



KALAMUNDA SENIOR HIGH SCHOOL

An Independent Public School

BUSINESS PLAN 2026-2029



PRIDE RESPECT RESILIENCE LEARNING COMMUNITY





Kalamunda Senior High School
2026-2029 Business Plan

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Contents

School Purpose	3
School Vision	3
School Values	3
School-Wide Pedagogy	3
School overview:	
<i>History and context</i>	4
<i>Characteristics</i>	5
Student Achievement Targets	6
Focus Areas and Operational Strategies (overview)	8
Focus Area 1: Relationships and partnerships	9
Focus Area 2: Learning environment	10
Focus Area 3: Leadership	12
Focus Area 4: Use of resources	13
Focus Area 5: Teaching quality	14
Focus Area 6: Student achievement and progress	17

This Business Plan provides an overview of Kalamunda Senior High School's strategic planning for the next four 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 receiving a 3-year return. It was reviewed again in 2023 and 2025 receiving a 5-year return.

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 sixth 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:

- *The Alice Springs (Mparntwe) Education Declaration 2019 - 2029*
- *The Better and Fairer Schools Agreement 2025 - 2034*
- *DoE - Aspirations for all*

- *DoE – Strategic plan (due 2026)*
- *DoE - Annual funding agreements*
- *2025 PSR recommendations.*
- *Whole school reflection and planning*

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 to learn and grow their 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.



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:	Connecting with 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?

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

School History and 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, grandparents and staff attended the school. 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 arts 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 a selective performing arts program (KPA) commenced in 2012 to enhance studies in dance, drama and music. In 2017 the program was expanded 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 a strong music program with a high reputation for quality, participation and community engagement. A range of specialist instrumental (IMSS) lessons are available at the school, and these are complemented by numerous opportunities for performance either individually or in ensembles and in the community. These include quartets, ensembles, bands, orchestra and choirs. The school offers opportunities for both classical and contemporary music along with Certificate II music pathways.

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.

Vocational education, Workplace Learning and Career pathway planning are undertaken by a team of coordinators and practitioners.

The health and wellbeing of students is enhanced by our physical education program with a range of sporting pursuits on offer. Teams are involved in interschool competition in soccer, swimming and athletics. Set in the beautiful hills and close to the Northern Terminus of the Bibbulmun Track students at the school undertake studies that include recreation pursuits in the local environment.

Leadership and physical talents are developed through a department endorsed Outdoor Adventure program, established in 2007. A school-based soccer program introduced in 2016 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 Program Coordinators, Psychologists, 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 students' transition to high school.

In 2017 the school introduced a Middle and Senior school structure to accommodate the needs of six year groups with age ranges from 11 to 18. The 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 Coordinator and team of Education Assistants provide individualised support for students in Literacy and Numeracy and with complex learning needs. 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. The school utilised Language Assistants to enrich the learning and partners with local primary schools. 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.

In 2023 Kalamunda SHS was selected to participate in the inaugural Leading Cultures of Teaching Excellence (LCOTE) program as part of the

Department of Education's Quality Teaching Strategy. Through the LCoTE committee, the school has developed an Instructional Framework to guide teaching and learning. To complement this work, in 2025 the school focussed on developing a culture of Learnership, incorporating a growth mindset, building student agency, and developing agile learners through challenge, effort, habits of mind, and learning from mistakes.

School Characteristics

The socioeconomic background of families has been steadily increasing over recent years. The Index of Community Socio-Educational Advantage (ICSEA) was around 1001 in 2014 and was 2030 in 2025.

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 20% 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 and in 2025 to 15% and 6%.

Enrolments have been steadily increasing since 2008, with a large increase in 2015 when year 7s entered high school. This trend aligned with a downturn in the economy and new housing estates in the local catchment. In more recent years, with the cost-of-living pressures and increases in housing prices locally, enrolment increases have slowed and become more stable.

The catchment area for the school is complex with many shared local catchment boundaries. 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, education support centres, a district high school (Roleystone DHS) 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 less than 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 a new Visual Arts Centre and Teaching block were completed in 2025. 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 3-4 year Business Plan identifying focus and direction

for this time frame, along with student achievement targets.

Targets are monitored each semester and adjusted annually.

