

KALAMUNDA SENIOR HIGH SCHOOL

Independent Public School



Business Plan 2023 – 2025

Pride - Respect - Resilience - Learning - Community



*Kalamunda Senior High School
2023-2025 Business Plan*

*Helen Deacon
Principal 2023*

*Peter Rudolph
School Board Chair 2023*

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

The school has been an Independent Public School since 2011 and was externally reviewed in 2013 and 2016. In 2021 the school was reviewed via a new Public School Review process. In all reviews the school has received positive feedback, commendations, and endorsements in all aspects of the school planning, operations and progress toward Student Achievement Targets.

This fifth Business Plan builds on previous plans and addresses the current context and achievement goals of the school community.

The Business Plan forms the basis of all school planning and resource allocation and has been developed in collaboration with the staff and School Board.

The following documents underpin the thinking and rationale behind this plan:

- *Strategic directions for public schools 2020-2024, Every student, every classroom, every day, Building on strength and Focus 2023,*
- *The Alice Springs (Mparntwe) Education Declaration,*
- *Statement of expectation*
- *Funding agreement for schools (annual),*
- *2021 PSR recommendations.*

School Purpose

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

School Vision

The school vision is *Sharing our Forest of Possibilities*. The school community developed this vision through the IDEAS* process as it is 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 staff and encourages them to flourish as individuals.



* The IDEAS (Innovative Design for Enhancing Achievement in Schools) framework was used to develop Kalamunda's Vision, Values and School-Wide Pedagogy.

School Values

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

School-Wide Pedagogy

Teaching and learning at Kalamunda 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

The school opened in 1960 as one of the first government schools in the hills area. It has a proud tradition and strong sense of community stretching across several generations of families. Many parents and grandparents attended the school as did a number of staff members. This sense of community is further enhanced with many staff living locally and whose children were or are current students.

The school has a particular focus as a Gifted and Talented Visual Art school. Commencing in 1981 it has a proud arts tradition as one of the first schools to have a special art program.

To complement this visual arts focus, the school commenced a selective performing arts program (KPA) in 2012 to enhance studies in dance, drama and music. In 2017 the program was broken into two streams of General (dance and drama) and Music. The KPA programs use Musical Theatre as a genre to develop a passion for performing arts.

The school has always had a strong music program with a high reputation for quality and participation. A range of specialist instrumental offerings are available at the school and these are complemented by numerous opportunities for performance either individually or in ensembles. These include quartets, ensembles, bands, orchestra and choirs. The school offers opportunities for both classical and contemporary music.

Places at Kalamunda are in high demand and this reflects the excellent reputation of the school in academic studies, the arts, outdoor pursuits and the quality support provided for each student to achieve their best.

Academic excellence is nurtured and enhanced through our school's Academic Excellence program for Years 7 to 10 and our primary Academic Excellence program. Students are supported in a wide range of senior secondary offerings with about 35% of students studying ATAR level courses.

The health and wellbeing of students is enhanced by our physical education program with a wide range of sporting pursuits on offer. Teams are involved in interschool competition in netball, soccer, swimming and athletics. With the school set in the beautiful hills area and close to the Northern Terminus of the Bibbulmun Track students are able to undertake studies that include recreation pursuits in the local environment. To nurture and develop physical and leadership talents of our students, a department endorsed Outdoor Adventure program was established at the school in 2007. A school-based soccer program also provides an opportunity for students to develop team based skills.

Kalamunda offers a welcoming and supportive environment for all students. A mentor program is used to build positive relationships, where students remain connected to a small group of students and mentor teacher from Years 8 to 12.

A strong and dedicated Student Services team is available to support students and their families with learning and personal issues affecting adolescents. This includes three Program Coordinators, Psychologist, Chaplain, Nurse, and Year Coordinators.

In 2015 the school welcomed Year 7s and after much consultation developed a model that blends the best of both primary and

secondary schooling. Teachers work in a learning team, teaching either Humanities or Sciences. This enables them to work together on curriculum and student welfare, enhancing and supporting student's transition to high school.

In 2017 the school introduced a Middle and Senior school structure to accommodate the particular needs of six year groups ranging in age from 11 to 18 years. This enables more targeted support to students and an opportunity to help transition to the senior years.

The school has developed a strong reputation for its range of support for students. A Learning Centre provides individualised support for students with particular learning needs, especially in literacy and numeracy. Key staff are trained in supporting students on the autism spectrum and those with a range of other learning difficulties.

Excellence in language learning is acknowledged by the school's recognition as a Lead Language school. Three languages are offered, Italian, Indonesian and Japanese and students are encouraged to continue language learning into senior school studies. Partnerships exist with local primary schools and schools in Japan and Malaysia. Tours and exchange programs are undertaken and help enhance our students' intercultural experiences, bringing a multi-cultural dimension to the school.

Sustainability and community service are key programs and endeavours that our students participate in through student leadership activities, committees and overseas projects and charities.

School Characteristics

The socioeconomic background of families is currently 1024 (in 2023) and has been slowly increasing over the last 5 years from 1001 in 2014. The Index of Community Socio-Educational Advantage (ICSEA) was around 1012 in 2008 after a high point of 1024 in 2010.

The proportion of families in the top quartile is consistently lower than the Australian average and higher in the bottom quartiles.

Data collected in 2015 showed that only 7% of both parents had completed a bachelor degree or above, and 21% of families had both parents with no further education following Year 10 or equivalent. In 2021 these figures had changed to 12% and 8% respectively.

Enrolments have been steadily increasing since 2008, with a large increase in 2015 when year 7s entered high school. A downturn in the economy and new housing estates in the local catchment are external factors which have contributed to this trend.

The majority of students enrol from local feeder primary schools, with a small number coming further afield to attend the selective gifted and Talented Visual Arts program.

The school is part of the Bibbulmun Network of schools which includes local primary schools and a neighbouring secondary school (Lesmurdie SHS).

The school partners with a number of universities to support pre-service teacher placements, and to provide pathways for Year 12 students. Predominately post school students attend Curtin, UWA, Notre Dame and ECU. Typically, 36% of students enrol directly

into university and 22% in TAFE and other training, with a further 13% deferring their further studies.

