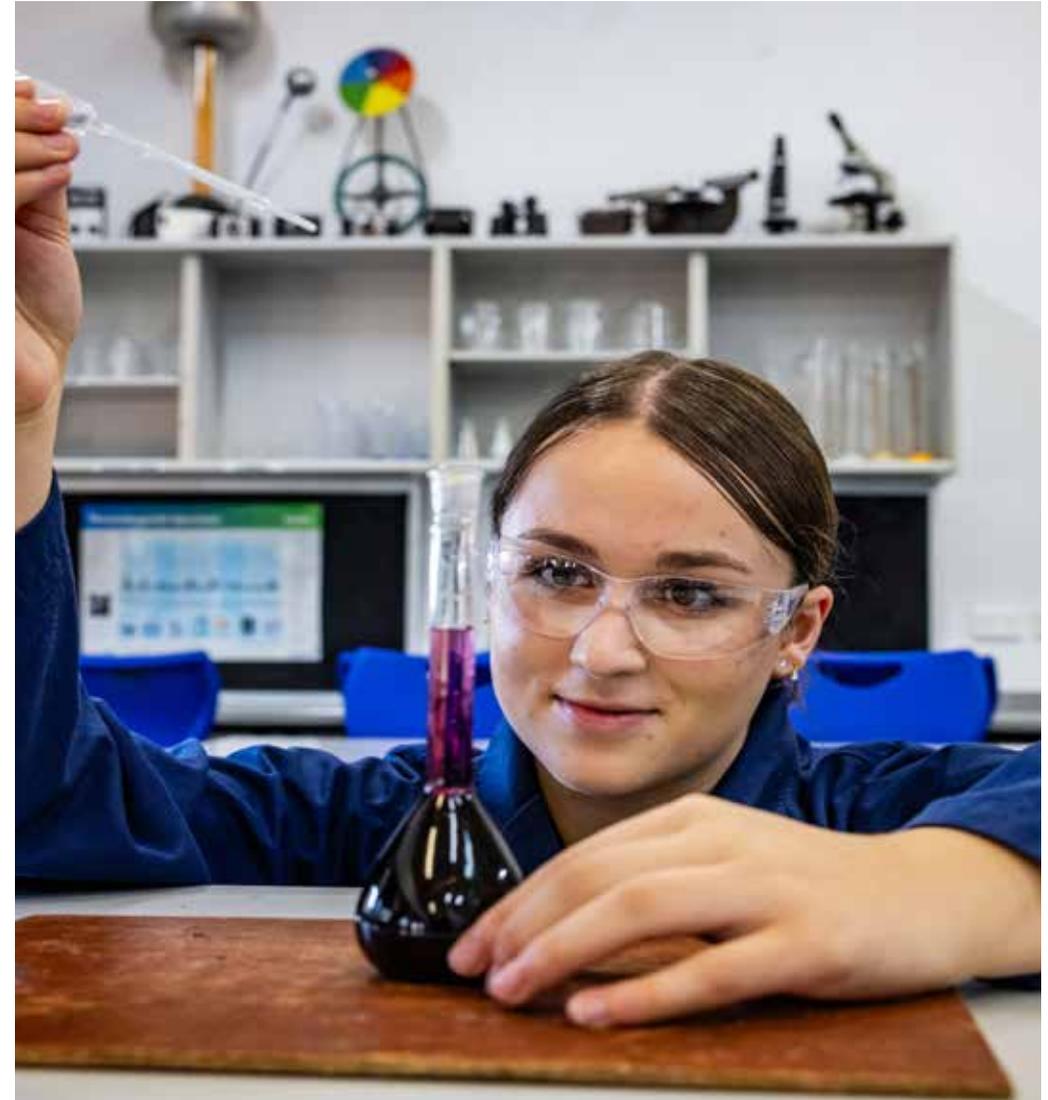
The percentage of students who complete an ATAR pathway is similar to the percentage of students that meet the literacy and numeracy standard in Year 9

This target is measured by the new metrics data from the Department of Education that became available late in 2024. Comparative data is not available as yet but will be as our Business Plan progresses.

In 2024:

- 36% of Year 12 students achieved at the academic potential that they demonstrated four years earlier in Year 9 NAPLAN
- The highest ATAR score was 90.8
- Our students achieved 1 Certificate of Distinction and 1 Certificate of Merit
- 58% of students achieved an ATAR that enabled direct entry to university

As a school Busselton SHS staff will be trained on how to use the new metrics data and we will build this into our Year 10 counselling process.



