



Business Plan 2020 - 2022



Bruce Rock District High School

About Bruce Rock District High School

Bruce Rock District High School, 240km from Perth, caters for 120 students from Kindergarten to Year 10. Our school has sustained outstanding academic results for an extended period of time. We are very proud of this achievement and our focus is maintaining the very high standards of academic progress and achievement where quality teaching exists and children are provided with a rigorous and challenging curriculum.

Positive student health and wellbeing is essential for student success and wrap around support for all students is paramount in our school, the smaller school size enhances our capacity to deliver quality and differentiated social and emotional outcomes for students. Every student matters and students experience a friendly, inclusive and caring environment where they are supported to be their personal best.

A range of specialist programs taught by specialist and experienced staff complement the curriculum and enable students to pursue a range of interests including singing,

sport, Academic Enrichment, Gifted & Talented Online Program, Indonesian, Year 10 work experience, Speech & Drama Festival and The Wheatbelt & Beyond Youth Mentoring program. Students are continuously provided with opportunities in a range of contexts to become confident and independent learners and critical thinkers where technology is embedded into the curriculum.

Parent involvement in our school and engagement with their child's learning is welcomed. With parenting the single most powerful influence on the learning and development of young children, and a continuing significant influence thereafter, the best results are achieved when parents and teachers work together on their child's 'team'. Our school is valued by the community and strong community partnerships serve to enhance students' learning experiences.

Our Motto is

*Quality School,
Exceptional Opportunities*

Our Vision

Bruce Rock District High School is committed to developing lifelong learners in a supportive and caring environment in partnership with our community.



Strategic Areas of Focus

Bruce Rock District High School supports the Department of Education's Strategic Directions for 2020-2024 and we commit to the six pillars to strengthen teaching and learning. This is supported by Building on Strength: Future Directions for the WA public school system.

Our focus areas are:

- Relationships and Partnerships
- Learning Environment
- Leadership
- Resources
- Teaching Quality
- Student Attainment and Progress

In 2019 we commenced the journey to implement the Positive Behaviour Support (PBS) program into our school and our goal is to make our school an even more engaging, safe and supportive learning environment for your children that is free from disruption. Your child's learning is enhanced by a classroom environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others. We would particularly like to mention the contributions made by the parents on the PBS Committee.

Our school's key behaviour expectations, developed during 2019, are:

- ~ Be respectful
- ~ Be responsible
- ~ Be your best
- ~ Build a sense of belonging

From the beginning of 2020 the PBS procedures will be implemented and explicitly taught to students. PBS tokens will be used from the start of 2020 with all classes in the school. Classroom procedures will then follow and be explicitly taught to classes. Lastly, the specific lesson plans for each behaviour in our PBS matrix will be explicitly taught to all students.

Our target is that by the end of 2022 the PBS program will be fully implemented in our school. However, it is also acknowledged that the expectations matrix will need to be revisited over time.

Focus Area 1: Relationships and Partnerships

Our aim is to continue to build on our parent and wider community partnerships to:

- strengthen parent-teacher and parent-school relationships
- strengthen parent involvement in the school and engagement in their child/ren's learning
- further build and enhance wider community partnerships to support students' experiences and opportunities
- improve communication with parents across a range of avenues, including face to face meetings

Broad strategies to achieve these outcomes are:

School Organisation:

- finalise enhancements to make the main student entrance, through the undercover area, more welcoming and aesthetically pleasing through signage and landscaping design
- have the parent room open for the occasional coffee morning or afternoon before student pick up
- regular and targeted use of each of the school's communication mediums, including clarification to parents of the purpose of each

School Leadership:

- through the implementation of PBS, improve student behaviour to make school a safer and more enjoyable learning environment for all students
- work with staff, the board and the student council to investigate refinements to school systems and processes to make school more welcoming for students
- continue with all staff holding parent information sessions at the start of the year
- provide staff email addresses to parents via the newsletter to complement the provision of teacher introduction letters to parents at the start of the year
- consolidate the purpose of each of the multitude of communication forms used by the school to parents and have staff do pre-promotion of events via Skoolbag (date), newsletter (key details and promotion) and Facebook (date, details, promotion) and post-promotion (articles, photos) via Facebook and newsletter. This must also be made explicit within each medium
- administrators, and staff, continue to investigate and evaluate evidence based best practice and reflect on current practices at school, sub-school and classroom levels with the aim of improving communication with families.

