



Department of
Education

Shaping the future

Brookton District High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opening in 1960, Brookton District High School is located approximately 138 kilometres south-east of Perth in the Wheatbelt Education Region.

The school has an Index of Community Socio-Educational Advantage of 883 (decile 10).

Currently, there are 120 students enrolled from Kindergarten to Year 10. The school gained Independent Public School status in 2015.

Brookton District High School is supported by a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Brookton District High School was conducted in Term 2, 2021. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal and staff engaged in analysis of the school's progress toward meeting the Public School Review Standard as part of an opportunity to deeply understand the performance of the school in positively impacting students' achievement levels.
- The Electronic School Assessment Tool (ESAT) submission was succinct and linked directly to the domains of the Standard. Impactful evidence was presented, covering all foci within these domains.
- A well-structured domain overview provided the review team with a clear narrative of the school's performance and demonstrated strong alignment between the analysis of credible evidence and planned actions for improvement.
- The leadership team is optimistic that the learning from the self-assessment can effectively align to strategic planning for the next business plan cycle 2025-2027.
- Meetings scheduled during the validation visit provided the review team with the opportunity to hear positive contributions from a wide cross-section of staff, students and community members.

The following recommendation is made:

- Maintain a focus on scheduling, over the timeframe of the new business plan, the selection and analysis of evidence for each domain of the Standard that demonstrates impact on student performance.

Relationships and partnerships

The leadership team engenders respect within the school and community through the clear communication of key messages. Students value the support of staff and the development of pathways to a productive future.

Commendations

The review team validate the following:

- The school is well supported in its endeavour to meet the specific needs of students through the Seabrook Aboriginal Foundation and Stephen Michael Foundation who provide cultural connection, scholarships, fund the school canteen and starter kits of school equipment for students.
- Highly positive staff relationships in the school are based upon trust and collaboration. Through recent feedback opportunities, staff express increasing levels of satisfaction with their work environment and confidence in their ability to progress the school's improvement plans effectively.
- A representative School Board provides good governance and members advocate for the school. The varied skill and knowledge sets of Board members underpins the intent to set a strategic direction focused on positive student outcomes.
- Information sought from parents and carers is incorporated into decision making processes ensuring that issues are identified and addressed consultatively.
- The P&C has a committed membership, willing to assist in fundraising and projects to improve facilities.

Recommendations

The review team support the following:

- Continue to strengthen relationships with Aboriginal families through the conduits of the valued Aboriginal and Islander education officers (AIEOs) and Seabrook Aboriginal Corporation.
- Expand opportunities for students through the Wheatbelt and Beyond Youth Mentoring Network and extensions to existing work experience for secondary students in the community.

Learning environment

The school and community share a vision for a supportive environment with a sense of belonging that strengthens the wellbeing of all staff and students. Programs to build resilience, engagement and cultural responsiveness have been a focus and early success is evident in improved connection and behaviour.

Commendations

The review team validate the following:

- Consistent implementation of Positive Behaviour Support has been underpinned by a commitment to professional learning around trauma and the Berry Street Education Model.
- Noongar language instruction and events supported by Aboriginal families are strong indicators that the school is developing as a culturally responsive environment.
- Student needs are identified, addressed and monitored through comprehensive pastoral care, social and emotional learning, academic intervention and tiered intervention initiatives.
- By reimagining the environment for secondary students with guidance from the School of Alternative Learning Settings and embracing the Circle of Courage philosophy, the school has measurably improved levels of positive engagement exhibited by secondary students.

Recommendations

The review team support the following:

- Strengthen the integration of restorative practices into behaviour support processes to enable students to maintain positive relationships.
- Consult with staff to develop a health and wellbeing plan that continues to support the wellbeing of staff and students.

Leadership

School leaders are positively connected to the staff and middle leaders, and have facilitated the enabling conditions for continued school improvement. The Principal is highly visible in facilitating this connection.

