



YULE BROOK

COLLEGE

One student at a time

SCHOOL BUSINESS PLAN

2018 - 2020

YULE BROOK COLLEGE BUSINESS PLAN: 2018 – 2020

THE YULE BROOK COLLEGE 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:

<p>Small by design and the power of one on one in Advisory groups</p>	<p>Personalised learning that pursues passions and interests with rigour</p>	<p>Families and community are invited to be actively involved in student learning</p>	<p>Learning through internships and authentic assessment, making it real</p>
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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 #1, 5 and 7 of the Big Picture Education distinguishers)

OUR COLLEGE COMMUNITY

Yule Brook College is a small by design middle school located in Maddington, 20 km southeast of the Perth CBD within the City of Gosnells. The college uses the Big Picture design for education to underpin everything we do, aligned with our motto of 'one student at a time'.

The Advisory class is an integral part of our school structure and students develop a strong bond with their class and teacher. Each student has a learning plan which is created specifically to meet their learning needs and interests and students take responsibility for their own learning. Advisory teachers usually remain with their student group for four years and maintain regular contact with parents, who are involved in the development of learning plans and attend an exhibition presented by their child each term to demonstrate their learning. Students in Years 9 and 10 extend their learning outside the classroom by attending an internship for at least one day a week, where they learn from a mentor in a workplace environment and complete project work in their area of passion.

Our student population comes from a variety of cultural backgrounds, with the largest groups being Aboriginal (37%) and Filipino (12%). Approximately 25% of students come from families where English is not their first language. In previous years there have been more boys than girls in the school, although this has now largely levelled out due to the commencement in 2017 of the Wirrpanda Foundation deadly sista girlz (DSG) programme for Aboriginal girls, complementing the Clontarf academy for Aboriginal boys.

Families are vital partners with teachers in our school, with regular communication and attendance at student exhibitions each term. Our school board includes representation from the local community, parents and staff.



OVERVIEW OF SELF-ASSESSMENT

Yule Brook College became an independent public school in 2012 and in 2014 conducted an intensive self-review process, which was verified by an independent review by the Department of Education Services. The findings of this review informed our 2015-17 business plan and affirmed our commitment to the Big Picture design for education as being a highly successful approach within the school. From 2016-18 the school leadership team has worked with the Fogarty Foundation's EDvance programme to further develop and strengthen our strategic directions. This work has enabled continual self-review according to published timelines, regular reporting to the school board about progress towards targets and a smooth transition from the 2015-17 business plan to this, the 2018-20 plan.

OUR BUSINESS PLAN DEVELOPMENT

Our school's 2018-20 business plan sets the key focus areas and directions for Yule Brook College to achieve our vision:

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

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

The Melbourne Declaration on Education Goals for Young Australians (Dec 2008), that

- Australian schooling promotes equity and excellence; and
- All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Strategic Plan for WA Public Schools 2016-2019, High Performance – High Care

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support.

Aboriginal Cultural Standards Framework and Classroom First.

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 closely aligns to the Big Picture design for education, an association now in its twelfth 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. Over the last three years we have worked to strengthen this alignment and this continues to guide future directions.



THE BIG PICTURE DESIGN FOR EDUCATION

The Big Picture Education design is based on four foundational principles:

1. Learning must be based on each student's needs and interests.
2. Curriculum must be relevant to people and places that exist in the real world.
3. Students must connect to adult mentors outside the school who share their interest and support the learning of the students.
4. Students' development and their abilities must be measured by the quality of their work and how this work changes them.



These, together with the 12 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 five learning goals: 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 EDUCATION

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.

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 memorandums of understanding exist with;

Big Picture Education Australia

Clontarf Foundation

Wirrpanda Foundation (deadly sista girlz)

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

Curtin University Learning Futures Network.



CLONTARF
FOUNDATION

WIRRPANDA
FOUNDATION
DEADLY SISTA GIRLZ



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

1 CURRICULUM PERSONALISATION

OBJECTIVES

- 1.1 The Advisory programme is fully aligned to the Big Picture design for education.**
- 1.2 The curriculum is personalised according to student interest/need in all learning areas.**
- 1.3 Student work is academically rigorous and covers the five Big Picture learning goals.**

KEY STRATEGIES

- A1 Develop a school wide pedagogy aligned to the BPE design in all learning areas and find ways to link work done in Advisory with learning area tasks and projects, and vice versa.
- A2 Use student learning plans consistently as working documents for all students, with additional monitoring/reporting in place for students with special learning needs, Aboriginal students and children in care of DOC.
- A3 Develop teacher and education assistant skills in personalising the curriculum for all students in every class.
- A4 Identify and implement targeted teaching practices to improve the progress and achievement of all students in literacy and numeracy to match WA schools through expert engagement.
- A5 Develop interest based learning through internship (LTI).