Parent community:

- staff to encourage parents to sign up for class dojo (primary), email (secondary)
- consider a parent representative for each class to promote the school, class events, welcome new parents and provide feedback on parent engagement with the communication mediums
- maintain our P&C as a vital part of the school community

Connection to parent and wider community:

- use the shire booklet for new families as a starting point to develop a booklet for staff that also includes resources within the community that could benefit their classroom
- create a skills and knowledge database of parent and community members which could benefit classes

Focus Area 2: Learning Environment

Student learning is enhanced in a welcoming, inclusive, collaborative, safe, supportive and caring environment free from disruption. Our aim is to equip students with the skills and knowledge to be great citizens within our school with positive health and wellbeing. This is complemented by the provision of a school environment that aims to make students feel valued and have a strong sense of belonging.

Priority: Personal and Social Capacity (with a focus on resilience, mental health and self-management and regulation)

Broad strategies to achieve these outcomes are:

School Organisation:

- maintain a PBS committee that includes parents
- investigate reintroducing a health and wellbeing committee that includes parents
- ongoing display of student work in classrooms (ensuring a balance to avoid distraction and overstimulation and raise parent awareness in regards to this factor) and utilise our School Based Community Liaison Officer to have work displays at the CRC and office foyer, as well as examine alternative ways to utilise ministerial officers to do school promotion via Facebook, secondary open day, information and work displays elsewhere in the school.
- continue with teaching of social/emotional learning , provision of mental health support programs and seek individual student mental health support as identified by parents/students/ staff

School Management:

- investigate possible other areas within the school to display student work
- teachers to engage with parent helpers to produce student work displays
- Zones of Regulation be used as required by class teachers to help students develop self-awareness and improved self-regulation
- maintain the funding commitment to a school chaplain to support students

Leadership:

- the PBS team to continue implementing PBS, ensuring 100% take-up by staff at each stage before progressing to the next stage

Data Driven Planning:

- PBS tokens collated weekly to determine trends and areas for further focus
- students to be assessed annually on social and emotional learning online testing to monitor cohort progress and identify aspects of concern

Professional Growth:

- staff to be upskilled in Team Teach to support safety within the school
- evidence based strategies to support students with needs regarding resilience, emotional intelligence, executive function, working memory, self-management, social skills and self-regulation are shared with staff

Connection to Parent Community:

- greater emphasis on students as independent 'doers and thinkers' to be shared with parents

Focus Area 3: Leadership

Ensuring our school is best placed to respond to the diverse needs of our students and families, with a culture of high performance and high care continues to be a priority. Engagement with other schools, professional networks and professional learning ensures our school is focused on delivering evidence based quality and contemporary practices. Within our school all teachers are viewed as leaders within the school. Roles and responsibilities are distributed where possible and we have a number of staff with high calibre and specialist skillsets across many specific programs including curriculum areas, behaviour support, technologies, learning difficulties, disabilities, mental health, literacy and numeracy.

Broad strategies to achieve these outcomes are:

School Organisation:

- maintain distributed leadership opportunities within the school for staff to lead areas within the school. Eg Brightpath, Work Experience, Technologies Leader, Literacy and Numeracy Leader.
- further develop and maintain strong relationships with outside agencies to support better outcomes for students who access outside agencies for academic, physical, speech, social, mental health or other support.

School Management:

- maintain extended and extensive induction programs for new teachers
- carry on implementing DoE policy and priorities to further support success for all students
- maintain early close meetings and relevant external provision of professional learning.

School Leadership:

- further investigate extended induction programs for non-teaching staff where required.
- investigate a range of timetabling models for 2022 for implementation of languages into Yr 7
- carry on providing opportunities for staff to contribute to network and system development and leadership
- continue to keep abreast of evidence based programs and new initiatives in education which may be beneficial to our school, that are also able to be adequately resourced and sustainable long term

Professional Growth:

- maintain funding professional learning for all new staff to be upskilled in the whole school approaches used at Bruce Rock DHS
- staff to continue engaging with professional learning aligned to our Business Plan, school and department priorities as required
- Continue staff being connected via collegiate and professional associations to a wide range of school types and locations across the state with a focus on curriculum, school planning and evidence based best practice to ensure our staff continue to keep up with contemporary practices.

Connection to Parent and Wider Community:

- work to ensure that parents are clear about the appropriate avenues to raise concerns and make more explicit the roles of the P&C and School Board, as well as emphasising the classroom teacher as the 'first point of contact' for concerns regarding their child.



Focus Area 4: Resources

Resources are allocated within our school based on data driven planning, needs and priorities identified within the school. Best practice is maintained by ensuring alignment between these areas.

