



BROOKTON DISTRICT HIGH SCHOOL

Preparing today's students for tomorrow's world.



ANNUAL REPORT 2019

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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 2019

- Kindy & Pre-Primary Mother's Day Celebration
- 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 – 'SOAR' 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 at the Brookton Community Pool
- Kindy and Pre-Primary Fathers' / Mothers' Day Morning
- Healthy Canteen
- Year 4 Excursion to Perth
- Scitech Incursion for Years 4-10
- Noongar Languages Classes for Year 3&4 Students.
- Year 5 – 6 Camp to Kulin
- Faction and Interschool Carnivals
- Staff undertook Professional Development in Talk for Writing and Prime Mathematics

School Staff Profile

The school has an extensive level of experience amongst the staff. There are 9 teachers, 11 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 | 9 | 8.0 | 0 |
| Total Teaching Staff | 9 | 8.0 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 4 | 2.4 | 0 |
| Gardening / Maintenance | 1 | 1.0 | 0 |
| Instructional | 2 | 1.2 | 2 |
| Other Non-Teaching Staff | 11 | 5.6 | 0 |
| Total School Support Staff | 18 | 10.6 | 2 |
| Total | 29 | 20.6 | 2 |

Partnerships and Parent Participation

In 2019 Brookton DHS continued to build on the already positive relations with the school community.

The Seabrook Board continue to be a huge supporter of the school, who increased their financial support of Aboriginal Scholarships to the school in 2019. We now have two Seabrook board members as members of our school board, including The chair of the Seabrook Board Mrs Tarlah Seaman. Working closely with the Seabrook board we have looked to increase our community helpers program from two classroom helpers in 2019 with an additional office helper to start in 2020.

The schools P&C continues to be a proud supporter of the school by running the school canteen 2 days a week and opening our uniform shop 2 mornings a week. Our wonderful Nature Playground is now complete and we held an opening Assembly inviting community members to thank them for their hard work in completing the project. The P&C also installed a new Shed in Early Childhood which is greatly appreciated in storing the Early Childhood play equipment.

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. As mentioned we now have 2 board members from Seabrook on the Board which greatly improves our community consultation of inclusiveness. The School Board consists of five Parent Representatives, Two Seabrook Board Members, 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 2019.

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | | 13 | 12 | 13 | 10 | 17 | 18 | 9 | 107 |
| Part Time | 15 | | | | | | | | |

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 | 11 | 4 | 5 | 3 | | | | 23 |

| School | Total | |
|-----------|-------|--|
| Full Time | 107 | |
| Part Time | 23 | |
| Total | 130 | |

High Performance Achievement Targets

During the start of 2018 the staff with input from the School Board created a new Business Plan based on the feedback from the 2017 DES Review. 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.

| Pre-Primary On Entry Assessment - Performance Summary – Comparison to state | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|-------------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|
| Start of 2019 | | | | | | | | | | | | | | | | | | | | |
| Scale Score Range | Speaking and Listening | | | | | Reading | | | | | Writing | | | | | Numeracy | | | | |
| | State Wide | | Students | | | State Wide | | Students | | | State Wide | | Students | | | State Wide | | Students | | |
| | % | CF% | No. | % | CF% | % | CF% | No. | % | CF% | % | CF% | No. | % | CF% | % | CF% | No. | % | CF% |
| 0 - 99 | 1% | 1% | 0 | 0% | 0% | 0% | 0% | 0 | 0% | 0% | 11% | 11% | 0 | 0% | 0% | <1% | 0% | 0 | 0% | 0% |
| 100 - 149 | <1% | 1% | 0 | 0% | 0% | 0% | 0% | 0 | 0% | 0% | 12% | 23% | 2 | 15% | 15% | <1% | 0% | 0 | 0% | 0% |
| 150 - 199 | <1% | 1% | 0 | 0% | 0% | 1% | 1% | 0 | 0% | 0% | 16% | 40% | 3 | 23% | 38% | <1% | 1% | 0 | 0% | 0% |
| 200 - 224 | <1% | 1% | 0 | 0% | 0% | 0% | 1% | 0 | 0% | 0% | 18% | 58% | 2 | 15% | 54% | <1% | 1% | 0 | 0% | 0% |
| 225 - 249 | <1% | 2% | 0 | 0% | 0% | <1% | 1% | 0 | 0% | 0% | 19% | 77% | 4 | 31% | 85% | 1% | 1% | 0 | 0% | 0% |
| 250 - 274 | 0% | 2% | 0 | 0% | 0% | <1% | 1% | 0 | 0% | 0% | 7% | 84% | 0 | 0% | 85% | 1% | 3% | 0 | 0% | 0% |
| 275 - 299 | 4% | 6% | 1 | 8% | 8% | <1% | 2% | 0 | 0% | 0% | 3% | 87% | 0 | 0% | 85% | 2% | 4% | 0 | 0% | 0% |
| 300 - 324 | 0% | 6% | 0 | 0% | 8% | 1% | 3% | 0 | 0% | 0% | 2% | 89% | 2 | 15% | 100% | 3% | 7% | 0 | 0% | 0% |
| 325 - 349 | 3% | 9% | 2 | 15% | 23% | 1% | 4% | 0 | 0% | 0% | 2% | 91% | 0 | 0% | 100% | 4% | 12% | 2 | 15% | 15% |
| 350 - 374 | 4% | 13% | 0 | 0% | 23% | 3% | 6% | 0 | 0% | 0% | 4% | 95% | 0 | 0% | 100% | 9% | 21% | 2 | 15% | 31% |
| 375 - 399 | 4% | 17% | 0 | 0% | 23% | 5% | 11% | 0 | 0% | 0% | 1% | 96% | 0 | 0% | 100% | 10% | 31% | 2 | 15% | 46% |
| 400 - 424 | 13% | 30% | 8 | 62% | 85% | 10% | 22% | 2 | 15% | 15% | 1% | 98% | 0 | 0% | 100% | 16% | 47% | 4 | 31% | 77% |
| 425 - 449 | 8% | 38% | 0 | 0% | 85% | 15% | 37% | 5 | 38% | 54% | 1% | 98% | 0 | 0% | 100% | 18% | 65% | 1 | 8% | 85% |
| 450 - 474 | 16% | 54% | 0 | 0% | 85% | 24% | 61% | 3 | 23% | 77% | 1% | 99% | 0 | 0% | 100% | 12% | 77% | 2 | 15% | 100% |
| 475 - 499 | 7% | 61% | 0 | 0% | 85% | 18% | 79% | 2 | 15% | 92% | <1% | 99% | 0 | 0% | 100% | 9% | 86% | 0 | 0% | 100% |
| 500 - 524 | 14% | 75% | 1 | 8% | 92% | 13% | 92% | 1 | 8% | 100% | <1% | 100% | 0 | 0% | 100% | 7% | 93% | 0 | 0% | 100% |
| 525 - 549 | 6% | 80% | 0 | 0% | 92% | 5% | 97% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 3% | 96% | 0 | 0% | 100% |
| 550 - 574 | 9% | 89% | 0 | 0% | 92% | 2% | 99% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 2% | 98% | 0 | 0% | 100% |
| 575 - 599 | 3% | 93% | 0 | 0% | 92% | 1% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 1% | 99% | 0 | 0% | 100% |
| 600 - 624 | 3% | 96% | 1 | 8% | 100% | <1% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% |
| 625 - 649 | 0% | 96% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 0% | 100% | 0 | 0% | 100% | 0% | 100% | 0 | 0% | 100% |
| 650 - 674 | 3% | 98% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 0% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% |
| 675 - 699 | 0% | 98% | 0 | 0% | 100% | 0% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | 0% | 100% | 0 | 0% | 100% |
| =/ > 700 | 2% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% | <1% | 100% | 0 | 0% | 100% |
| Total | 100% | 100% | 13 | 100% | 100% | 100% | 100% | 13 | 100% | 100% | 100% | 100% | 13 | 100% | 100% | 100% | 100% | 13 | 100% | 100% |

No. = Number of Students at Brookton in PP On-Entry tested.

% = Number of students who scored that progression point.

CF= The Cumulative Frequency shows the percentage of students at and below each score range. The CF should be used to observe and compare the distribution of a class/cohort to the distribution of the state.

Purpose - to compare the distribution of a class/cohort to the distribution of the state.

Note: observations regarding the distribution of students in Writing should be made with the understanding that the Writing scale covers Pre-primary to Year 2.

Brookton DHS's data for the Pre-Primary On entry assessment has been able to quite closely match our Cumulative frequency to that of the state in Reading, Numeracy and Writing. Our top scores in Numeracy are only just below the best scores state wide. It's interesting to note that the widest ranges of abilities are in Speaking and Listening. We believe this is due to many recent enrolments of students with both diagnosed and undiagnosed speech issues. We work very closely with our local speech therapist to address these issues and refer students who need specialist help. The vast majority of these issues are identified and referred in Kindy. Our Writing scores are comparable to the rest of the state which is reflected curriculum expectations of Pre-Primary.

