BROOKTON DISTRICT HIGH SCHOOL

Preparing today's students for tomorrow's world.



ANNUAL REPORT 2020

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Brookton District High School - Striving since 1903

Vision Statement

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

About Us

At Brookton District High School, we have high expectations for our students' education. 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. 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. Brookton District High School values a strong connection to our diverse school community that celebrates and welcomes all cultures in our classrooms. In the heart of the Avon Valley, Brookton District High School has celebrated over 100 years of service to the children and families of Brookton.

Brookton District High School is situated in the South Avon Valley Region 137km from Perth. The area is mainly engaged in rural pursuits with services that support these activities. Students are from farming and town families and our current enrolment is 136 students, catering from Kindergarten to Year 10, with approximately a third of the student population being Aboriginal.

The school conducts specialist programs implementing STEM learning opportunities using Coding, Robotics and Multimedia. The school has invested in class sets of iPads and has trained staff in their use to support STEM learning with measures to ensure students use these tools safely. Secondary students are engaged in a number of enterprise activities, for example, Design and Technologies, Home Economics, Robotics, STEM coding and Outdoor Education.

The school is well resourced with facilities that include a computer lab, two dedicated science labs, a design and technology centre, a home economics room and a teacher resource centre. The school grounds are attractive and well maintained and provide playing areas for all groups.

Highlights of 2020

- New 4 Day Kindy Orientation Program
- Continuation of the Oracy Program
- NAIDOC Day Celebrations
- Sporting Clinics – Hockey and Cricket
- Engaging Assemblies
- Presentation Evening – 'Sailing Away from COVID' Theme
- The Annual Book Fair and Dress-up Day
- Breakfast Program
- Continuation of the Crunch and Sip Program
- Year 10 Graduation Afternoon
- Year 6 Leavers Celebration and Presentation at the Brookton Country Club
- Healthy Canteen Program
- Noongar Languages Classes for Year 3/4/5 Students.
- Year 5 – 6 Camp to Nanga Bush Camp Dwellingup
- Faction and Interschool Carnivals
- Staff undertook Professional Development in Online Learning Strategies
- Beginning of the Ngala Kooangka Kaadadjin Project in Term 4

School Staff Profile

The school has an extensive level of experience amongst the staff. There are 10 teachers, 11 education assistants and 5 non-teaching staff. All staff have a strong commitment to their on-going professional learning and work in a collaborative manner to provide the best possible learning experiences for our students.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	10	8.8	0
Total Teaching Staff	10	8.8	0
School Support Staff			
Clerical / Administrative	5	3.8	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.2	1
Other Non-Teaching Staff	11	5.7	1
Total School Support Staff	18	10.7	2
Total	**30**	**21.5**	**2**

Partnerships and Parent Participation

In 2020 Brookton DHS continued to build on the already positive relations with the school community.

The Seabrook Board continue to be a huge supporter of the school, who increased their financial support of Aboriginal Scholarships to the school in 2020. We have two Seabrook Board members as members of our school board. Working closely with the Seabrook Board we have looked to increase our community helpers program from two classroom helpers in 2020 with an additional office helper to start in 2020.

The schools P&C continues to be a proud supporter of the school by running the school canteen two days a week and opening our uniform shop two mornings a week. In 2020 the P&C purchased the schools Reading Spine for our Library. This is a designated set of reading and picture books that are recommended reading for all students per year level. We look forward in including these books as part of our reading and learning program in the future.

Our School Board continues to strongly support the schools Teaching, Learning and Positive Behaviour Support Programs. The Board provided many community perspectives on Behaviour expectations throughout the school which is greatly appreciated. The School Board consists of five Parent Representatives, two Seabrook Board Members, a Shire Representative and a P&C Representative, four staff including the Principal met every term to update and review policies.

School Enrolment Profile

Student Numbers (as at 2020 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(13)	15	13	12	12	11	13	17	106
Part Time	21								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	5	8	3	6				22

School	Total	
Full Time	115	
Part Time	21	(13)
Total	136	(128)

Our School's Response to COVID-19

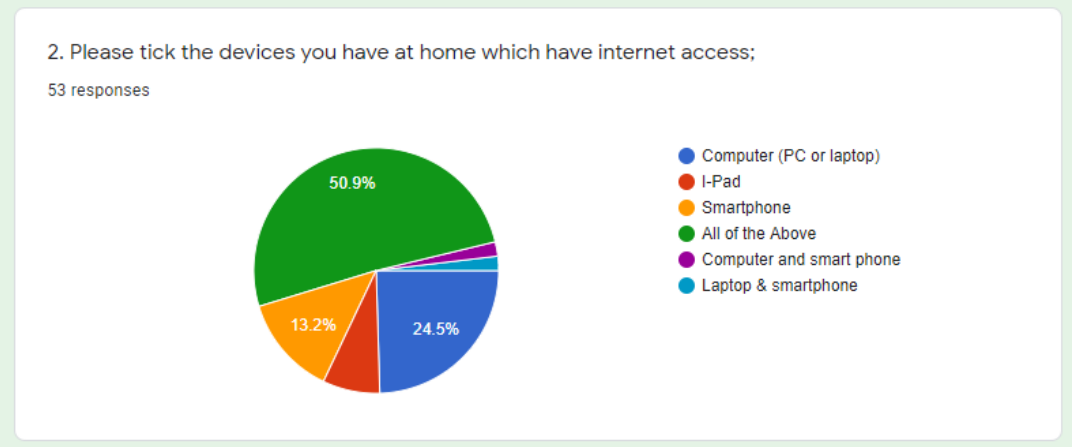
Distance Education Action Plan

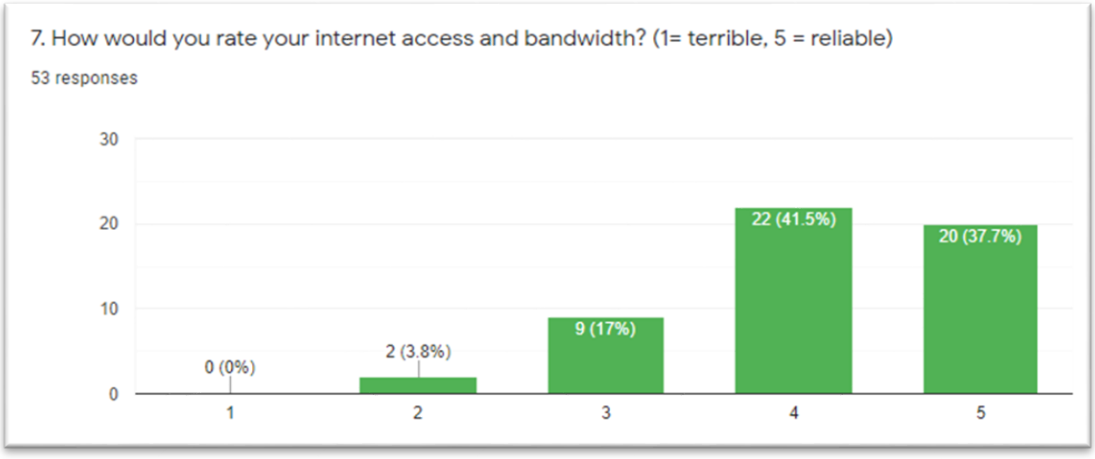
With the advent of the COVID-19, education was challenged to adapt to the likelihood that schools would need to be run differently in 2020. Like virtually all schools we had no textbook on what needed to be done, but staff adapted quickly to the challenge and we developed our Distance Education Action Plan.

We decided that in the event students could not safely return to school our Distance Education Action Plan would be guided by these focuses.

- Make student wellbeing it's central focus.
- Be fair and equitable for all students.
- Stay connected with the Brookton Community.
- Keep social distancing protocols in place.
- Use existing teaching routines.
- Be sustainable by teachers, students and parents.
- Remain flexible in uncertain times.

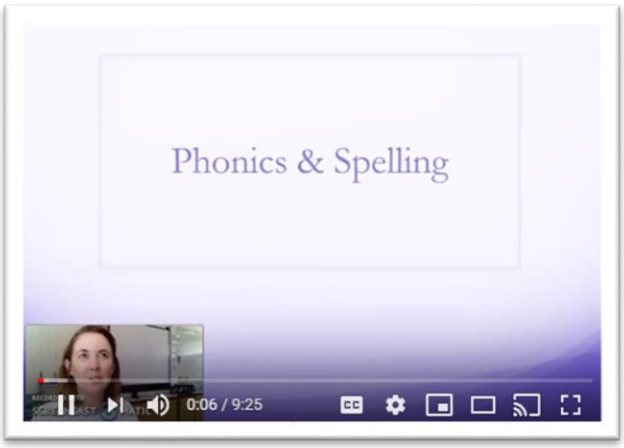
The school collected data from a parent Survey in order to ascertain which families could access online learning and which others would need different levels of support.





Based on this feedback we decided we wanted to try and keep some of the whole school routines that we've embedded in classrooms. The benefits of this would be that students would know the routines and be able to continue that style of learning at home. This familiarity would also help to take the pressure off parents. The obvious choice was to try and shift our literacy and numeracy warm-ups to an online environment.

We quickly developed a professional learning strategy to upskill our staff so they could turn their existing literacy and numeracy warm-ups into screencasts. Screencasts are short YouTube videos that allow for 10-15 minutes of content. They are PowerPoint based, which most of our existing Warm-Ups already are, and we also made sure the teachers faces were incorporated so the students could remain connected. The fact that these were recorded also allowed for potential bandwidth issues down the track with students and parents being able to repeatedly return to them when convenient.





