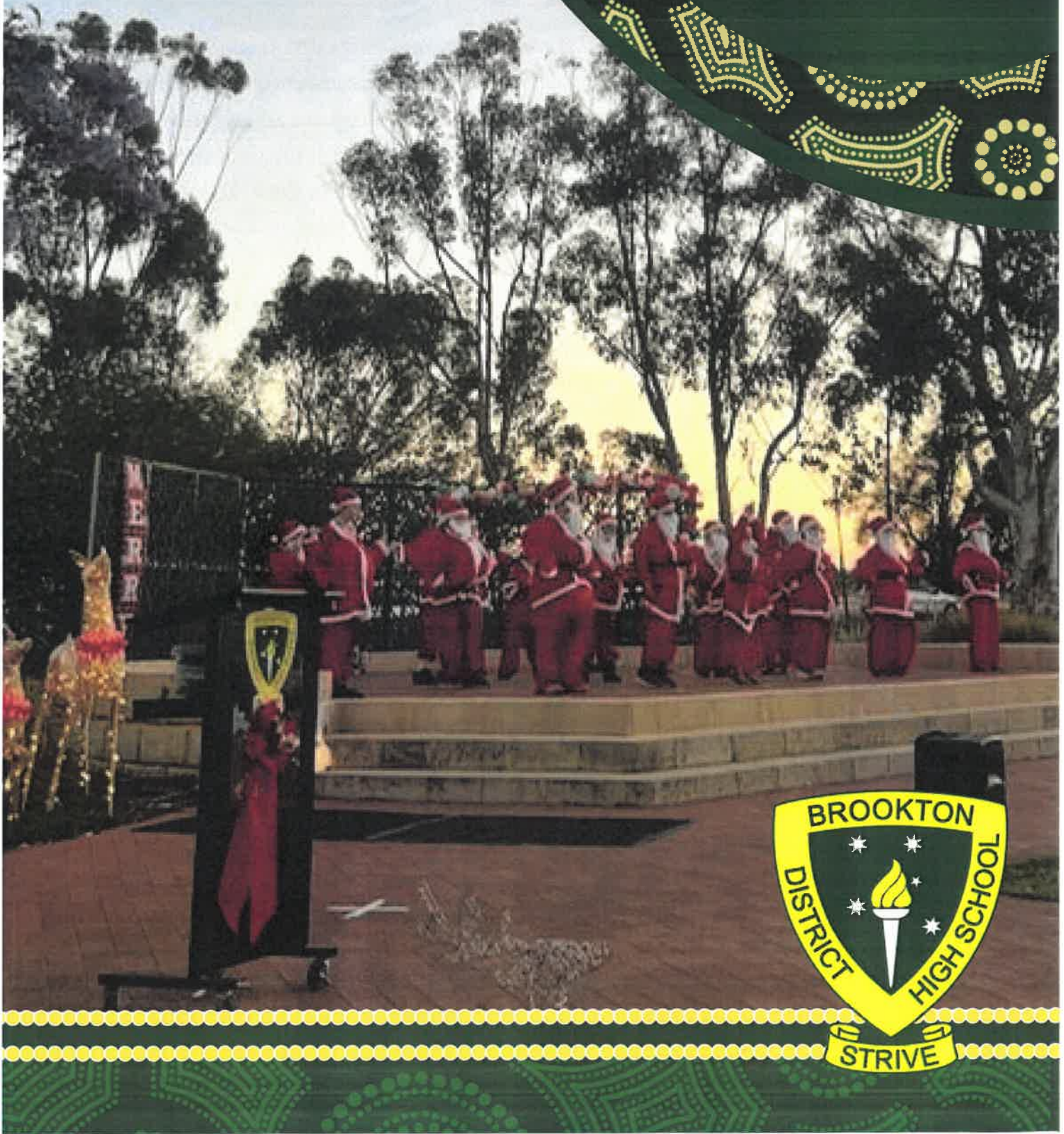


BROOKTON

DISTRICT HIGH SCHOOL

Strategic Plan

2025 and beyond



Welcome to **Brookton District High School**

Kaya Wanju


Brookton is a Wheatbelt community, nestled in the heart of the Avon Valley on Ballardong Noongar boodja. We are located approximately 130km south east of Perth.

Brookton District High School has been a valued part of the region since 1903. Located in a proud agricultural industry area, our school plays a vital role in preparing students to thrive in rural and regional communities. Originally established as a primary school, we became a district high school in 1960 and have since evolved into a Kindergarten to Year 10 Independent Public School, achieving this status in 2015 through strong leadership and community partnerships. We proudly serve a diverse student population, including a significant number of Aboriginal students, whose cultural heritage, knowledge, and perspectives enrich our school community.



