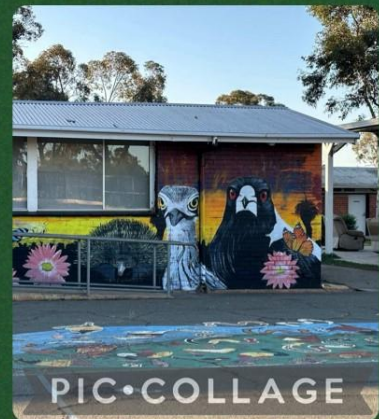




Brookton District High School Annual Report 2024



PIC•COLLAGE

Principal's Report

2024 was a vibrant and rewarding year for Brookton District High School—one filled with growth, new beginnings, and a deepening sense of community.

Leadership

We began the year with an acting Administration team, united by a shared enthusiasm and a strong sense of purpose. By year's end, we proudly celebrated the permanent appointments of our Principal, Deputy Principal, and Manager Corporate Services. This continuity brings strength and stability to our school's leadership.

We were also thrilled to see Mr Alwis secure his teaching permanency, and to welcome three Senior Teachers into our staff. Our team was further enriched by the addition of new education assistants—some of whom are former students of our school, which adds a truly special layer of connection and pride.

Governance

For the first time in many years, every member of our School Board participated in comprehensive governance training, traveling together to Narrogin for the occasion. Their commitment to learning and leadership has had a tangible impact—most notably in their successful advocacy to reinstate the full allocation of in-term swimming lessons for our students, a first in over three years.

The High School Hub

Our high school students enjoyed a transformative year. From practical improvements like the relocation of lockers and the installation of new furniture in the outdoor common area, to cultural enhancements like the stunning mural painted by Charlie Colbung, our high school precinct now feels more vibrant and student-centered than ever.

We introduced a high school-specific timetable, giving students their own breaktimes and learning rhythms, and advocated for the installation of a dedicated toilet block close to their classrooms—successfully in place before year's end. These changes are more than logistical; they represent our ongoing commitment to valuing our high school students and creating a space where they belong.

Wellbeing and Learning

All teaching and support staff participated in both the Berry Street Education Model training, and Circle of Courage training, deepening our collective commitment to supporting student wellbeing as a pathway to improved learning outcomes. This shared professional journey has helped strengthen our culture of care and high expectations.

Community Connection

Our P&C Committee had a standout year, reigniting the beloved Quiz Night and being honoured with the Shire of Brookton's Community Event of the Year Award. Their dedication extended beyond events—playground busy bees brought colour and care to our school grounds, and their presence continues to be felt in countless ways.

We participate in the Ganlla Djooks program with the Stephen Michael Foundation and continued our productive association with the Wheatbelt Beyond Youth Mentoring Network.

School Events

Our calendar was filled with moments that brought joy and connection. We reintroduced Grandparents Day to overwhelming community response and happily reinstated it as an annual event. Reading morning teas following assemblies became a new tradition, celebrating literacy and encouraging a love of books in a warm, community setting. We celebrated Harmony Day, NAIDOC and Reconciliation Week.

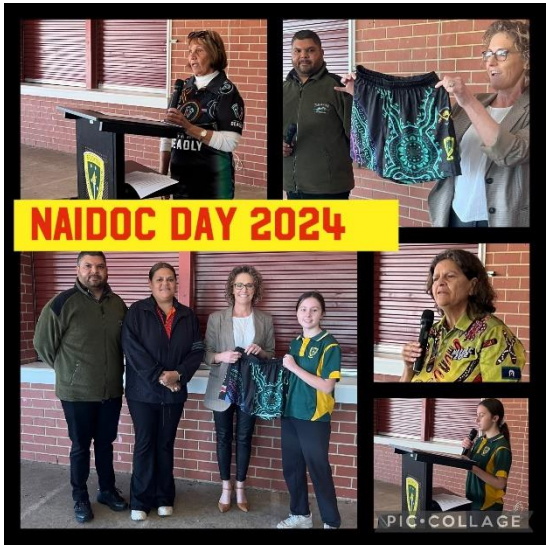
At the end of the year, we introduced a new format for our Awards Ceremonies: a festive concert for our primary students and a formal Awards Luncheon and Graduation Ceremony for our high school students. Feedback from our school community was overwhelmingly positive, affirming our belief that every milestone deserves its own special recognition.

Public School Review

One of our proudest moments came in Term 3, when we underwent our Public School Review. We were delighted with the findings—achieving a three-year return across all six domains. This is a testament to the dedication and professionalism of our entire staff, and reflects the strength of our collective efforts to make Brookton District High School a place where every student can thrive.

It has been a year of consolidation, celebration, and connection. Thank you to our staff, students, families, and community members for being part of our journey. Together, we continue to build a school we can all be proud of.

Warm regards,
Kris Dewson Hall
Principal
Brookton District High School

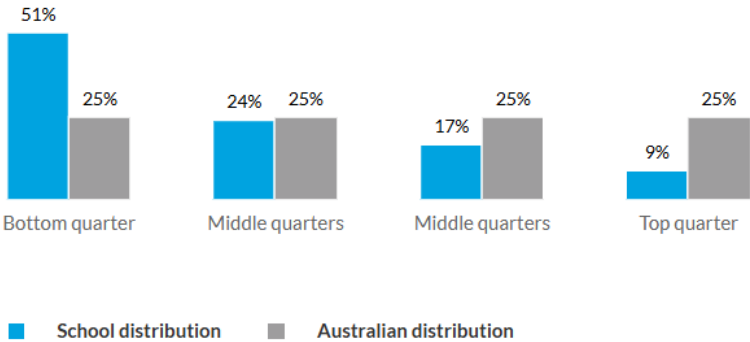


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	908
Average ICSEA value	1000
School ICSEA percentile	12

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

School Overview

At Brookton District High School, our purpose is clear: to empower every student to develop the skills, knowledge, and attributes they need to become resilient, thoughtful individuals who contribute positively to the world—both now and in the future.