Each year strategies are identified for focus in 4 areas – Student Services, Curriculum, Staff Development and Whole School.

Learning Area 3-4 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 for the next 4 years

- Improving attendance (post pandemic)
- Senior Secondary – achievement (pathway planning and median ATAR)
- NAPLAN – numeracy and writing
- Alignment – grades and NAPLAN

Student Achievement Targets 2026 - 2029

Achievement Targets 2029	These are the targets the school has committed to reach or sustain by 2029
Interim Targets 2026, 2027, 2028	These targets are used as interim or 'stepping-stone' targets heading toward the 2029 Achievement Targets. Interim targets will be adjusted each year depending on progress toward and attainment of the previous year's target.

Target Area	Measure of success	Interim 2026	Interim 2027	Interim 2028	Achievement 2029
WACE eligible	% WACE ≥ Like schools and state - DoE	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Successful pathway	ATAR ≥ 70 / General (≥ 1 B grade) / Certificate or higher / Uni enabling course / Further training / apprenticeship	≥ 96%	≥ 96%	≥ 96%	≥ 96%
Median ATAR	Maintain or increase Yr 11 predicted	≥ Year 11 predicted	≥ Year 11 predicted	≥ Year 11 predicted	≥ Year 11 predicted
ATAR above 80	Increasing or ≥ 30% ATAR students	≥ 30% ATAR students	≥ 30% ATAR students	≥ 30% ATAR students	≥ 30% ATAR students
ATAR below 55	Decreasing or ≤ 15% ATAR students	≥ 15% ATAR students	≥ 15% ATAR students	≥ 15% ATAR students	≥ 15% ATAR students
Year 12 ATAR Course Achievement	Increasing percentage of courses with A and B grades ≥ DoE and/or like schools	55% of courses	55% of courses	55% of courses	55% of courses
Year 12 General Course Achievement	Increasing percentage of courses with A and B grades ≥ DoE and/or like schools	60% of courses	60% of courses	60% of courses	60% of courses
Year 11 ATAR Course Achievement	Increasing percentage of courses with A and B grades ≥ DoE and/or like schools	55% of courses	55% of courses	55% of courses	55% of courses
Year 11 General Course Achievement	Increasing percentage of courses with A and B grades ≥ DoE and/or like schools	60% of courses	60% of courses	60% of courses	60% of courses
WACE Literacy and Numeracy (OLNA)	% achievement rate greater than state in Reading, Writing and Numeracy	% > state	% > state	% > state	% > state
NAPLAN (Year 9) Reading	Increase % students in "exceeding" (E) category	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools
	Decrease % students in "needs additional support" (NAS) category	% of students NAS category below like schools	% of students NAS category below like schools	% of students NAS category below like schools	% of students NAS 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)	Maintain progress above average (standardised score)
	Increase % students in "exceeding" (E) category	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools
NAPLAN (Year 9) Writing	Decrease % students in "needs additional support" (NAS) category	% of students NAS category below like schools	% of students NAS category below like schools	% of students NAS category below like schools	% of students NAS 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)	Maintain progress above average (standardised score)
	Increase % students in "exceeding" (E) category	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools
NAPLAN (Year 9) Numeracy	Increase % students in "exceeding" (E) category	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools	% of students E category above like schools

