



BROOKTON DISTRICT HIGH SCHOOL

Preparing today's students for tomorrow's world.



ANNUAL REPORT 2017

Contents

SCHOOL CONTEXT.....	3
HIGHLIGHTS OF 2017.....	3
IPS REVIEW FINDINGS.....	4
SCHOOL STAFF PROFILE.....	6
PARTNERSHIPS AND PARENT PARTICIPATION.....	7
SCHOOL ENROLMENT PROFILE.....	7
STUDENT PERFORMANCE IN NAPLAN.....	8
Comparison of School to WA State Mean 2017	13
2017 ATTENDANCE	15
2017 SUSPENSIONS	15
2017 DESTINATIONS	15
2017 School Target Review.....	16
Focus Area 1: Success for all Students	16
Self Review of 2016 targets for the IPS Review.....	17
Focus Area 2: High Quality Teaching and Leadership	20
Focus Area 3: Improved student Attendance, Engagement and Behaviour.....	22
Attendance	22
Positive Behaviour Support	24
Focus Area 4 : A Capable and Responsive Organisation	25
School Board.....	25
Parent and Community support	27
SCHOOL IMPROVEMENT FOCUS FOR 2018	31
CONCLUSION	32
FINANCIAL SUMMARY	32

Brookton DHS

At Brookton DHS we provide our students with the skills, knowledge and attitudes to enable them to become lifelong learners and to make positive contributions to the society in which they live.

SCHOOL CONTEXT

Brookton District High School is situated in the South Avon Valley Region 137km from Perth. The area is mainly engaged in rural pursuits with services that support these activities. Students are from farming and town families and our current enrolment is 169 students, catering from Kindergarten to Year 10, with approximately a third of the student population being Aboriginal. The school conducts specialist programs in Physical Education, Information Technology and has begun implementing STEM learning opportunities using Coding, Robotics and Multimedia. The school has invested in sets of iPads and has begun training staff in their use to support STEM learning. Secondary students are engaged in a number of enterprise activities, for example, Design and Technologies, Home Economics, Robotics, STEM coding, Sports Academy and Outdoor Education. The school is well resourced with facilities that include a computer lab, two dedicated science labs, a design and technology centre, a home economics room and a teacher resource centre. The school grounds are attractive and well maintained and provide playing areas for all groups. The school receives outstanding support from our very active School Council and P&C Association.

HIGHLIGHTS OF 2017

- Completion of the school's first IPS Review in November 2017
- Kindy & Pre-Primary Mother's Day Celebration
- P-2 Fun Swim afternoon
- Continuation of the Oracy Program
- 3 – 4 Milo and Marshmallow Evening
- Tremendous NAIDOC Day celebrations
- Sporting Clinics – Hockey, Football and Cricket
- Outstanding Assemblies
- Presentation Evening – 'Countdown Classics' Theme
- Anzac Service
- The Annual Book Fair and Dress-up Day
- Breakfast Program
- Continuation of the Crunch and Sip Program
- Year 10 Graduation Afternoon
- Year 6 Leavers Celebration
- Kindy and Pre-Primary Fathers' / Mothers' Day Morning
- Year 7 -10 Outdoor Ed Excursion to Margaret River
- Healthy Canteen
- Ukulele Club
- Year 3 Excursion to Scitech
- Questacon Incursion for Years 4-10
- Introduction of Noongar Languages Classes for Year 3 Students.
- Year 4 – 6 Camp to Bickley
- Faction and Interschool Carnivals
- All staff undertook Professional Development including the DoE mandated Professional Learning.



IPS REVIEW FINDINGS

Every 3 years Independent Public Schools as part of the schools Delivery and Performance Agreement with the Education Department and Director General have to undergo a school review. The review verifies the degree to which there are effective processes in place bringing about improved student learning. The findings of this review have been published in a report that is available on the school website. Some of the key findings in terms of Areas of Strength and Areas of Improvement are documented here.

BUSINESS PLAN - *How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?*

Areas of strength

- The stability and continuity provided by experienced staff and the board during the period of the business plan.
- The 2017 self-review process, which comprehensively covers all aspects of the DPA and the business plan, outlining reflections and future directions that will form a strong platform for the next planning cycle.

Areas for improvement

- Develop targets in the next business plan that set the strategic direction for improvement in quality teaching and student learning across all years at the school, including targets that are more inclusive of the secondary cohort and specialist subjects.
- Set specific, measurable targets that are more representative of the whole stable cohort including some targets that compare with like-schools and Western Australian public schools and some that measure the amount of value added including progress and achievement and band progression increments.
- Include achievement targets in operational plans for specific subgroups and cohorts of students identified as requiring intensive support.
- Develop systematic, annual self-assessment and review of planning that includes annual review of operational plans and is aligned to student monitoring and assessment that forms the basis of the review of the business plan.

TEACHING AND LEARNING - *How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?*

Area of strength

- Recent initiatives to engage staff in the school's self-review and improve the evidence base for whole-school operational planning and instructional decisions.

Areas for improvement

- Aggregate data from individual and classroom levels to add to the current evidence base used for self-review decision-making at the school level.
- Disaggregate data to provide more accurate information on what is working and not working to justify the instructional decisions made by staff for improvement in student learning.
- Ensure performance management and associated professional learning align with new business plan targets.

STUDENT PERFORMANCE MONITORING - *How well established are the school's self-assessment practices in accounting for school improvement?*

Areas for improvement

- Conduct an audit of assessment practices and develop a whole-school assessment schedule that informs monitoring of student performance at all levels.
- Profile student progress, achievement and engagement to inform whole-school planning and trend analysis.

PROGRAM DELIVERY - *How well has the school performed in providing education programs that promote learning and wellbeing for all students?*

Areas of strength

- Positive and enthusiastic staff who are meeting the needs of students within an ever-changing school context.
- A leadership team that has provided direction and collaborative engagement of staff in developing and implementing whole-school approaches to program delivery.

Area for improvement

- Conduct an audit of existing school policies for safety and wellbeing of students including a focus on child protection policies and processes at the school.

RESOURCING AND SUPPORT - *How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?*

Areas of strength

- Ensuring that resourcing over the period of the business plan has been aligned to, and directed towards, implementation of the focus areas and key programs with the intent to meet the targets.
- The direction of considerable resourcing to support student socio-emotional programs and enhance student capacity to cope with social, emotional and learning difficulties in the form of additional staffing time allocations for supporting role positions.

SCHOOL BOARD - *How effective has the board been in carrying out its functions, roles and responsibilities?*

Area of strength

- The board's strong support for the staff and students through a renewed focus on developing a strategic approach to governance on key educational issues.

Areas for improvement

- Engage more effectively in the development and endorsement of the school's annual report through the inclusion of a board report.
- Develop a clear recruitment and succession planning process with a rotational replacement schedule to avoid the simultaneous retirement of multiple members.
- Raise the profile of the board in the school and wider community.
- Formalise induction and training processes for new members.

SCHOOL STAFF PROFILE

The school has an extensive level of experience amongst the staff. There are 11 teachers, 10 education assistants and 5 non-teaching staff. All staff have a strong commitment to their on-going professional learning and work in a collaborative manner to provide the best possible learning experiences for our students.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	11	9.0	0
Total Teaching Staff	11	9.0	0
School Support Staff			
Clerical / Administrative	4	2.8	0
Gardening / Maintenance	1	1.0	0
Instructional	2	1.1	2
Other Non-Teaching Staff	8	5.3	0
Total School Support Staff	15	10.2	2
Total	28	21.2	2

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

PARTNERSHIPS AND PARENT PARTICIPATION

In 2017 Brookton DHS continued to build on the already positive relations with the school community. The Principal and AIEO attended 3 board meetings with the Seabrook Corporation to start a dialogue to enhance the continued support between the school and the local Aboriginal community in Brookton. One example of this is the Seabrook board donating monetary support for the very successful NAIDOC day celebrations in Brookton. The school has a well-attended P&C, who continue to provide fundraising support to the school. The P&C provided funds to purchase a new public address system as well as a class set of Ukulele's for a new afterschool music program. The P&C also finalised the planning for the new nature playground. Phase 1 of the nature playground was constructed in Term 1 2018.

Our School Board continues to strongly support the schools Teaching and Learning Programs. The Board also started a working project to see if the school could tap into a local water resource being installed by the shire. It is hoped that with continued investigation and support that the School Board will be able to see this project through to implementation during the span of the next business plan. The School Board consists of five parents - Parent Representatives, a Shire Representative and a P&C Representative, four staff including the Principal and meets twice each term to update and review policies.

