



BROOKTON DISTRICT HIGH SCHOOL

Preparing today's students for tomorrow's world.



ANNUAL REPORT 2018

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Brookton District High School - Striving since 1903

Vision Statement

The purpose of our school is to empower students to develop the skills, knowledge and attributes to become resilient, considerate students who make positive contributions to the society in which they live.

About Us

At Brookton District High School, we have high expectations for our students' education. We value a Safe, Organised, Achieving and Respectful learning environment in which students can S.O.A.R. We encourage and explicitly teach positive behaviours throughout the school where all students can be engaged and successful. We value an explicit teaching approach in every classroom that clearly demonstrates and reinforces the literacy and numeracy skills students need to be successful and confident in life. Brookton District High School values a strong connection to our diverse school community that celebrates and welcomes all cultures in our classrooms. In the heart of the Avon Valley, Brookton District High School has celebrated over 100 years of service to the children and families of Brookton.

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 156 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 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 now has a new Nature playground newly installed by our tremendous P&C, from which the school receives tremendous support.

Highlights of 2018

- Kindy & Pre-Primary Mother's Day Celebration
- Participation in a Secondary AFL-X excursion to Boddington
- Pre-Primary – Year 2 Fun Swim afternoon
- Continuation of the Oracy Program
- 3 – 4 Milo and Marshmallow Evening
- NAIDOC Day Celebrations
- Sporting Clinics – Hockey and Cricket
- Engaging Assemblies
- Presentation Evening – 'Christmas' 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
- Healthy Canteen
- Year 4 Excursion to Kings Park
- Scitech Incursion for Years 4-10
- Introduction of Noongar Languages Classes for Year 3 Students.
- Year 5 – 6 Camp to Dwellingup
- Faction and Interschool Carnivals
- All staff undertook Professional Development in Explicit Instruction and Positive Behaviour Support

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.

	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	10	9.0	0
Total Teaching Staff	10	9.0	0
School Support Staff			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	1.0	0
Instructional	1	1.0	1
Other Non-Teaching Staff	8	3.8	0
Total School Support Staff	14	8.2	1
Total	26	19.1	1

Partnerships and Parent Participation

In 2018 Brookton DHS continued to build on the already positive relations with the school community.

The Principal and school Aboriginal Education Island Officer continued to attend board meetings with the local Seabrook Aboriginal Corporation. The Seabrook Board continue to be a huge supporter of the school, who have increased their financial support of Aboriginal Scholarships to the school in 2018. Seabrook also provided flower tributes to the many Aboriginal ladies who have contributed to the education of all Brookton children throughout the years at this year's NAIDOC celebration. The school is also supporting a new LOTE program of Noongar which is delivered to students in year 3-6. The schools P&C continues to be a proud supporter of the school by running the school canteen 3 days a week and opening our uniform shop 2 mornings a week. The nature playground is almost complete with only 1 section to be finished in early 2019.

Our School Board continues to strongly support the schools Teaching, Learning and Positive Behaviour Support Programs. The Board provided many community perspectives on Behaviour expectations throughout the school which is greatly appreciated. The Happy Valley water project with the Shire of Brookton is continuing to develop. 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 2018.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time		15	15	11	21	21	15	19	131
Part Time	14								

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	8	4	8	5				25

School	Total	
Full Time	142	
Part Time	14	
Total	156	

High Performance Achievement Targets

During the start of 2018 the staff and School Board created a new Business Plan based on the feedback from the 2017 DES Review and the School Vision. All Annual Reports will now incorporate elements of the ongoing school review schedule to update the school community for the duration of the 2018 -2020 Business Plan. The focus area for student performance in the Business Plan is Success for all Students who attend Brookton DHS. Our priority for the duration of the business is to strengthen the teaching of literacy and numeracy across all years with a specific emphasis on rigorous analysis of student data. By setting a rigorous school review schedule we hope to continually celebrate our achievements, but also review the progress of each student and challenge ourselves for continued improvement.

On Entry Assessment

High Performance Achievement Target - Maintain the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average.

Reading – Pre-Primary On Entry Assessment – Group Summary Comparison – School to State

	Start of 2016						Start of 2017						Start of 2018					
	Reading						Reading						Reading					
PP	State Wide			Students			State Wide			Students			State Wide			Students		
	%	CF%	No.	%	CF%		%	CF%	No.	%	CF%		%	CF%	No.	%	CF%	
0.0	11%	11%	2	17%	17%		12%	12%	0	0%	0%		12%	12%	3	21%	21%	
0.1	5%	16%	0	0%			5%	17%	2	15%	15%		5%	17%	0	0%		
0.2	11%	27%	1	8%	25%		10%	28%	3	23%	38%		11%	28%	0	0%		
0.3	9%	35%	0	0%			9%	36%	2	15%	54%		9%	37%	3	21%	43%	
0.4	15%	50%	0	0%			14%	50%	2	15%	69%		15%	52%	4	29%	71%	
0.5	10%	60%	3	25%	50%		10%	60%	1	8%	77%		10%	62%	1	7%	79%	
0.6	14%	74%	4	33%	83%		14%	75%	2	15%	92%		14%	75%	0	0%		
0.7	8%	82%	0	0%			8%	82%	1	8%	100%		8%	83%	0	0%		
0.8	6%	89%	1	8%	92%		6%	89%	0	0%			6%	90%	2	14%	93%	
0.9	5%	93%	1	8%	100%		5%	94%	0	0%			5%	94%	1	7%	100%	
1.0	2%	95%	0	0%			2%	96%	0	0%			2%	96%	0	0%		
1.1	1%	97%	0	0%			1%	97%	0	0%			1%	97%	0	0%		
1.2	0%		0	0%			0%		0	0%			1%	98%	0	0%		
1.3	1%	98%	0	0%			1%	98%	0	0%			1%	99%	0	0%		

Brookton DHS has been able to maintain the Cumulative Frequency of our progression points in Pre-Primary in all areas except for PP 0.0 and 0.9 compared to the state average. Issues relating to PP 0.0 I believe relate to contributing factors of attendance, social and possible undiagnosed learning disorders. The creation of the Early Learning Network with Milly Molly Mandy's will help in getting an earlier identification of these potential issues before Kindy in the future. Also staff training in Phase 1 of Letters and Sounds which focuses on the oral aspects of general sound discrimination, voice sounds and oral blending and segmenting will be a huge benefit to these students.

