



KALAMUNDA SENIOR HIGH SCHOOL

An Independent Public School

Business Plan 2014 – 2016

Revised 2015
Revised 2016



*Kalamunda Senior High School
2014-2016 Business Plan*

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Date:

Date:

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This Business Plan provides an overview of Kalamunda Senior High School's strategic planning for the next three years.

In the 2013 Independent Public Schools External Review the school received an outstanding endorsement for the achievements, strengths and progress made in our first three years as an IPS. The Reviewer identified 15 Commendations and Affirmations across all aspects of the school's planning, operations, and progress toward the Student Achievement Targets.

This second Business Plan builds on the 2011-13 Plan and provides information about Student Achievement Targets, Focus Areas, Operational Strategies and a Workforce Plan.

The Business Plan is supported by and elaborated upon, in Learning Area Plans, Strategic Plans, and the school budget. The Plan has been developed in a consultative process involving the School Board and the school staff.

In developing the Plan the following Department of Education policy frameworks and strategic directions were referenced:

*Strategic Plan for WA Public Schools 2012–2015
2016-2019 High performance – High Care
Focus 2014, 2015, 2016: Directions for Schools
Improvement and Accountability Framework.
2103 IPS Review Report.*

School Purpose

Our purpose is to develop life-long learners using the School-Wide Pedagogy and School Values as a framework to nurture young men and women who can realise their full potential.

School Vision

In 2005 Kalamunda Senior High School began a journey of revitalisation aimed at improving all aspects of the school's operation with a focus on student achievement. The IDEAS (Innovative Design for Enhancing Achievement in Schools) framework was used to develop Kalamunda's Vision, Values and School-Wide Pedagogy.

The school vision is *Sharing our Forest of Possibilities*. The school community developed this vision as it is wonderfully symbolic of our school, whose home is in the forest.

A forest is a special place where trees grow and their roots (our history and traditions) provide a strong foundation to develop and flourish. Trees provide shelter for all who live there and are strong enough to withstand the buffeting of storms. Each year new growth adds to the strength of the forest, just as our school welcomes new students and encourages them to flourish as individuals.

School Values

- Respect:** For self, for others, our school, our world
- Pride:** Celebrating and sharing our successes
- Community:** Reaching out to the local and global community
- Resilience:** Picking yourself up, turning over a new leaf, never giving up
- Learning:** A love of learning

School-Wide Pedagogy

Teaching and learning at Kalamunda Senior High School is:

- Engaging:** How do we challenge and maintain interest in learning?
- Relevant:** How does learning connect each individual to the world, life and the future?
- Collaborative:** How do we work together to learn?
- Reflective:** How do we think about what we are doing and how can we do it better?

School context

Overview

Opened in 1960 and set in the hills area of Perth, Kalamunda Senior High School is an established school with proud traditions. Drawing from the hills and the surrounding suburbs, the school has a strong sense of community stretching across three generations. Nearly 20 per cent of current students have parents who attended Kalamunda, as did their grandparents. The sense of community is further enhanced with most staff living locally. Many have or have had their children enrolled at Kalamunda and we have a number of former students on staff.

Kalamunda has a particular focus on the arts and is a Gifted and Talented Visual Art school. The program commenced in 1981 and Kalamunda was one of the first schools to have a Special Art program. The students receive tuition on Saturday mornings to enhance their artistic skills and abilities. Each year the excellence of their work is recognised through winning and gaining places in regional and state awards. In addition to students winning the Art Exhibition and Certificates of Distinction, the school consistently obtains top 10 rankings in WACE courses and annual inclusion in Year 12 Perspectives.

To complement the visual art focus, Kalamunda commenced a selective Performing Arts Program (KPA) in 2012. Students in KPA study and perform in dance, drama and music. The music program includes concert bands, numerous ensembles and a choir. Overseas tours have provided students with an opportunity to perform internationally as well as in many local and regional venues and events. A specialist music program will be introduced in 2017. All of the

performing arts make use of the 250 seat Performing Arts Centre located next to the school.

Places at Kalamunda are in high demand and this demand reflects the excellent reputation of the school in the arts, academic studies and outdoor pursuits. Students have achieved excellent results over many years in university entrance exams, top subjects and student awards and levels of graduation. Outstanding students are nurtured and extended in the school's Academic Excellence Program and a Year 5 to 6 Academic Excellence Scholarship Program. Kalamunda also has a strong tradition in debating, winning champion team over a number of years.

On the sporting field, school teams are involved in competitions in volleyball, netball, basketball, swimming, football, soccer, swimming and athletics. Recent successes include 30 years of competing in the Blackwood Marathon. To nurture and develop the physical talents of our students we have an endorsed Outdoor Adventure Program that commenced in 2007.

Kalamunda offers a welcoming and supportive environment for all students. A strong and committed Student Services Team, includes a Manager, Heads of Middle and Senior School, chaplain, nurse, school psychologist, VET coordinator, year coordinators and transition coordinator. The team works together to help children and their families with learning and personal issues affecting teenagers.

The learning needs of students are met through the Learning Centre. Students needing additional assistance, especially with literacy and numeracy are identified in Year 7 and are provided with assistance either in class or in the Centre. The

school has an increasing number of students on the autism spectrum. Parents are choosing to send their children to Kalamunda as our autistic programs are recognized as engaging and successful.

Year 7 (from 2015) and 8 Learning Teams, in which teams of staff work together on curriculum and student welfare matters, assist students with their transition to high school.

Kalamunda also welcomes international fee paying and exchange students who bring a multi-cultural dimension to the school. We also have strong links with our sister schools in Japan and trips and exchanges to Indonesia, Italy and Japan reflect the strong ties to the countries of the three languages taught at Kalamunda. We were successful in becoming an Asian Language Hub. This fosters language growth across our feeder primary schools.

