



YULE BROOK
COLLEGE

One student at a time

SCHOOL BUSINESS PLAN

2021 – 2024

OUR VISION

Our vision is that every student will engage meaningfully in real and relevant learning from a foundation of personal interest and passions, supported by family, peers, Advisory teachers, expert mentors and our local community.

OUR PURPOSE

To provide an innovative environment for learning by putting students at the centre of decisions around what, how and when they learn. We prepare students for opportunities beyond school with a focus on relevant and real world learning, combining academic work with learning through internship.

OUR DESIGN

Our students become responsible and active members of the community through a strong focus on the principles of the Big Picture design for education:

Small by design and the power of one on one in Advisory groups	Personalised learning that pursues passions and interests with rigour
Families and community are actively involved in student learning	Learning through internships and authentic assessment, making it real

OUR VALUES

Academic rigour: head, heart and hand

A strong intellectual purpose for each and every student; deep learning that is both academic and practical.

Collaboration for learning

Working with others: students work in one-on-one or small group learning environments inside and outside school; through internships community members play an integral role in the education of students.

Trust, respect and care

A culture of trust, respect and care is shared between and among students and adults in the school community.

(Adapted from #s 1, 5 and 7 of the Big Picture Learning distinguishers)

OUR COLLEGE COMMUNITY

Yule Brook College is a proud Independent Public School inspired by our ethos of 'one student at a time in a community of learners'. Our school strives to meet the individual interests and needs of our students and provide support to develop the dimensions of the whole person.

First opened as Maddington High School in 1978, the school became a middle school in 2000 and was renamed Yule Brook College. In 2020 the Minister for Education announced the return of senior schooling in 2022 using the Big Picture Learning design.

Since 2008 we have used the Big Picture design to provide a personalised learning plan based on each student's interests and passions. The Advisory class is an integral part of our school structure and students develop a strong bond with their class and teacher. Advisory teachers remain with their student group as they progress through the years. They maintain regular contact and build strong relationships with families, who are involved in the development of their child's learning plans. At the end of each term parents attend an exhibition presented by their child to showcase their work and demonstrate their learning.

From Year 9 students extend their learning outside the classroom by attending an internship for at least one day a week. Here, they learn from a mentor who shares their interest and complete project work related to their passion. Students also have access to the makerspace within the school - a space

with tools and materials where they can design, invent, make and learn by doing.

From 2023 senior school students will be awarded the International Big Picture Learning Credential (IBPLC) which supports pathways to employment, further training or university. This innovative approach to assessment and final year certification captures and measures a broader array of student capacities, experiences and strengths than traditional assessment regimes. The Credential includes a graduate's attainments, backed up by evidence of the work that makes up their Graduation Portfolio.

Since 2001 we have worked in partnership with our Noongar community members and students to develop and renew our Aboriginal community agreement at least every two years. Approximately one third of our students are Aboriginal and the school has a long history of partnerships with organisations including the Clontarf and Wirrpanda Foundations and Follow the Dream. These organisations share our goal to improve educational outcomes for all young people, in particular to close the gap between the outcomes for Aboriginal and non-Aboriginal youth. The school also has a large Filipino population and around a quarter of students come from families where English is not their first language. Families are vital partners with teachers for decision making in our school. Our school board includes representation from the local community, parents and staff.

OUR BUSINESS PLAN

This business plan covers a very exciting stage in our school's journey, as we grow from our final year as a middle school in 2021, through introducing Year 11 in 2022 and Year 12 in 2023 as we become a senior high school.

This plan aligns to a number of external documents, including:

The Alice Springs (Mparntwe) Education Declaration (Dec 2019), that

- The Australian education system promotes excellence and equity; and
- All young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community.

Strategic directions for public schools 2020-2024

- Every student, every classroom, every day

Aboriginal Cultural Standards Framework and

Building on Strength – future directions for the WA public school system.

This plan is supported by internal school documents, including:

Yule Brook College Strategic Directions which provides detail of the strategies and milestones to support achievements of the objectives and targets in this plan.

The **Yule Brook College reconciliation action plan (RAP)**, developed within the Narragunnawalli framework for schools through Reconciliation Australia.

This business plan also aligns to the Big Picture design for learning, an association

now in its fifteenth year. Elements of the Big Picture design are embedded within the school structure, timetable, curriculum and development of staff and leaders within the school. We believe that our partnerships with families and the community, the focus on students pursuing their passions through their learning plan, participation in internships and accountability for their learning through exhibitions prepares our students exceptionally well for future learning and employment. Senior school students will work towards achieving the International Big Picture Learning Credential (IBPLC) consisting of a personalised digital transcript known as a learner profile, that represents equally their academic results and personalized information curated by students in their online portfolio.



