

Broome Senior High School

Annual Report 2023



School Overview

At Broome Senior High School, our ongoing success stems from a steadfast commitment to student achievement. Offering a comprehensive range of academic subjects and diverse programs, we cater to the holistic development of our students, nurturing their academic, social, creative, leadership, and sporting talents. Notably, our academic extension program supports students transitioning from primary to high school, contributing to a retention rate of nearly 90% from our feeder primary schools.

School Vision

Broome Senior High School is dedicated to excellence, prioritizing student wellbeing, engagement, and high-quality teaching and learning. With a focus on cultural responsiveness, we foster an inclusive and supportive learning environment, equipping students with the skills and knowledge to thrive in a global community.

Culture of Success

Despite the challenges posed by COVID, our commitment to academic excellence remains unwavering. While student attendance rates faced temporary setbacks, our retention from feeder primary schools remained strong, with 90% of Year 6 students joining us in 2023.

We Enhance Lives, We Build a Community

At the heart of our success is our dedicated staff, whose unwavering commitment drives our achievements. Working collectively and tirelessly, our team ensures that every student receives the support they need to succeed. With expertise across all curriculum areas, we proudly offer a comprehensive range of courses, including face-to-face instruction at the Year 11/12 level.

Student Academic Achievement

In 2023, our graduating cohort comprised 91 Year 12 graduates, including the highest number of Indigenous graduates in the state. With 13 consecutive years of Bush Rangers participation and ASDAN portfolios recognized as state exemplars, our commitment to excellence is evident. Notably, our students demonstrated outstanding improvement in literacy and numeracy, culminating in a median ATAR of 73.42, with seven students achieving an ATAR over 80.

2023 Year 12 Dux and Award Winners

- ATAR Dux: Kyle Rowstron (93.75)
- General Dux: Brianna Jeffery
- VET Highest Achiever: Jannah Western

At Broome Senior High School, our achievements reflect our unwavering dedication to student success and the nurturing of a vibrant, inclusive community.

AWARDS	2023 students
Certificates of Distinction	Kyle Rowstron
Certificates of Merit	Layla Arnott Xaver Carroll Tallara Cook Harrison Fox Tenzin Haddy Brianna Jeffery Azarah Lister

Canteen and STEM Upgrade Progress Update

Exciting developments are underway as we progress through the schematic design stage and transition into the Design Development phase for the STEM upgrade and canteen extensions. The vision includes expanding the Canteen area and introducing a welcoming 'Plaza' complete with seating and green spaces nestled between the Library and the Canteen. Our STEM classroom is poised to become a dynamic hub equipped with industry-standard tools, fostering critical thinking, problem-solving, and essential soft skills crucial for our students' future endeavours.

Solar Project Completion

I'm delighted to announce the successful approval by the Department of Education for a 274.45kW solar system at Broome Senior High School. This significant milestone marks the completion of a sustainable initiative that aligns with our commitment to environmental stewardship and energy efficiency.

Focus on Aboriginal education and cultural integration

In 2023, Broome Senior High School proudly continued its collaborative efforts with Yawuru, further strengthening our commitment to Aboriginal education and cultural integration. Spearheading this initiative is Uncle Joe Edgar, our esteemed Cultural Advisor, whose dedication has fostered positive relationships across various school programs, including:

- Year 10 Cultural Leaders
- Clontarf Academy
- Broome Stars
- Follow the Dream
- BCA and BGA engagement classes
- EALD Hub
- Yawuru Language classes
- Cultural Advisor role
- Aboriginal Education Support roles

Notably, our school was recognized in 2022 as a leading proponent of Two-way Science education. This innovative approach integrates cultural knowledge from local Indigenous communities with Western science and the Australian curriculum. Two-way Science not only empowers Indigenous leadership in education but also cultivates meaningful partnerships between schools, communities, Indigenous ranger programs, and scientists. Through collaborative endeavors like the "Common Gate" exhibition and Two-way Science classes, we are honored to contribute to the holistic development and cultural enrichment of our students.

Leadership Development

Leadership development is encouraged and supported at all levels of the school, from students to teaching/non-teaching and administration staff. Processes are in place to develop and support aspirant leaders and to strengthen the leadership skills of those in level 3 and 4 positions within the Senior Staff team.

Links have been made with Shenton College in a sister school arrangement to allow school visits and work shadowing to occur.

Several of our current school leaders have participated in the Women in Leadership program and the Aspirant Principal PD course.

Broome Senior High School is a participant in the Culturally responsive school leadership program. Readings, viewings, and journal activities determine a focus for the working group who are also involved in on-country learning.

In 2023 participants will be expected to engage in a co-designed action learning project/process.