Broad strategies to achieve these outcomes are:

School Management:

- employ a part time education assistant (0.3, Level 1) in 2020 in line with the state government initiative
- maintain funding our playgroup link to enhance family support for 0-4 year olds and kindy readiness and examine the success of this from AEDC and On Entry data
- maintain thorough budgeting processes and an effective finance committee
- continue to ensure budgeting enables provision of an appropriate number and type of digital and peripheral devices (best practice is 6 per class) for student access to embed the ICT capabilities into the curriculum
- continue to ensure budgeting that enables programs to remain sustainable in the school. This includes access to external Numeracy Leader, First Lego League and national competitions

Data Driven Planning:

- persist with funding the implementation of Brightpath , PAT and On Entry testing and to assess student progress and achievement, and inform future planning, on an annual basis outside of the NAPLAN cycle

School Leadership:

- prioritise pursuing additional funding avenues for our school that are aligned to school priorities and planning as available.



Focus Area 5: Teaching Quality

Our aim is to develop and maintain an environment (culture) that enhances, nurtures and recognises high quality teaching by providing staff with ongoing opportunities to grow professionally and implement the best possible evidence based and contemporary teaching practices. This occurs through professional learning, collaboration both within and external to the school, classroom observations, peer observations, and student feedback alongside a rigorous performance management process.

Broad strategies to achieve these outcomes are:

School Organisation:

- share and celebrate quality practices and successes both within and external to the school
- continue assigning a technologies leader in 2020 to further enhance the skills of all staff to embed technology into the curriculum
- the school will continue to set high expectations of staff in terms of quality teaching
- carry on with exploring alternative student surveys, including online, which are required to be used by staff with their classes to gain student feedback as part of DoE requirements

School Management:

- persist with the pursuit of attracting quality male teachers to our school to improve diversity
- develop whole school learning sequence documents and outline pedagogical approaches for all learning areas

Leadership:

- in line with Focus 2020 investigate opportunities to enhance staff wellbeing and morale
- carry on with supporting staff in other schools who request visits to or support from staff at our school to support the public education system
- maintain embedding and integrating STEM into the curriculum

Data Driven Planning:

- staff upskilled as needed to use data to evaluate student progress and achievement, to inform planning and identify areas which may require a greater teaching emphasis

Specialist Opportunities:

- continue to access external Numeracy Leader, Language Development Centre, Dyslexia Speld, SEND, SENBE, interagency organisations to support and upskill staff as required while also utilising the in school expertise that we have

Professional Growth:

- increase both line manager and peer observations and self-reflection using Swirl
- staff and leadership to pursue moderation opportunities with other schools
- increase the number of staff who participate in professional visits to other schools for the purpose of evaluating other quality outcome based programs and resources and developing skills and knowledge

Connection to Parent Community:

- consolidate the protocols and practices relating to development and maintenance of positive and strengthened teacher-parent relationships
- continue with the DoE's focus on attendance and the key message 'it's not OK to stay away'

Focus Area 6: Student Attainment and Progress

Our aim is to maintain strong staff, parent and community commitment to:

- ongoing high achievement and progress in student academic performance
- further refine our learning environment to further develop and enhance personal, social and emotional wellbeing for optimal learning conditions
- provide rigorous, challenging, stimulating and diverse learning opportunities where students are encouraged and challenged to achieve their personal best at all times

Priority: Writing with a focus on oral language

Priority: Student mental health and wellbeing

Broad strategies to achieve these outcomes are:

School Organisation:

- ensure large blocks of peak (morning) learning time are allocated to literacy and numeracy
- consider additional leadership program opportunities for students at Bruce Rock DHS from Year 6 onwards to support, in particular, further development of boys' citizenship and leadership skills.
- continue to explicitly promote avenues for boys to develop their citizenship and leadership skills both in and out of school
- maintain peer facilitators program via the chaplain and encourage lunchtime male volunteers
- provide opportunities for classes to engage with Social and Emotional Learning programs, PBS and mindfulness activities integrated with their learning

School Management:

- to build staff capacity relevant staff will be trained in the evidence based programs Jolly Phonics, Word Study, Talk for Writing, Seven Steps to Writing and Leading Writing Improvement.
- use best practice early intervention models to engage primary health and other agencies with student referrals for speech and occupational therapy

Leadership:

- carry on with evaluating and engaging with new initiatives that may be beneficial in our context that are evidence based and can be resourced and are sustainable.
- ensure timetabling provision to best cater for all Learning Areas within SCSA requirements.