SCHOOL ENROLMENT PROFILE

Student Numbers as of Semester 2 2017.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	13	12	23	22	16	21	12	130
Part Time	17								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	15	6	4	4				29

School	Total	
Full Time	148	
Part Time	17	(11)
Total	165	(159)



STUDENT PERFORMANCE IN NAPLAN

ANALYSIS OF LITERACY DATA - Year 3

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	4%	10%	10%	9%	9%	8%	24%	23%	23%
5	426 - 477	13%	20%	29%	13%	10%	14%	18%	22%	20%
4	374 - 425	13%	30%	14%	17%	17%	21%	21%	19%	23%
3	322 - 373	48%	10%	14%	31%	23%	24%	21%	19%	18%
2	270 - 321	9%	10%	10%	12%	24%	18%	8%	12%	9%
1	Up to 269	13%	20%	24%	18%	17%	16%	9%	6%	7%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

74% of Year 3 students are at or above the National Minimum Standard for Reading.

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	9%	0%	0%	4%	3%	3%	11%	12%	11%
5	426 - 477	27%	30%	20%	21%	18%	20%	34%	34%	34%
4	374 - 425	23%	50%	35%	23%	28%	25%	25%	30%	24%
3	322 - 373	32%	10%	25%	30%	26%	30%	19%	14%	21%
2	270 - 321	5%	10%	10%	13%	16%	11%	6%	6%	6%
1	Up to 269	5%	0%	10%	10%	9%	11%	5%	3%	4%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

90% of Year 3 students are at or above the National Minimum Standard for Writing.

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	14%	20%	10%	11%	7%	10%	20%	20%	20%
5	426 - 477	18%	30%	10%	10%	16%	17%	19%	25%	23%
4	374 - 425	36%	10%	29%	17%	22%	21%	21%	23%	23%
3	322 - 373	9%	10%	14%	25%	18%	17%	20%	14%	16%
2	270 - 321	5%	30%	14%	20%	22%	19%	13%	12%	12%
1	Up to 269	18%	0%	24%	17%	15%	15%	7%	6%	6%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

76% of Year 3 students are at or above the National Minimum Standard for Spelling.

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	27%	50%	24%	12%	11%	12%	27%	28%	29%
5	426 - 477	14%	0%	19%	12%	9%	19%	19%	17%	24%
4	374 - 425	32%	20%	10%	22%	17%	15%	22%	19%	15%
3	322 - 373	14%	20%	10%	18%	38%	17%	14%	24%	12%
2	270 - 321	5%	0%	19%	18%	13%	16%	10%	6%	10%
1	Up to 269	9%	10%	19%	18%	12%	21%	8%	6%	10%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

81% of Year 3 students are at or above the National Minimum Standard for Grammar and Punctuation.

ANALYSIS OF LITERACY DATA - Year 5

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	12%	8%	5%	5%	2%	4%	12%	12%	14%
7	530 - 581	38%	0%	5%	11%	10%	9%	18%	21%	20%
6	478 - 529	12%	38%	25%	15%	14%	23%	21%	23%	26%
5	426 - 477	12%	8%	35%	24%	23%	21%	22%	20%	18%
4	374 - 425	19%	15%	20%	30%	27%	27%	19%	14%	15%
1 to 3	Up to 373	6%	31%	10%	15%	23%	17%	8%	10%	7%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

90% of Year 5 students are at or above the National Minimum Standard for Reading.

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	0%	8%	5%	1%	1%	1%	4%	3%	3%
7	530 - 581	7%	8%	5%	7%	4%	3%	12%	11%	10%
6	478 - 529	47%	15%	15%	17%	17%	18%	27%	30%	28%
5	426 - 477	40%	38%	55%	37%	33%	41%	36%	35%	38%
4	374 - 425	7%	23%	15%	17%	26%	16%	11%	14%	11%
1 to 3	Up to 373	0%	8%	5%	22%	19%	22%	10%	7%	10%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

95% of Year 5 students are at or above the National Minimum Standard for Writing.

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	13%	0%	5%	3%	3%	5%	8%	10%	13%
7	530 - 581	33%	8%	15%	14%	6%	14%	23%	15%	19%
6	478 - 529	13%	31%	35%	22%	22%	23%	26%	31%	30%
5	426 - 477	33%	38%	35%	26%	30%	29%	23%	25%	22%
4	374 - 425	7%	8%	5%	20%	18%	12%	13%	11%	10%
1 to 3	Up to 373	0%	15%	5%	15%	21%	16%	8%	8%	8%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

95% of Year 5 students are at or above the National Minimum Standard for Spelling.

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	27%	8%	10%	6%	4%	6%	14%	16%	17%
7	530 - 581	20%	8%	0%	12%	9%	7%	17%	18%	13%
6	478 - 529	13%	23%	15%	14%	16%	20%	20%	23%	25%
5	426 - 477	27%	31%	30%	29%	27%	17%	24%	22%	16%
4	374 - 425	7%	15%	35%	18%	25%	29%	13%	15%	19%
1 to 3	Up to 373	7%	15%	10%	20%	19%	20%	11%	7%	10%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

90% of Year 5 students are at or above the National Minimum Standard for Grammar and Punctuation.

ANALYSIS OF LITERACY DATA - Year 7 & 9

YEAR 7 - The tables for Year 7 Literacy results will not be made public as individual student performance may be identified due to low student numbers.

100% of Year 7 students in 2017 were at or above the National Minimum Standard in Reading.

YEAR 9 - The tables for Year 9 Literacy results will not be made public as individual student performance may be identified due to low student numbers.

A large percentage of Year 9 students in 2017 were at or above the National Minimum Standard in Reading.

ANALYSIS OF NUMERACY DATA - Year 3

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	10%	20%	10%	5%	4%	5%	14%	15%	18%
5	426 - 477	0%	10%	5%	9%	8%	10%	17%	18%	18%
4	374 - 425	19%	20%	38%	19%	19%	23%	23%	22%	28%
3	322 - 373	33%	40%	19%	26%	28%	20%	24%	26%	19%
2	270 - 321	29%	10%	14%	26%	27%	28%	15%	14%	13%
1	Up to 269	10%	0%	14%	15%	15%	13%	7%	5%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

86% of Year 3 students are at or above the National Minimum Standard for Numeracy.

ANALYSIS OF NUMERACY DATA - Year 5

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	6%	0%	0%	2%	2%	3%	9%	11%	9%
7	530 - 581	44%	17%	5%	6%	5%	9%	15%	13%	16%
6	478 - 529	0%	25%	30%	20%	15%	20%	24%	26%	28%
5	426 - 477	38%	33%	40%	29%	31%	30%	27%	28%	26%
4	374 - 425	6%	17%	20%	32%	28%	26%	20%	16%	15%
1 to 3	Up to 373	6%	8%	5%	11%	20%	12%	5%	7%	5%

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	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

95% of Year 5 students are at or above the National Minimum Standard for Numeracy.

ANALYSIS OF NUMERACY DATA - Year 7 & 9

YEAR 7

The table for Year 7 Numeracy results will not be made public as individual student performance may be identified due to low student numbers.

93% of Year 7 students in 2017 were at or above the National Minimum Standard in Numeracy.

YEAR 9

The table for Year 9 Numeracy results will not be made public as individual student performance may be identified due to low student numbers.

A large percentage of Year 9 students in 2017 were at or above the National Minimum Standard in Numeracy.

Comparison of School to WA State Mean 2017

This is a comparison of the average NAPLAN score attained by our students compared to the State average.

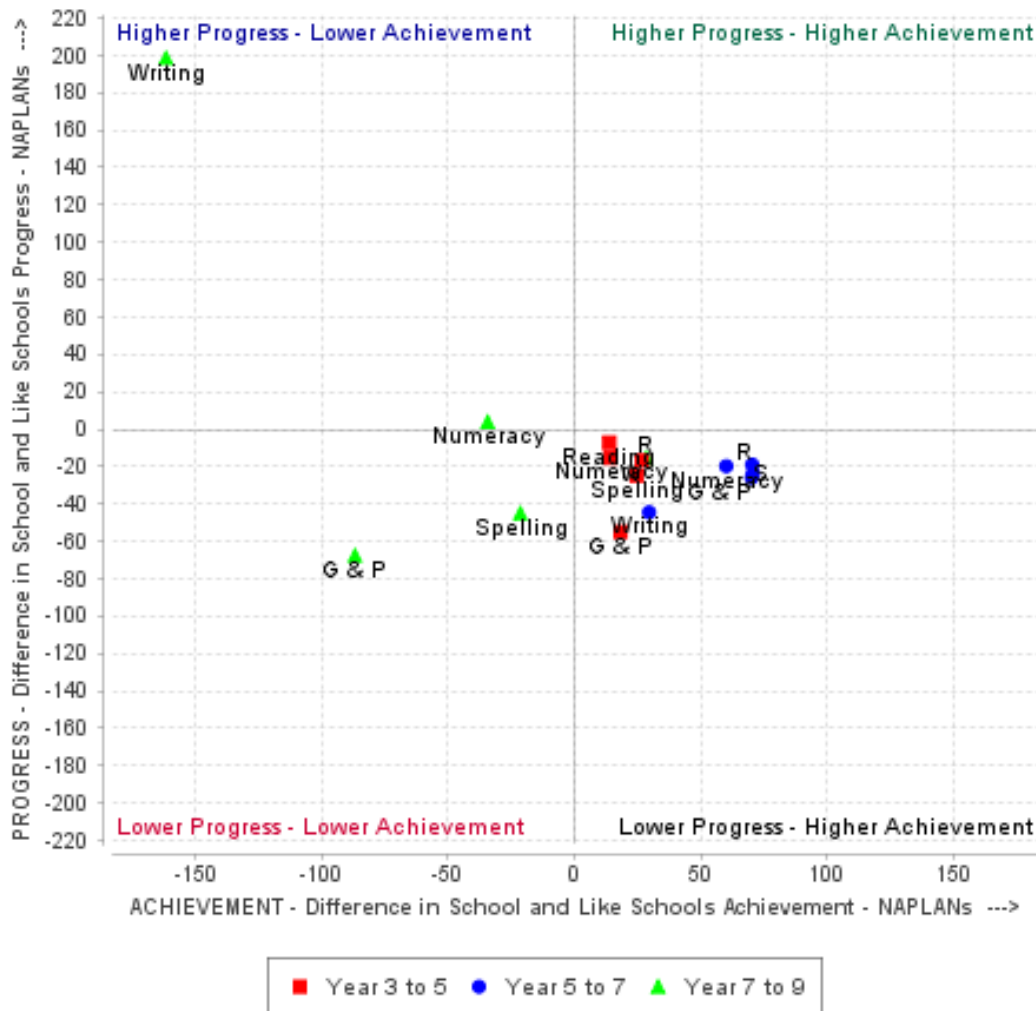
Year	Reading		Writing		Spelling		Grammar		Numeracy	
	School	WA	School	WA	School	WA	School	WA	School	WA
3	373	415	367	406	351	406	388	421	361	400
5	456	493	456	464	484	494	447	486	454	485
7	531	529	476	496	548	539	532	528	541	543
9	498	573	290	539	481	577	393	592	495	588

