



2020 Governor's STEM Hall of Fame Award  
2020 Leadership Excellence: Governor's STEM Awards

2020 | ANNUAL REPORT

## Message from the Principal

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It gives me great pleasure to present the 2020 Brookman Primary School Annual Report which highlights the school's ongoing achievements, innovations and growth. 2020 was a year significantly disrupted by Covid which impacted on students, staff and families and especially continuity of programs. Continuing on our journey from winning the esteemed '2018 Primary School of the Year Award' and both the '2018 and 2019 Governor's STEM Award for Leadership Excellence' the school's outstanding chain of success as a lead school across the state saw it again acknowledged for its leadership in STEM through winning the coveted '2020 Governor's STEM Award for Leadership Excellence'. Having won this award for the third year in a row our school was inducted into the Governor's STEM 'Hall of Fame'. All staff are to be congratulated on their collaborative and cohesive approaches in maintaining high standards of teaching and learning and extraordinary levels of professionalism in building positive student outcomes.



Under difficult circumstances revolving around Covid-19 restrictions our provision of high level professional development in STEM to teaching staff in both metropolitan and country schools needed to take a different direction. Staff accommodated expressions of interest by providing online learning with two staff presenting online for the Sydney National STEM Conference. As Covid-19 restrictions lessened, the Professional Development sessions offered by our staff continued to showcase our school, its planning methodology, learning programs and strategic approaches to large numbers of teachers and school leaders from schools around the state. Deputy Principal Tania Rennie and myself addressed a Wheatbelt Principal's Conference attended by over fifty Principals. Our staff's high level skills continued to develop as they continued to explore opportunities to offer STEM professional learning opportunities across year levels and learning areas.

Our teaching excellence and growing reputation for leadership in both STEAM and Creativity saw the school featured not only in printed articles in the 'Business News' but also in a journal article by the Australian Educational Leaders (AEL); in a learning module of the federal *Principals As STEM Leaders (PALS)* program as well as *Creative Schools* documentation.

Across the state the outstanding teaching practice in both the KindiLink Aboriginal Pre-Kindergarten Program and the Intentional Play Based Learning programs across Kindergarten and Pre-Primary have been raised as examples of best practice. Class planning best practice in teaching and learning again came to the fore across Years one to six as well as the key areas of Science, Visual and Performing Arts and Physical Education. We continue to be high on the list of 'must visit' schools in these key areas. I congratulate both teaching and non-teaching staff for their ongoing professionalism.

In building 'Creative Practices' our school was again accepted into the 'Creative Schools' program involving two classes with the aim to improve student and teacher creativity. Such was our ongoing success that our school was selected to have video footage taken to be put before the Department of Education's executive team.

Throughout the year our three priority areas of our Business Plan: STEM, HEALTH and WELLBEING; and MAINTAINING HIGH STANDARDS in TEACHING and LEARNING continued as the key foci of our energies and direction; ensuring high quality teaching and learning continued across all facets of our school's processes. Government funding saw a new Administration area built and the carpark extended and resurfaced. These improvements gave the school a new contemporary appearance and provided our community with a fresh new look school they could be proud of.

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As part of our balanced approach to the educational, emotional, physical and social well-being of our choir represented the school in a Covid changed massed choir performance. Unfortunately, Covid restrictions saw many of our normal occurrences such as EduDance, Breakfast Club, annual Art Display and Parent Open Night unable to be advanced.

The School Chaplain, School Psychologist and staff continued their involvement and development of, the 'Be You' program aimed at promoting and protecting positive mental health and well-being in students, staff and community. The school's efforts in this area were acknowledged through its success in winning the City of Gosnells: Safe City Award, Community Kids Award.

The Child and Parent Centre continues to maintain positive programs and playgroups in support of community needs. The continuation of a three year-old pre-kindergarten playgroup for Brookman families builds readiness of future students for kindergarten.

Teaching and non-teaching staff at Brookman Primary School are our major asset and are to be commended on their professionalism and dedication in meeting the needs of our students. Through their efforts the school continues to strive for excellence and is achieving this in many areas.

The education of our students within a STEAM focussed environment continues to challenge us. I have confidence that our staff and school community will accept ongoing challenges and apply rigor in continuing to gain success. I look forward to working with the staff and the community in building on to our improving our already high standards.

Finally may I thank the School Board for its support and guidance and the P&C who work tirelessly behind the scenes.

Hans Geers, Principal



### ***Message from the Board Chair***

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Despite the challenges Year 2020 has posed, the Brookman Primary School Board has continued to offer strong support to the School and its community during this period of ongoing change and uncertainty.

The Board maintained its primary focus in ensuring excellent outcomes were delivered to the school community from the three strategic priorities of the School's business plan, namely

- Science, Technology, Engineering, Arts and Maths (STEAM)
- Health and Wellbeing
- Maintaining High Standards of Teaching and Learning

while at the same time ensuring the maintenance of high standards of Literacy and Numeracy for our students.