Over the last 6 years, characteristic groups show the average gender balance of 45% boys and 55% girls, 3% Indigenous students and 1% students English as an Additional Language Dialect (EALD).

The school is co-located with an Educational Support Centre. This provides an opportunity for students to transition between the schools.

Buildings and facilities are typical of those built in the 1960s. Ongoing maintenance is needed to manage the aging buildings, and many areas do not have modern facilities typical of new builds. A new building project was announced in 2020 and is currently underway to provide a new teaching block, education support facilities and a visual arts block. STEM funding was provided in 2021 to build a new Science room and upgrade Home Ec facilities.

School Self-Assessment

The school undertakes an ongoing cycle of review, reflection, planning and action. It prepares a 3 year Business Plan identifying focus and direction for this time frame, along with student achievement targets.

Targets are monitored each semester and adjusted annually.

Learning Area 3 year plans are developed in line with the Business Plan and monitored and adjusted annually.

Decision making groups and committees in the school include staff, students and parents, as well as the School Board.

Data is collected from a range of sources to inform decisions and public accountability is made through the publishing of the school's Annual Report.

Key data informing this Business Plan's Student Achievement Targets

Strengths

- Senior Secondary – pathways
- Senior Secondary – WACE achievement
- Value adding – Literacy/Numeracy (OLNA)
- NAPLAN – Reading
- Attendance

Focus areas for the next 3 years

- Return to pre-covid attendance and student achievement levels
- Senior Secondary – achievement (pathway planning and median ATAR)
- NAPLAN – numeracy and writing
- Alignment – grades and NAPLAN

Focus elements providing direction for school improvement.

These four elements have been identified to underpin and drive our planning into the future.

- Inclusive
- Innovative
- High achieving
- Connected

Student Achievement Targets 2023 - 2025

Data sources		
SAIS – WACE Report	SAIS – grade distributions	SCSA – Year 12 student achievement data
Schools Online – proficiency bands	SAIS – Dashboard (NAPLAN online)	Schools online – performance monitoring
Schools Online – grade alignment	Schools online - attendance	Reporting to Parents

<i>Achievement Targets 2025</i>	These are the targets the school has committed to reach by 2025
<i>Interim Targets 2023 and 2024</i>	These targets are used as interim or ‘stepping-stone’ targets heading toward the 2025 Achievement Targets. Interim targets will be adjusted for 2024 dependent on progress toward and attainment of the 2025 Targets.

Target Area	Measure of success	Interim Targets 2023	Interim Targets 2024	Achievement Targets 2025
WACE	% WACE ≥ Like and public schools	≥ 92%	≥ 93%	≥ 94%
Successful pathway	ATAR ≥ 70 (direct uni entry) Cert II or higher General courses (≥ 1 B grade)	≥ 96%	≥ 97%	≥ 98%
Median ATAR	Increasing and within 6 of like schools and public schools	Increasing and within 6 of like schools and public schools	Increasing and within 6 of like schools and public schools	Increasing and within 6 of like schools and public schools
ATAR below 55	Decreasing and ≤ 10% ATAR students	Decreasing and ≤ 10% ATAR students	Decreasing and ≤ 10% ATAR students	Decreasing and ≤ 10% ATAR students
ATAR above 80	Increasing and ≥ 25% ATAR students	Increasing and ≥ 25% ATAR students	Increasing and ≥ 25% ATAR students	Increasing and ≥ 25% ATAR students
Year 12 ATAR Course Achievement	Average achievement ≥ state mean	50% of course means ≥ State mean	50% of course means ≥ State mean	50% of course means ≥ State mean
Year 12 General Course Achievement	Increasing grade outcomes in A and B range	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools
Year 11 ATAR Course Achievement	Increasing grade outcomes in A and B range	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools
Year 11 General Course Achievement	Increasing grade outcomes in A and B range	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools	50% of courses achieve percentages of A and B grades ≥ public and/or like schools
WACE Literacy and Numeracy Requirements (OLNA)	% increase in qualification greater than like schools from Year 9 to Year 12	% increase in qualification greater than like schools from Year 9 to Year 12	% increase in qualification greater than like schools from Year 9 to Year 12	% increase in qualification greater than like schools from Year 9 to Year 12
NAPLAN (Year 9) Reading	Increase % students in “exceeding” category	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools

	Decrease % students in “needs additional support” category	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools
	Maximise progress from Year 7 to 9 NAPLAN	Maintain progress above average (standardised score)	Maintain progress above average (standardised score)	Maintain progress above average (standardised score)
NAPLAN (Year 9) Writing	Increase % students in “exceeding” category	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools
	Decrease % students in “needs additional support” category	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools
	Maximise progress from Year 7 to 9 NAPLAN	Maintain progress above average (standardised score)	Maintain progress above average (standardised score)	Maintain progress above average (standardised score)
NAPLAN (Year 9) Numeracy	Increase % students in “exceeding” category	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools	% of students “exceeding” category above like schools
	Decrease % students in “needs additional support” category	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools	% of students “needs additional support” category below like schools
Year 7 and Year 9 Maths/English grades correlate with NAPLAN results	Increase alignment of results between Maths / Numeracy and English with Reading / Writing. Alignment results \geq WAPS (WA public schools)	Alignment results \geq WAPS (WA public schools) between Maths / Numeracy and English with Reading / Writing	Alignment results \geq WAPS (WA public schools) between Maths / Numeracy and English with Reading / Writing	Alignment results \geq WAPS (WA public schools) between Maths / Numeracy and English with Reading / Writing
Attendance	Monitor new patterns and improve attendance levels post covid.	Above state and like schools Attendance rate \geq 85% Regular attendance \geq 35%	Above state and like schools Attendance rate \geq 86% Regular attendance \geq 40%	Above state and like schools Attendance rate \geq 87% Regular attendance \geq 45%
Courtesy and Respect <i>(consistently/often)</i>	Maintain \geq 90% across all year groups	Year 7 – 94% Year 8 – 92% Year 9 – 90%	Year 7 – 94% Year 8 – 92% Year 9 – 90%	Year 7 – 94% Year 8 – 92% Year 9 – 90%
	Monitor cohort on entry in Year 7 and adjust target to maintain high standards	Year 10 – 91% Year 11 – 93% Year 12 – 95%	Year 10 – 91% Year 11 – 93% Year 12 – 95%	Year 10 – 91% Year 11 – 93% Year 12 – 95%
Works to the best of their ability <i>(consistently/often)</i>	Maintain \geq 80% across all year groups	Year 7 – 85% Year 8 – 83% Year 9 – 80%	Year 7 – 85% Year 8 – 83% Year 9 – 80%	Year 7 – 85% Year 8 – 83% Year 9 – 80%
	Monitor cohort on entry in Year 7 and adjust target to maintain high standards	Year 10 – 82% Year 11 – 84% Year 12 – 86%	Year 10 – 82% Year 11 – 84% Year 12 – 86%	Year 10 – 82% Year 11 – 84% Year 12 – 86%