STUDENT IMPROVEMENT TARGETS

TARGET FOUR

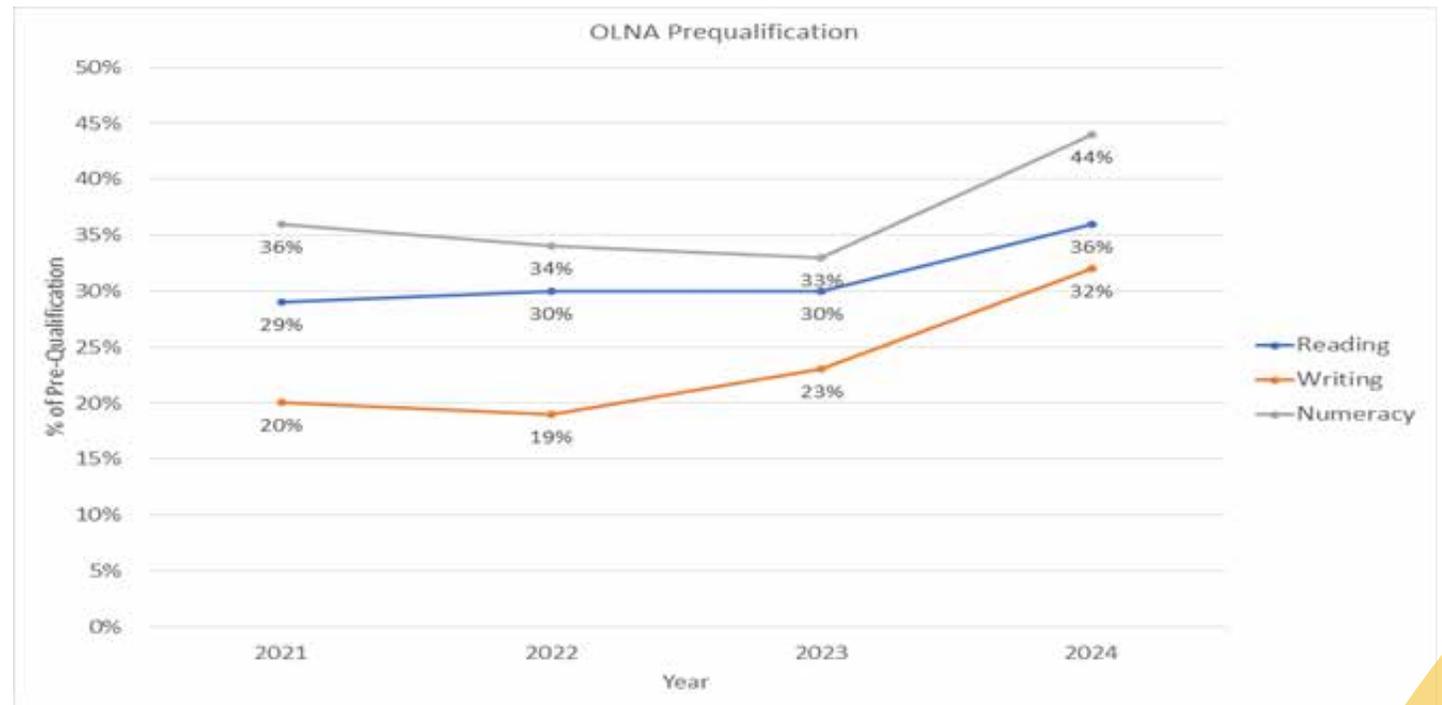
The percentage of students meeting the OLN standard at Year 9 NAPLAN will be exceeding that of like schools and equal to WA Public Schools

The graph demonstrates the improvement made in 2024 to the percentage of students meeting the OLN standard at Year 9 through NAPLAN compared to 2021, 2022 and 2023.

In 2024 to enhance students' Literacy and Numeracy skills, we implemented the following initiatives:

- School-wide reading strategies
- A school-wide emphasis on applying our Instructional Framework in every classroom.
- A consistent focus on implementing the Positive Behaviour System (Tier 1), with added rewards and recognition.
- Ongoing review of achievement data to highlight areas of success, identify development opportunities, and target interventions where needed.

Data to compare our percentage against like schools and WA Public Schools is not available.



STUDENT IMPROVEMENT TARGETS

TARGET FIVE

The proficiency levels in Year 9 NAPLAN (Reading, Writing, Numeracy) will be equal to that of WA Public Schools

To achieve this target, we need to focus on increasing the percentage of students in the Exceeding and Strong proficiency levels while reducing the percentages in the Developing and Needs Additional Support levels, compared to Like Schools and WA Public Schools. (Green indicates areas where the target is being met when compared to WA Public Schools or like schools).

There have been some encouraging improvements, particularly when compared to like schools. For Year 9 Writing and Reading, the percentage of students achieving at the Strong proficiency level is now equal to or above the performance of WA Public Schools, indicating positive progress and upward movement in achievement.

