



2022 ANNUAL REPORT



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Overview

The continued success of Broome Senior High School is the result of the concerted efforts and unrelenting focus on student outcomes. Broome Senior High School offers a full range of academic subjects for students in all years, along with a variety of programs aimed to develop and/or engage the academic, social, creative, leadership and sporting talents of our students. This includes the establishment of an academic extension program for students entering high school from primary school. We currently retain close to 90 per cent of students from our cluster of primary schools.

School Vision

Broome Senior High School's vision is to provide a safe and caring learning environment, allowing every individual to reach his or her full potential. We achieve this vision through high-quality teaching, and the building and maintaining of positive respectful relationships with our students, parents, and colleagues.

Broome Senior High School has a high regard for respect, perseverance, pride, responsibility, and honesty.

Culture of Success

Broome Senior High School has again produced excellent academic results in 2022. Student attendance rates have dropped and are a result of the challenges we faced due to COVID. Retention from feeder primary schools continues to be a strength with 90% of Year 6 students from our Broome Cluster schools starting at Broome Senior High School in 2023.

We enhance lives, we build a community.

School Staff

The school's success is directly attributed to the dedication and commitment of staff. As a collective it is an outstanding group of people who work together tirelessly for the students. Individually the school has developed depth in all curriculum areas and the school is able to offer all major courses face to face at Year 11/12 level.

Student Academic Achievement

- Year 12 graduates for 2022: 91
- Highest number of Indigenous graduates in the state
- 12 consecutive years of Bush Rangers
- ASDAN portfolios continue to be recognised as outstanding exemplars across the state
- Outstanding improvement in Literacy and Numeracy from Year 9 NAPLAN to WACE achievement
- Median ATAR of 72.5
- 3 students scored an ATAR over 90

2022 Year 12 Dux and Award winners

ATAR Dux

- Jordan Binns 95.3 (94.85 predicted ATAR)
- Mani Jonasson – 95.55 (93 – predicted ATAR)

General Dux

- Kaden Murton

VET highest achiever

- Shelby Kennedy

AWARDS	2022 students
Certificates of Distinction	Jordan Binns Ben Gillmore Mani Jonasson
Certificates of Merit	Chloe Barclay Louise Cross Stevi Evans Trinity Gandour Skye Healy Kaden Murton

Canteen and STEM upgrade update

We are currently working through the schematic design stage of planning and moving to the Design Development stage for the STEM upgrade and the canteen extensions. The plan at this stage is to extend the Canteen undercover area and include a 'Plaza' with seating and greenery between the Library and the Canteen. The STEM classroom will be a flexible space with industry standard equipment that will enable students to build confidence, hone critical thinking and problem solving and develop soft skills that will be essential to them in their adult lives.

Solar project

I am pleased to advise that the Department of Education has approved a 274.45kW solar system for Broome Senior High School.

Mathew Burt

Principal

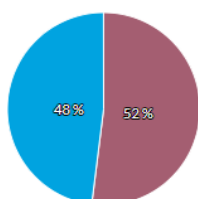
Student numbers 2022

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	140	166	156	140	100	99	801

Students

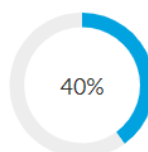
Total enrolments: 801

Boys 387
Girls 414

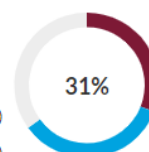


Full-time equivalent enrolments: 801.0

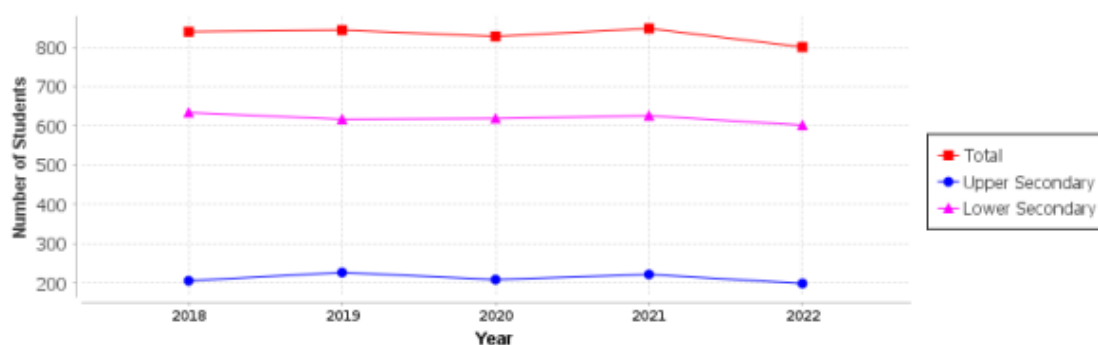
Indigenous students



Language background other than English



Student Number Trends (based on 2022 Semester 2 Census Data)