OUR COLLEGE COMMUNITY

Creating a strong bond with the local community and external partners is important for Yule Brook College. These partnerships support our students in many ways including day to day support at school and memoranda of understanding exist with;

Big Picture Learning Australia

Clontarf Foundation

Wirrpanda Foundation (deadly sista girlz)

Follow the Dream

Carey Mining

The Smith Family

Schools Plus Smart Giving

The Fogarty Foundation, through EDvance and Coderdojo.

The school also has strong links with the local and educational community through;

City of Gosnells







Our Aboriginal community agreement

The Maddington-Cannington (MadCan) network of schools

Reconciliation WA.



THE BIG PICTURE DESIGN FOR LEARNING

 <p>Each student has a personalised learning plan designed around their interests and passions, with links to the curriculum.</p>	 <p>Students take courses and work on a variety of projects in areas of personal interest that they design and manage.</p>	 <p>Students learn in small groups of 17 known as an 'advisory' where there is a culture of belonging, support and respect.</p>
 <p>They also complete practical projects while on internship with an expert mentor in the community, to gain experience in a field of interest.</p>	 <p>Students collect evidence of their learning in a portfolio and regularly present their work at a public exhibition. This is the basis of their assessment throughout school.</p>	 <p>The Graduation Portfolio allows young people to showcase skills, knowledge and qualifications to prospective employers, colleges, universities</p>

The twelve Big Picture distinguishers influence everything that leaders, teachers, students and parents try to do in a Big Picture school:

1. Academic rigour: head, heart and hand

Big Picture schools have a strong intellectual purpose for each and every student. Students are continually challenged to deepen their learning and improve their performance across six learning goals: knowing how to learn, quantitative reasoning, empirical reasoning, social reasoning, communication skills and personal qualities. A high standard of academic work is expected of all students.

2. Leaving to learn: learning through internships

Students work one or two days a week in an interest-based internship with a mentor from the community on an intellectually rigorous real-world project that is connected to their learning goals.

3. Personalisation: one student at a time

With the help of the Advisory teacher and parents/carers each student develops a learning plan that explores their interests and passions and identifies personal learning goals, authentic project work and wider curriculum requirements. This plan is reviewed and updated regularly.

4. Authentic assessment

Each term the students exhibit their portfolios of work to a panel made up of the Advisory teacher and family, and may also include peers, the mentor and others from the community. They provide evidence of progress against their learning goals and they reflect on the process of their learning.

THE BIG PICTURE DESIGN FOR LEARNING

5. Collaboration for learning

Students work in one-on-one or small group learning environments around their interests both inside and outside the school. Through internships the community plays an integral role in the education of the students.

6. Learning in Advisory

Students are in an Advisory group of no more than 17 students with an Advisory teacher. They stay in the same Advisory for much of their secondary education. The Advisory teacher manages each student's learning plan and ensures that all learning goals and the Western Australian curriculum are covered.

7. Trust, respect and care

One of the striking things about Big Picture schools is the ease with which students interact with adults in both the school and the wider community. A culture of trust, respect and care is shared between students and adults as well as among students themselves.

8. Everyone's a leader

In Big Picture schools leadership is shared among the principal, staff, students, family and community partners. Opportunities for leadership are created for everyone.

9. Families are enrolled, too

Big Picture schools aim for real family engagement. Parents and carers are regarded as essential members of the learning team, beginning with the application process and progressing through to learning plan development, exhibitions and graduation.

10. Creating futures

All students are expected to graduate from school to further learning. They are prepared for, and connected to, opportunities for learning at university and/or other further education.

11. Teachers and leaders are learners, too

New ideas constantly emerge as part of the learning cycle process. Teachers and leaders in Big Picture schools and programmes regularly attend to new ideas and learn new ways of working. They develop reflective practice and find ways of sharing this learning with others.

12. Diverse and enduring partnerships

A Big Picture school has a strong focus on building and creating external partnerships. These include partnerships with family, mentors, local councils, businesses, universities, TAFE colleges and other training providers. These partnerships give students the opportunities to pursue their learning and achieve their goals.

KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

Pathway to a successful future for every student

OBJECTIVES

- ◆ The Year 7 to 12 curriculum is fully aligned to the Big Picture design for education.
- ◆ Learning is personalised according to student interest and need.
- ◆ Student work is academically rigorous and covers the six Big Picture learning goals.
- ◆ Focus on 21st century employability and life skills.