	Decrease % students in "needs additional support" (NAS) category Maximise progress from Year 7 to 9 NAPLAN	% of students NAS category below like schools Maintain progress above average (standardised score)	% of students NAS category below like schools Maintain progress above average (standardised score)	% of students NAS category below like schools Maintain progress above average (standardised score)	% of students NAS category below like schools Maintain progress above average (standardised score)
Attendance	Increase overall attendance rate. Monitor regular attendance category. Monitor overall attendance rate against state and like schools for each year group.	Above state and like Attendance rate $\geq 86\%$ Regular $\geq 40\%$ Year 7 – 90% Year 8 – 87% Year 9 – 83% Year 10 – 84% Year 11 – 80% Year 12 – 81%	Above state and like Attendance rate $\geq 86\%$ Regular $\geq 40\%$ Year 7 – 90% Year 8 – 87% Year 9 – 83% Year 10 – 84% Year 11 – 80% Year 12 – 81%	Above state and like Attendance rate $\geq 86\%$ Regular $\geq 40\%$ Year 7 – 90% Year 8 – 87% Year 9 – 83% Year 10 – 84% Year 11 – 80% Year 12 – 81%	Above state and like Attendance rate $\geq 86\%$ Regular $\geq 40\%$ Year 7 – 90% Year 8 – 87% Year 9 – 83% Year 10 – 84% Year 11 – 80% Year 12 – 81%
Courtesy and Respect (consistently/often)	Maintain $\geq 90\%$ across all year groups Monitor cohort on entry in Year 7 and adjust target to maintain high standards	Year 7 – 94% Year 8 – 92% Year 9 – 90% Year 10 – 91% Year 11 – 93% Year 12 – 95%	Year 7 – 94% Year 8 – 92% Year 9 – 90% Year 10 – 91% Year 11 – 93% Year 12 – 95%	Year 7 – 94% Year 8 – 92% Year 9 – 90% Year 10 – 91% Year 11 – 93% Year 12 – 95%	Year 7 – 94% Year 8 – 92% Year 9 – 90% Year 10 – 91% Year 11 – 93% Year 12 – 95%
Participates in the Learning (consistently/often)	Maintain $\geq 80\%$ across all year groups Monitor cohort on entry in Year 7 and adjust target to maintain high standards	Year 7 – 85% Year 8 – 83% Year 9 – 80% Year 10 – 82% Year 11 – 84% Year 12 – 86%	Year 7 – 85% Year 8 – 83% Year 9 – 80% Year 10 – 82% Year 11 – 84% Year 12 – 86%	Year 7 – 85% Year 8 – 83% Year 9 – 80% Year 10 – 82% Year 11 – 84% Year 12 – 86%	Year 7 – 85% Year 8 – 83% Year 9 – 80% Year 10 – 82% Year 11 – 84% Year 12 – 86%

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	

Overview of Focus Areas and Operational Strategies

Focus Area 1 – Relationships and Partnerships	- Staff engagement and culture - Family partnerships - Communication - Community and network partnerships - Transitions and pathways - Lead Language and Gifted and Talented Visual Arts partnerships - Community and industry partnerships - Agency and allied professional partnerships
Focus Area 2 – Learning Environment	- Positive culture and student wellbeing - Culturally responsive practice - Coordinated student support - Support for complex learning needs - Mental health and wellbeing - Inclusive pathways and partnerships - Extension and enrichment
Focus Area 3 – Leadership	- Build leadership capacity in staff and students - Strengthen the Senior Leadership group as a driver for school improvement - Use evidence information leadership to guide decision making
Focus Area 4 – Use of resources	- Financial management supports student achievement - Safe, inclusive and well-maintained learning environments - Resources and technology support teaching and learning - Effective asset management - Sustainable practices which reduce or minimise the impact to the environment - Workforce planning and sustainability
Focus Area 5 – Teaching quality	- Instructional framework embedded across the school - Teaching is engaging - Learning is relevant - Professional practice is collaborative - Professional practice is reflective and evidence based - AITSL Teacher Standards strengthen teaching practice - Professional learning builds capability - Attract, develop and retain quality staff
Focus Area 6 – Student achievement and progress	- Data-informed teaching and differentiation - Quality assessment practices - Good Standing supports achievement - Assessment progression from Middle to Senior School - Pathway planning and career development - STEM engagement and achievement