Semester 2 Trends	2018	2019	2020	2021	2022
Lower Secondary	634	617	619	626	602
Upper Secondary	206	227	209	222	199
Total	840	844	828	848	801

Retention	Years 8-10	Year 8-12	Years 10-12	Years 10-11	Years 11-12
2019	90%	60%	73%	90%	86%
2020	79%	66%	70%	86%	78%
2021	79%	72%	79%	84%	93%
2022	80%	55%	70%	86%	84%

Staff Information 2022

Administration Staff	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	6	6.0	1
Total Administration Staff	17	17.0	1
Teaching Staff	No	FTE	AB'L
Level 3 Teachers	4	3.6	0
Other Teaching Staff	58	52.8	2
Total Teaching Staff	2	56.4	2
School Support Staff	No	FTE	AB'L
Clerical / Administrative	20	16.5	5
Gardening / Maintenance	2	1.5	0
Instructional	9	9.0	8
Other Non-Teaching Staff	20	17.9	2
Total School Support Staff	51	44.8	15
Total	130	118.3	18

Student centered funding 2022

Per student funding		
Student and School Characteristics	\$3,595,111.66	
Disability Adjustments	\$28,907.84	
Targeted Initiatives	\$723,502.34	
Operational Response Allocation	\$712,051.05	
Total	\$13,202,340.89	
Student Characteristics	Funded Student FTE	Amount
Aboriginality	345	\$801,041.54
Disability	139	\$854,787.11
EALD	12	\$35,136.00
Social Disadvantage	285	\$261,322.34
Sub Total		\$1,642,824.67
School Characteristics	Funded Student FTE	Amount
Enrolment-Linked Base		\$427,899.50
Locality		\$1,214,925.17
Sub Total		\$1,642,824.67
Total		\$3,595,111.66

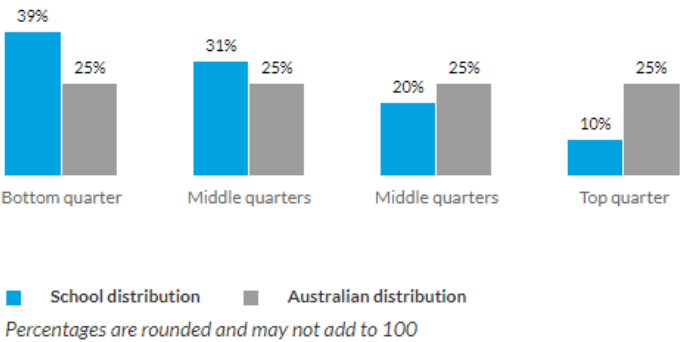
Student Background

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	913
Average ICSEA value	1000
School ICSEA percentile	13


Distribution of Socio-Educational Advantage (SEA)



Progress on our Business Plan Priorities



Priority: High Expectations of Success


Target Area	2022 Progress
Year 12 ATAR	

Broome Senior High School achieved a median ATAR of 72.5. In comparison, like school's median ATAR was 65.45
The 2022 cohort exceeded expected performance by 1039 standard deviations

Median ATAR (no. of students)					
	2022	2021	2020	2019	2018
School	72.5	61.9	75.45	65.23	61.3
Expected performance	1.39	-0.21	1.83	0.45	-0.51
Like Schools	65.45	63.4	63.58	61.4	64.03
Public schools	81.9	80.25	79.25	78.25	79.5
School median ATAR TISC applicants	72.15	63.3	83.9	72.7	68.05