Staff also created hardcopy work packs for those students who struggled to get online. A timeline of when resources would available to parents was created working on a fortnightly schedule.

Distance Education Resource Schedule			
Resource	**When**	**Where**	**By Who**
Literacy Screencasts	Weekly every Tuesday	Dojo	Classroom Teachers
Numeracy Screencasts	Weekly every Tuesday	Dojo	Classroom Teachers
Fortnightly Work Packs - Digital	Fortnightly every Tuesday Odd weeks	Dojo	Classroom Teachers/Admin/EA's
Fortnightly Work Packs - Hard Copy	Fortnightly every Tuesday Odd weeks	Post / School Pickup	Classroom Teachers/Admin/EA's
Assembly Screencast	Weekly every Tuesday	Dojo	Mr Simpson
Science Screencast	Weekly every Tuesday	Dojo	Ms Dewson-Hall
SOAR in Health Screencast	Weekly every Tuesday	Dojo	Mr Sheridan
Chaplain Screencast	Weekly every Tuesday	Dojo	Mrs Cousins

This has become the basis for our ongoing action plan in regards to Distance Education and will be a continual feature in our Teaching and Learning Handbook, an operational guide to how we do our work at Brookton DHS. We are confident that we have a plan in place to support learning at Brookton DHS should any interruptions like a global pandemic interrupt learning in the future.

High Performance Achievement Targets

Based on the feedback from the 2017 DES Review, staff have continued to review the targets of our 2018-2020 business plan. The focus area for student performance in the Business Plan continues to be Success for all Students who attend Brookton DHS. Our priority for the duration of the business plan is to strengthen the teaching of literacy and numeracy across all years with a specific emphasis on rigorous analysis of student data. By setting a rigorous school review schedule we hope to continually celebrate our achievements, but also review the progress of each student and challenge ourselves for continued improvement.

On Entry Assessment

High Performance Achievement Target - Maintain the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average.

2020 Pre-Primary On Entry Assessment - PERFORMANCE SUMMARY – COMPARISON TO STATE

Scale Score Range	Speaking and Listening					Reading					Writing					Numeracy				
	State Wide		Students			State Wide		Students			State Wide		Students			State Wide		Students		
	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
0 - 99	1%	1%	0	0%	0%	0%	0%	0	0%	0%	11%	11%	3	19%	19%	<1%	0%	0	0%	0%
100 - 149	1%	2%	1	6%	6%	0%	0%	0	0%	0%	12%	23%	0	0%	19%	<1%	1%	0	0%	0%
150 - 199	1%	3%	0	0%	6%	1%	1%	0	0%	0%	15%	38%	2	12%	31%	<1%	1%	0	0%	0%
200 - 224	2%	5%	1	6%	12%	0%	1%	0	0%	0%	20%	58%	3	19%	50%	<1%	1%	0	0%	0%
225 - 249	2%	7%	0	0%	12%	<1%	1%	0	0%	0%	18%	76%	6	38%	88%	<1%	2%	0	0%	0%
250 - 274	0%	7%	0	0%	12%	<1%	1%	0	0%	0%	7%	83%	1	6%	94%	1%	3%	0	0%	0%
275 - 299	3%	10%	0	0%	12%	<1%	2%	0	0%	0%	4%	87%	0	0%	94%	2%	5%	1	6%	6%
300 - 324	0%	10%	0	0%	12%	1%	3%	0	0%	0%	3%	89%	0	0%	94%	3%	8%	0	0%	6%
325 - 349	4%	13%	0	0%	12%	1%	4%	0	0%	0%	2%	92%	0	0%	94%	4%	12%	1	6%	12%
350 - 374	4%	18%	0	0%	12%	3%	7%	1	6%	6%	4%	95%	1	6%	100%	8%	20%	2	12%	25%
375 - 399	5%	22%	0	0%	12%	6%	13%	1	6%	12%	1%	96%	0	0%	100%	9%	29%	2	12%	38%
400 - 424	12%	34%	4	25%	38%	12%	25%	1	6%	19%	1%	97%	0	0%	100%	16%	45%	3	19%	56%
425 - 449	8%	42%	2	12%	50%	16%	41%	6	38%	56%	1%	98%	0	0%	100%	18%	63%	3	19%	75%
450 - 474	16%	58%	4	25%	75%	24%	65%	4	25%	81%	1%	99%	0	0%	100%	12%	75%	2	12%	88%
475 - 499	7%	65%	1	6%	81%	17%	83%	1	6%	88%	<1%	99%	0	0%	100%	10%	85%	0	0%	88%
500 - 524	13%	78%	1	6%	88%	11%	93%	1	6%	94%	<1%	100%	0	0%	100%	7%	92%	2	12%	100%
525 - 549	5%	83%	0	0%	88%	4%	98%	1	6%	100%	<1%	100%	0	0%	100%	3%	95%	0	0%	100%
550 - 574	9%	91%	2	12%	100%	1%	99%	0	0%	100%	<1%	100%	0	0%	100%	2%	98%	0	0%	100%
575 - 599	3%	95%	0	0%	100%	1%	100%	0	0%	100%	<1%	100%	0	0%	100%	1%	99%	0	0%	100%
600 - 624	2%	97%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
625 - 649	0%	97%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%
650 - 674	2%	99%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
675 - 699	0%	99%	0	0%	100%	0%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%
=/> 700	1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
Total	**100%**	**100%**	**16**	**100%**	**100%**	**100%**	**100%**	**16**	**100%**	**100%**	**100%**	**100%**	**16**	**100%**	**100%**	**100%**	**100%**	**16**	**100%**	**100%**

No. = Number of Students at Brookton in PP On-Entry tested. % = Number of students who scored that progression point. CF= The Cumulative Frequency shows the percentage of students at and below each score range. The CF should be used to observe and compare the distribution of a class/cohort to the distribution of the state.
Purpose - to compare the distribution of a class/cohort to the distribution of the state. **Note:** observations regarding the distribution of students in Writing should be made with the understanding that the Writing scale covers Pre-primary to Year 2.

Our 2020 On Entry data again tells us our Speaking and Listening, Reading, Writing and Numeracy scores are quite consistent with the state distribution scores. The widest range of scores is Speaking and Listening but this is comparable with state wide data. No student is below 350 for Reading and some of our students are exceeding the state average for Numeracy.

Reasons for this can be identified in the development and consolidation of our whole school programs of Letters and Sounds for improved phonics and phonemic awareness skills. Students continue to consolidate these skills with participation in literacy warm-ups and explicit teaching strategies which includes the use of whiteboards so teachers are constantly checking student understanding. Phase 1 of letters and sounds has a very oral language focus which helps create a basis of understanding for Reading and Speaking and Listening. Our Talk for Writing program helps support this with an emphasis on oral language understandings before writing can begin in Pre-Primary. The wide range of scores in Speaking and Listening skills could be attributed in part to a larger amount of students starting kindy with speaking and language deficiencies with some being quite severe.

Our Deputy Principal continues to improve procedures with the ECE team in conjunction with our local speech therapist to identify and put in place interventions for any students who have speech and language concerns in Kindy. The data is telling us we need to continue to consolidate Letters and Sounds and Talk for Writing. Staff expressed a desire to look at the phonics based Heggarty program to see if it could add value to our existing explicit instruction practices in literacy Warm-ups.

Progressive Achievement Tests (PAT) Reading 2020

High Performance Achievement Target - Maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Grammar, Numeracy and Science.

PATS Performance Summary Data 2019 – **Reading Comprehension**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	38	**55**		4	**21**	**42**	**48**
Students who have **maintained** performance	9	**13**		8	**42**	**17**	**19**
Students who have **regressed** performance	22	**32**		7	**37**	**29**	**33**
	69			19		88	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

PATS Performance Summary Data 2020 – **Reading Comprehension**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	53	**79**		3	**27**	**56**	**72**
Students who have **maintained** performance	6	**9**		5	**45**	**11**	**14**
Students who have **regressed** performance	8	**12**		3	**27**	**11**	**14**
	67			11		78	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

In the Absence of NAPLAN Data in 2020 due to COVID-19, we have spent time collecting and analysing our PATS data for Reading, Numeracy and Grammar and Punctuation this year. Progressive Achievement (PAT) assessments provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. They are conducted online much like online NAPLAN assessments. One of the benefits of PAT assessments is that we can look at data in all year levels, not just Years 3,5,7 and 9.

The data above is an analysis of student progress in PATS assessments for Reading. We test at the beginning of the year, then again at the end to see if students have improved, maintained or regressed their score. We have then compiled the data from 2019 - 2020 and compared the results. The data is telling us that in 2019 67% of students improved or maintained their Reading score and 33% regressed,

while in 2020 86% of students improved or maintained their Reading score and only 14% regressed. Staff felt this was very positive.

Staff identified some possible reasons for the improvement. Reading was a school wide focus in 2020, and even with the interruption of COVID, more students have improved. Staff found our improved explicit teaching strategies helped which included improved Reading/Literacy warmups. Our structured Letters and Sounds program. The implementation of the Macqlit intervention program for Years 3-6. Rocket Readers home reading program has been embraced, especially in the younger years. Work does need to be done however to encourage middle to upper Primary students to participate. The reinvigoration of the Library being open at recess and lunch on Tuesdays and Wednesdays will also give readers greater opportunity for independent reading.