Situated in the Wheatbelt region of Western Australia, Brookton District High School stands proudly on **Ballardong Noongar Country (boodja)**. We pay our deepest respects to the Traditional Custodians of the land and honour their enduring connection to Country, culture, and community.

Since 1903, our school has been a cornerstone of the Brookton community. We are recognised for our strong sense of belonging, the values we uphold, and our unwavering commitment to nurturing the potential of every child. With a Kindergarten to Year 10 structure, we provide a seamless educational journey that supports students from early childhood through to the end of lower secondary schooling.

We set high expectations for academic excellence and student wellbeing. Our teaching is grounded in an explicit instruction approach, particularly in literacy and numeracy, ensuring every student is equipped with the foundational skills they need for lifelong success.

Our commitment to wellbeing and engagement is further strengthened by our whole-school implementation of the **Berry Street Education Model**. This evidence-based framework helps us create safe, supportive, and emotionally responsive classrooms, where students feel empowered to learn and grow. Our staff has also completed Circle of Courage training - a school-wide framework that supports student wellbeing and positive behaviour by building a sense of belonging, encouraging mastery of skills, promoting responsible independence, and nurturing generosity in relationships and community.

Brookton DHS offers a rich and inclusive curriculum. In addition to core learning programs, we offer Breakfast Club, Oracy Programs, and targeted interventions such as a literacy support specialist and Macqlit to extend and support all learners. Specialist teachers provide high-quality instruction in Mathematics, Science, English, Humanities and Social Sciences (HASS), Physical Education, Noongar Cultural Studies, STEM, and Beauty. In High School our partnership with the School of Isolated and Distance Education (SIDE) further expands our students' learning opportunities. We offer mainstream subjects as well as an alternative curriculum pathway through ASDAN and project based learning.

We celebrate and honour cultural diversity in our school community. **Noongar** is taught as our Language Other Than English (LOTE), embedding local Indigenous language and knowledge into our students' everyday learning and fostering cultural pride and understanding.

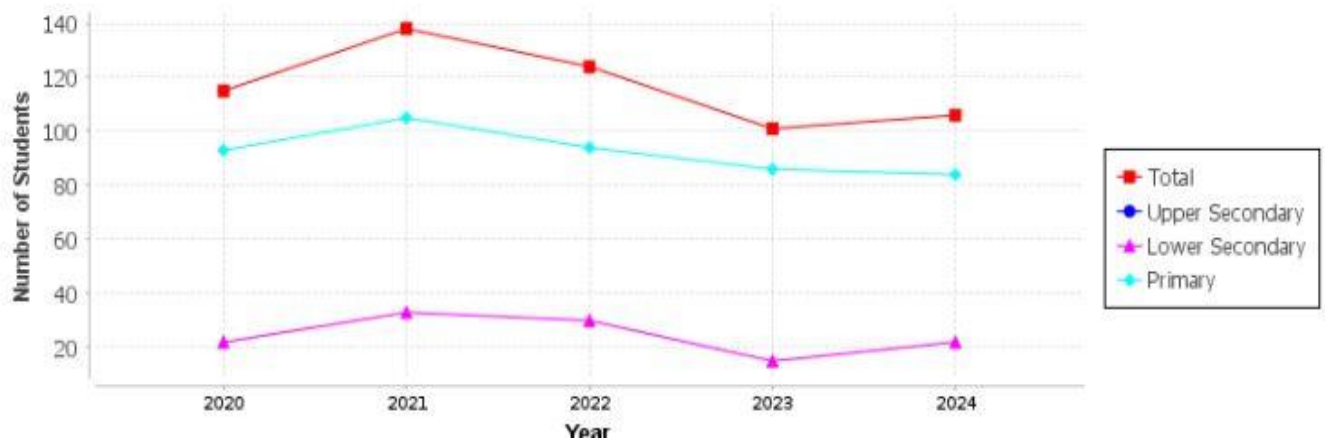
Pastoral care is a cornerstone of our school culture. With the support of our School Chaplain and caring staff, we prioritise emotional wellbeing and inclusive practices. As a **Positive Behaviour Support (PBS)** school, we explicitly teach and model behaviours that reflect our values: **Safe, Organised, Achieving, and Respectful (S.O.A.R.)**. We use Class Dojo to communicate regularly with families and recognise positive student behaviour.

Our beautiful school grounds include a vibrant Music and Arts Centre, engaging playgrounds, and a student-designed Nature Playground that offers creative and restorative spaces for learning and play.

Brookton District High School is a place where students are known, supported, and inspired. We are proud to deliver a high-quality education that prepares our young people to thrive in a changing world—with confidence, character, and community at the heart of everything we do.

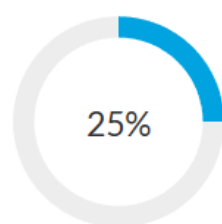
Student numbers & characteristics

Student Number Trends (based on 2024 Semester 2 Census Data)

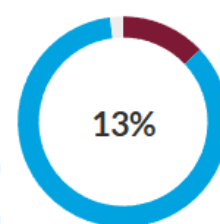
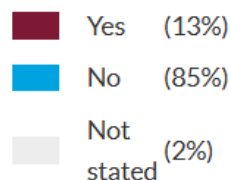


	Kin	PPR	Pri	Sec	Total
Male	9	3	40	10	62
Female	5	7	34	12	58
Total	14	10	74	22	120

Indigenous students



Language background other than English



While there were many student movements throughout the school year our overall numbers remained relatively stable. The Year 6 cohort in 2023 was small and most of these students are heading to Perth or Narrogin to complete their high school years, high school retention is an area to work on for 2024.