NAPLAN Results 2019

In our staff meeting in week 2 Term 4, staff took the time to review our NAPLAN results for 2019. The majority of this data is linked to the targets we have set in our 2018-2020 business plan. We have been encouraged by our overall results, but we have certainly identified areas that need improvement and we are in the process of formulating plans to address these. It's worth considering that this was the first year we have completed these assessments online, and writing in particular had some technical challenges that we had to overcome, as did the entire country.

| NAPLAN Comparative Performance Summary | | | | | | | | | |
|--|--------|------|------|--------|------|------|--------|------|------|
| | Year 3 | | | Year 5 | | | Year 7 | | |
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Numeracy | 0.3 | 0.4 | 1.7 | -0.5 | -0.5 | 0.4 | -0.4 | -1.0 | 2.8 |
| Reading | 0.6 | 0.3 | 1.4 | 0.1 | 0.5 | 0.8 | 1.5 | -0.6 | 2.2 |
| Writing | 0.4 | -0.5 | 1.9 | 0.9 | 0.5 | 0.2 | 0.0 | 0.8 | 1.7 |
| Spelling | -0.4 | -0.1 | 1.9 | 0.5 | -0.6 | 1.6 | 0.5 | -1.4 | 0.7 |
| Grammar & Punctuation | 1.1 | 0.2 | 1.9 | -0.6 | -1.1 | 0.0 | 0.9 | 0.8 | -0.3 |

| | |
|--|---|
| | Above Expected - more than one standard deviation above the predicted school mean |
| | Expected - within one standard deviation of the predicted school mean |
| | Below Expected - more than one standard deviation below the predicted school mean |
| | If blank, then no data available or number of students is less than 6 |

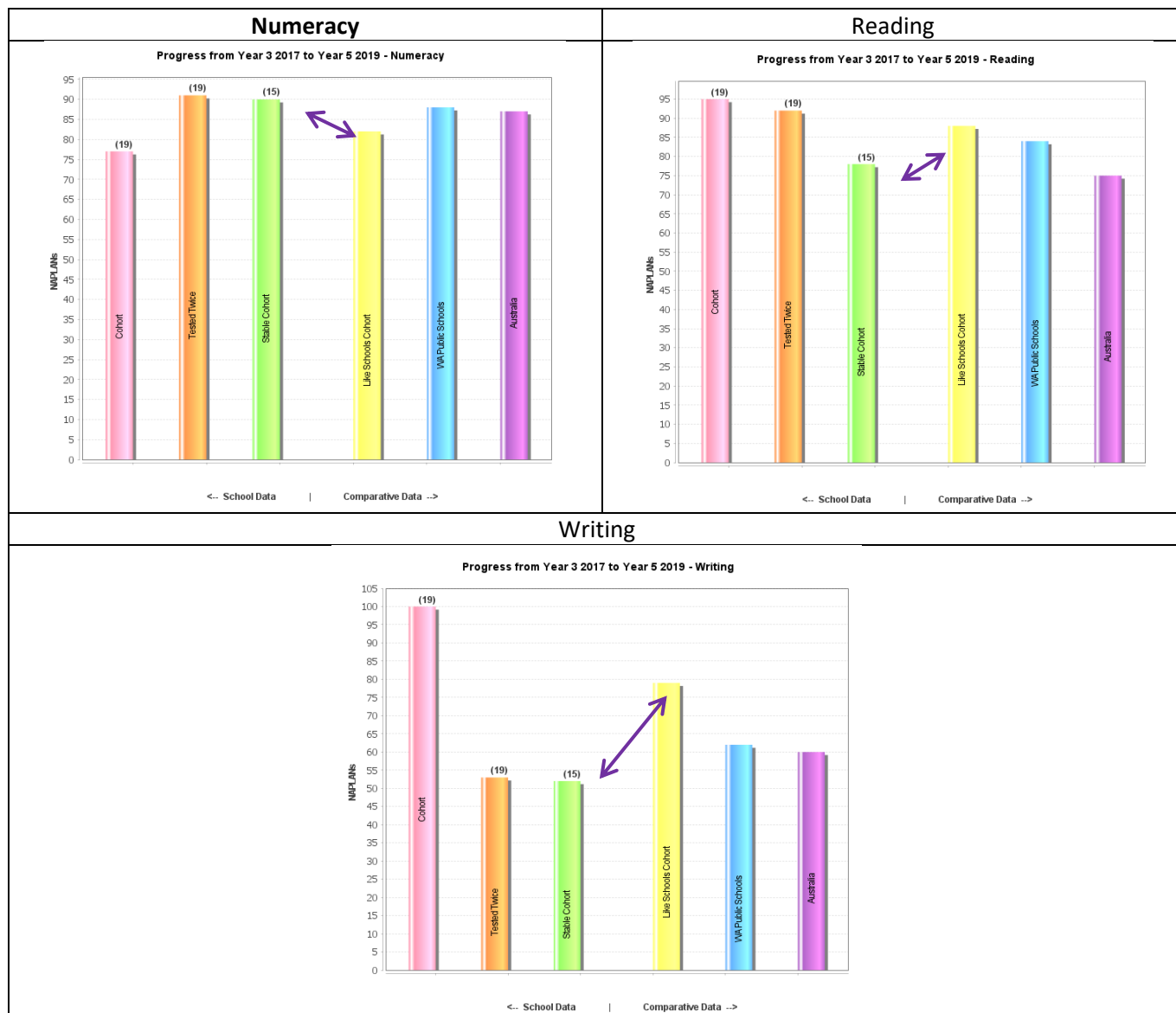
The Comparative Performance Graph compares a school's performance to a modelled expected performance across the NAPLAN assessment areas for year 3, 5, 7 and 9. The school's performance is measured in Standard Deviations with the modelled expected performance represented as zero.

The above results look at our overall comparative performance. These are an indication of how well the school performed compared to the expected school mean. Ideally you want to see as many green boxes as possible, and if you look at this year's results we have done very well. Of the 15 assessments across the 3 year levels we achieved above the predicted mean in 9 areas. Probably just as important is that we had no areas below the expected mean so this is a big improvement on last year.

In general, however there is a desire amongst staff to push these results further, to consistently see the school improve above expected results and continually challenge ourselves to go beyond the results of like schools.

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.



These results analyse the progress of our Year 5 stable cohort. That is a calculation of the progress between the mean scores of students tested in both years (years 3 and 5). The progress of this year's Year 5's has exceeded like schools in Numeracy, but not in reading and writing. It is interesting to note that the "cohort" results are almost the reverse, which is a calculation of all students tested in both years.

Staffs thoughts on why we are seeing these results are possible inconsistencies with students doing the assessment online for the first time, and possible tech issues in the writing test. Teachers also felt the students need to be exposed to typing skills more often which I agree, and this will need be part of our planning for next year. Staff felt these results are telling us that we need to make reading a focus for next year. We also need to keep our focus of daily writing a priority, but also incorporate typing sentences on a computer as part of daily writing for next year.

NAPLAN - Numeracy Year 3 and 5

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 Year 3 Numeracy | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 6 to 10 | 478 & Above | 10% | 6% | 18% | 5% | 5% | 5% | 18% | 14% | 16% | 21 | 18 | 11 |
| 5 | 426 - 477 | 5% | 11% | 9% | 10% | 13% | 12% | 18% | 22% | 22% | | | |
| 4 | 374 - 425 | 38% | 22% | 36% | 23% | 21% | 23% | 28% | 27% | 27% | | | |
| 3 | 322 - 373 | 19% | 33% | 9% | 20% | 24% | 25% | 19% | 21% | 20% | | | |
| 2 | 270 - 321 | 14% | 22% | 27% | 28% | 27% | 21% | 13% | 11% | 11% | | | |
| 1 | Up to 269 | 14% | 6% | 0% | 13% | 10% | 14% | 5% | 5% | 5% | | | |

| Year 5 Numeracy | | | | | | | | | | | | | |
|-----------------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|------------------------|------|------|
| Band | NAPLAN Score Range | Year 5 Numeracy | | | | | | | | | School Year 5 Numeracy | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 8 to 10 | 582 & Above | 0% | 8% | 5% | 3% | 2% | 2% | 9% | 7% | 8% | 20 | 13 | 19 |
| 7 | 530 - 581 | 5% | 15% | 5% | 9% | 7% | 5% | 16% | 16% | 16% | | | |
| 6 | 478 - 529 | 30% | 15% | 16% | 20% | 17% | 19% | 28% | 29% | 29% | | | |
| 5 | 426 - 477 | 40% | 31% | 26% | 30% | 33% | 29% | 26% | 28% | 28% | | | |
| 4 | 374 - 425 | 20% | 23% | 32% | 26% | 31% | 27% | 15% | 14% | 13% | | | |
| 1 to 3 | Up to 373 | 5% | 8% | 16% | 12% | 11% | 18% | 5% | 6% | 5% | | | |

We have 2 band areas above the national minimum standard in Year 3 greater than like schools and only 1 in Year 5. Staff felt that like schools results across the state in general have declined, possibly inflating our results. On the positive side there were no students below the national minimum standard in year 3. It will be interesting to see if the implementation of PRIME will have an effect on results next year. Teachers believe the program is definitely worth persisting with as it is a consistent whole school program. We also want to ensure numeracy warm-ups are a priority across all year levels.