Due to imposed changes to the learning interface as a consequence of Covid infection control measures the School's financial budget was regularly reviewed to ensure adequate funding existed and appropriate resource allocation was available.

Notwithstanding the difficulties encountered during this time, numerous opportunities were supported to further enhance the personal development of our educators, to enable them to increase their knowledge transfer and change management capabilities, promote Brookman Primary School and facilitate the communication of their learning experiences to the wider education community within the State, Nationally and Internationally.

Procedures and processes by which the Board conducts its business are determined by the School Board's Terms of Reference. During this period, the Board also conducted a review of its Terms of Reference and updated the document to reflect current practice.

The composition of our Board has been relatively stable over several years, however in 2020 long serving Chairperson, Olwen Searle, parent representative, Shaye Hayden and retiring staff member Deb O'Malley, tendered their resignations. The Board extends a sincere thankyou to Olwen, Shaye and Deb for their valuable contributions to Brookman Primary School over their respective tenures. The Board is fortunate to have recently had parents Jodie Corbett and Sarah Madani take up vacant positions along with staff member Natalie King.

I would like to acknowledge the outstanding work of our amazing Principal, Hans Geers and his dedicated and extremely talented Team for their commitment in continuing to deliver exceptional learning outcomes to students irrespective of the challenges they are presented with.

Finally, thank you to all Board members for their commitment and contribution in the governance role they provide to support the ongoing success of Brookman Primary School and its students.

***Ken Inman***, Board Chair

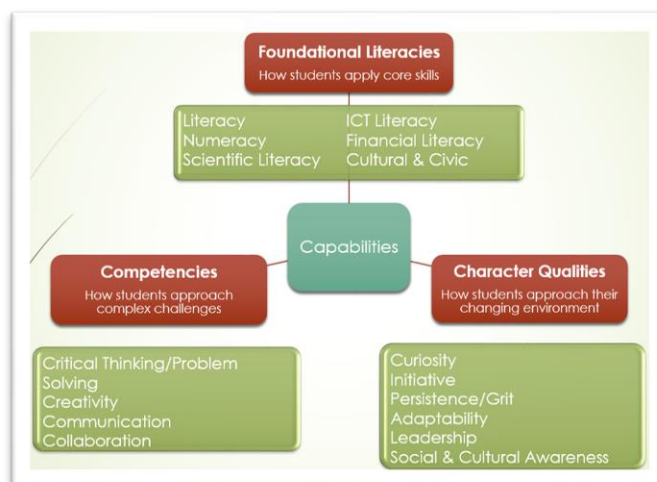
**2020 Board Membership:**

Ken Inman	Community Member & Chairperson
Olwen Searle	Community Member, City of Gosnells (Chairperson resigned)
Tina Pasyar	Community Member, Langford 777 Pharmacy Proprietor
Kate Kiesler	Community Member, Director, Calm and Connected Occupational Therapy
Hans Geers	Principal
Tania Rennie	Senior School D/Principal
Tina Lawrence	Early Childhood D/Principal
Deb O'Malley	ECE Teacher: Retired
Wajeeha Parhar	Parent
Kayleigh Hilton	Parent
Jodie Corbett	Parent
Shaye Hayden	Parent (Former member)
Sarah Madani	Parent

**School Profile**

Brookman Primary School is a leader in contemporary education with a proud reputation for achieving excellence. We are delighted to be acknowledged yet again through the winning of a state-wide award. These awards reflect the dedication, hard work and skill of our staff, and challenges us to further improve learning and engagement at our school. Our staff are committed to success for all children and are leaders in innovation and education.

We believe that high performing schools celebrate discovery and innovation and have a key focus on 'Capabilities'. Our teachers deliver a rich education experience where every child develops skills in creativity, independent thinking, critical analysis, problem solving, teamwork and communication - the skills needed for the most in-demand jobs of the future.



Our Intentional Play Based Learning in early childhood guides children through planned activities that maximise opportunities to reach their potential and succeed in school. We offer valuable extension opportunities and challenges through our environmental studies program at Lynwood Senior High School, Regional PEAC program, Chess Club, Genius Hour, Maths extension and Choir.

## School Vision

### Our Vision

Brookman Primary School students will achieve to the best of their potential and develop a love of learning within a safe, positive environment. Students will take pride in what they do, value cultural diversity, and enjoy active engagement in a supportive community.

## School Beliefs

### *In looking forward ...* Our Beliefs

A safe learning environment is provided through a consistent whole school approach to Pastoral Care. Core values underpin the expected behaviour of students, staff and parents.

Quality teaching and learning, in a STEAM focussed environment, will enhance student learning, developing innovative and creative thinkers.

Australian Professional Standards for Teachers are implemented with an emphasis on ongoing professional growth resulting in consistent whole school improvements.

Student performance data is collected, monitored and reviewed regularly to inform class and whole school planning.

A distributed leadership model is flexible, innovative and positive with effective communication between staff, students and the community.

We work with the broader community to foster positive relationships and improve children's health, well-being and readiness for school.