We are still in the early stages of implementing targeted literacy and numeracy interventions. The NAPLAN testing was completed before the strategies outlined in the Quality Teaching priority of the Business Plan were set and put into action. However, the 2024 NAPLAN results highlight the importance of whole-school literacy and numeracy teaching.

| READING | | | | |
|-------------------|-----------|--------|------------|--------------------------|
| | EXCEEDING | STRONG | DEVELOPING | NEEDS ADDITIONAL SUPPORT |
| School | 10% | 46% | 29% | 16% |
| WA Public Schools | 17% | 47% | 25% | 10% |
| School | 10% | 46% | 29% | 16% |
| Like Schools | 9% | 44% | 31% | 16% |
| WRITING | | | | |
| School | 15% | 45% | 24% | 16% |
| WA Public Schools | 20% | 38% | 28% | 12% |
| School | 15% | 45% | 24% | 16% |
| Like Schools | 10% | 37% | 37% | 16% |
| NUMERACY | | | | |
| School | 4% | 54% | 26% | 16% |
| WA Public Schools | 9% | 55% | 25% | 10% |
| School | 4% | 54% | 26% | 16% |
| Like Schools | 3% | 50% | 33% | 14% |



LEARNING AREA HIGHLIGHTS

ENGLISH

2024 was a busy year in English. Our highlights were:

- 'Food for Thought' has flourished in 2024 under Mrs Cartell's leadership, with increased attendance and popular cheese toasties and homework support. Mr. Spittle guided Marlih Cobby and Mylee Nelligan to submit short stories to the Beyond Words and Novus Lux competitions. In 2025, the Writers' Club will be part of the program.
- Mr. Spittle's Year 11 class created Web of Lies, a crime short story anthology, with Kylah Hurst and Summer Burner winning top honors for the most spine-chilling tales.
- Book Week, themed 'Reading is Magic,' featured staff and students in book character costumes, with highlights including a staff-versus-student Quidditch match and a photo booth. Anthony and Harper won the student costume prize, while Ms. Cooper was the staff winner.
- Year 10s studied Animal Farm, with students immersing themselves in the allegory through classroom activities. Liam Gulberti won the prize for the "richest farmer."
- Year 9s explored sci-fi and dystopian themes by creating their own dystopian societies, with students facing moral dilemmas in a simulated totalitarian state.
- Mrs. McDonald and Mr. Coombs took students to the Between the Lines literature festival, where they met author Will Kostakis. Year 7s studying Jack's Island enjoyed a visit from the author, Norman Jorgenson.



LEARNING AREA HIGHLIGHTS

HEALTH & PHYSICAL EDUCATION

2024 started with a bang for the Health and Physical Education department, with the Year 10 Street-smart Presentation hosted by the RAC in Week 4, followed by a windy yet sunny Beach Carnival Day at Meelup. The Inter-House Athletics Carnival in Week 9 capped off term 1, with some outstanding performances on the track and in the field.

In Term 2, the Year 12 and 11 ODE camps kicked off the term, and the Inter-School Athletics Carnival took place in Week 3. Country Week training was in full swing, with students and staff using the gym every break. Week 6 saw the Reconciliation Week Cross Country Run, followed by the SW Netball Carnival and SW Volleyball Cup in Bunbury in Week 9. The highlight of the term was Country Week, capped by a Boys “B” grade soccer win.

Term 3 brought Book Week, with Harry Potter fans competing in Quidditch Cup games in PE classes. Week 5 featured the Year 7 Lightning Carnival, where the Boys “A” Basketball team took the win. In Week 6, the Year 12 ODE class embarked on their final White Water Canoeing Expedition, and in Week 8, the Year 10 ODE class went abseiling at Wilyabrup. Week 10 saw the Boys “A” Volleyball team win at the Year 9/10 Winter Carnival.

Term 4 started with the Year 11 ODE class heading to Molloy Island and Augusta for their OED Expedition. Training for 2025 Country Week teams began, and in Week 6, the Year 7/8 Boys Basketball team triumphed in the annual tournament at the GLC. Week 8 saw the Year 10 ODE class enjoy their final day of snorkelling and fishing at Canal Rocks, The Aquarium, and Pt Piquet. In Week 9, Darling Range College and Byford College visited for AFL and Netball games, and in Week 10, the annual Mate vs Mate Cup against Cape Naturaliste College took place, featuring Boys Basketball and Soccer, Netball, Girls Volleyball, and Touch Rugby.

Another huge year for the PE department at BSHS, with thanks to staff, coaches, and everyone who supports these rewarding events, especially our students who always represent us so well.



