BRUCE ROCK
DISTRICT HIGH SCHOOL

Quality School, Exceptional Opportunities.

2026 - 2028
Bruce Rock

37 Dunstall St., Bruce Rock WA 6418 | (08) 9082 1900 |
www.brucerockdhs.wa.edu.au

Our Moral Purpose

At Bruce Rock DHS, we are dedicated in our pursuit of excellence, enabling our students to have the best opportunities and be successful in life.

Quality School
Exceptional Opportunities

Acknowledgement of Country

We acknowledge that we live and work on the land of the Ballardong Njaki Njaki People, we live and play on Ballardong Njaki Njaki country. We thank our Elders for their connection to Country, water and sky, and acknowledge all Elders past and present. We are thankful for their partnership in educating all of our children.

Ngalak kaadatj Ballardong Njaki Njaki moort nidja boodja-k ngalak yaak. Nidja Ballardong Njaki Njaki boodja-k ngalak kaadadj wer waaabiny. Ngalang yanga Ballardong Njaki Njaki birdiya moorditj boodja, kep wer worl kaadadj. Ngalak kaadatj bandang birdiya koora-koora wer yeyi. Ngalang kaadadjiny miya-p wer Ballardong Njaki Njaki birdiya moorditj koorda.

Written by Shayna Campbell and Charlene Hayden

2026

In 2026, our focus is on how we work together as a school and community to strengthen teaching and learning for students.

What we are doing:

Teaching and Learning

- Beginning training in Shaping Minds - teaching and engagement strategies for classrooms
- Completing review of Teaching and Engagement norms document for all classrooms
- Reviewing and re-publishing a whole school assessment process
- Staff meetings that focus on student achievement and progress data, and how we are having an impact in classrooms

Student Development and Success

- Case management for students is reviewed, and all individual planning is developed in line with Department of Education plans
- Protective Behaviours Education is audited, and plans developed for a school-wide consistent approach
- Student wellbeing and resilience programs are reviewed and a whole-school approach investigated for 2027 and beyond
- Student Pathway planning is implemented, starting with students at Year 7-10, linked to school programs and community opportuinties

Leadership and Partnerships

- Performance management of staff includes supported visits and development coaching from school leaders
- Pathways Co-ordinator continues to develop positive reltionships with community organisations and businesses
- Distributed leadership commitment through identified Middle Leaders' Team as part of school leadership and decision-making
- Leaders in the school commit to staged, strategic change management, working with school staff to investigate, implement and review new initiatives

2027

In 2027, our focus is on the 'what' of our work - strong teaching and evidence-informed programs within the school, and clear structures, processes and communication for community and staff

What we are doing:

Teaching and Learning

- Complete training in teaching and engagement strategies through 'Shaping Minds'
- Implementation of Maths Scope and Sequence, review and consolidation of English Scope and Sequence (SCSA curriculum)
- Mathematics intervention program trialled, student progress reviewed
- Teaching and Engagement Norms document guides collaboration
- Whole school moderation in place, supported by moderation with other schools

Student Development and Success

- Review processes to support students at educational risk, use family feedback to strengthen connection and accommodations
- Continue work on Neuroaffirming Practice Framework to create Tier 1 practice in classrooms that support all students
- Continue to work with Good Standing processes to encourage student engagement and application
- Embed Protective Behaviours resource into all classrooms
- Investigate Trauma Informed Practice guidelines for schools
- Career Pathway plans informed by use of Career Anchors Survey across Year 7-10
- Investigate WACE and endorsed programs to support Year 10 students requiring alternate pathway options

Leadership and Partnerships

- Pathways to leadership for school staff - investigating Level 3 Classroom Teacher status and opportunities to lead through Middle Leaders' Team
- Performance development coaching continues, with teachers working closely with Leaders to refine practice
- Positive relationships that support student engagement in the workforce are developed - Gratitude Sundowner for 7-11 students and families
- Review understanding of change management with staff