Characteristics

- Kalamunda has a declining socio-economic index (ICSEA) from 1028 (2013), 1017 (2014) to **1001 (2015-16)**. Families are drawn from across the socio-economic spectrum, including 20% of families accessing health care card assistance. While school contribution and charges collection has traditionally been over 90%, this has fallen in recent years. This has the potential to impact on the resourcing of the teaching and learning program and strategies are in place to reverse this decline. **After a targeted approach this figure has now returned to 94% in 2014 and 90% in 2015.**
- The school draws students from across the south-eastern and eastern corridors and hills areas of Perth. Annually the Year 7 and 8 intake

comes from between 20 and 25 primary schools with many students accessing the school's specialist programs. Kalamunda, as a suburb, is an ageing area with limited potential for subdivision or growth. Consequently the neighbouring feeder primary schools are small and provide declining numbers of potential students. In recent years there has been increasing enrolments from foothills primary schools and from other hills areas to the east and north-east. However with the inclusion of Year 7 students from 2015 student enrolments are predicted to rise to over 1100. This has meant that the school is unable to take students from outside the local intake area and a waiting list for enrolment has developed.

- Our school, possibly due to the Arts focus has more girls than boys with the ratio being 54% girls to 46% boys. This is beginning to change as there are more boys in both Year 7 and 8.
- Over 97% of students are from an English speaking, mainly European background and 18 Aboriginal students were enrolled in 2014. *This number has increased to 25 in 2016*

Overview of self - assessment

- In 2010 student attendance of 89.8% was one point above the State average. Attendance for Aboriginal students was 84.5%. These percentages were too low and became a Target in the 2011-13 Business Plan. In 2011, 2012 and 2013 improvements were evident with the Target being reached in each year. In 2013 the attendance rate had risen to 91.6%, with Aboriginal attendance exceeding 90%. The improved attendance is largely attributed to the

introduction of the Good Standing Policy that clearly articulates 90% as the minimum attendance standard. Still of concern are families taking holidays during the school year. To ensure ongoing improvement, attendance will remain a Target for 2014-16.

- WACE graduation rates have been between 98% and 100% and the school achieved its Targets in 2009-13. In 2014 (96%) and 2015 (94%) the percentage dropped and it will remain as a Target. With new WACE requirements in 2015-16, revised WACE Targets and Targets for the new OLNA testing are included.
- ATAR results have been 'as expected' over the past decade.. However we believe that we can improve on the median ATAR and the Targets and Operational Strategies are ongoing from 2011-13.
- The number of students with 1 or more scores above 75 varies annually, dependent on the strength of the Year 12 cohort. An ongoing Target will continue for 2014-16.
- Triciles have also varied over the past 5 years, however the percentage in the bottom tricile remains higher than could be expected. This will be an ongoing focus for improvement.
- Attainment rates (ATAR \geq 55 and/or completion of Certificate II) were low in 2010 and 2011. Improvement in this rate was added as a Target in 2012 and significant progress has been made. In 2012 the rate was 85%, 88% (2013), **87% (2014)** and **95% in 2015**. Ongoing improvement Targets are included for 2014-16.

- Destination data indicates that most Kalamunda students realise their intentions with 30-40% gaining entry to university, 20-30% to TAFE, 20-30% to employment and 10-20% to traineeships and apprenticeships each year.
- In 2010 NAPLAN results were disappointing and they became a focus in the first Business Plan. Considerable improvement has been made in Reading now generally above the Australian mean. While improvement has also been made in Writing and Numeracy this has not occurred to the same level as for Reading and both will remain an ongoing focus. The Target is for girls to improve their Numeracy and for boys to improve their Writing. Improvement in Spelling will be added as a Target as the school mean was below the State and Australian means in 2013.
- Parents, staff and students, as reflected in surveys, are generally satisfied or highly satisfied with most features and operation of the school. The areas requiring improvement identified from the surveys are incorporated in the school's Operational Strategies for 2014-16. The new on-line Australian survey instruments will be used in 2014 and 2016.
- While student behaviour at Kalamunda is generally good with suspensions rates falling, a more comprehensive measure is needed. To monitor student behaviour across the whole school a new Non-Academic Target is being introduced for 2014-16. This will involve using the Attitude, Behaviour, Effort measure from students' reports to determine how students consistently/often demonstrate *Courtesy and Respect for others*.

Student Achievement Targets 2014 - 2016

Achievement Targets 2016 These are the targets the school has committed to reach by 2016 as part of the Delivery and Performance Agreement.

Interim Targets 2014 and 2015 These targets are used as interim or 'stepping stone' targets heading toward the 2016 Achievement Targets. Interim targets will be set for 2015 dependent on progress toward and attainment of the 2014 targets.

Stretch Targets 2016 These are aspirational targets the school has set.

Target Area	Interim Targets 2014	Interim Targets 2015	Achievement Targets 2016	Stretch Targets 2016
WACE graduation	≥ 99%	≥ 99%	≥ 95% (OLNA introduced)	≥ 98%
Median ATAR	> DOE and within 1% of Like Schools. (dependent on cohort)	> DOE and within 2% of Like Schools (dependent on cohort)	> DOE and within 2% of Like Schools (dependent on cohort).	> DOE and Like Schools and within 2% of State mean.
ATAR Triciles	≤ 33% of students in the low tricile (dependent on cohort)	≤ 40% of students in the low tricile (dependent on cohort)	≤ 40% of students in the low tricile (dependent on cohort)	Achieve State distribution in each tricile. (dependent on cohort)
ATAR students with 1 or more scaled scores of 75+	≥ 15% (dependent on cohort)	≥ 10% (dependent on cohort)	≥ 10% (dependent on cohort)	≥ 15%. (dependent on cohort)
Attainment Rate. ATAR ≥55 and /or completion of Certificate II or higher	≥ 90%	≥ 90%	≥ 95%	100%
Full qualification achievement - Certificate II or higher	≥ 75%	≥ 75%	≥ 90%	≥ 95%
Year 12 Stage 2 and 3 course achievement	Stage 2 and 3 course means ≥ State means.	Stage 2 and 3 course means ≥ State means	NA	NA

