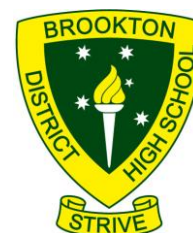




# Annual Report 2022

## 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.

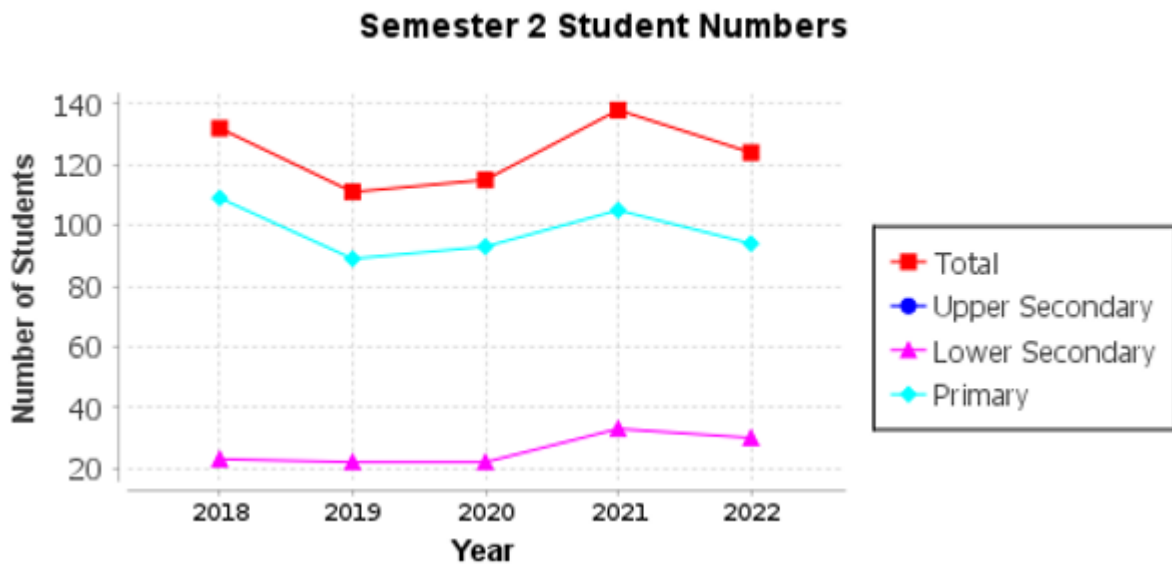
Our school offers extra-curricular programs such as Breakfast Club, and Oracy Programs, and we are a Positive Behaviours School. Our quality staff have a breadth of experience for learning with specialised teachers in Maths, Science, English, Humanities and Social Sciences, Physical Education and STEM 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.



## Student Numbers and Characteristics



Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	109	89	93	105	94
Lower Secondary	23	22	22	33	30
Upper Secondary					
<b>Total</b>	<b>132</b>	<b>111</b>	<b>115</b>	<b>138</b>	<b>124</b>

### Comments:

Student numbers have fluctuated between 111 and 148 students over the past five years. Numbers stabilised at the 124 mark for 2022. Reasons for fluctuating student numbers can vary due to transient families moving to Brookton for short periods of time. The closing of a large export hay plant in 2021 also meant some families moved away from Brookton. Our Secondary student numbers slightly increased in 2022 due to Brookton students returning from Narrogin SHS, and family transiency. Kindy enrolments in 2022 reduced slightly to 12 students.

## Workforce composition

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	12	9.1	3	2.4	15	11.5
Mainstream EAs	2	1.3	0	0.0	2	1.3
Education Support EAs	12	6.0	0	0.0	12	6.0
AIEO	1	0.6	0	0.0	1	0.6
Admin	4	2.6	0	0.0	4	2.6
Cleaner	3	2.2	0	0.0	3	2.2
Gardener	1	1.0	0	0.0	1	1.0
Other	3	1.4	0	0.0	3	1.4
<b>Total</b>	<b>40</b>	<b>26.2</b>	<b>3</b>	<b>2.4</b>	<b>43</b>	<b>28.6</b>

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

## 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 some of who have run literacy intervention programs for a number of 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

