



2025 ANNUAL SCHOOL REPORT



Belong, Aspire, Thrive

School Overview

(source: Schools Online/School website)

John Butler Primary College, catering for students from Kindergarten to Year 6, is located in the northern suburb of Butler. Opening in 2014, the college is of a modern and contemporary design, including purpose-built specialist facilities for students with disability, to create a positive and supportive learning environment in which all students can thrive. The innovative college model, which integrates a regular Primary Education Program and a dedicated Education Support Program for students with disability in one school, provides an inclusive and tailored learning experience to support students of all abilities to achieve their personal best.

At John Butler Primary College, our committed staff are dedicated to tailoring teaching to the needs of every student. Our inclusive curriculum and continuum of educational options support students of all abilities to thrive and achieve. We offer a regular Primary Education Program and also provide a specialist Education Support Program for students with disability. Students with additional learning needs can also benefit from a reduced class size, high staff to student ratio and targeted intervention. Students' college-wide gain from the specialist training and expertise of our staff. We offer specialist programs in Physical Education, French and Music.

We have a strong focus on inspiring life-long learning and supporting students to achieve their academic potential as well as developing the skills and competencies they require to develop positive relationships, to manage their emotions and for mental health and wellbeing. We promote values that teach students to respect themselves and others, to develop a healthy regard for the wellbeing of others and to be active, empowered citizens. The modern, purpose-built facilities at John Butler Primary College create an engaging and inclusive learning environment that caters for every student at each phase of learning. Students in our Early Childhood Program enjoy a secure and appealing play space and purpose-built classrooms and facilities. Students in the Education Support Program or those with additional needs have access to a heated hydrotherapy pool, a multi-sensory room and adaptive equipment to facilitate access to an individualized learning experience at John Butler primary College. Collaborative workspaces across the college enable cooperative learning and break spaces allow students the opportunity to self-regulate and make positive choices about their own behaviour and wellbeing.

Family and community involvement in our students' education is a priority at John Butler Primary College. Our active Parents and Citizens Association (P&C) engaged College Board, skilled staff, dedicated leadership team and supportive local partnerships bring together a community to enable us to provide the best possible opportunities for every student to achieve their personal best every day. An Out of Hours School Care Program is available before and after school to further support our school community.

At John Butler Primary College



Positive and productive relationships are at the core of successful learning. We build foundations of mutual respect, trust and understanding



Every child belongs. We welcome each of our families into a supportive, inclusive and culturally responsive learning environment to allow every child to thrive



In inspiring the pursuit of life-long learning and academic achievement. We have a growth mindset and an engaging culture of ongoing learning and development.



A whole college connected and collaborative approach to the delivery of curriculum and pedagogical practices supports successful students.



Every child is on their own learning journey. We tailor teaching to ensure every child is supported to achieve their personal best



Social and emotional learning is as important as academic achievement. We model and teach to ensure students have the emotional regulation, resilience and social competencies required for positive relationships, mental health and wellbeing and for a genuine regard for the health and wellbeing of others.



Great leaders help other people grow. We build student, staff and community leaders to support the development of empowered, responsible, and active citizens.

Student Numbers and Characteristics

(Data) (source: Schools Online)



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	60	61	54	67	56	50	57	434
Part Time	48								

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	Kin	PPR	Pri	Sec	Total
Male	29	30	203		262
Female	19	30	142		191
Total	48	60	345		453

	Kin	PPR	Pri	Sec	Total
Aboriginal	5	4	34		43
Non-Aboriginal	43	56	311		410
Total	48	60	345		453

Student Numbers and Characteristics

(Data) (source: Schools Online)



	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	88.4%	89.6%	90.3%	87%	80.8%	74.3%	88.3%	88.8%	88.9%
2024	90.6%	90.1%	91%	86.6%	83%	74.3%	90.3%	89.6%	89.4%
2025	89%	89.8%	90.7%	82.6%	81.3%	73.2%	88.4%	89.1%	89.1%