Target Area	Interim Targets 2014	Interim Targets 2015	Achievement Targets 2016	Stretch Targets 2016
Year 11 ATAR Course Achievement	Percentage of A and B grades \geq DOE and Like Schools.	Percentage of A and B grades \geq DOE and Like Schools.	Percentage of A and B grades > DOE and Like Schools.	Percentage of A and B grades > DOE and Like Schools.
Year 11 General Course Achievement	NA	Percentage of A and B grades \geq DOE and Like Schools.	Percentage of A and B grades \geq DOE and Like Schools.	Percentage of A and B grades \geq DOE and Like Schools.
Year 12 ATAR Course Achievement	NA	NA	Course means \geq State mean.	Course means > State mean
Year 12 General Course Achievement	NA	NA	Percentage of A and B grades > DOE and Like Schools.	Percentage of A and B grades > DOE and Like Schools.
WACE Literacy and Numeracy Requirements (OLNA)	90% of Year 10 students achieve requirements	Year 10: Reading 85%, Writing 75%, Numeracy 75% Year 11: Reading 90%, Writing 80%, Numeracy 80% of students meet requirements	Year 10 Reading 85%, Writing 75%, Numeracy 75% Year 11 Reading 90%, Writing 82%, Numeracy 82% Year 12 95% of students meet requirements	Year 10 Reading 90%, Writing 85%, Numeracy 85%; Year 11 Reading 92% Writing 85%, Numeracy 90% All Year 12 students meet requirements
NAPLAN Reading (Year 9)	50% of students \geq Band 8	50% of students \geq Band 8	52% of students \geq Band 8	55% of students \geq Band 8
	Mean > State and Australian means	Mean > State and Australian means.	Mean > State and Australian means.	Mean > State and Australian means.
NAPLAN Writing (Year 9)	50% of students \geq Band 8	50% of students \geq Band 8	50% of students \geq Band 8	55% of students \geq Band 8
	Mean > State and at the Australian mean	Mean > State and at the Australian mean	Mean > State and above the Australian mean.	Mean > the Australian mean.
	Reduce percentage of students below the national minimum standard from 2013 level.	< 10% of students below the national minimum standard.	< 8% of students below the national minimum standard.	< 2% of students below the national minimum standard.
	Girls at Australian mean, boys at State mean	Girls > Australian mean, boys > State mean	Girls > Australian mean, boys at Australian mean	All students > State and Australian mean.
NAPLAN (Year 9) Spelling	Spelling mean at State mean	Spelling mean > State mean.	Spelling mean > State mean and at Australian mean	Spelling mean > Australian mean

Target Area	Interim Targets 2014	Interim Targets 2015	Achievement Targets 2016	Stretch Targets 2016
NAPLAN (Year 9) Numeracy	50% of students ≥ Band 8	55% of students ≥ Band 8	55% of students ≥ Band 8	60% of students ≥ Band 8
	Girls at State mean, boys at Australian mean	Girls > State mean, boys at Australian mean	Girls > State mean, boys > Australian mean.	All students > State and Australian mean.
	Reduce percentage of students below national minimum standard from 2013 level.	< 3% of students below national minimum standard	< 2% students below national minimum standard.	< 2% of students below the national minimum standard.
Year (7 from 2016) and Year 9 Learning Area grades correlation with NAPLAN results.	Percentage of A and B grades aligns with the Year 7/9 NAPLAN results.	Alignment of Year 9 NAPLAN results and teacher grade allocation.	Alignment of Year 7 and 9 NAPLAN results and teacher grade allocation.	Alignment of Year 9 NAPLAN results and teacher grade allocation.
Attendance	Above the State mean and with a ≥ 92% attendance rate. Year 10 attendance ≥ 90%	Above the State mean and with a ≥ 92% attendance rate. Year 10 attendance ≥ 91%	Above the State mean and with a ≥ 93% attendance rate. Year 10 attendance ≥ 91%	Above the State mean and with ≥ 94% attendance rate. Year 10 attendance ≥ 92%
Courtesy and Respect (ABE from school reports)	90% of Year 8, 11, 12 students and 85% of Year 9 and 10 students consistently/often demonstrate <i>courtesy and respect</i> .	94% of Year 7, 8, 11 and 12 students and 90% of Year 9 and 10 students consistently/often demonstrate Courtesy and Respect.	95% of Year 7, 92%, Year 8, 90% of Year 9 and Year 10, 96% of Year 11 and 98% of Year 12 students consistently/often demonstrate Courtesy and Respect.	99% of Year 7,11,12 students, 98% of Year 8 students and 95% of Year 9 and 10 students consistently/often demonstrate <i>courtesy and respect</i> .

Focus Areas and Operational Strategies

As an Independent Public School Kalamunda Senior High School uses five Focus Areas to provide the best possible education for all students, whatever their abilities. These Focus Areas and the associated Operational Strategies link with, and provide the planning framework, to enable the school to reach the 2014 - 2016 Achievement Targets.