Overview of Focus Areas and Operational Strategies

Focus Area 1 – Relationships and partnerships

- 1.1 Staff actively engage in school operations, planning, monitoring and reflecting for ongoing school improvement.
- 1.2 Harness the support and expertise of families as critical partners in student learning.
- 1.3 Develop strong communication links with parents and the local community.
- 1.4 Foster a sense of school community.
- 1.5 Continue collaboration and partnership with the Bibbulmun Network of schools and other specialist schools to support student outcomes and achievement.
- 1.6 Strengthen partnerships with local feeder primary schools to support successful school transition for students.
- 1.7 Strengthen partnerships to support student learning and staff development as a Lead Language school and Gifted and Talented Visual Arts school.
- 1.8 Effective partnerships are built with local community to support the school and student learning.
- 1.9 Strengthen partnerships with agencies, allied professionals, and other providers to assist students with complex needs.

Focus Area 2 – Learning environment

- 2.1 Use the school values and SWP as a basis for developing a supportive learning environment and positive culture across the school.
- 2.2 Use the Aboriginal Cultural Framework as a guide to provide a culturally responsive learning environment for Aboriginal students.
- 2.3 Use the Student Services team to provide support to staff and students.
- 2.4 The Learning Centre is used to provide support, direction, PL and mentoring in supporting the diverse learning needs of students.
- 2.5 Participate in the Department’s Mental Health in Schools project.
- 2.6 Work collaboratively with the co-located Kalamunda Secondary Education Support Centre in shared planning and learning across both schools for identified students with learning and social needs.
- 2.7 Use a range of specialist programs to support the learning needs of gifted and talented students.

Focus Area 3 – Leadership

- 3.1 Build capacity in staff and students to develop leadership skills and take on leadership roles.
- 3.2 Continue to utilise and develop the Senior Leadership group as a key driver for school improvement.
- 3.3 Senior leadership and executive groups use evidence to drive decision-making.

Focus Area 4 – Use of resources

- 4.1 The school budget and financial planning and practices support the core business of raising standards and attainment for students.
- 4.2 A safe learning environment is provided for students and staff.
- 4.3 Appropriate resources are provided to support teaching and learning.
- 4.4 Assets are appropriately managed and replaced as required.
- 4.5 The school undertakes sustainable practices which reduce or minimise the impact to the environment.
- 4.6 The school budget is balanced to cater for appropriate and effective workforce planning for the short and longer term.

Focus Area 5 – Teaching quality

- 5.1 The school-wide pedagogy (SWP) is incorporated into all elements of teaching and learning.
- 5.2 Teachers use the WA teacher standards (AITSL) to enhance and improve teaching and learning.
- 5.3 Teachers are provided with support and professional learning to enhance their teaching practice and support roles.
- 5.4 Attract, develop and retain quality staff.

Focus Area 6 – Student achievement and progress

- 6.1 Teachers track, monitor and differentiate the learning to meet the diverse learning needs of students. They use student achievement data to reflect on and examine the impact of teaching strategies and make adjustments accordingly.
- 6.2 Review assessment practices to ensure quality assessments are used in line with principles of assessment outlined by SCSA.
- 6.3 Review Good Standing policy to support student academic achievement.
- 6.4 Use a differentiated approach to assessments to build capacity and skill through Middle School to Senior School.
- 6.5 Use pathway planning to ensure students are well placed to realise their career aspirations and potential.
- 6.6 Engage all students in STEM learning.

Focus Area 1 Relationships and Partnerships

We develop strong relationships within and beyond the school, local and broader communities. We partner with families, communities, and agencies to support the engagement of every student.

Operational Strategies	Indicators of success
1.1 Staff actively engage in school operations, planning, monitoring and reflecting for ongoing school improvement.	
<ul style="list-style-type: none"> Staff are involved in reflecting on and contributing to the school plan, school policy development and in providing feedback through learning areas, staff meetings, focus groups and individual surveys. Staff are involved in school committees and are represented on the School Board. 	<ul style="list-style-type: none"> Strong participation rates in surveys and feedback responses. A good number of nominations are received for school committees. Staff actively support school events.
1.2 Harness the support and expertise of families as critical partners in student learning.	
<ul style="list-style-type: none"> Provide opportunities for parents to work in partnership with the school through parent groups, advisory roles on committees and through volunteering (eg attending excursions, events). Work closely with and support the parents involved in the P&C, School Board, specialist program parents' groups (MusicKal, ArtyKal), including support for succession planning. Seek regular feedback from parents through National School Opinion Survey (NSOS) and other surveys at point of need. Utilise the new School Culture Survey as part of the Department's Quality Teacher Strategy (QTS). 	<ul style="list-style-type: none"> Regular attendance at meetings. Staff attendance and involvement at parent meetings. Positive and/or improved feedback through parent surveys. Involvement and support for school-based events such as carnivals, parent meetings, Kalamunda Day, performances, and exhibitions.
1.3 Develop strong communication links with parents and the local community.	
<ul style="list-style-type: none"> Provide regular feedback and communication to parents via the school website, email, SMS system, online Newsletter, Reporting to Parents, Academy and Connect portal. Formalise communication protocols when responding to difficult parent emails/phone calls and use proactive, preventative communication. Continue to showcase the Arts and Music programs with concerts, showcases, musicals, exhibitions, and other events. Host regular information evenings. 	<ul style="list-style-type: none"> Online and electronic communication is used to provide timely information. School website is updated and well maintained. Parents view interim and academic reports through Connect. Engagement of teachers and parents in Connect Positive feedback in online surveys, data on newsletter/website access. Membership on City of Kalamunda local communities. Strong partnerships with community groups.