Considerations for further improvement are ensuring tests are conducted in the computer lab. Ensuring we have designated catch-up days for testing so we can capture a wider amount of student data. A consideration for a more explicit spelling program for years 4-10 students would also be beneficial, and also a focus on the explicit teaching of vocabulary using our new reading spine in the library will further

Progressive Achievement Tests (PAT) Maths 2020

PATS Performance Summary Data 2019 – **MATHS**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	29	**55**		3	**21**	**32**	**48**
Students who have **maintained** performance	10	**19**		3	**21**	**13**	**19**
Students who have **regressed** performance	14	**26**		8	**57**	**22**	**33**
	53			14		67	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

PATS Performance Summary Data 2020 – **MATHS**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	24	**67**		6	**50**	**30**	**63**
Students who have **maintained** performance	5	**14**		2	**17**	**7**	**15**
Students who have **regressed** performance	7	**19**		4	**33**	**11**	**23**
	36			12		48	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

The data above is an analysis of student progress in PATS assessments for Maths. The data is telling us that in 2019 67% of students improved or maintained their Maths score and 33% regressed, while in 2020, 77% of students improved or maintained their Maths score and 23% regressed. Again staff felt this was positive.

Staff identified some possible reasons for the improvement. The continued integration of numeracy warm-ups and the PRIME Maths program is perhaps starting to find traction in terms of Teacher delivery and student understanding. The focus on reading could also have helped with problem solving skills as improved reading comprehension which would become less of a barrier to numeracy understanding.

To further improve staff felt again, that we need to ensure we organise catch-up lessons for students who miss PATS assessments. This will help with our confidence in the accuracy of the assessments. Staff also felt we need to continue focus on problem solving skills in PRIME and increase the importance of UPAC from P-10 (**U**nderstand the Problem, **P**lan what to do, **A**nswer the question and **C**heck your answer). Years 7/8s will need to have numeracy warmups that include the use of UPAC to help improve secondary problem solving skills.

Progressive Achievement Tests (PAT) Grammar and Punctuation 2020

PATS Performance Summary Data 2019 – **Grammar and Punctuation**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	27	**63**		5	**38**	**32**	**57**
Students who have **maintained** performance	11	**26**		4	**31**	**15**	**27**
Students who have **regressed** performance	5	**12**		4	**31**	**9**	**16**
	43			13		56	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

PATS Performance Summary Data 2020 – **Grammar and Punctuation**							
This data is calculated using Longitudinal data collected at the beginning of each year (T1), and again at the end of the Year (T3 or T 4).							
	Primary			**Secondary**		**TOTAL**	
	No of Students	%		No of Students	%	No of Students	%
Students who have **Improved** performance	16	**46**		7	**58**	**23**	**49**
Students who have **maintained** performance	6	**17**		1	**8**	**7**	**15**
Students who have **regressed** performance	13	**37**		4	**33**	**17**	**36**
	35			12		47	
Note: Maintained performance is measured + 2.0 / - 2.0 when comparing scaled scores from 2 testing periods.							

The data above is an analysis of student progress in PATS assessments for Grammar and Punctuation. The data is telling us that in 2019 57% of students tested progressed that year, where in 2020 only 49% of students tested progressed. The percentage of students regressing increased in 2020 from 16% to 36% which staff felt was a concern.

In order to address this, staff felt that reading needed to continue as a whole school focus in 2021, but more specifically address the issues around Grammar and Punctuation by explicitly teaching these skills in Daily Writing. Every Daily Writing session needs to have a Grammar and Punctuation focus that students practice and get feedback on from teachers. Staff have also asked for some consistent whole school practices on the editing of writing which the literacy committee will look into.

Secondary Grades

The low secondary cohort student numbers mean graphical data will not be included in this report. Due to the changes in reporting requirements in Semester 1 2020, no grades were given to students due to the interruptions of COVID. Therefore, making comparisons between Semester 1 to Semester 2 grades impossible. Staff did make these observations based on the 2020 cohort which are worth considering. One of the obstacles in Secondary improvement of grades is consistent attendance. Students who do attend regularly are often able to maintain or improve their grades over the year which is encouraging. Teachers also felt that making catch-up sessions for Secondary students who missed assessments would be beneficial.

OLNA

High Performance Achievement Target - All Year 10 students will see an improvement from Semester 1 Online Literacy and Numeracy Assessment (OLNA) results to Semester 2 for the duration of the business plan.

The low secondary cohort student numbers mean graphical data will not be included in this report. COVID did not interrupt OLNA assessments for Year 10 secondary students in 2020. In review, teachers identified that there was improvement from Round 1 to Round 2 in both Reading and Writing for some students. There was no improvement in Numeracy.

Some possible reasons for this relate to the challenges that some secondary students have with deficiencies in Literacy skills and ultimately struggle with this type of online assessment. ASDAN Learning Programs have been engaged in the school over the last 2 years to help students with Literacy challenges to improve life skills. Additionally, this particular cohort of Year 10 students had a number of students who enrolled at Brookton post COVID from Narrogin SHS which did not leave a great deal of time to adjust to our teaching and learning program. This did increase the stress and anxiety levels in the cohort which would not have helped with the OLNA achievement.

Teachers have identified however that there is a need to include more OLNA style questions in Literacy and Numeracy warm-ups to help improve student's assessment skills. Staff will also make a concerted effort for students to do more OLNA practice testing prior to assessment to alleviate test anxiety.

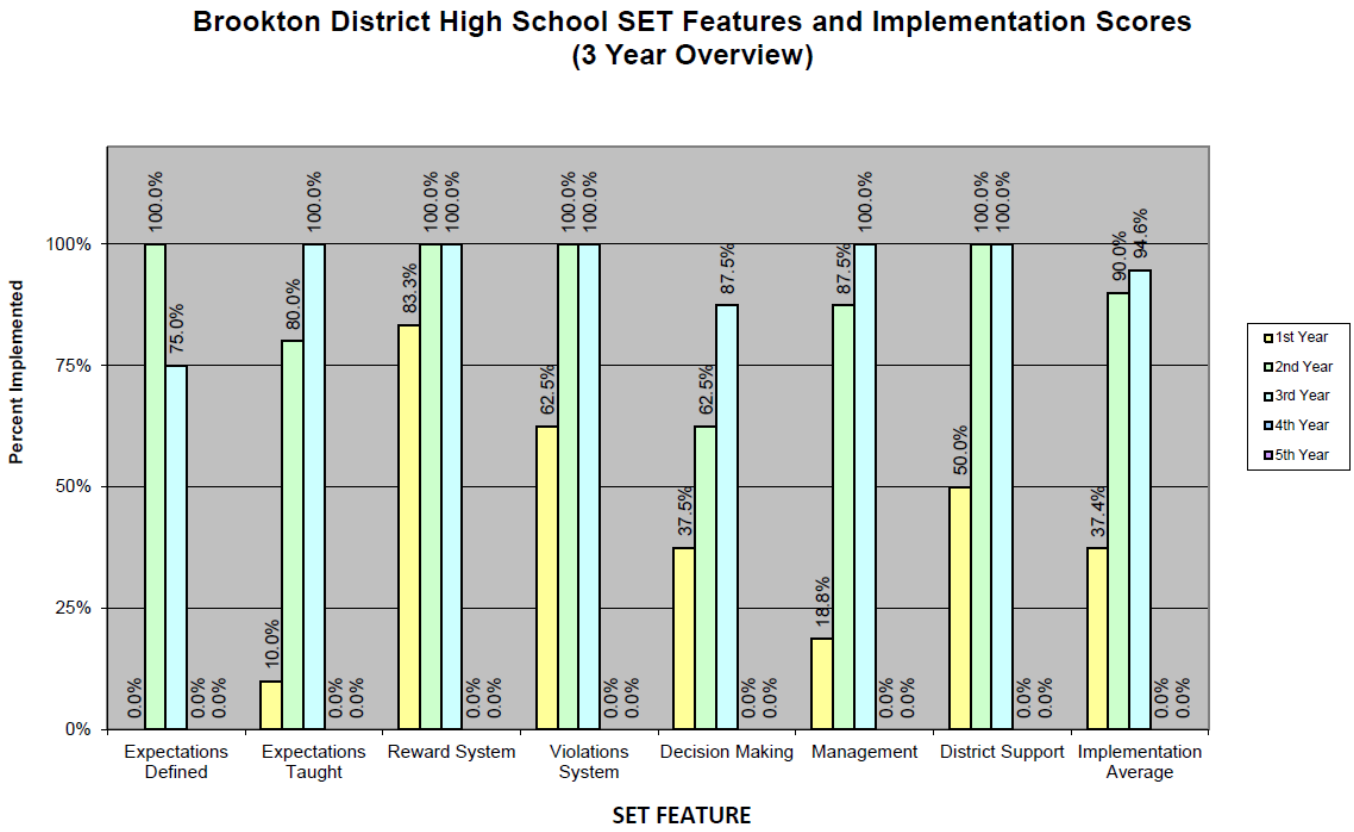
High Care Achievement Targets

In 2020 Brookton DHS continued to make progress in its priority to develop the ethos throughout the school community that a safe, supportive and well-resourced school will lead to improved behaviour, engagement and attendance. Our High Care Achievement Targets in our new 2018-2020 business plan monitor how well our school is progressing in improving behaviour, engagement and attendance. The school intends to continually improve in this area by being a Safe and Supportive School as well as building Positive Partnerships with our school community.