Data Driven Planning:

- individual and cohort data collected from system (NAPLAN every 2 years, On Entry annually, AEDC every 3 years) and school based (Brightpath, PAT, Words Their Way, Special Educational Needs Assessment Tool) assessments and analysed by class teachers and admin to highlight achievement and progress to inform planning.
- cohort data collated annually from teacher judgments (student grades)
- attendance data reviewed each term, with identified individuals and families monitored more closely to support DOE expectations

Curriculum differentiation:

- extension and remediation individual/group education plans (I/GEPs) implemented for identified students.
- SEN planning and reporting used for identified students
- continue with early identification of students at educational risk and best practice intervention programs

Specialist Opportunities:

- encourage and promote parents registering their children for Primary Extension and Academic Challenge and Gifted and Talented Online testing each year, as well as facilitating these programs for identified students
- within school continue to offer Academic Enrichment programs, ICAS testing, Have Sum Fun Online, Science and HaSS national competitions

Professional Growth:

- staff to review, as needed, best practice literature around strategies regarding boys in education.
- investigate data and evidence based strategies to look to further improve student engagement at the secondary level

Connection to Parent Community:

- work with parents and wider community to highlight and reduce the stereotyping of what our boys perceive in the community regarding citizenship and leadership
- examine ways the school and board can raise awareness amongst parents regarding parental involvement at school and parental engagement with learning, including Triple P program and ParentTV



Our Self Assessment

Bruce Rock DHS monitors and assesses our performance not only in our priority areas but across all Learning Areas. It is critical that we ensure that the teaching and learning planning and programs within the school are making a difference for every student. This extends to social and emotional learning.

Our student demographics have changed in the last few years, however we still have a much lower percentage of students performing at or below National Minimum Standard when compared with like schools and within the state. Likewise, we usually have at least 20% of students in each year group achieving NAPLAN results that place them in the top 20% in Australia.

Evidence collated and analysed over time has shown a specific area in which our children struggle – writing. Deeper investigation has shown this has strong links to the concerning quality of oral language that students in our school possess. This has been an ongoing priority, and will continue to be so in the foreseeable future. Anecdotal and other evidence available to us also shows that the health and wellbeing of too many of our students prevents them from presenting at school in an optimal state for learning on a daily basis. This is a much wider societal issue, as evidenced by the recent Speaking Out Survey conducted by the Commissioner for Children and Young People. Oral Language, Writing and Health and Wellbeing continue to be our greatest challenge.

Attendance has improved significantly and we now match or better state averages in



most year levels. However the number of unauthorised and unexplained absences continue to be of concern.

Improvement Targets

As we have small cohorts, the average progress and achievement of NAPLAN from one cohort to the next can vary substantially. For all cohorts and students, our aim is to ensure moderate or better progress for all students who have regular attendance (90%) and without imputed or actual learning disorders.

Learning Environment

- In the next National School Opinion Survey due in 2021 questions relating to the learning environment will receive overall ratings above 4.0 (out of 5) on the rating scale for each of the parent, student and staff surveys.
- By 2022 Social and Emotional Learning assessments conducted with students at the school will show improved ratings on all aspects covered in the SEL test administered (note: a new online survey is being pursued currently)
- By the end of 2021 the rate of physical incidents between students is reduced by 75% from 2019.

Our Self Assessment

Leadership

By July 2020 a booklet will be developed for new and existing staff to inform them about community opportunities and partnerships that can be of benefit to them individually and to their class.

(an annual milestone would be that all new staff are upskilled in our whole school approaches as required)

Resources

By the next AEDC assessment of Kindergarten students in 2021 our school results will show less than 10% of students being vulnerable in each of the domains of Physical Health & Well Being, Social Competence, Emotional Maturity, Language & Cognitive Skills and Communication Skills & General Knowledge.

Teaching Quality

All teaching staff members show improvement in assessment against the AITSL teaching standard on an annual basis, ie have aspects where they move from graduate to proficient, proficient to highly accomplished etc.

Student Attainment and Progress

NAPLAN

- In NAPLAN each year 80% of students, with regular (90%) attendance, across Years

3, 5, 7 and 9 combined achieved above National Minimum Standard (NMS) in Writing

- In NAPLAN each year 90% of students, with regular attendance (90%), across Years 3, 5, 7 and 9 combined achieve above NMS in all other NAPLAN tests

- In every NAPLAN test each year 90% of students, with regular attendance (90%), across Years 3, 5, 7 and 9 combined will show moderate or better progress

- By the end of 2022 50% of the students applying for formal student leadership positions at our school will be boys

- By the end of 2022 50% of the students winning formal leadership positions at our school will be boys.

