



An Independent Public School



Business Plan

2018 – 2020

Preparing today's child for tomorrow's world

Striving since 1903

Vision Statement

The purpose of our school is to empower students to develop the skills, knowledge and attributes to become resilient, considerate students who make positive contributions to the society in which they live.

About Us

At Brookton DHS we have high expectations for our students’ education. We value a Safe, Organised, Achieving and Respectful learning environment in which students can S.O.A.R. We encourage and explicitly teach positive behaviours throughout the school where all students can be engaged and successful. We value an explicit teaching approach in every classroom that clearly demonstrates and reinforces the literacy and numeracy skills students need to be successful and confident in life. Brookton DHS values a strong connection to our diverse school community that celebrates and welcomes all cultures in our classrooms. In the heart of the Avon Valley, Brookton DHS has celebrated over 100 years of service to the children and families of Brookton.

Our Business Plan uses the Western Australian Education Departments Strategic Plan of High Performance and High Care as a guiding document. We believe this is our pathway to preparing today’s child for tomorrow’s world.

How We Work at Brookton DHS



High Performance Achievement Targets

- Maintain the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average.
- The NAPLAN Reading, Writing and Numeracy progress of the stable cohort of Year 5 students will be equal to or above like schools by 2020.
- The percentage of Year 3 and 5 students in bands above National Minimum Standard for NAPLAN learning areas will be equivalent to or exceed that of like schools by 2020.
- Maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Grammar, Numeracy and Science.
- All Year 7 and 9 students achieving a D grade average in English and Mathematics in Semester 1 will achieve a C grade average in Semester 2 for the duration of the business plan.
- All Year 10 students will see an improvement from Semester 1 Online Literacy and Numeracy Assessment (OLNA) results to Semester 2 for the duration of the business plan.

Success for all Students

Priority	Strategies	Milestones
Strengthen the teaching of literacy and numeracy across all years with a specific emphasis on rigorous analysis of student data.	Use Data to monitor student performance.	<p>Teachers implement a K-10 Literacy and Numeracy Assessment schedule to inform student Progress and Differentiated classroom practice.</p> <p>All students from Years 1-10 have progress tracked from pre to post PAT Numeracy, Reading, Grammar and Science tests throughout 2018 -2020.</p> <p>Students on documented plans are monitored and progress measured through the collection and analysis of individual assessments and SAER tracking.</p> <p>Teachers to submit a persuasive and narrative based writing assessment to BrightPath prior to semester reports throughout 2018 – 2020.</p>
	Continue to develop and implement the whole school literacy program with the support from the North East Metropolitan Language Development Centre.	<p>Implement and consolidate Talk for Writing strategies across all year levels.</p> <p>Evaluate and implement “Letters and Sounds” strategies in years K-3.</p> <p>Continue to access the NEMLDC PL opportunities for all staff to ensure consistency throughout the school.</p>
	Develop and implement a whole school numeracy plan.	<p>Consolidate Paul Swan number fluency materials being used across all year levels.</p> <p>Develop number fluency through warm-ups and ongoing mental calculation practice.</p> <p>Administration to lead professional development to ensure problem solving and higher order thinking skills are explicitly taught.</p>
	Implement and consolidate Mini-Lit intervention Program in Years 1 & 2.	<p>Once a term K-2 teachers and administration to track collected Mini-Lit data for student progress.</p> <p>Mini-Lit Education Assistants to receive feedback on lesson delivery once a term from administration.</p>
	Classes implement and consolidate the Digital Technologies Curriculum with emphasis on STEM learning and coding.	Classroom teachers implement Digital and Design Technologies Curriculum as per the 2018 – 2020 operational plans.
	Secondary students access ASDAN portfolio programs that focus on strengthening literacy and numeracy skills through practical life skill projects.	Secondary teachers implement ASDAN projects with selected secondary students which align to the West Australian Curriculum for each reporting period.