Positive Behaviour Support

High Care Achievement Target - Continuous improvement across the school in the effectiveness of the Positive Behaviour Support program as measured through the School-wide Evaluation Tool (S.E.T) over Years 2, 3 and 4 of our 5 Year implementation plan.

Our school continues to develop and consolidate the Positive Behaviour Support program (PBS) throughout our school community in 2020. The school conducted an independently evaluated School-wide Evaluation Tool (S.E.T) this year. A consultant came at the very end of Term 3 and interviewed staff and students on the eight areas of evaluation. The results are below.



Staff have identified that we have improved our implementation average from 90% to 94.6% from Year 2 to 3. The only area in which we didn't improve was on expectations defined which went from 100% to 75%.

A review session was conducted with staff on this feedback and staff felt that on a whole we were doing very well with PBS. The very consistent message of SOAR is obviously being heard by students and staff alike. To ensure we see some improvement with Expectations Defined next year, we will do a PBS Curriculum and Matrix audit of all areas of the school next to ensure its highly visible everywhere. We will also consider installing a TV in the front office area that plays our new screencast SOAR lessons throughout the day for all visitors to see.



It is also pleasing to see the response of 100% to our expectations being taught throughout the school. The PBS committee created a lesson for all aspects of our PBS matrix so teachers could focus on delivering the message of SOAR to the students. Every lesson has an accompanying Youtube screencast lesson which breaks down the lessons into K-2, 3-6 and 7-10. These follow the schools explicit instruction approach of I do, We do and You do where students compete activities to consolidate their understanding of the expectations of SOAR.

Suspensions

High Care Achievement Target - A declining suspension rate over the period of the business plan.

Suspensions - Semester 1 2018

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
10	167	6.0	50	87.5	1.8

Suspensions - Semester 2 2018

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
13	156	8.3	43	74.5	1.7

Suspensions - Semester 1 2019

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
4	143	2.8	11	19.0	1.7

Suspensions - Semester 2 2019

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
8	132	6.1	18	32.0	1.8

Suspensions – Semester 1 2020

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
2	145	1.4	2	6.5	3.2

Suspensions – Semester 2 2020

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
16	156	10.3	25	43.0	1.7

Our total number of suspensions decreased from 29 in 2019 to 27 in 2020. There is a notable increase in Semester 2 suspensions of 18 compared to 25 in the same years. Staff integrated this data further to find that roughly 35% of second semester suspensions were contributed to new enrolments at the beginning of Semester 2. Staff felt it did take time for some new students to adjust to our behaviour expectations, and that with the interruptions of COVID, student behaviour did have a higher level on anxiety attributed to it. Overall however when looking at student's suspensions over the 3-year period we are still seeing a declining suspension rate.

Contributing factors to this can be linked to our continued consolidation of the schools' behaviour expectations of S.O.A.R. Teachers are now following a curriculum scope and sequence of when to explicitly teach the expectations of S.O.A.R and using a school made curriculum to help teach it. The PBS committee continues to reflect on collected Green slips data. Our Good Standing policy helps students who are returning from suspensions to address their behaviour with blue cards. This process continues to make students accountable for their behaviour in class and helps rebuild teacher/student relationships as teachers are monitoring their good behaviours and acknowledging them for it.

Attendance

High Care Achievement Targets - Primary attendance to be above 90% by the end of 2020.
- Secondary attendance to be above 85% by the end of 2020.

	Student Attendance Brookton DHS 2018 - 2020					
	2018		2019		2020	
	Sem1	Sem2	Sem1	Sem2	Sem1	Sem2
Primary	88.6	84.4	90.2	90.9	-	88.9
Secondary	71.9	67.1	75	71.7	-	65.4
All	**85.5**	**82**	**88.2**	**87.5**	**-**	**83.9**

Due to the adverse effects from COVID on attendance in Semester 1 2020, that data will not be presented in this report. Our Semester 2 attendance in Primary on average was 88.9 and Secondary was 65.4% in 2020. Given the interruptions with COVID and the associated uncertainty that came with it, our attendance figures were actually quite positive. Certainly our school felt we are on track given we had achieved our targets for Primary in 2019, and Secondary's attendance while not achieving our target was tracking in the right direction albeit still roughly 15% away from where we would like it to be.

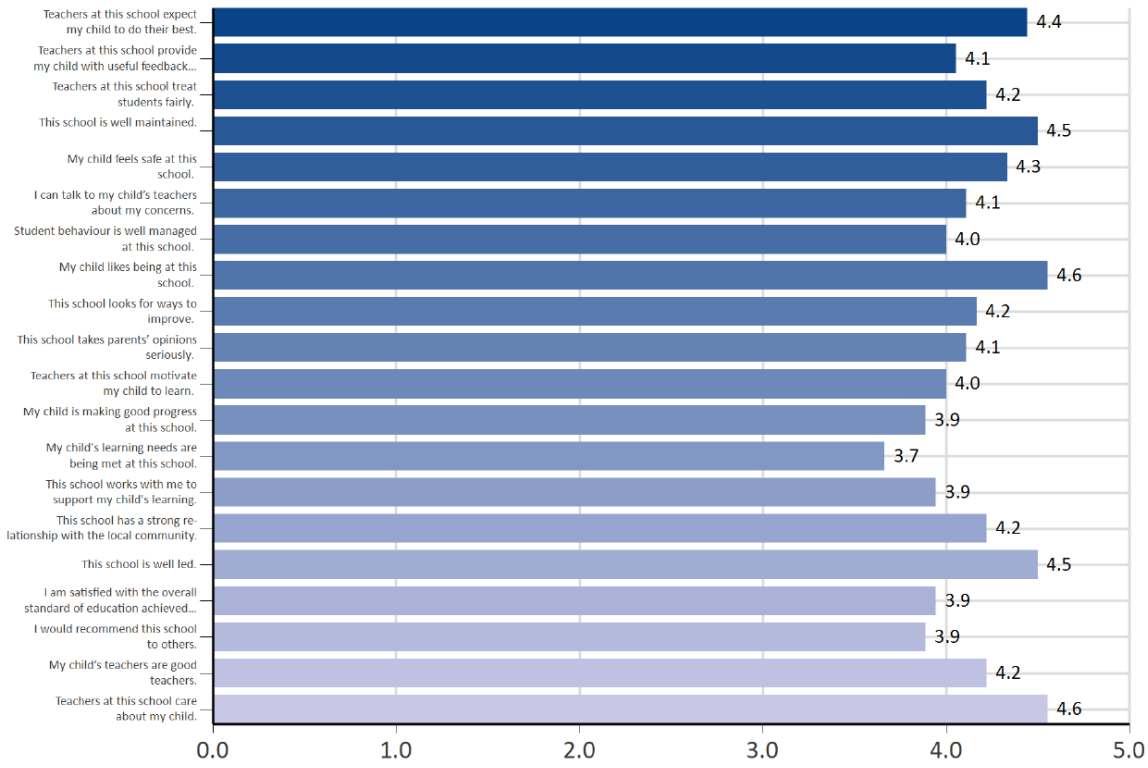
Staff felt our 2020 attendance percentage was definitely effected by COVID. They also identified some other factors for example the transient issues we have with our small cohort of secondary students that has regularly changed over the last 3 years. Many of these students come to us from outlying districts and have a range of social and emotional needs. We certainly had a larger percentage of secondary students who started the year at Narrogin SHS and then post COVID enrolled at Brookton DHS for a varying degree of reasons. Secondary staff feel they are getting adept at supporting students by providing a highly differentiated curriculum with ASDAN projects for students and social and emotional supports through our Chaplaincy and School Psychology service.

Further interventions for consideration would be continuing with the Ngala Kooangka Kaadadjin project that works to support families in the early years (K-3) to develop a passion for learning to alleviate the potential for disengagement when students become older. We also need to keep diversifying our secondary program to ensure we provide as many engaging learning opportunities as possible. The school is investigating the possibility of working with SIDE (School of Isolated and Distance Education) to restart or D&T Woodwork program and other engagement programs that can support our small cohort of secondary students.