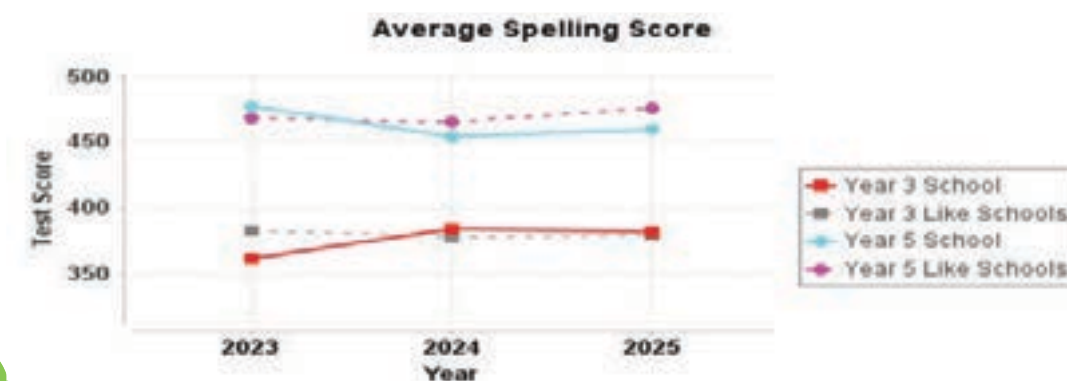
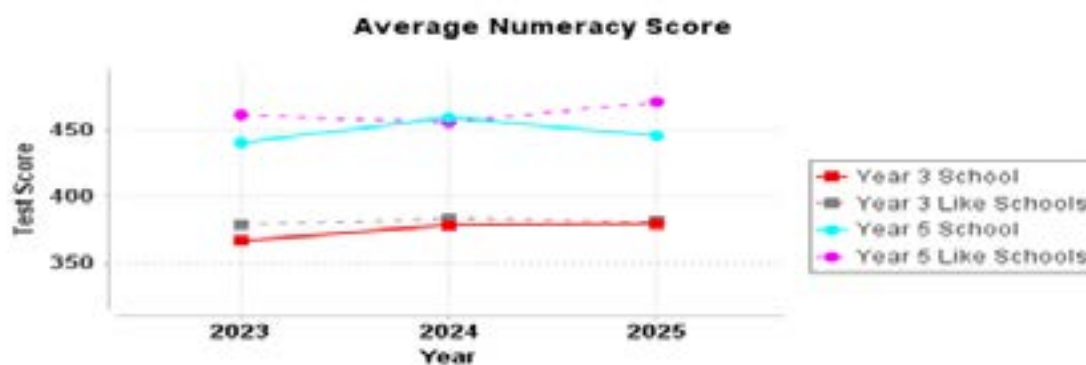


	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	56.1%	24.3%	17.3%	2.3%
2024	65.3%	23.9%	9.0%	1.9%
2025	57.5%	27.1%	12.1%	3.3%
Like Schools 2025	60.9%	24.7%	10.9%	3.5%
WA Public Schools	64.0%	23.0%	9.0%	4.0%



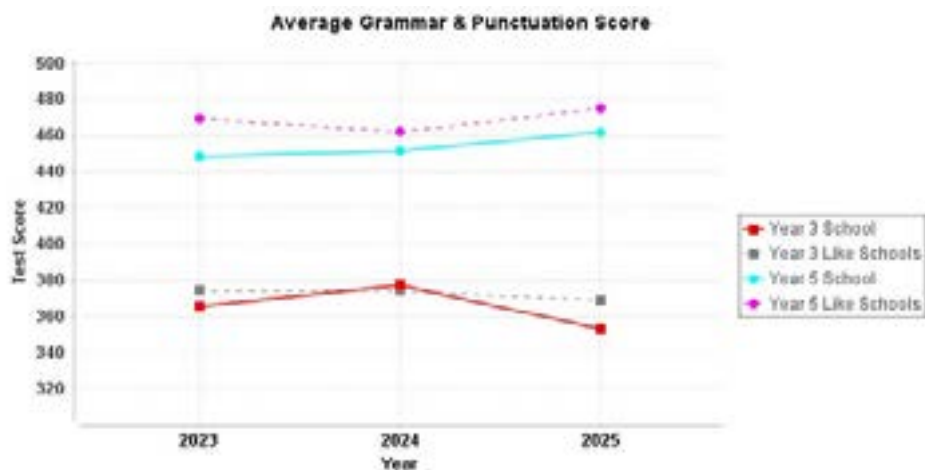
Students identified at the Indicated risk category or below are followed up by administration. Unauthorised absences are followed up by both teachers and administration. Passtab and SMS have streamlined the attendance process. The school has introduced several ways for parents to notify the school of their child's absence. If students are ever a severe case, an attendance panel is formed. Parents are supported to help get their child back to school. Students have access to support such as school administration and the School Psychologist. We analyse, as a staff, the areas that we can work on that will improve our data. As a school we have used different communication means to discuss with families the importance of attendance. We will use the newsletter, notice boards, Board and P&C meetings to showcase our attendance data and discuss the importance of good attendance to parents.