NAPLAN - Reading Year 3 and 5

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 Reading | | | | | | | | | | | | | |
|----------------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|-----------------------|------|------|
| Band | NAPLAN Score Range | Year 3 Reading | | | | | | | | | School Year 3 Reading | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 6 to 10 | 478 & Above | 10% | 6% | 18% | 8% | 10% | 11% | 23% | 23% | 26% | 21 | 18 | 11 |
| 5 | 426 - 477 | 29% | 22% | 36% | 14% | 14% | 16% | 20% | 22% | 23% | | | |
| 4 | 374 - 425 | 14% | 22% | 0% | 21% | 18% | 16% | 23% | 24% | 19% | | | |
| 3 | 322 - 373 | 14% | 22% | 9% | 24% | 21% | 20% | 18% | 16% | 14% | | | |
| 2 | 270 - 321 | 10% | 11% | 27% | 18% | 19% | 28% | 9% | 8% | 13% | | | |
| 1 | Up to 269 | 24% | 17% | 9% | 16% | 18% | 9% | 7% | 6% | 4% | | | |

| Year 5 Reading | | | | | | | | | | | | | |
|----------------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|-----------------------|------|------|
| Band | NAPLAN Score Range | Year 5 Reading | | | | | | | | | School Year 5 Reading | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 8 to 10 | 582 & Above | 5% | 15% | 0% | 4% | 4% | 3% | 14% | 12% | 12% | 20 | 13 | 19 |
| 7 | 530 - 581 | 5% | 15% | 16% | 9% | 9% | 8% | 20% | 20% | 22% | | | |
| 6 | 478 - 529 | 25% | 8% | 26% | 23% | 19% | 21% | 26% | 28% | 28% | | | |
| 5 | 426 - 477 | 35% | 23% | 26% | 21% | 23% | 24% | 18% | 22% | 20% | | | |
| 4 | 374 - 425 | 20% | 31% | 16% | 27% | 25% | 24% | 15% | 11% | 11% | | | |
| 1 to 3 | Up to 373 | 10% | 8% | 16% | 17% | 20% | 20% | 7% | 7% | 6% | | | |

Staff felt that the better readers in Year 3 have improved, but the rest of the students have not performed as well as like schools. The Year 5 results have demonstrated we have achieved the targets. Possible reasons for the results lie in the fact students have been doing PATS testing now for a year so are possibly more confident at taking these new online assessments and a consistent home reading program in the early years of school. To improve these results, we will be making reading a priority in 2020, and want to implement a school wide home reading program to ensure reading skills continue to be re-enforced in upper primary.

NAPLAN - Writing Year 3 and 5

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 Writing | | | | | | | | | | | | | |
|----------------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|-----------------------|------|------|
| Band | NAPLAN Score Range | Year 3 Writing | | | | | | | | | School Year 3 Writing | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | 20 | 19 |
| 6 to 10 | 478 & Above | 0% | 0% | 9% | 3% | 2% | 5% | 11% | 11% | 15% | | | |
| 5 | 426 - 477 | 20% | 11% | 27% | 20% | 17% | 21% | 34% | 27% | 34% | | | |
| 4 | 374 - 425 | 35% | 16% | 27% | 25% | 18% | 29% | 24% | 29% | 29% | | | |
| 3 | 322 - 373 | 25% | 32% | 27% | 30% | 28% | 22% | 21% | 18% | 13% | | | |
| 2 | 270 - 321 | 10% | 26% | 9% | 11% | 16% | 13% | 6% | 8% | 6% | | | |
| 1 | Up to 269 | 10% | 16% | 0% | 11% | 19% | 9% | 4% | 8% | 3% | | | |

| Year 5 Writing | | | | | | | | | | | | | |
|----------------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|-----------------------|------|------|
| Band | NAPLAN Score Range | Year 5 Writing | | | | | | | | | School Year 5 Writing | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | 20 | 13 |
| 8 to 10 | 582 & Above | 5% | 0% | 0% | 1% | 1% | 1% | 3% | 3% | 4% | | | |
| 7 | 530 - 581 | 5% | 8% | 5% | 3% | 3% | 5% | 10% | 10% | 12% | | | |
| 6 | 478 - 529 | 15% | 0% | 5% | 18% | 11% | 18% | 28% | 27% | 29% | | | |
| 5 | 426 - 477 | 55% | 38% | 47% | 41% | 34% | 31% | 38% | 31% | 32% | | | |
| 4 | 374 - 425 | 15% | 38% | 26% | 16% | 20% | 22% | 11% | 17% | 14% | | | |
| 1 to 3 | Up to 373 | 5% | 15% | 16% | 22% | 31% | 24% | 10% | 13% | 9% | | | |

We achieved the target in 3 of the 4 bands above the national minimum standard in Year 3, but only achieved 1 out of 4 in Year 5. Possible reasons for this is that the Year 3's still did the test by hand, while the Year 5's did it for the first time online with associated technical issues. Focuses moving forward need to look at writing using word processors more often with writing tasks, possibly incorporating the use of computers with daily writing and also Bright Path assessments. Bright Path is an Education department endorsed writing Moderation tool. Students do writing assessments and then they are graded against writing samples at each year level. Implementation of typing skills as part of the literacy block also needs to be a priority.

NAPLAN - Spelling Year 3 and 5

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 Spelling | | | | | | | | | | | | | |
|-----------------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|------------------------|------|------|
| Band | NAPLAN Score Range | Year 3 Spelling | | | | | | | | | School Year 3 Spelling | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 6 to 10 | 478 & Above | 10% | 16% | 36% | 10% | 9% | 12% | 20% | 20% | 22% | 21 | 19 | 11 |
| 5 | 426 - 477 | 10% | 5% | 0% | 17% | 17% | 17% | 23% | 22% | 22% | | | |
| 4 | 374 - 425 | 29% | 11% | 18% | 21% | 19% | 17% | 23% | 24% | 22% | | | |
| 3 | 322 - 373 | 14% | 32% | 27% | 17% | 19% | 19% | 16% | 17% | 16% | | | |
| 2 | 270 - 321 | 14% | 16% | 9% | 19% | 14% | 15% | 12% | 10% | 9% | | | |
| 1 | Up to 269 | 24% | 21% | 9% | 15% | 23% | 21% | 6% | 8% | 8% | | | |

| Year 5 Spelling | | | | | | | | | | | | | |
|-----------------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|------------------------|------|------|
| Band | NAPLAN Score Range | Year 5 Spelling | | | | | | | | | School Year 5 Spelling | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 8 to 10 | 582 & Above | 5% | 15% | 0% | 5% | 2% | 3% | 13% | 10% | 11% | 20 | 13 | 19 |
| 7 | 530 - 581 | 15% | 23% | 0% | 14% | 13% | 11% | 19% | 21% | 22% | | | |
| 6 | 478 - 529 | 35% | 23% | 37% | 23% | 26% | 26% | 30% | 29% | 29% | | | |
| 5 | 426 - 477 | 35% | 15% | 37% | 29% | 23% | 25% | 22% | 22% | 22% | | | |
| 4 | 374 - 425 | 5% | 8% | 16% | 12% | 21% | 15% | 10% | 11% | 9% | | | |
| 1 to 3 | Up to 373 | 5% | 15% | 11% | 16% | 15% | 20% | 8% | 7% | 7% | | | |

75% of the targets were achieved in Year 3 and 50% in Year 5. Reasons for this could be possible links to the implementation of Letters and Sounds in K-3 and again online testing for the first time this year. Staff felt we need to continue to consolidate Letters and Sounds. The literacy committee is also looking at implementing MacqLit as a follow on for students who have completed the MiniLit program. Teachers also felt that explicitly teaching skills around the types of questions the tests use would be of benefit, as well as phonic reviews in daily warm-ups.

NAPLAN - Grammar and Punctuation Year 3 and 5

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.