ATAR performance – count of students (% of ATAR students)					
	2022	2021	2020	2019	2018
90-98.95	3 (9%)		9 (24%)	5 (12%)	4 (14%)
80-89.95	6 (18%)	4 (17%)	6 (16%)	6 (14%)	3 (11%)
70-79.95	12 (35%)	5 (21%)	4 (11%)	9 (21%)	3 (11%)
55-69.95	5 (15%)	8 (33%)	8 (21%)	9 (21%)	8 (29%)
<55	8 (24%)	7 (29%)	9 (24%)	13 (30%)	9 (32%)


2022 Year 12 Exhibition and Awards	
Certificate of Merit	6
Certificate of distinction	3

Target Area	2022 Progress
Senior School Achievement	


WACE Achievement Rate: count (% of eligible students) Source: SCSA data files					
	2022	2021	2020	2019	2018
School (WACE eligible)	91 (58%)	78 (89%)	75 (86%)	83 (91%)	75 (87%)
Like Schools (%)	56%	78%	81%	76%	81%
Public Schools (%)	64%	89%	89%	89%	89%

WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files					
	2022	2021	2020	2019	2018
C Grade requirement met WACE Eligible	83 (91%)	82 (93%)	81 (93%)	86 (95%)	77 (90%)
English requirement met WACE Eligible	91 (100%)	88 (100%)	86 (99%)	91 (100%)	86 (100%)
ATAR Or Cert II requirement met WACE Eligible	71 (78%)	49 (56%)	81 (93%)	89 (98%)	82 (95%)

Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)					
	2022	2021	2020	2019	2018
School (WACE eligible)	66 (73%)	44 (50%)	78 (90%)	87 (96%)	81 (94%)
Like schools	72%	74%	94%	90%	94%
Public schools	80%	82%	96%	96%	96%

Target Area	2022 Progress
VET	

VOCATIONAL EDUCATION AND TRAINING (VET)					
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data					
	2022	2021	2020	2019	2018
School VET enrolments	87 (55%)	79 (56%)	120 (75%)	131 (79%)	110 (80%)
Funded VET students	82%	82%	79%	74%	82%
Level of highest qualification achieved (of VET enrolled students)					
Certificate III	7 (8%)	6 (8%)	12 (10%)	28 (21%)	25 (23%)
Certificate II	38 (44%)	29 (37%)	52 (43%)	50 (38%)	49 (45%)
Certificate I	8 (9%)	3 (4%)	3 (3%)	2 (2%)	6 (5%)
No certificate completed	34 (39%)	41 (52%)	53 (44%)	51 (39%)	30 (27%)

Target Area	2022 Progress
Year 7-10 Grade Distribution	

Semester reviews of grade allocation for each learning area reveal that as a whole Broome Senior High School performance is consistent, and in some cases stronger than the trend of like schools. These reviews often highlight areas of strength, but also highlight areas that we need to improve.


In depth analysis and review in each Learning Area contributes to the ongoing improvement in the delivery of the Western Australian Curriculum, moderation, and the assessment structures.

In 2022 Broome Senior High School managed to achieve some good results and met several targets. Grade distribution targets have been met in Lower School.

The data for our Aboriginal students in Years 9 & 10 is very strong and we will continue to work closely with support programs (Polly Farmer Foundation) to assist these students as they move towards Senior School.

Year 10 data showed a large percentage of students performing at a satisfactory level or better which is very encouraging for this cohort. We also have a good number of Aboriginal students in Year 9 who are achieving well in our ARC, constant monitoring and support of these students can hopefully lead to pleasing ATAR results in the future.

Upper school data for 2022 was very good with many students achieving excellent ATARs. General students results showed no cause for concern and the decline in the number of General students achieving as well in Year 12 as they did in Year 11 reduced which is something we are addressing a department. Students missing classes due to VET commitments is still an ongoing and unavoidable issue.

Target Area	2022 Progress
NAPLAN/OLNA	

NAPLAN results show no major cause for concern when compared to Like Schools in levels of achievement in both Years 7 & 9. These students didn't do NAPLAN in 2020 because of Covid, therefore judgements regarding progress can't be made with any degree of confidence.

OLNA preparation was constant throughout the year in Mainstream and Foundation classes in Mathematics and English classes. Online practice tests were made available students.

We have assigned most of our ATAS support time to work intensively with small groups of students during their class time to improve their responses to OLNA questions. We have Maths and English staff assisting with after school OLNA practice and working with FTD, BCA and Stars.

