



# Annual Report 2021

## Brookton District High School



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# School Report

## Brookton District High School

### School Overview

Preparing today's child for tomorrow's world.

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

Situated in the heart of the Avon Valley, we have been serving our community since 1903. Our appeal as a school rests in our strong sense of community, the values we celebrate and the commitment to realising the potential of all students in our care.

We set high expectations for our students' education and well-being. The K-10 campus allows seamless transition between the phases of education from early childhood to secondary. 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.

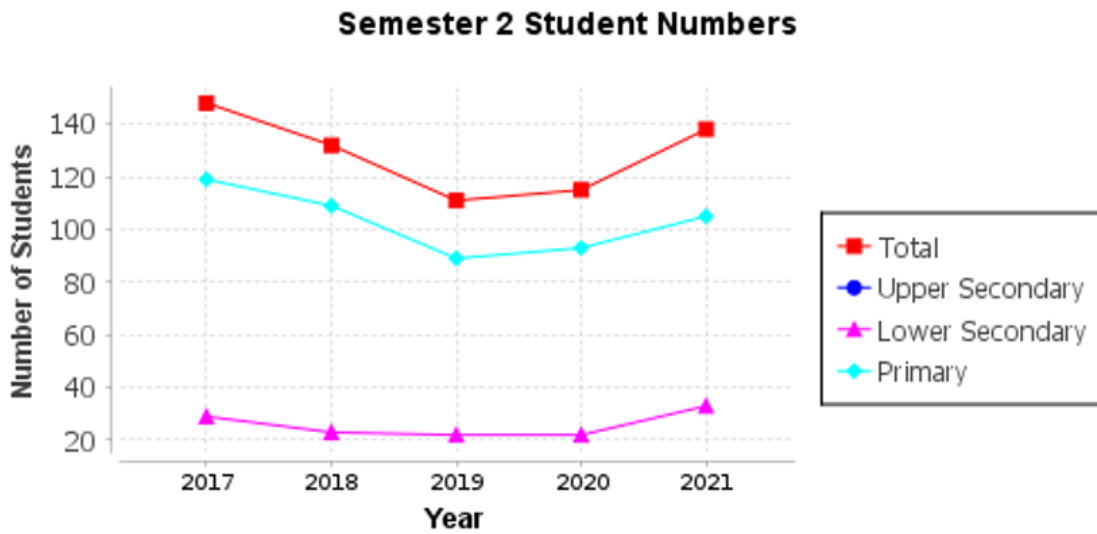
Our school offers extra-curricular programs such as Breakfast Club, You Can Do It and Oracy Programs. Our quality staff have a breadth of experience for learning with specialised teachers in Maths, Science, English, Humanities and Social Sciences, Physical Education and STEM Learning.

Offering a strong pastoral care program through our school chaplain, Brookton District High School values a strong connection to our diverse school community that celebrates and welcomes all cultures in our classrooms.

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.

Our Music/Art Centre compliments our aesthetically pleasing grounds, playgrounds and student sustainability gardens.

**Student Numbers and Characteristics (Data) (source: Schools Online)**



| Semester 2              | 2017       | 2018       | 2019       | 2020       | 2021       |
|-------------------------|------------|------------|------------|------------|------------|
| Primary (Excluding Kin) | 119        | 109        | 89         | 93         | 105        |
| Lower Secondary         | 29         | 23         | 22         | 22         | 33         |
| Upper Secondary         |            |            |            |            |            |
| <b>Total</b>            | <b>148</b> | <b>132</b> | <b>111</b> | <b>115</b> | <b>138</b> |

**Comments:**

Student numbers have fluctuated over the past five year from 148 students to 111. Numbers have stabilised between the 130 and 140 mark for 2021. Reasons for fluctuating student numbers can vary from transient families that move to Brookton for short periods of time. The closing of a large export hay plant in 2021 also meant some families have moved away from Brookton. Our Secondary student numbers increased in 2021 due to a number of local Brookton students enrolled at Narrogin SHS choosing to remain in Brookton after the 2020 COVID pandemic lockdowns. Recent Kindy enrolments in 2021 have remained stable at 14 students over the last two years.