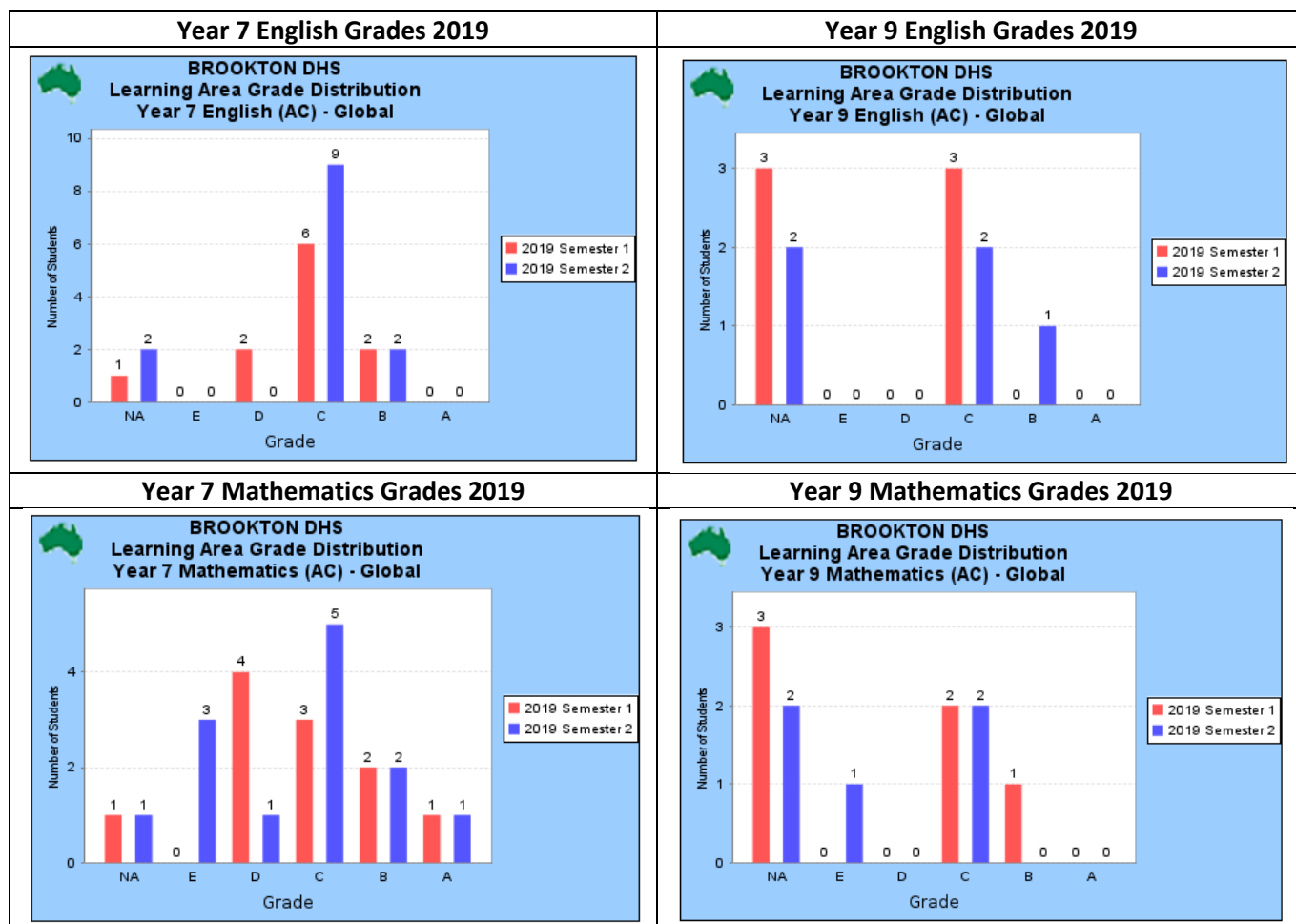
| Year 3 Grammar and Punctuation | | | | | | | | | | | | | |
|--------------------------------|--------------------|------------------------------|------|------|--------------|------|------|-------------------|------|------|-------------------------------------|------|------|
| Band | NAPLAN Score Range | Year 3 Grammar & Punctuation | | | | | | | | | School Year 3 Grammar & Punctuation | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 6 to 10 | 478 & Above | 24% | 11% | 36% | 12% | 12% | 13% | 29% | 27% | 31% | 21 | 19 | 11 |
| 5 | 426 - 477 | 19% | 0% | 9% | 19% | 12% | 16% | 24% | 24% | 23% | | | |
| 4 | 374 - 425 | 10% | 37% | 9% | 15% | 21% | 15% | 15% | 18% | 17% | | | |
| 3 | 322 - 373 | 10% | 16% | 27% | 17% | 17% | 19% | 12% | 14% | 13% | | | |
| 2 | 270 - 321 | 19% | 16% | 9% | 16% | 21% | 21% | 10% | 10% | 10% | | | |
| 1 | Up to 269 | 19% | 21% | 9% | 21% | 18% | 15% | 10% | 7% | 6% | | | |

| Year 5 Grammar and Punctuation | | | | | | | | | | | | | |
|--------------------------------|--------------------|------------------------------|------|------|--------------|------|------|-------------------|------|------|-------------------------------------|------|------|
| Band | NAPLAN Score Range | Year 5 Grammar & Punctuation | | | | | | | | | School Year 5 Grammar & Punctuation | | |
| | | School | | | Like Schools | | | WA Public Schools | | | 2017 | 2018 | 2019 |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | Total Students | | |
| 8 to 10 | 582 & Above | 10% | 0% | 0% | 6% | 4% | 4% | 17% | 12% | 15% | 20 | 13 | 19 |
| 7 | 530 - 581 | 0% | 23% | 11% | 7% | 10% | 8% | 13% | 20% | 19% | | | |
| 6 | 478 - 529 | 15% | 8% | 32% | 20% | 23% | 18% | 25% | 29% | 22% | | | |
| 5 | 426 - 477 | 30% | 46% | 16% | 17% | 21% | 20% | 16% | 17% | 22% | | | |
| 4 | 374 - 425 | 35% | 23% | 16% | 29% | 20% | 22% | 19% | 13% | 12% | | | |
| 1 to 3 | Up to 373 | 10% | 0% | 26% | 20% | 22% | 28% | 10% | 8% | 10% | | | |

50% of the targets were achieved in both Year 3 and Year 5. Staff felt that the results identified a general decline in achievement in students between Years 3-5 and that these skills were not included/explicitly taught enough in classrooms. Staff has suggested and I agree, that grammar and punctuation skills need to be explicitly taught in daily writing lessons as a priority and the literacy committee is working on a scope and sequence to address this. These skills need to be in daily warm-ups every day.

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.



The English secondary grade data is showing that Yr7 students were mostly achieving C and B grades this year and no student in Yr 9 was on a D grade with one student improved from a C to a B in second semester. The Maths data indicates an increase in Yr7 E grades in second semester and no student achieving a B grade in second semester in Yr9.

The English grade results are largely positive with a trend of improvement which meets the target. The Maths Grade target has not been met. Teacher feedback in regards to this points to a realisation that summative testing could have been more differentiated as well as students performing better in oral assessments rather than written.

Another consideration in this was due to the school having a new graduate secondary science/maths teacher employed for Semester 2. Admin will be working closely with this teacher to develop experience in moderating summative tests as well as differentiated teaching practices.