Workforce Composition

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Other Teaching Staff	11	7.5	0
Total Teaching Staff	11	7.5	0
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.6	1
Other Allied Professionals	12	4.2	2
Total Allied Professionals	17	8.6	3
Total	30	18.1	3

The acting administration team all won their substantive roles in 2024.

In 2024 we had 2 graduate teachers and one teacher on a 12 month contract to cover maternity leave. By the end of the year one of the graduate teachers had won permanency.

We ran pools for education assistants which enables us to fill vacancies and increase our relief pool. We created a primary literacy support teacher role and obtained funding to trial some “Arts” and wellbeing initiatives in the high school area.

Our school psychologist visited once a week and we employed a School Chaplain 2 days per week through Youth Care until our chaplain went on maternity leave in July. In Term 4 we were able to get a school chaplain once per fortnight.

Fly2Health visited our students with an NDIS package once a fortnight. Our School Nurse from WACHS, Kaylene Sewell, visited fortnightly.

Student Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	81.2%	86.6%
2023	86.8%	88.9%
2024	86.5%	89.4%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	82%	82%	76%	77%	85%	85%	87%
2023	87%	90%	88%	83%	85%	N/A	87%
2024	86%	95%	88%	78%	88%	87%	N/A
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	66.1%	80.4%
2023	57.2%	82.5%
2024	66.8%	82.2%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	N/A	N/A	N/A	N/A		
2023	N/A	N/A	N/A	N/A		
2024	80%	N/A	N/A	N/A		
WA Public Schools 2024	87%	83%	81%	79%		

Our primary school attendance rates in 2024 improved slightly however are still below where we would like them to be. Our low attendance rate was significantly impacted by a small number of chronic non-attenders, and in particular a student with whereabouts unknown. In a small school, this has a big impact on our attendance rate.

Our high school attendance rates overall in 2024 regained significant ground however are still well below where we would like them to be, again our numbers are heavily influenced by a small number of students who have left Brookton school and not yet enrolled in another school. In addition, we have a small number of chronic school refusers. We continue to work closely with individual families to develop individualised attendance plans as well as working to reduce barriers to attendance.

The attendance rates of Aboriginal students is significantly lower than non-Aboriginal students and we continue to work closely with Seabrook Aboriginal Corporation, our AIEOs and local Brookton Noongar community to address barriers to attendance such as access to uniform, school supplies and food for lunches with all students.

We are running Breakfast Clubs for secondary and primary students every day with the support of our staff, student councillors and volunteers.

NAPLAN Comparative Performance Summary

	Year 3		Year 5		Year 7
	2023	2024	2023	2024	2024
Numeracy	2.3	2.4	3.8	1.6	-1.4
Reading	1.0	0.8	2.1	1.0	1.6
Writing	0.7	1.3	2.3	0.3	0.9
Spelling	-0.0	0.6	2.1	1.6	0.4
Grammar & Punctuation	0.8	0.1	3.3	0.5	0.9

Numeracy	Performance		Students	
		2024		2024
Year 7		-1.4		8



Above Expected - more than one standard deviation above the predicted school

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

It is pleasing to note that our NAPLAN assessment data indicates our students are performing at or above the expected level for their ICSEA ranking in all subjects and year groups except Year 7 Mathematics. Primary Mathematics has shown steady progress in NAPLAN assessment data indicating our consistent whole school program, Prime Maths, is having a positive impact on student outcomes in numeracy.

Reading results indicate a continued effort to review our scope and sequence for reading, with particular focus on inferential comprehension, must remain a priority in our English operational plan.

We have been working hard to implement the Talk for Writing program with greater fidelity and consistency across the school, we are hopeful that the benefits of this will be seen in 2025 NAPLAN writing assessment data.

We have noted that spelling results improved at a greater rate in middle primary when the Spelling Mastery program was implemented. The Literacy Team has reviewed our scope and sequence for spelling, we will continue with Heggarty and Letters and Sounds in early childhood however we will transfer to Spelling Mastery a semester earlier so students also receive the benefit of that explicit program.

Grammar and punctuation results have been a concern for at least two years, our literacy support teacher has begun reviewing the scope and sequence for grammar and supporting teachers to introduce explicit grammar lessons into their daily English warm ups.

NAPLAN Assessment Data - Reading

Average Test Score

NAPLAN	Reading							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
School Average Score	358	472			350	441	497	
WA Public School Average Score	390	484			387	477	517	

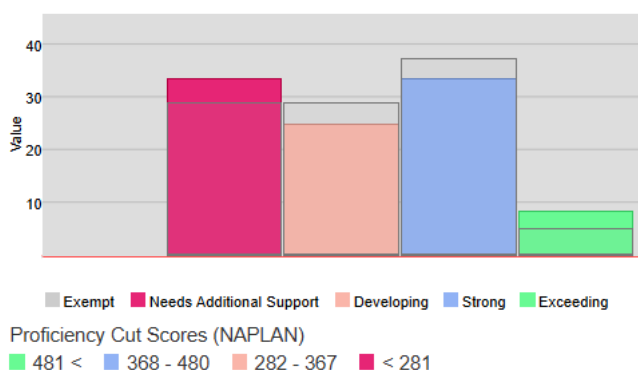
Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Exceeding	7	13			8	15	25	
Strong	40	50			33	38	13	
Developing	27	25			25	8	38	
Needs Additional Support	27	13			33	38	25	