**Workforce composition** (Data) (source: Schools Online)

| <b>Administration Staff</b>          |          |            |          |
|--------------------------------------|----------|------------|----------|
| Principals                           | 1        | 1.0        | 0        |
| Associate / Deputy / Vice Principals | 1        | 1.0        | 0        |
| <b>Total Administration Staff</b>    | <b>2</b> | <b>2.0</b> | <b>0</b> |

| <b>Teaching Staff</b>       |           |            |          |
|-----------------------------|-----------|------------|----------|
| Other Teaching Staff        | 12        | 9.4        | 2        |
| <b>Total Teaching Staff</b> | <b>12</b> | <b>9.4</b> | <b>2</b> |

| <b>School Support Staff</b>       |           |             |          |
|-----------------------------------|-----------|-------------|----------|
| Clerical / Administrative         | 4         | 2.8         | 0        |
| Gardening / Maintenance           | 1         | 1.0         | 0        |
| Instructional                     | 1         | 0.6         | 1        |
| Other Non-Teaching Staff          | 13        | 6.9         | 1        |
| <b>Total School Support Staff</b> | <b>19</b> | <b>11.3</b> | <b>2</b> |

|              |           |             |          |
|--------------|-----------|-------------|----------|
| <b>Total</b> | <b>33</b> | <b>22.7</b> | <b>4</b> |
|--------------|-----------|-------------|----------|

**Comments**

Brookton DHS's workforce is based on good community people who work collaboratively on the needs of all students in Brookton. The school has an excellent blend of experienced and graduate teachers who drive the teaching and learning schedule of the school. We have a great team of Special Needs and General Classroom Education Assistants who run literacy intervention programs (MiniLit and MacQlit) for the past four years. Administration has been stable for the past five years, retaining the same Principal for that time and only two Deputy Principals for the same period. The workforce at Brookton DHS is a strength of the school, providing stability and continuity for the children of Brookton.

## Student Attendance (Data) (source: Schools Online)

### 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 |
| 2019 | 89.9%            | 90.7%        | 92.7%             | 92.5%      | 77.4%        | 79.5%             | 90.5%  | 86.3%        | 91.6%             |
| 2020 | 92.6%            | 90.8%        | 93.2%             | 84.5%      | 74.4%        | 77.6%             | 90.6%  | 86.5%        | 91.9%             |
| 2021 | 90.7%            | 90.5%        | 92.4%             | 73.1%      | 78.3%        | 76.8%             | 85.1%  | 88.2%        | 91.0%             |

### 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 |
| 2019 | 87.5%            | 85.2%        | 88.8%             | 71.6%      | 58.9%        | 65.8%             | 79.4%  | 76.5%        | 86.8%             |
| 2020 | 88.4%            | 85.5%        | 89.2%             | 64.8%      | 66.7%        | 65.9%             | 77.9%  | 80.3%        | 87.3%             |
| 2021 | 79.0%            | 82.5%        | 86.5%             | 50.8%      | 62.1%        | 62.6%             | 66.0%  | 77.2%        | 84.4%             |

### Describe your analysis and impact of evidence

The Overall Primary attendance in 2021 was 85.1% which is down from 90.6% in 2020. Overall Secondary attendance was 66% which was considerably down from 2020 which was 77.9%. Looking at the difference between Non-Aboriginal and Aboriginal attendance in Primary and Secondary clearly shows a reduction in Aboriginal student attendance in 2021. Reasons for this are clearly linked to community disagreements between Aboriginal families during the year which no doubt had an effect on student attendance. There was also a significant incident in the community early in the year which also contributed to this.


### Describe how non-attendance is managed by the school


Brookton DHS has worked incredibly hard to support the local Aboriginal community in 2021. Ngala Koolangka Kaadajin - Our Children's Learning was a project started in 2021 developed by Brookton local Ms Donnelle Slater. The vision of this project is to develop holistic culturally appropriate educational programs specifically designed and established for our kids from K-12 because they are our future. Trialling in 2021 has already seen improvements in K-2. Next year focus will shift to promote a Secondary engagement program that develops mentoring skills to students to help with reading programs in the early years. Attendance is regularly monitored by the School's Principal, Deputy and AIEO team.