Student Achievement and Progress

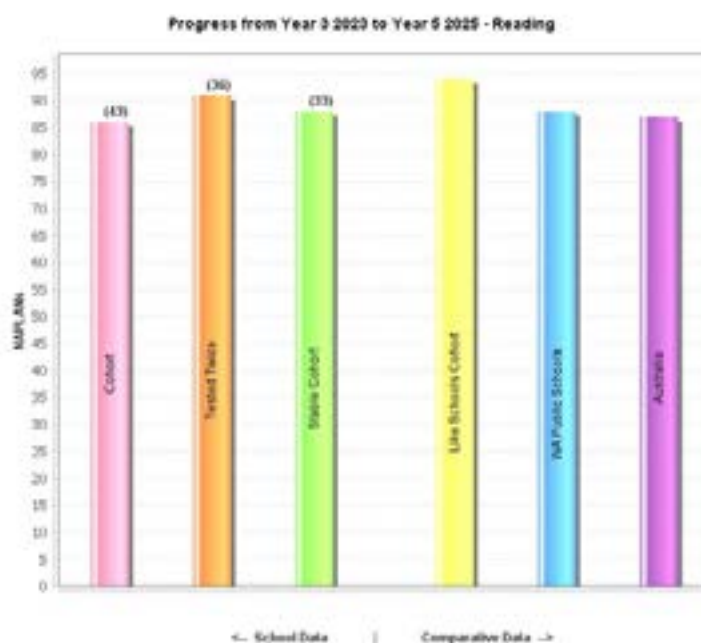
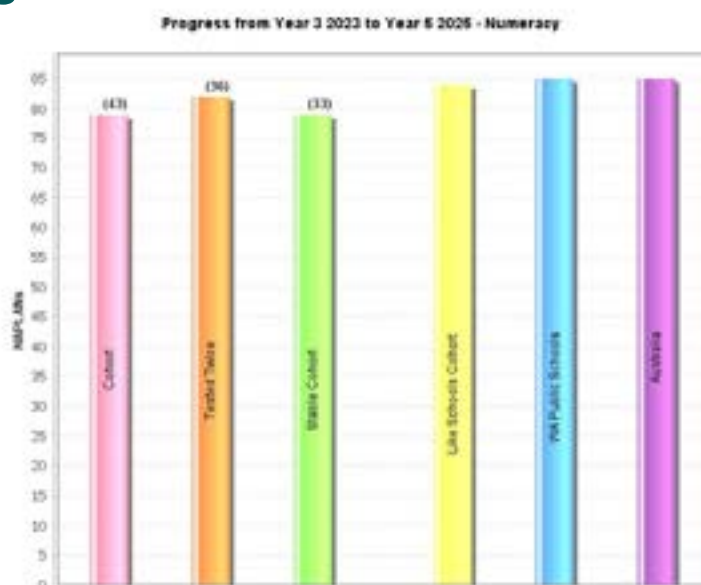