KEY STRATEGIES

- A1 Use student learning plans consistently as working documents for all students.
- A2 Additional learning plan monitoring and reporting is in place for students with special learning needs, Aboriginal students and children in care.
- A3 Develop student self-management and other life skills such as social-emotional learning and protective behaviours.
- A4 Implement the Big Picture Graduate Portfolio for Years 10 to 12.
- A5 Students have access to ICT tools to support their work.
- A6 Learning in STEAM (science, technology, engineering, arts and mathematics) is integrated through projects in Advisory and learning areas.
- A7 Stay connected with former students to track their future pathways.



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

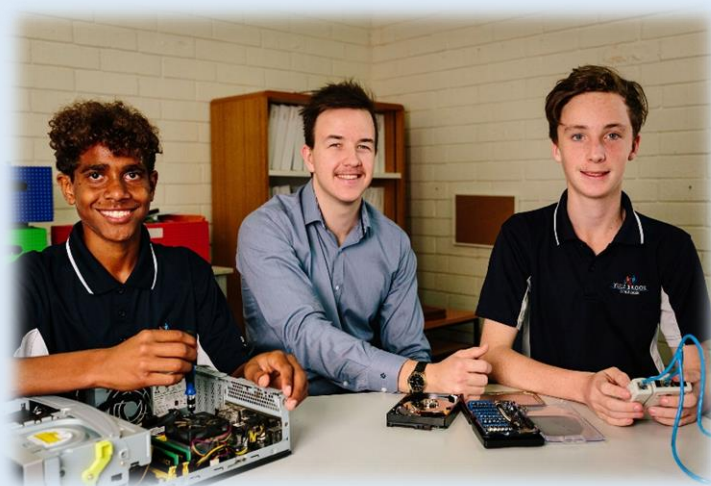
Strengthen teaching and learning excellence in every classroom

OBJECTIVES

- ◆ A safe and positive environment supports student learning using the Big Picture design.
- ◆ The Advisory teacher knows each student's interests and understands their needs as evidenced by the development of learning plans.
- ◆ Teachers and students strive for academic excellence.
- ◆ All staff support students to learn.
- ◆ All staff support students to engage in acceptable and respectful behaviours.

KEY STRATEGIES

- B1 Embed the Big Picture education design in all learning areas.
- B2 Embed culturally responsive pedagogy.
- B3 Link work done in Advisory with learning area tasks and projects, and vice versa.
- B4 Identify and implement targeted teaching practices to improve the progress and achievement of all students in literacy to match WA schools.
- B5 Identify and implement targeted teaching practices to improve the progress and achievement of all students in numeracy to match WA schools.
- B6 Allied professionals support learning in classrooms, in small groups and with individual students.
- B7 Develop and implement common standards and procedures for student behaviour management.



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

Build capacity of principals, teachers and allied professionals

OBJECTIVES

- ◆ A culture of trust, respect and care exists between all members of the school staff.
- ◆ A culture of learning exists for all school staff.
- ◆ School leaders support staff learning by ensuring opportunity and providing feedback.
- ◆ Improvement and achievement is acknowledged by school leaders.

STRATEGIES

- C1 Develop teacher and education assistant skills in personalising the curriculum for all students in every class.
- C2 Professional learning opportunities and support for curriculum and Big Picture design are provided for teachers and allied professionals.
- C3 Professional learning opportunities and support for leadership growth are provided for leaders and aspirants.
- C4 Support staff health, wellbeing and professional growth through formal and informal processes.



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

Partner with families, communities and agencies to support the educational engagement of every student

OBJECTIVES

- ◆ A culture of trust, respect and care exists between all members of the school community.
- ◆ Strong three-way communication occurs between students, staff and parents/carers.
- ◆ Every student has adult mentors within the school and the wider community.
- ◆ Families are involved in student learning through learning plan meetings, regular communication and exhibitions.
- ◆ Students engage in 'leaving to learn' activities including excursions, camps, informational interviews, shadow days and internships.

STRATEGIES

- D1 Develop strong relationships within the school, local community and wider community.
- D2 An Advisory based case-management approach for all students to support attendance, positive behaviour and academic rigour.
- D3 Every student from Years 9 to 12 is supported by their Advisory teacher and Internship coordinator to have an internship and adult mentor/s.
- D4 Increase student and family participation in exhibitions.
- D5 Strong links with external education and training providers.