Reporting Period: 2024 Y03

Reading - Proficiency

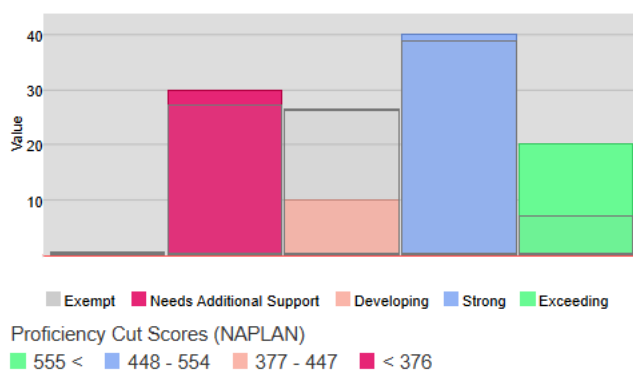
Filters : Stable Cohort



Reporting Period: 2024 Y05

Reading - Proficiency

Filters : Stable Cohort



NAPLAN assessment data for reading indicates our primary school students are above or close to scores for similar schools. High School data can not be included as less than 10 students sat the NAPLAN exams in 2024 so they may be identifiable from the data.

Reading is the cornerstone of academic success and, as such, there is more work to be done to improve our reading results particularly in the area of inferential comprehension. Staff have received additional training in effective use of our guided reading resources and our school librarian developed a range of reading engagement activities throughout the year. Reading morning teas after assemblies have proved very popular and encourage parents to engage with students' reading.

We offer early intervention programs through Macqlit and Reading eggs and have created a Literacy Support Teacher position.

Interestingly, our stable cohort of students across the school outperforms our transient population and there is a strong correlation between attendance and achievement in the area of reading.

NAPLAN Assessment Data - Writing

Average Test Score

NAPLAN	Writing							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
School Average Score	370	476			386	424	483	
WA Public School Average Score	408	474			405	473	527	

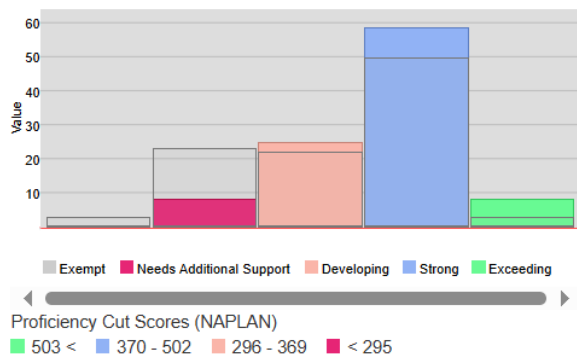
Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Exceeding	0	25			8	0	0	
Strong	54	25			58	38	33	
Developing	38	38			25	31	33	
Needs Additional Support	8	13			8	31	33	

Reporting Period: 2024 Y03

Writing - Proficiency

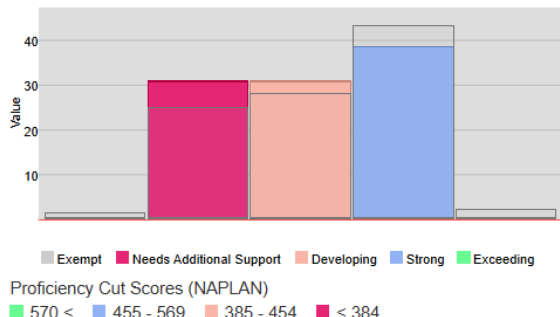
Filters : All Students



Reporting Period: 2024 Y05

Writing - Proficiency

Filters : All Students



Our NAPLAN assessment for Writing scores indicate that we are above or similar to like schools for writing. High school results are not shown as less than 10 students completed the NAPLAN assessment, however the results for the stable Year 7 cohort in particular showed significant improvement.

We have created a position of Literacy Support Teacher to work with teachers to ensure the Talk for Writing program is used with fidelity across the year groups to support the teaching of narrative and persuasive writing genres. In addition, the data identifies punctuation, paragraphing and sentence structure as key areas requiring further development.

NAPLAN Assessment Data

Spelling

Average Test Score

NAPLAN	Spelling							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
School Average Score	342	486			357	471	490	
WA Public School Average Score	396	485			392	482	535	

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Exceeding	0	25			17	8	0	
Strong	36	50			17	54	56	
Developing	36	25			58	31	22	
Needs Additional Support	29	0			8	8	22	

NAPLAN Assessment Data

Grammar

Average Test Score

NAPLAN	Grammar & Punctuation							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
School Average Score	358	509			326	436	475	
WA Public School Average Score	397	487			395	487	524	

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Exceeding	0	25			17	0	0	
Strong	36	50			17	46	33	
Developing	36	25			25	31	44	
Needs Additional Support	29	0			42	23	22	

NAPLAN Assessment Data - Numeracy

Average Test Score

NAPLAN	Numeracy							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
School Average Score	395	497			396	459	430	
WA Public School Average Score	398	480			394	480	526	

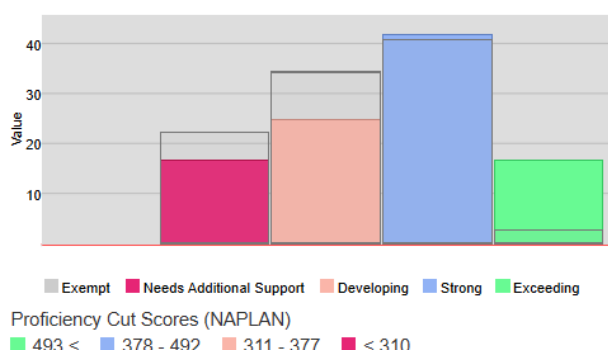
Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy							
	2023				2024			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Exceeding	15	0			15	8	0	
Strong	23	88			46	50	0	
Developing	62	13			23	25	63	
Needs Additional Support	0	0			15	17	38	