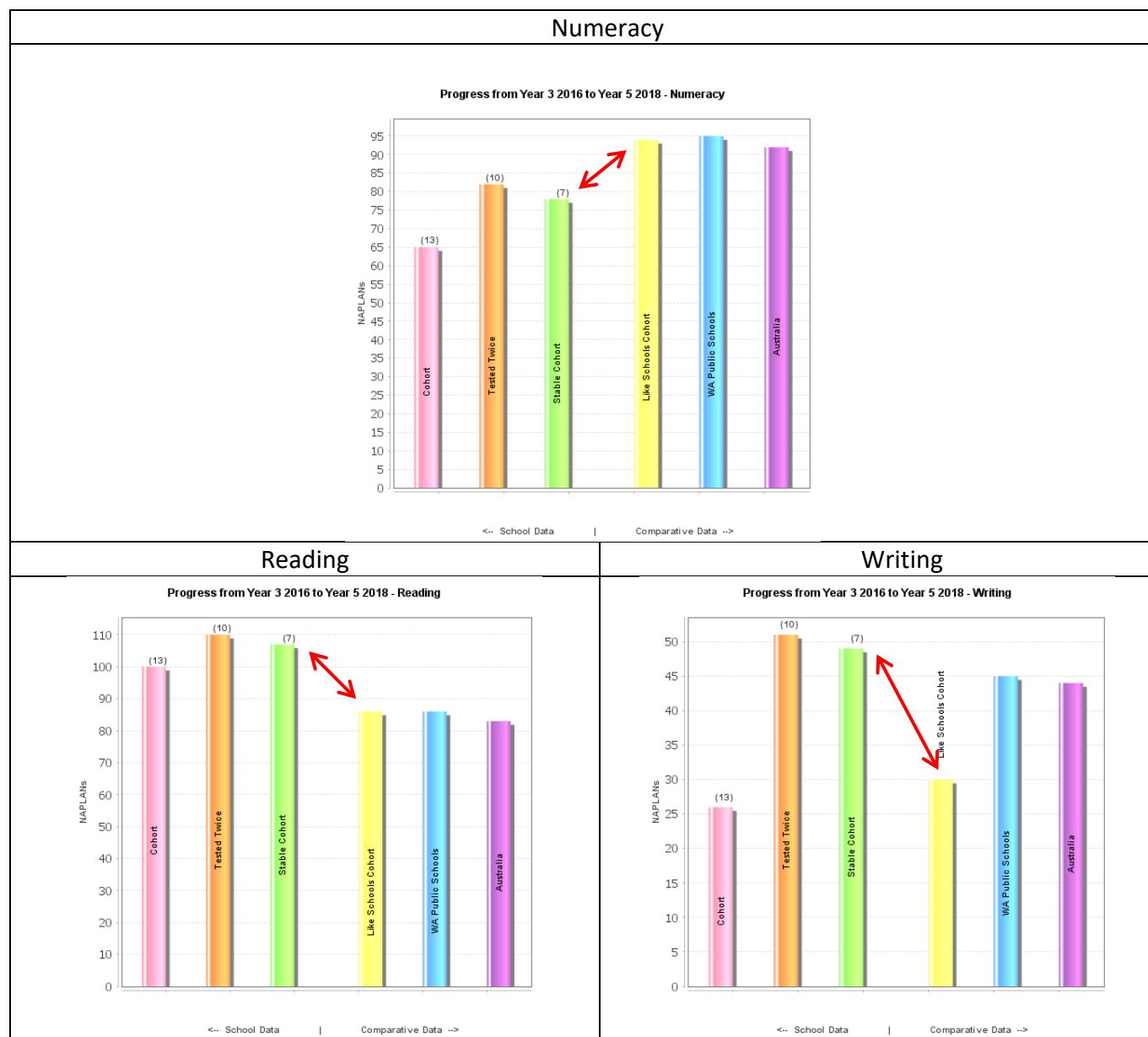
Numeracy – Pre-Primary On Entry Assessment – Group Summary Comparison – School to State

