



**STRATEGIC PLAN 2019—2021**

**Better Teaching  
Better Learning  
Better Achievement For All**

***Side by Side, Beneath the Southern Cross, We Strive and Achieve***

# INTRODUCTION

## SIDE BY SIDE - BENEATH THE SOUTHERN CROSS - WE STRIVE AND ACHIEVE

Our school crest and banner originated in the 1950s and has evolved as the school has evolved. Our school is growing and changing and reflects similar change and growth in the community of Bullsbrook, Chittering and surrounding towns and areas.

As a school which educates children from their first year as Kindergarten students to their final Year 12, we enjoy the challenges and rewards of K to 12 education. Our staff and students benefit from the resources and links that having primary and secondary children, families and educators on one site brings to this community.

### Side by Side (Collaboration)

Our commitment as a school to the principles of creating and sustaining a professional learning community (PLC) extends throughout the school. Collaborative practice between classrooms, staff and schools is highly visible as a key element of the culture of Bullsbrook College.

Strong 'learning organisations' are characterised by:

- ⇒ Shared Vision (Ours is better teaching, better learning, better achievement for all.)
- ⇒ Systems Thinking (Every action supports every other action to support the big picture.)
- ⇒ Mental Models (Learning and adapting as competitors in a dynamic environment.)
- ⇒ Team Learning (Colleagues seeing each other as team members not rivals.)
- ⇒ Personal Mastery (Using positive mental models and working to develop collective teacher efficacy.)

### Beneath the Southern Cross – (Citizenship)

A secular school we work each and every day to model and mirror our expectations for strong values. Our SOAR (Safe – Organised – Active (learners) – Relationships) framework underpins the approach to our Positive Behaviour priority. Strong individual case management occurs in our school – reflecting our commitment to

each individual student and their performance. Restorative justice is an important strategy adopted wherever possible. There are clear standards of behaviour and attendance expected of our students.

Developing and maximising relationships 'beyond the school gate' is very important to strengthening the good work of our school.

### We Strive and Achieve - (Grit and Determination)

Building confidence and resilience in our students is part of our commitment to managing their diverse needs and enabling them to achieve their best in a safe and supportive environment.

School leaders regularly work with staff and teams to review data to strengthen the quality of decisions made at classroom, team and schoolwide level.

Professional learning communities are characterised by:

*...educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators."*

# PURPOSE

## THE ROLE OF THIS STRATEGIC PLAN

### SCHOOL PRIORITIES – 2019 - 2021

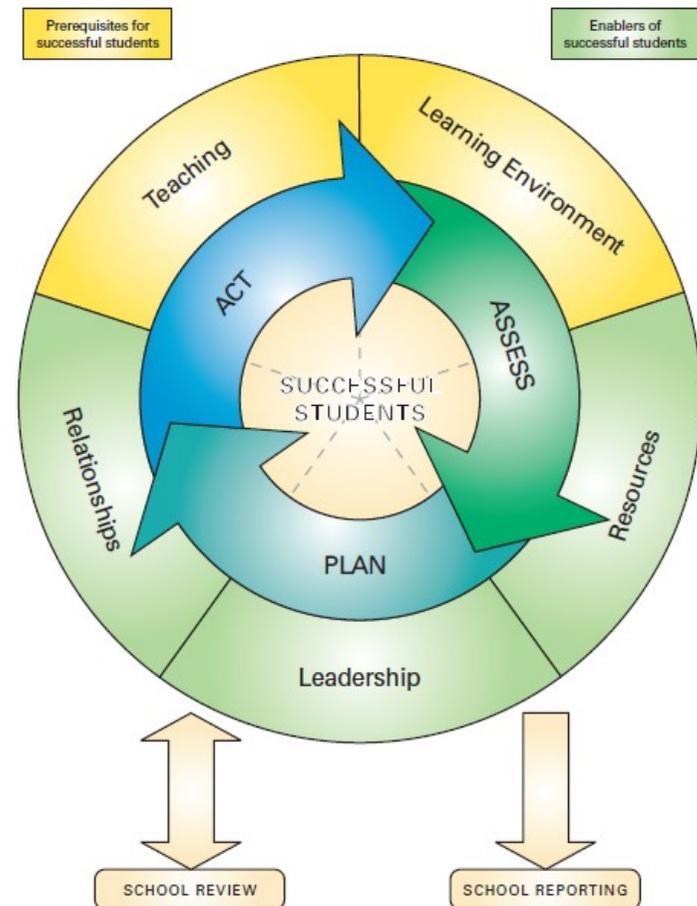
1. Curriculum and Teaching
2. Conditions of Learning
3. Leadership and Management

As a proud public school we are dedicated to meeting the needs of each and every child. We hold up high the importance of providing opportunities for all children and are proud to be supported by a strong system of public schools. The cycle of Plan, Act, Assess, Review, Plan is a key part of our commitment to ongoing school improvement.

The Strategic Plan of the Department of Education (available at [www.det.wa.edu.au](http://www.det.wa.edu.au)) informs our school's work. Other policies we use are Department of Education Focus documents, the Classroom First strategy, The Western Australian Public School Leadership Strategy 2018-2021, the Delivery and Performance Agreement between the Director-General of Education and the school's Principal, the Financial Plan, Annual Report and the system review of the school held approximately every three years.