2028

In 2028, our focus is on synthesising our work and consolidating a seamless process of teaching and learning, community links and student pathways, for the success of students

What we are doing:

Teaching and Learning

- Staff are working collaboratively to ensure teaching and engagement norms are aligned across classrooms
- Review effectiveness of intervention programs - English and Mathematics - through data analysis
- Implementing and reviewing English and Mathematics Scope and Sequences of curriculum, begin investigation of Science and HASS
- Continue data collection and analysis, guiding classroom practice and interventions

Student Development and Success

- Audit and review student resilience program K-6, with view to modifying and/or extending into Years 7-10
- Review and begin training in Trauma Informed Practice, and review school environment and structures
- Review protective behaviours education resource with teachers
- Continue work with Pathway Planning for Years 7-10 - investigate and seek feedback from students and families
- Implement WACE endorsed programs where suitable for secondary students requiring additional pathway options

Leadership and Partnerships

- Staff development and performance coaching linked to leadership development - investigate professional learning opportunities
- Cyclic performance management processes continue to provide development coaching for teachers
- Review Community Service and Pathways with feedback from external stakeholders (community, business)
- Continue to strengthen and engage community in student pathway opportunities
- Continue structured change management approaches, and review regularly with staff

End of plan goals

What you will see:

Teaching and Learning

- Explicit teaching practices are in place across all classrooms
- Whole-school shared language about learning is evident
- Teaching and Engagement Norms document is used by all staff to plan and assess students
- Core learning areas have a consistent and clear curriculum scope and sequence, that flows from year level to year level
- Learning Teams use collaborative time to review and celebrate student progress, and use this knowledge to plan for future success

Student Development and Success

- The SAER Deputy case manages all students experiencing risk in learning, collaborating effectively with families and supporting teachers with classroom accommodations and external agency support
- Good Standing processes support student engagement and participation in all school activities
- Year 7 students are developing pathway plans on arrival in Secondary, and HIgh School students and families report confidence in learning pathways

Leadership and Partnerships

- Leaders implement change in sustainable ways, in line with agreed processes and staff report positive, sustainable approaches to new initiatives
- Staff are actively engaged in Performance Development to strengthen practice, identify opportunities and pursue professional development
- Local partnerships are celebrated, and community organisations and businesses report strong partnerships with the school

Our Planning and Self-Assessment Cycle

At a whole school level, we plan for our students to be successful by working collaboratively to review school progress data, and use it to make good decisions about future plans.

Targets

Business Plan Targets

These targets are reviewed 6-monthly, and show how we are tracking the impact of our teaching and school improvement strategies across the life of the plan.

Teaching and Learning

- Student mean NAPLAN results for all years and all areas are equal to or greater than the mean of like schools
- 100% of students will make moderate to very high progress in NAPLAN Reading and Numeracy, and 100% of Yr 5-9 students will make moderate to high progress in Writing
- 80% of students involved in targeted literacy intervention will move to minimal or negligible risk in DIBELS testing
- 100% of students (Years 10 - 11) will achieve a pass in all areas of OLNA

Student Development and Success

- Regular attendance for the whole school will sustain or improve against the results from the previous year (same semester)
- 95% of mainstream students will maintain Good Standing across the life of the plan
- 95% of families agree or strongly agree that BRDHS offers a consistent, positive learning environment for their child
- 95% of families agree or strongly agree that BRDHS offers strong teaching and learning for their child
- 95% of families whose children receive additional support believe that these supports are meeting or exceeding their family needs

Leadership and Partnerships

- 100% of staff agree that chance is implemented in a measured and strategic way
- Staff satisfaction for coaching and classroom observation processes increases (from baseline data collected in 2025)
- 95% of families agree or strongly agree that BRDHS partners with the local community to benefit student learning
- 95% of High School families agree or strongly agree that BRDHS Pathway Plans for High School students add value and contribute to post-school or further education success

Contact us for further inquiries

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