High Care Achievement Targets

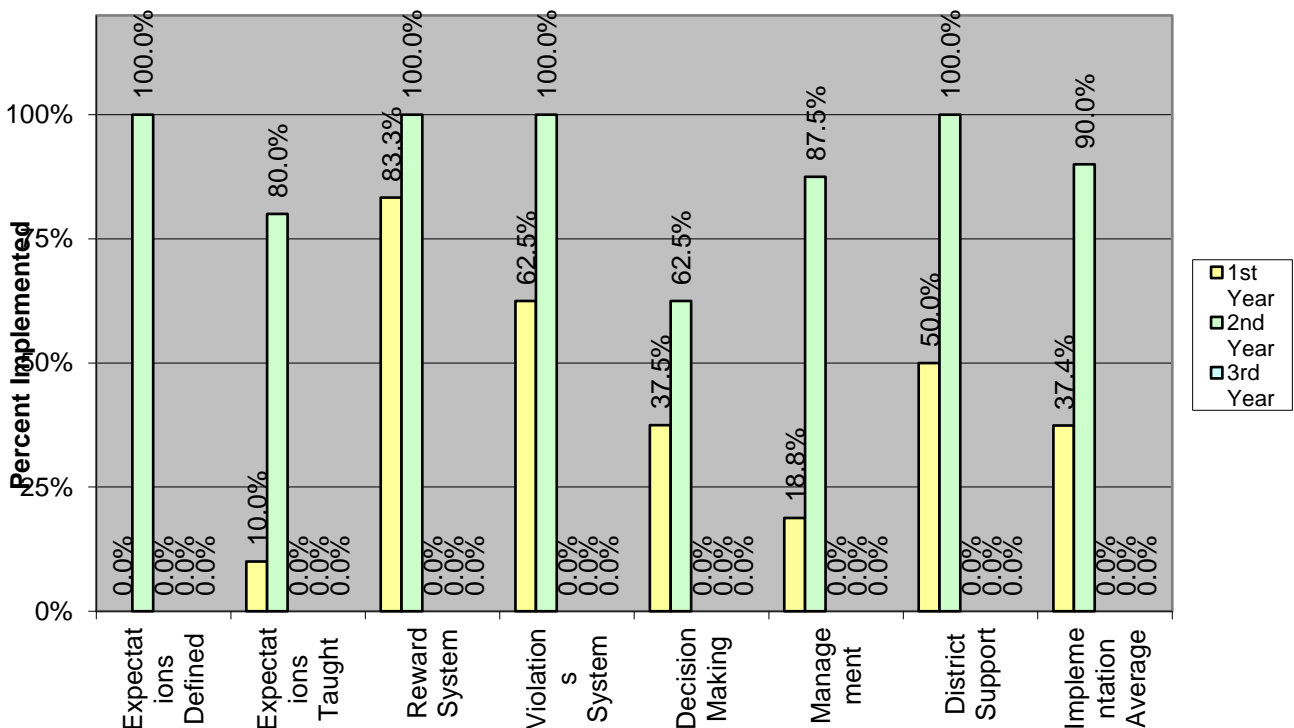
In 2019 Brookton DHS continued to make progress in its priority to develop the ethos throughout the school community that a safe, supportive and well-resourced school will lead to improved behaviour, engagement and attendance. High Care Achievement Targets have been set in our new 2019-2020 business 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 continues to develop and consolidate the Positive Behaviour Support program (PBS) throughout our school community in 2019. The school conducted an independently evaluated School-wide Evaluation Tool (S.E.T) this year. A consultant came at the very end of Term 1 and interviewed staff and students on the eight areas of evaluation. The data set provided this feedback.

Brookton DHS SET Features and Implementation Scores



The data outlines a very high understanding throughout the school of our PBE behaviour expectations of S.O.A.R (Safe, Organised, Achievers, Respectful) that are clearly displayed both in the classrooms and in the playground. Our use of the Class Dojo App as an instant reward system to acknowledge positive behaviours was also universally used throughout the school. Admin has also followed through with responding to inappropriate behaviours as 100% of staff agreed with the administration on contacting Admin in dealing with a critical incident as well as what behaviours should be referred directly to them. There is a well-documented Positive Behaviour Support Policy in the school that all staff are aware of.

Areas the PBS committee looked for further improvement in areas around Monitoring, Decision Making and Management. The PBS committee looked at redesigning the SOAR reflection sheets to include a more comprehensive information from classroom teachers. This included reminders about low key responses to inappropriate behaviours, data on the time and location of the incident and a student reflection section that focused on what SOAR behaviours they needed to improve. This reflection sheet was re-named the “Green” sheet and it is now a central focus of decision making when discussing student behaviour at PBS meetings.

The PBS committee also created a SOAR scope and sequence in the school’s Teaching and learning handbook that gave staff some guidelines on when to be explicitly teaching the expected behaviours of SOAR during Terms 1 and 3. This has been combined with the explicit teaching of protective behaviours during terms 2 and 4. The committee continues to turn its attention to developing resources to support the explicit teaching of SOAR behaviour expectations.

Suspensions

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

| Suspensions - Semester 1 2018 | | | | | |
|-------------------------------|-------------------|-----------------|-----------------------------|----------------------|------------------------|
| 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 | | | | | |
| 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 |

| Suspensions - Semester 1 2019 | | | | | |
|-------------------------------|-------------------|-----------------|-----------------------------|----------------------|------------------------|
| Students Suspended | Unique Enrolments | % Students Susp | Total Number of Suspensions | Total Days Suspended | Average Days Suspended |
| 4 | 143 | 2.8 | 11 | 19.0 | 1.7 |
| Suspensions - Semester 2 2019 | | | | | |
| Students Suspended | Unique Enrolments | % Students Susp | Total Number of Suspensions | Total Days Suspended | Average Days Suspended |
| 8 | 132 | 6.1 | 18 | 32.0 | 1.8 |

Our total number of suspensions decreased dramatically from 2018 to 2019. The total number of suspensions in 2018 was 93 which equated to 162 days away from school. Comparing that to 2019 suspensions we have a total number of suspensions of 29 which equated to 51 days away from school. This is a reduction of almost 70% when it comes to total number of suspensions which is a wonderful achievement. Based on these results we believe we are well on our way in achieving our target of a declining suspension rate over the period of the business plan.

Contributing factors to this improvement can be linked to our further consolidation of the schools' behaviour expectations of S.O.A.R. Teachers are now following a curriculum scope and sequence of when to explicitly teach the expectations of S.O.A.R. The PBS committee is now using collected data on Green slips to help find behaviour trends through the school, so we hope that we are addressing behaviours before they become larger issues. Our new Good Standing policy helps students who are returning from suspensions to address their behaviour with the introduction of blue cards. This process makes students accountable for their behaviour in class and helps rebuild teacher/student relationships as teachers are monitoring their good behaviours and acknowledging them for it.

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.

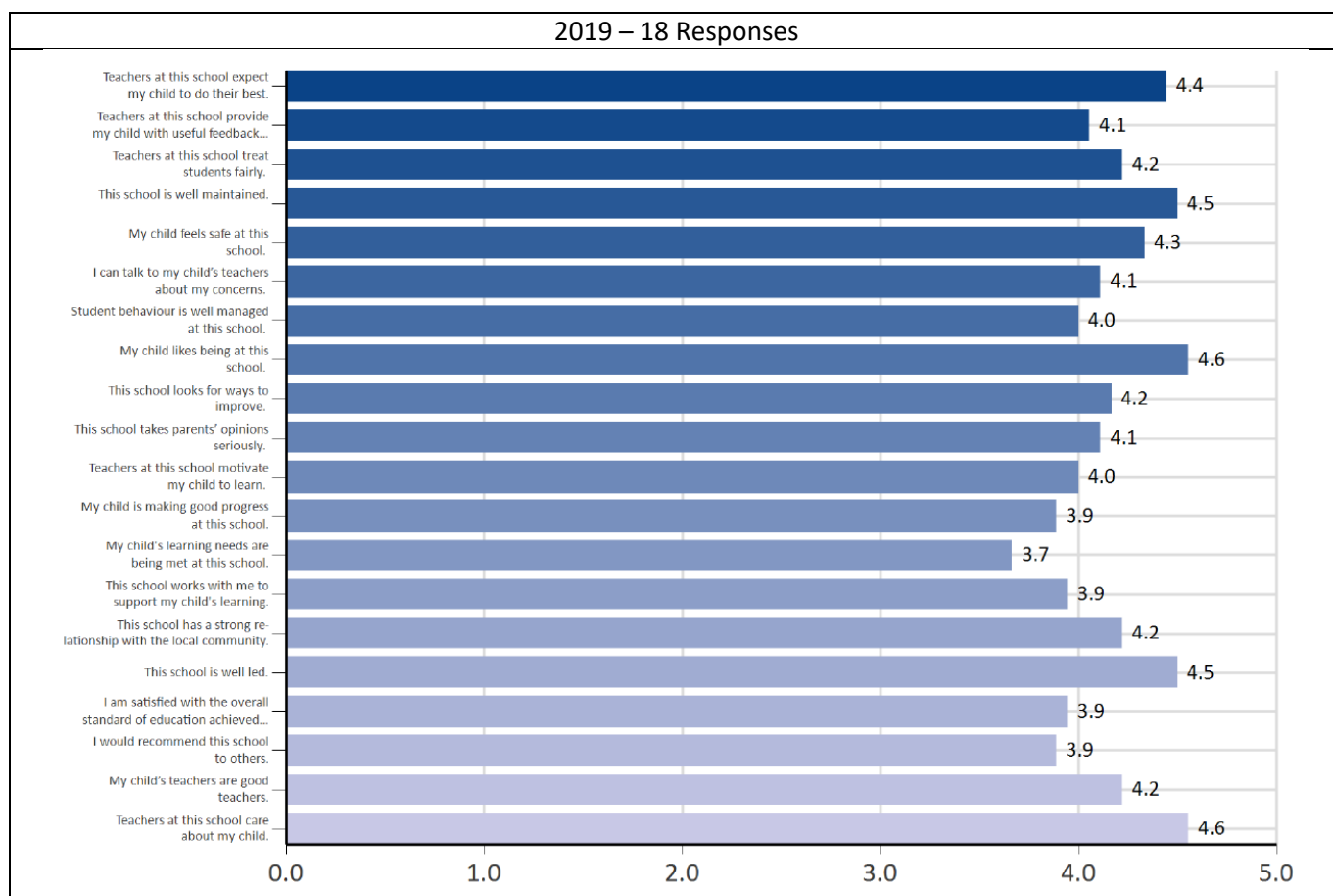
| Primary Attendance 2019 | | | | | | | | | |
|-----------------------------------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| <u>Attendance Overall Primary</u> | | | | | | | | | |
| | Non-Aboriginal | | | Aboriginal | | | Total | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 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% |
| 2019 | 89.9% | 90.7% | 92.7% | 91.3% | 77.3% | 79.5% | 90.3% | 86.3% | 91.6% |