Reporting Period: 2024 Y03

Numeracy - Proficiency

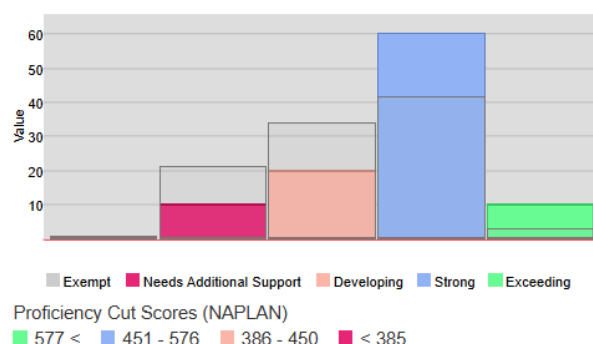
Filters : Stable Cohort



Reporting Period: 2024 Y05

Numeracy - Proficiency

Filters : Stable Cohort



Our NAPLAN Mathematics assessment results in the primary years are pleasing, we have a far greater number of students with strong levels of proficiency and exceeding expected levels of proficiency than like schools. Our whole school program of Prime Maths continues to have a positive effect. PRIME maths is complemented with Mathletics tasks so students are familiar with the presentation of Maths problems in different formats.

However, closer analysis of the data indicates that the areas of using scaled instruments and the measurement of time, including calendars, is an area requiring further development. Mental math fluency and solving word problems are also areas staff will focus on in daily warm ups.

Our high school Mathematics results in Year 7 are disappointing, however, not unexpected. Fact fluency, financial literacy and hands on measurement skills are a focus for our secondary staff.

OLNA Results 2024

	Year <u>10</u> Students - Qualified In		
	Year 9	Year 10	Not Qualified
2024	0	1	4
	0.0%	20.0%	80.0%
Like Schools	6.4%	18.3%	75.3%

We had one student from Year 10 pass all OLN requirements however for our high school cohort the OLN testing has proven quite difficult to achieve for a number of years.

In 2024 we will actively engage in programs that provide an alternative pathway to receive a Western Australian Certificate of Education (**WACE**), namely ASDAN curriculum, which is more project and portfolio based work, and the Duke of Edinburgh program.

Post Brookton Destination Schools

Destination Schools	Male	Female	Other	Total
4063 Brookton District High School	2	6		8
4039 Narrogin Senior High School	2			2
4051 Morley Senior High School	1			1
1008 Santa Maria College		1		1
4168 Shenton College	1			1
1139 St Joseph's School		1		1
Destination Schools	Male	Female	Other	Total
4039 Narrogin Senior High School		1		1

We only had two Year 10 students graduate in 2024, one went to St Joseph's in Albany and the other indicated that they would be enrolling at Narrogin Senior High School. Unfortunately that student did not enrol anywhere. This is a fairly common issue for our high school students, if they had at risk attendance rates at Brookton they are even less likely to board the bus to Narrogin. We will work closely with the Participation team in Narrogin to work on strategies to develop alternative pathways and strategies to engage our high school students, post Year 10, in training or education pathways.

The Year 6 cohort was small and we only retained two students. This year we plan to put a greater emphasis on an orientation program for Year 6 students from Brookton and Pingelly.

Satisfaction with the School

Students participated in a Social and Emotional Wellbeing Survey in 2023 and 2024. The survey is based on the four tenets of the Circle of Courage Philosophy: Belonging, Generosity, Independence and Mastery.

Social- Emotional Wellbeing Survey 2023-2024

K-2 Survey <i>(percentage scores)</i>	2023	2024
If I wasn't at school someone would miss me	-	89%
I have friends at school	-	100%
When I have a problem I know how to get help	-	98%
I like coming to school every day	94%	74%
I feel safe at school	97%	94%
I believe I can do hard things if I keep trying	94%	96%
I know three things I do well	88%	91%
I know how to make myself feel better if I get upset	-	87%
My classmates are kind to me	-	89%
My teacher likes me	-	96%
3 – 6 Survey <i>(average ranking score where 5 is best and 1 is worst)</i>		
I like coming to school every day	-	3.68
I feel safe at school	3.71	4.11
I have friends at school	-	4.82
People care about each other in my class	3.91	3.91
My teacher cares about me	-	4.11
Adults treat students fairly and kindly at this school	4.24	4.00
I am interested in what I am learning in class	-	3.59
I am a good learner	3.69	4.05
I know how to be a good classmate and friend	-	4.48
If I have a problem, I can solve it or I can find someone who can help me solve it	4.16	3.82
I feel OK when I make a mistake because I can learn from them	-	4.00
I can finish work even when it is tough	3.49	3.77
I can tell when someone is upset	-	4.11
I work well with others in my class	3.96	4.05
I know what to do to calm myself down when I get upset	-	4.05
I can do some things really well	4.09	4.05
I like the way I am	-	4.20
I feel like I belong at my school	3.82	4.07