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

1 CURRICULUM PERSONALISATION

STUDENT ACHIEVEMENT IMPROVEMENT TARGETS

Literacy and numeracy targets

- NAPLAN progress data:
 - 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 data:
 - 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.
 - The percentage of Year 10 Aboriginal students achieving OLNA by the September tests increases each year.
- Reading and spelling age data shows greater than one year's progress per calendar year for students who are reading below their age level.

(measured by data from Student Achievement Information System (SAIS), Schools Online Admin and SIRS)

Big Picture Advisory targets

- Class/group projects: All students complete a class and/or group project each semester.
- Individual projects: All students complete a personal interest-based project each semester.
- Every Year 9 and 10 student completes an authentic project each term within their internship and Advisory as documented in their learning plan.

ADDITIONAL TARGETS

Teacher development

Developing excellence in teaching and leadership through:

- Big Picture Foundation course for all teaching staff
- Literacy training for all teaching staff
- Other professional learning opportunities.

KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

2 RESPECTFUL RELATIONSHIPS

OBJECTIVES

- 2.1 A positive environment supports student learning using the Big Picture design.**
- 2.2 Strong three-way communication occurs between students, staff and parents/carers.**
- 2.3 All staff have the capacity to deal with student behaviour issues through the positive behaviours model.**
- 2.4 A culture of trust, respect and care exists between all members of the school community.**

KEY STRATEGIES

- B1 Develop and implement common standards and procedures for student behaviour management based on the YBC positive behaviours plan (PBP).
- B2 Develop student self-management and other life skills.
- B3 Support staff health, wellbeing and professional growth through formal and informal processes.
- B4 Develop positive relationships within the school, local community and wider community.



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

2 RESPECTFUL RELATIONSHIPS

STUDENT ACHIEVEMENT IMPROVEMENT TARGETS

Big Picture Advisory target

All families attend the Advisory dinner and learning plan meeting each semester.

Student behaviour

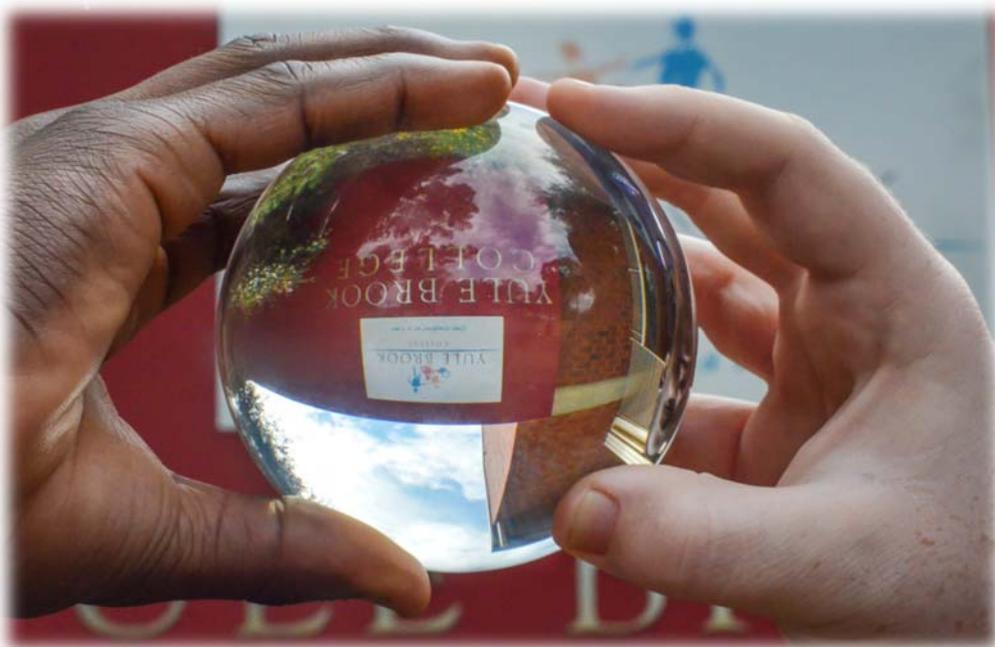
The percentage of students suspended decreases overall and the percentage of suspensions in categories relating to verbal and physical abuse of others decreases.