Community Engagement

The school continues to build community links with Aboriginal Corporations, Businesses, and community groups. These include Yawuru, Broome Chamber of Commerce, and Kimberley Land Council, and has well established school Board and Parents and Citizens groups, all of which advise and support school planning and direction.

Broome Senior High School has also developed an Aboriginal Parent Advisory group who meet regularly to discuss successes, issues, and feed back to the principal and the school board.

Attendance Enhancement Strategies at Broome Senior High School

At Broome Senior High School, we are committed to fostering a culture of regular attendance among our students, recognizing its critical role in academic success and overall wellbeing. To achieve our attendance goals, we have implemented targeted strategies aimed at promoting consistent attendance patterns throughout the school year.

Student Engagement Initiatives: We have introduced various student engagement programs and extracurricular activities to make learning more enjoyable and meaningful for our students. By offering a diverse range of engaging opportunities, we aim to enhance students' motivation to attend school regularly.

Parent and Guardian Involvement: We understand the crucial role that parents and guardians play in supporting their child's education. Through regular communication and outreach efforts, we keep parents informed about the importance of attendance and encourage their active involvement in promoting regular attendance habits at home.

Early Intervention and Support: Identifying and addressing attendance issues early is key to preventing long-term patterns of absenteeism. We have established a comprehensive system for monitoring attendance data, allowing us to identify students at risk of chronic absenteeism and provide targeted support and interventions to address underlying issues.

Positive Reinforcement and Recognition: We believe in celebrating and rewarding positive attendance behavior. Through initiatives such as attendance awards, recognition ceremonies, and incentives, we aim to reinforce the importance of regular attendance and motivate students to strive for excellent attendance records.

Collaboration with Community Partners: We recognize the importance of collaboration with community organizations and agencies in supporting students' attendance. By partnering with local community groups, health services, and social support agencies, we can address external factors that may impact students' attendance and provide holistic support to families.

By implementing these strategies in collaboration with students, parents, staff, and community partners, we are confident in our ability to create a supportive and inclusive learning environment where every student feels valued and motivated to attend school regularly. Together, we will continue to strive towards achieving our attendance goals and ensuring the success of all students at Broome Senior High School.

Mathew Burt
Principal

Student Numbers (as at 2023 Semester 2)

Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	159	126	142	144	115	89	775

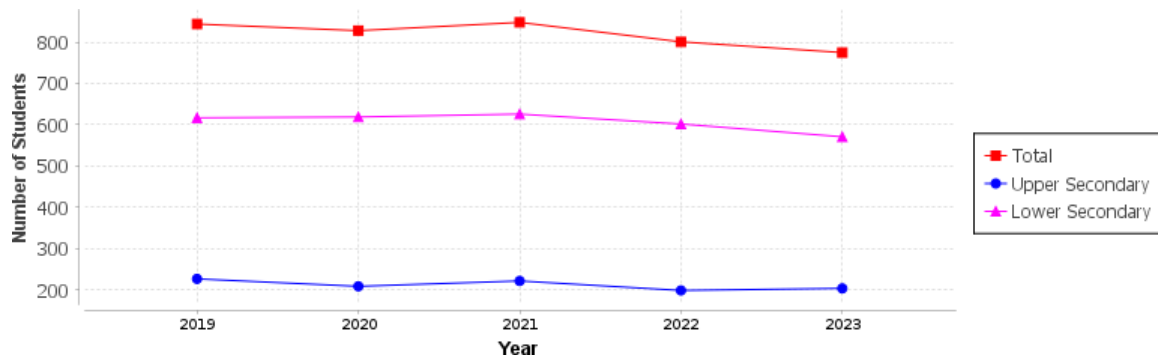
Gender

	Sec	Total
Male	388	388
Female	384	384
Total	775	775

Aboriginality

	Total
Aboriginal	322
Non-Aboriginal	453
Total	775

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

	2019	2020	2021	2022	2023
Lower Secondary	617	619	626	602	571
Upper Secondary	227	209	222	199	204
Total	844	828	848	801	775

Note:

The graph and table include only full-time students

Apparent retention and progression rates (%) – Secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2021	79%	72%	79%	84%	93%
2022	80%	55%	70%	86%	84%
2023	82%	60%	76%	82%	89%

Note:

Care must be taken when interpreting data for schools with small student numbers

All rate calculations are based on second semester census data

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	7	6.8	0
Program Coordinators	6	6.0	1
Total Administration Staff	17	16.8	1
Level 3 Teachers	1	1.0	0
Other Teaching Staff	58	55.1	3
Total Teaching Staff	59	56.1	3
Clerical / Administrative	19	15.9	5
Gardening / Maintenance	2	1.5	0
Instructional	8	7.8	7
Other Allied Professionals	18	16.9	1
Total Allied Professionals	47	42.1	13
Total	123	115.0	17