| Secondary Attendance 2019 | | | | | | | | | |
|-------------------------------------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| <u>Attendance Overall Secondary</u> | | | | | | | | | |
| | Non-Aboriginal | | | Aboriginal | | | Total | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 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% | 72% | 78.2% | 87.6% |
| 2019 | 87.5% | 85.2% | 88.8% | 65.5% | 58.9% | 65.8% | 75.7% | 76.5% | 86.8% |

The attendance in Primary was 88.5 % and Secondary was 72.0% in 2019. 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 2019. 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.

Parent Feedback Survey 2019

High Care Achievement Target - The Annual School Survey will show improvement in the level of parent satisfaction.

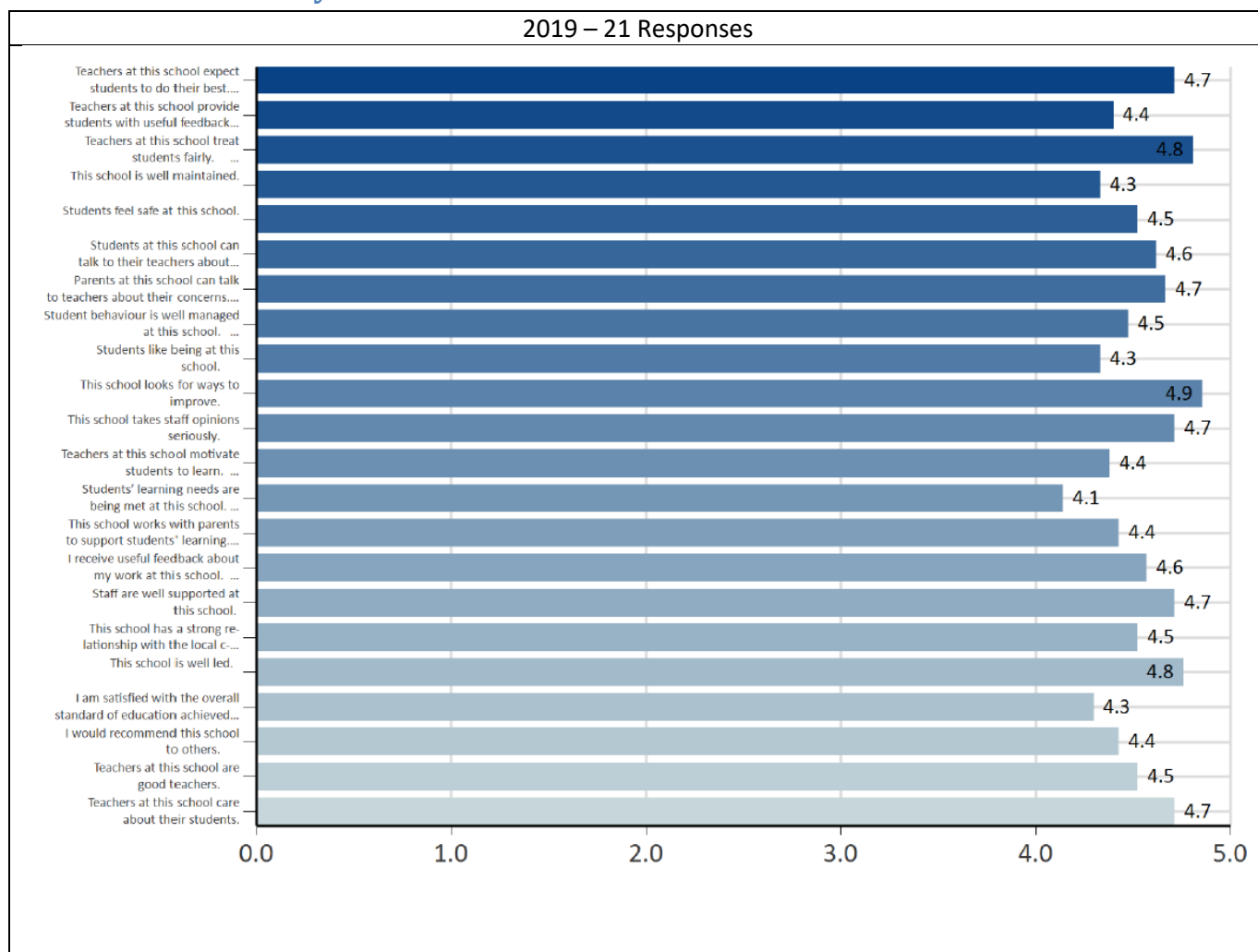


The Annual School Parent survey was conducted in 2019. With only 18 responses staff felt that we need to consider ways of ensuring we get a wider collection of parent feedback. One point was raised around the timing of the survey and ensuring when we do it next time, it's not conducted during harvest. The feedback portrayed that parents feel everyone enjoyed coming to school and felt safe. Parents also felt that teachers treat students fairly and that staff cared about students. It also pointed out we seem to have a good relationship with the community.

While parent feedback still portrayed a positive amount off feedback, when comparing it to the survey completed in 2017 staff felt that there was a slight decrease in parent satisfaction. Areas of concern related to student progress, motivation and meeting the learning needs of students. All of these areas were under the 4.0 score average.

Certainly things to consider for the future are to look at revamping our annual parent information afternoon to include more parents. There's a desire to make this event less formal to provide an opportunity for teachers to build relationships with parents. This will also give the school an opportunity to provide some good public relations about the great programs going on at Brookton. Staff also felt that working closer with parents on student individual education programs would be beneficial as the survey seemed to outline that one or two parents were quite dissatisfied with how the needs of their children were met in 2019.