Close to State Average	
Above State Average	

When looking at these comparisons, it is important to note that the school has been compared to the mean of all Western Australian schools. Although our school mean falls below the state mean in many areas, it is encouraging to see that there are areas where our school outperformed that state average or is very close to the State Average. Given that our Index of Community Socio-Educational Advantage (ICSEA) rating is 888 and the average ICSEA rating of all WA schools is 1000, this is a good achievement. Our school however needs to ensure we continue to put interventions in place that will keep improving our literacy and numeracy outcomes towards that of the State mean.

Student Progress and Achievement Compared with Like Schools

NAPLAN (2015 to 2017)



This graph looks at both the achievement and the progress of students. Achievement is the average NAPLAN result for a cohort of students. Progress is the difference between the average NAPLAN score for students tested at the school in two test cycles (stable cohort). Because there is no progress result for Year 3 students, the graphs can only represent the achievement and progress of Year 5, 7 and 9 students. The achievement and progress of the school is compared to Like Schools (WA Public schools) with a similar ICSEA value. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group.

The above graph shows that from years three to seven, our students have mostly been achieving higher results when compared with “like schools”; however their overall progress has been slower. The year seven to nine results are encouraging, given that these results have been generated from a much smaller group and indicate that there has still been relatively high levels of progress in the overall scores for Writing.

2017 ATTENDANCE

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	92.7%	92.5%	93.8%	75.8%	78%	81.2%	86.9%	89%	92.7%
2016	94.4%	91.9%	93.7%	80.7%	79%	80.7%	89.5%	87.6%	92.6%
2017	94.1%	92.3%	93.8%	90.1%	83.2%	81.2%	92.8%	89.9%	92.7%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	84.2%	85.9%	89.7%	67.4%	64%	68%	75.7%	79.3%	87.9%
2016	86.6%	85.2%	89.5%	60.8%	62.9%	67.4%	75%	79%	87.7%
2017	91.3%	86.1%	89.7%	74.1%	61.9%	66.6%	84.5%	78.2%	87.8%

2017 SUSPENSIONS

Students	Students %	Suspensions	Total Days
14	9%	36	42.5

2017 DESTINATIONS

2017 school destinations of the 2016 student cohort

Destination Schools	Male	Female	Total
4063 Brookton District High School	6	2	8
4039 Narrogin Senior High School		2	2
4137 North Albany Senior High School		1	1
4195 Roleystone Community College	1		1
1008 Santa Maria College		1	1

2017 School Target Review - Focus Area 1: Success for all Students

The priority for the focus area of Literacy was to strengthen the teaching of Literacy across all years with a specific emphasis on oral language development.

The 2015 – 2017 Business Plan Targets for Literacy are as follows:

1. In 2016, to improve by 5% the number of Year 3 and 7 students achieving in the top 20% performance band nationally in all English strands of NAPLAN Testing (from 2015 results).

	% of Students in the Top 20% for NAPLAN Nationally							
	Reading		Writing		Spelling		Grammar	
	2016	2017	2016	2017	2016	2017	2016	2017
Year 3	10%	10%	10%	5%	20%	10%	30%	14%
Year 7	25%	29%	0%	14%	17%	36%	33%	29%

2. In 2016, for the Year 5 Cohort to attain an increase of 13% of students in the top 20% of Australian Schools (from 2014 results).

	% of Students in the Top 20% for NAPLAN Nationally							
	Reading		Writing		Spelling		Grammar	
	2016	2017	2016	2017	2016	2017	2016	2017
Year 5	8%	10%	15%	10%	0%	10%	8%	10%

3. In 2016, to improve by 5% the number of Year 3 students achieving in the top 20% performance band nationally in all Numeracy Strands (from 2015 results).

	% of Students in the Top 20% for NAPLAN Nationally	
	Numeracy	
	2016	2017
Year 3	20%	10%

4. In 2016, for the Year 5 Cohort to improve levels of achievement from 2014 testing, to attain 15% of students achieving in the top 20% of Australian Schools.

	% of Students in the Top 20% for NAPLAN Nationally	
	Numeracy	
	2016	2017
Year 5	8%	5%

5. In 2016, for the Year 7 Cohort to increase the percentage of students in the top 20% of Schools to 15%.

	% of Students in the Top 20% for NAPLAN Nationally	
	Numeracy	
	2016	2017
Year 7	17%	14%

Total Amount of students who completed NAPLAN testing in 2017

	Year 3 Test Score	
	2016	2017
Total Students	10	21

	Year 5 Test Score	
	2016	2017
Total Students	13	20

	Year 7 Test Score	
	2016	2017
Total Students	4	14

Self Review of 2016 targets for the IPS Review

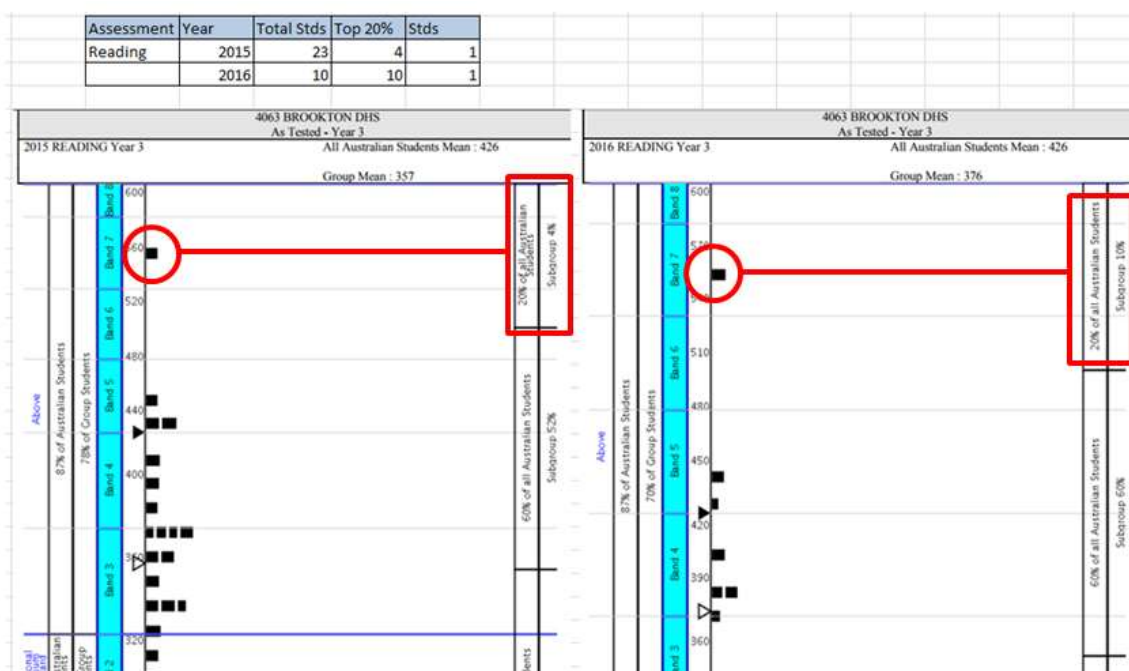
In 2017 Brookton DHS undertook a self-review process of the targets set in the 2015 - 2017 business plan. The analysis of the targets below (NAPLAN Reading) use 2015 and 2016 data, and while don't consider the 2017 results, the same issues the staff found with the set targets remain. This is that:-

- The Data only considers the top 20% of students.
- In some cases this may only consider 1 or 2 students depending on the size of the cohort.
- Whether the target is achieved or not is largely determined by the amount of students in the cohort.
- The focus area states "Success for all Students".