ADDITIONAL TARGETS

School image in the community

- Maintain and improve on perceptions of parents, students and staff about the quality of schooling at Yule Brook College.
- Maintain and improve perceptions of the school by families and staff in all partner primary schools.

(measured by the annual national school survey tool for students, parents and staff and other survey tools as well as enrolment numbers from partner primary schools)



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

3 STUDENT ENGAGEMENT

OBJECTIVES

- 3.1 The Advisory teacher knows every student's interests.**
- 3.2 Every student is linked to adult mentors.**
- 3.3 Families are involved in student learning.**
- 3.4 All students participate in internships or 'leaving to learn' activities.**
- 3.5 All students and families participate in exhibitions.**

KEY STRATEGIES

- C1 Use an Advisory based case management approach for students currently attending below 90%.
- C2 Internship (LTI) coordinator and Advisory teacher support every student to find an internship and adult mentor.
- C3 Implement strategies to increase student (and family) participation in internships and exhibitions.



KEY FOCUS AREAS AND OPERATIONAL STRATEGIES

3 STUDENT ENGAGEMENT

STUDENT ACHIEVEMENT IMPROVEMENT TARGETS

Attendance targets

- Percentage of students in 'regular' attendance category increases each year.
- Overall percentage attendance rate shows an increase 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)

Exhibition targets

- 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 targets

- 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.

(measured by LTI coordinator and Advisory teacher records)

ADDITIONAL TARGETS

Further study

- Every Year 10 student will be enrolled in either a Year 11 programme at Sevenoaks Senior College or another senior high school or other study or in full time work by the end of February the following year.

This target relates to creating futures and diverse and enduring partnerships.

(measured by destination data from Schools Online Admin and/or Advisory teacher follow-up)



CYCLE OF PLANNING AND REVIEW FOR EACH YEAR

TARGETS	TIMELINE	WHO	WHEN
Attendance	<ul style="list-style-type: none"> review at end of every term/semester 	Student services manager with Advisory teachers	Meetings 1,3,5,7
Literacy and Numeracy	<ul style="list-style-type: none"> NAPLAN: review on receipt of data (August) OLNA: review on receipt of data (May and October) Reading and spelling age (February and November) 	English and maths teacher leaders with principal and associate principal	Meeting 6 Meetings 4,8 Meeting 8
Advisory	<ul style="list-style-type: none"> Projects: review each semester Family attendance at dinner and learning plan meetings each semester 	Associate principal and Advisory teachers	Meetings 1,5
Behaviour	<ul style="list-style-type: none"> Suspensions: review each semester 	Student services manager	Meetings 1,5
Exhibitions	<ul style="list-style-type: none"> review each term 	Advisory teachers with team leaders	Meetings 1, 3, 5, 7
Internships	<ul style="list-style-type: none"> review each semester 	LTI coordinator with Advisory teachers	Meetings 4,8
Further study	<ul style="list-style-type: none"> Year 10 destinations: review end of February 	Principal with Advisory teachers from previous Year 10 cohort, team leaders	Meeting 2
School image	<ul style="list-style-type: none"> Enrolments from partner primary schools into Year 7 surveys conducted during Term 4 annually 	Principal and associate principal	Meeting 1
Teaching and leadership	<ul style="list-style-type: none"> professional learning: BP Foundation training, literacy, other 	Principal and associate principal	Meeting 1

TIMELINE FOR 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	Student services manager 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 10s	Principal, associate principal, student services manager Principal with Advisory teachers from previous Year 10 cohort, team leaders
Term 2 Meeting 3	Attendance Exhibitions	Student services manager 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	Student services manager 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	Student services manager 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

YULE BROOK COLLEGE SCHOOL BOARD

This Business Plan has been prepared by the Yule Brook College 2018 leadership team, with greatly appreciated support from school staff and the school board.

Hilary Saunders	Principal and board chair
Douglas Dearle	Associate principal and board member
Michelle Reeves	Team leader
Steve Meredith	Team leader and board member
Cheryl Bettridge	Student services manager and board member
Eric Radice	Big Picture coach
Erin Scata (2018) Kathryn Carmody	Manager corporate services

BOARD MEMBERS

Terry Brown	Allan James	Sylvia Raymond
Sandra Baraiolo	Hazel McGinty	
Kim Flintoff	Chris Tallentire	
Michael Goss	Tania Harris	