OLNA results were good with only a small number of students not achieving OLNA Numeracy. Again, all Maths, FTD, BCA and Stars staff are to be congratulated.

OLNA – Current Student Standing


	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2022	25	38	96
	15.7%	23.9%	60.4%
Like Schools	12.6%	28.4%	59.0%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2022	40	24	8	50
	32.8%	19.7%	6.6%	41.0%
Like Schools	25.2%	19.6%	11.0%	44.2%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	16	37	17	19	33
	13.1%	30.3%	13.9%	15.6%	27.0%
Like Schools	10.2%	29.8%	18.8%	7.9%	33.2%

Note:

OLNA qualifications are as at the 2nd round of testing in 2022

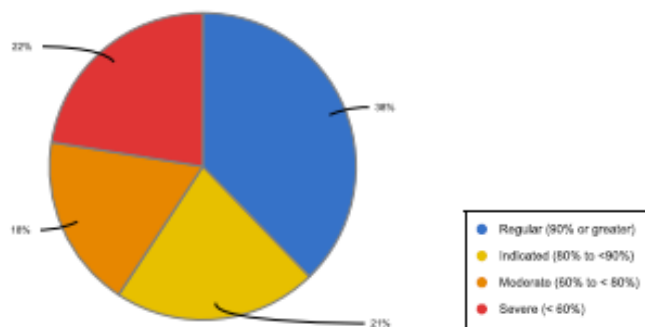
Target Area	2022 Progress
Attendance	

Total school attendance rates have been on a slight decline due to the COVID pandemic, this is more evident in the Aboriginal population.

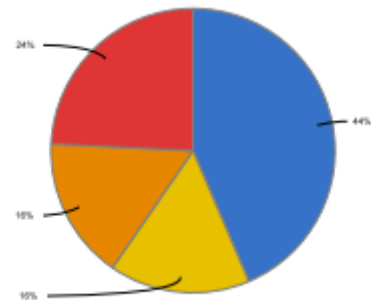
Attendance continues to be a strong focus across the Kimberley Region as one of the greatest indicators of success for students, correlated with academic and extra-curricular achievement at school, is attendance. Engagement is a concept that, when present, leads to contentment and enhanced wellbeing for all students.

Broome Senior High School monitors the attendance of all students enrolled in school, identifies students with attendance issues and implements appropriate measures to restore regular attendance. Regular attendance is defined at 85 % (and above). Where a student is enrolled in a public school, *the School Education Act 1999* (the Act) requires that the student attends the school on site, or an educational program of the school elsewhere as directed by the Principal.

Semester 1 2022



Semester 2 2022




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
2020	88.9%	85.7%	89.2%	66.1%	68.3%	65.9%	80.4%	83.1%	87.3%
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%


Note:

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

Target Area	2022 Progress
Suspension rates	

Year	Suspensions	Students	Total Number of Days
2020	387	159	1076
2021	495	217	1385
2022	385	183	1009.5


The school suspension rate for 2022 was significantly reduced compared to 2021, indicating that the school was tracking to meet a 25% reduction during the business plan period.

Target Area	2022 Progress
Education Support facility	

2021-2022 saw Broome Senior High School introduce our Mamaljan education support center, in Yawuru language, translates to place of support, place of belonging where diversity is our strength.

Broome Senior High School is an Inclusive Model school, with an endorsed Education Support Community. 'Mamaljan' caters for students across the full spectrum of disabilities from profound and complex in specialist environments to students with education needs within mainstream classrooms. 'Mamaljan' aspires to deliver meaningful and relevant outcomes to address the needs of students with diagnosed and imputed disabilities as well as students with complex needs and learning disadvantage.




Target Area	2022 Progress
Aboriginal student engagement and learning	

In 2022 we were very pleased to continue our working relationship with Yawuru and our Cultural Advisor position for the Broome Cluster schools. Uncle Joe Edgar is building strong positive relationships with our school programs, including:

- A Year 10 Cultural Leaders.
- Clontarf Academy.
- Broome Stars.
- Follow the Dream.
- BCA and BGA engagement classes.
- EALD Hub.
- Cultural Advisor role.
- Aboriginal Education Support roles.
- Two Way Science.
- The Common Gate exhibition.
- Yawuru Language classes.