Focus Area 1		Relationships and Partnerships	
We build strong relationships with staff, families, community partners and agencies to support the engagement and success of every student.			
Strategic priority		Key improvement strategies	
		Success measures	
1.	Staff engagement and culture	- Engage staff in school improvement through planning, data review, committees, advisory and focus groups and feedback surveys. - Foster a collaborative and positive staff culture through Learning Area morning teas, thank you cards, noteworthy deeds, Desborough award, years of service badges, staff collaboration, Quiz night and social events.	- High staff participation in surveys and committees. - Positive School Climate Survey trends.
2.	Family partnerships	- Strengthen partnerships with parents through committees, volunteering, consultation and hospitality events. - Support P&C, School Board and specialist parent groups and seek feedback. - Showcase the Arts and Music through performances and exhibitions and invite parents to sporting carnivals and assemblies.	- Strong attendance at meetings and events. - Improved parent survey feedback.
3.	Communication	- Deliver clear, timely communication via Compass, Connect, website, News Review (newsletter) and SMS to families. - Use Compass, KSHS Intranet, emails, SL minutes and weekly wrap to keep staff informed. - Host regular parent information evenings. - Implement a whole-school Communication Plan (to clarify, streamline and improve communication methods, including upgraded website)	- Increased engagement with online platforms. - Positive communication feedback.
4.	Community and network partnerships	- Collaboration with Bibbulmun network, KSESC and specialist schools (IMSS, SIDE, SALS and SSEN schools). - Partner with City of Kalamunda, local businesses and community groups.	- Ongoing collaborative initiatives. - Successful workplace learning and community programs.
5.	Transitions and pathways	- Strengthen feeder primary school transition programs and curriculum collaboration. - Connect with primary schools and use student champions to showcase achievement (specialist programs, KPA, music, sport coaching) - Deliver enrichment programs (PAE, STEM, Arts, Sports, Languages). - Provide opportunities for students to explore careers and post school pathways (incursions, excursions, expos, industry panels, try a trade).	- Positive feedback from primary schools. - Evidence of sustained vertical partnerships. - Year 12 data shows positive outcomes for student pathways.

6. Lead language and Gifted and Talented Visual Arts partnerships	• Build partnerships with universities, sister schools and community experts. • Support language assistants, exchanges, tours and arts pathways. • Engage community artists to support GAT program. • Work with local primary schools to build teacher knowledge and skills.	• Retention in Languages and Arts. • Positive feedback from students, staff and parents.
7. Agency and allied professional partnerships	• Partner with agencies and allied professionals to support students with complex needs (mental health, family, behavioural and health issues) • Continue involvement with Act, Belong, Commit, YouthCare Chaplaincy and Ed Connect volunteer service.	• Improved wellbeing awareness and access to services • Positive feedback on support services

Focus Area 2

Learning Environment

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

Strategic priority	Key improvement strategies	Success measures
1. Positive culture and student wellbeing	• Embed positive education, behaviour and engagement practices through the School Values and KSHS Instructional Framework. • Implement targeted interventions and engagement programs for identified students. • Whole-school and year-level events promote School Values to create a sense of belonging, positive relationships and student voice. (eg Kalamunda Day, NAIDOC, Year 7 Values week, Year 8 Bibbulmun Challenge, Year 9 Chaplain Challenge, Yarning Circle, assemblies and reward activities.	• Positive whole-school culture reflected in events and learning environments • Improved student achievement, attendance, behaviour and wellbeing for targeted students.
2. Culturally responsive practice	• Utilise a school Aboriginal Education Plan, Aboriginal Education Advisory Group and Aboriginal Education Advisory Teacher to lead and drive culturally responsive practice. • The school strengthens partnerships with Aboriginal students and families and promotes Aboriginal voice in school planning. • The Aboriginal Cultural Standards Framework guides teaching practice, curriculum design and staff professional learning. • Embed Aboriginal perspectives across Learning Areas and enhance Aboriginal cultural visibility within the physical environment.	• Positive feedback from Aboriginal students and families. • Increased cultural inclusion and Aboriginal student voice. • Aboriginal culture reflecting in learning spaces and curriculum delivery.
3. Coordinated student support	• A Multi-Tiered System of Support (MTSS)-aligned Student Services model provides early identification, coordinated intervention and streamlined support for students, staff and families.	• Effective identification and support of students at educational risk