		Start of 2016					Start of 2017					Start of 2018				
DP		Numeracy					Numeracy					Numeracy				
		State Wide		Students			State Wide		Students			State Wide		Students		
		%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
0.0		1%	1%	0	0%	0%	1%	1%	0	0%	0%	1%	1%	0	0%	0%
0.1		1%	2%	0	0%		1%	2%	0	0%		1%	2%	0	0%	
0.2		2%	4%	2	17%	17%	3%	4%	1	8%	8%	3%	4%	1	7%	7%
0.3		3%	7%	1	8%	25%	3%	8%	0	0%		3%	8%	1	7%	14%
0.4		3%	10%	0	0%		3%	11%	2	15%	23%	3%	11%	0	0%	
0.5		3%	14%	0	0%		3%	14%	1	8%	31%	3%	14%	1	7%	21%
0.6		6%	20%	0	0%		7%	21%	0	0%		7%	21%	2	14%	36%
0.7		6%	26%	0	0%		6%	27%	1	8%	38%	6%	27%	0	0%	
0.8		12%	37%	2	17%	42%	12%	39%	3	23%	62%	12%	39%	2	14%	50%
0.9		9%	47%	1	8%	50%	9%	48%	2	15%	77%	9%	48%	3	21%	71%
1.0		11%	57%	1	8%	58%	10%	58%	1	8%	85%	10%	59%	0	0%	
1.1		11%	68%	2	17%	75%	10%	69%	2	15%	100%	10%	69%	0	0%	
1.2		10%	78%	0	0%		10%	78%	0	0%		9%	78%	3	21%	93%
1.3		8%	86%	1	8%	83%	8%	86%	0	0%		8%	86%	0	0%	
		%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
1.4		6%	92%	1	8%	92%	6%	92%	0	0%		6%	92%	1	7%	100%
1.5		4%	96%	1	8%	100%	4%	96%	0	0%		4%	96%	0	0%	
1.6		4%	100%	0	0%		4%	100%	0	0%		4%	100%	0	0%	

2018 On-Entry data identifies that our students have better numeracy skills entering Pre-Primary than Reading. The lowest Development Point is 0.2. Four of our Pre-Primary students have moved beyond the highest point achieved in 2017. The majority of students are at a development point that enables them to achieve progress towards the ceiling of Module 1 by the end of Pre-Primary.

Progress of the Stable Cohort

High Performance Achievement Target - The NAPLAN Reading, Writing and Numeracy progress of the stable cohort of Year 5 students will be equal to or above like schools by 2020.






Our stable cohort progress in Reading and Writing is already above that of like schools. If this is achieved again in 2019 a consideration will need to be setting a higher target for both of these learning area's in 2019. Numeracy has not achieved this therefore Numeracy needs to be a priority in 2019. The numeracy committee has recommended the implimentation of a new explicit teaching resource called PR1ME in 2019. Higher expectations for mental comutation skills in Warm-Ups will also be a prioirty. The Admin team will be leading the implimentation of these programs in 2019 and I look forward to seeing the students progress.

Year 3 NAPLAN

High Performance Achievement Target - The percentage of Year 3 and 5 students in bands above National Minimum Standard for NAPLAN learning areas will be equivalent to or exceed that of like schools by 2020.

Year 3 Numeracy										
Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	20%	10%	6%	4%	5%	5%	15%	18%	15%
5	426 - 477	10%	5%	11%	8%	10%	13%	18%	18%	24%
4	374 - 425	20%	38%	22%	19%	23%	21%	22%	28%	27%
3	322 - 373	40%	19%	33%	28%	20%	24%	26%	19%	19%
2	270 - 321	10%	14%	22%	27%	28%	27%	14%	13%	13%
1	Up to 269	0%	14%	6%	15%	13%	10%	5%	5%	3%

School Year 3 Numeracy			
	2016	2017	2018
Total Students	10	21	18

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




The issues with our last business plans targets being purely about the top 20% of students has been addressed by considering all NAPLAN Band levels above the National Minimum Standard. These targets are now representative of 13 students out of the 18 that did the Year 3 Numeracy NAPLAN test in 2018 which is far better than the 1 or 2 it only considered in the last business plan.

We still need to be careful of Cohort sizes as student numbers have varied considerably over the last 3 years (i.e. only 10 students in 2016, 21 in 2017 and 18 in 2018). Our achievement in 2016 was considerably above like schools, but in 2018 we are only just above in 3 of the band levels. Ideally we want to see improvement around all 4 Achievement bands Above the National Minimum Standard. Considerations for future targets may also need to consider reducing the percentage of students below the National Minimum Standard.

Numeracy will be a priority next year at Brookton DHS. We will be implementing PR1ME Mathematics which is an explicit instruction model of the Numeracy curriculum. It is modelled on a very popular primary mathematics program from Singapore. We will also be making sure that the Paul Swan Year level requirements for mental computation are an integral part of Numeracy Warm-Ups throughout the school.




Year 3 Reading										
Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	10%	10%	6%	9%	8%	10%	23%	23%	25%
5	426 - 477	20%	29%	22%	10%	14%	14%	22%	20%	23%
4	374 - 425	30%	14%	22%	17%	21%	18%	19%	23%	21%
3	322 - 373	10%	14%	22%	23%	24%	21%	19%	18%	14%
2	270 - 321	10%	10%	11%	24%	18%	19%	12%	9%	10%
1	Up to 269	20%	24%	17%	17%	16%	18%	6%	7%	7%

		School Year 3 Reading				
		2016	2017	2018		
Total Students		10	21	18		

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

Year 3 Reading has performed well against the targets in 3 of the 4 NAPLAN bands above the National Minimum Standard. These targets are really about reducing the percentage in the yellow and red Band Ranges and increasing them in the green. It will be interesting to see the effect Mini-Lit has had on the year 3 results for 2019 especially in the yellow and red bands. Tracking the improvement in these results with the introduction of Letters and Sounds consistently in years K-4 should also contribute to improved results.

The Letters and Sounds program effectively targets the development of oral language, reading, spelling and written expression in the early years in addition to providing an excellent structure for remediation in upper primary and beyond. It aligns with the achievement standards outline in the Australian Curriculum (English) and has been shown to significantly improve whole-school literacy outcomes.