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools, Like Schools and All Australian Schools									
READING									
Year 3 Reading									
	WA Schools			Like Schools			All Australian Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	0%	4%	10%	11%	9%	9%	0%	4%	10%
Middle 60%	82%	70%	60%	58%	55%	50%	64%	52%	60%
Bottom 20%	18%	26%	30%	31%	35%	40%	36%	43%	30%
Year 5 Reading									
	WA Schools			Like Schools			All Australian Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	25%	31%	8%	14%	12%	5%	13%	19%	8%
Middle 60%	50%	50%	62%	55%	56%	56%	38%	56%	46%
Bottom 20%	25%	19%	31%	31%	33%	39%	50%	25%	46%
Year 7 Reading									
	WA Schools			Like Schools			All Australian Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	27%	0%	25%	13%	8%	7%	9%	0%	20%
Middle 60%	45%	100%	75%	62%	58%	51%	55%	100%	40%
Bottom 20%	27%	0%	0%	25%	34%	42%	36%	0%	40%
School Year 7 Reading									
	2014	2015	2016						
Total Students	11	5	4						
Year 9 Reading									
	WA Schools			Like Schools			All Australian Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	0%	0%	0%	14%	8%	9%	0%	0%	0%
Middle 60%	50%	40%	25%	63%	52%	56%	50%	40%	25%
Bottom 20%	50%	60%	75%	23%	41%	35%	50%	60%	75%
School Year 9 Reading									
	2014	2015	2016						
Total Students	2	5	4						

Reflections

The targets for Year 3 and 7 were achieved. The target for Year 5 was not. In scrutinising this data however, administration and staff have found issues with how the targets were achieved. In Year 3 Reading for example, the percentage of students in the top 20% nationally has increased from 4% in 2015 to 10% in 2016, hence increasing by 6% and achieving the target. However if you look closely at the respective 2015 and 2016 Year 3 cohorts using EARS data, it identifies that in 2015 we had 23 Year 3 students with only one student achieving in the top 20% nationally, and in 2016 we had 10 Year 3 students with again only one student achieving in the top 20% nationally. Essentially we have only achieved the target because the total cohort numbers have reduced, not because we have increased the amount of students achieving in the top 20% nationally for Reading. The diagram on the next page illustrates this.



The Year 7 data saw no students feature in the top 20% nationally in 2015 and then an increase to one student in 2016. This then led to a discussion with staff on how effective the targets were. Staff felt the targets weren't as effective as they could be as they didn't reflect the achievement of the cohort in total. One staff member added that these targets came under the heading "success for all students", but only took into account one student featuring the top 20% nationally for Reading. A priority moving forward will be to set targets in the new business plan that are more representative of the entire cohort, perhaps looking at the middle 60% achievement or considering an increase in the group mean in comparison to the national mean. We must also ensure the targets we set are more applicable to a fluctuating cohort size, so we don't have this issue in the future.

The school has allocated the targeted resources of SAILS (K/P) a reading program based on high frequency words and phrases in the emergent levels, Fitzroy Readers (P-6) a synthetic phonics program, KeyLinks (1-10) a guided reading comprehension program and Literacy Pro (4-10) a reading comprehension program for "at level" readers and Reading Eggs to support our SAER students to improve Reading across all areas of the school. KeyLinks commenced in 2016, with Literacy Pro starting in 2017. With the development of our operational planning for 2018, commencing in Term 4 this year, it is hoped that data from these programs can be collected and evaluated so the effectiveness of the programs can be measured. Fitzroy Readers have also formed a large part of the Reading program at Brookton DHS. Fitzroy Readers are also used to assist in-class guided reading programs, as well as small group remediation programs. The Literacy committee has no doubt the Fitzroy Readers have been an effective resource in the teaching of reading at Brookton, but they also recognise there isn't an effective method to evaluate this. With PATS Reading data collection now happening in the school, we will be able to gauge student progress in Reading more effectively into the future. Brookton DHS also uses the Beanie Buddies Reading Strategies posters throughout the school. Teachers are expected to explicitly teach reading comprehension strategies from P-5 as promoted by the NEMLDC.

The staff also revealed that they had no part in the creation of the targets at the time of creating the 2015 – 2017 business plan. The targets set were put in place by the administration at the time and staff had limited consultation in their creation. Staff felt they had no ownership of the document, and that it's targets were not evaluated or reviewed prior to Term 3 2017. When creating the new 2018 – 2020 business plan, it will be important to ensure that;

1. Staff are part of the creation of the new business plan.
2. Targets are more realistic in representing the entire cohort, not a small section of it.
3. The business plan is continually reviewed in a highly accountable self-review process.

Staff have also reflected on how student data is currently used in the school. In the current operational planning and schools scope and sequence for Literacy, teachers collect many samples of student achievement that inform student progress, the creation of student reports and student handover to teachers at the end of the year. Some examples of this are the Waddington Phonics, Vocabulary and comprehension assessment, Words their Way spelling screener and North East Metropolitan Language Development Centre (NEMLDC) Phonological Awareness Screener. The Literacy team are therefore confident that enough assessments are being conducted in the school, but have question how effective we are in using this school based data. Moving forward a whole school assessment schedule and data collection tools that include opportunities for staff as a whole to analyse and reflect on student progress needs to be a priority.

Focus Area 2: High Quality Teaching and Leadership

The priority for this focus area was to develop whole-school approaches to improve teacher quality using the Australian Professional Standards for Teachers.

The target stated: Every teacher to access quality professional learning in a school priority area and make at least one significant change in their classroom each year as a result of their attendance.

In order to ascertain if this target had been achieved, teachers were asked to complete an online survey that asked a series of questions based on Performance Management, Professional Learning opportunities and the significant changes to classroom practice that resulted from these PL opportunities.

Teacher responses linked to the specific target are below.

Can you identify one significant change you have made in your classroom as a result of your attendance at a PL opportunity in the last 3 years?

9 responses

Improved feedback to students on Writing as a result of the T4W and Brightpath PL.

A clear and consistent writing process

I make a more conscious effort to explicitly teach vocabulary in Math

Making the students more aware of the curriculum focus and always referring back to it during lessons, i.e. Saying to the students "in Year 5 you need to be able to show me...."

Made "lessons" more hands-on (life skill)

My teaching style has changed to incorporate the ideas of Paul Swan's teaching methods during my mat sessions. My day is now very structured incorporating set literacy and numeracy sessions.

Try (!!!) to have a routine and clear outline for students at the beginning of the lesson

Introducing comprehensive and structured Phonological Awareness programs.

Increase in targeted praise of desired behaviours and more consistent reflection of managing transition time particularly in the lower primary.

Reflections:

As a whole, staff felt that this target has been achieved. Most of the feedback shows a link between PL and school priorities. Three of the responses are linked to Literacy priorities, two to Numeracy priorities, two are linked to an improved lesson structure and two are linked to behaviour and engagement. However, there seems to be no consistency as to which PL is a priority or which is deemed a whole school approach. There was also scrutiny around the wording of the target. Teachers questioned what one "significant" change meant and how we measure its success.

Staff felt that they certainly attempted to implement the strategies they were shown during PL opportunities in their classrooms during this time period. They particularly commented on the implementation of the iSTAR pedagogical framework, which many teachers use and continue to use in the classroom. This approach enables students to have clarity on how the lesson will be structured as it follows a model of gradual release. What is possibly missing with its implementation, is a consistent level of teacher feedback to ensure this best practice model is firmly embedded in all classrooms at Brookton DHS.

Teachers also commented that very little reflection was given to how teachers are meeting the AITSL standards during this time. It seems that a great deal of evidence was gathered during Performance Management sessions using the online AITSL teacher reflection tool, but this data was not used in creating specific teacher focuses. Reasons for this are largely linked to the inconsistent approach in implementing performance management for teachers due to leadership changes during this time.

In response to this, the current administration team has been working with staff to create a new Effective Teacher Feedback policy at Brookton DHS, and we hope to have this implemented for 2018.

Effective Teacher Feedback is an integral part of any high performing school. The Education Department requires that schools implement consistent whole school practices through collaboration, agreed scope and sequences, and classroom observation (Focus 2016). In Semester 2, 2017 staff explored how we can implement effective teacher feedback sessions at Brookton DHS, through classroom observations or conferencing.



Focus Area 3: Improved student Attendance, Engagement and Behaviour

The priority for this focus area was to develop the ethos throughout the school community that regular attendance at school is an essential component of a child's development.

Attendance

Target 1: Increase the number of students who have a regular attendance rate, from 2015 data of 86.9% to **92.7%** (Primary), and from 75.7% to **87.9%** (Secondary).

Target 2: In 2016, Increase the attendance of students in the 'regular' category (from 2015 data) from 60% to **75%** (Primary) and from 21% to **50%** (Secondary).