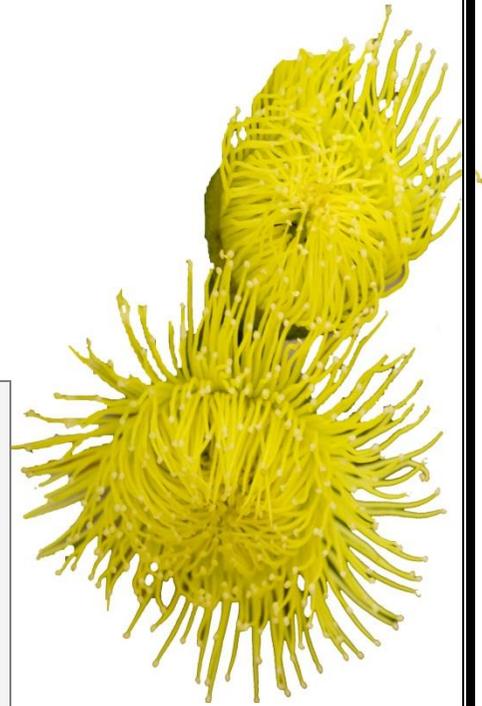
As a government school we will plan and work to achieve the three pillars of the public education system:

Kalamunda Senior High School is a good public school.

Every teacher at Kalamunda Senior High School is an effective teacher.

Every student at Kalamunda Senior High School is a successful student.

The framework for reaching the school's Achievement Targets is reflected in school strategic plans, Learning Area plans and in teachers' individual plans.



Focus Area 1 Teaching

A School-Wide Pedagogy that both challenges and supports students while relating to their experience, stage of development and background.

Operational Strategies	Indicators of success
Teachers incorporate the School-Wide Pedagogy (SWP) into their teaching and learning programs. <i>Teachers work with the 7 National Professional Standards for Teachers to enhance and improve their teaching</i>	
Collaborating <ul style="list-style-type: none">Peer coaching – teachers learn together and from one another by observation and reflective discussion. <i>Use a whole school approach to peer classroom observation to provide robust, professional feedback (Focus 2015)</i>Year 7 and 8 Learning Teams	All teachers are using the SWP framework in delivering their lessons. The SWP and the National Standards for teachers form the basis of Performance Management for teachers All teachers engage in a minimum of 1 classroom visit each semester and provide feedback and support for colleagues. Teachers work and meet on a regular basis to discuss student progress and learning programs.
Relevance <ul style="list-style-type: none">Teachers connect learning to the world, life and the future.	Teachers incorporate relevant examples in to teaching and learning programs and into classroom practice. <i>Positive feedback from student surveys</i>
Reflecting <ul style="list-style-type: none">Teachers reflect on their teaching and learning programs and student achievement. <i>Teachers focus on analytical teaching practices featuring diagnosis of the impact of their teaching, including feedback from students and other staff. (Focus 2016)</i>	All staff use a reflective journal and reflective practices on a regular basis. Teachers analyse student achievement data to inform their teaching practices. <i>All teachers undertake a survey of at least one of their classes. All teachers set Targets for each class that reflect the School Targets</i>
Engaging <p>Teachers challenge and maintain student interest in their learning.</p>	Common literacy and numeracy strategies understood and used in all classes. <i>Learning Support Committee to develop across school writing strategies Teachers incorporate Thinking Skills in their classrooms as outlined in the Bibbulmun Network Plan.</i> Incorporate Australian Curriculum general capabilities and cross-curricula themes across Learning areas. Teachers incorporate Cooperative Learning and Formative Assessment strategies into their teaching and learning programs. <i>Positive feedback from student surveys</i>

Operational Strategies

Indicators of success

All teachers access Classroom Management Strategies (CMS) training and/or graduate professional learning.

98% of teachers have accessed CMS and/or graduate training by the end of 2016. (80% 2012, 90% 2013, 92% 2014, **78% 2015**)

Teachers integrate learning technologies into curriculum delivery.

All teachers use interactive whiteboards and other technologies in their teaching and learning programs.

Professional learning for use of interactive whiteboards and other technologies is provided to teachers.

All teachers access, as appropriate to their needs, professional learning for use of interactive whiteboards and other technologies.

Promote the explicit teaching of information technology across the curriculum.

In 2015 the school will transition to a Student-Owned Device model for Year 7 and 8 students.

(Focus 2016)

In 2016 will continue with the rollout of Student-Owned Devices into Year 9.

Develop a Plan for the teaching of coding from Years 7 to 10.

Text books, where possible, will be electronic and be loaded onto Student-Owned Devices.

Teachers will use Connect as the on-line learning environment. Connect will be expanded to include parents if DOE enabled.

School **continues** to provide devices (**Surface Pro**) to all teaching staff

Reframing Mathematical Futures (Part of the Australian Trial)

Diagnosis of Year 7 and 8 student capabilities in number skills.

Individual Learning plans for each student.

Highlight capabilities of groups of students to all staff.

Measurement of improvement after Semester 1 and Semester 2 2015 and in 2016.

Improvement in student achievement in numeracy across all learning areas.

FTE: 25,000 including relief

Contingencies \$8000

Use National Teacher Standards as a basis for performance management (Focus 2015 and 2016).

Performance management of teachers incorporates national teacher standards

Plan with individual staff to manage the reduction of leave liability (Focus 2015).

All staff reduce Leave liability to below stipulated levels

FTE:

Contingencies:

Focus Area 2 Student Achievement

A safe, caring and inclusive learning environment supports improvements in student achievement

Operational Strategies

Indicators of success

Use the school's five values and School-Wide Pedagogy as a basis for developing a quality and supportive learning environment in all classrooms and across the school.

Positive student, parent and staff survey results.
Overall attendance and participation at Kalamunda Day and school carnivals.
Participation in community service and fundraising activities for charities.
Continued involvement in volunteer experiences e.g. Timor Leste, World Challenge, Bali, World's Greatest Shave
Re- introduction of Kala credits to promote Pride in the school

FTE:

Contingencies: \$3,000

Classroom Management Strategies (CMS) used in all classrooms.