	- Classroom teachers provide a safe, caring and inclusive environment that supports student learning. - Utilise Duty Desk triage, online referral systems and Compass templates to provide effective, timely student, staff and parent support. - Resource Student Services with specialist staff and coordinators and provide appropriate induction and training. (Program and Year Coordinators, Psychologist, Nurse and Chaplain) - Systems ensure monitoring and planning for Aboriginal students and students in care.	- Improved communication with parents and staff. - Increased staff confidence in managing student attendance and behavioural needs. - Improved student non-academic outcomes.
4. Support for complex learning needs	- An MTSS- aligned Learning Centre supports students with complex learning needs through targeted programs, staff mentoring and training and collaborative planning. - Build teacher and EA capability in supporting students with complex learning needs. (ASD, ADHD, Trauma background, ESL/EALD) - Support students below literacy and numeracy benchmarks or those on a non-WACE pathway with targeted support.	Improved student academic achievement, engagement, attendance and wellbeing for identified students.
5. Mental health and wellbeing	- Participation in the Department's Mental Health in Schools initiative supports student and staff wellbeing through a school-based SEL program delivered within Mentor groups. - Utilise a Health and Safety Committee, Health and Safety Representatives and a Social and Wellness Committee to review, monitor and refine health and wellbeing initiatives in the school.	- Improved student academic achievement, engagement, attendance and wellbeing. - Positive feedback from staff on wellbeing initiatives.
6. Inclusive pathways and partnerships	- Collaboration with the co-located Kalamunda Secondary Education Support Centre enables flexible learning pathways, shared planning and access to vocational and senior school opportunities for identified students. - Combine whole-school activities and facilitate student collaboration to promote inclusion. (ANZAC, NAIDOC, Kalamunda Day, Kalamunda Show, Kalability Carnivals)	- Positive feedback from students, parents and staff. - Improved engagement and achievement for identified students.
7. Extension and enrichment	- A range of specialist academic, arts, sporting and STEM programs support, extend and enrich learning for students. - Programs are monitored for quality, retention and student pathways, and promoted through school and community channels. - Strengthen leadership and coordination of specialist programs - Use excursions and incursions and engage external providers to enrich learning experiences for students.	- Strong participation, retention and outcomes in specialist programs. - High-quality program documentation and positive feedback. - Strong school and community profile through communications and events.

Focus Area 3 Leadership

Leaders provide high-quality instructional and curriculum leadership by strengthening pedagogy, building staff and student capacity, and maintaining high expectations and standards.

Strategic priority		Key improvement strategies		Success measures	
1. Build leadership capacity in staff and students.		• Provide distributed leadership opportunities through roles such as Year Coordinators, committee convenors, Learning Leaders (PLGs), curriculum focus roles, Senior Teacher (ST) and Level 3 Classroom Teacher (L3CT), special program coordinators, house leaders and Learning Area 21C roles. • Support aspirant leaders through targeted professional learning, mentoring and guidance for ST and L3CT pathways. • Strengthen Learning Area 21C roles to support HOLAs in leading school improvement. • Provide structured student leadership opportunities across Middle and Senior Schools. • Trial and develop new leadership roles to support student achievement and teaching and learning.		• Positive feedback on pre-service teacher placements and mentoring of staff by STs and L3CTs. • Effective student leadership structures with strong participation and impact. • Increased numbers of teachers obtaining ST/L3CT status and promotional roles. • High levels of staff engagement in leadership roles, committees and coordination positions. • Performance and Development processes support feedback and growth, with increasing consistency across Learning Areas. • Emerging leadership roles refined, trialled and evaluated.	
	2. Strengthen the Senior Leadership group as a driver for school improvement.	• Senior leaders collaboratively plans, monitors, and reviews for whole-school improvement priorities. • Senior leaders engage in regular reflection, professional reading and leadership learning. • Senior Leaders utilise the AITSL Professional Standards for Middle Leaders for reflection and ongoing leadership development. • Senior leaders provide consistent, structured feedback to teachers aligned to the WA Teacher Standards (AITSL).		• Staff report feedback is relevant, timely and supports improvement. • HOLAs confidently support staff growth through observation and feedback. • Staff contribute meaningfully to school improvement planning through Senior Leadership consultation processes.	
	3. Use evidence-informed leadership to guide decision-making.	• HOLAs lead Learning Area strategic planning aligned to the Business Plan and focused on improving student achievement. • Learning Area and individual teacher plans are evidence-based and regularly monitored. • HOLAs receive targeted training alongside the Leading Cultures of Teaching Excellence (LCOTE) committee to lead teaching and learning.		• Learning area plans are in place and aligned with the Business Plan cycle, reviewed each semester and monitored regularly using evidence of student achievement.	

Focus Area 4 Use of resources

Effectively manage financial, physical, human and technological resources to create safe, inclusive and high-quality learning environments that maximise student achievement and wellbeing.