Staff Feedback Survey 2019

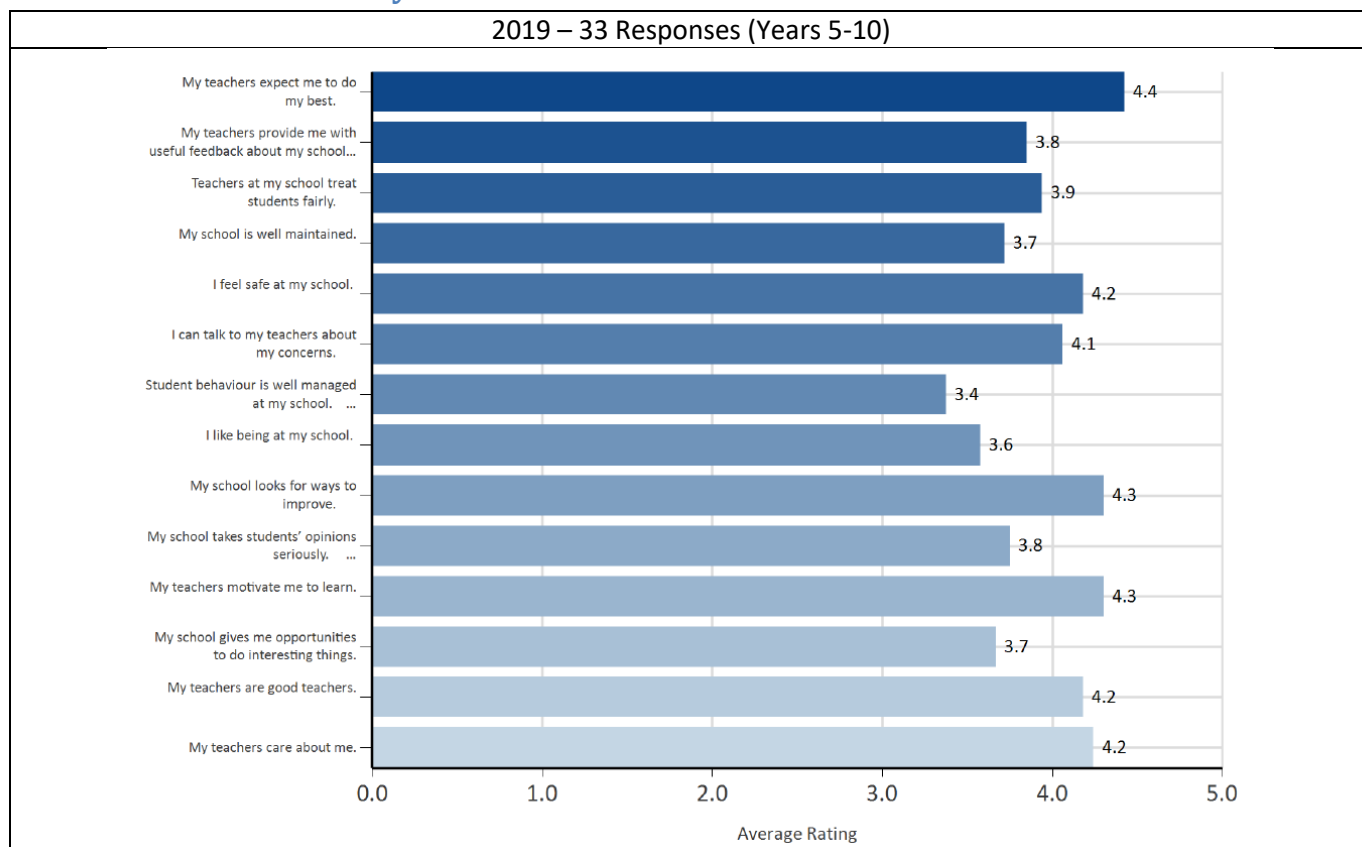


The school also conducted a staff survey in 2019 with a very high participation rate of 21 staff members. The feedback from the data was that overall staff felt happy with how the school was progressing with all areas averaging over 4.0. The areas that were most unanimous in agreement were that teachers treated students fairly, that the school looks for ways to improve and that it is well led.

One group of staff members providing feedback suggesting one area of improvement could be to look at how resources were spent in regards to the maintenance of the school. It was hoped that the school might be able to have some input into where new state government maintenance programs spend funds in fixing and maintaining areas of the school. Admin has certainly taken this feedback to Building Maintenance and Works for consideration.

Interestingly in the feedback one of the lowest average ratings was in the area of students' needs being met at the school. We hope to make the development of student IEP's a priority with the appointment of a new Deputy Principal for the beginning of 2020.

Student Feedback Survey 2019



A student survey was conducted at the end of 2019 with 33 children responding from Years 5-10. The positives in the data say 85% of children feel they can talk to their teacher which gives us a sense staff have positive relationships with their students. 90% of surveyed children feel safe at our school and 90% agree that the school is trying to improve. Very positively 96% of students believe staff motivate them to learn.

One identified area of concern was that 25% of students are concerned about student behaviour but that figure is still an improvement on the student survey results from 2016. By analysing the data closely staff identified that at least 1 student put the most negative or lowest result for all areas which would have affected the data overall.

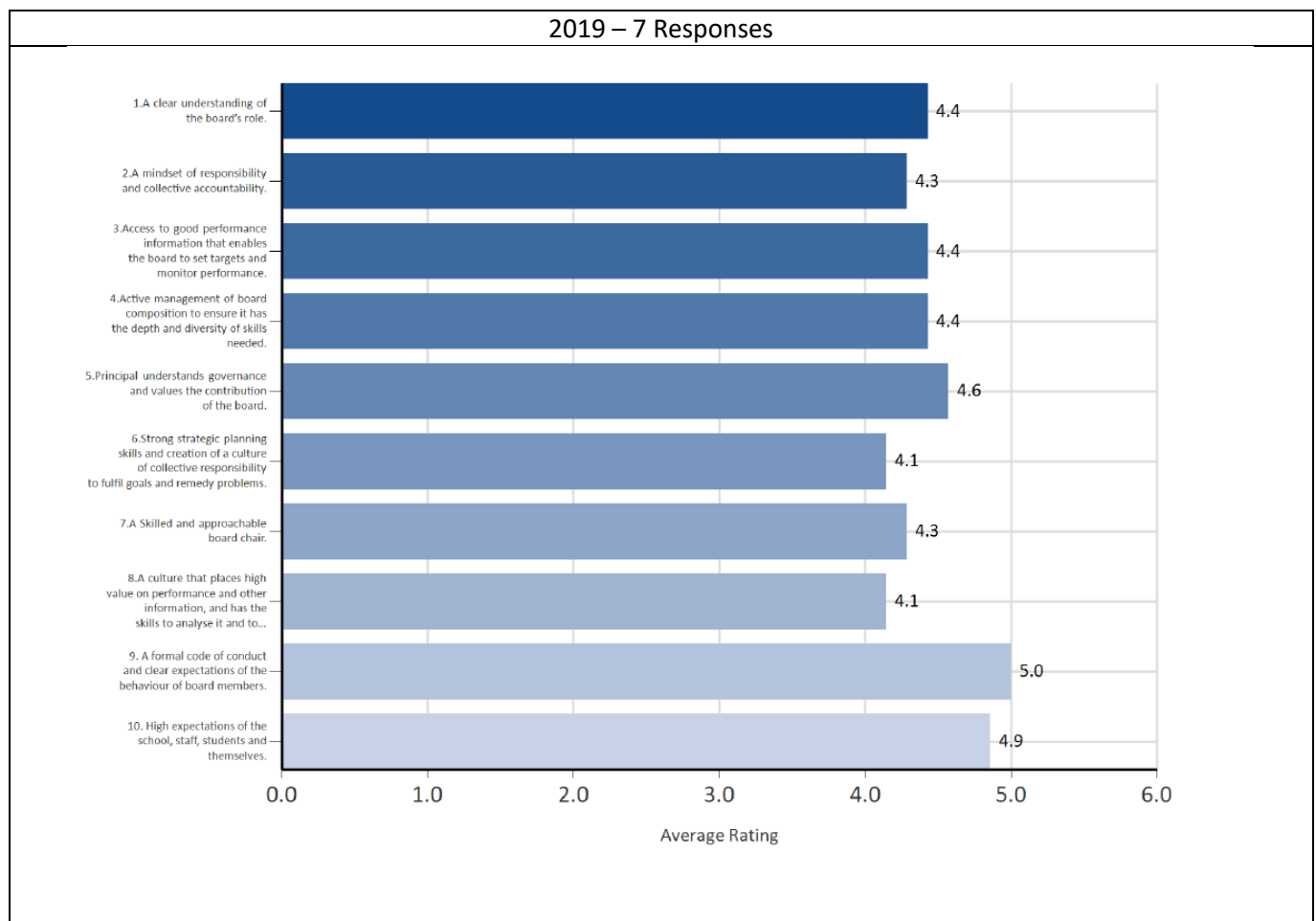
Staff felt that areas that the school has certainly improved which has helped with results is the consistent application of Positive Behaviour Support throughout the school. Students are constantly encouraged to follow the school's expectations of SOAR right through the school and are recognised for instantly through the Class Dojo APP. 134,452 Dojo points were awarded in 2019 which represents 134,452 times our teachers acknowledged students for SOARING at Brookton DHS. This is a wonderful achievement.

Staff also acknowledged that with the school wide introduction of Protective Behaviours throughout the school students are receiving consistent messages on how to be safe and strategies on how to deal with unsafe situations. This could perhaps be factor in the results for the student survey.

Our school also has a very prominent student wellbeing focus with a fulltime AIEO and part-time Chaplain that work very closely with students to provide safe places to discuss their needs and problems. Our Chaplain service is very well supported by the local community with a very active chaplain fundraising committee who raise funds to support the needs of our school community when in crisis.

School Board Feedback Survey 2019

High Care Achievement Target – School Board will demonstrate improved effectiveness through analysis of a review survey.



The response from the board when discussing this survey was that the results were fairly positive. Again board members felt it would be better to conduct the survey at a slightly less busy time of the year if possible in order to get maximum feedback from all board members. Board members identified a small concern around collective accountability and responsibility. To address this, board members were keen to revisit board expectations and clarify roles and responsibilities. Certainly there was a sense that the board was happy with the decision making processes in place and also with the direction of the school.

Positive Partnerships

Brookton DHS continued to make its partnerships with the community a priority in 2019. 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. Two of the school's board members also became a board member and board chair of Seabrook during 2019 so our connections as organisations continues to grow.

The school Board met on 7 occasions during 2019, which the Board continuing its progress on the Happy Valley Water Project, although delays in the Shire getting approvals from the Rail authority to proceed with this process have hindered its progress. 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. We continue to work with the Brookton Shire and hope that this will project will be able to move forward in 2020.