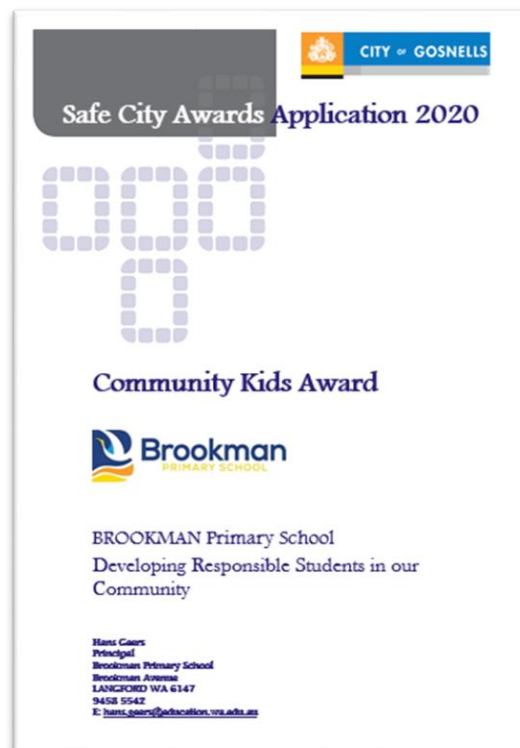


*Happy, engaged students tell the story.*

## Highlights of 2020

**A Covid-19 interrupted year still saw significant progress at Brookman through the following highlights:**

- Winners: Governor's School STEM Awards 2020 'Leadership Excellence Award'
- Inducted into Governor's STEM Award 'Hall of Fame'
- Winner City of Gosnells: Safe City Award: *Community Kids Award*
- *Teacher Development School STEM Program 2018-2021*: providing professional learning for schools
- Staff key presenters at 2020 STEM Conference: Sydney
- Mentored seven schools as part of *STEM Mentoring Program* and four staff in *STEM Enterprise Program*
- Continued as: *2019 Teacher Languages School: Languages Noongar*
- Provided professional learning opportunities for schools across the state in Languages Noongar
- Student involvement in *Curtin University Noongar Radio*
- Chinese Dragon Dance Troupe celebrating *Chinese New Year*
- *Mentoring Programs: Newly Appointed Principals, Independent Public Schools process, STEM*
- Genius Hour extension program
- Creative Schools Program: 16 weeks of working with 'creative practitioners'
- Staff videoed as examples of 'Best Practice' of *inclusive schooling Scitech and Creative Schools*
- Outstanding Choir Performance in *Massed Choir*
- Child and Parent Centre on site 3-year-old playgroup and parent support programs
- Professional Music Institute: Student Instrumental program
- Year 6 Point Peron Camp
- NAIDOC Week Celebrations
- 100 Nights of Reading Program
- Chess Club
- 'Books for Babies' Program
- Harmony Day activities
- 'Have Sum Fun' Mathematics Competition
- Scitech, Kings Park, Aqua & Zoo Excursions
- New Flagpoles
- Covid Online Learning strategies developed
- Yirra Yaarkin acting performance
- Wesley College Aboriginal Dance performance
- Curtin University 'Green Room' visit
- Basketball Courts resurfaced



**Winner of the City of Gosnells  
Community Kids Award**



## Business Plan Priorities

Being mid-stream in our current Business Plan (2019 -**2020**-2021) saw our successful practices embedded while the school continued to expand its horizons and look for opportunities to achieve its vision for long term improvement and student engagement. In leading contemporary practices, it remains important we maintain high standards in Literacy, Numeracy and Science though evidence based approaches to scaffold student learning. In acknowledging differing learning styles and student interests, the school has made a deliberate shift towards utilising the STEAM (Science Technology Engineering Arts Mathematics) and Digital Technologies to motivate, engage and extend our students. An exemplary STEAM education ensures key Capabilities focused on **Foundational Literacies** (How students apply core skills), **Competencies** (How students approach complex challenges) and **Character Qualities** (How students approach their changing environment) remain central and integral to our holistic approach to student learning and engagement.

Our Priorities for 2019 – 2021 and indicators towards achieving them are:

### STEAM: SCIENCE TECHNOLOGY ENGINEERING ARTS MATHEMATICS

Our technological age and the problems that will be faced now and into the future will require a society that has knowledge of STEAM subjects and importantly, can apply the problem-solving and collaborative skills which accompany the application of STEAM practices. Significant national and international interest in having a STEAM-ready society to retain Australia's global competitiveness and prosperity hinges on investment in STEAM education.

Our ongoing challenge will be to increase the use of Digital Technologies and STEAM practices in cross curricular approaches and understandings within the constraints of current educational reform.