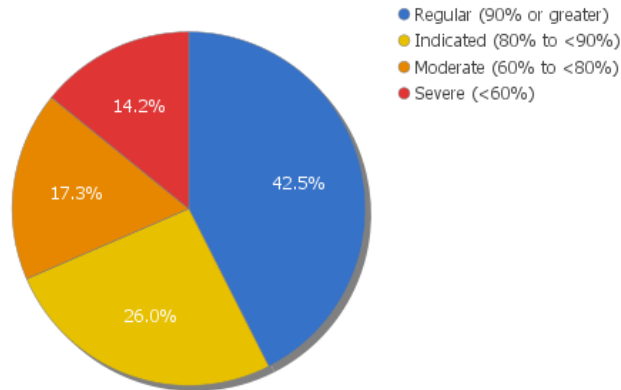
### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2022	85.6%	85.5%	88.3%	69.7%	66.6%	69.5%	81.2%	79.3%	86.6%

### 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
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%
2022	72.7%	74.9%	83.0%	58.9%	50.3%	55.2%	66.1%	67.4%	80.4%

Attendance Profile 2022 Semester 2 Compulsory



**Describe your analysis and impact of evidence**

The Overall Primary attendance in 2022 was 81.2% which is down from 85.1% in 2021. Overall Secondary attendance was 66.1% which was marginally up from 2021, which was 66.0%.

On the whole, there has been a decline in regular attendance and an increase in students categorised as moderately and severely at risk. Covid-19 had a significant and extensive impact on school wide attendance throughout 2022. Many families exercised a high level of caution at the start of the outbreak by keeping children at home to avoid exposure to the virus. Transiency and extended absences amongst a small group of students has also contributed to the decline in attendance rates.

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

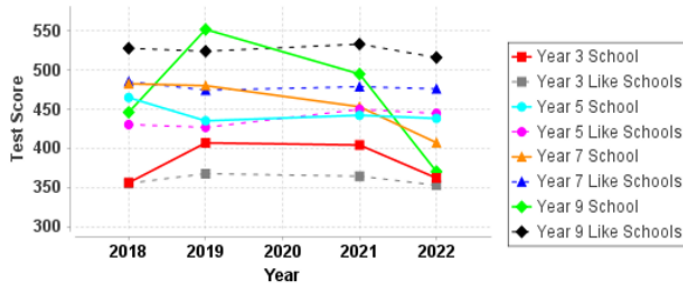
Brookton DHS works incredibly hard to support our students to attend school in various ways. The school offers case management support to students and families referred to the Administration team as being of concern, regularly following up on student absence and engagement issues. Our continued efforts in these areas and the reduced absence due to Covid 19 illness and isolation, is hoped to lead to significant improvements in 2023.

In 2022 we introduced a Secondary engagement program that develops mentoring skills to students, to help with reading programs in the early years. This program is facilitated by the Stephen Michael Foundation Rising Leaders program which utilises sport to engage, encourage and support the development of school students as leaders amongst their peers and within their communities. The program also helps students develop personal skills to manage stressful situations and regulate problematic emotions when they arise.

Attendance is regularly monitored by the Principal, Deputy, class teachers and AIEO team.

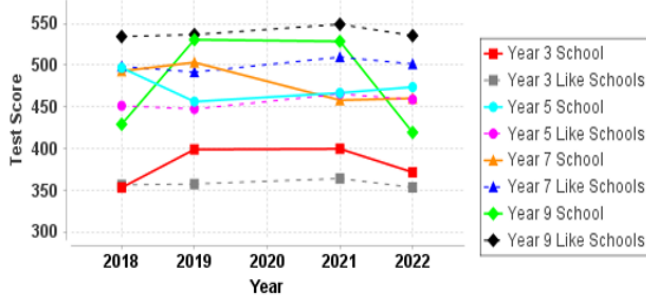
## Student Achievement and Progress

Average Grammar & Punctuation Score



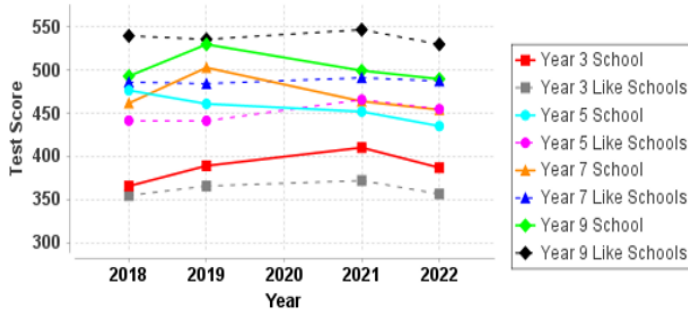
This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Grammar and Punctuation assessment, compared to Like Schools. Our Yr 3 students showed a decline in results, although they are slightly above Like Schools. Our Yr 5 students maintained their results in line with last year and are slightly above Like Schools. Our Yr 7 student performance declined and is markedly below that of Like Schools, as were our Yr 9 results.