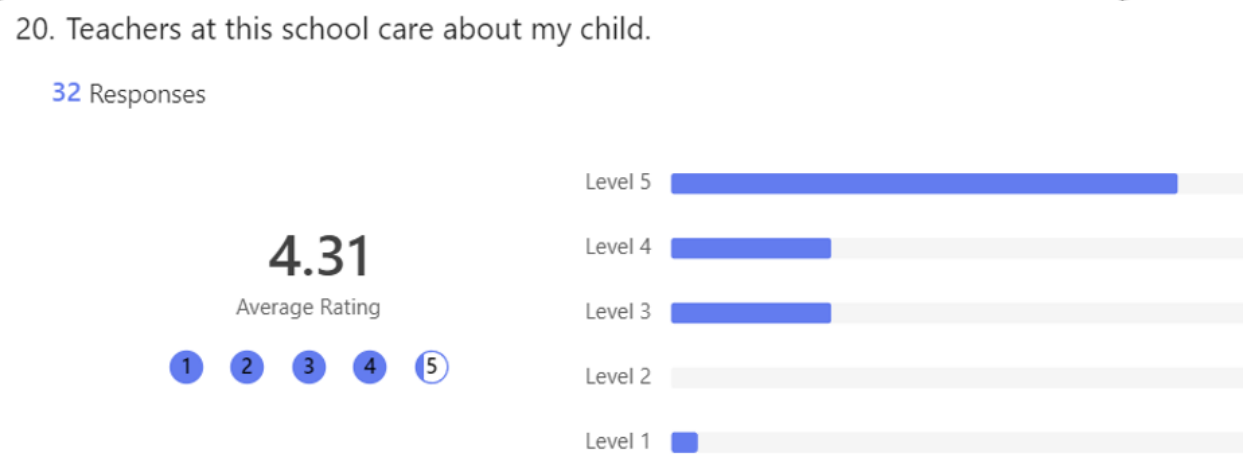
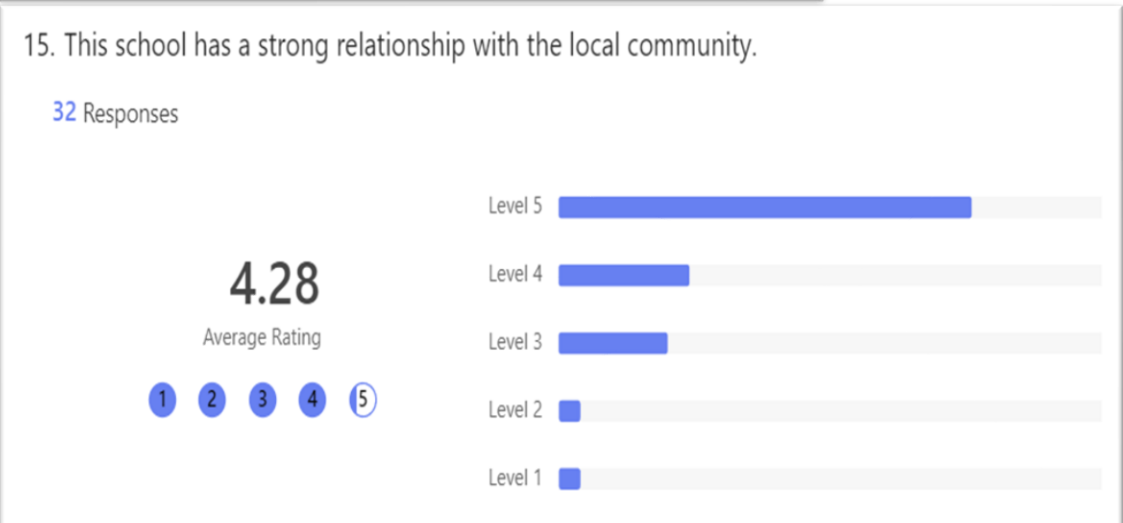
7 -10 Survey <i>(average ranking score where 5 is best and 1 is worst)</i>		
Every student has an equal opportunity learn and succeed at my school	-	4.18
Teachers at my school show respect towards students	4.00	4.00
Students at my school show respect towards each other	2.25	2.64
Teachers at my school care about me	-	4.27
Teachers at my school believe I can succeed	3.88	4.00
Teachers at my school help me to do my best	-	3.64
I feel safe at school	3.13	3.45
If I have a problem, I can solve it or find someone who can help me solve it	-	3.64
I have friends at school	-	4.18
I feel I belong at my school	2.88	3.36
I can do some things really well	3.88	3.73
I am happy with who I am	-	3.36
I can explain to others how I feel	-	2.27
If I find work hard I keep trying until I get it finished	3.13	3.64
I know what to do to calm myself down when I get upset	3.13	3.36
I can understand how other people feel	-	3.45
I feel comfortable talking with students who are not my closest friends	-	3.09
I work well with others in small group activities	3.38	3.36
I think about the consequences of my actions before deciding what to do	3.13	3.27
There is at least one trusted adult at my school that I could talk to about things concerning me	-	4.00
I know how to handle a conflict with other students without fighting	-	2.91
What I am learning at school is relevant to my future	3.25	3.91
I feel positive about my future	3.25	3.45

- It is pleasing to note that students overwhelmingly feel supported and respected by staff at Brookton District High School.
 - Berry Street Education Model training for classroom staff has begun and is reinforcing the importance of teacher /student relationships
- Of concern are the ratings for a sense of belonging at school, particularly in the high school cohort, students respecting other students and capacity to manage conflict without fighting.
 - Berry Street Education Model highlights strategies teachers can support students with to enhance interpersonal skills
- Resilience to persevere when school work is tough is also highlighted as an issue in this survey.
 - A growth mindset is one of the areas covered in BSEM training

Parent Satisfaction Surveys

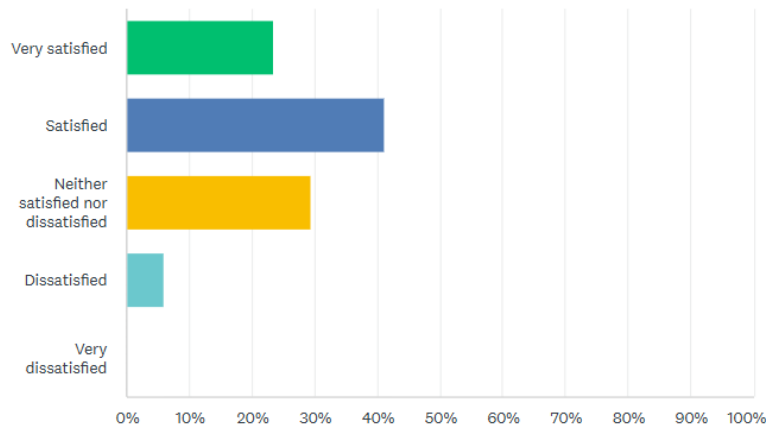
Families were surveyed regularly throughout 2024 as we made a few changes to our learning environment and way of working.