Reduction in number of referrals, suspensions, Letters of Concern.
Increase in the number of Letters of Commendation across all years.
Improvement in student academic and non-academic achievement.
All teachers incorporate Classroom Management Strategies into their teaching and learning programs.
Continued rollout of electronic forms to improve parent contact.

Review and development of a revised BMIS policy and Plan incorporating 2016 DOE Policy and Guidelines.

New BMIS policy and procedures developed, endorsed by the Board, posted on the school website and distributed to the school community.

FTE: \$

Contingencies: \$

Continuation of the Learning Centre to assist teachers and students.

Students at Educational Risk are identified and fully supported.
Individual Education Plans in place as required.
Improvement in student academic and non-academic achievement.
Engagement of students with autism in their individual learning programs

Learning Centre staff identify Language Background other than English (LBOTE) students and develop appropriate learning programs.

LBOTE students receive appropriate English Language programs and support with a corresponding improvement in their academic achievement.

Learning Centre staff assists students who have not reached the required Literacy and Numeracy levels for WACE.

Number of students reaching the required levels to be able to achieve a WACE.

FTE: 2.6 \$300,00

Contingencies: \$20,000

Operational Strategies

Indicators of success

Continuation of a service model of delivery in the Student Services Centre.

FTE: \$80,000 (for Attendance Officer, Year Coordinators)

Reduction in number of referrals, suspensions, Letters of Concern.
Improved communication with parents— on line parent survey.
Improved support for classroom teachers—on line staff survey.
Improvement in student academic and non-academic achievement.

Introduction of Year 8 and 9 Year coordinators

Contingencies: \$10,000

Continuation and enhancement of specialist programs GATE (Visual Art), Outdoor Education, Academic Excellence, Performing Arts

FTE: \$

Program coordinators work together to enhance all programs e.g. common closing and testing dates (excluding GATE), common ceremonies for course entry and graduation
High quality program literature with positive feedback from parents and students on programs, processes and ceremonies.

High profile, through local press articles of the programs.

Contingencies: \$2,000

Maintain and enhance the Academic Excellence Program.

FTE: \$44,000

Strong parental, staff and student support and approval of the program as shown in surveys.

Increased number of applications for entry into the program.

Excellent academic achievement of students from Years 7 to 12 relative to Like Schools and non AE students at KSHS.

Number of school leadership positions won by Academic Excellence students.

ATAR mean \geq state mean

For 2017 introduce an Academic Excellence class in each of Mathematics, Science, Humanities and English based on Year 9 grades in 2016.

Contingencies: \$10,000

Maintain and enhance the Outdoor Adventure Program

FTE: \$11,000.

Attain re-endorsement of Outdoor Adventure Program if required

Increased number of applications for entry into the program.

Reduce the number of withdrawals from the program in Years 7 to 10.

High level of academic achievement in Year 11 and 12 courses compared to Like Schools.

Positive feedback from parent and student surveys

Contingencies: \$10,000

Operational Strategies

Indicators of success

Maintain and enhance the GATE Visual Art Program

High level of academic achievement in Year 11 and 12 courses compared to Like Schools.

ATAR mean > State mean for ATAR Visual Art

Numbers of exhibitions entered, prizes awarded

Number of GATE students entering Year 11 and 12 Visual Art courses

Positive feedback from parent and student surveys

FTE: \$55,000

Contingencies: \$11,000

Maintain and enhance Kalamunda Performing Arts Program (KPA).

Increased number of applications for the program.

Reduce number of withdrawals from the program in Years 7 to 10.

High academic and performance achievement of students in music, dance and drama.

Annual school production to showcase KPA

Application for DOE endorsement of the program if possible

Positive feedback from parent and student surveys

Successful introduction of a specialist music stream in 2017

Developing academic rigour and resilience through the continuation of Year 8, 9, and 10 exams, prerequisites for Year 11 ATAR courses and the development of Vocational Pathways in Year 11 and 12

Improvement in student academic achievement, exam techniques, resilience and time management.

Refinement of the Senior School Plan to enhance student achievement in ATAR, VET and graduation. e.g. Senior Teachers as mentors for students at risk

To work with students and families to encourage students with ≥ Band 8 NAPLAN to complete a full or mixed mode ATAR course (Focus 2015)

Improvement in attainment, graduation and Certificate II levels.

Reduction in percentage of students in low tercile.

Increase in the number of students completing ATAR courses

Term Interim Reports for all year groups using box and whisker format

Improved information for students and parents on student progress

Positive feedback from parent and student surveys

Improvement in student academic achievement

FTE: \$

Contingencies: \$2,000

Operational Strategies

Indicators of success

Emphasise instruction in science, technology, engineering and mathematics (STEM) (Focus 2016)

*2016 Survey results of the implementation of coding Years 7-10.
Introduction of Digital Technologies syllabus.
Introduction of Robotics in Mathematics and Science as appropriate*

FTE

Contingencies: \$20,000

Continuation and review, as required, of the Good Standing Policies to include Year 7 students and with Year 10 students as part of the Senior School.

Improvement in student attendance, behaviour, uniform compliance and academic achievement.

FTE:

Contingencies: \$5,000

Exploration of Senior / Middle School structures/assemblies with the move of Year 7 students to high school in 2015.

For 2017 develop and implement appropriate structures *and curriculum delivery* in place for all year groups, especially Years 7 and 10. *For Year 10 this will include year-long courses in all Learning Areas and the introduction, as appropriate Certificate courses.*

Exploration of uniform change for Senior school students and possible leadership positions for Year 9 students *for introduction in 2017.*

Development of white papers for Middle and Senior Schools outlining possible models of change and the improvement these changes can bring to students in both Middle and Senior Schools.