Year 3 Writing										
Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	0%	0%	0%	3%	3%	2%	12%	11%	9%
5	426 - 477	30%	20%	11%	18%	20%	17%	34%	34%	34%
4	374 - 425	50%	35%	16%	28%	25%	18%	30%	24%	23%
3	322 - 373	10%	25%	32%	26%	30%	28%	14%	21%	20%
2	270 - 321	10%	10%	26%	16%	11%	16%	6%	6%	7%
1	Up to 269	0%	10%	16%	9%	11%	19%	3%	4%	6%
					 Above National Minimum Standard  At National Minimum Standard  Below National Minimum Standard					

Only 1 of the 4 NAPLAN band percentages is above the National Minimum Standard for Year 3 Writing which is a concern. Teachers have been working to improve sentence level writing by conducting Daily Writing every day. We hope this will contribute to improved results in 2019. All classroom teachers have had an effective teacher feedback session in relation to Daily Writing so we have procedures in place that look for continual improvement in classroom practice in this area.

Year 3 Spelling										
Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	20%	10%	16%	7%	10%	9%	20%	20%	21%
5	426 - 477	30%	10%	5%	16%	17%	17%	25%	23%	23%
4	374 - 425	10%	29%	11%	22%	21%	19%	23%	23%	23%
3	322 - 373	10%	14%	32%	18%	17%	19%	14%	16%	16%
2	270 - 321	30%	14%	16%	22%	19%	14%	12%	12%	9%
1	Up to 269	0%	24%	21%	15%	15%	23%	6%	6%	8%

	School Year 3 Spelling		
	2016	2017	2018
Total Students	10	21	19

Above National Minimum Standard

At National Minimum Standard

Below National Minimum Standard

Two of the four NAPLAN band percentages are above the National Minimum Standard for Year 3 Spelling. Interventions and programs that are in place to improve in this area are Letters and Sounds, Mini Lit (pushing students from red/yellow into green), Daily Writing, Effective Teacher Feedback Sessions and Classroom Level Data Analysis.

Year 3 Grammar and Punctuation

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	50%	24%	11%	11%	12%	12%	28%	29%	30%
5	426 - 477	0%	19%	0%	9%	19%	12%	17%	24%	16%
4	374 - 425	20%	10%	37%	17%	15%	21%	19%	15%	22%
3	322 - 373	20%	10%	16%	38%	17%	17%	24%	12%	14%
2	270 - 321	0%	19%	16%	13%	16%	21%	6%	10%	11%
1	Up to 269	10%	19%	21%	12%	21%	18%	6%	10%	7%

School Year 3 Grammar & Punctuation			
	2016	2017	2018
Total Students	10	21	19

<div></div>	Above National Minimum Standard
<div></div>	At National Minimum Standard
<div></div>	Below National Minimum Standard

Only one of the four NAPLAN band percentages are above the National Minimum Standard for Year 3 Grammar and Punctuation which is a concern. Interventions and programs that are in place to improve in this area are Letters and Sounds, Mini Lit (pushing students from red/yellow into green), Daily Writing, Effective Teacher Feedback Sessions and Classroom Level Data Analysis.

Year 5 NAPLAN

High Performance Achievement Target - The percentage of Year 3 and 5 students in bands above National Minimum Standard for NAPLAN learning areas will be equivalent to or exceed that of like schools by 2020.

Year 5 Numeracy										
Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	0%	8%	2%	3%	2%	11%	9%	9%
7	530 - 581	17%	5%	15%	5%	9%	7%	13%	16%	18%
6	478 - 529	25%	30%	15%	15%	20%	17%	26%	28%	26%
5	426 - 477	33%	40%	31%	31%	30%	33%	28%	26%	29%
4	374 - 425	17%	20%	23%	28%	26%	31%	16%	15%	15%
1 to 3	Up to 373	8%	5%	8%	20%	12%	11%	7%	5%	4%




School Year 5 Numeracy			
	2016	2017	2018
Total Students	12	20	13

<div></div>	Above National Minimum Standard
<div></div>	At National Minimum Standard
<div></div>	Below National Minimum Standard

Again comparisons from the 2016 – 2018 Cohort are difficult as student numbers have varied dramatically over the 3 years. There are only 2 of the 4 NAPLAN band percentages that are above the National Minimum Standard for Year 5 Numeracy, but in fact we are very close in Bands 5 and 6. Positively we are below the percentages in the yellow and red bands, but we should be working to reduce these further. As we work to implement PR1ME Maths throughout the school we hope to see a consistent improvement amongst all year levels.

Year 5 Reading										
Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	8%	5%	15%	2%	4%	4%	12%	14%	15%
7	530 - 581	0%	5%	15%	10%	9%	9%	21%	20%	19%
6	478 - 529	38%	25%	8%	14%	23%	19%	23%	26%	24%
5	426 - 477	8%	35%	23%	23%	21%	23%	20%	18%	20%
4	374 - 425	15%	20%	31%	27%	27%	25%	14%	15%	13%
1 to 3	Up to 373	31%	10%	8%	23%	17%	20%	10%	7%	8%

School Year 5 Reading			
	2016	2017	2018
Total Students	13	20	13




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

Year 5 reading has 3 bands above the National Minimum Standard which is pleasing. It is important to note that our long term goal is not just to be above the National Minimum Standard for Like schools, but to be continually pushing ourselves further to progress beyond WA schools and Australian Schools. We should be always seeking improvement.

One strategy we believe will have an impact on our Reading results is the implementation of Letters and Sounds in 2019 in year levels K-4. The Letters and Sounds program effectively targets the development of oral language, reading, spelling and written expression in the early years in addition to providing an excellent structure for remediation in upper primary and beyond. It aligns with the achievement standards outline in the Australian Curriculum (English) and has been shown to significantly improve whole-school literacy outcomes.