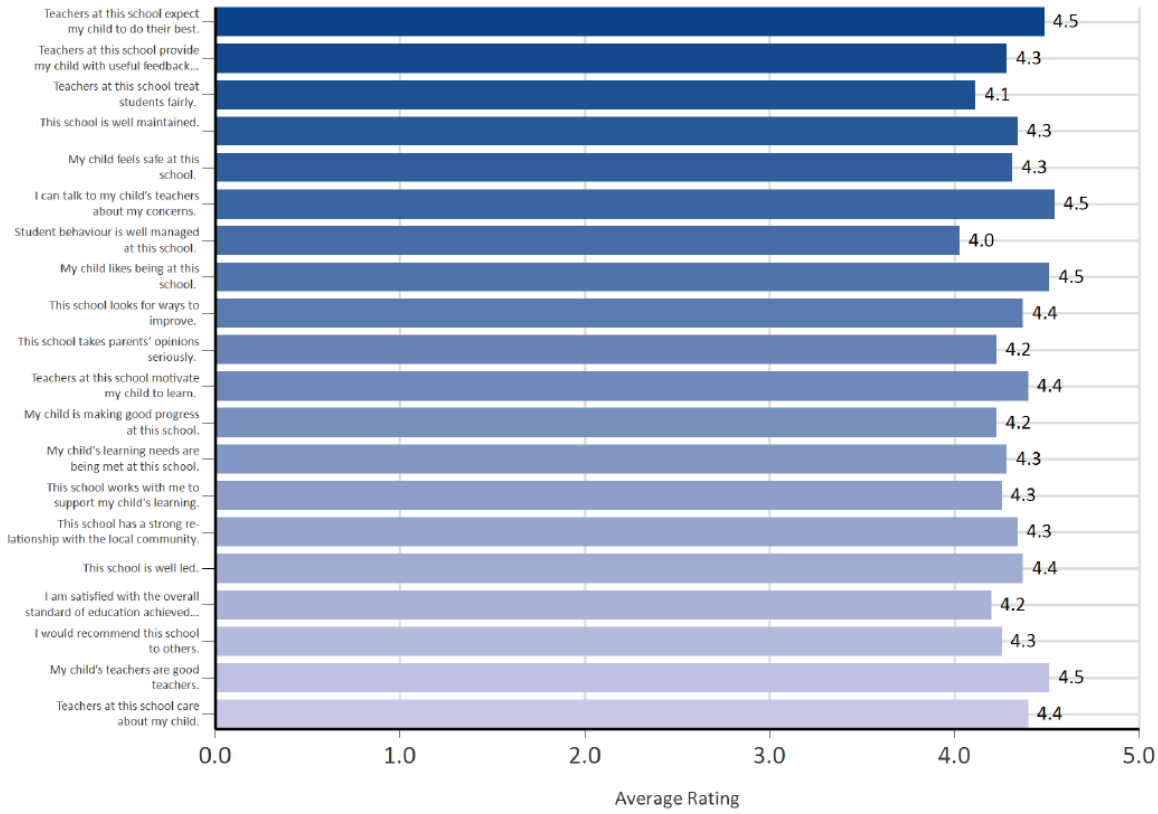
Parent Feedback Survey 2020

High Care Achievement Target - The Annual School Survey will show improvement in the level of parent satisfaction.

2019 – 18 Responses



2020 – 35 Responses



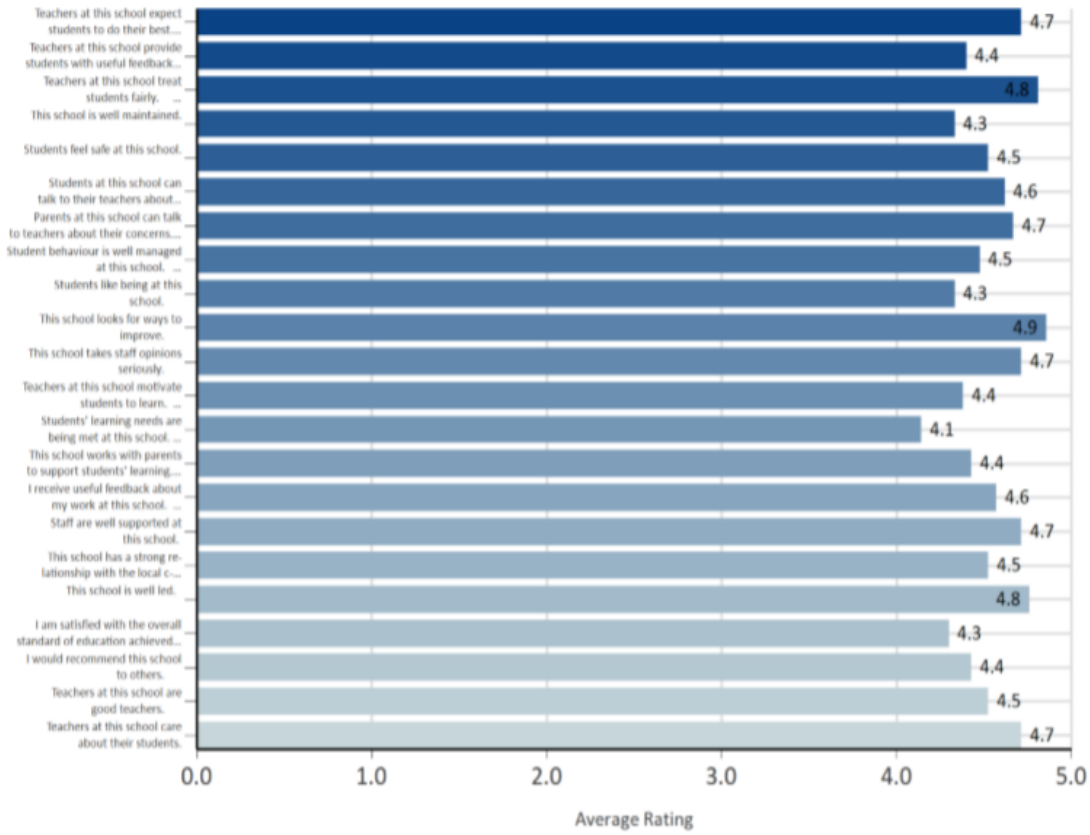
This data is comparing our 2019 Parent survey with our 2020 Parent Survey that was discussed at the beginning of 2021. Staff felt that the data represents improved parent satisfaction from 2019-2020. We had a far greater response this year with 35 responses compared to 18 from the previous year. There is no rating lower that 4 in 2020, which is very positive. Staff felt the data showed more parents feeling that their students' needs are being met this year which is very positive (3.7 to 4.3). Again the management of student behaviour attracted the most negative response from a handful of parents.

Staff identified some possible reasons for the improvement. The inclusion of paper surveys definitely helped with increased parent participation. There were 8 completed paper surveys sent back to the school. Staff also had an interesting discussion about the improved positivity from parents being possibly linked to a possible change in parent perception to teaching and learning bought on by their personal experience with COVID-19.

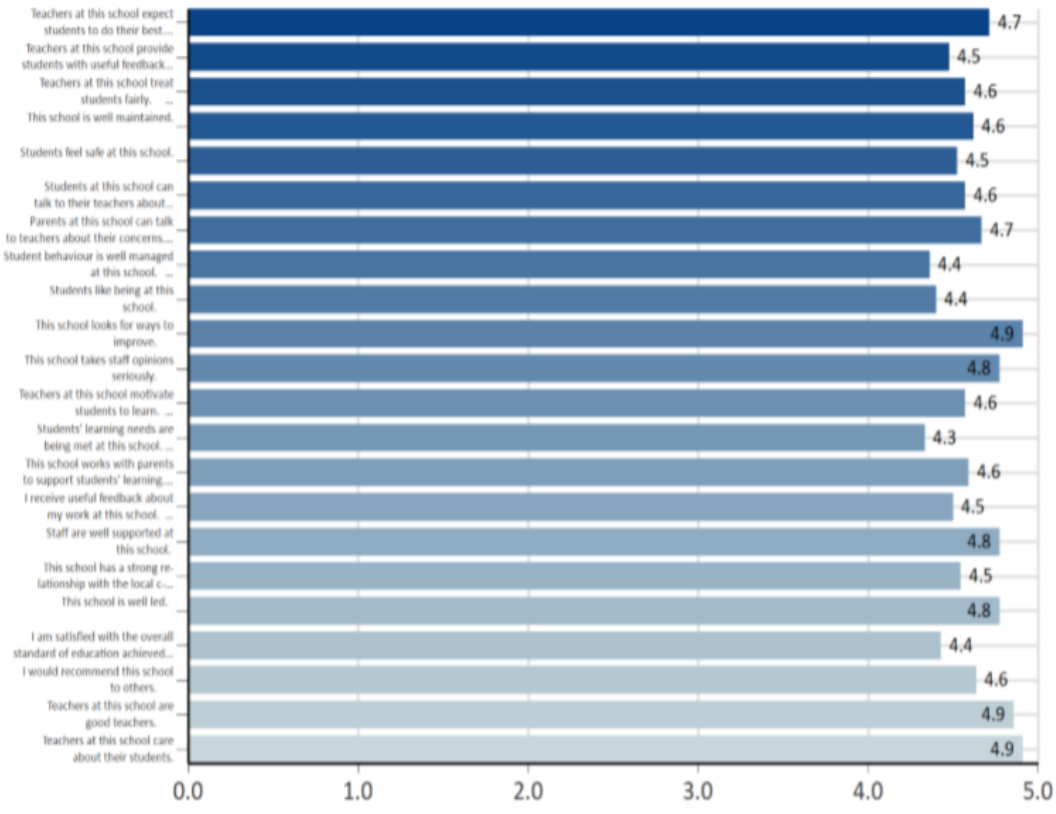
The feedback from staff around what needs to be done to continue our positive results centred around improved communication with parents. Staff felt that for example, managing student behaviour was something through the PBS committee that we were continually improving on, but what we are achieving could be better communicated to parents. One suggestion was to inform parents better about students getting Green Slips so parents felt more involved in the process. This is something that was being done well with blue cards quite successfully, so further extending that with Green Slips could be an option. PBS's recommendation to include information on Green Slips about bystanders and possible collaborators to undesirable behaviour could also help with students feeling that they are not being singled out.