Strategic priority	Key improvement strategies		Success measures
1. Financial management supports student achievement.	- Budgeting and financial planning are aligned to school improvement priorities and teaching and learning. - The School Board and Finance Committee oversee budget implementation, and contributions and charges. - Targeted initiatives are monitored to deliver appropriate funding outcomes. - Student characteristic funding is allocated and monitored to support identified student needs.	- Clear alignment between budget decisions and students' achievement priorities. - Targeted initiatives demonstrate positive outcomes and are reported annually. - Improved outcomes for students with identified characteristics.	
2. Safe, inclusive and well-maintained learning environments	- Planned maintenance ensures buildings and grounds are safe and functional. - Maintenance and faults are managed through a central helpdesk process. - Health and safety procedures and emergency plans are regularly reviewed and implemented. - Long-term site planning aligns with the master building plan and Department programs.	- Timely resolution of maintenance issues. - Annual review and practice of emergency procedures - Induction processes in place for new, relief and contract staff. - Accident and incident data is regularly monitored - A shared culture of care for the school environment	
3. Resources and technology support teaching and learning.	- Technology needs for teaching and learning are reviewed through the IT Advisory Committee. - The school intranet supports communication and resources sharing. - Software and digital platforms are reviewed regularly to ensure effectiveness. - Regular review of technology provided to staff to support teaching and learning (Interactive Whiteboards, staff device, notebook for teachers, classroom computer, office desktop computers) - Regular review the BYOD program to increase use by students and staff. - Planning supports transition to full Kaartdijin system. - Exploration and safe use of AI to support teaching and learning.	- Equitable access to appropriate technology. - Effective use of digital systems by staff and students. - Access to technology is equitable by need. - Positive feedback regarding technology and BYOD use. - Improvement in workload through use of AI.	

4. Effective asset management	An asset replacement plan guides timely renewal of furniture, equipment and technology.	- Facilities and furniture are modern, functional and fit for purpose. - Technology is maintained within warranty and updated as required.
5. Sustainable practices which reduce or minimise the impact to the environment.	- Sustainability initiatives are led through a school committee. - Energy, water and paper use are reduced through planned actions. - Digital communication is prioritised. - Advocate for upgraded power to the site to support sustainable energy practices. (e.g. reverse cycle air conditioners)	- Reduced utility and paper costs. - Increased use of water-wise and energy-efficient practices - Staff and students demonstrate sustainable behaviours.
6. Workforce planning and sustainability	- Enrolment data informs staffing and timetabling decisions. - Workforce needs and support programs are reviewed using data.	- Staffing meets curriculum and timetable requirements - Support programs are adjusted based on evidence of need.

Focus Area 5 Teaching Quality

High-quality teaching, underpinned by a shared instructional framework and school-wide pedagogy, professional collaboration and reflective practice, maximises student achievement, engagement and wellbeing.

The Kalamunda SHS Instructional Framework provides a shared language and common approach to teaching and learning. It reflects the school's vision of *Sharing our Forest of Possibilities* – nurturing and growing every learner and is grounded in the belief that every student can learn and achieve.

The framework integrates the school values (Pride, Respect, Resilience, Love of Learning and Community), the IDEAS school-wide pedagogy (Engaging, Relevant, Collaborative and Reflective), the Department's Teaching for Impact resource and the AITSL Teacher Standards (Knowledge, Practice and Engagement).

Strategic priority	Key improvement strategies	Success measures
1. Instructional framework embedded across the school	- The KSHS Instructional Framework is used as the foundation for teaching, learning, induction, professional learning and performance and development. - New staff are inducted into the framework and all staff supported to implement it consistently. - The Leading Cultures of Teaching Excellence committee champion high quality instructional practice in the school. - Learning Areas incorporate KSHS Instructional Framework into specific LA planning.	- Consistent instructional language and practices are evident across classrooms. - Staff articulate and apply the framework in teaching, planning and reflection. - Instructional framework is embedded in induction and performance and development processes.