Context



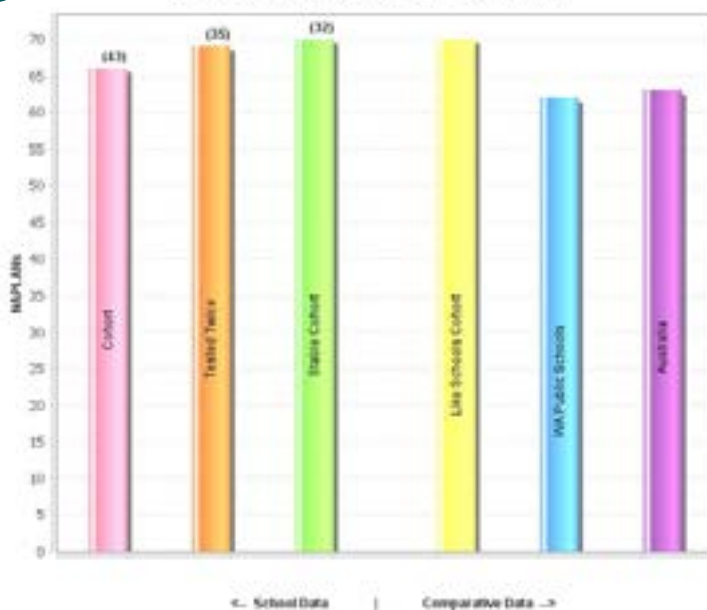
Progress



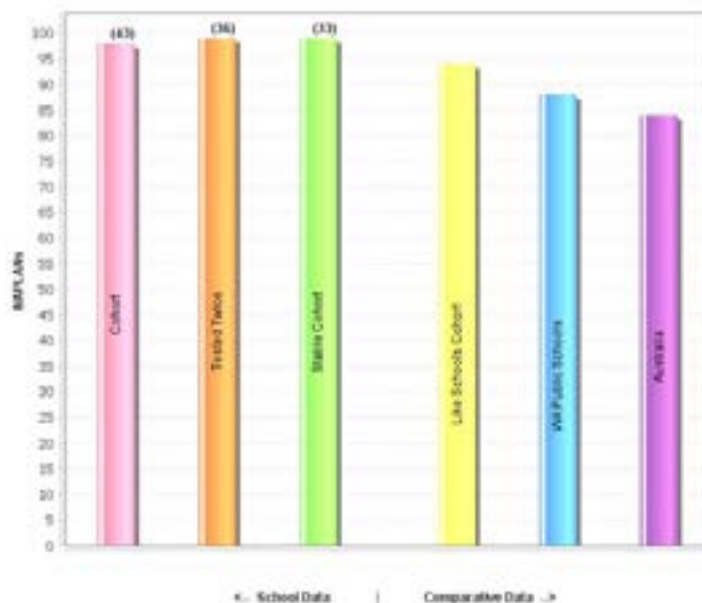


Progress

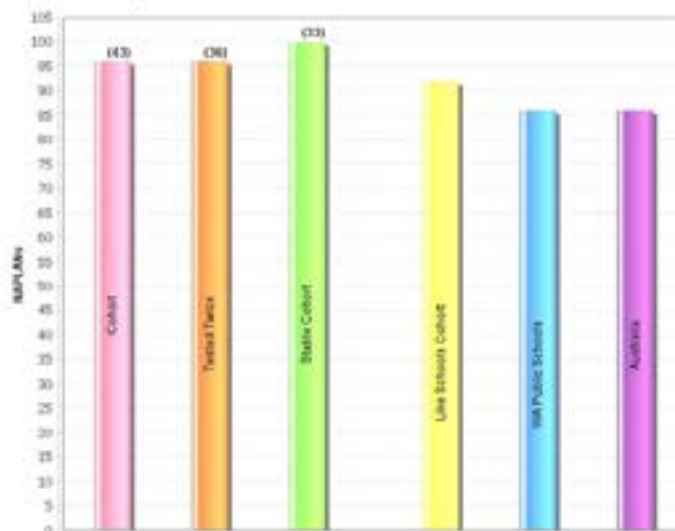
Progress from Year 3 2023 to Year 5 2025 - Writing



Progress from Year 3 2023 to Year 5 2025 - Spelling



Progress from Year 3 2023 to Year 5 2025 - Grammar & Punctuation



Describe your analysis and impact of evidence

- All results when compared to the Like School Mean are within one standard deviation. The progress of our students is also in line with our Like Schools. Our data shows that we have a significant proportion of our students achieving in the middle proficiency levels and targeting these students with focused curriculum will add further value to our learning outcomes.

Post School Destination

(DATA) (source: Schools Online)

Destination Schools	Male	Female	Other	Total
4211 Alkimos College	19	16		35
4191 Butler College	4	5		9
1519 Atlantis Beach Baptist College		2		2
1520 Northshore Christian Grammar Sch	2			2
4057 Carine Senior High School	1			1
4160 Clarkson Community High School		1		1
6011 Gladys Newton School	1			1
1418 Irene McCormack Catholic Coll	1			1
4172 Kinross College		1		1
1366 Lake Joondalup Baptist College		1		1
1493 St James' Anglican School	1			1
4125 Wanneroo Secondary College	1			1
4207 Yanchep Secondary College	1			1
Total	31	26	0	57

Parent/student/teacher satisfaction with the school

(DATA) (source: National School Opinion Survey and/or school-based data)