Staff Feedback Survey 2020

2019 – 21 Responses



2020 – 22 Responses



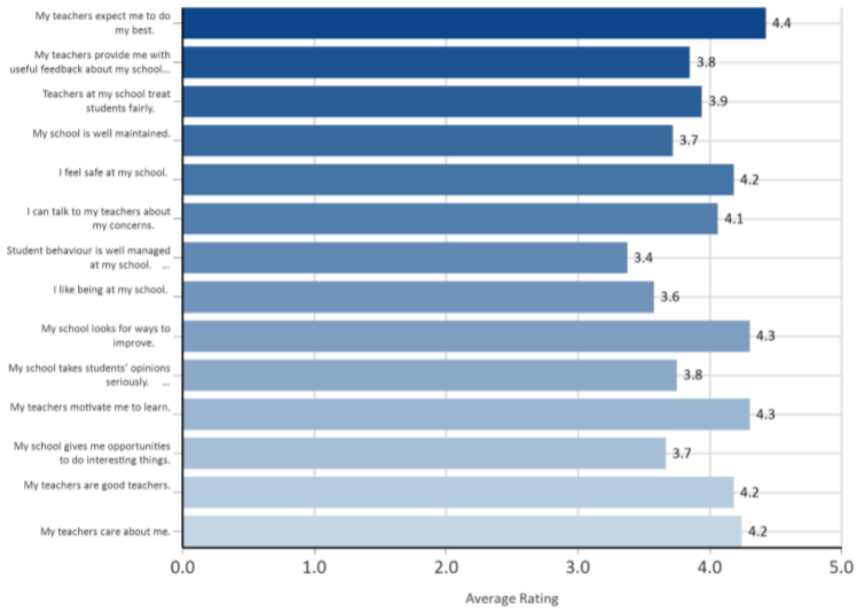
The school also conducted a staff survey in 2020 with a very high participation rate of 22 staff members. The feedback from staff was that the data overall demonstrated a slight improvement from 2019 to 2020. All areas rated over 4.0 and areas that were most unanimous in agreement were that the school looks for ways to improve, that teachers at this school are good teachers and that this school cares about its students.

Staff felt that the vast overall positive response could be attributed to a strong and supportive staff, the school has a stable teaching cohort who have strong community connections and that the staff feel informed due to our regular meeting and school data reviews.

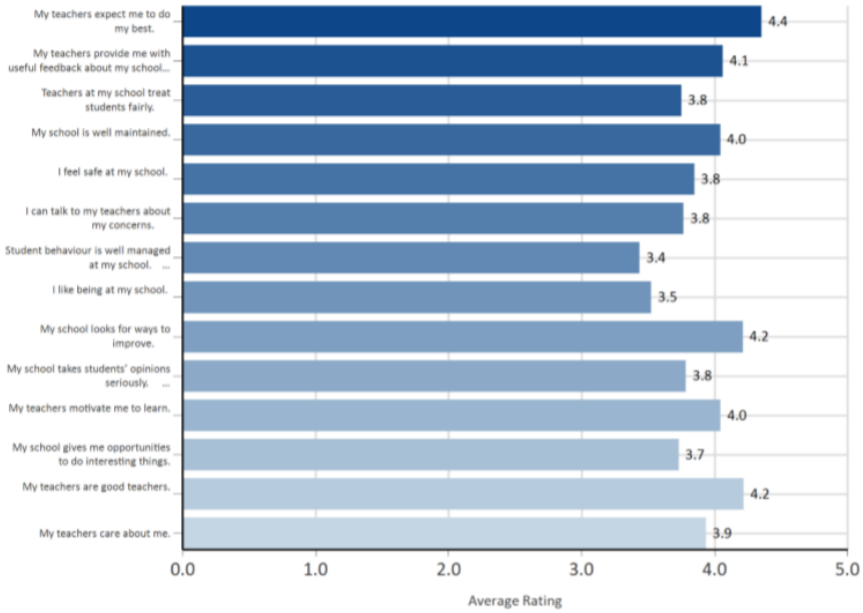
Staff felt in order to keep this positive outlook we need to ensure we keep the current programs we have in place. Possibly look at the development of a health and wellbeing policy for staff and regular OSH checks off the school facilities.

Student Feedback Survey 2020

2019 – 33 Responses (Y5 – Y10) Mostly Primary



2020 – 48 Reponses (Y5-Y10)



Additional Questions 2020 – 48 Reponses (Y5-Y10)

Disagree	Neither	Agree	Question
0%	21%	79%	I get **Dojo points** when I do good things at school.
4%	36%	60%	I do a **Literacy/Reading Warm-up** every day.
10%	36%	54%	I do a **Numeracy/Maths Warm-up** every day.
4%	13%	83%	I do **"Daily Writing"** most days at school.
4%	6%	90%	In Health lessons I learn about Protective Behaviours.

The student survey was again conducted at the end of 2020 with 48 children responding from Years 5-10 which is an increase in student participation from 2019. The results of 2019 didn't largely have any secondary feedback due to them being away on an excursion on the day the survey was conducted. One major difference in this year's survey was the inclusion of some student questions around the current Teaching and Learning programs of PBS and Explicit Instruction. The results were discussed at the school development day at the beginning of 2021 and generated a very interesting discussion.

The positives in the data say most children strongly agree teachers expect them to do their best, the school looks for ways to improve and that teachers care about me. Students response to student behaviour being well managed at the school continues to remain at 3.4 average which is the lowest response in the survey and was the same last year.

The student's response to the additional questions identified that 90% of students agreed that they learned about Protective Behaviours, 83% do Daily Writing most days at school and 79% get Dojo points when they do good things at school. Only 60% and 53% respectfully identified that they did Literacy/Numeracy Warm Ups every day.

Staff discussed the overall continued rating and possible perceptions from students on how well we are managing student behaviour. While overall still positive staff agreed that teachers needed to be consistent with how they administer Green Slips, and also look at including some more information for admin when they investigate Green Slips at the office. The inclusion of bystanders when dealing with recess and lunch issues on Green Slips could be worth considering.

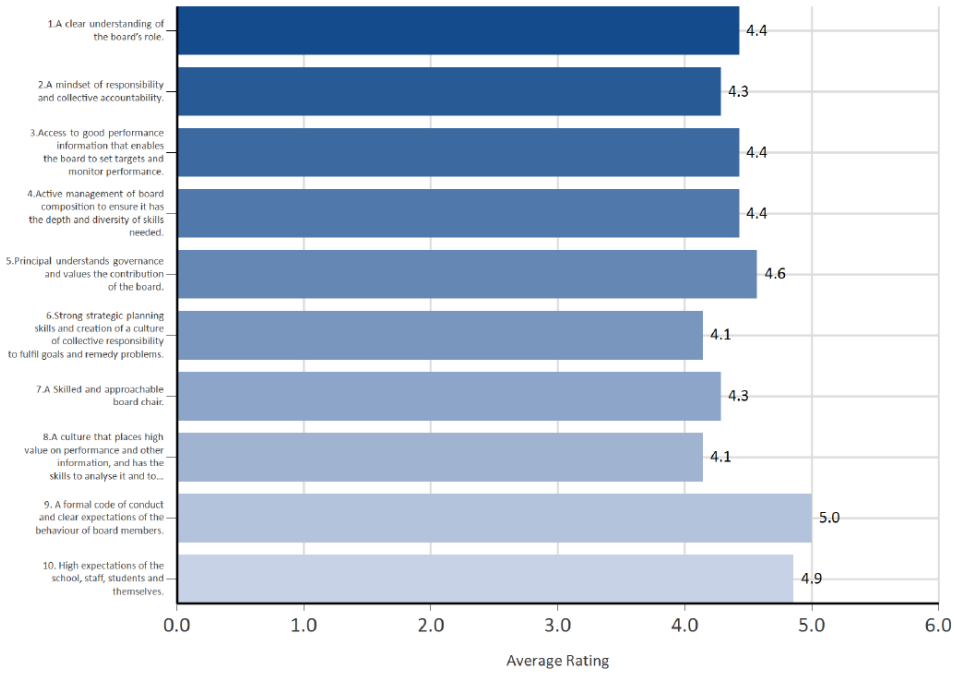
The discussions around the additional questions led staff to say they think it's worth making sure the wording of the questions for next year's survey needs to be considered. Staff felt that if the literacy/numeracy Warm-up questions where about the class and not individuals then perhaps the results would be different. Staff recognised that using consistent vocabulary to describe Warm-ups was really important. Students need to be clear on what a Warm-up is and can ensure they can describe them consistently. Staff also recognised that they needed to follow through with our school-wide expectations and ensure Warm-Ups are done every day.

The positive results in regards to Protective Behaviours, Daily Writing and Class Dojo was very encouraging.