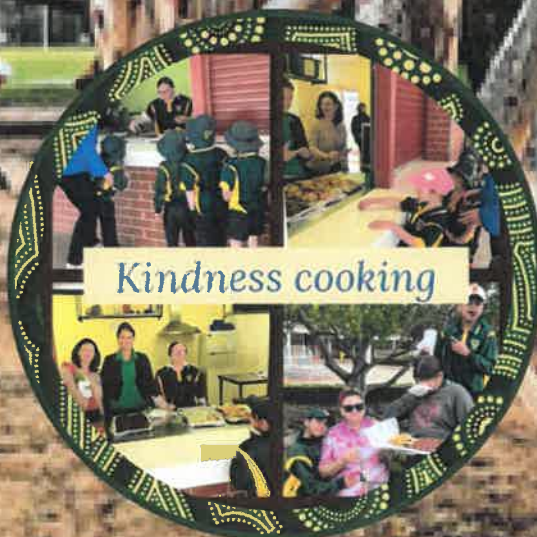
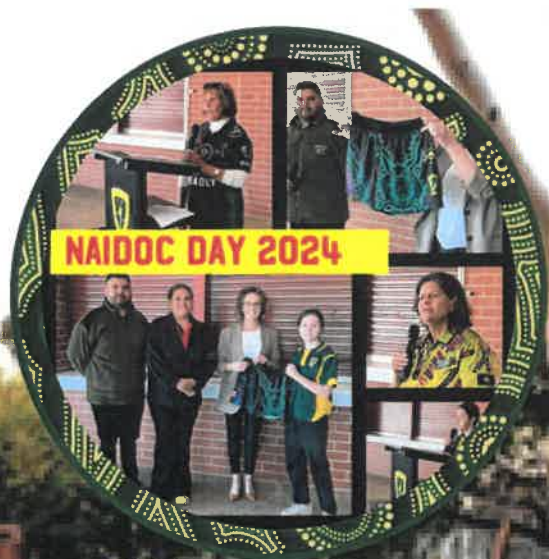
ACKNOWLEDGEMENT OF COUNTRY

We acknowledge and pay our respects to the Ballardong people as the Traditional Custodians of the land upon which our school stands – a place of deep cultural significance, storytelling, and connection. The spirit of this land and its people continues to shape the identity and values of our school community.



Our Community

Brookton District High School is more than a place of education—it is a hub of connection and pride for generations of families. Our community shows its support through active participation in events such as assemblies, ANZAC services, NAIDOC celebrations, Grandparents' Day, reading mornings, sports carnivals, and visits to the Community Gardens and Kalkarni Nursing Home. These connections strengthen a shared sense of belonging, underpinned by respectful relationships between staff, students, families, and the wider community.



Our Story

Our Beliefs

- We are dedicated to cultivating every aspect of a student's development; social, emotional, academic, and physical - recognising it as both our privilege and responsibility.
- Positive teacher-student relationships, high expectations, and excellent classroom practice are essential for student success.
- Early intervention gives our students the best chance of success throughout their schooling.
- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, or physical, intellectual, or emotional development.
- High-impact, evidence-based teaching is essential for improving student outcomes.



Our School Vision

The purpose of our school is to empower students to develop the skills, knowledge, and attributes to become resilient, considerate individuals who make positive contributions to the society in which they live. We are dedicated to nurturing confident, creative, and ethical lifelong learners who are proud to be Brookton students and who are deeply connected to and involved in their community.





SOAR

Safe • Organised • Achievers • Respectful

Our Values

At Brookton District High School, we value S.O.A.R.

- Be Safe
- Be Organised
- Be Achievers
- Be Respectful



Our School Motto

"Preparing today's child for tomorrow's world."

Brookton District High School Creed

In our lives as students at this school,
We behave towards others as we would like them to behave towards us.
We are Safe, Organised, Achievers and Respectful at all times.
We value the school motto and strive to do our best at all times.
And by doing so,
We will grow up to be active citizens of our country.