LEARNING AREA HIGHLIGHTS

HUMANITIES AND SOCIAL SCIENCES

Highlights for 2024 in the Humanities and Social Sciences (HASS) were:

- The expansion of ATAR offerings by introducing Year 11 Psychology, where students engaged in inquiry-based learning and collaborated with Geographe Primary School. To support Year 12 students, weekend revision courses for Geography and Modern History were provided
- Students in Years 7–10 participated in prestigious national competitions, including the National History, National Geography, and UN Evatt Competitions, with two students reaching the finals at WA Parliament House
- The Education for Sustainable Development program continued for Years 7 and 8, focusing on waste reduction and recycling efforts, with students participating in excursions and sustainability projects
- The Year 9 Academic Extension class collaborated with the City of Busselton on a school garden project, fostering environmental stewardship.

The department remains dedicated to promoting critical thinking, civic engagement, and sustainability through a variety of enriching learning experiences.



LEARNING AREA HIGHLIGHTS

MATHEMATICS

In 2024 the Mathematics Department reached several key milestones, demonstrating growth and success across various initiatives:

- We introduced updated programs aligned with new textbooks, ensuring a cohesive learning experience for students.
- Our Year 11 and 12 ATAR students achieved commendable results throughout the year.
- Athletics was expanded to include Years 7 and 8, with strong student engagement, and will be extended to Year 9 in 2025.
- Targeted OLNAs classes proved effective, increasing the Year 9 pre-qualification rate from 33% to 43%.
- Students also participated in the Australian Mathematics Competition, with top performers earning distinctions.
- The World of Maths program provided Year 7 students with hands-on puzzles and problem-solving activities.
- Looking ahead, we are excited to offer Mathematics Specialist as a subject option for students starting in 2025.

These achievements reflect our commitment to fostering mathematical excellence and providing enriching opportunities for all Busselton Senior High School students.



LEARNING AREA HIGHLIGHTS

SCIENCE

The Science department had a dynamic and engaging year in 2024, offering a range of enriching opportunities for students across all year levels. With a strong commitment to fostering curiosity and critical thinking, our Learning Area continued to provide hands-on learning experiences and high-quality instruction.

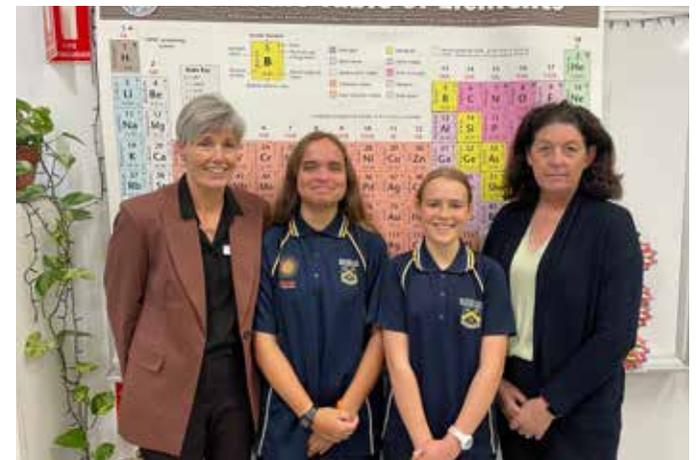
One of the key highlights of the year was our participation in various competitions and excursions. Thirty of our Year 9 students took part in the Science and Engineering Challenge, an exciting excursion that encouraged problem-solving and teamwork in STEM-related activities. Students showcased their creativity and technical skills in the Solar Car competition, further strengthening their understanding of renewable energy and engineering principles. Additionally, a number of students were able to engage in the Department of Biodiversity, Conservation and Attractions incursion, as well as the Next Generation Schools STEM expo, run in partnership with the Energy Club of WA.

Our senior students were well-supported in their academic pursuits, with ATAR subjects available in Chemistry, Physics, and Biology. These courses provided students with the foundation needed for future studies and careers in science-related fields. Furthermore, our Years 11 and 12 students participated in the RACI Education Program, expanding their knowledge and exposure to advanced scientific concepts and industry insights.

A significant innovation this year was the introduction of STILE, an interactive online learning platform for students in Years 7 to 10. This tool has enhanced classroom engagement, providing interactive lessons, quizzes, and real-time feedback to support student learning.

Select students had the opportunity to attend the prestigious Young Future Shapers program, an initiative aimed at inspiring young leaders and thinkers in the STEM community.

Throughout the year, the Science department remained dedicated to student engagement, creating a supportive and stimulating learning environment where each student feels safe and encouraged to explore their potential. We look forward to continuing our mission of delivering high-quality science education in the years ahead.



LEARNING AREA HIGHLIGHTS

TECHNOLOGIES

Busselton SHS Design Technology and Home Economics programs have once again offered students valuable opportunities to develop practical skills and creativity. Across Years 7 to 12, students have engaged in hands-on projects, honed important techniques, and enhanced their problem-solving abilities.