High Quality Teaching and Leadership

Priority	Strategies	Milestones
Develop whole-school Explicit teaching approach to improve teacher quality and student outcomes.	<p>High Expectations Teacher have clear expectations around</p> <ul style="list-style-type: none"> • Positive Student Behaviour • Bookwork • Classroom Display • Daily Teaching Structure • Assessment Books • Curriculum Components 	<p>Teachers continue to provide positive behaviour interactions with students on expected behaviours through Class Dojo and reflect on collated data once a term.</p> <p>Admin and teachers to provide feedback to students on progress through Assessment book collection once a term.</p> <p>Teachers ensure classrooms are inviting and engaging places to be with effective classroom display.</p> <p>Class timetables are focused on ensuring there are clear and planned Literacy and Numeracy blocks.</p> <p>Discussions with classroom teachers in Term 1 to ensure all curriculum requirements are taught, assessed and reported on.</p>
	Skills Consolidation Warm ups	Teachers to develop Literacy and Numeracy warmups that consolidate the required curriculum skills from short term to long term memory.
	Highly Structured Lesson Sequence I Do / We Do / You do	Teachers use the I Do / We do / You Do lesson approach to ensure all students can demonstrate clear understandings for taught skills.
	Effective teacher feedback and observation sessions using the AITSL Australian Professional Standards for Teachers.	As per the 2017 Effective Teacher Feedback Policy - Senior teachers have observation and feedback sessions once a semester. New and Graduate teachers have observation and feedback sessions once a term.
	Access to professional learning for each staff member.	Teachers to access at least one Professional Learning session per year linked to the business plan.
	Establish and maintain teacher leaders in Literacy and Numeracy.	<p>Evidence of distributed leadership to senior teachers.</p> <p>Development of Leadership Teams for K-2, 3-6 and 7-10.</p>



High Care Achievement Targets

- Continuous improvement across the school in the effectiveness of the Positive Behaviour Support program as measured through the School-wide Evaluation Tool (S.E.T) over years 2, 3 and 4 of our 5 year implementation plan.
- Primary attendance to be above 90% by the end of 2020.
- Secondary attendance to be above 85% by the end of 2020.
- A declining suspension rate over the period of the business plan.
- School Board will demonstrate improved effectiveness through analysis of a review survey.
- The Annual School Survey will show improvement in the level of parent satisfaction.
- Movement towards achieving the level of Cultural Competence (Capable) on the continuum for all standards in the Aboriginal Cultural Standards Framework by 2020.

A Safe and Supportive School

Priority	Strategies	Milestones
Develop the ethos throughout the school community that a safe, supportive and well resourced school will lead to improved behaviour, engagement and attendance.	Positive Behaviour Support. School implements PBS throughout the whole school to promote schoolwide behaviour expectations.	Teachers explicitly teach school behaviour expectations SOAR once a fortnight and consolidate this by positively recognising student achievement through Class Dojo. PBS committee to analyse and feedback to staff once a term on Class Dojo data.
	Continue to access the school Chaplain, Psychologist and other agencies to support students and families.	Evidence of improved student engagement and behaviour through case studies with Deputy Principal.
	School attendance team (Principal, Deputy Principal and AIEO), to continue to follow up on student attendance.	School attendance team to meet at least once a term and feed back to staff at staff meetings.
	Management of Physical Resources to ensure classrooms, playgrounds and learning equipment are maintained and improved.	Administration oversees the resourcing of operational plans to ensure they are linked to curriculum requirements and that school classroom and playground upkeep is at the required OSH standards.
	Management of Human Resources to ensure students receive the best in class support possible.	Administration to annually update Workforce plans to ensure the long term planning for the schools staffing requirements are met.

Positive Partnerships

Priority	Strategies	Milestones
Develop strong positive partnerships with parents and the community.	Continue implementation of the Aboriginal Cultural Standards Framework to ensure our school continues to have a strong ethos based on respect and cultural diversity.	Engage with the Seabrook Aboriginal Corporation once a term to continue to build a strong community partnership. Enhance our NAIDOC week celebrations to be inclusive of all student families.
	The School Board actively promotes its role in the school community.	School Board meets twice a term to discuss student progress and promotion of the school. School Board will conduct a Strategic Thinking Data Survey every year.
	Provide opportunities for families to engage with the school community.	Continue to work closely with the P&C to complete the Nature Playground Project and promote healthy eating in the school canteen. Evidence of ways families continue to be engaged with the school community.



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Brookton District High School

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The School Creed:

In our lives as students at this school
we follow the Golden Rule.

By behaving towards others as we would
like them to behave towards us.

We will be honest and reliable at all times
and never say or do anything that would
shame our fellow students.

We remember the school motto and strive
to do our best at all times, and by doing so,
we will grow up to be worthy citizens of our
country.

Abbreviation Reference

SOAR	Safe Organised Achievers Respectful
DHS	District High School
NEMLDC	North East Metropolitan Language Development Centre
NAPLAN	National Assessment Program—Literacy and Numeracy
ACER	Australian Council for Educational Research
PAT	Progressive Achievement Tests
OLNA	Online Literacy and Numeracy Assessment
PL	Professional Learning
AITSL	Australian Institute for Teaching and School Leadership
STEM	Science Technology Engineering Mathematics
ASDAN	Award Scheme Development and Accreditation Network
PBS	Positive Behaviours for Learning
AIEO	Aboriginal and Islander Education Officer
NAIDOC	National Aborigines and Islanders Day Observance Committee
P&C	Parents and Citizens