In 2022 Broome Senior High School was recognised as a leading Two-way Science school. Two-way Science is an Integrated Learning Program that supports remote Indigenous schools and communities to develop integrated learning programs connecting the cultural knowledge of the local community with Western science and the Australian curriculum.

A Two-way Science approach promotes Indigenous leadership in education, and fosters partnerships between schools, communities, Indigenous ranger programs and scientists.

Target Area	2022 Progress
Classroom observation	

Most Learning Areas have plans in place to facilitate classroom observation. For example, in Technologies Learning Area each teacher has classroom observation and feedback as part of their Performance Management agreement. Teachers engage in student and teacher feedback sessions and a Master Class is delivered by each teacher to the team, which is followed by discussion with their Performance Manager. This school target has only partially been met in 2021.

Target Area	2022 Progress
STEM engagement	

Students in Senior School are strongly encouraged to enroll in at least 2 Maths, Science and Technology courses in Year 11 and 12. All Senior students enroll in Maths courses in keeping with their ability and approximately 77% of Year 12 students undertook at least 2 STEM courses in 2022.

To support and encourage Senior School students to select STEM courses, several programs and initiatives for lower school students are in place, including the Academic Extension class (Big History cross curricular program).

Broome Senior High School is *Telstra Tech for STEM Regional Scholarship*. The scholarship provides students with a device to assist you to further your STEM education, preparing you for a future of work potentially in a STEM career.

We are currently working through the schematic design stage of planning and moving to the Design Development stage for the STEM upgrade. The STEM classroom will be a flexible space with industry standard equipment that will enable students to build confidence, hone critical thinking and problem solving and develop soft skills that will be essential to them in their adult lives.

Priority: Strong and Empowering Leadership



Target Area	2022 Progress
Performance Management	

All staff engage in ongoing Performance Management with a line manager. Structures are in place to ensure that every staff member engages in reflection and then set goals and targets for their work-related performance, at least one of which is directly linked to school or operational plans.

All staff are required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their respective roles.

All staff participate in a performance management process consistent with the Performance Management Standard where:

- they regularly demonstrate accountability for their performance.
- they have access to growth and development opportunities that allow for employee interests; and
- the process links to the intended outcomes of the Department's strategic directions.

Target Area	2022 Progress
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.

In 2022 Broome Senior High School two staff completed their participation in the Aspirant Principal Preparation Program, both were successful. The Aspirant Principal Preparation Program is designed for high potential leaders who intend on applying for school principal positions within the next two years. Aspirants work with mentors who help them build knowledge, skills and leadership practices required to become effective school leaders.

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.

Target Area	2022 Progress
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.

A big win in community engagement in 2022 was the launch of the Common Gate Exhibition. Broome Senior High School celebrates and acknowledges local history through the re-launch of the common gate exhibition now finding a home in the new facilities at the school. This exhibition takes its title from the wire fence that ran along the boundary of the township of Broome. The Common Gate exhibition brings together the personal stories of a group of locals who speak about the Common Gate. These stories are interwoven with images and treasured documents to capture the vibrancy of Broome and its people.

Target Area	2022 Progress
Student Leadership	

The expanded Student Council which now includes members from Year 8-12 lead all school assemblies and weekly year group gatherings.

Our student Cultural Leaders group meets weekly with the Aboriginal Education team with the aim of fostering Aboriginal student leadership within the school.

Our school board continues to have two positions allocated to student representatives. Recent student representatives on the school board have been valuable contributors to discussion and decision making.

Financial summary as at 31 December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$55,071.00	\$55,071.23
2	Charges and Fees	\$236,066.00	\$236,064.95
3	Fees from Facilities Hire	\$28,812.00	\$28,811.90
4	Fundraising/Donations/Sponsorships	\$42,683.00	\$42,685.08
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	\$76,211.00	\$76,211.16
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$71,133.00	\$71,133.98
9	Transfer from Reserve or DGR	\$125,021.00	\$125,021.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$634,997.00	\$634,999.30
	Opening Balance	\$660,430.00	\$660,429.79
	Student Centred Funding	\$2,015,544.72	\$2,015,545.02
	Total Cash Funds Available	\$3,310,971.72	\$3,310,974.11
	Total Salary Allocation	-	-
	Total Funds Available	\$3,310,971.72	\$3,310,974.11