Operational Strategies	Indicators of success
<ul style="list-style-type: none"> • Invite parents to sporting carnivals as spectators. • Utilise the school volunteer program. 	<ul style="list-style-type: none"> • Strong attendance at school performance events and exhibitions. • Good spectator attendance at sporting carnivals.
1.4 Foster a sense of school community.	
<ul style="list-style-type: none"> • Learning Areas host a weekly morning tea to bring people together. • Staff use thank you cards to acknowledge others. • Staff work both within and across Learning Areas during staff meetings. • Social committee plan and coordinate activities and events such as the whole school Christmas function. • Continue to use school intranet to provide a platform for school-based information. • Look for opportunities to engage aboriginal families 	<ul style="list-style-type: none"> • Good attendance at morning teas and staff events. • Strong participation in nominating others with thank you cards.
1.5 Continue collaboration and partnership with the Bibbulmun Network of schools and other specialist schools to support student outcomes and achievement.	
<ul style="list-style-type: none"> • Principals in the Bibbulmun Network meet regularly to plan for improvement in student achievement through building capacity in principals, teachers and by effective collaboration. • Work collaboratively with KSESC. • Utilise expertise from specialist schools such as IMSS, SIDE, SALS and SSEN schools 	<ul style="list-style-type: none"> • Ongoing collaboration in Network Teams. • Ongoing collaboration with KSESC • Strong partnerships across Instrumental Music School Services (IMSS) • Ongoing collaboration with SIDE, SALS and SSEN schools to meet specific needs for students.
1.6 Strengthen partnerships with local feeder primary schools to support successful school transition for students.	
<ul style="list-style-type: none"> • Continue Primary Academic Excellence Program (PAE) for Year 5 and 6 students from feeder primary schools. • Undertake a transition program with feeder primary schools which includes visits to both Kalamunda SHS and primary schools. • Provide opportunities for collaboration between primary and secondary teachers on curriculum development. • Provide opportunities for collaboration with feeder primary schools on student transition and achievement. • Invite primary schools to annual musical dress rehearsal, and tour performing arts students to visit primary schools • Participate in and host the annual STEM showcase. 	<ul style="list-style-type: none"> • Feedback from primary schools on the transition program is positive and meets the needs of students. • There is evidence of ongoing partnerships (vertical teaming) between the school and feeder primary schools.

Operational Strategies	Indicators of success
1.7 Strengthen partnerships to support student learning and staff development as a Lead Language school and Gifted and Talented Visual Arts school.	
<ul style="list-style-type: none"> Strengthen partnerships with universities to support professional learning, student learning and pathway development. (particularly Curtin – Visual Arts, ECU - Performing Arts, UWA – Languages, Notre Dame – Outdoor Education, English - Curtin) Regularly apply for and use where successful Language Assistants. Nurture partnerships and support for local primary schools in language learning, performing and visual arts. Renew sister school relationships with Japanese schools and host students from Kobe College (Japan) and other schools. Provide opportunities for overseas language tours as available and appropriate to develop cultural understanding in authentic environments. Utilise artists in the community as tutors for the GAT art program. 	<ul style="list-style-type: none"> Regular school visits, activities, hosting and tours are undertaken. Ongoing online collaboration with sister schools. Positive feedback from staff, students and parents. Retention in Language and Arts courses in senior years. Support for universities in placing pre-service teachers in Languages and the Arts. Regular liaison and visits to local primary schools (Arts, Languages) Primary Visual Arts program well utilised.
1.8 Effective partnerships are built with local community to support the school and student learning.	
<ul style="list-style-type: none"> Partnerships are developed with local business to support the development of senior school students through workplace learning placements Career practitioner develops partnerships for career expos. Ongoing partnerships with the City of Kalamunda are formed to support the Arts and Health and Physical Education (HOPE) courses (through shared use of the KPAC and Kalamunda Sporting Precinct), Science (through environmental and land management services), student support services (through the youth community program) and emergency management. 	<ul style="list-style-type: none"> Sufficient and successful workplace learning placements are made for students. Ongoing communication with and participation in the City of Kalamunda initiatives. Strong attendance at career expos and other events.
1.9 Strengthen partnerships with agencies, allied professionals, and other providers to assist students with complex needs.	
<ul style="list-style-type: none"> The school will work with allied professionals on student mental health, family, behavioural and health issues. Continue Kalamunda’s involvement with Act, Belong, Commit to raise awareness of mental health. Participate in the Chaplaincy program with YouthCare. 	<ul style="list-style-type: none"> Improved student and staff mental health and increased awareness of services available through student/staff/parent surveys Visibility of Act, Belong, Commit in and around the school and with the broader school community. Positive feedback on the Chaplaincy service.

Focus Area 2 Learning Environment

Provide a safe, caring and inclusive learning environment that supports student academic and non-academic achievement.

Operational Strategies	Indicators of success
2.1 Use the school values and SWP as a basis for developing a supportive learning environment and positive culture across the school.	
<ul style="list-style-type: none"> Promote and incorporate positive educational practices in teaching and learning programs and in maintaining student behaviour. Provide intervention strategies and/or engagement programs as required to targeted groups across Years 9 and 10 in particular. (eg extra class sets) Continue annual review of support programs to areas of need. Use Kalamunda Day, Assemblies, Year 7 Values Camp, Year 8 Bibbulmun Challenge, Year 9 Triple Challenge to promote School Values in Middle School students. Identify and/or develop similar activities in Senior School to promote the School Values. 	<ul style="list-style-type: none"> Improvement in academic and non-academic achievement. Improvement in attendance, wellbeing, behaviour and academic achievement of students who are involved in the programs. Positive culture and involvement around Kalamunda Day, Harmony Day, NAIDOC, Wear it Purple Day, National Day against Bullying and other whole school events.
2.2 Use the Aboriginal Cultural Standards Framework as a guide to provide a culturally responsive learning environment for Aboriginal students.	
<ul style="list-style-type: none"> Learning Areas have included effective teaching practices for Aboriginal students. Teachers apply Aboriginal perspectives to the content being taught. Teachers increase their knowledge of the histories, cultures and languages of Aboriginal students. The school works to create a physical environment that displays and respects the cultural and linguistic heritage of Aboriginal students. The school seeks to build respectful working relationships with Aboriginal students, their parents and families. Seek to provide opportunities for Aboriginal voice (parents and students) in school planning 	<ul style="list-style-type: none"> Aboriginal students and their families provide positive feedback to the school. Learning Areas and individual teachers regularly use the ACF for reflections to drive action. Posters, library books, art works, curriculum content and delivery reflect Aboriginal culture. Development of a school Reconciliation Action Plan (RAP)