#### STEAM Targets:

- *To embed a whole school cross curricular approach, common understanding and best practice in STEAM.*
- *To continue to offer leadership and Professional Learning in STEAM statewide.*

#### Highlights of the year included:

- School retained as a Teacher Development School (TDS) STEM school for 2020 - 2021
- School teams part of the STEM Enterprise Schools professional learning: Mentor and Mentee 2020
- Successful in winning Governor's Primary School STEM Leadership Awards 2018, 2019 and 2020
- Inducted into Governor's 'STEM Hall of Fame'
- Specialist Teachers engaged in STEAM planning (Science, Visual Arts and Performing Arts and Maths)
- Staff presentations on STEM statewide and online and Sydney National STEM Conference
- Teachers share their approaches to STEAM activities at Staff Meetings
- Class 'Walk-throughs' on TDS STEAM Professional Learning days by visiting teachers & administrators
- The school's website and use of Instagram keeps our local and broader communities informed All classes participated in STEAM Projects each term
- Classes engaged in 'Coding' activities
- Key leaders identified and provided with Professional Learning



## HEALTH and WELL-BEING

Brookman Primary School has developed a culture that encourages and supports everyone to perform at their best. Our school aims to create an inclusive environment where everyone feels they belong, is understood, cared for and appreciated. Our goal is to emphasise both high performance and high care. Our Culture supports and challenges students and staff to achieve their potential in their roles as leaders, teachers, students or support staff. Fostering wellbeing across the school supports students in realising their academic potential and staff in achieving their teaching potential.

### **Health and Well-Being Target:**

*To embed a whole school culture, understanding and practices in positive health and well-being.*

### *Highlights of 2020 in meeting this target included:*

- Winner City of Gosnells: Safe City Award: 'Community Kids Award'
- Health and Wellbeing 'Be You' Team continues to meet regularly and provided PD and activities to staff
- The school emphasized with families the importance of punctuality, attendance through good standing, home visits, interviews, correspondence and newsletters
- Supervised lunchtime activities: football, soccer, netball, touch rugby, chess, library games
- Whole-school positive rewards: e.g. In-class and Deputies' rewards; honour certificates
- Encouraged 'student voice' through leadership roles for students: Prefects, Faction Leaders, Library Monitors, Choir, Chess and STEAM activities
- Mental health and well-being supported: Chaplain, Be You Committee, School Psychologist, KindiLink, Child and Parent Centre and Playgroups
- Home visits by AIEOs, Chaplain, Deputy Principals
- Phone contact with families
- Class walk through and Performance Management to ensure strong classroom practices are evident
- STEAM activities to build student independence, creativity, resilience, team work and problem solving
- Staff embed 'Be You' strategies and beliefs in day to day teaching and learning
- Continuation of whole-school social skills program
- Classes complete lessons in *Protective Behaviours*
- Community Activities were severely impacted on due to Covid restrictions
- Extensive Professional Learning opportunities for staff
- Web site resources



Choir develops social competence and emotional maturity.



STEAM Cross Curricular activities enhance learning and engagement.



Olivia Corbett, Miss Mifsud and Mr Geers presented at an ACEL 'Hot Topic' event.

## HIGH STANDARDS IN TEACHING AND LEARNING

The school continues to build the expertise of teachers and education assistants through targeted high quality professional learning supported by reflective and collaborative teaching practices. Stimulating and creative classroom climates together with quality student support will be tangible across the school.

### High Standards in Teaching and Learning Target:

*To maintain high standards and high expectations of success for all students through high quality teaching, effective leadership and strong governance and support.*

### Highlights of 2020 in meeting this target included:

- Teacher Languages School (TLS) Languages Noongar 2019-20
- Students participated in a range of extension programs:
  - ✓ Mini EALS at Lynwood SHS (cancelled due to Covid)
  - ✓ ICAS English
  - ✓ 'Genius Hour' extension activities
  - ✓ STEM activities each term
  - ✓ Regional PEAC
  - ✓ Creative Schools Program
  - ✓ Noongar Language: Curtin University Department of Screen Arts
  - ✓ KindiLink Program: 3 Year-Old Pre-Kindergarten
- School's Vision and Purpose reviewed
- Strong support for staff in STEM and Digital Technologies, Literacy and Numeracy
- Staff provide a differentiated curriculum
- Evidence Based whole school programs embedded, e.g. *Jolly Phonics*, *Words Their Way*, *Guided Reading*, *Brightpath* and *First Steps Strategies*
- Peer assisted or self-reflection action learning used as a means of improving teaching
- Staff participate in whole school self-assessment and review cycle
- Staff analyse data for future planning
- Case management approaches used on selected students
- Cultural considerations taken into account
- Cell sub-school groups' collaboration: common assessment tasks and make consistent judgements
- Targeted high level Professional Learning provided based on personal, Departmental and school priorities e.g. STEM, Digital Technologies at Professional Development Days
- Staff performance development linked to AITSL Standards
- Collaborative partnerships maintained with external agencies: Parkerville Children and Youth Care (Inc), Pharmacy 777, Langford Aboriginal Association, Curtin, Murdoch and Edith Cowan Universities
- Aboriginal Cultural Standards ongoing
- Leadership opportunities ongoing for staff e.g. Digital Technologies and STEM



Excellent teaching and learning opportunities for our students.

