



Business Plan 2021 – 2024

Preparing today's child for tomorrow's world

Vision Statement

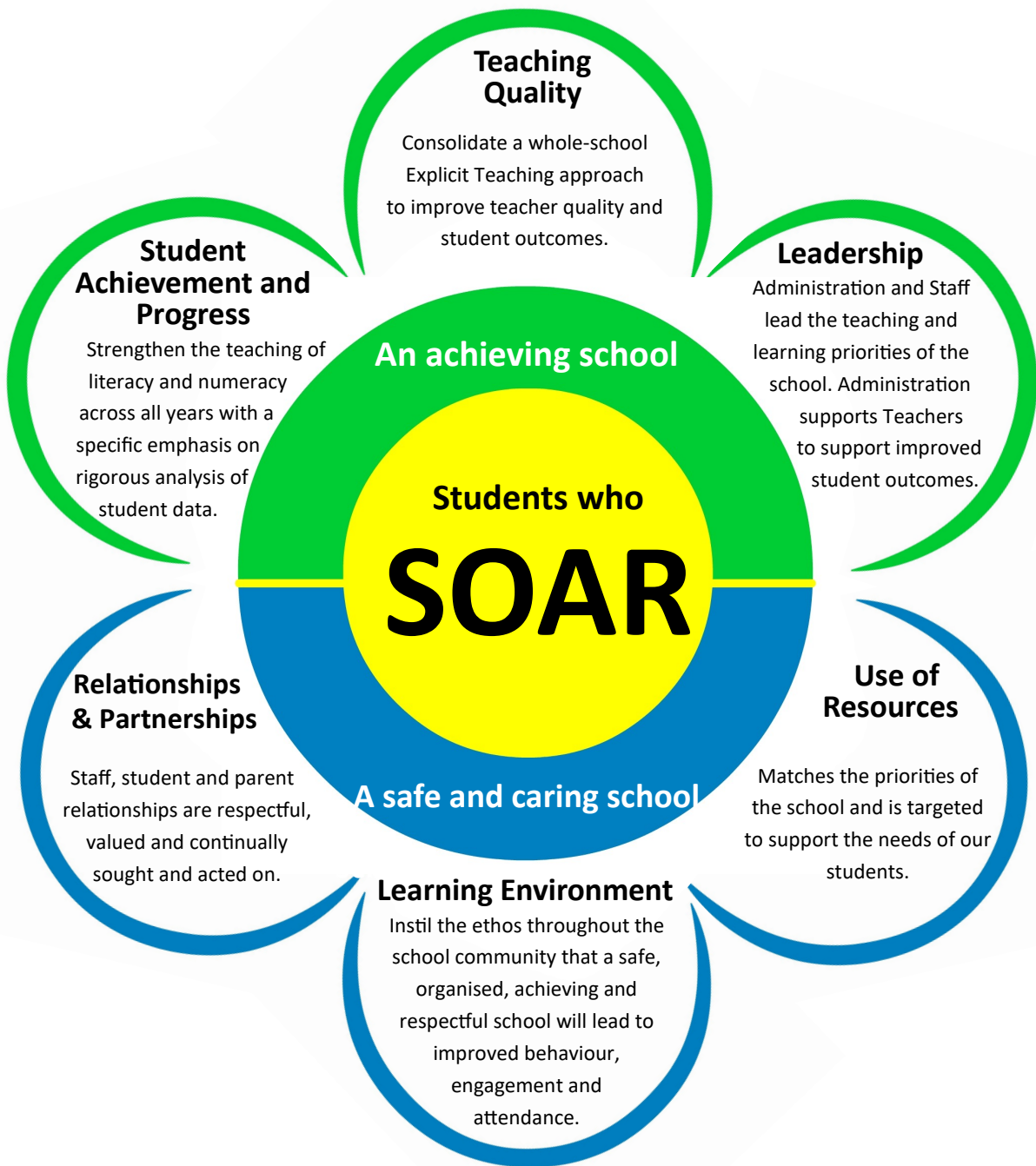
The purpose of our school is to empower students to develop the skills, knowledge and attributes to become resilient, considerate students who make positive contributions to the society in which they live.

Strategic Directions

Our 2021 –2024 business plan has been guided by Western Australian Education Departments every student, every classroom, every day strategic directions document for public schools 2020—2024.

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.





We Will:
Strengthen the teaching of literacy and numeracy across all years with a specific emphasis on rigorous analysis of student data.

We Will:
Consolidate a whole-school Explicit Teaching approach to improve teacher quality and student outcomes.



Administration and Senior Staff Will:
Lead the teaching and learning priorities of the school and support Teachers to support improved student outcomes.

Student 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.