Operational Strategies	Indicators of success
2.3 Use the Student Services team to provide support to staff and students.	
<ul style="list-style-type: none"> • Continue to refine the service model of delivery in Student Services, which includes a Duty Officer always available to 'triage' student behaviour and referrals. • Continue Year Coordinators for Year 7 – 11. • Review and update student services referral process. • Articulate the responses to intervention (RTI) outlined in the model. • Monitor, track, and plan for Aboriginal students and students in care. 	<ul style="list-style-type: none"> • Improved communication with parents— online parent survey. • Improved support for classroom teachers—online staff survey. • Improvement in student academic and non-academic achievement.
2.4 The Learning Centre is used to provide support, direction, PL and mentoring in supporting the diverse learning needs of students.	
<ul style="list-style-type: none"> • Continuation and ongoing review of the Learning Centre to assist teachers and students. • Continue to build capacity of Learning Centre staff through training. • Provide training to EAs in working with students with Autism. • Learning Centre staff in collaboration with the English and Maths Learning Area, identify ESL or EALD students and develop appropriate learning programs. • Assist staff to support students who have not reached the required Literacy and Numeracy levels for WACE or who are on a non-WACE pathway 	<ul style="list-style-type: none"> • Students at Educational Risk are identified and fully supported. • Individual Education Plans (IEPs) and Special Educational Needs (SEN) reporting in place as required. • Improvement in student academic and non-academic achievement. • Engagement of students with Autism in their individual learning programs • Identified students receive appropriate cross curricular literacy and numeracy support with a corresponding improvement in their academic achievement. Students eligible to enrol in ATAR EALD are supported to do so. • Ongoing monitoring of student progression towards OLNA achievement shows improvement.
2.5 Participate in the Department's Mental Health in Schools project.	
<ul style="list-style-type: none"> • Use a Level 3 Classroom teacher to facilitate the project and chair a committee to implement the a school-based program through Mentor groups. 	<ul style="list-style-type: none"> • School based program in place to support and promote mental health and wellbeing for students and staff. • Staff engagement in the SEL program
2.6 Work collaboratively with the co-located Kalamunda Secondary Education Support Centre in shared planning and learning across both schools for identified students with learning and social needs.	
<ul style="list-style-type: none"> • Where appropriate, students work across education support and mainstream classes to meet their learning needs. • Explore combined Senior School, workplace learning and certificate courses for identified students. 	<ul style="list-style-type: none"> • Appropriate learning environment for low achieving students at educational risk. • Improvement in student academic and non-academic achievement. • Students access social skill training and therapies.

Operational Strategies	Indicators of success
2.7 Use a range of specialist programs to support the learning needs of gifted and talented students.	
<ul style="list-style-type: none"> Continuation and enhancement of specialist programs Gifted and Talented (GAT-Visual Art), Outdoor Education, Academic Excellence, Performing Arts (General and Music streams), and internal school-based soccer program. Explore opportunities for artists to provide workshops for students in Art, Drama, Music, Dance and Media to enhance learning. Monitor retention in program and track student pathways and achievement. 	<ul style="list-style-type: none"> Program coordinators work together to enhance all programs e.g. common testing dates (excluding GAT), ceremonies for course entry and graduation. High quality program documents and positive feedback from parents and students. Maintain high profile through school News Review, Website, Connect, local press articles and department promotion, along with productions, performances and competitions. Maintain healthy number of applications and retention in the programs.

Focus Area 3 Leadership

Leaders provide quality instructional and curriculum leadership, focussing on teacher pedagogy and practice and setting high expectations and standards for all staff.

Operational Strategies	Indicators of success
3.1 Build capacity in staff and students to develop leadership skills and take on leadership roles.	
<ul style="list-style-type: none"> Leadership opportunities are provided through various roles in the school such as year coordinators, committee convenors, learning leaders (professional learning groups), curriculum focus roles, senior teacher (ST) and level 3 classroom teacher (L3CT) roles, special program coordinators and house leaders. Professional learning, mentoring and support is provided for aspirant leaders, including those applying for ST and L3CT status. Provide opportunities for students to develop leadership skills through a range of student leadership roles, across Middle and Senior Schools. Consolidate and build the 2IC roles in Learning Areas to provide support to HOLAs in leading school improvement. Identify staff to undertake training to participate in the Leading Cultures of Teaching Excellence program as part of the Quality Teaching Strategy. 	<ul style="list-style-type: none"> Senior teachers and L3CTs mentor and support other staff, graduate teachers and pre-service teachers. Positive feedback is received from the universities on pre-service teacher placements. Number and effectiveness of students involved in the student leadership groups. Number of teachers obtaining ST/L3CT status and promotional positions. Number of applicants for committees and Year Coordinator positions. Positive feedback on professional learning groups via surveys. Performance management process is used to provide feedback to staff and planning for ongoing improvement.
3.2 Continue to utilise and develop the Senior Leadership group as a key driver for school improvement.	
<ul style="list-style-type: none"> Senior leadership team work together to review, monitor, plan and provide clear school-wide direction to staff. Senior leaders reflect regularly on their leadership and participate in professional readings and learning activities. Senior leaders provide meaningful and productive feedback to staff against the WA teacher standards (AITSL). 	<ul style="list-style-type: none"> Feedback to staff is relevant, useful and structured (eg warm/cool) (as indicated in staff surveys). HOLAs are confident in supporting staff growth, such as by providing feedback to staff from class observation. Staff provide feedback and input to school planning via Senior Leadership meetings.
3.3 Senior leadership and executive groups use evidence to drive decision-making.	
<ul style="list-style-type: none"> HOLA in consultation with their staff, develop Learning Area strategic plans and individual teacher plans that reflect the Business Plan and focus on improving student academic achievement. Provide support and training to HOLAs in Leading Cultures of Teaching Excellence 	<ul style="list-style-type: none"> Learning area plans are in place (3 year cycle to match Business Plan) and regularly reviewed (each semester) and monitored (ongoing).