Year 5 Writing										
Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	8%	5%	0%	1%	1%	1%	3%	3%	4%
7	530 - 581	8%	5%	8%	4%	3%	3%	11%	10%	9%
6	478 - 529	15%	15%	0%	17%	18%	11%	30%	28%	24%
5	426 - 477	38%	55%	38%	33%	41%	34%	35%	38%	37%
4	374 - 425	23%	15%	38%	26%	16%	20%	14%	11%	13%
1 to 3	Up to 373	8%	5%	15%	19%	22%	31%	7%	10%	13%




School Year 5 Writing			
	2016	2017	2018
Total Students	13	20	13

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

With only 2 of the 4 NAPLAN band percentages is above the National Minimum Standard for Year 5 Writing, this will need to remain a priority for 2019. Teachers have been working to improve sentence level writing by conducting Daily Writing. We hope this will contribute to improved results in 2019. All classroom teachers have had an effective teacher feedback session in relation to Daily Writing so we have procedures in place that look for continual improvement in classroom practice.

Year 5 Spelling										
Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	5%	15%	3%	5%	2%	10%	13%	11%
7	530 - 581	8%	15%	23%	6%	14%	13%	15%	19%	20%
6	478 - 529	31%	35%	23%	22%	23%	26%	31%	30%	32%
5	426 - 477	38%	35%	15%	30%	29%	23%	25%	22%	20%
4	374 - 425	8%	5%	8%	18%	12%	21%	11%	10%	11%
1 to 3	Up to 373	15%	5%	15%	21%	16%	15%	8%	8%	6%

School Year 5 Spelling			
	2016	2017	2018
Total Students	13	20	13




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

Year 5 Spelling has 2 of the 4 NAPLAN band percentages above the National Minimum Standard. Having said that our percentages across the board are very close to like schools.

Interventions and programs that are in place to help improve in this area are our whole school teaching method of Explicit Instruction, Words their Way, students eventually coming through the year levels with experience in Letters and Sounds, Mini Lit (pushing students from red/yellow into green), Daily Writing, Effective Teacher Feedback Sessions and Classroom Level Data Analysis.

Year 5 Grammar and Punctuation										
Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	8%	10%	0%	4%	6%	4%	16%	17%	17%
7	530 - 581	8%	0%	23%	9%	7%	10%	18%	13%	14%
6	478 - 529	23%	15%	8%	16%	20%	23%	23%	25%	18%
5	426 - 477	31%	30%	46%	27%	17%	21%	22%	16%	17%
4	374 - 425	15%	35%	23%	25%	29%	20%	15%	19%	13%
1 to 3	Up to 373	15%	10%	0%	19%	20%	22%	7%	10%	8%

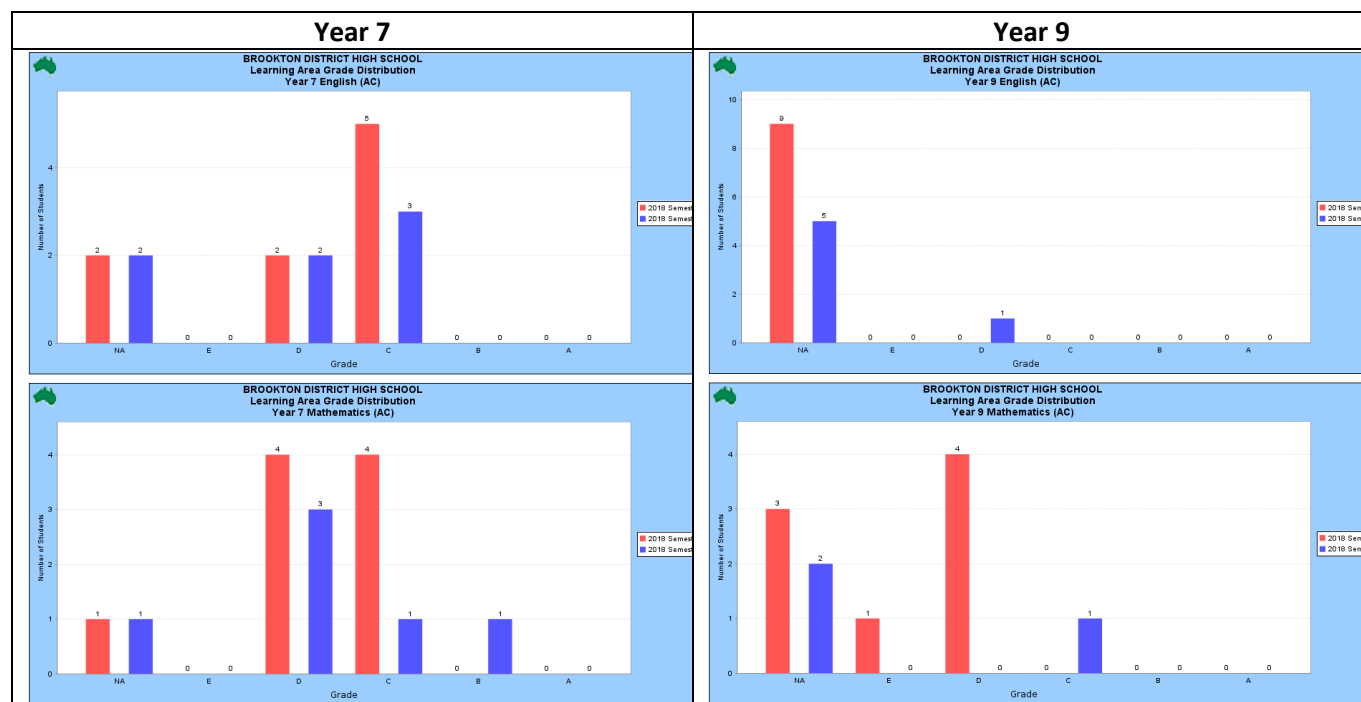
		School Year 5 Spelling		
		2016	2017	2018
Total Students		13	20	13

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

Year 5 Grammar and Punctuation has 2 of the 4 NAPLAN band percentages are above the National Minimum Standard when comparing to like schools. This will have to be an area of focus for Year 5 teachers in 2019. Interventions that are in place to improve in this area are Daily Writing (Explicit teaching of required Grammar and Punctuation skills for sentence level writing), Effective Teacher Feedback Sessions and Classroom Level Data Analysis.