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	\$8,435,505.00
Student and School Characteristics	\$3,920,395.25
Disability Adjustments	\$63,255.00
Targeted Initiatives	\$948,615.29
Operational Response Allocation	\$823,715.73
Regional Allocation	\$0.00
Total 2024	\$14,191,486.27

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	139	0	\$1,443,793.00
Year 8	165	0	\$1,713,855.00
Year 9	126	0	\$1,308,762.00
Year 10	137	0	\$1,423,019.00
Year 11	137	0	\$1,529,879.00
Year 12	91	0	\$1,016,197.00
Total	795	0	\$8,435,505.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	321	\$815,071.60
Disability	152	\$1,030,997.63
English as an Additional Language or Dialect	8	\$25,672.00
Social Disadvantage	249	\$247,553.24
Sub Total		\$2,119,294.47
School Characteristics		
Enrolment-Linked Base		\$530,177.98
Locality		\$1,270,922.80
Sub Total		\$1,801,100.78
	Total	\$3,920,395.25

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE	\$52,456.20
Targeted Initiative: Additional Educational Adjustment	\$27,640.07
Targeted Initiative: Additional support for delivery of mental health programs	\$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$29,780.69
Targeted Initiative: Follow the Dream	\$235,806.49
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$5,892.28
Targeted Initiative: Independent Learning Co-ordinators	\$51,014.05
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Targeted Initiative: Small Secondary Schools	\$87,237.68
Targeted Initiative: Specialist Career Practitioners	\$127,535.12
Targeted Initiative: VET delivered to secondary students	\$292,992.18
Total	\$948,615.29

Operational Response Allocation (Detail)

	Amount
Operational Response: Aboriginal Girls Engagement Program	\$136,466.50
Operational Response: Base for schools with department endorsed education support program	\$244,363.50
Operational Response: Bus Duties	\$12,414.16
Operational Response: Host School Psychologists	\$850.00
Operational Response: Kimberley Juvenile Justice Strategy	\$429,000.00
Operational Response: Teacher Relief - Curriculum Assessment and Strategic Policy	\$621.57
Total	\$823,715.73

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	87.2%	83.4%	86.5%	57.5%	65%	62.6%	75.2%	80%	84.4%
2022	82.4%	78.1%	83%	50%	57.2%	55.2%	68.4%	73.9%	80.4%
2023	85.7%	80.9%	84.9%	56.7%	62.1%	59.2%	72.8%	76.9%	82.5%

Note:

Care must be taken when interpreting data for schools with small student numbers in any category.

NAPLAN Relative Assessment

		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2018	2	2	147	121
	2019	2	3	166	124
	2021	2	3	147	134
	2022			110	119
	2023	2	1	129	108
Reading	2018	2	2	150	121
	2019	2	2	161	124
	2021	3	2	154	136
	2022			129	128
	2023	1	2	133	110
Writing	2018	2	2	151	131
	2019	2	2	173	129
	2021	3	2	156	136
	2022			129	117
	2023	2	2	143	116
Spelling	2018	2	2	150	130
	2019	2	2	168	128
	2021	3	2	146	125
	2022			125	121
	2023	2	2	139	115
Grammar & Punctuation	2018	2	2	150	130
	2019	2	1	168	128
	2021	3	2	146	125
	2022			125	121
	2023	2	2	139	115

1	Above Expected – more than one standard deviation above the predicted school mean
2	Expected – within one standard deviation of the predicted school mean
3	Below Expected – more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

NAPLAN Alignment to Grade Allocations

	2021 (2)					2022 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 7

Mathematics / Numeracy	185 (71%)	65 (9%)	71% (6% Above)	20%	9%	141 (72%)	65 (9%)	65% (At)	20%	15%
English / Reading	185 (71%)	59 (8%)	57% (2% Below)	35%	8%	141 (84%)	58 (7%)	49% (9% Below)	43%	8%
English / Writing	185 (75%)	58 (8%)	56% (2% Below)	38%	7%	141 (83%)	57 (8%)	44% (13% Below)	50%	5%

Year 9

Mathematics / Numeracy	176 (74%)	59 (9%)	68% (9% Above)	16%	16%	167 (65%)	58 (11%)	63% (5% Above)	19%	17%
English / Reading	176 (76%)	58 (8%)	62% (4% Above)	18%	20%	167 (69%)	56 (8%)	62% (6% Above)	21%	17%
English / Writing	176 (77%)	56 (8%)	47% (9% Below)	35%	18%	167 (64%)	54 (7%)	57% (3% Above)	36%	7%

Note:

The numbers of students reported are those with a NAPLAN record, including those students who were absent, withdrawn or exempt.