Focus Area 4 Use of resources

Effectively manage resources to support student achievement by providing appropriate physical resources and an effective learning environment.

Operational Strategies	Indicators of success
4.1 The school budget and financial planning and practices support the core business of raising standards and attainment for students.	
<ul style="list-style-type: none"> School Finance Committee and School Board are used to oversee and monitor the annual budget and school collection rate for contributions and charges. Targeted initiatives are monitored to deliver appropriate outcomes for the funding. Student characteristic funding is used to implement appropriate teaching and learning adjustments. 	<ul style="list-style-type: none"> There is a clear and accountable link between school budgeting and how it supports student achievement. Targeted initiatives deliver positive outcomes as reported in the Annual Report each year. Improved outcomes are seen for groups of students with special characteristics.
4.2 A safe learning environment is provided for students and staff.	
<ul style="list-style-type: none"> Regular maintenance is undertaken to ensure buildings and grounds are maintained to a high standard, with assistance from DoE as required. A helpdesk is used to manage and record maintenance and faults. The Health and Safety Committee and Reps provide feedback and review on health and safety procedures for the school. The school prepares, reviews and establishes appropriate emergency planning and procedures (eg Bushfire, evacuation, lockdown). Ongoing planning to identify and monitor site needs, working in conjunction with master building plan for future developments, and incorporating current building program. 	<ul style="list-style-type: none"> Effective navigation of the building program. Regular emergency planning, evacuation drills and induction for new staff, including an annual review of plans. High quality sustainable and aesthetically pleasing grounds. All maintenance matters are dealt with in a timely and effective manner. Accident and Incident reports are recorded and monitored regularly (at least once a term) to identify any hazards. Culture of care (of grounds) is developed with staff and students
4.3 Appropriate resources are provided to support teaching and learning.	
<ul style="list-style-type: none"> IT Advisory Committee review technology requirements and provide advice to Network Administrator, IT support team and Leadership on requirements to support teaching and learning. School Intranet is used to provide coordinated network information. Ongoing review of third-party software providers to ensure adequate services to support school student information system. 	<ul style="list-style-type: none"> School Intranet is updated and utilised. Appropriate software is provided to support teaching program Access to technology is equitable by need Positive feedback from staff and students Positive feedback from staff about student BYOD usage

- Review devices provided to staff to determine best utilisation of this resource (staff personal device surface pro, notebook for teachers, classroom computer, office desktop computers)
- Continue to promote the BYOD program and increase use by students and staff.
- Monitor the Kaartdijin project and plan for transition from SIS and Academy.

4.4 Assets are appropriately managed and replaced as required.

- A replacement plan is used to ensure furniture and facilities for staff and students are regularly updated.
- Furniture is modern, functional and hard-wearing.
- School replaces assets and resources as required.

4.5 The school undertakes sustainable practices which reduce or minimise the impact to the environment.

- The Sustainability Committee provides advice and support to the school in developing ideas and initiatives to improve sustainable practices.
- A replacement plan is in place to reduce the energy consumption for the school (eg lighting, air conditioning/heating, garden reticulation)
- Recycling of paper and/or reduction in use by staff and students.
- Continue to use digital resources and third-party software to provide information online rather than in paper form.
- Reduction in use of paper and paper costs.
- Reduction in energy use and utility costs.
- Greater use of drought tolerant plants, water savings.
- Air-conditioning – replace evaporative with refrigerative where economical
- All staff and students use energy/water saving strategies in the school.
- Connection to reticulated gas supply in partnership with Department.

4.6 The school budget is balanced to cater for appropriate and effective workforce planning for the short and longer term.

- Ongoing monitoring of enrolment data is used to predict enrolment patterns to prepare the school timetable and staffing.
- Ongoing monitoring of school workforce needs is undertaken and adjusted as required.
- Regular review of support programs is undertaken, and data used to provide evidence for ongoing need.
- Adequate funds are set aside to cover each year's timetable.
- Support programs are reviewed annually and adjusted to need.
- Data is used to identify need and provide appropriate teaching and learning adjustments.

Focus Area 5 Teaching quality

Teaching quality that includes teacher attributes, instructional strategies and professional practices has a significant impact on student achievement. (Visible Learning research – Prof John Hattie)

The school has developed and uses a school-wide pedagogy which identifies 4 key components for quality teaching. They are Collaboration, Reflection, Engagement and Relevance. (IDEAS process).

The WA teacher standards (AITSL) are used to guide teaching practice and through the domains of Knowledge, Practice and Engagement outline how teachers support and challenge students considering their prior experience, stage of development and background to achieve their full potential.

