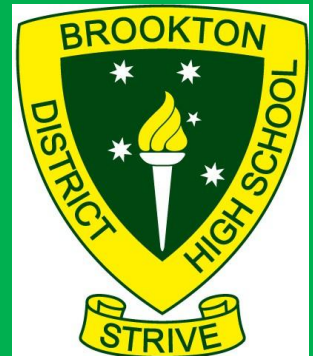


Brookton District High School

Strategic Plan

2025 & Beyond



Brookton District High School Strategic Plan – 2025 and Beyond

Our Story

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 southeast 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 continue 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.



Canteen collaboration project between Seabrook Aboriginal Corporation and Brookton P&C

Our 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.



Our Beliefs

- It is our privilege and responsibility to develop the whole student – socially, emotionally, academically, creatively and physically
- 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.

Successful Students

Together we will	What you will see
Implement our whole school Positive Behaviour Support (PBS) program	<ul style="list-style-type: none"> • Our school behaviour expectations of students and staff at Brookton, that is being “Safe, Organised, Achievers, Respectful” are shared with and understood by our school community, using consistent language, routines, displays and responses • Expected school behaviours explicitly taught throughout the year and informed by our student data • Regular acknowledgement of students who display expected behaviours at individual, class and whole school level • Behaviour support intervention plans for students at risk. • Predictable and consistent routines and procedures across the school
Enhance student health, wellbeing and safety	<ul style="list-style-type: none"> • A social and emotional wellbeing program implemented across the school. • A health curriculum that addresses the physical health, emotional wellbeing and safety needs of our students with support from external agencies. • Development and regular review of health and wellbeing plan that provides strategies, resources for improved student health and wellbeing outcomes. • Breakfast Club in Primary and Secondary areas every day • Barriers to attendance, such as uniform and stationery, are actively addressed
Improve student attendance	<ul style="list-style-type: none"> • Education of parents and community members of the school’s attendance procedures and expectations. • Detailed attendance procedures following department recommendations • Regular communication with families of students who are at educational risk due to attendance • Individual attendance plans for students at risk (below 90%) • Home visits by badged attendance officers

	<ul style="list-style-type: none"> • Collaboration with Seabrook Aboriginal Corporation on initiatives to enhance attendance rates of Aboriginal student • Parents informed of their child's attendance category. • Work with Seabrook Aboriginal Corporation to develop a secondary engagement program
Enhance staff capacity in social and emotional wellbeing	<ul style="list-style-type: none"> • All teachers and education assistants to participate in the Berry Street education Model training program • Consistent whole school implementation of BSEM philosophies into daily classroom practices
Create a welcoming space	<ul style="list-style-type: none"> • Create a school environment where all students feel valued and included. • Respectful Atmosphere: Embed the SOAR values to ensure a respectful and inclusive environment that meets the needs of all learners. • Engage Every Learner: Use strategies to increase engagement of students with complex, unmet learning needs, improving all students' self-regulation, relationships, wellbeing, and academic achievement.
Be a culturally responsive school	<ul style="list-style-type: none"> • Work with local community groups to acknowledge significant events and days such as Harmony Day, NAIDOC and Reconciliation • Regular review of Aboriginal Cultural Standards Framework • Develop a Reconciliation Action Plan • The LOTE language taught at Brookton DHS is Noongar • Participate in the Two-Way Science Program