## Student Achievement and Progress NAPLAN (Data) (source: Schools Online, SAIS)


### Comparative Performance Summary

|                       | Year 3 |      |      | Year 5 |      |      | Year 7 |      |      | Year 9 |      |      |
|-----------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
|                       | 2018   | 2019 | 2021 | 2018   | 2019 | 2021 | 2018   | 2019 | 2021 | 2018   | 2019 | 2021 |
| Numeracy              | 0.4    | 1.7  | 1.5  | -0.5   | 0.4  | -0.1 | -1.0   | 2.8  | 0.1  |        |      | -0.8 |
| Reading               | 0.3    | 1.4  | 1.5  | 0.5    | 0.8  | -0.3 | -0.6   | 2.2  | -1.0 |        |      | -1.7 |
| Writing               | -0.5   | 1.9  | 0.5  | 0.5    | 0.2  | 0.8  | 0.8    | 1.7  | 0.1  |        |      | -3.0 |
| Spelling              | -0.1   | 1.9  | 1.3  | -0.6   | 1.6  | -0.5 | -1.4   | 0.7  | -1.7 |        |      | -0.2 |
| Grammar & Punctuation | 0.2    | 1.9  | 1.4  | -1.1   | 0.0  | -0.6 | 0.8    | -0.3 | 1.2  |        |      | 0.5  |

 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 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. It is important that a school's comparative performance be interpreted over a number of years as a variety of factors may lead to a high or low outcome in a single year.

### Describe your analysis and impact of evidence

Staff at our last staff meeting took the time to begin the process of looking at our 2021 NAPLAN Data. The Comparative performance data is a good summary document to start with as it gives us a good overall snap shot of how well we've gone in comparison to the previous years and against like schools. The data is showing us that 4 of the 5 tests for Year 3 are above expected. All areas tested in Year 5 are considered at an expected level. Year 7 results are mixed and our Year 9 data is at or below expectations. Year 9 writing is alarming below.

### Why are we seeing these results and what are we going to do about it?

**Year 3** – Staff felt our Year 3 results were outstanding. This could be attributed to our Early Childhood interventions with MiniLit and MacQlit. A consistent explicit instruction approach and daily warm-ups were also recognised. Considerations moving forward are to continue these programs but to also have an emphasis on Daily Writing to keep improving sentence writing skills.

**Year 5** – While at the expected level staff recognised that this cohort of students has decreased in performance since they were tested last in 2019. Reasons for this could partly be attributed to a small number of new students enrolling at the beginning of 2021 in our 5/6 class. This led to the class being quite unsettled for much of Term 1 and part of 2. Unfortunate and negative factors in the community also led to a number of students in this class finding it difficult to settle to the school routine. Staff also recognised that concerns with upper Primary programs in Spelling and Grammar and Punctuation need to be addressed. We will make some recommendations at our next Literacy committee meeting this term.

**Year 7** – Above and at level results for this cohort in Numeracy, Writing, Reading and Grammar and Punctuation is encouraging, but spelling results are concerning. The review of our upper primary spelling programs needs to be take our secondary students into consideration as well.

**Year 9** – For the first time in a number of years we managed to get enough students in our Year 9 cohort tested for NAPLAN. The cut off is six students. Six and below and the department will not publish their results. The major concern here is Reading and Writing. While we have worked hard to provide interventions in our K-2 cohort, literacy interventions for our Secondary students need to be a priority as well. We will investigate the resourcing around a Secondary MacQlit program for next year. The other challenging aspect in this cohort is low attendance and disengagement with online testing. Five of the 11 students tested have only been at Brookton for this year.





**Parent/student/teacher satisfaction** with the school (DATA) (source: National School Opinion Survey and/or school-based data)