Commendations

The review team validate the following:

- By prioritising curriculum differentiation, providing targeted support and creating tailored learning environments that meet the specific needs of students, the school demonstrates alignment with the Department's expectations.
- Change is managed strategically by the Principal to ensure that priorities are established through the analysis of evidence. Staff value being consulted as well as the provision of a range of supports.
- Senior and expert teachers are actively involved in identifying student performance concerns through data analysis, researching solutions, guiding implementation of agreed approaches and monitoring their impact. This is evident in the work of the Positive Behaviour Support Committee to refresh the consistent application of agreed guidelines.
- A culture of continual improvement in instructional practices is built on whole-school professional learning, support from colleagues and networks

Recommendations

The review team support the following:

- Ensure that the next business plan incorporates the expertise of the members of the School Board to further align community perspectives to the school improvement agenda.
- Consolidate practices that enhance the impact of explicit instruction on student learning through coaching and a targeted suite of professional learning.

Use of resources

The focus of resource allocation and monitoring is to ensure maximum impact on improved student outcomes through aligned planning. A student-centred approach to managing finances and resources is led by the Principal, manager corporate services (MCS) and staff representatives.

Commendations

The review team validate the following:

- The MCS has undertaken comprehensive training to ensure that financial management systems comply with the requirements of the Funding Agreement for Schools and extends this knowledge and skills to staff.
- Financial and human resources have been directed towards identified priorities in English, mathematics, the secondary learning environment and community engagement with measurable improvements in student outcomes evident.
- Targeted initiatives and student characteristics funding has been allocated to effectively provide direct assistance for Aboriginal students and students learning with a disability. This valued support is provided by allied professionals such as education assistants and AIEOs.
- Board members provide oversight of the school's finances ensuring transparency in the management of budgets and resources.

Recommendation

The review team support the following:

- Maintain a focus on the requirements of the curriculum and replacement schedules for digital technologies, to ensure that equipment is contemporary and staff are supported in its use as a tool for learning.

Teaching quality

Staff have built an instructional framework, based on their experience and knowledge of the learning needs of Brookton students and articulating the agreed approaches currently in use.

Commendations

The review team validate the following:

- Staff are undertaking professional learning via the Teach Well Masterclass with the intention of championing the approach and providing seamless instructional impact across the school.
- Learning, that promotes the Positive Behaviour Support program, has been prioritised for all staff and has developed a solid understanding of the alignment of strong, enabling conditions with improved academic outcomes.
- Secondary staff provide a highly modified, flexible program, with the support of the ASDAN¹ curriculum, which incorporates social and emotional learning to support the needs of small but diverse cohorts of students.
- The Brookton District High School Teaching and Learning Handbook provides quality guidance that staff value in relation to planning and programming, classroom practice, assessment and reporting to parents.
- Collaborative meetings provide the opportunity for staff to analyse student performance data, identify knowledge gaps, plan for improved outcomes through differentiated learning and moderate using the School Curriculum and Standards Authority Judging Standards.

Recommendations

The review team support the following:

- Continue to access instructional support for staff through the strengthening of coaching, regular classroom observations, professional learning, induction and resource sharing to further reduce variance in practice.
- Investigate the Two-way Science and DeadlyScience programs to align on-Country learning and cultural responsiveness with curriculum delivery.

Student achievement and progress

The leadership team has facilitated a team approach to detailed planning and target setting, based on the regular analysis of system and school-based performance data. This demonstrates a clear commitment to collectively improve student performance.

Commendations

The review team validate the following:

- High expectations are articulated at the strategic level and by classroom teachers who regularly utilise data, within a well-known disciplined dialogue, to provide targeted teaching, driving good academic outcomes for students.
- Primary students have achieved at or above the expected level when compared to contextually similar schools and their performance was acknowledged with a certificate of commendation for strong 2023 NAPLAN² results in reading, writing and numeracy.
- Student progress is reported to parents through formal reports and regular teacher conversations that provide assurance learning is progressing. Special Educational Need plans provide a tracking opportunity and feedback to parents of students with specific learning needs.
- Student attendance, behaviour and wellbeing data is regularly reviewed and progress measured to ensure that action plans are effective.

Recommendations

The review team support the following:

- Continue to develop the alignment of the school's data analysis schedule and assessment schedule and triangulate data from Brightpath, Progressive Achievement Tests and NAPLAN to refine action plans.
- Establish structured moderation sessions that outline clear expectations for consistency and accuracy in grade allocation.

Reviewers

Jennifer Graffin
Director, Public School Review

Mat Kennedy
**Principal, Ravensthorpe District High School
Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Award Scheme Development and Accreditation Network
- 2 National Assessment Program – Literacy and Numeracy