Student Achievement and Progress

Priority	Strategies	Milestones
<p>Strengthen the teaching of literacy and numeracy across all years with a specific emphasis on rigorous analysis of student data.</p> <p><i>Note: Strategies and Milestones in blue address the Recommendations made in the June 2021 Public School Review.</i></p>	Use Data to monitor student performance.	<p>Teachers consolidate 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 2021 -2024.</p> <p>Students on SEN plans are monitored and progress measured through the collection and analysis of individual assessments and SAER tracking.</p> <p>Teachers to submit a persuasive, narrative or information based writing assessment to BrightPath prior to semester reports throughout 2021 – 24.</p>
	Continue to develop and implement required literacy programs in the Teaching and Learning handbook with an emphasis on the Brookton DHS Reading Program.	<p>Update whole school practices in Guided Reading and Comprehension.</p> <p>Further promote and develop the Rocket Readers Home Reading Program with improved participation in Upper Primary and Secondary.</p> <p>Consolidate Talk for Writing strategies across all year levels and Letters and Sounds K-3.</p> <p>Investigate the possible implementation of the Heggerty Phonic and Phonological Awareness program in the Early Years.</p>
	Consolidate a whole school numeracy plan.	<p>Consolidate PR1ME Mathematics throughout Year K-6</p> <p>Develop number fluency through warm-ups, mental calculation practice and Paul Swan activities.</p> <p>Develop a secondary numeracy curriculum that includes</p> <ul style="list-style-type: none"> • Problem solving Strategies used in PR1ME, namely UPAC. • Maths lessons that target whole class engagement in year level (7-10) curriculum priorities.
	Consolidate Mini-Lit and Macqlit intervention Programs across the whole school.	<p>Once a term teachers and administration to track collected Mini-Lit and Macqlit data for student progress.</p> <p>Mini-Lit and Macqlit Teachers and EA's to receive feedback on lesson delivery once a term from administration.</p>
	Classes consolidate STEM learning and coding.	Classroom teachers implement Digital and Design Technologies Curriculum as per the 2021– 2024 operational plans.
	SAER Secondary students access ASDAN portfolio programs to improve practical literacy and numeracy skills.	Secondary teachers implement ASDAN projects through SIDE with selected secondary students which align to the West Australian Curriculum for each reporting period.

Teaching Quality

Priority	Strategies	Milestones
Consolidate a 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.
	Engaging Aboriginal students and families.	Consolidating the Ngala Koolanka Kaadadjin program to instruct teachers and AIEO's to support the educational needs of Aboriginal students and families using data informed practices.
	Specialist support for Secondary Teachers.	<p>Investigate opportunities for all secondary staff to engage with the Teach Well Program.</p> <p>Secondary staff to be coached by SSEN:BE to support students with trauma to access a differentiated curriculum.</p>

Leadership

Priority	Strategies	Milestones
Administration and Senior Staff lead the teaching and learning priorities of the school. Administration will support teachers to improve student outcomes.	Develop secondary school pathway plans in collaboration with SIDE to broaden student opportunities.	All secondary students engage in curriculum options provided by SIDE with and emphasis on Woodwork, Media Arts and Digital Technologies.
	Effective teacher feedback and observation sessions using the AITSL Australian Professional Standards for Teachers.	As per the 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.
	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>



We Will:
Act on, value and continually seek respectful staff, student and parent relationships.

We Will:
Instil the ethos throughout the school community that a safe, organised, achieving and respectful school will lead to improved behaviour, engagement and attendance.



We Will:
Match the priorities of the school to our resources so they are targeted to support the needs of our students.

Student Care 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 the duration of the business plan.
- Primary attendance to be above 90% by the end of 2024.
- Secondary attendance to be above 85% by the end of 2024.
- 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.
- Achieving and maintaining the level of Cultural Competence (Capable) on the continuum for all standards in the Aboriginal Cultural Standards Framework by 2024.

Learning Environment

Priority	Strategies	Milestones
Instil the ethos throughout the school community that a safe, organised, achieving and respectful school will lead to improved behaviour, engagement and attendance.	Positive Behaviour Support. School consolidates PBS throughout the whole school to promote school wide behaviour expectations.	Teachers explicitly teach school behaviour expectations SOAR once a week and consolidate this by positively recognising student achievement everyday through Class Dojo. PBS committee to analyse and feedback to staff once a term on Green Slip and Class Dojo data. PBS committee to promote the SOAR values to parents and the wider community. Enhance PBS implementation through incorporating Zones of Regulation as a whole school approach.
	Consolidate the explicit teaching of Productive Behaviours throughout the school.	Follow and teach the Protective behaviours curriculum in every classroom in terms 2 and 4.
	Investigate and trial the use of Trauma Informed Practices to value add to a safe learning environment.	Engage SEN:BE to model whole school practices on Trauma informed Practices with an emphasis on secondary teachers and students.
	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.

Use of Resources

Priority	Strategies	Milestones
Matches the priorities of the school and is targeted to support the needs of our students.	Develop a plan for school Occupational Safety and Health practices, including signage regarding safety issues and practices aligned to Australian standards.	Administration and OSC rep to meet twice a year to discuss the implementation of OSC practices and supports.
	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.

Relationships and 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. Embed the Ngala Koolangka Kaadadjin Project into the school and monitor it's progress through regular NKK meetings with the AIEO team.
	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.

The School Creed:

In our lives as students at this school.

We behave towards others as we would like them to behave towards us.

We are safe, organised, achievers and respectful at all times.

We value the school motto and strive to do our best every day,

and by doing so,

We will grow up to be active citizens of our country.



An Independent Public

Abbreviation Reference

SOAR	Safe Organised Achievers Respectful
DHS	District High School
SIDE	School of Isolated and Distance Education
SSEN:BE	School of Special Education Needs Behaviour and Engagement
SEN	Special Education Needs
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
NKK	Ngala Koolanka Kaadadjin (Our Children's Learning)
P&C	Parents and Citizens
OSH	Occupational Safety and Health
UPAC	Understand, Plan, Answer, Check