In Design Technology, Year 7 students started with basic tool safety and simple design, creating projects like wooden picture frames and metal keyrings. As students progressed, Year 8 students built small wooden boxes and metal trays, while Years 9 and 10 saw more complex projects, including furniture and welded art pieces. Senior students in Years 11 and 12 tackled community-based projects, such as designing and constructing outdoor benches, while mastering advanced techniques like MIG welding and CNC laser cutting. These projects not only developed their technical skills but also demonstrated the real-world application of their learning.

In Home Economics, students focused on food preparation, nutrition, and meal planning. Year 7 students learned essential cooking skills, progressing to more complex dishes such as cakes and desserts in Year 8. Years 9 and 10 involved exploring international cuisine, food preservation, and sustainability. Senior students in Years 11 and 12 gained hands-on experience in event catering, learning everything from food safety to large-scale meal preparation.

We are excited to welcome David Morgan, our new Woodwork and Metalwork teacher, whose expertise in new technology and hands-on learning will further enrich our programs.

We are proud of the progress our students have made and look forward to another year of creative projects, practical learning, and personal growth in 2025.



LEARNING AREA HIGHLIGHTS

THE ARTS

The Arts at Busselton Senior High School have once again had a dynamic and rewarding year. Early in 2024, the Arts staff collaborated to develop the Arts Learning Area Strategic Plan, which aligns with the school's Business Plan. The plan focuses on key areas: Teaching and Learning, School Culture and Community, and Leadership.

This year, staff made significant progress in refining teaching practices, including the creation of Arts-specific reading strategies, an Arts Terminology Glossary, and a Differentiated Arts Curriculum Guide. These resources ensure all students, including those requiring tailored instruction, can succeed. Our emphasis on open-ended programs has empowered students to explore their creative paths while fulfilling core curriculum requirements, fostering greater ownership of their learning.

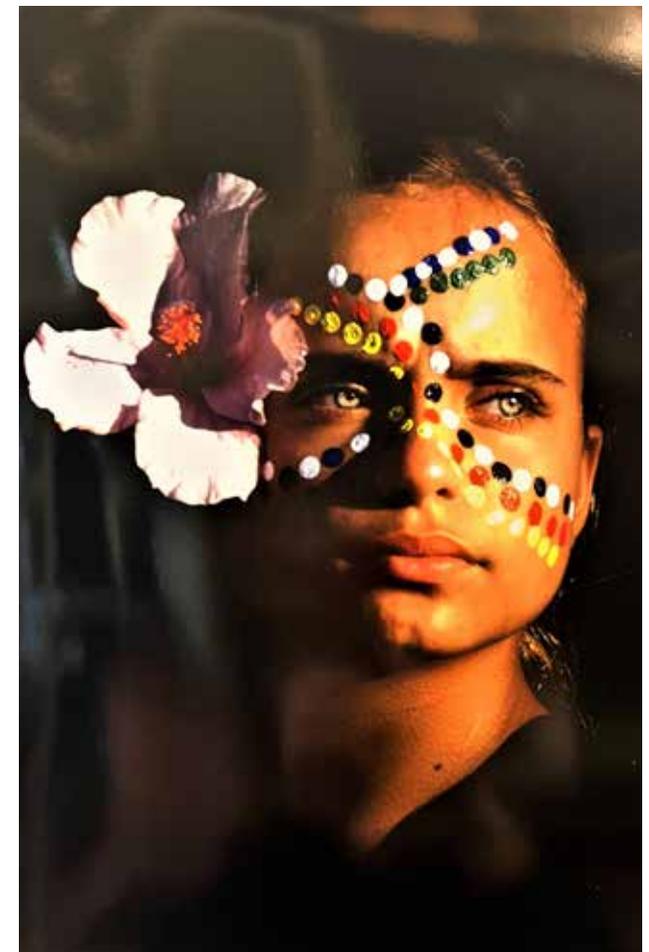
We were pleased to welcome new team members:

- Creed Griffiths (Media)
- Aidan Walsh (Photography)
- Michelle Oakley (Visual Art)

Creed and Aidan, in their roles as Teachers in Charge, made significant contributions to the instructional and financial development in their areas while completing their Graduate modules. Chris Migliore continues to expand our Digital Technology offerings, with the new STEM room becoming a popular elective. Jewelry, led by Lee Cooper, continues to distinguish our school, with students creating visually striking pieces that are unique in a Senior High School setting.

The Arts also collaborated with other learning areas, integrating projects from HASS, Science, Health and Physical Education, and English.

A highlight of the year was the annual Arts showcase, Through the Keyhole, held on November 7. The exhibition featured exceptional work from Visual Art, Photography, Jewellery, and Media, drawing a large audience of parents, community members, and stakeholders. The positive feedback reflects the creativity and talent of our students, who we are all immensely proud of.