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	92.7%	92.5%	93.8%	75.8%	78%	81.2%	86.9%	89%	92.7%
2016	94.4%	91.9%	93.7%	80.7%	79%	80.7%	89.5%	87.6%	92.6%
2017	94.1%	92.3%	93.8%	90.1%	83.2%	81.2%	92.8%	89.9%	92.7%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	84.2%	85.9%	89.7%	67.4%	64%	68%	75.7%	79.3%	87.9%
2016	86.6%	85.2%	89.5%	60.8%	62.9%	67.4%	75%	79%	87.7%
2017	91.3%	86.1%	89.7%	74.1%	61.9%	66.6%	84.5%	78.2%	87.8%

Reflections:

The Primary attendance rate increased from 86.9% in 2015 to 89.5% in 2016 but did not reach the target of 92.7%. The Secondary attendance decreased from 75.7% in 2015 to 75.0% in 2016 and therefore did not reach the target of 87.9%.

It is worth noting that Attendance has improved across the board in 2017. In Primary from 89.5% in 2016 to 92.8% in 2017 and in Secondary from 75% in 2016 to 84.5% in 2017. It's worth noting that our improvement in Primary Aboriginal Attendance figures in 2017 is 90.1% which is almost a 10% improvement from 2016. Secondary Aboriginal attendance figures in 2017 to 74.1% is 12.2% higher than like schools and 7.5% higher than the entire state percentage. A wonderful achievement for all staff at Brookton DHS, but in particular our AIEO Jayden Bennell.

While there has been some improvement in attendance in the primary school, the secondary attendance has remained very similar over the two years (2015 and 2016) these targets were set. Reasons for this largely centre on a small cohort of secondary students who live in neighbouring towns who are very difficult to engage over different periods of the school year. Student re-engagement work is carried out by the schools AIEO which involves many home visits and follow-ups. Students will then return to school and over a short period of time may get into conflict with other students or find it difficult to reconnect with their class work due to the amount of time they have missed. Then the school won't see them for a while and the cycle restarts. However, the school continues to re-engage these students in the hope that this cycle will be broken.

Brookton DHS has engaged many strategies to help improve attendance during period of the 2015 – 2017 business plan. One area that continues to make a difference is the employment of a full time AIEO who has a large focus on following up all attendance issues. Together with staff, our AIEO ensures that parents of students who have been away from school with unexplained absences for more than three days are called or visited, to help resolve these absence issues. The school staff also engages in many pastoral care programs that help to promote a culture of positive relationships throughout the school. We have a Breakfast Club that the majority of staff volunteer to run every morning, which offers all students toast, milo and juice. This provides students with something to eat everyday, as well as providing staff with a great opportunity to assess students current mood or wellbeing and organise supports if students are not coping with the beginning of the day. Education Assistants proactively monitor students who are quite often hungry and will offer recess or lunch support options. Hunger can affect students ability to concentrate and therefore have a great impact on learning and behaviour. Brookton DHS staff also provides ongoing extracurricular activities like Art Club, Homework Club, Ukulele Choir, Junior Cricket Training, a middle school Hockey Team and lunchtime faction competitions for football and soccer. We also recently employed a new school chaplain for two days a week, whose role is to support the wellbeing of our students. This has only just begun in term three, but already we can see positive relationships developing with our school chaplain, which will only help to support students for the future. All of these strategies are aimed at identifying and supporting student wellbeing by promoting positive relationships with students.

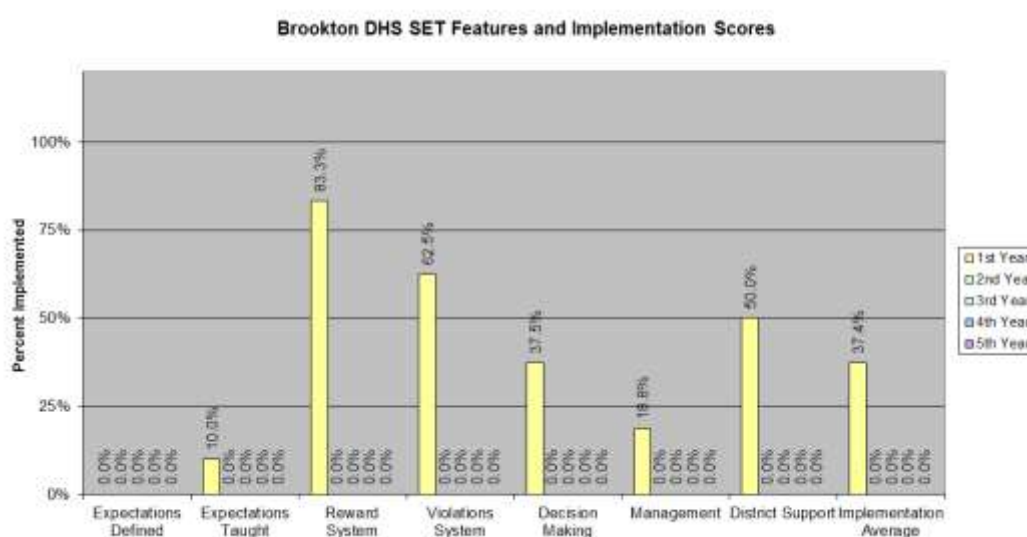
Specifically with the issues around Secondary attendance, Brookton DHS has tried to offer a secondary program that is engaging and dynamic, which can be challenging in the context of a small cohort. The Secondary students have been able to access a range of electives this year such as Outdoor Education, Sports Academy, STEM, Robotics, Design and Technologies in Woodwork, Metalwork and Home Economics. The aim is to continue to be as broad as possible in subjects offered, so students can find areas of interest which will keep them engaged at school. This will be a difficult proposition in 2018 as we are expecting a reduction in our Secondary numbers, but we must continue to be as innovative as possible in this area to support the Secondary students and families who choose to remain with us.

One recent initiative, that has been implemented by the school to promote a positive school culture, is that of Class Dojo. All classrooms use Class Dojo to provide students with instant recognition of positive behaviours. The teachers keep a digital tally of points earned and these are often linked to participation in classroom rewards. The school also promotes weekly Dojo focus behaviours that are linked to operational assemblies. Teachers then discuss with students what these focuses look like and use that as a basis for positive behaviours during the week. Class Dojo is specifically used to recognise positive behaviours and in doing so, creating a school culture that students want to be part of. We also believe with the recent implementation of the Positive Behaviour Support framework at Brookton DHS, Class Dojo can be an effective tool in promoting the behaviours the school community values and wants to see in the school.

Lastly when it comes to attendance, it is important that we continue to improve the mechanisms we have in place to follow-up on all absences. Attendance needs to continue to be a priority into the future. We cannot start to make effective change to student outcomes unless they are at school, so we need to ensure we are continually striving to improve attendance rates.

Positive Behaviour Support

Brookton DHS has high expectations for student behaviour. Teachers take great pride in ensuring students are well behaved in all areas of the school, but a recent survey outlined some possible inconsistencies in the interpretation of student behaviour. The results below were taken by a PBS consultant from SSEN Behaviour and Engagement, who independently interviewed 13 staff members and 15 students across Year 2 to Year 10.



The data shows that there was great inconstancy when asked to define the schools' behaviour expectations or school rules, with no staff or students able to articulate exactly what they were. 46% of staff interviewed were able to list either Respect, Strive or the School Creed as a school rule or motto. Most teachers could articulate their own classroom rules. 60% of students interviewed were able to list Respect, Strive or the School Creed as a school rule, but again there was great inconsistency in knowledge of what were the school rules.

Brookton DHS is now following the PBS process. It is spending time looking at current school rules, codes of conduct and other behaviour expectations, prior to embarking on a process to determine how these can be included in the creation of 3 -5 behaviour expectations that form the basis of the behaviour matrix. The expectations and matrix will be posted around the school and will be clearly visible to serve as a reminder to students and staff. They will then be used as a reference for responding to students demonstrating both productive and unproductive behaviours.

One area of positive feedback from the survey is that there is clear evidence that the school has a system for rewarding social behaviour and that the staff use this system. 100% of staff members surveyed stated they used Class Dojo to acknowledge students positively. 100% of students indicated that they had received Dojo points, 50% of students surveyed said they had received a Dojo for demonstrating positive social skills this year, whilst the other 50% of students mentioned receiving a Dojo for academic work.

As the school implements PBS, we will re-survey the staff and students in these areas with the hope to continually improve the positive behaviours of students throughout the school.

Focus Area 4 : A Capable and Responsive Organisation

The priority for this focus area was to develop strong partnerships with parents and the community.