Feedback from surveys indicates families are satisfied with the general direction the school is heading in. It is however worth noting that a review of our communication strategy may be warranted, staff agree that our communication strategy needs to be clear and simple.



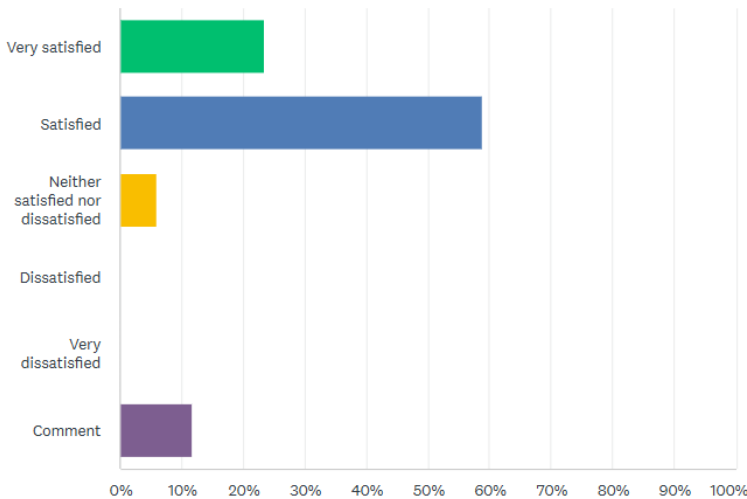
Are you satisfied with the level of communication with your child's teacher?

Answered: 17 Skipped: 0



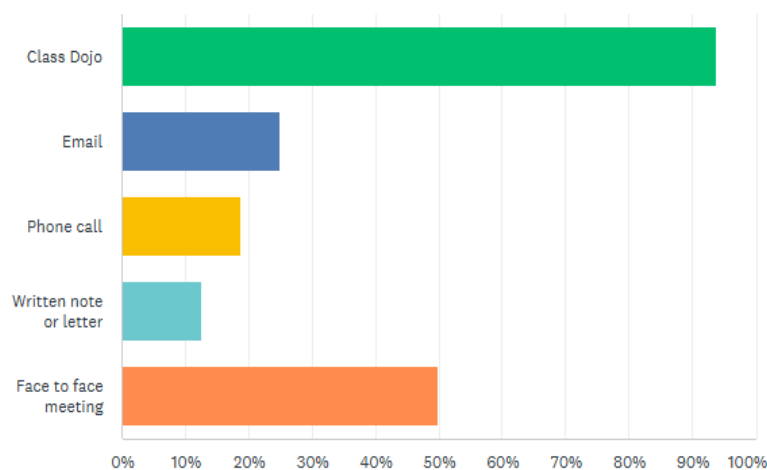
Are you satisfied with the level of communication from the School Principal?

Answered: 17 Skipped: 0



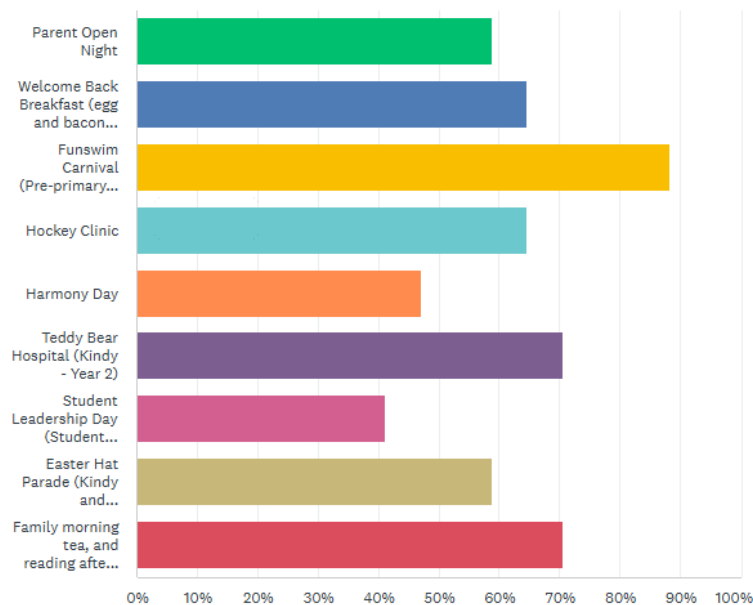
How do you communicate with your child's teacher if required? Please check all that apply

Answered: 16 Skipped: 1



In Term 1 we held a number of events, in addition to our annual carnivals and term assemblies. Please indicate which events you would like to see repeated again in the future.