Students identify and take pride in their school
Increased number of students applying for leadership *positions (e.g. Head Boy, Head Girl, prefects, student councillors and House captains).*

Develop opportunities for student leadership roles (Focus 2016)

FTE:

Contingencies: \$10,000

In *2015 full implementation of* English, Mathematics, Science and History using the Western Australian Curriculum content and achievement standards.

Full implementation of Phase 1 of the Western Australian Curriculum in 2015. Teachers have available and use SCSA and other appropriate resources and professional learning to implement the Western Australian Curriculum courses and assessment.

In 2016 transition to revised Australian Curriculum ready for reporting on student achievement in semester 2017 in English, Mathematics and Science.

In *2015 - 2016* phased introduction of Humanities and Health & Physical Education ready for full introduction in 2017.

In 2016 development/trialling of the Australian Curriculum in the Arts and Technologies for implementation in 2018.

FTE: \$2,000 (Relief 2014) \$4,000 (Relief 2015-16)

Contingencies: \$30,000

Operational Strategies

Indicators of success

Introduction of Certificate II Level courses in Learning Areas as appropriate and in readiness for the new WACE in 2015-16.

Review General Course offerings for **2016** for the new WACE

Introduction of Externally Set Tasks for Year 12 General Courses

FTE: \$5,000

Develop viable Certificate II and General Courses in each Learning Area.
Development of appropriate Vocational Pathways for Years 11 and 12
Increased student retention from Years 10 to 12.
Reduction in the number of course changes in the first three weeks of Year 11.
Improvement in academic achievement for students in Vocational and General Courses.
Improvement in the percentage of students completing Certificate II courses.

Contingencies: \$15,000

Continuation of the Stepping Up engagement program for students **in 2016**.
Review of the continuation of the program in the new Senior School model commencing in 2017.

FTE: \$179,000 1.2 TFTE 0.6 EAFTE

Improvement in student attendance, behaviour and academic achievement.
Transition of students to Year 11 or appropriate training or work placement.
Where possible, reduction in Year 10 class sizes for English, Mathematics, Science and Humanities.

Contingencies: \$

In 2016 undertake a full school review of the BMIS policy and procedures to reflect the new DOE behaviour policy.

Use information, including ABE data, to monitor whole-school plans for positive behaviour. (Focus 2016)

FTE: \$

BMIS policy reflects current school practices
Review and revise Letters of Concern/Commendation **(2015)**
Transition to paperless BMIS system/processes **(2015-16)**.
Families are given a copy of any revised policy/procedures.
Improvement in student behaviour and reduction in suspensions.
Meet and/or exceed Target for demonstrating *Respect and Courtesy*

Contingencies: \$4,000

Improvement of academic and non-academic achievement of Aboriginal students.

Exploration of the employment of an AEIO (see Workforce Plan)

FTE: \$

Improvement in achievement, retention and attendance through individual tracking of Aboriginal students and with use of appropriate strategies as appropriate. e.g. Follow the Dream, ATAS tutoring
IEPs are in place for all students.

Contingencies: \$ ATAS, FTD funding

Operational Strategies

Indicators of success

Use of Drumbeat, Who's the Man, Stride programs to work with groups of disengaged students in Years 7, 8, 9 and 10. *In 2016 this is a particular focus for a group disengaged boys in Year 8.*

Improvement in attendance, wellbeing, behaviour and academic achievement of students who are involved in the programs.
Positive feedback from students, parents and staff for the RITE journey.

In *2015 and 2016 continuation of* a Year 9 class for boys undertaking the RITE Journey Program.

In *2017* possible expansion of the RITE Journey program to include other classes of boys and possibly girls.

Contingencies: \$7000

FTE: \$

Continuation of Literacy and Numeracy testing (OLNA) in *2015 for Year 11 and for Year 12 in 2016.*

All Year 12 students achieve the required Literacy and Numeracy standards to achieve a WACE.

Teachers and the Learning Centre staff work with students at risk of not achieving the Literacy and Numeracy standards.

FTE: \$ 8,000 (FTE)

Contingencies: \$4,000 (OLNA software program)

Work with Kalamunda SHS Education Support Centre to provide suitable mainstream and/or Education Support placements for students who are 'borderline' Education Support.

Appropriate learning environment for low achieving students at educational risk.
Improvement in student academic and non-academic achievement.

FTE: \$

Contingencies: \$

Focus Area 3 Learning Environment: Relationships/Partnerships/School Culture

The school develops strong partnerships within and beyond the school, local and broader communities.

Operational Strategies	Indicators of success
<p>All staff, students and parents model the five school values. <i>In 2016 use the National School Opinion Surveys for parents, students and staff</i></p> <p>FTE: \$5,000</p>	<p><i>Review result of 2014 and 2016</i> National School Opinion Surveys for parents, students and staff <i>and develop action as appropriate.</i> Improved levels of satisfaction with the school by parents, students and staff. Reduction in complaints from parents</p> <p>Contingencies: \$5,000</p>
<p><i>Continue</i> a strong communication channel with parents via the school website, email, SMS system <i>and electronic Newsletter.</i> <i>Use of electronic surveys for feedback on school initiatives and voting e.g. School Board</i></p> <p>FTE: \$</p>	<p>All parents have access to school via email. Survey parents on line. School website is user friendly, attractive and up-to-date. All staff will respond to parent phone calls and emails within 24 hours wherever possible.</p> <p>Contingencies: \$10,000</p>
<p>The school will work with interagency partners on student mental health, family, behavioural and health issues.</p> <p>Continue Kalamunda's involvement with Act, Belong, Commit to raise awareness of mental health</p> <p>Use Attendance Advisory panels for persistent student absence</p>	<p>Improved student mental health and increased awareness of services available through student/parent surveys</p> <p>Students are supported at school or are in an appropriate learning environment</p> <p>Visibility of Act, Belong, Commit in and around the school and with the broader school community</p> <p>Decreased number of students in the <i>moderate and severe</i> categories and improvement in the number of students in the <i>regular attendance</i> category.</p>

Operational Strategies

Indicators of success

Collaborate with Hills Cluster, Bibbulmum Network and other feeder schools on a range of human, financial, professional learning and physical resource usage.