PRIORITY AREA **1**

Successful Students



Stephen Michael

Foundation Program



Successful Students

Together we will:	What you will see:
Implement our whole school Positive Behaviour Support (PBS) program with restorative practices integrated to maintain positive relationships.	<ul style="list-style-type: none"> • Behaviour expectations (SOAR) embedded in school culture.
Enhance student health, wellbeing and safety with a whole-school Staff and Student Wellbeing Plan.	<ul style="list-style-type: none"> • Breakfast Club operating daily.
Improve student attendance, working closely with Seabrook Aboriginal Corporation to enhance Aboriginal student attendance.	<ul style="list-style-type: none"> • Tiered intervention processes for wellbeing and learning.
Strengthen Aboriginal family engagement through consultation and events.	<ul style="list-style-type: none"> • Targeted attendance plans and active case management.
Expand secondary work experience placements and mentoring through the Wheatbelt and Beyond Youth Mentoring Network.	<ul style="list-style-type: none"> • A culturally rich environment including murals, dual signage, and Aboriginal-led initiatives.
Create a welcoming, inclusive and culturally responsive environment, participating in the Two-Way Science and Birdiya Yok programs.	<ul style="list-style-type: none"> • A focus on student wellbeing in every learning environment, with Berry Street Education Model philosophy guiding our practice. • A commitment in our high school area to exploring alternative pathways to WACE graduation and student engagement initiatives supported by the four tenets of the Circle of Courage.



PRIORITY AREA 2

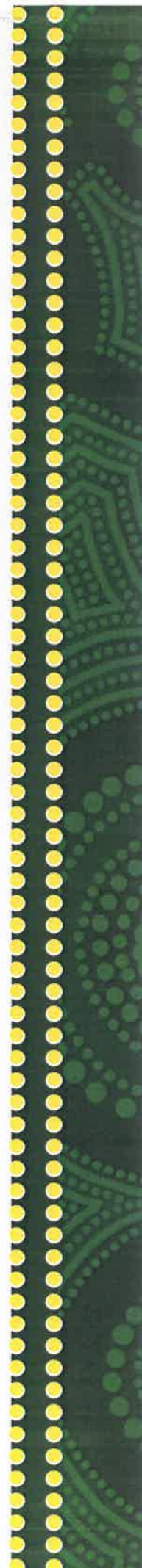
High Quality Teaching and Leadership



Year 8/9 Gym Excursion

High Quality Teaching and Leadership

Together we will:	What you will see:
Apply effective and consistent teaching practices with a strengthened focus on explicit instruction supported by a coaching model.	<ul style="list-style-type: none"> • Whole school curriculum scope and sequence documents created and reviewed annually.
Provide professional learning opportunities including Teach Well Masterclass, Berry Street Education Model, and restorative practices.	<ul style="list-style-type: none"> • Regular data analysis meetings and identified learning targets.
Ensure all staff complete Berry Street Education Training and Circle of Courage training to support trauma-informed and strengths-based approaches.	<ul style="list-style-type: none"> • Professional Development Plans for every staff member linked to AITSL standards.
Embed the Circle of Courage as the foundational instructional model for our high school, guiding pedagogy, behaviour support, and student engagement.	<ul style="list-style-type: none"> • Staff engaged in professional networks and regular feedback cycles.
Explore programs to provide alternative pathways to achieving WACE certificates	<ul style="list-style-type: none"> • Active coaching and classroom observations embedded into school culture.
Collect and triangulate student achievement data from Brightpath, PAT, and NAPLAN to inform teaching.	<ul style="list-style-type: none"> • Trauma-informed and relationship-based practices evident in classrooms and student interactions.
Conduct structured moderation sessions to ensure consistent grade allocations.	
Expand reading intervention and investigate mathematics intervention groups.	
Maintain an up-to-date technology replacement schedule to support contemporary learning.	