Answered: 17 Skipped: 0



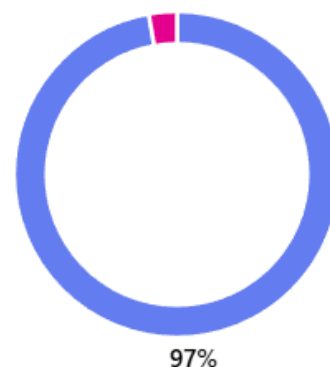
Body Scrubs Workshop with Seabrook



PIC•COLLAGE

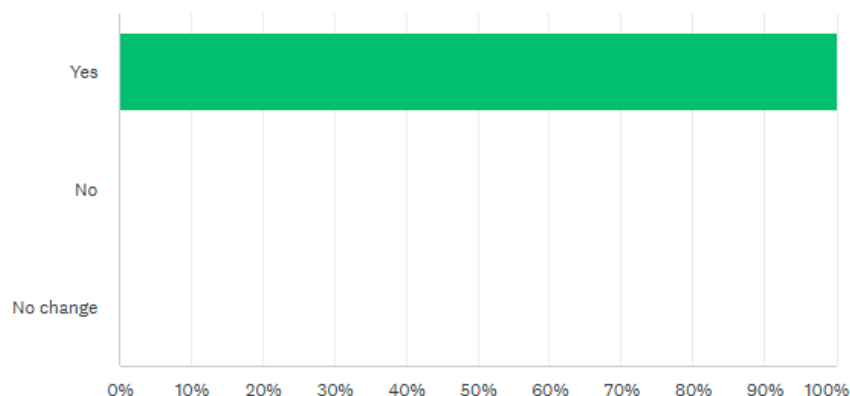
Did you like having the Primary and High School events run separately this year?

● Yes	35
● No	1
● Other	0



Do you think the change to separate recess and lunch times for high school and primary students has had a positive impact?

Answered: 17 Skipped: 0



Plan – Targets

Target	Achieved	Comment
Maintain the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average.	Partially achieved	Achieved in writing. Above like schools in Numeracy and Reading.
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.	Achieved	
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.	Achieved	
Maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Grammar, Numeracy and Science.	Partially achieved	Some individual students have not progressed at the level expected. Their individual learning plans will be reviewed in consultation with families. Literacy Support teacher and Mini Lit offering additional literacy support. Exploration of Mathematics early intervention programs scheduled for 2025.
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.	Not achieved	Several students now working on an IEP or SEN plan
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.	Not achieved	Several students now working on an IEP or SEN plan

Financial Report 2024

Brookton District High School underwent a Financial Audit (Desktop review) in Term 3, 2024 and passed with flying colours. Auditors found only 1 minor finding. A credit to our MCS.



Department of
Education

Operational-Dec 2024

Operational One Line Budget Statement

Issued on 24 April 2025

School: Brookton District High School **School Year:** Dec 2024 (Verified Dec Cash)

Region: Wheatbelt Region **Aria:** 4.04
Distance to Perth (km): 117.85

One Line Budget – Dec 2024

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 59,703	59,703	-0
Carry Forward (Salary):	\$ 111,214	111,214	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,720,724	2,720,724	0
Locally Raised Funds:	\$ 54,067	56,854	-2,787
Total Funds:	\$ 2,945,708	2,948,494	-2,787
EXPENDITURE			
Salaries:	\$ 2,381,546	2,381,546	0
Goods and Services (Cash):	\$ 373,723	371,403	2,320
Total Expenditure:	\$ 2,755,269	2,752,949	2,320
Variance:	\$ 190,439	195,545	-5,107

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$59,702.85	\$59,703.00	\$-.15
Carry Forward (Salary)	\$111,213.69	\$111,213.69	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$2,720,723.98	\$2,720,723.98	\$0.00
Per Student	\$1,054,665.00	\$1,054,665.00	\$0.00
School and Student Characteristics	\$1,260,682.37	\$1,260,682.37	\$0.00
Disability Adjustments	\$137,063.54	\$137,063.54	\$0.00
Targeted Initiatives	\$210,095.59	\$210,095.59	\$0.00
Operational Response Allocation	\$37,217.48	\$37,217.48	\$0.00
Regional Allocation	\$21,000.00	\$21,000.00	\$0.00
School Transfers – Salary	\$-286,003.00	\$-286,003.00	\$0.00



School Transfers - Cash	\$286,003.00	\$286,003.00	\$.00
Department Adjustments	\$.00	\$.00	\$.00
Locally Raised Funds (Revenue)	\$54,067.00	\$56,853.52	\$-2,786.52
Voluntary Contributions	\$3,630.00	\$3,980.00	\$-350.00
Charges and Fees	\$.00	\$9,990.27	\$-9,990.27
Fees from Facilities Hire	\$230.00	\$.00	\$230.00
Fundraising/Donations/Sponsorships	\$2,000.00	\$5,075.31	\$-3,075.31
Commonwealth Govt Revenues	\$.00	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$3,000.00	\$3,000.00	\$.00
Revenue from CO, Regional Office and Other schools	\$15,000.00	\$.00	\$15,000.00
Other Revenues	\$5,000.00	\$9,600.91	\$-4,600.91
Transfer from Reserve or DGR	\$25,207.00	\$25,207.03	\$-.03
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$2,945,707.52	\$2,948,494.19	\$-2,786.67

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$2,381,545.98	\$2,381,545.98	\$.00
Appointed Staff	\$2,180,958.82	\$2,180,958.82	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$197,443.61	\$197,443.61	\$.00
Other Salary Expenditure	\$3,143.55	\$3,143.55	\$.00
Goods and Services (Cash Expenditure)	\$373,723.00	\$371,403.12	\$2,319.88
Administration	\$15,580.00	\$23,972.45	\$-8,392.45
Lease Payments	\$19,000.00	\$14,264.01	\$4,735.99
Utilities, Facilities and Maintenance	\$162,400.00	\$160,688.24	\$1,711.76
Buildings, Property and Equipment	\$40,500.00	\$42,397.54	\$-1,897.54
Curriculum and Student Services	\$88,222.00	\$78,605.26	\$9,616.74
Professional Development	\$12,600.00	\$15,114.15	\$-2,514.15
Transfer to Reserve	\$35,136.00	\$35,136.00	\$.00
Other Expenditure	\$285.00	\$1,225.47	\$-940.47
Payment to CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Residential Operations	\$.00	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$2,755,268.98	\$2,752,949.10	\$2,319.88