LEARNING AREA HIGHLIGHTS

GEOGRAPHE BAY MUSIC PROGRAM

2024 has been another successful year for students in the Geographe Bay Music (GBM) program. We have continued to strengthen our ensembles, including Jazz Bands 1 and 2, and have seen significant growth in the Junior Concert Band, Senior Concert Band, and the Contemporary Ensemble. Our newest group, the Classical Guitar Ensemble, has also progressed, now performing more complex pieces.

In alignment with our GBM Learning Area Plan, we introduced community performances, providing students with valuable opportunities to engage with the local community. These performances have opened doors for further involvement in future community events, which we plan to expand in 2025. We are also seeing a steady increase in the retention rate across all ensembles.

Busselton SHS students involved in GBM have performed at various events, including:

- Bunbury Eisteddfod – Intermediate Concert Band (First Place)
- ABODA Band Festival – Senior Concert Band (Outstanding in A Division)
- School-based ANZAC Assemblies
- Community ANZAC Ceremonies
- Primary School Tours – Jazz Bands 1 and 2
- SEGRA National Conference – Jazz Band 1
- Origin Markets Community Performance – Jazz Bands 1 and 2
- Mid-Year Concert Series – All Ensembles and Various Soloists
- Senior Concert – Jazz Bands 1 and 2, Senior Concert Band, Contemporary Ensemble, Senior School Soloists
- Sundowner – Junior Concert Band, Contemporary Ensemble, Jazz Band 2, Intermediate Concert Band, Percussion Ensemble
- Primary School IMSS Workshop – Senior Band, Junior Band, Primary School Students
- Graduation Ceremony for Busselton SHS

We are proud of the achievements of our students and look forward to further growth and success in 2025.



LEARNING AREA HIGHLIGHTS

VOCATIONAL EDUCATION AND TRAINING

VET students at Busselton Senior High School continued to excel in achieving VET qualifications, with 100% of students successfully completing their qualifications under both the School RTO and auspice arrangements. The following Certificates were awarded:

- Certificate II in Workplace Skills
- Certificate II in Engineering Pathways
- Certificate II in Sport Coaching
- Certificate II in Construction
- Certificate II in Active Volunteering
- Certificate II in Community Services

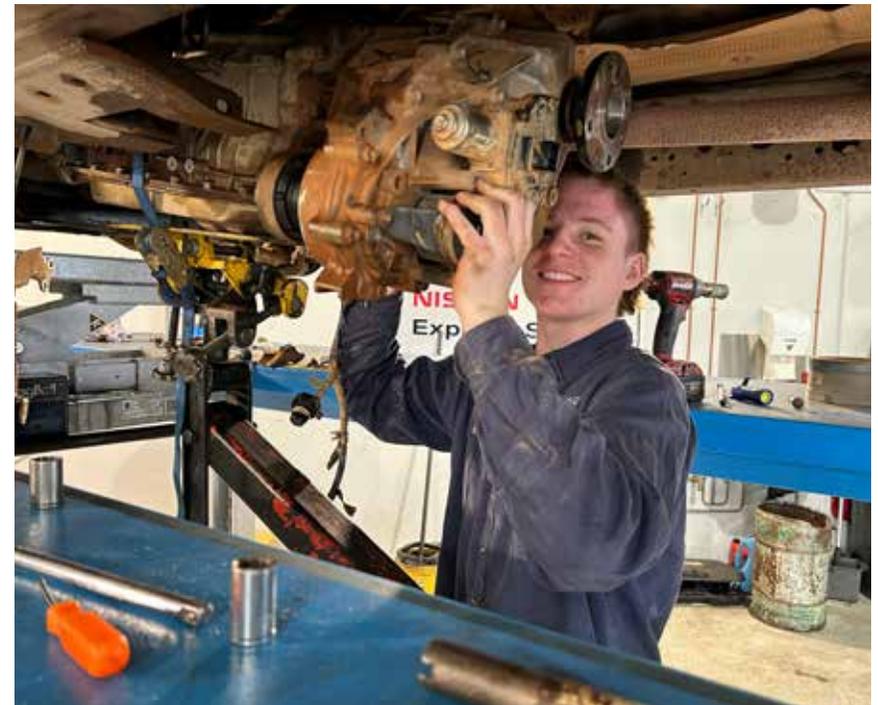
Additionally, students completed the following qualifications through external VET offerings to support their WACE achievement:

- Certificate III in School-Based Education Assistant
- Certificate IV in Preparation for Nursing
- One student achieved partial completion (Statement of Attainment) in the Certificate III in Business.

In response to local industry needs, a Fast Track to Hospitality skill set was delivered in our Trade Training Centre café, completed successfully by three Year 12 students and three Year 10 students. Furthermore, two Year 10 students completed their Certificate II in Applied Digital Technology at the local TAFE campus.

Several students also participated in School-Based Traineeships and Aboriginal School-Based Traineeships as part of the Senior School program.