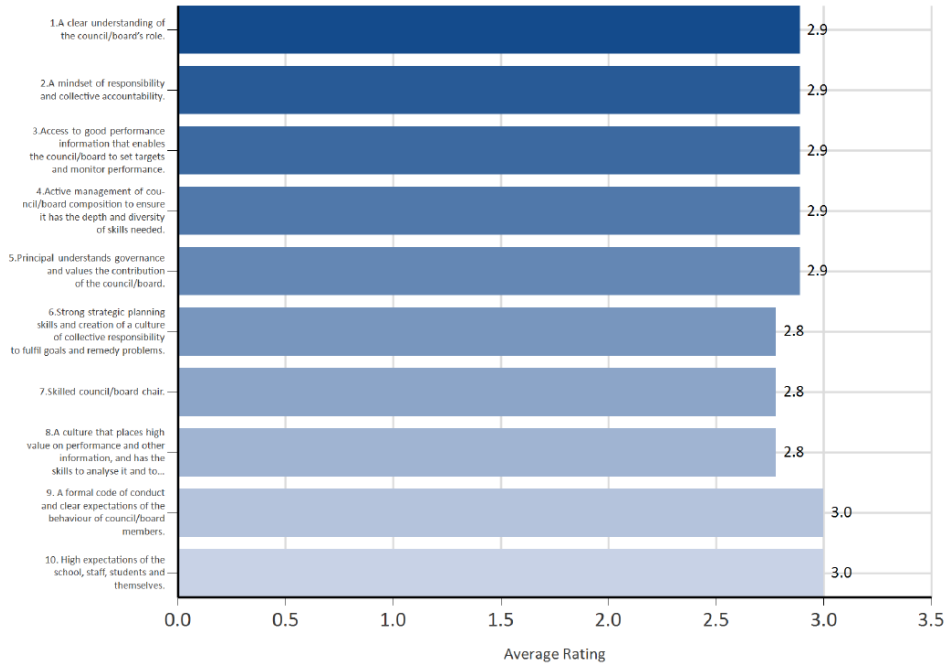
School Board Feedback Survey 2020

High Care Achievement Target – School Board will demonstrate improved effectiveness through analysis of a review survey.

2019 – 7 Responses



2020 – 9 Responses



The response from the Board when discussing this survey was that the results were again positive in 2020. Getting most Board members contributing to this year's survey was positive compared to 2019. Areas to consider moving forward centre around improving the Boards strategic planning, supporting the Board Chair and continuing to create a culture that places a high value on performance and having the skills the analyse that. The Board did suggest that any Board training that was offered in the district would be well worth attending by available Board members.

Positive Partnerships

Brookton DHS continued to make its partnerships with the community a priority in 2020. The school's administration team met with the Seabrook Aboriginal Corporation on two occasions during the year. Brookton DHS appreciates the valued support Seabrook provides for the schools yearly NAIDOC celebrations. Discussions also centred around Seabrook's intention to increase the amount of scholarships awarded to Aboriginal Students at the end of the year which is greatly appreciated. Two of the school's Board members also became a Board member and Board chair of Seabrook during 2020 so our connections as organisations continues to grow.

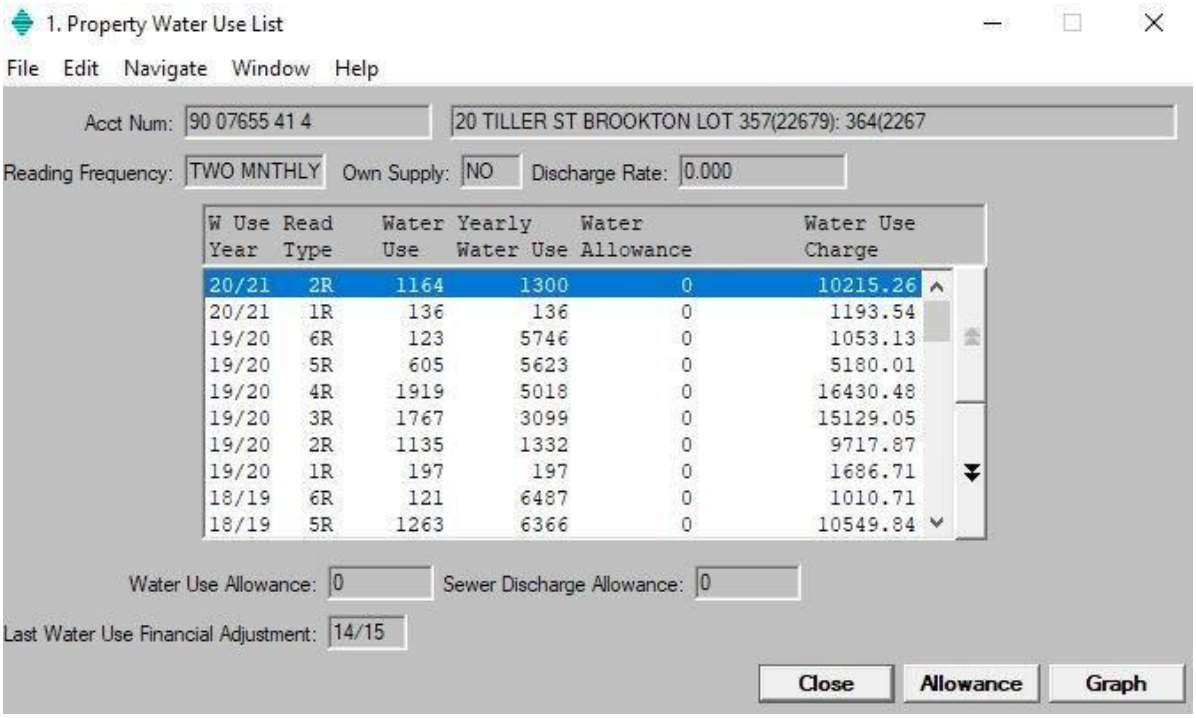
The school Board met on 7 occasions during 2020, with the Board continuing its progress on the Happy Valley Water Project. The local Shire of Brookton has now got the water from the Bore site only 10 metres from our irrigation tank so the project is very close to fruition. The Shire and the school are now in discussions in regards to water licences and ensuring the correct environmental assessments are made.

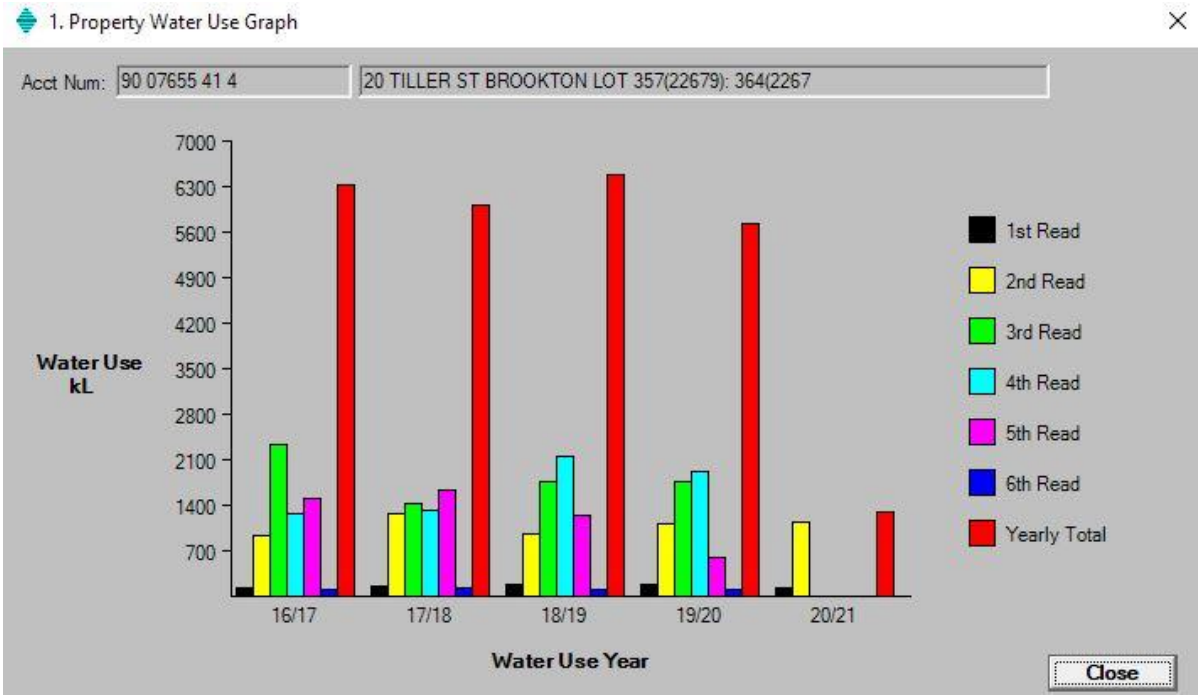
Additionally to this, the school has been invited to take part in a water saving project delivered by the water corporation. The principal met with a member of the project team at the end of the year about helping our school reduce its scheme water use. The Water Efficient Public Schools program will pay for the schools cost to connect to the Happy Valley Water project, plus help pay for the connection to existing irrigation for all of our lawns and gardens.

The Principal has assessed our water usage from 2019 - 2020 to get a gauge on the potential savings to the school. The table below represents an estimate on the potential water use saving. Keep in mind it doesn't take into account the amount of water that is used in our evaporative air coolers throughout the school during summer. If you look at the increase in water use during Reads 2-5, it is here that we are watering lawns, gardens and our school oval. Reads 1 and 6 have been removed from the calculation as they are in summer but the average from the other 4 reads has been recalculated to reveal a potential saving of $40,000.00 to the school which would be an amazing achievement.

Analysis of Water use at Brookton DHS 2019-2020										
W Use Year	Read Type	Water Use		Accum Yearly Water Use		Water Use Charge		Potential Water Use Saving		Potential Water Charge Saving
19/20	6R	123		5746		1052.88				
19/20	5R	605		5623		5178.8		445		3809.2
19/20	4R	1919		5018		16426.64		1759		15057.04
19/20	3R	1767		3099		15125.52		1607		13755.92
19/20	2R	1135		1332		9715.6		975		8346
19/20	1R	197		197		1686.32				
Total		**5746**				**49185.76**		**4786**		**40968.16**

The next two tables are where I've based our estimates on.