Secondary Grades

High Performance Achievement Target - All Year 7 and 9 students achieving a D grade average in English and Mathematics in Semester 1 will achieve a C grade average in Semester 2 for the duration of the business plan.



Year 7 English grades have roughly remained the same in 2018. In Mathematics one Year 7 grade has moved from C to B, but no D grades have shifted over the year to a C. Students in Year 9 in 2018 were all on modified SEN learning programs. During Semester 2 one Year 9 student transitioned from a SEN learning program to a D by the end of the year. Possible reasons for the fluctuating grades could be due to the transiency of secondary student numbers in 2018 particularly in Years 7 and 9. Most of the students in Years 8-10 are on modified learning programs that's is supported by ASDAN (Award Scheme Development and Accreditation Network). Secondary teachers have started to implement ASDAN projects with selected secondary students which align to the West Australian Curriculum for each reporting period.

Possible considerations for our secondary students for the future would be to look at performance targets that address ASDAN objectives. Certainly one observation provided by secondary teachers was that a small cohort of secondary students made progress in 2018 with consistent attendance engaging in Explicit Instruction lesson especially with writing. Secondary teachers at Brookton DHS are committed to implement learning programs that are modified to student ability to provide student success.

OLNA

High Performance Achievement Target - All Year 10 students will see an improvement from Semester 1 Online Literacy and Numeracy Assessment (OLNA) results to Semester 2 for the duration of the business plan.

Due to the small numbers in Year 10 in 2018 and identification issues actual OLNA data cannot be provided in this report. What the data did tell us however is that some students showed improvements in Reading and Numeracy but there was no improvement in Writing. Teachers did feel however that marked improvements in students writing did take place after the OLNA testing due to high student engagement with the introduction of Daily Writing. Teachers also made some recommendations around test administration times and feel there is a possibility of improvement with students becoming more actively involved in writing activities at school.

High Care Achievement Targets

In 2018 Brookton DHS made progress in its priority to develop the ethos throughout the school community that a safe, supportive and well-resourced school will lead to improved behaviour, engagement and attendance. High Care Achievement Targets have been set in our new 2018-2020 business plan in order to monitor how well our school is progressing in improving behaviour, engagement and attendance. The school intends to continually improve in this area by being a Safe and Supportive School as well as building Positive Partnerships with our school community.

Positive Behaviour Support

High Care Achievement Target - Continuous improvement across the school in the effectiveness of the Positive Behaviour Support program as measured through the School-wide Evaluation Tool (S.E.T) over Years 2, 3 and 4 of our 5 Year implementation plan.

Our school has made a great effort to instil the Positive Behaviour Support program (PBS) throughout our school community in 2018. Staff, Students, Parents and Community Members were widely consulted in creating a new Behaviour Expectation Matrix built around our behaviour values of Safe, Organised, Achievers and Respectful or as we like to call it S.O.A.R. The school did not conduct the independently evaluated School-wide Evaluation Tool (S.E.T) this year, however this will be a priority in 2019. The PBS committee did conduct their own school wide survey in Term 3 of 2018 to gauge how well students remembered and understood our school wide behaviour expectations with the results below.

PBS Expectations - Student Poll						
Week 1, Term 3, 2018						
What does SOAR mean?						
	Knew All 4 Expectations	Knew Some Expectations	Didn't Identify Any	Gave Examples	Total Positives (B + E)	Total Number Surveyed
Kindy	2	6	0	0	2	8
PP/1	9	6	1	0	9	16
Room 1	16	0	0	0	16	16
Room 2	7	1	0	11	18	19
Room 3	25	0	0	0	25	25
Room 5	25	0	0	0	25	25
Room 6	8	0	0	0	8	8
Room 9	6	2	0	1	7	9
Totals	98	15	1	12	110	126
	78%	12%	1%	10%	87%	

The survey indicates that even after only a very short period of time 78% of students surveyed knew all of behaviour expectations. Our next goal is to ensure students can provide clear examples on what being Safe, Organised, Achievers and Respectful looks like in all areas of the school. Certainly we feel with the continued reinforcement of S.O.A.R through Dojo, Weekly Dojo Certificate winners and SOAR reflection sheets students will continue to positively behave at school which in turn will increase the possibility of improved academic results.

Suspensions

High Care Achievement Target - A declining suspension rate over the period of the business plan.

Suspensions - Semester 1 2018					
Overview					
Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
10	167	6.0	50	87.5	1.8

Suspensions - Semester 2 2018					
Overview					
Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
13	156	8.3	43	74.5	1.7

There was a large increase in suspensions during 2018. The majority of these suspensions came from a small number of new secondary students enrolling at the beginning of the 2018 school year who had been disengaged from education for a long period of time. Keeping with our school's behaviour expectations of S.O.A.R, we pride ourselves of ensuring we have a safe learning environment for our students and a safe working environment for our staff. Any students displaying behaviours that involved physical violence or aggression were suspended.