Brookton DHS and the Shire of Brookton continue to work together positively in 2019. The school used Shire facilities of the town oval and pool, which enabled our school to run very successful athletics and swimming carnivals. We did provide some feedback to the shire in regards to procedures that would help streamlining the administrative responsibilities of using the pool. These discussions were productive and we look forward to continuing our relationship serving the Brookton community.

School Improvement Focus for 2020

Success for All Students

- Continue to develop systematic, annual self-assessment and review of planning that includes annual review of Teaching and Learning Handbook and is aligned to student monitoring and assessment that forms the basis of the review of the business plan.
- Improve Literacy skills by developing a whole school plan for Reading which would include an enhanced Classroom and school wide culture to Reading, Reading Warmups, Guided Reading and the implementation of Reading intervention program Macqlit for years 3-6.
- Continue to develop a whole school focus on writing skills through the Talk 4 Writing program which also includes Daily Writing with Grammar and Punctuation skills.
- Introduce the Letters and Sounds Phonics Program K-3 to deliver an explicit Instruction approach to the teaching of the Western Australian English Curriculum.
- Continue to consolidate 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 which include typing skills and digital assessment literacy.

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 through the review of PATS data.
- 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

- 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 Behaviour Expectations and Protective Behaviours are explicitly taught in every classroom.

Positive Partnerships

- Continue to 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 by creating an action plan.

Conclusion

Brookton DHS continues to make our Teaching and learning program our central focus in 2019. By ensuring that our school is a positive and safe place to be by SOARing each and every day, our school continues to ensure we give ourselves the best opportunities for student progress. Our NAPLAN results continue to improve, but also outline areas we can focus on for further improvement. We are confident we have process in place that help us identify this quickly as well as a whole school teaching pedagogy in Explicit Instruction that is effective in achieving positive results.

The suspension rate at Brookton DHS is declining which is a wonderful achievement. We continue to ensure our school is a safe place for students, staff and wider community. We continue to build strong and positive relationships with our students which makes learning at our school enjoyable for all.

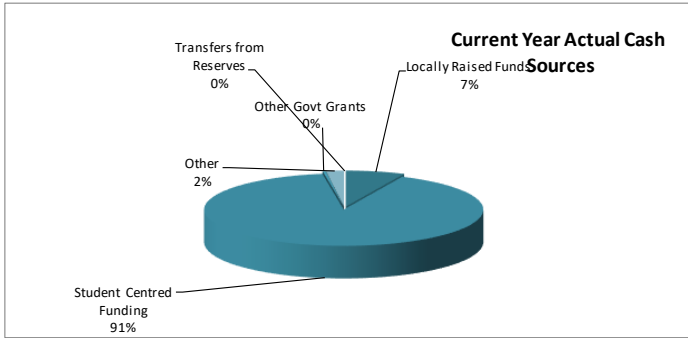
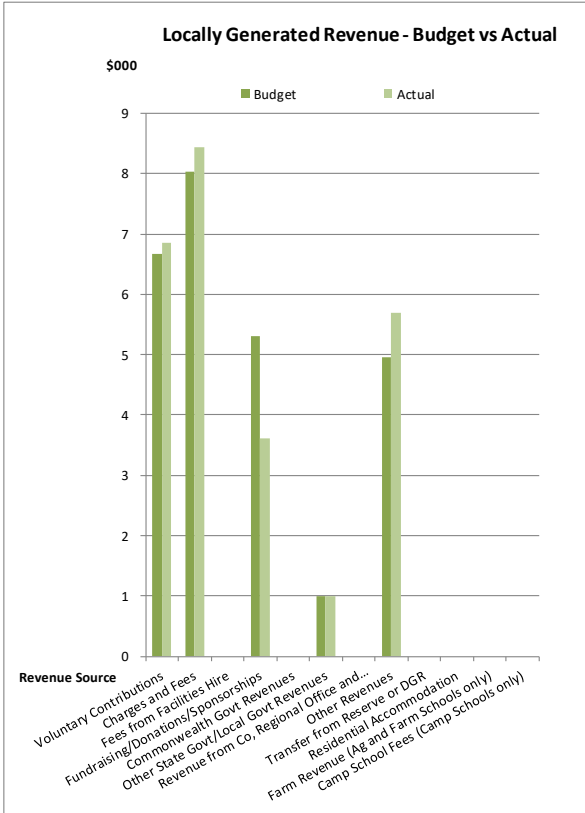
As we continue our program of self-assessment and improvement we will endeavour to also keep students' academic achievement at the core of our business. We believe Explicit Instruction gives us the greatest opportunity to achieve these goals and we will work to continue to provide feedback to staff and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

Mr. Darren Simpson

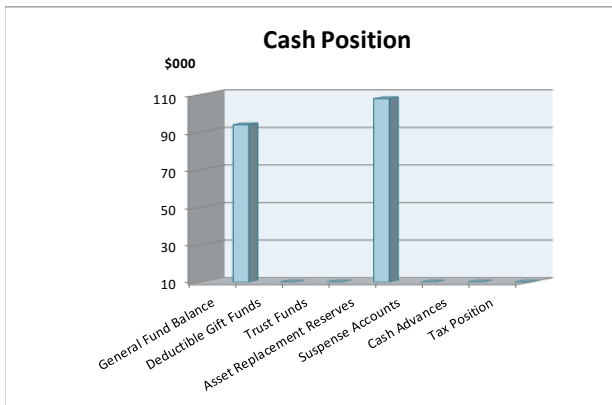
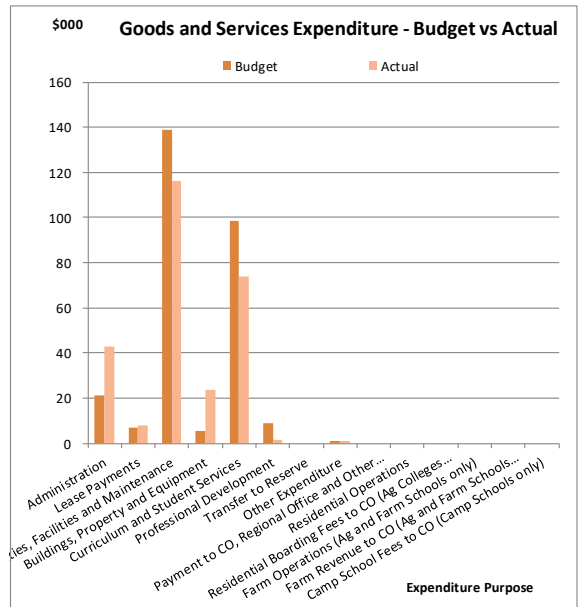
Principal

Financial Summary 2019

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|---------------|---------------|
| 1 | Voluntary Contributions | \$ 6,674.00 | \$ 6,854.00 |
| 2 | Charges and Fees | \$ 8,032.58 | \$ 8,442.94 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 5,300.00 | \$ 3,605.00 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 1,000.00 | \$ 1,000.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 | Other Revenues | \$ 4,949.57 | \$ 5,696.94 |
| 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 | | \$ 25,956.15 | \$ 25,598.88 |
| Opening Balance | | \$ 85,582.54 | \$ 85,582.54 |
| Student Centred Funding | | \$ 172,670.00 | \$ 248,789.76 |
| Total Cash Funds Available | | \$ 284,208.69 | \$ 359,971.18 |
| Total Salary Allocation | | \$ - | \$ - |
| Total Funds Available | | \$ 284,208.69 | \$ 359,971.18 |



| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|---------------|---------------|
| 1 | Administration | \$ 21,037.25 | \$ 42,857.36 |
| 2 | Lease Payments | \$ 6,985.00 | \$ 7,926.51 |
| 3 | Utilities, Facilities and Maintenance | \$ 138,980.00 | \$ 115,983.44 |
| 4 | Buildings, Property and Equipment | \$ 5,355.00 | \$ 23,423.97 |
| 5 | Curriculum and Student Services | \$ 98,332.81 | \$ 73,678.84 |
| 6 | Professional Development | \$ 8,838.00 | \$ 1,422.75 |
| 7 | Transfer to Reserve | \$ - | \$ - |
| 8 | Other Expenditure | \$ 826.09 | \$ 924.89 |
| 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 | | \$ 280,354.15 | \$ 266,217.76 |
| Total Forecast Salary Expenditure | | \$ - | \$ - |
| Total Expenditure | | \$ 280,354.15 | \$ 266,217.76 |
| Cash Budget Variance | | \$ 3,854.54 | |



| Cash Position as at: | |
|------------------------------|---------------|
| Bank Balance | \$ 194,856.76 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 93,753.42 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 107,663.96 |
| 5 Suspense Accounts | \$ (101.62) |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (6,459.00) |
| Total Bank Balance | \$ 194,856.76 |