Brookton DHS and the Shire of Brookton continued to work together positively in 2020. The school used Shire facilities of the town oval and pool, which enabled our school to run very successful athletics and swimming carnivals. We did provide some feedback to the shire in regards to procedures that would help streamlining the administrate responsibilities of using the pool. These discussions were productive and we look forward to continuing our relationship serving the Brookton community.

School Improvement Focus for 2021

Success for All Students

- Continue to develop systematic, annual self-assessment and review of planning that includes annual review of Teaching and Learning Handbook and is aligned to student monitoring and assessment that forms the basis of the review of the business plan.
- Improve Literacy skills by developing a whole school plan for Reading which would include an enhanced Classroom and school wide culture to Reading, Reading Warm-ups, Guided Reading and the continued implementation of Reading intervention program Macqlit for years 3-6.
- To make the explicit teaching a vocabulary a priority in 2021 by linking this to our Libraries new Reading Spine. This will expose our students to the best in children's literature and also improve the students word knowledge to improve reading and writing skills.
- Continue to consolidate a whole school focus on writing skills through the Talk 4 Writing program which also includes Daily Writing with Grammar and Punctuation skills.
- Continue to consolidate Letters and Sounds Phonics Program K-3 to deliver an explicit Instruction approach to the teaching of the Western Australian English Curriculum.
- Continue to consolidate the PR1ME Mathematics Program Years 1-6 to deliver an explicit Instruction approach to the teaching of the Western Australian Numeracy Curriculum.
- Consolidate shared beliefs about the teaching of digital technologies and STEM which include typing skills and digital assessment literacy.

High Quality Teaching and Leadership

- Combine student data collected from individual and classroom levels to add to the current evidence base used for self-review decision-making at the school level through the review of PATS data.
- Continue to implement an explicit teaching methodology in every classroom by ensuring literacy and numeracy warm-ups are part of lesson delivery in every classroom.
- Develop whole-school approaches to improve teacher quality by providing effective teacher feedback that uses Australian Professional Standards for Teachers.

A Safe and Supportive School

- Continue to implement Positive Behaviour Support to promote school wide positive behaviour expectations to improve Attendance, Engagement and Behaviour which will lead to an increase in academic performance.
- Continue to use Class Dojo as a means to reinforce positive behaviours with parents and as a means of communication with the school community.
- Ensure Behaviour Expectations and Protective Behaviours are explicitly taught in every classroom.

Positive Partnerships

- Continue to raise the profile of the school board in the school and wider community.
- Formalise induction and training processes for new school board members.
- Continue to engage the Aboriginal Community and the Seabrook Board by continued engagement on implementation of the Aboriginal Cultural Awareness Framework by creating an action plan.

Conclusion

For all schools, 2020 proved to be a challenging year with the interruptions of COVID-19. The effect on the community at large was unsettling for everyone, but the staff, students and parents pulled together to support each during the early part of the year. The upside to this interruption was staff learning new skills to provide an online learning environment that supported our plans to be a safe and supportive school and allow success for all students.

Regardless of the interruptions, Brookton DHS continued to make our Teaching and Learning program our central focus in 2020. By ensuring that our school is a positive and safe place to be by SOARing each and every day, our school continues to ensure we give ourselves the best opportunities for student progress. Our PATS results have demonstrated improvement, but also outline areas we can focus on future progress. We are confident we have process in place that help us identify this quickly as well as a whole school teaching pedagogy in Explicit Instruction that is effective in achieving positive results.

We are working hard to ensure suspensions are kept to a minimum at Brookton DHS. We continue to ensure our school is a safe place for students, staff and wider community. We want to build strong and positive relationships with our students which makes learning at our school enjoyable for all.

As we continue our program of self-assessment and improvement we will endeavour to also keep students' academic achievement at the core of our business. We believe Explicit Instruction gives us the greatest opportunity to achieve these goals and we will work to continue to provide feedback to staff and look for ways to continually improve our teaching methods. I continue to look forward to a bright and constructive future for everyone at Brookton District High School. Our school is a great school.

Mr Darren Simpson

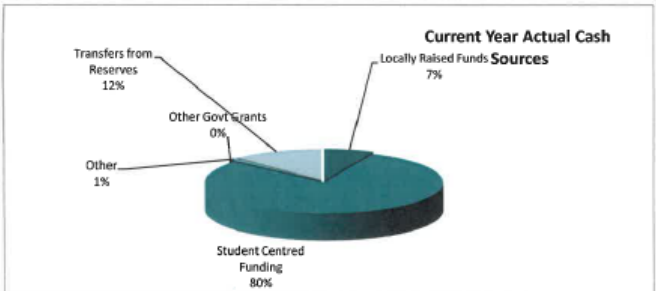
Principal

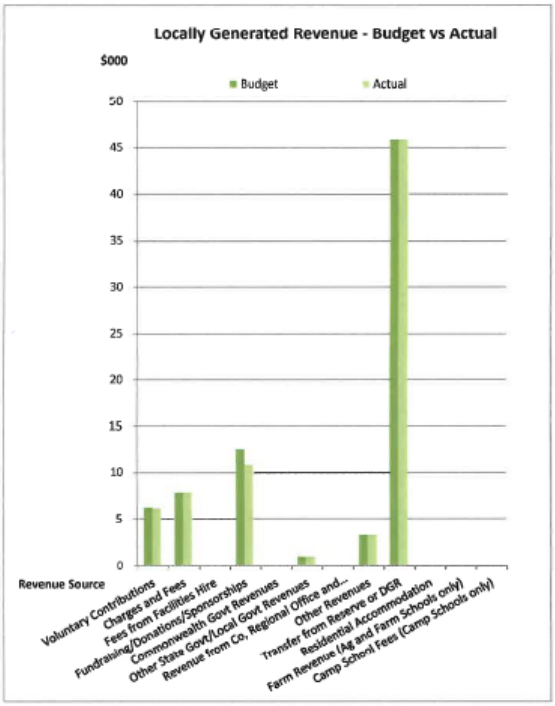
Financial Summary 2020

Brookton District High School

Financial Summary as at
8 February 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 6,230.00	$ 6,146.00
2	Charges and Fees	$ 7,798.61	$ 7,798.61
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 12,527.00	$ 10,777.00
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	$ -	$ -
8	Other Revenues	$ 3,323.33	$ 3,314.70
9	Transfer from Reserve or DGR	$ 45,874.48	$ 45,874.48
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 76,753.42	$ 74,910.79
	Opening Balance	$ 93,753.42	$ 93,753.42
	Student Centred Funding	$ 291,483.34	$ 291,483.34
	Total Cash Funds Available	**$ 461,990.18**	**$ 460,147.55**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 461,990.18**	**$ 460,147.55**

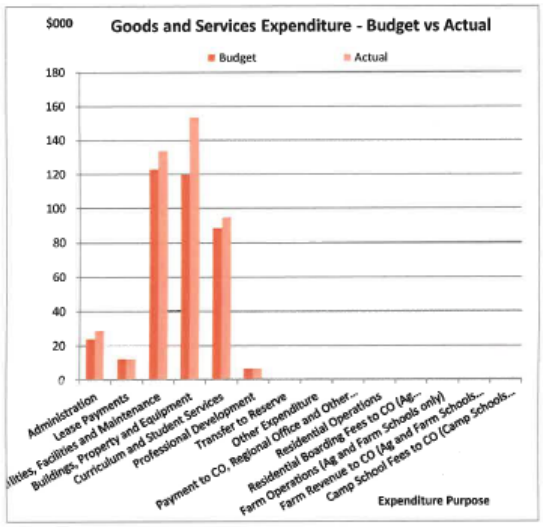


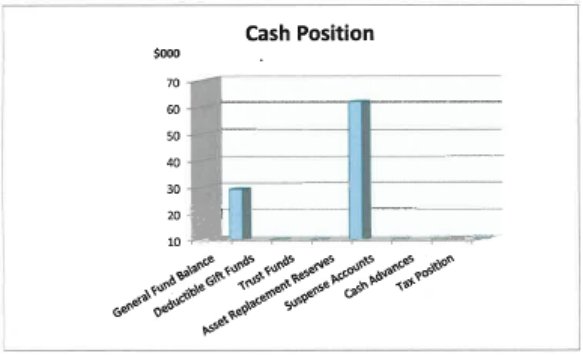


Brookton District High School

Financial Summary as at
8 February 2021

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 24,149.93	$ 29,161.64
2	Lease Payments	$ 12,607.00	$ 12,518.27
3	Utilities, Facilities and Maintenance	$ 122,950.43	$ 133,632.76
4	Buildings, Property and Equipment	$ 119,524.75	$ 153,522.28
5	Curriculum and Student Services	$ 88,558.33	$ 94,922.43
6	Professional Development	$ 6,735.13	$ 6,735.13
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 604.55	$ 602.02
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
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)	$ -	$ -
	Total Goods and Services Expenditure	**$ 375,130.12**	**$ 431,094.53**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 375,130.12**	**$ 431,094.53**
	Cash Budget Variance	**$ 86,860.06**	





	Cash Position as at:		
	Bank Balance	$	**82,943.88**
	Made up of:	$	-
1	General Fund Balance	$	29,053.02
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	61,789.48
5	Suspense Accounts	$	(55.62)
6	Cash Advances	$	-
7	Tax Position	$	(7,843.00)
	Total Bank Balance	$	**82,943.88**