2. Teaching is engaging.	- Teachers use evidence-based instructional strategies to challenge and engage student interest in learning. - Teachers undertake professional learning in Learnership, Classroom Management Strategies (CMS) and Instructional Strategies Extension (ISE), formative assessment and visible learning approaches.	- Positive student feedback on engagement of learning - Increased student aspiration and participation
3. Learning is relevant	- Teachers design learning that is connected to real-world contexts and future pathways. 21st Century skills are embedded across Learning Areas (OECD 2030). - Support professional learning for teachers relevant to their teaching context and learning area.	- Positive student feedback on relevance of learning. - Increased student aspiration and participation - Teaching programs reflect contemporary contexts and pathways - Feedback from professional learning indicates relevance and value for teachers.
4. Professional practice is collaborative.	- Teachers participate in peer coaching to support and challenge them in their professional growth through regular meetings, professional dialogue, and feedback on teaching practice. - Teachers, Learning Areas and teams meet regularly to analyse student progress. - Teachers are engaged in a range of collaborative group structures to build professional practice – (Learning Areas, Professional Learning Groups, Focus Groups, Mentor and Aspirant Groups, Peer Coaching and Learning Teams.) - Staff are co-located with teams where possible to facilitate and encourage collaboration – (Learning Areas, Student Services, Careers and VET, Allied Services, Year 7 Learning Team) - Staff access coaching and mentoring training to support professional growth.	- Staff surveys indicate peer coaching is valued by teachers. - Regular peer observation and feedback occur. - Teachers engage in professional dialogue focused on improving practice. - Increased confidence in coaching and mentoring across the school.
5. Professional practice is reflective and evidence-based.	- Teachers use student achievement data, feedback and self-assessment against the AITSL standards to inform practice. - Reflection is embedded within performance and development processes and aligned to the AITSL standards. - Teachers regularly survey their students to seek feedback on their teaching practice.	- Teaching is data-informed and responsive to student need. - Teachers demonstrate reflective practice aligned to AITSL standards. - There is evidence of instructional adjustment based on impact. - Student voice is used to inform teaching practice.

6. AITSL Teacher Standards strengthen teaching practice	• <u>Standard 1.4 (Aboriginal and Torres Strait Islander students)</u> • Staff develop and use knowledge of Aboriginal histories and experiences, cultures and languages and family relationships in working with Aboriginal students and their families. • An Aboriginal Education advisory Teacher supports staff to increase their knowledge, awareness and practice in cultural responsiveness. • Staff use the Aboriginal Cultural Standards Framework to reflect on current teaching practice to respond to Aboriginal students. • <u>Standard 1.5 (Specific learning needs – full range of abilities)</u> • Teachers use strategies to respond to the learning needs of and differentiate the learning for students at all levels including those with complex learning needs. • A multitiered system of support (MTSS) is in place and utilised across the school. • <u>Standard 2.6 (Information and Communication Technology)</u> • Teachers integrate digital technologies to enhance learning • Teachers use an online learning environment (Connect) and utilise student devices. • Teachers use AI resources appropriately to support teaching and learning. • <u>Standard 2.5 (Literacy and Numeracy)</u> • Whole-school literacy and numeracy strategies are embedded across all Learning Areas. • Learning Centre staff, committees and advisory groups are used to support ongoing focus on literacy and numeracy strategies.	• Positive impact on Aboriginal student achievement and wellbeing. • Aboriginal culture is incorporated into the curriculum. • Improved literacy and numeracy outcomes across Learning Areas. • Improved WACE literacy and numeracy achievement (OLNA) and University English language Competency (UELC) • Universal strategies used in all classrooms. • Students with complex learning needs are supported through an MTSS model.
7. Professional learning builds capability	• Professional learning aligns to school priorities, the instructional framework and individual needs. • Graduate teachers receive structured induction, mentoring and coaching. • Staff access CMS, ISE and ongoing instructional support.	• Staff engage in relevant, ongoing professional learning. • Graduate teachers are supported and retained. • Consistent, positive classroom environments.
8. Attract, develop and retain quality staff	• Workforce planning supports capability development, succession and sustainability. • Effective induction supports new staff to implement the instructional framework. • Identify, train, support and retain a pool of trained relief staff familiar with the school processes and practices.	• Positive staff feedback through surveys and exit interviews. • High retention and workforce stability • Continuity of high-quality teaching practice.

Focus Area 6

Student Achievement and Progress

All students make strong academic and personal progress through consistent, data-informed teaching, inclusive assessment practices and clear pathways that support aspiration, engagement and achievement.