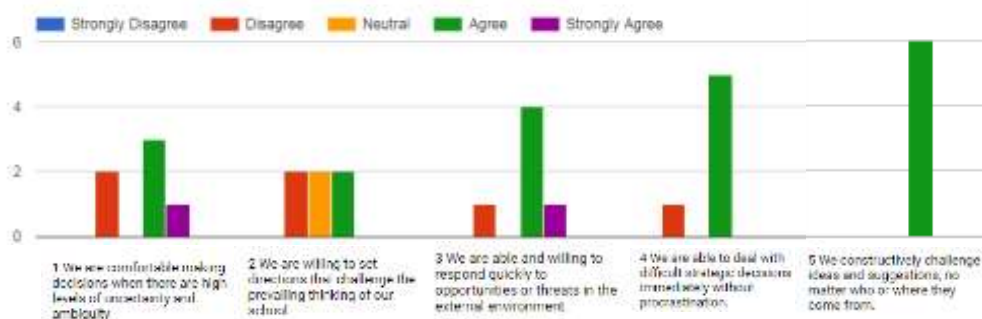
School Board

Target 1: The Board will demonstrate improved effectiveness through analysis of a review survey.

At the first board meeting in Term 3 last year board members were asked to complete a Strategic Thinking and Planning survey in the hope to outline areas of strengths in the board, as well as areas that present challenges and would need further possible training or reflection. Six members of the board completed the survey. At the second meeting in Term 3 the entire board reviewed the results of the survey and offered some observations and reflections.

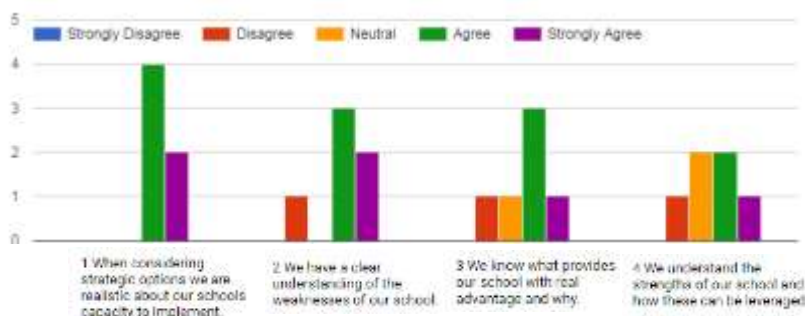
Daring

Willingness to challenge prevailing thinking and approaches both within and outside the organisation. Ability to inspire and lead by creating trends rather than following them.



Organisational Awareness

Deep organisational knowledge and an accurate understanding of the organisational strengths, weaknesses and capability constraints.



Reflections:

With a lack of data collected in regards to the School Boards effectiveness, it is difficult to state if this target has been achieved. The survey that has been completed however, provides some clear commentary from board members of their current perception of the board's effectiveness, which sets a starting point as we move into 2018.

In regards to Strategic Thinking (i.e. Daring, Imagination and Rigour), the data showed the board felt it had become quite stagnate and wasn't moving forward. There is a perception that the board lacked drive and didn't maximise the skill set of board members. Reasons for this were contributed to a lack of understanding of the role of the board and what could actually be achieved. With the high turnover of Principals there also seemed to be a tendency to keep things ticking over and not venture outside the safety of just sticking to set procedures or protocols. Training for board members was limited, with only two members completing the Education Departments "On Board for Education" training at the end of 2016. The new Principal completed the same training in Term 2 2017. This training will be offered to board members in an abridged form in Semester 1 2018.

Moving forward, the board wants to ensure access to quality training to allow greater participation from board members. With greater stability in the schools administration, the board feels it has greater confidence to look at larger, long term opportunities. The board also wants to improve its induction processes to be more robust, which will give new board members confidence in their capabilities. The board also believes it needs to set goals and annually review the Boards Performance and Function. The board will complete the same Strategic Thinking and Planning Survey every year and monitor if the board is making improvements in its operations.

In regards to Strategic Planning, the data outlined strengths in self and external awareness, but less so in organisational awareness. Commentary from board members suggested again that there was a sense the board was more of a sounding board for administration rather than an active participant or leader in helping the school move forward. Again the board felt if it was clear on the purposes and capabilities of the board, then it could improve its functions. The data did outline that board members shared common values about what they want for the school, which is positive.

In order to improve the board's capabilities, board members expressed a desire to research more information on what effective boards have been able to achieve to support schools. One project the current board has started is investigating the capabilities of the school tapping into a new ground water source which the local shire has Water Corporation approval to use. It is hoped that if the school can invest in infrastructure that could access this water for the school's gardens, we could reduce the current water costs and redirect this funding to other academic areas of the school. It's this type of project that the current board has expressed interest in developing for the future to provide purpose and drive for the school board into the future.

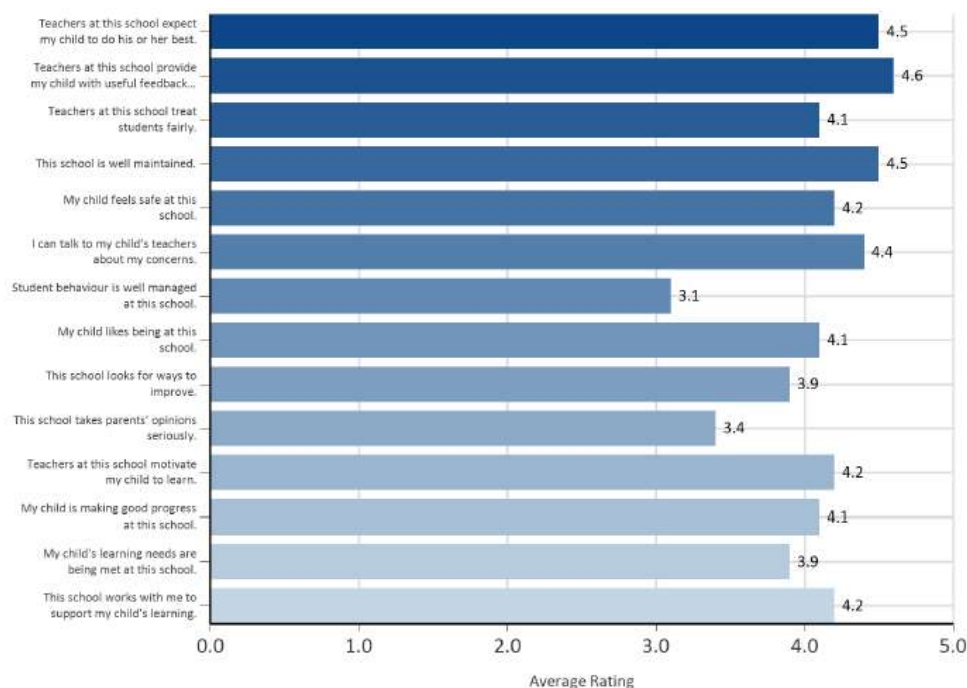
Parent and Community support

Target 2: The annual School Survey results will show improvement in the level of parent satisfaction.

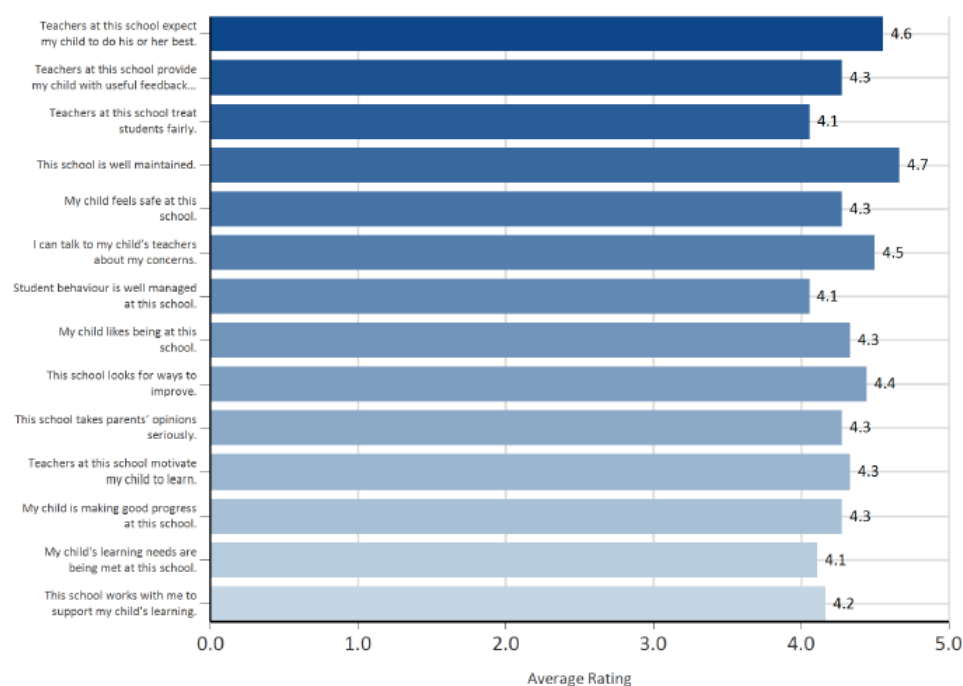
Parent Satisfaction

At the end of 2016 and again in Term 3, 2017, parents were asked to complete the same online parent satisfaction survey.