### Our Mission:

- Better Teaching
- Better Learning
- Better Achievement for All



Improvement and Accountability Framework—conceptual model

# CURRICULUM AND TEACHING

## Overarching Goal

### 1:0 DEVELOP AND CONSOLIDATE HIGH QUALITY CLASSROOM PEDAGOGY AND PRACTICE

1.1	A focus on continually enhancing the quality of teaching across the school will link directly through data to improved student academic achievement.
1.2	Teachers will demonstrate a common understanding, confidence and clarity about what constitutes Explicit Direct Instruction and will consistently use a school wide framework of planning, writing and delivering lessons.
1.3	Students will demonstrate a focused and confident attitude towards their learning and achievement.

### Initiatives

1. Maintain a whole school approach to lesson planning, design and delivery within the agreed Explicit Direct Instruction model K—12.
2. Consolidate the explicit use of Literacy and Numeracy blocks K—7, and the effective and efficient use of Literacy and Numeracy teaching 8—12, incorporating the use of Explicit Direct Instruction and Mastery programs as directed throughout K—12; Let's Decode K—2; Launch to Literacy K—2; Spelling Mastery 3—7; Corrective Reading 7—12 as required; Maths Mastery 7—12 as required; Educeri K—12; and, Daily Reviews K—12.
3. Maintain a consistent data set; agree on finer grained year level and/or learning area targets to inform targeted teaching for individuals and groups, particularly in Literacy, Numeracy and Science. Have teachers interrogate data with leaders frequently. Link student outcomes data to classroom observations and student feedback in a systematic way that improves teaching.

4. Maintain and regularly review a consistent, sequenced program of synthetic phonics K—2; develop, agree on and implement procedures for teaching and assessing writing for whole-school implementation K—12; decide on method to implement consistent, evidence based reading comprehension strategies across the school K—10.
5. Critical Curriculum Content—determine a sequenced, guaranteed and viable curriculum for teaching Reading Comprehension, Writing and Mathematics. Consider First Steps Reading strategies, NAPLAN skills and Brightpath assessment in Writing, and the use of a core Mathematics program K—10 to determine essential curriculum, upskill teacher knowledge and enable accurate lesson writing.

### CURRICULUM AND TEACHING TARGETS

1. Students in the stable cohort for Years 3, 5, 7 and 9 will achieve equal to or higher than students in like schools across all NAPLAN tests.
2. PAT testing results across PP to Year 10 will show consistent improvement and movement towards the Australian median score.
3. The number of students in Year 12 achieving the required standards in Literacy and Numeracy (OLNA) will be equal to or exceed like schools.
4. The number of students achieving their WA Certificate of Education (WACE) will exceed 85%.
5. Students seeking entrance to University will achieve an optimal ATAR.

# CONDITIONS OF LEARNING

## Overarching Goal

### 2:0 CREATE A POSITIVE LEARNING ENVIRONMENT TO SUPPORT STUDENT LEARNING AND STAFF ENGAGEMENT

2.1	The effectiveness of learning time and opportunities for all students to improve will increase.
2.2	All staff and students will demonstrate consistency in positive behaviour approaches throughout the school.
2.3	Opportunities to raise student voice will be established and consistently implemented.

## Initiatives

1. Consolidate and embed whole school Positive Behaviour in School (PBS) program and Classroom Management Strategies (CMS) across K—12. Focus on key areas of concern identified by data.
2. Systematically teach students that hard work and persistence contribute to their learning.
3. Build capacity for students to voice their opinions in an effective way and ensure students have the opportunity for input and co-design of the whole school positive behaviour approach including rewarding of consistent good behaviour.
4. Create opportunities for greater student voice; student leadership program to contribute to, and enhance, this.
5. Drill down further with attendance strategies.

## CONDITIONS OF LEARNING TARGETS

1. In each year group attendance rates will equal or exceed the WA Public Schools' average attendance rates for primary and secondary schools.
2. Student surveys measuring elements of school climate (connectedness and engagement; sense of safety; relationships with peers and staff) show positive trends.
3. In each year group from Years 5 to 12 there will be an increase in student nominations for leadership opportunities and community involvement.
4. Student levels of engagement in PBS strategies will show an increase as measured by PBS Committee data.
5. Non academic data in school reports (attitude, behaviour, effort) will reflect an increase in students' consistent application across the three domains.

# LEADERSHIP AND MANAGEMENT

## Overarching Goal

### 3:0 DEVELOP LEADERSHIP COHERENCE AND CAPABILITIES

3.1	The leadership team will demonstrate consistency and clarity around leadership of whole school practices.
3.2	Instructional and differentiated leadership skills will be evident and confidently used throughout the leadership team.
3.3	Leaders will use student achievement data, student voice and classroom observations as a focus for performance and development discussions and decision making.

## Initiatives

1. Reduce variability in middle leaders practices and processes by enhancing their access to internal and external professional learning opportunities. (Talent Management Framework—Bastow)
2. Broaden staff access to, and understanding of, school self-review processes with clear responsibilities promoted and shared.
3. Further strengthen the culture of Performance and Development, including strong induction processes.
4. Enhance opportunities for Middle Leaders' networks.

### LEADERSHIP AND MANAGEMENT TARGETS

1. Staff surveys measuring organisational health and wellbeing will show a positive trend across each year in this planning cycle.
2. Aspirational staff achieving leadership opportunities, internally and/or across the public school system will increase.
3. The effectiveness of Performance and Development, and Induction, procedures will be reflected in staff surveys.



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