

Kalbarri District High School

KNOWLEDGE AND FRIENDSHIP



School Business Plan 2021 - 2023

Kalbarri District High School provides a quality learning program for students from Kindergarten to Year 12. Through our motto of *Knowledge and Friendship*, we strive to achieve excellent academic results for every students and instil in them the necessary values, beliefs and skills to become good citizens.

Our school is safe and supportive, fostering a love of learning and excellence. Being a district high school, students are in the unique position of being able to start and finish their educational journey in the same school.

Staff are our greatest resource and we are fortunate to be able to offer small class sizes, experienced and dedicated teachers and numerous education assistants to enable all students to be treated as individuals.

OUR VISION

Kalbarri DHS is committed to providing a comprehensive, targeted education which fosters positive wellbeing for every student while valuing and inspiring individuals to develop their skills, confidence and character in choosing their future pathway.

Targets

Early Childhood:

1. 80% of students completing On-Entry in Pre-Primary achieve expected median score in all areas

Primary School:

1. Student achievement in all areas of NAPLAN is at or above Like Schools
2. The mean progress of our Year 3 to 5 to 7 to 9 stable cohort in all NAPLAN domains is above that of Like Schools

Lower Secondary (Year 7-9):

1. The percentage of Year 9 students in bands 9 & 10 for NAPLAN will improve to at or above Like Schools
2. The percentage of Year 7 students in bands 8 to 10 for NAPLAN will improve to at or above Like Schools

Senior Secondary (Year 10-12):

1. Eligible Year 12 students' WACE attainment rate will be maintained at 100%
2. Eligible Year 12 students' completion of Certificate Courses will be maintained at or above 90%

Success for
all Students

What We Will Do

- Ensure effective delivery of the WA Curriculum in all classrooms
- Implement age appropriate and targeted instruction programs in Literacy
- Support the academic needs of all students
- Explicit teaching pedagogy, especially in Literacy and Numeracy
- Ensure Early Childhood remains a high priority
- Integrate the use of ICT in all learning areas
- Incorporate STEAM across the school
- Provide individual pathways for Secondary Students

What you will See

- Students engaged in relevant and interesting lessons that are differentiated.
- Teachers collaboratively planning and assessing curriculum requirements
- Timetable with collaborative DOTT for Phase of Learning teams
- Implementation of evidence based programs to support English acquisition
- Junior Primary classrooms to use InitialLit and Talk 4 Writing
- Dedicated literacy blocks scheduled in every day in the primary classes, four times a week in the secondary classes and integrated where possible
- Personalised learning plans and teaching adjustments for students working below or above expected level.
- Early intervention
- Data used to inform all learning programs (IEP, GEP, IAP, IBP)
- SEN planning utilised to support individualised student planning
- Teachers engaging with Explicit Instruction through TeachWell
- NQS used to self-assess and use as a reflective tool for continuous improvement
- Early Years Learning Framework used to inform classroom practice
- Investment in Professional Learning
- Investment in new devices
- Implementation of whole school ICT Scope and Sequence
- Provide and source opportunities for students to undertake learning programs suited to chosen career choice (SIDE, TAFE, Workplace Learning)

Milestones

1. Teachers collaboratively planning, delivering and assessing curriculum areas
2. Teachers receive regular feedback and opportunities for reflection via classroom coaching and observation
3. All teaching staff will participate in Professional Learning in Explicit Instruction

High Quality Teaching and Leadership

What We Will Do

- Staff to set growth targets for PL and development through Performance Development, aligned to AITSL Teacher Standards
- All staff to participate in continuous Professional Learning cycles that target school priorities
- Staff to demonstrate an increasing complexity of data literacy to inform planning
- Clear and visible leadership in every classroom
- Develop a school-wide Teaching and Learning framework

What you will See

- Teachers using the AITSL Standards to reflect, evaluate and improve their practice
- Teachers actively engaged in Performance Development, working towards goals aligned to school initiatives and foci
- Staff to receive PL in Talk 4 Writing or Seven Steps to Writing Success
- ECE staff to receive PL in InitialLit, PreLit or MacqLit, depending on school needs
- All staff participate and engage with peer observation, coaching and feedback
- Staff to receive regular and ongoing PL to support career development that is aligned with the schools initiatives and foci
- Staff to engage with data literacy using the Disciplined Dialogue approach
- Staff to use a variety of data sources to inform planning for improvement
- Targeted intervention programs used to support students
- School leaders in classrooms regularly
- School leaders having reflective conversations with teachers about classroom practice
- Explicit, targeted teaching to occur in all classrooms
- Consistent pedagogical practices being used across classrooms
- Professional Learning Communities utilised to inform self and school improvement and to support personal and professional growth

Targets

1. Increase the percentage of students with Regular Attendance to that of Like Schools
2. Parent, staff and students will respond with 4 or above in the Satisfaction Survey

Culture, Community & Care

What We Will Do

- Increase Community engagement
- Increase relationships with agencies and network
- Supporting students

What you will See

- Increase regular communication with community using KDHS newsletter, Seesaw, Connect, KDHS website, KDHS Facebook, parent meetings and MGM Message You service
- Conduct regular parent workshops and information evenings/meetings
- School Council members to receive training in the duties and functions of a School Council
- Increase effectiveness of partnerships with external agencies to support Curriculum, Health & Wellbeing, Mental Health Services, Family Support and Disability Support
- Partnership with the Geraldton Network and schools to access professional learning, moderation and curriculum support through regional TDS school
- Individual attendance targets in place for students who require additional support
- Student Attendance team to meet regularly and feed back to staff at staff meetings
- School Chaplain and School Psychologist to form part of Student Services team to assist with early intervention and point of need support

School Self-Assessment

The school will use the Department's Electronic School Assessment Tool to self-assess annually against the following 6 domains:

- > Teaching quality
- > Learning environment
- > Leadership
- > Relationships and partnerships
- > Use of resources
- > Student achievement and progress

The school will regularly review and revise:

- The School Plan
- Operational Planning
- Classroom Planning
- Data in each focus area
- Whole School Assessment and Reporting Schedule
- Annual School Report
- Resourcing is aligned with school focus areas



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