More effective and efficient use of resources across the Hills Cluster schools.
Improved student access to appropriate learning environments
Access to broad range of professional learning programs through the Bibbulmum Network.
Further develop the transition program for primary students through enhanced links between primary and secondary teachers and their schools.

FTE: \$

Contingencies: \$0

Continue with and expand, if required, the HEP initiative with DRSC and LSHS.

Improved student access to a range of Senior School courses

FTE: as required (generally 0.2 annually)

Contingencies: \$5,000

Continue with Academic Excellence Scholarship Program with feeder primary schools.
Continue Year 7(from 2015) Academic Scholarships.

Increased retention of academically able students in government schools.
Provide primary school students with access to senior specialist teachers.
The move to high school is a more seamless transition.

FTE: \$16,800

Contingencies: \$9,000

Expand the School Board to include further community representatives.

WAAPA or performing arts and/or industry representatives, *in* 2015 and *2016*.

Develop Terms of Reference for the appointment of a School Patron

School Patron appointed

School Board develops strategies to survey school community on its visibility, effectiveness and operation (*2013 IPS Review Recommendation*)

School Board has higher profile in the school community as shown in surveys and anecdotally.

School Board explores ways in which the Hills Learning Precinct Cluster profile may be further strengthened to enhance its sustainability (*2013 IPS Review Recommendation*).

HLPC has stronger ties at the board level and greater profile within the Cluster school communities.

Strengthen partnerships with UWA, Curtin University *and ECU*

Kalamunda SHS to continue involvement in the Spice Program.
Maintain Curtin link-up and Curtin Coaching/Ahead programs in *2015-16*.
Exploration of possible curriculum/online programs with Curtin University

Operational Strategies

Indicators of success

Review possible continuation with the Thinking Science Australia

There were concerns with UWA not meeting its obligations for the program in 2014-15. Consequently the school withdrew in 2015. In 2016 contact will be made with UWA to ascertain if the concerns the school has, have been addressed.

FTE: Relief \$3,000

Students to improve cognition and thinking initially in science and then across all learning areas.

Contingencies: \$5,000

Maintain sister school relationships with Japanese schools and explore sister school relationships with Indonesian schools.

FTE: 0

Annual/bi-annual visits to Japan and hosting Japanese students at Kalamunda Senior High School.
Online links to sister schools.

Contingencies: \$8,000

Develop and implement strategies for the Asian Languages Hub in Japanese and Indonesian.

Note: Funding for the Hub ceased in 2012 and the school has maintained funding for the strategies developed for Phase 1.

FTE: \$5,000

To provide a continuous language learning program from primary through to Year 12, to improve language proficiency of students in Japanese and Indonesian.

Contingencies: \$30,000

Japanese assistant teacher for Japanese classes for 11 months.
Native speaker tuition.

FTE:

Improvement in language skills and cultural awareness of Indonesian and Japanese language students.

Contingencies: \$1,000

Enhance parental involvement in the school.

FTE: \$

An increase in number of parents:
Applying for School Board positions
Attending P&C meetings
Increase in parents attending parent evenings
Working as volunteers in the school

Contingencies: \$

Improve cultural understanding and tolerance within the school.

Increase enrolment of International Fee paying students.
Increase enrolment of foreign exchange students.
Kalamunda Day Parade of Nations.
Welcome to Country included at all assemblies.
Targeted in-school programs reduces incidence of racial bullying.
Positive comments and feedback from student and parent surveys.

Operational Strategies

Indicators of success

FTE: \$4,000

Contingencies: \$2,000

Explore the potential for Kalamunda SHS to become a Specialist Arts school.

If available through DOE explore endorsed status for KPA by **2018 and to become a Specialist Arts School by 2020.**

Focus Area 4 Leadership

Leaders focus on teacher pedagogy and practice and through this, they have the greatest impact on student achievement.

Encourage expert teachers to work collaboratively and share their skills and understandings. This is how we develop and expand quality teaching within the school.

Operational Strategies	Indicators of success
<p>All members of the Senior Management Team enhance their leadership through Instructional Leadership, Classroom Management Strategies and Growth Coaching. <i>Other teacher leaders to participate in Growth Coaching.</i></p> <p>Senior Management Team provides in and out of class support for teachers to enhance teaching and learning.</p> <p>Heads of Learning Area develop, in consultation with their staff, Learning Area Strategic Plans <i>and individual teacher plans that</i> reflect the Business Plan and focus on improving student academic achievement.</p> <p>FTE: Relief \$10,000</p>	<p>Positive staff and parent survey results.</p> <p>Members of the Senior Management Team participate in the following:</p> <ul style="list-style-type: none"> Professional learning in leading educational change to enhance student achievement and teacher effectiveness Classroom Management Strategies and Growth Coaching professional learning <p>Contingencies: \$</p>
<p>Identify and support aspirant teachers.</p> <p>Identify and develop Learning Leaders across the school</p> <p>FTE: Relief \$10,000</p>	<p>Increase the number of teachers obtaining Senior Teacher, Level 3 classroom teacher status, taking on acting positions.</p> <p>Provide professional learning and leadership development for 8 or 9 interested teachers to be Learning Leaders who can work with teachers to enhance teaching and learning.</p> <p>Use staff meeting time for teachers to work with Learning Leaders and colleagues in their area of interest – 2015 -16 groups Professional Growth (Level 3 aspirants and graduates), Professional Growth (leadership), Making learning visible, Working with students at educational risk, Information Technology for enhancing teaching, Formative Assessment, Assessment for learning.</p> <p>Contingencies: \$</p>
<p>Use the expertise of Senior Teachers and Level 3 Classroom teachers to model, support and enhance teaching and learning.</p>	<p>Teachers, especially Senior Teachers, mentor practicum student teachers and beginning teachers.</p> <p>In consultation with the Principal, Senior Teachers and Level 3 teachers annually review and adjust as appropriate, their additional duties.</p>