Operational Strategies	Indicators of success
5.1 The school-wide pedagogy (SWP) is incorporated into all elements of teaching and learning.	
<ul style="list-style-type: none"> The school-wide pedagogy is reviewed and strengthened alongside the new Quality Teacher Strategy resources – Teaching for Impact. Induction process for new staff ensures all staff are familiar with the SWP. There is ongoing review and reinforcement of the SWP with all staff. Teachers are encouraged to reflect on SWP during performance management discussions. 	<ul style="list-style-type: none"> A new updated SWP is developed to incorporate elements of the Teaching for Impact resource. SWP is included in the induction process and feedback from new staff confirms this. A differentiated and encompassing instructional model/framework is developed.
<p>Collaborating</p> <ul style="list-style-type: none"> All teachers partner with a colleague of their choice each year (peer coaching) to engage in robust professional dialogue, to provide feedback on classroom observation and challenge and support them in their professional growth. Teachers, Heads of Learning Areas (HOLAs) and Learning Areas - meet (both formally and informally) on a regular basis to discuss student progress and learning programs. Teachers are part of a range of collaborative group structures within the school such as Learning Areas, Professional Learning Groups, Focus Groups, mentor and aspirant groups, peer coaching and learning teams. Staff are co-located in teams where possible to facilitate and encourage collaboration. (eg Learning areas, Student Services, Year Coordinators, Year 7 Learning Team). Staff are provided with training in coaching and/or mentoring regularly and as required. Including CAT conferencers and trainers. 	<ul style="list-style-type: none"> Peer coaching is used and valued by teachers to learn together and from one another by observation and reflective discussion. Teachers receive observation feedback of their teaching from a colleague of their choice at least once per semester. Teachers undertake a classroom visit each semester and provides feedback and support for colleagues. Teachers actively participate in group and collaborative work. Teachers have undertaken training in coaching and/or mentoring.

Operational Strategies	Indicators of success
<p>Relevance</p> <ul style="list-style-type: none"> Teachers connect learning to the world, life and the future, by incorporating relevant examples into teaching and learning programs and into classroom practice. Teachers incorporate 21st century skills to equip students to address the changing needs of our world in environmental, economic and social domains. (OECD 2030) Teachers are provided with the opportunity to apply for PL relevant to their own teaching context and learning area. A range of extra curricula activities, such as competitions, guest speakers, excursions and incursions are used to enhance teaching programs and make links to real world careers and technologies. 	<ul style="list-style-type: none"> Feedback is positive from student surveys on relevance of learning programs. Learning areas regularly review their programs to ensure they are relevant and reflect updated content. Analysis of PL and feedback demonstrates relevance and value for staff.
<p>Reflecting</p> <ul style="list-style-type: none"> Teachers reflect regularly on their teaching and learning programs and student achievement. Teachers focus on analytical teaching practices featuring diagnosis of the impact of their teaching, including feedback from students and other staff. Teachers self-assess against WA teaching standards (AITSL) and student achievement to improve performance. Teachers use reflection tools to prepare for performance management discussions. 	<ul style="list-style-type: none"> All staff use a reflective journal and/or reflective practices on a regular basis. Teachers analyse student achievement data to inform their teaching practices. All teachers undertake a student survey of at least one of their classes. All teachers set achievement targets for each class that align with the school Business Plan. Self-assessment against AITSL standards is incorporated into Performance Management
<p>Engaging</p> <ul style="list-style-type: none"> Teachers challenge and engage student interest in their learning. Teaching staff are trained in CMS and ISE extension modules. Teaching staff participate in ongoing professional learning on engagement strategies – such as Cooperative Learning, Thinking Skills, Questioning, Differentiation, Metacognitive strategies, Visible Learning and Formative Assessment. Incorporate Australian Curriculum general capabilities and cross-curricula themes across Learning Areas. 	<ul style="list-style-type: none"> Teachers know and incorporate a range of strategies to engage students in their teaching and learning programs. (such as such as Cooperative Learning, Thinking Skills, Questioning, Differentiation, Metacognitive strategies, Visible Learning and Formative Assessment). Positive feedback from student surveys Positive feedback about relevance of Numeracy across LAs Teaching staff engage in the Teaching for Impact resources

Operational Strategies	Indicators of success
5.2 Teachers use the WA teacher standards (AITSL) to enhance and improve teaching and learning.	
<p>Standard 2.6</p> <ul style="list-style-type: none"> Teachers integrate learning technologies into curriculum delivery. Teachers use Connect as the online learning environment for students. Each Learning Area identifies and trains an expert to provide curriculum support in using technologies and digital resources. 	<ul style="list-style-type: none"> All teachers are trained, supported and encouraged to use interactive whiteboards, student owned devices, Connect and other technologies in their teaching and learning programs. Where possible text books and other resources are electronic and loaded onto student owned devices and/or Connect All staff (including relief staff) are issued with devices and ongoing professional learning provided in using these and other technologies.
<p>Standard 2.5 (Literacy)</p> <ul style="list-style-type: none"> Teachers use strategies (such as those provided through whole school Tactical Reading and Writing PL) to develop student literacy in their own Learning Area context. Learning Centre staff and advisory committees are used to support ongoing focus on whole school literacy strategies. Online PL is developed for new staff to access previous whole school training. 	<ul style="list-style-type: none"> Teaching strategies from the Tactical Reading and Writing whole school PL are embedded, sustained, reinforced and used. All new staff are provided with access to relevant training in Tactical Reading and/or Writing strategies through induction processes. Ongoing improvement in student achievement in literacy across all learning areas. Improvement in WACE literacy standards – particularly University English Language Competency (FSS 50+)
<p>Standard 2.5 (Numeracy)</p> <ul style="list-style-type: none"> Continue whole school PL to increase understanding of numeracy strategies to improve student achievement. Learning Centre staff and advisory committees are used to support ongoing focus on whole school numeracy strategies. Online PL is developed for new staff to access previous whole school training. 	<ul style="list-style-type: none"> Whole school PL in numeracy strategies is continued. Teaching strategies identified from whole school PL are embedded, sustained, reinforced and used. All new staff are provided with access to relevant training in numeracy strategies. Ongoing improvement in student achievement in numeracy across all learning areas
<p>Standard 1.3 (students with diverse backgrounds)</p> <ul style="list-style-type: none"> All staff to design and implement teaching strategies to respond to students with diverse linguistic, cultural, and socioeconomic backgrounds. Student services personnel and Learning Centre staff to provide regular information to support teachers to understand the backgrounds and learning needs of students. 	<ul style="list-style-type: none"> Student information is available to staff through Learning Centre spreadsheets, student TAG folders, Student Services meeting notes. Records are stored securely and appropriately as per department policy and guidelines.