## 2019 NAPLAN Literacy Data Longitudinal Summary Years 3 and 5 (WITH COVID NO NAPLAN TESTING OCCURRED IN 2020)

### General

Across most areas of literacy, we are achieving above like schools. The Year 5 Reading results remain like schools which is pleasing. Year 3 results remain of concern.

### Reading

Year 5 results reflect slight yet positive gains by students since Year 3 NAPLAN Tests. Year 3 results remain disappointing.

### Writing

Year 5 students continued above like schools while Year 3 remained steady but below like schools.

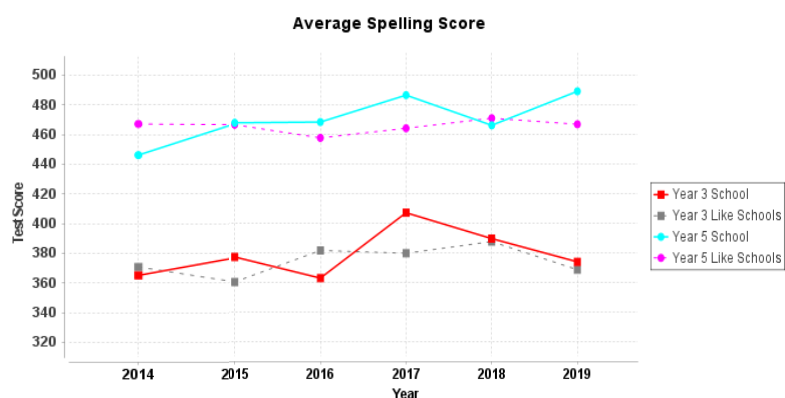
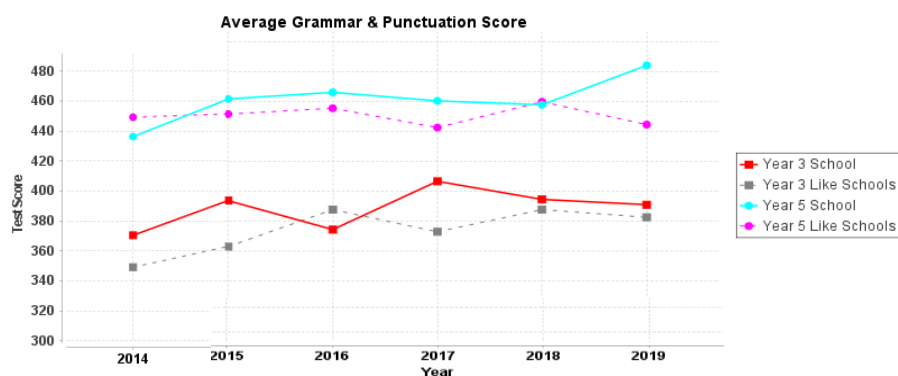
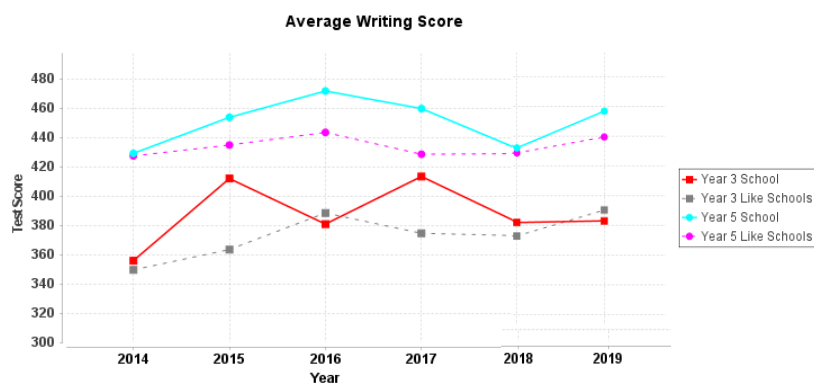
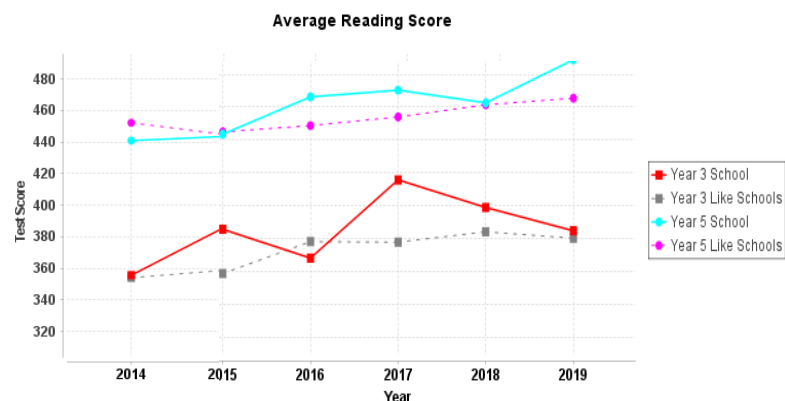
Year 3 students' results maintained the trend of being above like schools.