Average Spelling Score

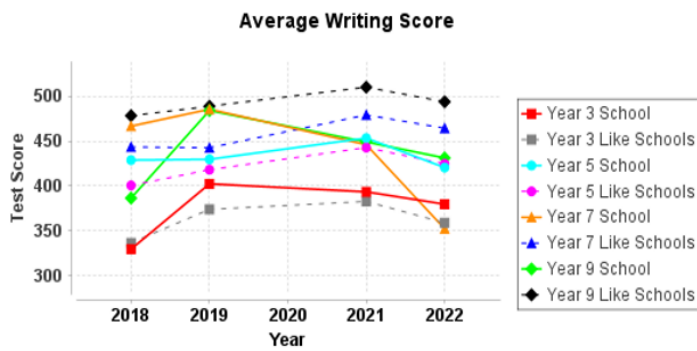


This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Spelling assessment, compared to Like Schools. Our Yr 3 students showed a decline in results, although they are slightly above Like Schools. Our Yr 5 students slightly improved their results and are slightly above Like Schools. Our Yr 7 students maintained their results in line with last year although are below Like Schools, while our Yr 9 students performance declined and is markedly below that of Like Schools.

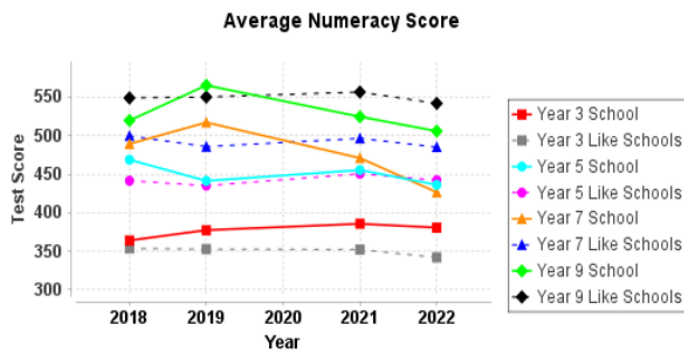
Average Reading Score



This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Reading assessment, compared to Like Schools. Our Yr 3 students showed a decline in results, although they are above those of Like Schools. Our Yr 5 student performance declined and is below that of Like Schools while our Yr 7 student performance also declined and is below that of Like Schools. Our Year 9 students had a slight decline in their results and performed below Like Schools.



This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Writing assessment, compared to Like Schools. Our Yr 3 students showed a decline in results, although they are above those of Like Schools. Our Yr 5 student performance declined and is only marginally below that of Like Schools, while our Yr 7 student performance also declined and is below that of Like Schools. Our Year 9 students had a decline in their results and performed below Like Schools.



This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Numeracy assessment, compared to Like Schools. Our Yr 3 student results were very slightly down on last year, but above those of Like Schools. Our Yr 5 student performance declined and is only marginally below that of Like Schools, while our Yr 7 student performance also declined and is below that of Like Schools. Our Year 9 students had a decline in their results and performed below Like Schools.

**Describe your analysis and impact of evidence**

The results of a number of our students have demonstrated a decline in this round of testing. The staff feel that a large factor in this has been the impact of COVID-19 resulting in lower attendance rates, particularly in the early part of the year, and the online testing format that many students found somewhat challenging to navigate.