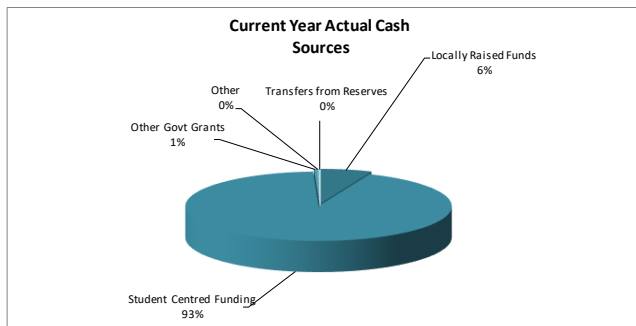
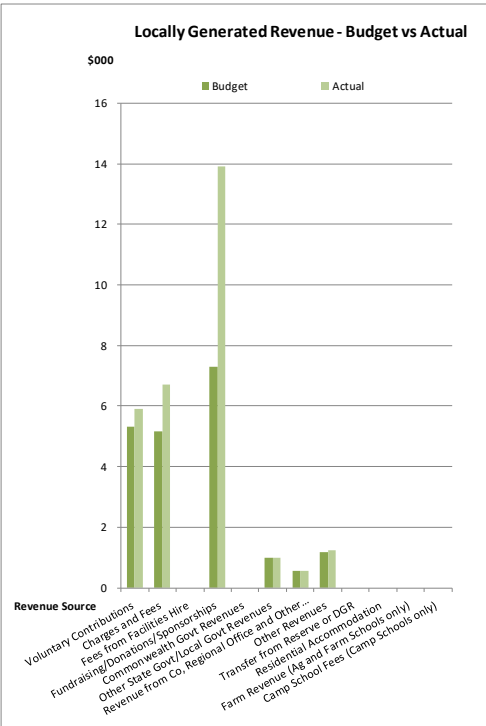
The Parent/student/teacher satisfaction survey was not conducted in 2021. This will need to be a priority for Term 4 2022.



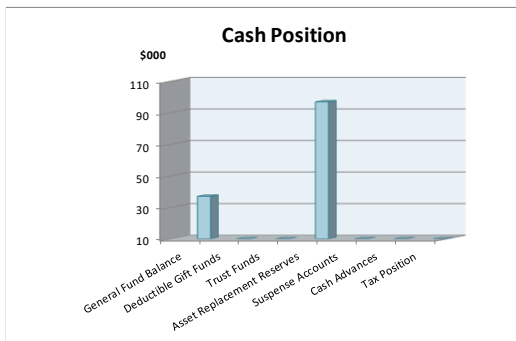
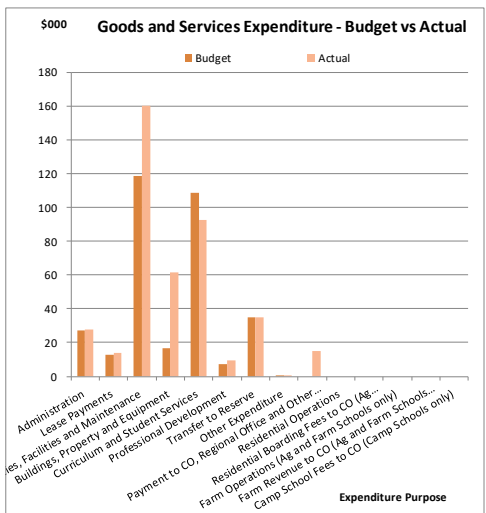
# School Income by Funding Source (DATA) (source: Schools Resourcing System)

## Brookton District High School Financial Summary as at 31 December 2021

| Revenue - Cash & Salary Allocation                   | Budget                 | Actual                 |
|--|------------------------|------------------------|
| 1 Voluntary Contributions                            | \$ 5,325.82            | \$ 5,908.78            |
| 2 Charges and Fees                                   | \$ 5,157.82            | \$ 6,702.82            |
| 3 Fees from Facilities Hire                          | \$ -                   | \$ -                   |
| 4 Fundraising/Donations/Sponsorships                 | \$ 7,288.90            | \$ 13,920.90           |
| 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 | \$ 563.63              | \$ 563.63              |
| 8 Other Revenues                                     | \$ 1,186.93            | \$ 1,247.12            |
| 9 Transfer from Reserve or DGR                       | \$ -                   | \$ -                   |
| 10 Residential Accommodation                         | \$ -                   | \$ -                   |
| 11 Farm Revenue (Ag and Farm Schools only)           | \$ -                   | \$ -                   |
| 12 Camp School Fees (Camp Schools only)              | \$ -                   | \$ -                   |
| <b>Total Locally Raised Funds</b>                    | <b>\$ 20,523.10</b>    | <b>\$ 29,343.25</b>    |
| <b>Opening Balance</b>                               | <b>\$ 29,053.02</b>    | <b>\$ 29,053.02</b>    |
| <b>Student Centred Funding</b>                       | <b>\$ 398,146.51</b>   | <b>\$ 394,180.03</b>   |
| <b>Total Cash Funds Available</b>                    | <b>\$ 447,722.63</b>   | <b>\$ 452,576.30</b>   |
| <b>Total Salary Allocation</b>                       | <b>\$ 2,313,146.00</b> | <b>\$ 2,313,146.00</b> |
| <b>Total Funds Available</b>                         | <b>\$ 2,760,868.63</b> | <b>\$ 2,765,722.30</b> |