### Grammar & Punctuation

Year 5 continued to maintain a high standard above like schools while Year 3 results remained above like schools.

### Spelling

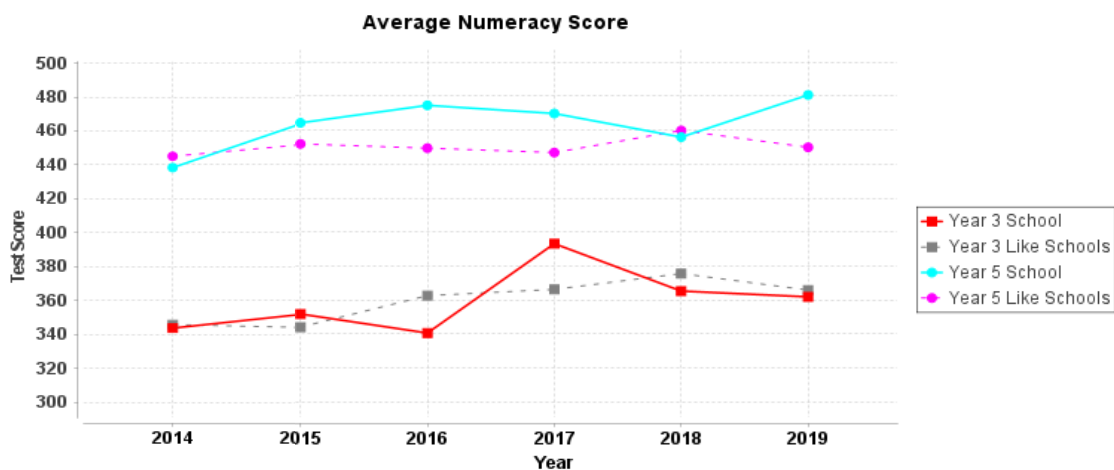
Year 5 results were well above like schools with Year 3 results slightly above.



## 2019 NAPLAN Numeracy Data Longitudinal Summary Year 3 and 5 (WITH COVID NO NAPLAN TESTING OCCURRED IN 2020)

### Numeracy

The Year 5 Numeracy results reflect positive achievement in line with this cohort's Year 3 results and in comparison to like schools. The Year 3 results have moved closer to like schools.

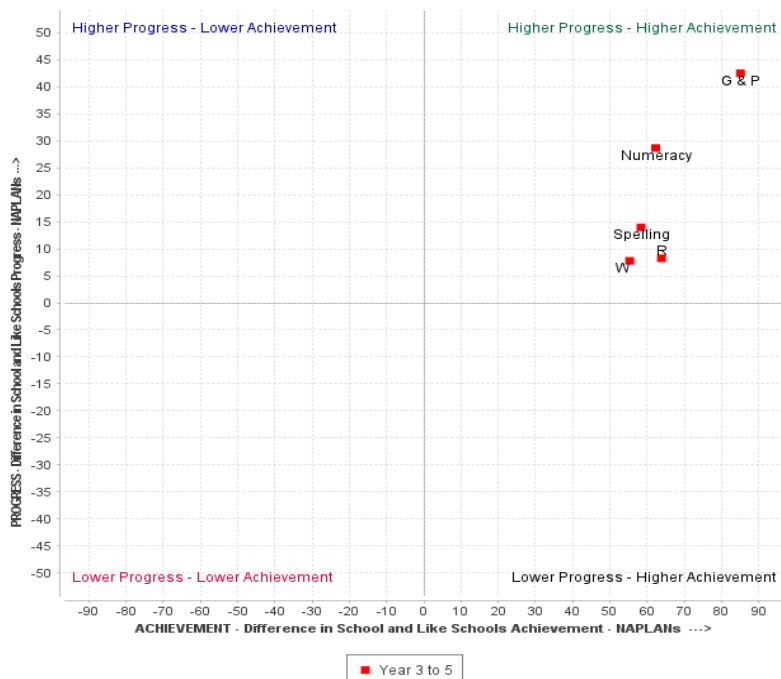


### General

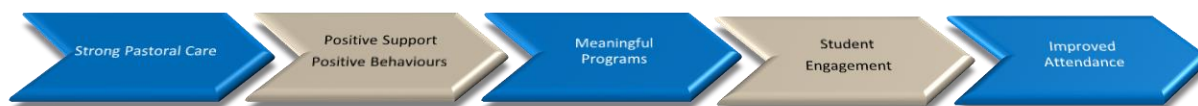
Brookman students' progress and achievement from Years 3 to 5 has continued to be of the highest level indicating that students who enter the school in the younger years and remain, improve significantly.

#### Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019



## Pastoral Care and Student Attendance



Brookman Primary School continued to work with its community towards improved attendance. We are proud of the fact that we continue to maintain high levels of attendance for most students, however acknowledge that Covid-19 had a significant impact on attendance during 2020. Current 2021 attendance sits at 93.4%.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	93.3%	91.9%	93.3%	81.7%	83.4%	81.1%	91.3%	90.1%	92.3%
2013	93.8%	91.7%	93.7%	87.7%	82.9%	80.7%	92.8%	89.8%	92.6%
2014	93.6%	91.9%	93.2%	82.8%	83.7%	80.4%	91.8%	90.7%	92.1%
2015	93.7%	92.6%	93.8%	84.6%	85.5%	81.2%	92.3%	91.6%	92.7%
2016	93.7%	92.3%	93.7%	85.1%	84.7%	80.7%	92.2%	91.2%	92.6%
2017	93.1%	92.4%	93.8%	79.8%	83.9%	81.2%	90.6%	91.0%	92.7%
2018	92.4%	92.7%	93.7%	83.3%	82.7%	80.8%	90.4%	91.3%	92.6%
2019	91.4%	91.5%	92.7%	79.7%	79.0%	79.5%	88.3%	89.5%	91.6%
2020	Results from DoE not available at time of print						89.9%		

## Attendance Category

	Regular	Attendance Category		
		At Risk		
		Indicated	Moderate	Severe
2013	75.3%	14.8%	7.9%	1.8%
2014	73.6%	15.0%	8.7%	2.4%
2015	73.3%	13.5%	9.9%	3.2%
2016	74.2%	15.2%	8.5%	1.9%
2017	70.2%	16.6%	8.1%	5.1%
2018	64.9%	20.0%	12.5%	2.6%
2019	55.3%	23.2%	9.8%	4.6%
**2020 Sem 1	16.2%	41.9%	30.3%	11.6%
**2020 Sem 2	64.6%	20.1%	9.3%	6.0%

**\*\* 2020 Covid affected year**

## 2019 Enrolments

Total –	K	PP	1	2	3	4	5	6	
	37	35	36	37	39	44	33	38	<b>299</b>

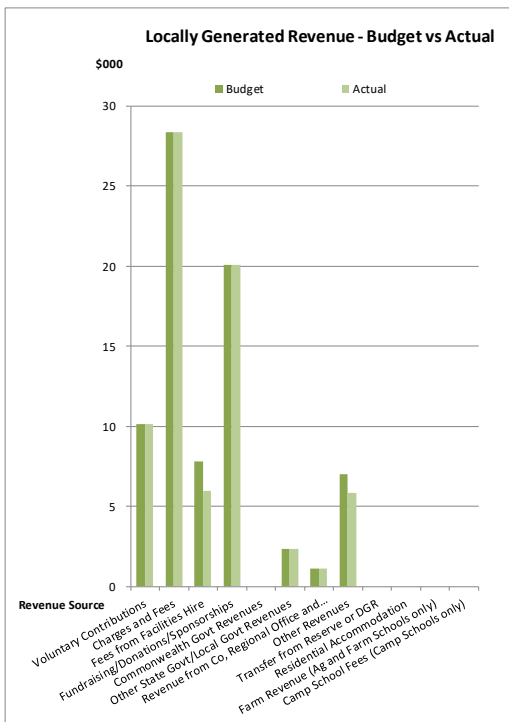
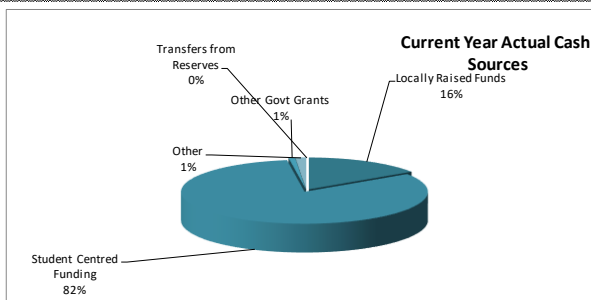
## 2020 Financial Summary

The school maintained excellent financial management procedures in supporting student learning needs and the administration of the school.

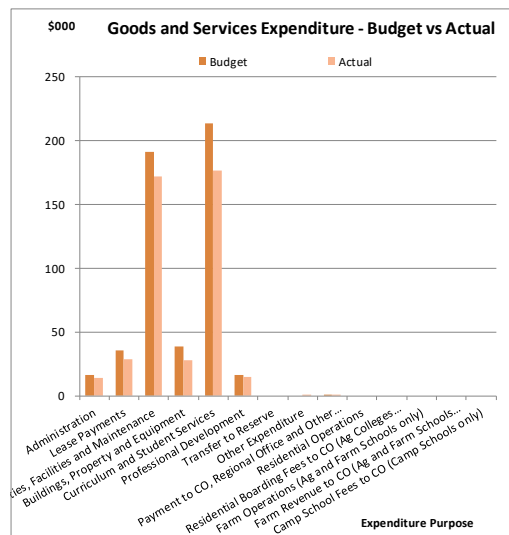
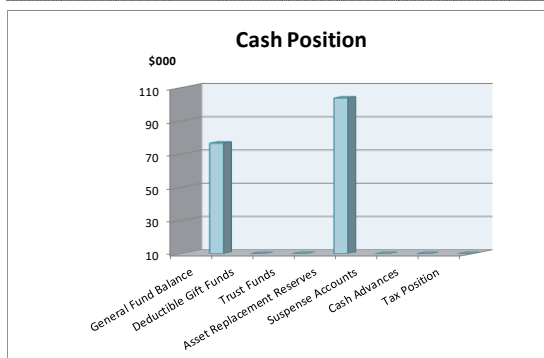