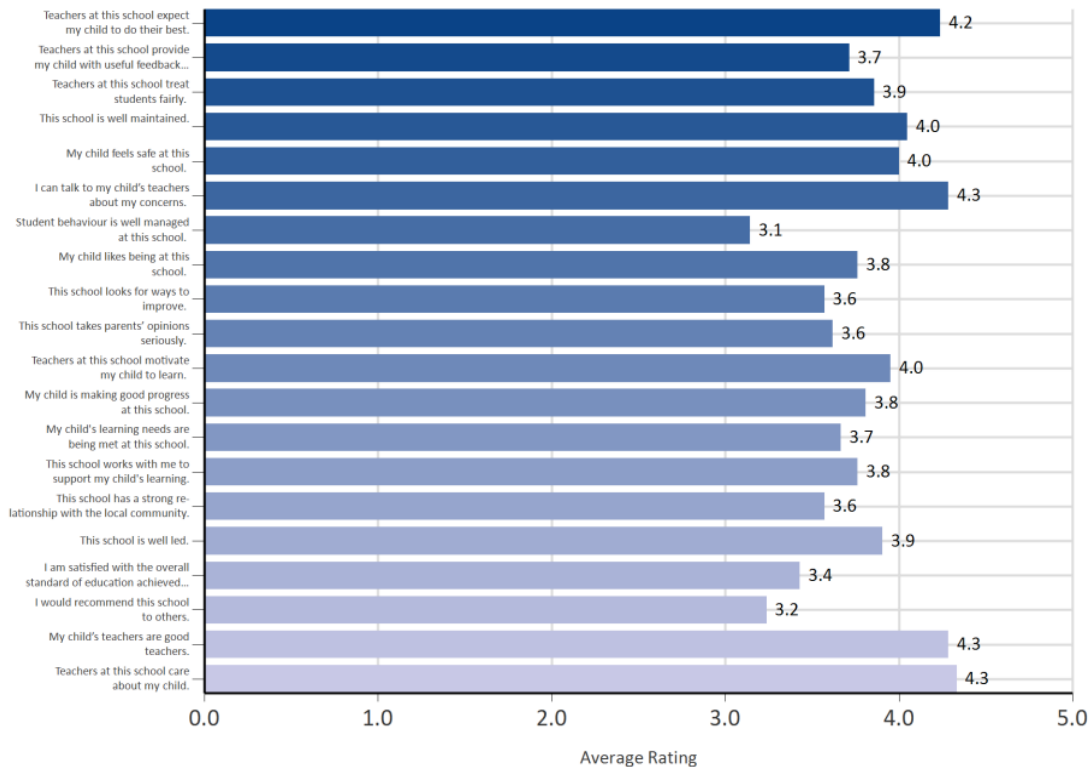
We will continue to support students with their test literacy, giving them further opportunities to practise the skills required to answer questions online, such as answering multiple choice questions, dragging and dropping objects, taking time to slow down and read through questions, and checking their work.



## Parent satisfaction

### Parent Survey

2022 – 21 responses



### Parent Survey

There was a significant reduction in the number of survey responses received in 2022, compared to 2020 when we received 35 responses.

Positive responses revolved around high teacher expectations of students, the ability of parents to be able to talk to teachers about concerns, the level of caring teachers have for their students and teachers motivating the students to learn.

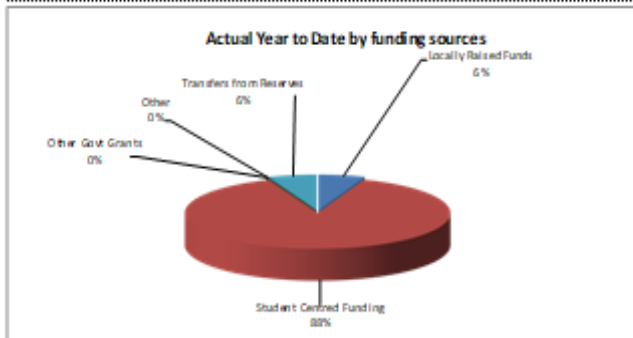
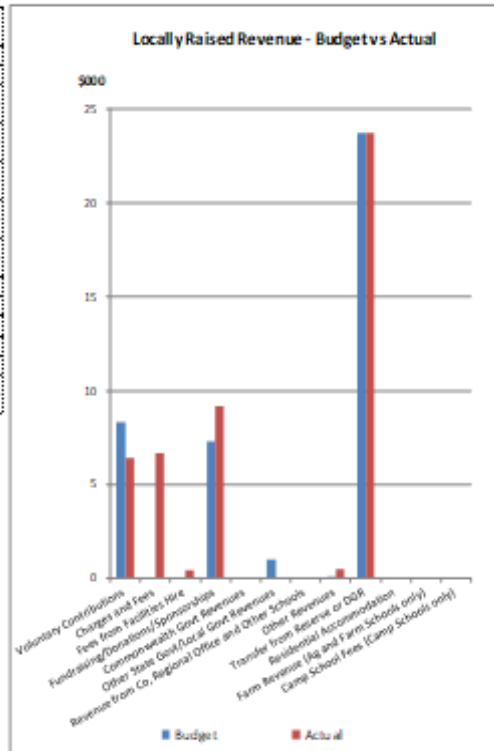
Particular areas of concern were the management of student behaviour, the standard of education achieved by the students and the relationship of the school with the community. We have many strategies and programs we continually focus and reflect on to improve and strengthen these areas such as:

- Working to understand the individual differences and needs of our students.
- Inclusion of parents/carers/community members/support services in the organisation and programs of our school.
- Provision of Chaplaincy to support student and family wellbeing.
- PBS committee that meets regularly to focus on areas of improvement.
- Professional learning for staff.