2016 Results – 10 Responses



2017 Results – 18 Responses



Reflections:

Based on this data, staff felt that this Target was achieved. In 10 questions there was an increase in the average rating from parents' responses. In a positive outcome, the area of greatest concern in 2016 was the management of student behaviour at an average rating of 3.1, which had improved to 4.1 in 2017. Another area of growth is how seriously the school treats parent's opinions. This has improved from an average rating of 3.4 in 2016 to 4.3 in 2017, which is positive to see.

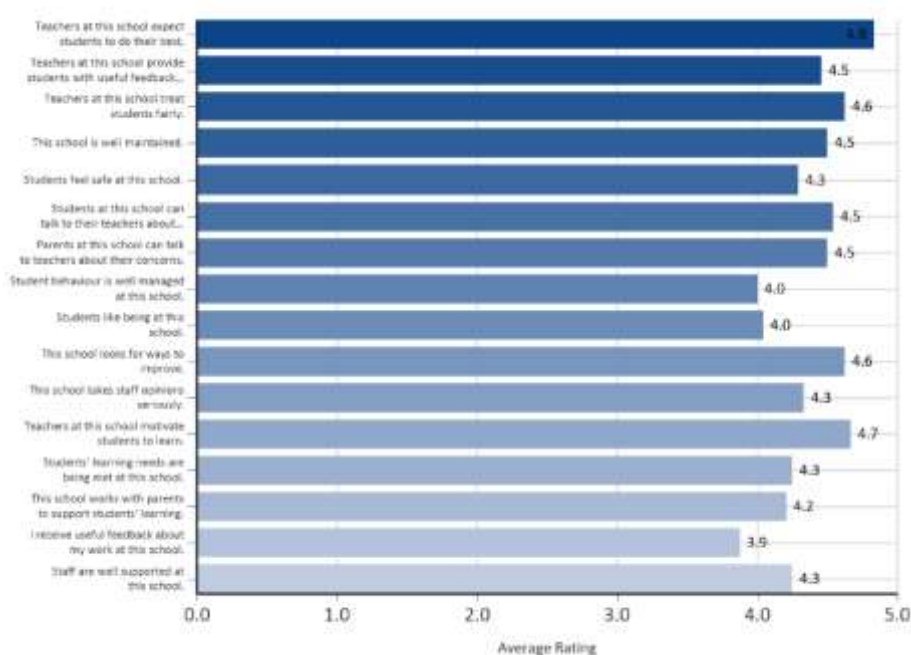
Some possible areas of concern are those that have demonstrated either no movement or a slight drop in parent satisfaction. These questions relate to teachers providing useful feedback to students, teachers treating students fairly, and students feeling safe at school. As the school starts to develop its own effective teacher feedback policy, it might be worthwhile reflecting on how we provide effective feedback to students as well. Improving parents' perceptions around student safety should also be a priority for our PBS team as we develop our behaviour expectations and matrix.

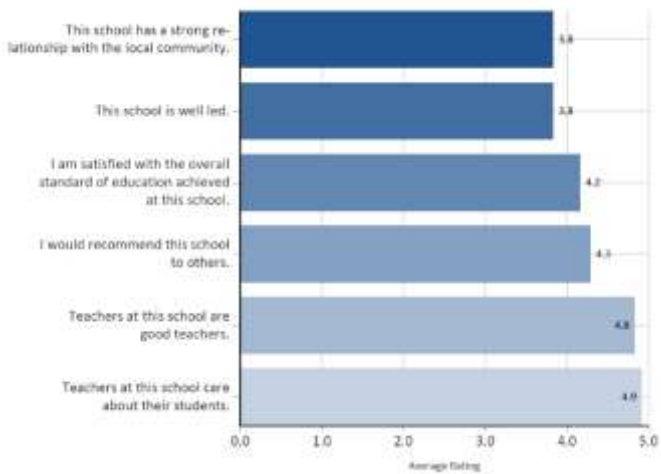
This data also demonstrates that the school needs to continue the good work it is doing to provide parents with clear and consistent communication about the schools operations. Another positive outcome from the implementation of Class Dojo is the vast majority of parents who use the application to get information from the school, as well as communicating with teachers about student progress. As we introduce the PBS framework, this facet of Class Dojo will only work to strengthen the schools connection with the school community.

Staff Satisfaction

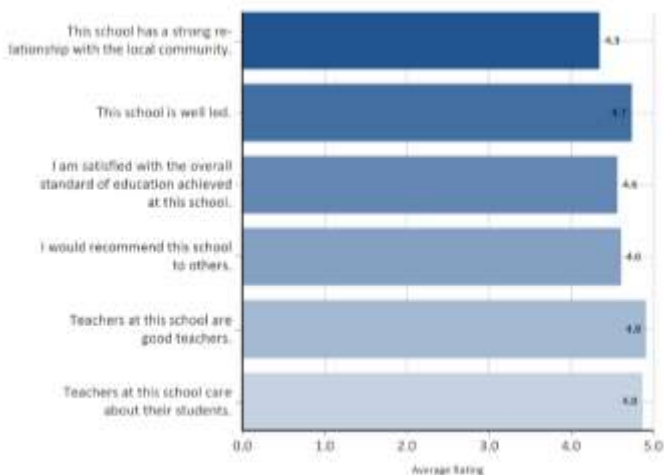
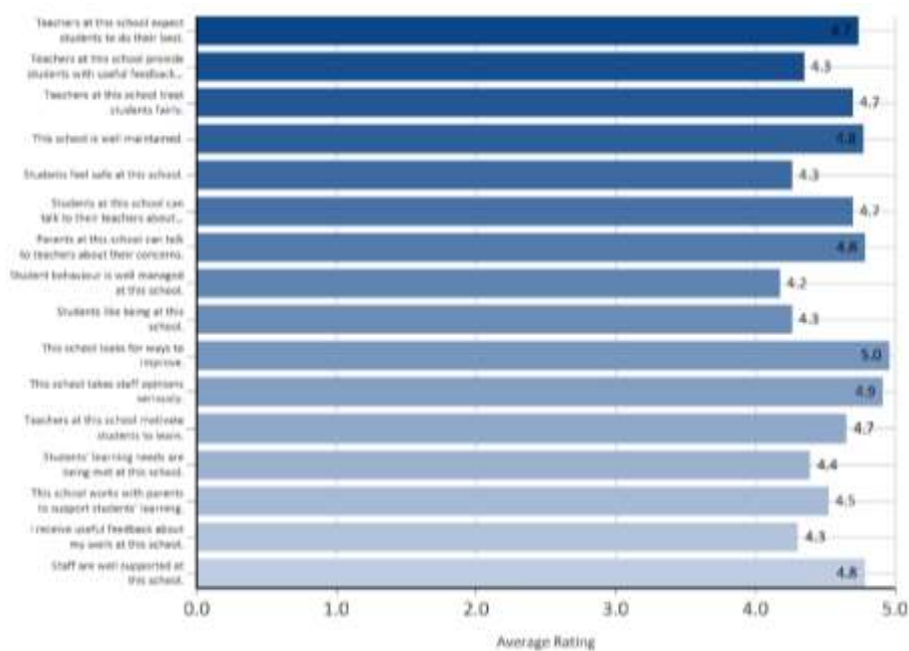
At the end of 2016 and again in Term 3, 2017 staff were asked to complete the same online staff satisfaction survey. Staff felt strongly that they should be given an opportunity to complete the same survey that would outline any improvements or reductions in staff satisfaction.

2016 Results – 24 Responses





2017 Results – 23 Responses



Reflections:

Staff satisfaction with the school has improved since 2016. Quite positively all staff agree that the school looks for ways to improve. Perhaps the recent self-reflection work done as a whole staff to prepare for this DES review has informed this outcome. Regardless, it's important to embed this review process so the school can continually look to improve. Certainly there is a recognition that staff are positive as they look to the future, as they have high expectations of students and each other, and are highly supportive of the challenges all staff members face day to day.

The data would suggest that staff have recognised the highly supportive and positive current administration team, which is appreciated. The current administration team has worked hard to develop a supportive culture with all staff members, which has had positive outcomes. Staff have recognised that with the high Principal turnover, this has put a strain on the level of positive relationships between administration and staff, so it is positive to see that good levels of trust are forming.

Staff have outlined a slight reduction in the average rating when it comes to providing effective student feedback. This should be considered in the future as we develop more effective ways to provide feedback throughout the school. Staff have also outlined improvements in developing strong partnerships with parents and the community. The school actively promotes Aboriginal community members by providing support in classrooms, as well as our AIEO who works hard to maintain community relationships by actively participating on the Seabrook board and conducting home visits. One positive example of this was a visit by the Principal and school AIEO to a Seabrook board meeting in term two. The outcome of this meeting was to approach the school board about the possibility of the school flying the Aboriginal flag (which it had not previously done). Within three weeks a motion was passed at the school board and two new flag poles were installed to fly the Aboriginal, Australian and Western Australian Flags. We hope to conduct a flag raising assembly next term and invite the Seabrook board members to attend.