During term 4 of 2018 we trialled a new re-entry program that focused on students having to display safe and respectful behaviours whilst at school in order to re-gain their good standing once they had been suspended. This process was supported by students, staff and parents and consequently became the basis of a new Good Standing Policy that has been accepted and approved by the school board. This process helped rebuild relationships with disengaged students and in turn was a factor in reducing suspensions during Semester 2.

Attendance

High Care Achievement Targets

- Primary attendance to be above 90% by the end of 2020.
- Secondary attendance to be above 85% by the end of 2020.

Primary Attendance 2018									
Primary Attendance Rates									
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.4%	91.9%	93.7%	80.7%	79.0%	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%
2018	92.7%	92.6%	93.7%	81.2%	79.4%	80.8%	88.6%	88.5%	92.6%

Secondary Attendance 2018									
Secondary Attendance Rates									
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	86.6%	85.2%	89.5%	60.8%	62.9%	67.4%	75.0%	79.0%	87.7%
2017	91.3%	86.1%	89.7%	74.1%	61.9%	66.6%	84.5%	78.2%	87.8%
2018	86.2%	85.6%	89.6%	62.5%	61.6%	66.0%	72.0%	78.2%	87.6%

The attendance in Primary was 88.5 % and Secondary was 72.0% in 2018. Positively our Aboriginal attendance is above like schools & Primary attendance is above the WA Public Schools average. Attendance across the board however has decreased marginally in 2018. The school has not achieved its business plan targets this year of Primary attendance being above 90% and Secondary attendance being above 85%. As a school we need to continue regular administration attendance meetings and follow-up home visits. Students not regularly attending will need to have attendance plans and meetings with parents. Attendance awards would also need to be a consideration in 2019 so the school community can see attendance is a high priority.

Positive Partnerships.

Brookton DHS continued to make its partnerships with the community a priority in 2018. The school's administration team met with the Seabrook Aboriginal Corporation on two occasions during the year. Brookton DHS appreciates the valued support Seabrook provides for the schools yearly NAIDOC celebrations. Discussions also centred around Seabrook's intention to increase the amount of scholarships awarded to Aboriginal Students at the end of the year which is greatly appreciated.

The school Board met on 7 occasions during 2018, which the Board continuing its progress on the Happy Valley Water Project. The local Shire of Brookton has a local water source at Happy Valley that it uses to water the parks and community land around the township of Brookton. The board is conducting a feasibility study into the prospect of the school tapping into this water source in order to water the school's gardens and oval. The latest feedback from the shire is that it is working with the Rail authorities on the prospect of laying a second pipeline under the crossing on Brookton Hwy. We continue to work with the Brookton Shire and hope that this will project will be able to move forward in 2019.

Brookton DHS and the Shire of Brookton co-signed a Memorandum of Understanding in 2018. This document serves to formally document the existing positive relationship between the Shire and the school and makes the roles and responsibilities of each party clear. It covers the schools use of Brookton Aquatic Centre for in-term swimming lessons and use of the town Oval for sports carnivals; both our own and inter-schools. The document is scheduled to be reviewed at the request of either party in writing at any time within a three (3) year period after the date of the MOU coming into effect.

The Annual School Parent survey was not conducted in 2018 due to a heavy data collection schedule placed on the school community in 2017 preparing for the IPS review that year. As a priority this Survey will be conducted in 2019. The school did however seek feedback from parents on prospective secondary enrolments for the 2018 school year and the continuation of the Annual Year Book. Feedback from Parents on secondary student enrolments focused on family traditions of children being sent away for boarding school plus looking for a wider array of opportunities for their children in secondary education. Parents who chose for the children to continue their secondary education in Brookton asked for more Noongar cultural awareness opportunities for secondary students and more opportunities with local career pathways that involved trades and local businesses. One secondary option closely being discussed for 2019 is a careers option that looks at developing life skills ready for local employment.

The parents were also consulted via an online survey on their thoughts on the continuing production of the school year book. Of the 12 parents who responded many still liked the tradition, but understood that with only 21 Year Books being purchased by the School community in 2017, it caused the school to question whether it's ongoing production was viable. Suggestions of possibly looking at a Digital version in the future were discussed, but also a commitment from school teaching staff to keep using Class Dojo for all community communication but also provide more class highlights throughout the year.

School Improvement Focus for 2019

Success for All Students
<ul style="list-style-type: none"> • Continue to 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 which also includes Daily Writing. • Introduce the Letters and Sounds Phonics Program K-3 to deliver an explicit Instruction approach to the teaching of the Western Australian English Curriculum. • Introduce the PR1ME Mathematics Program Years 1-6 to deliver an explicit Instruction approach to the teaching of the Western Australian Numeracy Curriculum. • Consolidate shared beliefs about the teaching of digital technologies and STEM.
High Quality Teaching and Leadership
<ul style="list-style-type: none"> • 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. • Continue to implement an explicit teaching methodology in every classroom by ensuring literacy and numeracy warm-ups are part of lesson delivery in every classroom. • Develop whole-school approaches to improve teacher quality by providing effective teacher feedback that uses Australian Professional Standards for Teachers.
A Safe and Supportive School
<ul style="list-style-type: none"> • 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. • Ensure Protective Behaviours are explicitly taught during Term 3.
Positive Partnerships
<ul style="list-style-type: none"> • 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

Brookton District High School is a wonderful school. We are blessed with a group of highly professional staff who work diligently to provide the very best outcomes for all of our students. We have an amazing group of students from Kindy to Year 10 who continue to inspire and amaze with their learning journeys. This year has been an exciting and rewarding year for Brookton District High School. It has also come with some challenges that the school students, staff, parents and community has worked very positively to resolve. It will always be a priority to ensure we provide a safe and positive school environment. I welcome the Educations Ministers 10-point plan on tackling violence in schools which was delivered at the end of 2018. Every parent rightly expects that when their child is at school they will be safe, nurtured and supported to learn. Similarly, teachers and school staff should feel safe in their workplace. We will work with the school community to ensure this plan is delivered and remains at the centre of our Behaviour Management Policies during 2019 and beyond.