High Quality Teaching and Leadership

Together we will	What you will see
Apply effective and consistent teaching practices	<ul style="list-style-type: none"> • Explicit, targeted teaching occurring in all classrooms. • Teachers using documents like WA Curriculum, Early Years Learning Framework and National Quality Standards to inform school and classroom practice. • Self-reflective staff who seek feedback and strive for consistent, high quality and evidence-based teaching practices. • Whole school curriculum scope and sequence documents created and reviewed regularly • approaches informed by research in cognitive science, the practice of master teachers, and evidence-based approaches
Improve student progress and achievement in English and Maths	<ul style="list-style-type: none"> • Dedicated English and Mathematics sessions in all classrooms throughout the week. • Explicit instruction and evidence-based programs used to teach fundamental skills and knowledge in all classrooms. • Staff accessing professional learning to improve their instructional skills and knowledge in the teaching of fundamental literacy and numeracy skills • Continuation of reading intervention support groups in junior primary and explore opportunities to expand to all years • Explore possibility of Mathematics intervention groups • Review scope and sequences for English and Maths on an annual basis • continuing focus on fostering a reading culture for staff and students • Improve student access to technology and enhance keyboard skills
Analyse data and evidence to better understand our student and school performance and plan for improvement	<ul style="list-style-type: none"> • Teachers collecting and analysing student achievement data to identify learning targets and address student needs • Leaders facilitating the processes for the analysis of data by all staff to inform whole school planning. • All staff setting year level targets to support a culture of school improvement.

	<ul style="list-style-type: none"> • Whole-school data shared with our parents via School Board meetings, data displays, newsletters and annual school reports • Staff participating in moderation activities on a regular basis
Take an evidence-based approach to support students at risk	<ul style="list-style-type: none"> • Staff implement Berry Street Education Model philosophy and strategies to maximise student engagement • Students and families accessing a range of support services including school chaplain, school psychologist, school nurse, allied health and SSEN services. • Evidence-based Tier I and Tier II interventions implemented to support learning and behaviour. • Targeted case management procedures to monitor the needs of students at educational risk with involvement of parents and agencies. • Process for identification of students at educational risk is clearly identified and communicated • Learning goals in SEN plans reflect high expectations and are shared with students and their parents. • Staff collaborate to differentiate teaching strategies to respond to specific learning needs of students.
Continue to build on our culture of care, learning and development	<ul style="list-style-type: none"> • Staff have the opportunity to regularly collaborate for planning, reflection on teaching practice and moderation • Staff encouraged and supported to take on Senior teacher roles and responsibilities • Development of a whole school professional development plan • New staff members completing a thorough induction to learn about our school and community context, policies, procedures and cultural protocols. • Staff strengths being recognised and acknowledged as part of our promotion of staff wellbeing. • Staff encouraged to participated in professional learning and network groups to grow their professional knowledge. • Teachers taking on leadership portfolios that harness their strengths and support their career aspirations and pathway.

	<ul style="list-style-type: none"> • Teachers engaging in regular classroom observation, coaching and evidence-based feedback that informs their practice and self-reflection. • Staff involved in performance and development processes linked to AITSL standards (teachers), and their strengths, roles and responsibilities.
Create culturally responsive classrooms	<ul style="list-style-type: none"> • Whole school reflection and improvement planning using the Aboriginal Cultural Standards Framework, led by our AIEO team and Noongar language teachers. • Aboriginal staff building the capacity of all staff to be culturally responsive. • All staff participate in annual cultural awareness training, supported by our local Noongar staff • Culturally responsive learning environment including murals, posters about our student's language and culture, dual signage, yarning circles
Expand co-curriculum opportunities for our students	<ul style="list-style-type: none"> • Collaborate with specialist staff and qualified teachers of "The Arts" (art, dance and music) teachers to create a music program for interested students • Work in partnership with qualified providers to allow access to school facilities for the purpose of music education • Explore the creation of a school choir for interested students
Provide opportunities for Brookton students to engage with the wider community as part of their learning	<ul style="list-style-type: none"> • Develop a whole school excursion plan • Encourage and support staff to organise annual excursions and incursions for their classes as appropriate to the year level • Continue to support the Year 5/6 annual camp • Continue to support the annual high school camp through Wheatbelt Beyond Youth Network
Explore opportunities for academic extension	<ul style="list-style-type: none"> • Investigate possibilities to create a program for Brookton students and/or to connect more students to the existing PEAC network