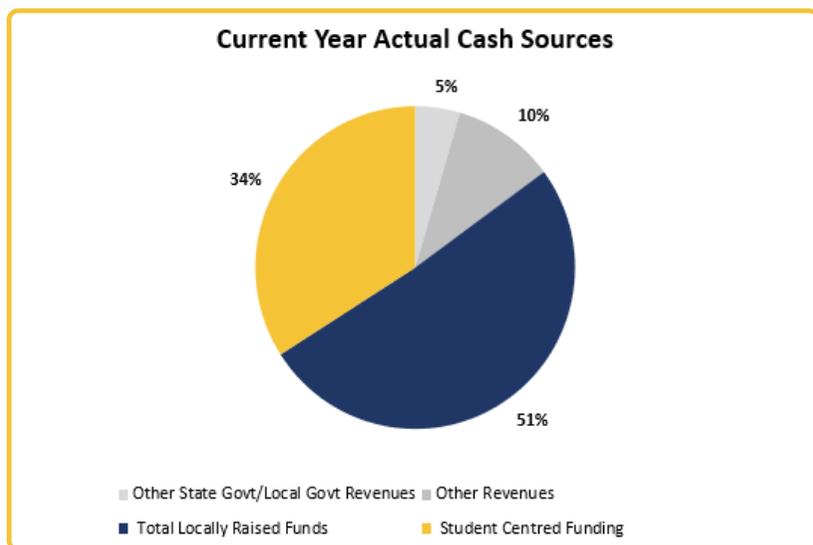
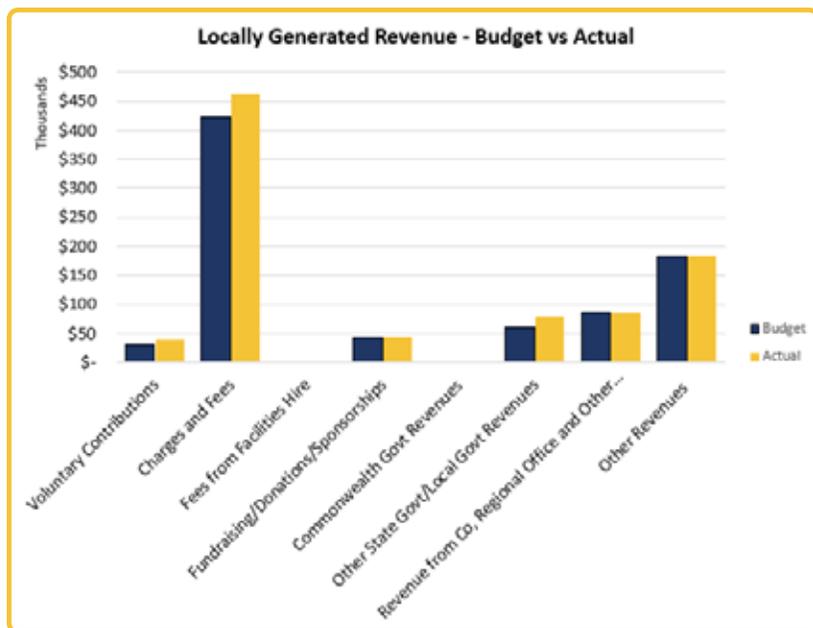
The school benefits from strong support from local employers, with over 130 students completing 280 work placements hosted by 159 local employers.