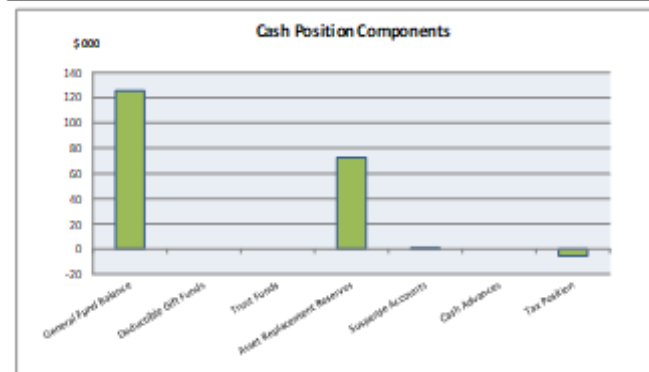
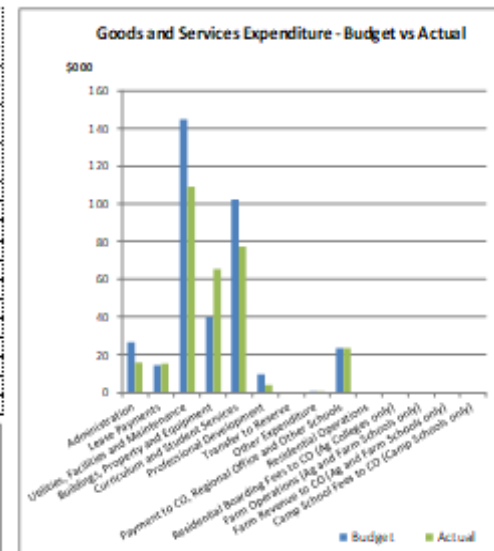
# School Income by Funding

## Brookton District High School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,304.00	\$ 6,416.00
2 Charges and Fees	\$ -	\$ 6,668.60
3 Fees from Facilities Hire	\$ -	\$ 400.00
4 Fundraising/Charitable/Sponsorships	\$ 7,250.00	\$ 8,098.95
5 Commercial/In-Govt. Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 20.00	\$ 483.24
9 Transfer from Reserve or DGR	\$ 23,733.60	\$ 23,733.60
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>\$ 40,307.60</b>	<b>\$ 46,938.86</b>
Opening Balance	\$ 36,975.80	\$ 36,975.80
Student Centred Funding	\$ 322,348.00	\$ 352,875.36
<b>Total Cash Funds Available</b>	<b>\$ 399,431.40</b>	<b>\$ 436,790.02</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 399,431.40</b>	<b>\$ 436,790.02</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 26,985.00	\$ 25,744.62
2 Lease Payments	\$ 34,200.00	\$ 35,321.04
3 Utilities, Facilities and Maintenance	\$ 144,580.00	\$ 100,062.71
4 Buildings, Property and Equipment	\$ 30,894.00	\$ 65,585.80
5 Curriculum and Student Services	\$ 132,400.00	\$ 77,085.37
6 Professional Development	\$ 10,000.00	\$ 4,281.18
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 505.00	\$ 572.41
9 Payment to CO, Regional Office and Other Schools	\$ 23,733.60	\$ 23,733.60
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>\$ 362,287.60</b>	<b>\$ 311,286.08</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 362,287.60</b>	<b>\$ 311,286.08</b>
Cash Budget Variance	\$ 37,343.80	\$ -



Bank Balance	\$ 193,695.38
Made up of:	
1 General Fund Balance	\$ 125,473.94
2 Debttable Off Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserve	\$ 73,055.88
5 Savings Accounts	\$ 101,568.80
6 Cash Advances	\$ -
7 Tax Position	\$ (5,026.00)
<b>Total Bank Balance</b>	<b>\$ 193,695.38</b>