PRIORITY AREA **3**

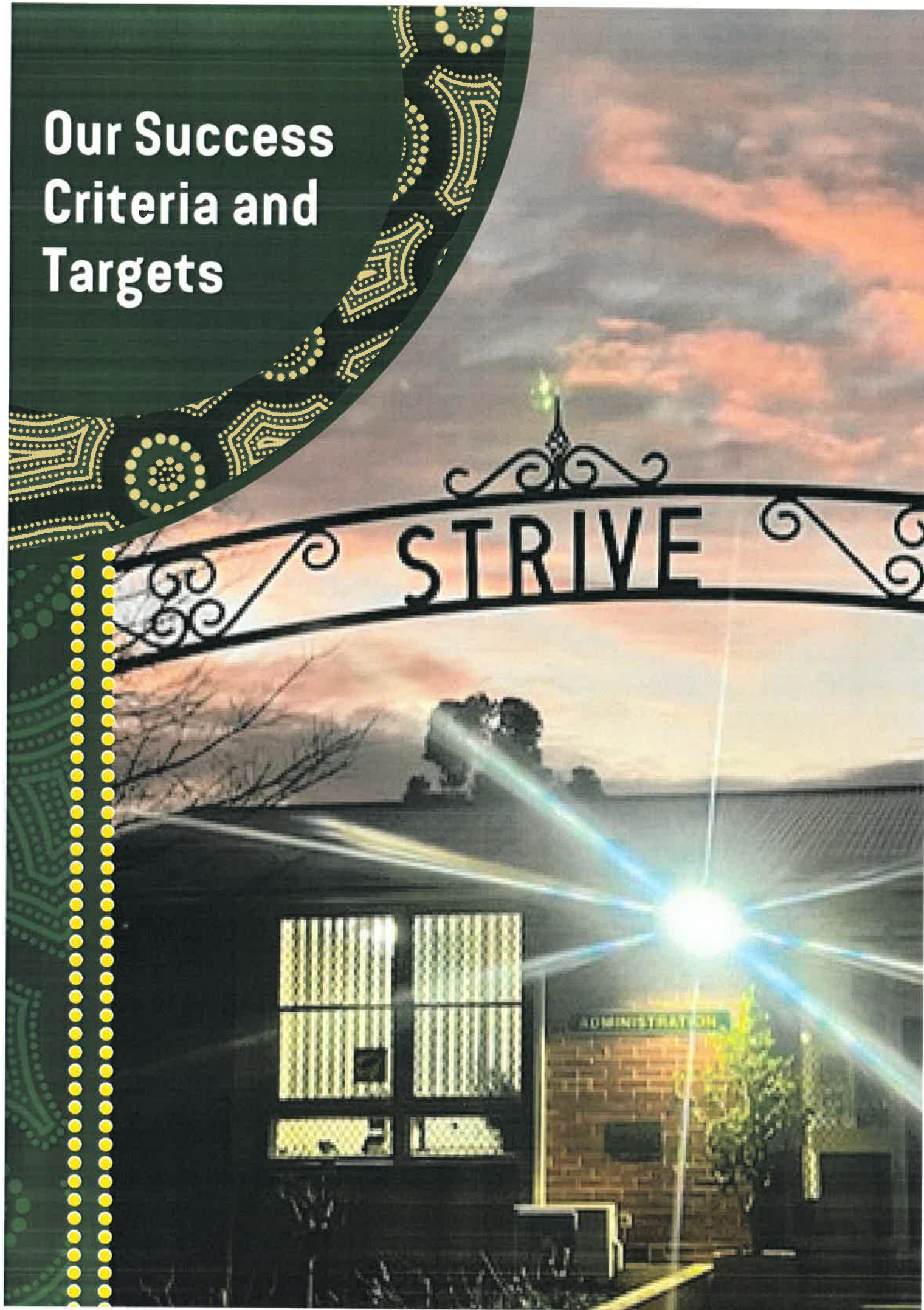
**Relationships,
Partnerships,
Community**



Relationships, Partnerships, Community

Together we will:	What you will see:
Build mutually respectful, high expectation relationships with staff, students, parents and communities.	<ul style="list-style-type: none">• Increased attendance and positive feedback from families at school events.
Continue strong governance and strategic planning through the School Board, actively involving them in reviewing Business Plan targets.	<ul style="list-style-type: none">• School Board meetings at least once a term and active P&C engagement.
Strengthen community partnerships to enhance real-world learning, work experience, volunteering, and student wellbeing, particularly with the Shire of Brookton and Seabrook Aboriginal Corporation.	<ul style="list-style-type: none">• Community service and volunteering opportunities established.
Establish new partnerships each year with local community organisations, agencies and businesses.	<ul style="list-style-type: none">• Regular updates to parents through newsletters, ClassDojo, Facebook, and SMS.
Improve communication processes through a Whole School Communications Strategy.	<ul style="list-style-type: none">• Co-designed community projects supporting school improvement.

Our Success Criteria and Targets





Successful Students

- Positive trend in Social and Emotional Wellbeing Survey.
- Increase in students attending at or above 80%.
- Downward trend in unauthorised absences.
- NAPLAN, On-Entry and PAT results at or above ICSEA expectations.

High Quality Teaching and Leadership

- Every classroom implements targeted Literacy and Numeracy programs.
- Annual improvement against the National Quality Standards.
- Performance and Development goals achieved.
- Each staff member receives at least one observation feedback cycle per semester.