- We survey the school community bi-annually and this will occur in 2026

School Income by Funding Source

(DATA) (source: Schools Resourcing System)



School Financial Summary

School:	John Butler Primary College	School Year:	Dec 2025 (Verified Nov Cash)
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	38.9

One Line Budget

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	450,593	450,593	0
Carry Forward (Salary):	\$	1,060,819	1,060,819	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	8,571,733	8,571,733	0
Locally Raised Funds:	\$	168,480	165,416	3,064
Total Funds:	\$	10,251,626	10,248,561	3,064
EXPENDITURE				
Salaries:	\$	7,828,556	7,828,556	0
Goods and Services (Cash):	\$	1,280,590	752,943	527,647
Total Expenditure:	\$	9,109,146	8,581,499	527,647
Variance:	\$	1,142,480	1,667,062	-524,582

Student-Centred Funding

Per Student	\$	3,937,080.00
School and Student Characteristics	\$	3,557,876.02
Disability Adjustments	\$	203,751.52
Targeted Initiatives	\$	311,108.08
Operational Response Allocation	\$	568,856.25
Regional Allocation	\$	0.00
Total	\$	8,578,671.87

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$	8,737,149
Minimum Expenditure Requirement		
96% of current budget	\$	8,387,663
10% of carry forward	\$	178,765
Total Minimum Expenditure	\$	8,566,428
Current Forecast Expenditure		

Salaries	\$	7,828,556
Goods and Services (Cash Expenditure)	\$	752,943
Total Forecast Expenditure (cash and salaries)	\$	8,581,499

Bank Account Balances (Cash)

Bank Account	\$	955,861.89
Investment Account(s)	\$	0.00
Building and Other Funds Account	\$	0.00
Total for all Bank Accounts*	\$	955,861.89

*Reserve balances are included in the total

Reserve Account Balances

General Reserve	\$	276,342.00
Total for all Reserve Accounts	\$	276,342.00



Identified school priority	Success indicators	Planned actions
High-Quality Teaching and Learning To improve student achievement through consistent, high-quality teaching grounded in the Science of Learning and delivered through a clear, whole-school Teaching for Impact approach.	Improved student achievement, particularly in Literacy and Numeracy Greater consistency in teaching practices across classrooms and learning settings Increased staff confidence and shared language around effective teaching Teaching decisions that are informed by evidence and student data	Implement and embed a whole-school instructional playbook aligned to Teaching for Impact and the Science of Learning Strengthen curriculum coherence through shared scope, sequence and planning practices Refine whole-school assessment schedules and moderation processes Build staff capability in data literacy to inform teaching and intervention Use observation, feedback and coaching to support consistent, high-quality classroom practice
Inclusive and Supportive Learning Environments	Students feel safe, valued and connected to their school Improved attendance, engagement and wellbeing data Increased consistency in inclusive practices across classrooms and programs Positive feedback from students, staff and families reflecting a strong sense of belonging	Strengthen whole-school understanding of inclusive practice through shared language, expectations and professional learning Ensure consistent approaches to behaviour, regulation and wellbeing across all learning environments Review and refine systems for targeted support to ensure timely, coordinated responses to student need Monitor attendance and engagement to support early intervention Strengthen student voice and agency to promote connection and belonging



Identified school priority	Success indicators	Planned actions
Highly Effective Leadership and Workforce	Increased leadership capacity and confidence across the school Strong alignment between professional learning and improvement priorities High levels of staff engagement, wellbeing and retention A positive, collaborative and improvement-focused staff culture	Strengthen distributed leadership structures through committees, team leaders and improvement teams Align professional learning to school priorities and student need Embed coaching, feedback and reflective practices to support professional growth Monitor workload and wellbeing to support a healthy, sustainable workforce Support leadership development and succession planning
Partnerships and Community Engagement	Strengthen clear, consistent and accessible communication with families Provide opportunities for families to engage with learning and school initiatives Build partnerships with community organisations and support services Celebrate diversity and promote inclusive community events Gather regular feedback through parent, student and staff surveys to inform improvement Promote student leadership and voice in school and community activities	Strengthen clear, consistent and accessible communication with families Provide opportunities for families to engage with learning and school initiatives Build partnerships with community organisations and support services Celebrate diversity and promote inclusive community events Gather regular feedback through parent, student and staff surveys to inform improvement Promote student leadership and voice in school and community activities



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