The school provides a safe, caring and inclusive learning environment where student achievement and progress are systematically monitored, support and celebrated.

Strategic priority	Key improvement strategies	Success measures
1. Data-informed teaching and differentiation	- Teachers use achievement data and ABE (attitude, behaviour, effort) to monitor progress, reflect on impact and adjust teaching practice. - Teaching programs incorporate differentiation to meet diverse learning needs. - Transition data from primary schools informs transition – class groupings, teaching strategies, support resources. - Senior School progress towards WACE is monitored and supported through mentoring and tracking processes. - Moderation processes support consistent assessment and reporting	- Teachers set improvement targets using baseline data. - Teaching adjustments are evident in response to data. - Assessment data aligns with teacher judgement. - Improved progress for students with identified learning needs.
2. Quality assessment practices	- Heads of Learning Areas (HOLAs) review assessment and moderation practices to ensure alignment with SCSA principles of validity, reliability and fairness. - Assessment is purposeful and management, with a focus on quality over quantity. - Standardised data (NAPLAN, OLNA, EST, WACE) is used alongside teacher judgement.	- Alignment between standardised assessment and teacher grades. - Consistent assessment practices across Learning Areas. - Increased confidence in assessment judgements.
3. Good Standing supports achievement	- Whole-school Assessment and Good Standing policies are regularly reviewed to support academic achievement and engagement - Academic and non-academic data (attitude, behaviour, effort – ABE, attendance, suspension, positive/negative behaviour records) is used to identify and support students at risk.	- Improved attendance, behaviour and engagement data. - Students demonstrate increased responsibility for learning. - Effective use of Good Standing data to inform support.

4. Assessment progression from Middle to Senior School	- Assessment approaches build progressively from middle to Senior School, developing exam literacy, resilience, study skills and learnership. - Formal examinations are implemented from year 10 to support readiness for Senior Secondary pathways. - Exams and assessment tasks are reviewed regularly to ensure SCSA compliance. - Student progress towards SCSA certificates and WACE completion is monitored.	- Improved academic achievement and exam performance. - Improved WACE attainment and certificate completion rates. - Reduction in students achieving in the lowest achievement bands - Appropriate alignment between student ability and pathway selection.
5. Pathway planning and career development	- Career education is delivered through a qualified Career practitioner in partnership with Learning Areas - Learning Areas embed career education relevant to curriculum contexts. - Academic and non-academic data informs course counselling and pathway planning. - Cohort planning identifies and supports diverse post-school pathways, including alternative university and vocational options.	- Positive feedback from students and parents on pathway support. - Improved retention in year 11 and 12 courses. - Increased alignment between student aspirations, pathways and achievement. - Improved WACE outcomes across cohorts.
6. STEM engagement and achievement	- Integrated STEM learning opportunities are provided from Year 7-10 through Technologies and related electives. - A STEM champion coordinates initiatives and collaboration with the Bibbulmun Network of schools. - Students are encouraged to engage in multiple STEM pathways in Senior School.	- Increased participation in STEM courses in years 11 and 12. - Ongoing collaboration within the Bibbulmun network - Sustained STEM leadership and program continuity.

Footnotes

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| 1. MTSS | Multi Tiered System of Support | 10. SCSA | School Curriculum and Standards Authority |
| 2. LCOTE | Leading Cultures of Teaching Excellence | 11. ABE | Attitude, Behaviour, Effort |
| 3. CMS | Classroom Management Strategies | 12. HOLAS | Head of Learning Areas |
| 4. ISE | Instructional Strategies Extension | 13. ATISL | Australian Institute for Teaching and School Leadership |
| 5. STEM | Science Technology Engineering Mathematics | 14. OECD | Organisation for Economic Cooperation and Development |
| 6. NAPLAN | National Assessment Literacy and Numeracy | 15. IMSS | Instrumental Music School Services |
| 7. OLNA | Online Literacy and Numeracy Assessment | 16. SIDE | School of Isolated and Distance Education |
| 8. EST | Externally Set Tasks | 17. SALS | School of Alternative Learning Setting |
| 9. WACE | Western Australian Certificate of Education | 18. SSEN | School of Special Educational Needs |