| Expenditure - Cash and Salary                         | Budget               | Actual                 |
|---|----------------------|------------------------|
| 1 Administration                                      | \$ 26,980.00         | \$ 27,441.33           |
| 2 Lease Payments                                      | \$ 13,000.00         | \$ 14,104.48           |
| 3 Utilities, Facilities and Maintenance               | \$ 118,500.00        | \$ 160,133.88          |
| 4 Buildings, Property and Equipment                   | \$ 16,340.00         | \$ 61,451.06           |
| 5 Curriculum and Student Services                     | \$ 108,750.47        | \$ 92,324.04           |
| 6 Professional Development                            | \$ 6,975.56          | \$ 9,363.90            |
| 7 Transfer to Reserve                                 | \$ 35,000.00         | \$ 35,000.00           |
| 8 Other Expenditure                                   | \$ 414.07            | \$ 781.81              |
| 9 Payment to CO, Regional Office and Other Schools    | \$ -                 | \$ 15,000.00           |
| 10 Residential Operations                             | \$ -                 | \$ -                   |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ -                 | \$ -                   |
| 12 Farm Operations (Ag and Farm Schools only)         | \$ -                 | \$ -                   |
| 13 Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                 | \$ -                   |
| 14 Camp School Fees to CO (Camp Schools only)         | \$ -                 | \$ -                   |
| <b>Total Goods and Services Expenditure</b>           | <b>\$ 325,960.10</b> | <b>\$ 415,600.50</b>   |
| <b>Total Forecast Salary Expenditure</b>              | <b>\$ 255,934.00</b> | <b>\$ 2,255,934.00</b> |
| <b>Total Expenditure</b>                              | <b>\$ 581,894.10</b> | <b>\$ 2,671,534.50</b> |
| <b>Cash Budget Variance</b>                           | <b>\$ 121,762.53</b> |                        |



| Cash Position as at:         |                      |
|------------------------------|----------------------|
| Bank Balance                 | \$ 122,238.01        |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 36,975.80         |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 96,789.48         |
| 5 Suspense Accounts          | \$ 1,670.73          |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ (13,198.00)       |
| <b>Total Bank Balance</b>    | <b>\$ 122,238.01</b> |

| Identified school priority                 | Progress against priority   | Planned actions   |
|--|---|---|
| Student Attendance                         | <ul style="list-style-type: none"> <li>• Primary attendance to be above 90% by the end of 2024.</li> <li>• Secondary attendance to be above 85% by the end of 2024.</li> </ul>  | <ul style="list-style-type: none"> <li>• Engagement of Secondary students by utilising SIDE options during 2022.</li> <li>• Ngala Koolangka Kaadadjin – Engaging Aboriginal Students and their families in 2022 on their children’s learning journey.</li> <li>• Develop a Secondary engagement program that develops mentoring skills to students to help with reading programs in the early years.</li> </ul> |
| Student Achievement and Progress           | <p>What do we see in this data?</p> <ul style="list-style-type: none"> <li>• Year 3 data is Above Expected / Year 5 is Expected and / Year 7&amp;9 is at or below expected.</li> <li>• Stable cohort Y3-5 for Numeracy and Reading is below like schools, but above for Writing.</li> </ul> <p>Why are we Seeing it?</p> <ul style="list-style-type: none"> <li>• A consistent EI approach in Primary, that may not be as consistent Secondary.</li> <li>• Some students in Secondary were new to the school when this data was collected.</li> </ul> | <p>What are we going to do about it?</p> <ul style="list-style-type: none"> <li>• Major areas of concern are Spelling and Grammar/Punctuation.</li> <li>• Starting the Spelling Mastery Program in 2022 Y3-10.</li> <li>• Development of a Grammar and Punctuation Scope and Sequence for 2022.</li> </ul>  |
| Parent, Student, Staff Satisfaction Survey | Last conducted in 2020.   | <ul style="list-style-type: none"> <li>• Must be conducted in 2022 as a priority.</li> </ul>  |