Operational Strategies	Indicators of success
<p>Standard 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students)</p> <ul style="list-style-type: none"> • All staff develop and use knowledge of Aboriginal histories and experiences, cultures and languages, and family relationships in working with Aboriginal students. • Staff use approaches and strategies to support improved Aboriginal student outcomes. • All staff (individually, in Learning areas and as a whole school) use the Aboriginal Cultural Standards Framework to reflect regularly on current practice and plan for improvement. 	<ul style="list-style-type: none"> • Positive impact on Aboriginal student wellbeing and achievement. • Evidence the Aboriginal Cultural Standards Framework is used in ongoing reflection on individual teacher practice and Learning Area and whole school planning.
<p>5.3 Teachers are provided with support and professional learning to enhance their teaching practice and support roles.</p>	
<ul style="list-style-type: none"> • PL is available to all staff through whole school PL activities, Learning Area based PL, or individual PL. • Graduate teachers participate in the Graduate Teacher Professional Learning program and access a mentor (either school based or through the In-Class Coaching Program) • Teaching staff are trained in Classroom Management Strategies (CMS) – Foundation Program and Instructional Strategies for Engagement (ISE). • Ongoing school based CMS support by key staff who have undertaken the Conference Accredited Training (CAT). • Support staff, in a classroom support role to undertake Education Assistants CMS modules. 	<ul style="list-style-type: none"> • Teachers access regular and ongoing PL. • There is a balance and alignment of PL undertaken by Learning Areas and staff. • All graduates are mentored and monitored regularly to provide support. • All staff have accessed CMS and/or graduate training. • Maintain – at least 2 CAT trainers available and accessible to staff. • Staff are making use of CATs to observe classes and give feedback. • All EAs trained in CMS EA module.
<p>5.4 Attract, develop and retain quality staff.</p>	
<ul style="list-style-type: none"> • Regularly review workforce and plan for identified needs, staff development, retention, diversity, succession and sustainability. • Provide appropriate and effective induction for new staff. • Identify, train, support and retain a pool of regular relief staff who are familiar with the school processes and able to access online resources. 	<ul style="list-style-type: none"> • Induction support resources are available for new staff. • Follow up meetings are conducted to review checklists. • Positive feedback from staff through surveys and exit interviews.

Focus Area 6 Student achievement and progress

Provide a safe, caring and inclusive learning environment that supports student academic and non-academic achievement.

Operational Strategies	Indicators of success
6.1 Teachers track, monitor and differentiate the learning to meet the diverse learning needs of students. They use student achievement data to reflect on and examine the impact of teaching strategies and make adjustments accordingly.	
<ul style="list-style-type: none"> Teachers use strategies to differentiate the learning across all learning needs (Standard 1.5). Middle school staff liaise with primary schools to ensure transition data on students is collected, used in determining class placements and disseminated to teachers. Senior school staff monitor and track progress towards WACE. Staff ensure that assessment and reporting is supported by moderation processes. 	<ul style="list-style-type: none"> Teachers review student achievement data at the start of the year and set targets for improvement. Teachers reflect on student grades at the end of each semester to monitor student learning and adjust teaching practices as required. Assessment and reporting data show alignment with teacher judgement.
6.2 Review assessment practices to ensure quality assessments are used in line with principles of assessment outlined by SCSA.	
<ul style="list-style-type: none"> HOLAs continue to monitor and review assessment practices within their areas to ensure validity, reliability and accuracy of assessing student achievement, with a view of quality not quantity in terms of assessment tasks. Standard 2.3 (curriculum, assessment and reporting) 	<ul style="list-style-type: none"> Academic assessment data shows alignment between standardised tests (NAPLAN, OLN, EST, WACE) and teacher judgement (grades)
6.3 Review Good Standing policy to support student academic achievement.	
<ul style="list-style-type: none"> Ongoing review of the whole school Assessment and Good Standing policies for both Middle and Senior School. 	<ul style="list-style-type: none"> Non-academic data shows improvement in student behaviour, attitude and effort. Including data for attendance, uniform compliance, mobile phone breaches, suspensions in addition to academic data.
6.4 Use a differentiated approach to assessments to build capacity and skill through Middle School to Senior School.	
<ul style="list-style-type: none"> Use a differentiated approach across Middle and Senior School to build knowledge of exam language, question types, exam skills and techniques. Use formal exams in Year 10, prerequisites for Year 11 ATAR courses and appropriate Vocational Pathways in Year 11 and 12. 	<ul style="list-style-type: none"> Improvement in student academic achievement, exam techniques, resilience and time management. Student exam results effectively differentiate between student ability levels. Improvement in WACE graduation and Certificate levels.

Operational Strategies	Indicators of success
<ul style="list-style-type: none"> Review exams regularly in and across Learning Areas to ensure they comply with the SCSA principles of assessment. Explore Year 11 programs and strategies at the end of the year to maintain focus and achievement in Year 12 Identify students on track to receive SCSA certificates and monitor progress. 	<ul style="list-style-type: none"> Reduction in percentage of students in low tricile and ATAR <55 Ensure the number of students completing ATAR courses reflects ability levels as shown in NAPLAN.
6.5 Use pathway planning to ensure students are well placed to realise their career aspirations and potential.	
<ul style="list-style-type: none"> Utilise a Career Practitioner to provide career taster, learning opportunities and information for students and their parents. HOLAS review Learning Area plans with teachers to incorporate aspects of career information and development relevant to curriculum context. Provide study, learning and life skill development programs for students. Utilise student academic data (NAPLAN, grades) and non-academic data (ABE – attitude, behaviour, effort) to identify appropriate WACE pathways for students. Use cohort planning to identify any specific pathways to meet student needs. 	<ul style="list-style-type: none"> Positive feedback from students and parents about career education and support programs for students. All Learning Areas have career information incorporated into their plans. Improvement in retention levels in WACE courses through Year 11 and 12. Improved academic achievement in WACE.
6.6 Engage all students in STEM learning.	
<ul style="list-style-type: none"> Provide elective courses in Technologies from Year 7 – 10 that integrate the learning across STEM. Use a STEM school champion to liaise with the Bibbulmun Network of schools in STEM initiatives and collaboration. Encourage all students to study at least two STEM courses in Year 11 and 12. 	<ul style="list-style-type: none"> Increased and high numbers of students continuing to study STEM courses in Year 11 and 12. Regular and ongoing collaboration between Bibbulmun Network schools.