STUDENT ACHIEVEMENT IMPROVEMENT TARGETS

PATHWAYS TO A SUCCESSFUL FUTURE

- ◇ Every student has a personal learning plan that is discussed with and signed by a parent or carer each semester.
- ◇ Every student exiting Year 10, 11 or 12 has a post-school plan and e-portfolio.
- ◇ Every Year 12 student will achieve the International Big Picture Learning Credential (IBPLC).
- ◇ Every former Year 12 student will be in further education, training or employment six months post-school.

(Measured by Advisory teacher records for learning plans and portfolios)

STUDENT EXHIBITIONS

- ◇ Every student completes at least three exhibitions every year.
- ◇ At least one family member or significant other person attends every exhibition.

(Measured by Advisory teacher records for exhibitions each term)

INTERNSHIP

- ◇ Every Year 9 and 10 student participates in either an internship or a structured programme (such as Hillside Farm, TAFE or other study) throughout the year.
- ◇ Every Year 11 and 12 student participates in either an internship, a structured programme or both for two days per week throughout the year.

(Measured by LTI coordinator and Advisory teacher records)

ATTENDANCE

- ◇ The percentage of students in the 'regular' attendance category increases each year.
- ◇ The overall percentage attendance rate increases each year.
- ◇ Attendance improves for each year group.
- ◇ Attendance improves for Aboriginal students.
- ◇ The gap between the attendance of Aboriginal students and the whole school population decreases each year.

(Measured by data from DOE Student Attendance Reporting and Schools Online Admin)

STUDENT ACHIEVEMENT IMPROVEMENT TARGETS

LITERACY AND NUMERACY

- ◇ NAPLAN progress:
 - average progress from Year 7 to 9 is greater than WA public schools for all students.
 - average progress from Year 7 to 9 is greater than WA public schools for all Aboriginal students.
- ◇ NAPLAN achievement:
 - Year 9 mean score is equal to WA public schools for all students.
 - Year 9 mean score is equal to WA public schools for all Aboriginal students.
- ◇ Online literacy and numeracy assessment (OLNA):
 - The percentage of Year 10 students achieving OLNA by the September tests increases each year.
 - All Year 12 students achieve OLNA.

STUDENT BEHAVIOUR

- ◇ Student suspensions decrease each year.
- ◇ *(Measured by number of students suspended and total number of days of suspension, SAR in comparison to overall school population)*

BUILDING STAFF CAPACITY

- ◇ All teachers complete the Big Picture foundation course training within 12 months of appointment.
- ◇ All Year 10, 11 and 12 Advisory teachers complete the International Big Picture Learning Credential (IBPLC) training.
- ◇ All teachers and allied professionals complete training to support delivery of the mindfulness programme.
- ◇ All teachers and allied professionals complete training in trauma informed practice.
- ◇ All staff complete Aboriginal cultural awareness training.

PARTNER WITH FAMILY AND COMMUNITY

- ◇ Maintain and improve on perceptions of parents, students and staff about the quality of schooling at Yule Brook College.
- ◇ Maintain and improve strong relationships with families and staff in all partner primary schools.
- ◇ Maintain the Yule Brook College Reconciliation Action Plan (RAP) through Narragunnawali (Reconciliation Australia's schools programme) and review annually.
- ◇ Maintain the Yule Brook College Aboriginal community agreement and review bi-annually.

(Measured by the National School Survey and Tell Them From Me survey tools for students, parents and staff; enrolment numbers from partner primary schools)

PRESENTATION OF DATA TO THE LEADERSHIP TEAM AND SCHOOL BOARD

MEETING	TARGETS	WHO
Term 1 Meeting 1	Attendance Behaviour Advisory projects Learning plan meetings Exhibitions School survey findings Enrolments Teaching and leadership	Advisory teachers and team leaders Principal and associate principal
Term 1 Meeting 2	All data from previous year for annual school report Destination data for Year 10/11/12 students	Principal, associate principal, team leaders Principal with Advisory teachers from previous Year 10 Cohort, team leaders
Term 2 Meeting 3	Attendance Exhibitions	Advisory teachers and team leaders
Term 2 Meeting 4	OLNA Internships	English and maths leaders with principal and associate Principal LTI coordinator with Advisory teachers
Term 3 Meeting 5	Attendance Behaviour Advisory projects Learning plan meetings Exhibitions	Advisory teachers and team leaders
Term 3 Meeting 6	NAPLAN	English and maths leaders with principal and associate principal
Term 4 Meeting 7	Attendance Exhibitions	Advisory teachers and team leaders
Term 4 Meeting 8	OLNA Literacy Internships	English, literacy and maths leaders with principal and Associate principal LTI coordinator with Advisory teachers