FINANCIAL REPORT

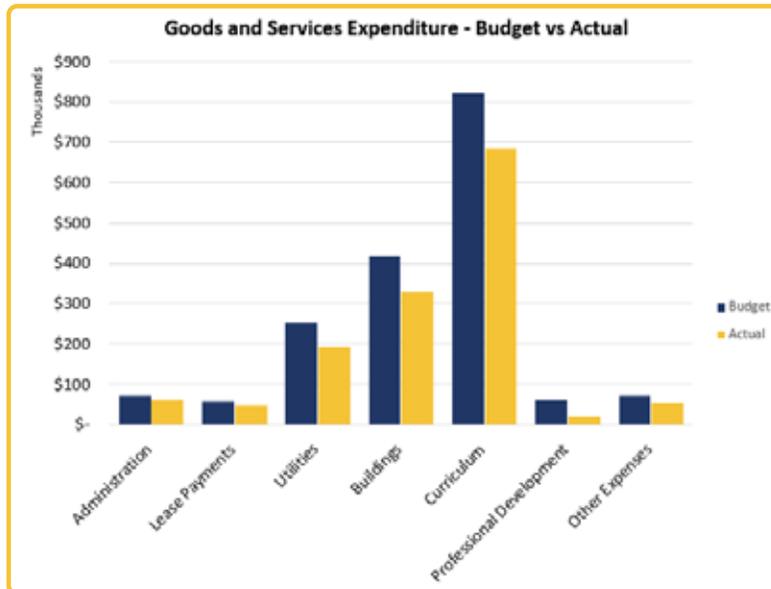
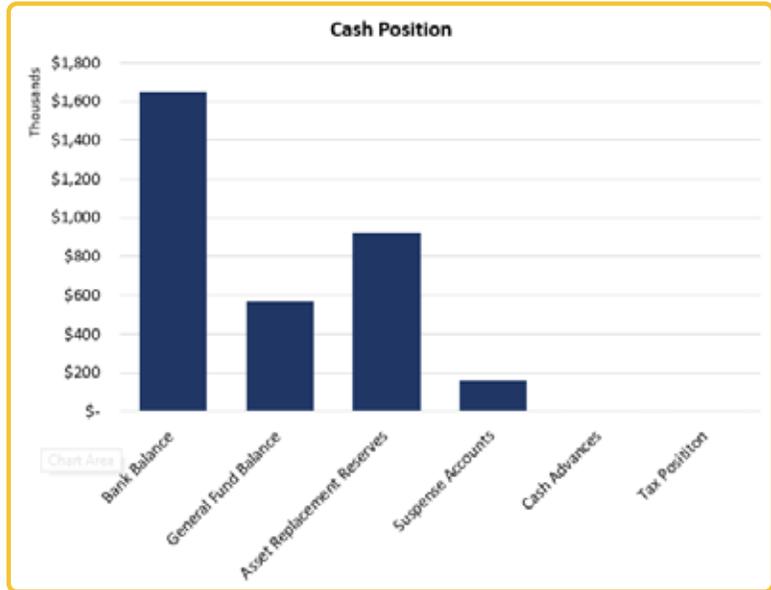
FINANCIAL SUMMARY AS AT DECEMBER 31ST 2024



| REVENUE - CASH & SALARY ALLOCATION | | BUDGET | ACTUAL |
|------------------------------------|--|-----------------|-----------------|
| 1 | Voluntary Contributions | \$ 30,000.00 | \$ 40,723.00 |
| 2 | Charges and Fees | \$ 424,488.50 | \$ 464,320.43 |
| 3 | Fees from Facilities Hire | \$ - | \$ 938.00 |
| 4 | Fundraising/Donations/Sponsorships | \$ 42,952.00 | \$ 44,076.73 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 60,265.00 | \$ 79,362.39 |
| 7 | Revenue from Co, Regional Office and other Schools | \$ 85,774.00 | \$ 85,774.00 |
| 8 | Other Revenues | \$ 182,952.00 | \$ 182,952.00 |
| Total Locally Raised Funds | | \$ 826,431.50 | \$ 898,146.55 |
| Opening Balance | | \$ 582,772.50 | \$ 582,772.50 |
| Student Centred Funding | | \$ 567,572.00 | \$ 599,063.93 |
| Total Cash Funds Available | | \$ 1,976,776.00 | \$ 2,079,982.98 |
| Total Funds Available | | \$ 1,976,776.00 | \$ 2,079,982.98 |

FINANCIAL REPORT

FINANCIAL SUMMARY AS AT DECEMBER 31ST 2024



| CASH POSITION | | \$ |
|--------------------|----------------------------|-----------------|
| 1 | Bank Balance | \$ 1,650,593.36 |
| 2 | General Fund Balance | \$ 569,877.39 |
| 3 | Asset Replacement Reserves | \$ 919,430.33 |
| 4 | Suspense Accounts | \$ 159,521.64 |
| 5 | Cash Advances | \$ (250.00) |
| 6 | Tax Position | \$ (2,014.00) |
| Total Bank Balance | | \$ 1,650,593.36 |

| EXPENDITURE - CASH & SALARY | | BUDGET | ACTUAL |
|--------------------------------------|--------------------------|-----------------|-----------------|
| 1 | Administration | \$ 71,078.00 | \$ 59,974.00 |
| 2 | Lease Payments | \$ 56,000.00 | \$ 47,118.18 |
| 3 | Utilities | \$ 251,572.00 | \$ 191,916.76 |
| 4 | Buildings | \$ 417,911.00 | \$ 330,278.96 |
| 5 | Curriculum | \$ 822,531.00 | \$ 684,668.05 |
| 6 | Professional Development | \$ 60,999.00 | \$ 22,185.66 |
| 7 | Other Expenses | \$ 72,950.00 | \$ 54,345.85 |
| Total Goods and Services Expenditure | | \$ 1,753,041.00 | \$ 1,390,487.46 |
| Total Expenditure | | \$ 1,872,659.00 | \$ 1,510,105.59 |
| Cash Budget Variance | | \$ 104,117.00 | |



BUSSELTON

SENIOR HIGH SCHOOL



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