The WA Public School Mean is the mean of the proportion of NAPLAN results and teacher grade allocations that agree.

() The bracketed figure in the Students column is the percentage of the identified students with both a NAPLAN score and a teacher grade allocation.

() The bracketed figure in the WA Public School column is one standard deviation from the WA Public School mean expressed as a percentage.

* Percentage of students where the results are not aligned.

The school percentages of aligned and not aligned may not add up to 100% due to rounding.

Care must be taken when interpreting the percentage data if the school only has a small number of students

OLNA – Current Student Standing

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2023	19	36	105
	11.9%	22.5%	65.6%
Like Schools	10.2%	24.5%	65.2%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2023	22	29	21	67
	15.8%	20.9%	15.1%	48.2%
Like Schools	12.0%	26.6%	13.3%	48.2%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2023	37	20	8	9	31
	35.2%	19.0%	7.6%	8.6%	29.5%
Like Schools	26.8%	19.8%	11.1%	8.5%	33.8%

Note:

OLNA qualifications are as at the October round of testing in 2023

WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2021	88	24	27%
2022	91	34	37%
2023	78	22	28%

Note:

Year 12 students are those full time students eligible to graduate at the end of the year.

There must be at least 20 Year 12 eligible students in the cohort for data to be displayed.

Overall ATAR Performance

Relative Performance	
2021	-0.21
2022	1.39
2023	1.27

Note:

The relative performance is based on the median ATAR and SEI of the school. There must be at least 10 Year 12 students acquiring an ATAR.

1	Above Expected – more than one standard deviation above the predicted school mean
2	Expected – within one standard deviation of the predicted school mean
3	Below Expected – more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2021	61.9	62.3	80.3
2022	72.4	64.9	81.9
2023	73.4	61.1	82.7

Note:

Like-Schools calculations are the average median ATAR for all schools in each school's like schools grouping.

There must be at least 10 Year 12 students acquiring an ATAR.

Percentages of students in the top, middle and bottom thirds of the State

State	ATAR Students					
	School			Like-Schools		
	2021	2022	2023	2021	2022	2023
Top 33%	0%	8.8%	18.1%	5.4%	9.6%	7.5%
Middle 33%	29.1%	32.3%	27.2%	25.8%	21.1%	23.9%
Bottom 33%	70.8%	58.8%	54.5%	68.7%	69.2%	68.4%

Note:

ATAR: Australian Tertiary Admissions Rank

State is based on all students from both public and private schools.

Like-Schools percentages are based on students in each school's like schools grouping.

Percentages are based on the student's ATAR.

Percentages may not add to 100 due to rounding.

There must be at least 10 Year 12 students acquiring an ATAR.

Financial summary as at 31 December 2023

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	706,193	706,193
Carry Forward (Salary)	523,933	523,933
STUDENT-CENTRED FUNDING		
Per Student	8,201,653	8,201,653
School and Student Characteristics	3,989,456	3,989,456
Disability Adjustments	144,128	144,128
Targeted Initiatives	998,333	998,333
Operational Response Allocation	1,121,019	1,121,019
Total Funds:	14,454,589	14,454,589
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	26,200	26,200
Transition Adjustment	0	0
School Transfers – Salary	(1,374,202)	(1,374,202)
School Transfers - Cash	1,374,824	1,374,824
Department Adjustments	(13,854)	(13,854)
Total Funds:	12,968	12,968
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	53,119	53,119
Charges and Fees	239,041	239,042
Fees from Facilities Hire	30,941	30,941
Fundraising/Donations/Sponsorships	84,662	84,662
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	44,930	44,930
Revenue from CO, Regional Office and Other scho	384	384
Other Revenues	133,459	133,459
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	586,536	586,537
TOTAL	16,284,219	16,284,220

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	11,827,958	11,827,958
New Appointments	0	0
Casual Payments	665,351	665,351
Other Salary Expenditure	101,442	101,442
Total Funds:	12,594,751	12,594,751
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	118,447	110,180
Lease Payments	0	0
Utilities, Facilities and Maintenance	1,093,907	1,034,383
Buildings, Property and Equipment	252,690	175,001
Curriculum and Student Services	1,212,811	1,070,568
Professional Development	42,009	25,144
Transfer to Reserve	119,000	119,000
Other Expenditure	269,660	222,447
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	3,108,524	2,756,723
TOTAL	15,703,275	15,351,474