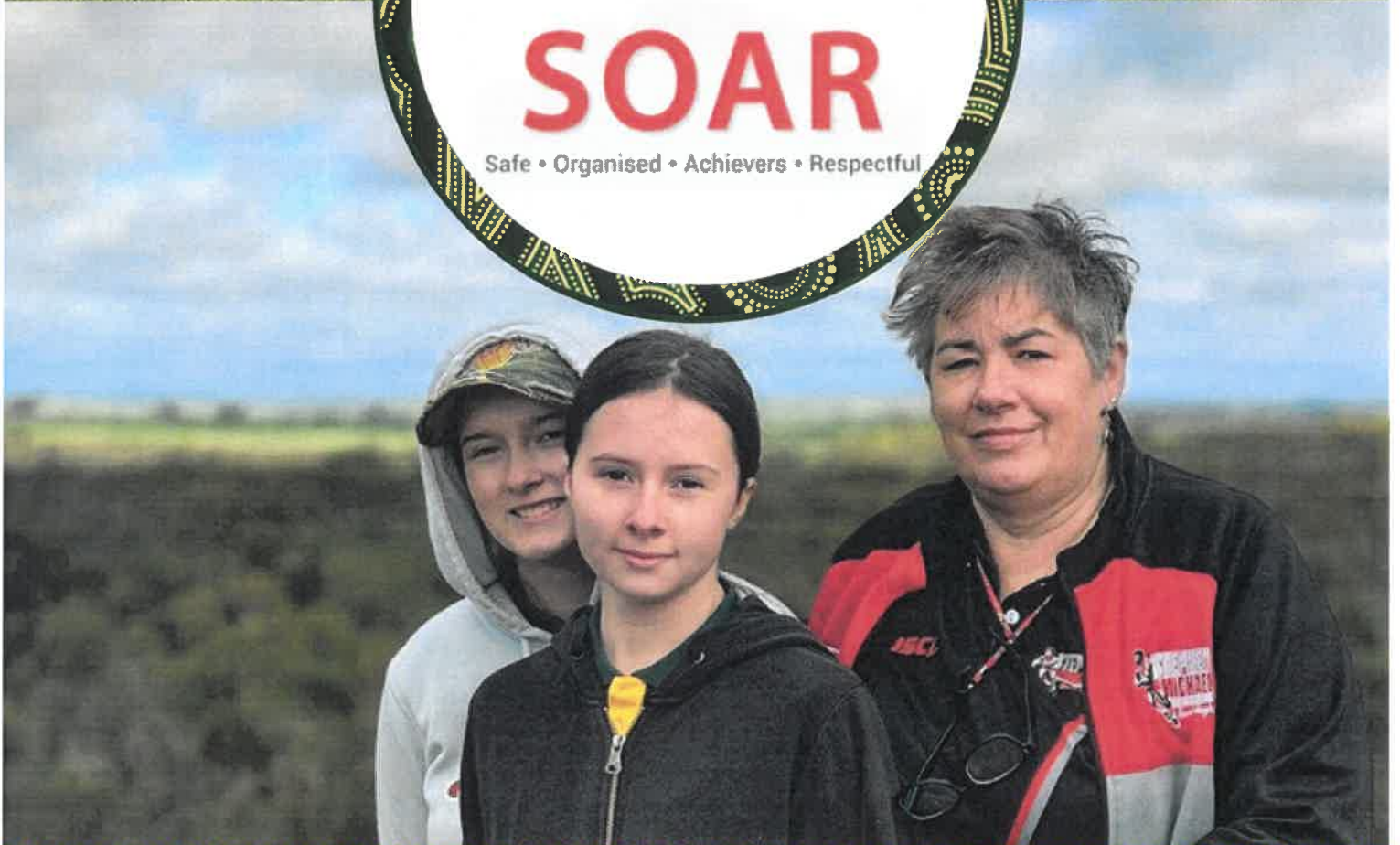
Relationships, Partnerships, Community

- Growth in parent/community event participation.
- Wheatbelt student social and emotional wellbeing results maintain an average score of 4 out of 5 or higher.
- Score an average of 4 out of 5 or higher in annual parent satisfaction survey.
- At least one new community partnership established annually.
- Steady progress across Aboriginal Cultural Standards Framework continuum.

Closing Statement

Brookton District High School is committed to creating a future where every student feels connected, cared for, and capable of success. Together with our community, we will continue to Strive and SOAR.







BROOKTON DISTRICT HIGH SCHOOL

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