Relationships, Partnerships and Community

Together we will	What you will see
Build mutually respectful, high expectation relationships with staff, students, parents and our communities	<ul style="list-style-type: none"> • School and community events that bring our community together including Open Day breakfasts, Family Day, Mothers' Day (MAGIC), Fathers' Day (SMILE) and sports carnivals. • Events planned to build relationships between our school community and the school staff • facilitate student relationships and connections through more social events, celebrations and social support opportunities •
Strengthen our partnerships with, local industries, and community organisations to enhance real-world learning and student wellbeing.	<ul style="list-style-type: none"> • establish community service and volunteering opportunities that will enable students to contribute to their community and be recognised for their efforts • develop strong relationships with vocational and business organisations to provide access to real-life learning, work experience and training opportunities • Engage with local community organisations to encourage more active participation in meaningful recreation and leisure opportunities for our students • Work in partnership with local organisations to pool resources to provide additional training opportunities for students • Work in partnership with local community agencies to increase student engagement and attendance
Work closely with our School Board and P&C committee to identify priorities for our school community	<ul style="list-style-type: none"> • Co-design processes at School Board meetings to support meaningful engagement in school decision making and planning • Maintain a school board structure with representatives from the P&C, Shire of Brookton and Seabrook Aboriginal Corporation as well as parent representatives and other community stakeholders. • review and improve current communication processes used to connect with staff, students, parents and carers, and the community, including the development of a whole school communications strategy
Communicate respectfully, effectively and regularly with our parents and community	<p>Parents informed and up to date about their child's progress and our school events through:</p> <ul style="list-style-type: none"> • Fortnightly newsletters, updates on Class Dojo, our Facebook page, SMS reminders

	<ul style="list-style-type: none">• Written and verbal reports, both informal and formal, which provide meaningful information about students' progress• Parent interviews offered at least twice per year• Our school vision and expectations communicated and understood by staff, students and families• The language of our PBS behaviour expectations SOAR understood and used consistently between home and school, in our school community
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Our Success Criteria and Targets

Our targets are interrelated: we believe that by creating a culture that develops belonging and connection, we are more likely to achieve academic success.

Successful Students

- The Wheatbelt Social and Emotional Wellbeing student survey data shows a positive trend for the belonging and connection domain
- Increase the number of students attending at or above 80% each semester
- Establish a downward trend of unauthorised absences for K-6 students
- Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy is at or above the expected range relative to our ICSEA
- Students' achievement in On-Entry assessments (Reading and Numeracy) are at or above the expected range relative to our ICSEA
- Analysis of Brookton District High School student achievement data demonstrates individual achievement over time.

High Quality Teaching and Leadership

- Every classroom implements the programs outlined in our dedicated Literacy and Numeracy sessions
- Improve results against the seven quality areas of the National Quality Standard for early childhood education
- Goals identified through the performance and development process are substantially achieved
- All staff receive feedback that informs their practice at least once a semester.
- An increased number of staff participate in professional networking and moderation

Relationships, Partnerships and Community

- Increased attendance and engagement from our parents and community at school events
- Our Annual Survey results are positive for students, parents and staff (mean scores of at least 4 out of 5 for each group of respondents)
- School Board meetings are held at least once a term, with at least three parent and community representatives present
- School P&C meetings are held at least once a term

- Local agencies are engaged in school events and learning programs throughout the year
- At least one new community partnership for community service, volunteering or work experience I identified each year
- Progress along the five continuums of the Aboriginal Cultural Standards Framework, aiming for Cultural Responsiveness.



An initiative by the

Narabroon Community Resource Centre

Kidsafe

CRHC Accident Prevention Foundation of Australia Western Australia

ROAD SAFETY COMMISSION

S O C K

Save Our Country Kids

Alert today, alive tomorrow!

Driving home road safety awareness.
Staying safe and alert on our regional roads.

 **Fluro Friday - Friday 28th June 2024 - Wear fluro to help raise road safety awareness.** 

Join us at school on Friday 28th June for some fun activities raising road safety awareness. (from 12.30pm). Free lunch provided. Every student has a chance to win a bike and helmet.



Shire of **Brookton**

GOVERNMENT OF WESTERN AUSTRALIA

Department of Primary Industries and Regional Development

Brookton Community Resource Centre

Your local connection

Congrats

& LET THE ADVENTURE BEGIN

YEAR 6

END OF PRIMARY CELEBRATORY DINNER

PIC COLLAGE