Focus Area 5 Financial Management, Learning Technologies, Resources and Infrastructure

Effectively manage financial resources to maintain and enhance the physical resources and environment of the school

Operational Strategies	Indicators of success
<p>School buildings and grounds are maintained to a high standard.</p> <p>FTE: \$65,000</p>	<p>A Work Safe compliant workplace. The Health and Safety Committee assists the Health and Safety officer/s to develop health and safety procedures for the school. <i>An updated Evacuation/Emergency Response Plan, with updated maps of the campus, is developed and trialled in 2016.</i></p> <p>High quality sustainable and aesthetically pleasing grounds. All maintenance matters are dealt with in a timely and effective manner. Exploration of maintenance contracts, e.g. painting. Science pond area upgrade (2015) Appropriate site, landscaping and access to <i>the new transportable classrooms in 2015 and 2016.</i> <i>Provision, with the Shire, for a off student drop off area on Cotherstone Road</i> <i>Exploration of additional car parking for staff. Sealing of new car park in 2016.</i> External sources of funding and sponsorship have been identified with these funds coming into the school. <i>New lockers (2015)</i> <i>Shade sails in English and the Amphitheatre</i></p> <p>Contingencies: \$400,000 + Faults management \$165,000</p>
<p>Information technologies</p> <p>FTE: 1.0 Technician (\$71,000)</p>	<p><i>Continued updating of new Website</i> Continued rollout of electronic whiteboards to new demountable classrooms (2015) and upgrades as required. Rollout to teaching staff of computers (see Focus Area 1) Learning Technology Plan <i>2015-16</i> developed Term 1 <i>2015</i>– implementation <i>2015-16</i> <i>Continuation, if possible, of a second IT technician.</i></p> <p>Contingencies: \$100,000</p>

Operational Strategies

Indicators of success

Teachers enter absences electronically via staff tablet/device *through Academy*

Reduction in student absences.
Reduction in time spent entering data with more time to follow up on absentees.

Contingencies: \$3,500

Student and staff furniture and facilities.

Furniture is modern, functional and hard-wearing.
The school has a plan to replace furniture and equipment as necessary e.g. 1 classroom per Learning Area per year.

FTE: \$

Contingencies: \$85,000 (2014-16)

Kalamunda Performing Arts Centre (KPAC)

Sign off with Shire of Kalamunda for renewal of the Agreement for use of KPAC beyond the expiry of the current Agreement *(2015)*

FTE: \$

Contingencies: \$

KPA facilities upgrade to music and dance

Feasibility and costing of new dance and music facilities. To be a joint school community facility.
Investigation of possible funding sources to provide an new dance and music facilities
Establishment of a building fund using Reserves after meeting with the Deputy Director general

FTE: \$

Contingencies: \$15,000

Electronic Daily notices delivered via individual teacher tablets/devices

Reduction in paper usage.
More efficient/effective mode of communication.

FTE: \$

Contingencies: \$

Plan for asset and resource replacement developed and implemented.

Asset and resource schedule is developed and kept up to date.
School is able to replace assets and resources as required.
The 2016- 17 Asset replacement schedule is actioned.
The school commits to 10% of reserves being spent during 2016 as per DOE directive.

FTE: \$

Contingencies: \$50,000 + annual transfer to reserves (15,000)

Operational Strategies

Indicators of success

Sustainability of school resources and reduction of school's carbon foot print, including investigation into further rainwater tanks and recycling of paper/cardboard.

Reduce postage costs through greater use of electronic communication and personal distribution of school reports

FTE: \$

Reduction in use of paper and paper costs.
Reduction in energy use and utility costs.
Greater use of drought tolerant plants, water savings.
All staff and students use energy/water saving strategies in the school.
Connection to reticulated gas supply in partnership with DOE.

Contingencies: \$300,000

Investigation of security/fencing on western and northern side of the school and the school ovals.

Major upgrade to school and adjoining shire ovals (2015 – 2016).

Finalizing the Agreement between the Shire of Kalamunda and the Hon Minister for Education for the management of the new oval facility, to be known as the Kalamunda Sporting Precinct. The KSP incorporates Kostera and Hedley Jorgensen Ovals.

FTE: \$

Reduction of vandalism to school property.
Safe environment on ovals—free from glass/dog waste.
Uniform perimeter fencing/improvement to aesthetics and safety for students and staff.
Signage for ovals, indicating access restrictions.
Shire and school ovals integrated to improve oval quality through joint management between Shire and the school.

Contingencies: \$200,000

Use of a variety of strategies to improve the school's declining collection rate for contributions and charges.

FTE: \$2,000

73% (2012), 81% (2013), **94% (2014) 90% (2015); ≥ 92% in 2016**
45% (2012), 56% (2013), **60% (2014-15) > 60% in 2016 voluntary**
contribution collection rate (e.g. library, chaplain, computers, P&C levy) as an annual collection rate.

Contingencies: \$1,000

Negotiate with Kalamunda ESC for proportional payment for teacher FTE, shared services, and resources e.g., IT technicians, **and for all the funding as per Student Centred Funding Model.**

FTE: \$

Appropriate funds transferred from Kalamunda ESC.

Contingencies: \$

Ongoing implementation of 2013 Financial Audit recommendations.

School achieves at least a satisfactory rating across all categories in the next audit which is likely to be in 2016.