### Brookman Primary School Financial Summary as at 31<sup>st</sup> December 2019

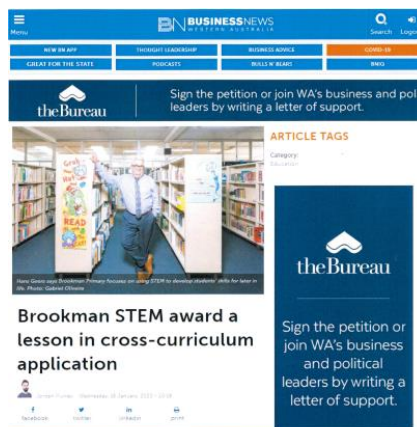
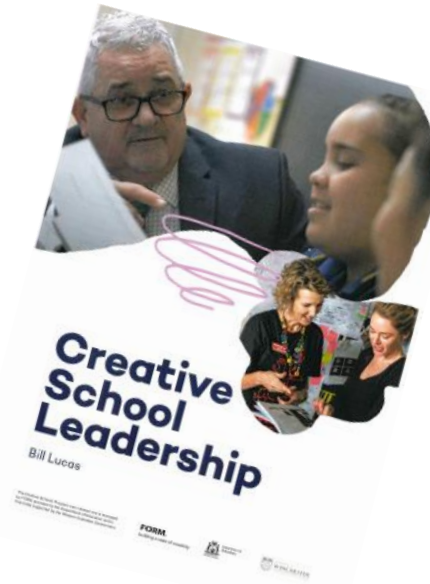
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,166.00	\$ 10,165.50
2	Charges and Fees	\$ 28,361.00	\$ 28,361.95
3	Fees from Facilities Hire	\$ 7,836.00	\$ 5,989.09
4	Fundraising/Donations/Sponsorships	\$ 20,065.00	\$ 20,064.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,360.00	\$ 2,360.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,097.00	\$ 1,097.27
8	Other Revenues	\$ 7,039.00	\$ 5,873.97
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 76,924.00</b>	<b>\$ 73,911.93</b>
	<b>Opening Balance</b>	<b>\$ 96,357.00</b>	<b>\$ 96,357.05</b>
	<b>Student Centred Funding</b>	<b>\$ 338,428.00</b>	<b>\$ 338,428.43</b>
	<b>Total Cash Funds Available</b>	<b>\$ 511,709.00</b>	<b>\$ 508,697.41</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 511,709.00</b>	<b>\$ 508,697.41</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,841.00	\$ 13,541.62
2	Lease Payments	\$ 35,262.00	\$ 28,575.68
3	Utilities, Facilities and Maintenance	\$ 190,941.00	\$ 171,188.38
4	Buildings, Property and Equipment	\$ 38,563.00	\$ 27,931.20
5	Curriculum and Student Services	\$ 212,818.00	\$ 175,776.89
6	Professional Development	\$ 16,176.00	\$ 14,912.40
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ -	\$ 39.41
9	Payment to CO, Regional Office and Other Schools	\$ 333.00	\$ 313.30
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 509,934.00</b>	<b>\$ 432,278.88</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 509,934.00</b>	<b>\$ 432,278.88</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,775.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 179,853.26</b>
Made up of:	\$ -
1 General Fund Balance	\$ 76,418.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 103,608.67
5 Suspense Accounts	\$ 2,206.06
6 Cash Advances	\$ -
7 Tax Position	\$ (2,380.00)
<b>Total Bank Balance</b>	<b>\$ 179,853.26</b>



Hans Geers says Brookman Primary focuses on using STEM to develop students' skills for later in life. Photo: Gabriel Oliveira

### Brookman STEM award a lesson in cross-curriculum application



### Case Study Brookman Primary School

Brookman Primary School, exploring the Humanities and...  
Teacher Ingrid Smith and Creative Practitioner...  
Students worked in groups to build their own sentences in nature, offering...  
The team has been making exciting about the...  
experiences of first contact. Through hands-on...  
experience, students are developing personal...  
connections and perspectives to the...  
learning context. They have been reflecting, questioning...  
and responding to the differences between first...  
settlers and Aboriginal people in the way that...  
they utilised and cared for the land. The project...  
aims to increase awareness of the resilience...  
displayed through history. This will link with ways...  
in which we, as individuals, can become more...  
resilient by understanding that there are always...  
choices and options open to us by utilising...  
practices of creative thinking.

### Case Study Brookman Primary School



On behalf of the Brookman Primary School community we endorse the 2020 School Annual Report.

Signed this day, March 2020.

Hans Geers

Principal

Ken Inman

School Board Chair