SCHOOL IMPROVEMENT FOCUS FOR 2018

Success for All Students

- Develop targets in the next business plan that set the strategic direction for improvement in quality teaching and student learning across all years at the school, including targets that are more inclusive of the secondary cohort and specialist subjects.
- Develop systematic, annual self-assessment and review of planning that includes annual review of operational plans and is aligned to student monitoring and assessment that forms the basis of the review of the business plan.
- Continue to develop a whole school focus on writing skills through the Talk 4 Writing program.
- Develop shared beliefs about the teaching of digital technologies and STEM.

High Quality Teaching and Leadership

- Combine student data collected from individual and classroom levels to add to the current evidence base used for self-review decision-making at the school level.
- Separate student data collected to provide more accurate information on what is working and not working to justify the instructional decisions made by staff for improvement in student learning.
- Implement an explicit teaching methodology in every classroom.
- Develop whole-school approaches to improve teacher quality by providing effective teacher feedback that uses Australian Professional Standards for Teachers.

Improved Student Attendance, Engagement & Behaviour

- Continue to implement Positive Behaviour Support to promote school wide positive behaviour expectations to improve Attendance, Engagement and Behaviour which will lead to an increase in academic performance.
- Continue to use Class Dojo as a means to reinforce positive behaviours with parents and as a means of communication with the school community.
- Conduct an audit of existing school policies for safety and wellbeing of students including a focus on child protection policies and processes at the school.

A Capable and Responsive Organisation

- Raise the profile of the school board in the school and wider community.
- Formalise induction and training processes for new school board members.
- Continue to engage the Aboriginal Community and the Seabrook Board by continued engagement on implementation of the Aboriginal Cultural Awareness Framework

CONCLUSION

This year has been an exciting and rewarding year for Brookton DHS. We have most importantly finished our first IPS review, which gives us some solid findings to set some aspirational but achievable targets in our next business plan. With support from our highly dedicated staff, I hope to ensure that we will continually focus on school improvement. We will always strive for the very best outcomes for all of our students. With continued support from our school board, P&C and wider school community I know that the students will be given the greatest opportunity to excel in a safe school environment. With the implementation of Positive Behaviour Support, we will also ensure that all students will SOAR in their academic and social progress. By ensuring all students are Safe, Organised, Achievers and Respectful, we can create a strong working environment for everyone.

I look forward to engaging with the school community to create our business plan for the next 2018-2020 business period, and look forward to a bright and constructive future for everyone at Brookton DHS.

Mr. Darren Simpson

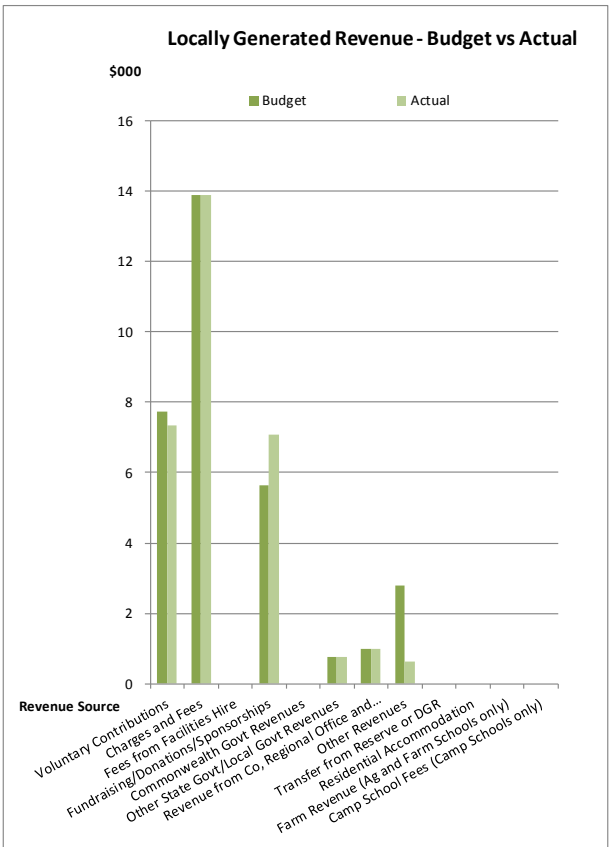
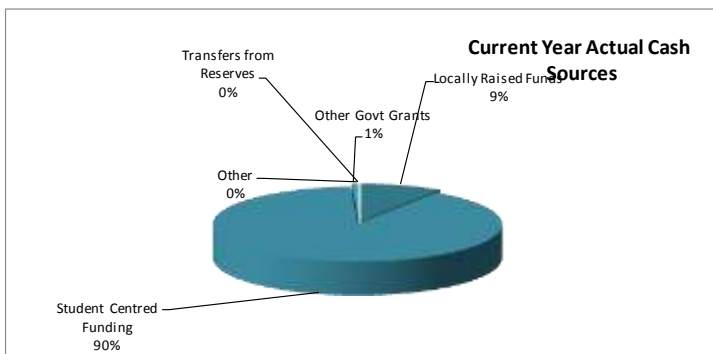
Principal

March 2018

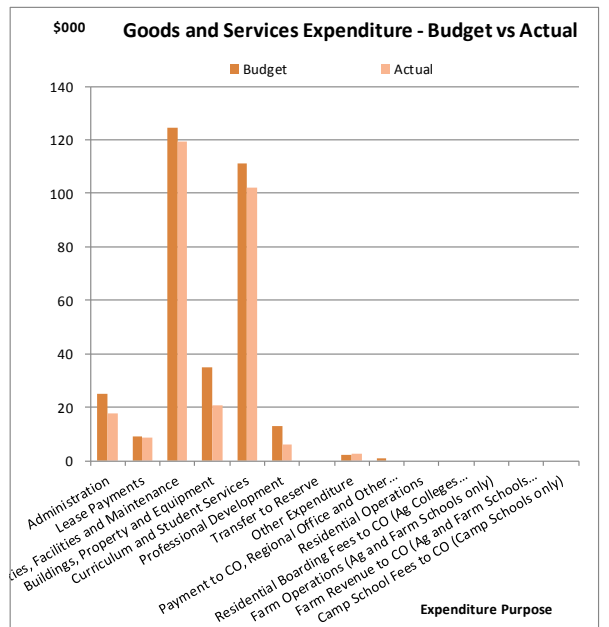
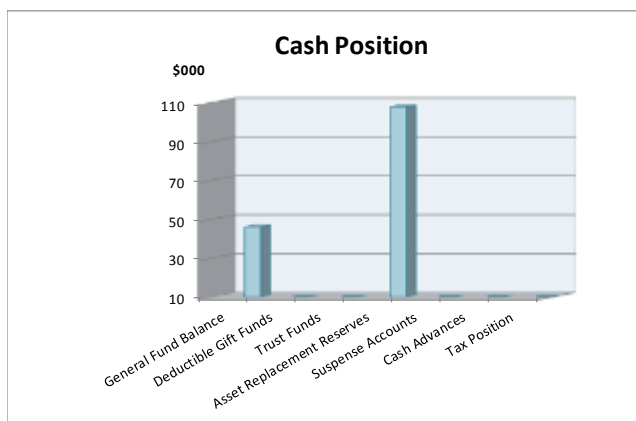
Brookton District High School

Financial Summary as at
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,740.00	\$ 7,346.83
2	Charges and Fees	\$ 13,897.17	\$ 13,897.17
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 5,648.86	\$ 7,068.42
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,002.38	\$ 1,002.38
8	Other Revenues	\$ 2,782.75	\$ 637.10
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 31,821.16	\$ 30,701.90
	Opening Balance	\$ 17,100.16	\$ 17,100.16
	Student Centred Funding	\$ 286,347.00	\$ 275,405.43
	Total Cash Funds Available	\$ 335,268.32	\$ 323,207.49
	Total Salary Allocation	\$ 2,115,707.00	\$ 2,115,707.00
	Total Funds Available	\$ 2,450,975.32	\$ 2,438,914.49



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,118.65	\$ 17,844.34
2	Lease Payments	\$ 9,200.00	\$ 8,546.30
3	Utilities, Facilities and Maintenance	\$ 124,429.10	\$ 119,197.94
4	Buildings, Property and Equipment	\$ 35,000.00	\$ 20,869.05
5	Curriculum and Student Services	\$ 111,090.03	\$ 102,185.12
6	Professional Development	\$ 13,000.00	\$ 6,105.12
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,949.38	\$ 2,481.40
9	Payment to CO, Regional Office and Other Schools	\$ 800.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 320,587.16	\$ 277,229.27
	Total Forecast Salary Expenditure	\$ 2,440,812.00	\$ 2,120,225.00
	Total Expenditure	\$ 2,761,399.16	\$ 2,397,454.27
	Cash Budget Variance	\$ 14,681.16	



Cash Position as at:	
Bank Balance	\$ 149,930.74
Made up of:	
1 General Fund Balance	\$ 45,978.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 107,663.96
5 Suspense Accounts	\$ 413.56
6 Cash Advances	\$ -
7 Tax Position	\$ 4,125.00
Total Bank Balance	\$ 149,930.74