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 continued 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.

As we continue our program of self-assessment and improvement we will endeavour to also keep students' academic achievement at the core of our business. We believe Explicit Instruction gives us the greatest opportunity to achieve these goals and we will work to continue to provide feedback to staff and look for ways to continually improve our teaching methods. I look forward to a bright and constructive future for everyone at Brookton District High School.

Mr. Darren Simpson

Principal

March 2019

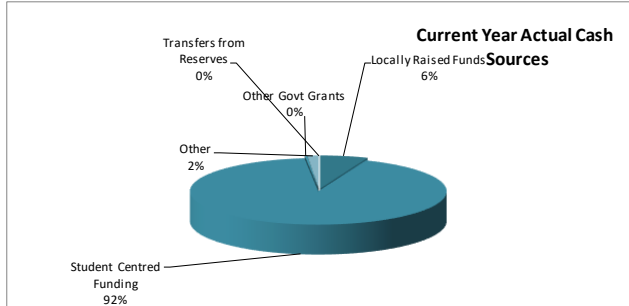
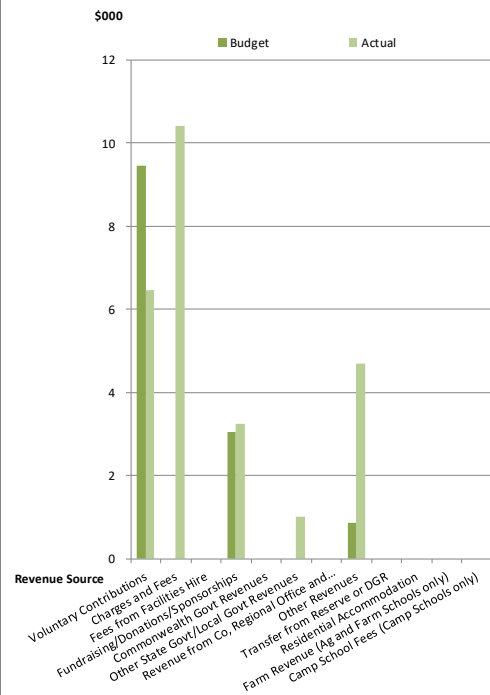


Brookton District High School

Financial Summary as at 1 December 2018

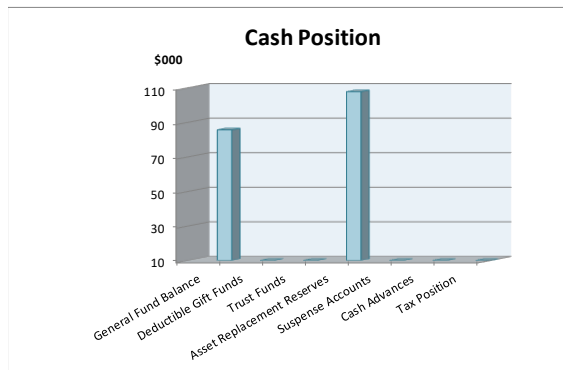
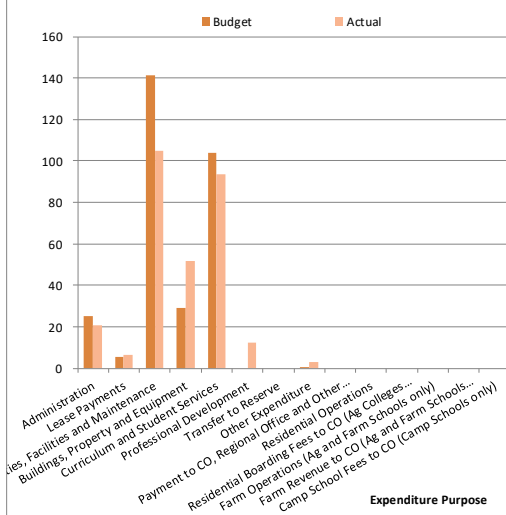
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 9,460.00	\$ 6,450.65
2	Charges and Fees	\$ -	\$ 10,408.78
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,050.00	\$ 3,241.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 860.00	\$ 4,686.07
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		\$ 13,370.00	\$ 25,786.50
Opening Balance		\$ 45,978.22	\$ 45,978.22
Student Centred Funding		\$ 281,572.00	\$ 305,918.06
Total Cash Funds Available		\$ 340,920.22	\$ 377,682.78
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 340,920.22	\$ 377,682.78

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 25,205.00	\$ 20,484.41
2	Lease Payments	\$ 5,315.00	\$ 6,525.88
3	Utilities, Facilities and Maintenance	\$ 141,270.00	\$ 104,773.69
4	Buildings, Property and Equipment	\$ 29,000.00	\$ 51,653.82
5	Curriculum and Student Services	\$ 103,956.00	\$ 93,528.80
6	Professional Development	\$ -	\$ 12,119.42
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 505.00	\$ 3,014.22
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 305,251.00	\$ 292,100.24
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 305,251.00	\$ 292,100.24
Cash Budget Variance		\$ 35,669.22	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 191,189.06
Made up of:	-
1 General Fund Balance	\$ 85,582.54
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 107,663.96
5 Suspense Accounts	\$ 192.44
6 Cash Advances	\$ -
7 Tax Position	\$ 1,865.00
Total Bank Balance	\$ 191,189.06