



**Kellerberrin
District High School**
Sow knowledge, harvest success



KDHS Business Plan

2018 – 2020

KELLERBERRIN DISTRICT HIGH SCHOOL



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Kellerberrin District High School is nestled in the Wheatbelt town of Kellerberrin, 200 kilometres east of Perth in the Wheatbelt Education Region, and has operated as an Independent Public School since 2015.

Kellerberrin District High School has an enrolment of approximately 140 students, with 25% identifying as Aboriginal.

With a small student population, we provide a learning environment where all students are known individually by staff.

The school aims to re-focus on this distinctive feature of our school and plans to meet the needs of individual students whilst ensuring all students are actively engaged in the learning process.

Our school has an Index of Community Socio-Educational Advantage (ICSEA) of 877 which ranks the school in the 10th percentile as compared to other schools throughout Australia. This is important information for our school to consider when we analyse the performance of our students against those in like schools.

Kellerberrin District High School is where high expectations and attention to quality education are paramount in supporting our students to achieve their full potential.



We believe in a school community in which high expectations are set for all members and everyone can strive to achieve them.



Our People

With a permanent and committed staff group who believe in relationship building, collaboration and lifelong learning, we aim to provide educational opportunities for our students which recognise and cater to individual differences, in a supportive and nurturing learning environment. Central to this philosophy is the creation of a learning environment that promotes positive behaviours; and is supported by high expectations of students and staff.

To support our school in achieving the best for our students we have a strong and active P&C, as well as a committed School Board, who work collaboratively with the school to enhance our teaching and learning programs and provide a connection between the school and the community.

Our Community

Our school recognises that parents and the broader community play a vital role in supporting successful learning outcomes for our students. We aim to foster and enhance strong partnerships between parents and the school through a connected community. This will promote the importance of quality education programs and high expectations for student success.

Our Commitment

We are a professional learning community that is continually reflecting on our performance and constantly striving for improvement. The focus of this Business Plan is to therefore re-establish Kellerberrin District High School as a school that fosters high expectations and scaffolds our students to achieve to their full potential.

Our Beliefs

We believe in a school community in which high expectations are set for all members and everyone can strive to be:

- **Engaged** - We value learning and actively participate.
- **Respectful** - We respect ourselves, others and property.
- **Safe** - We all have the right to feel safe at all times.
- **Resilient** - We have the ability to persevere with challenge and change.

Our Intentions

The Kellerberrin District High School community is committed to advancing:

Academic and non-academic excellence. **SUCCESSFUL**

STUDENTS - All students, all classes, every opportunity.

High quality teaching - **QUALITY STAFF** - All staff, all curriculum areas, every potential.

Strong, sustainable partnerships - **A CONNECTED COMMUNITY** - All committed, all together, every possibility.





Our Growth

Developing and implementing strong self-assessment processes are a fundamental part of Kellerberrin District High School's planning and improvement cycle. These processes allow the school to make judgements about its performance in both academic and non-academic domains and act accordingly. Student success is at the centre of everything we do.

Our practice is improvement focused and follows the Plan, Act, and Assess Model from the School Improvement and Accountability Framework.



Our Success

Our targets relate directly to student performance and are based on careful analysis of available data. In line with our planning and improvement cycle, we have identified general targets for improvement (as outlined below) from which we create more specific or SMART targets to guide annual operational plans.

The data analysed reflects both academic and non-academic domains. We consider both longitudinal and disaggregated data to assist in identifying patterns and trends to inform our school and classroom planning. Our data sources include, but are not limited to:

- | | |
|------------------------|-----------------------------------|
| ● Academic grades | ● Behaviour |
| ● NAPLAN | ● PAT Assessments |
| ● OLNA | ● Classroom assessments |
| ● On- Entry Assessment | ● National School Opinion Surveys |
| ● Attendance | |



OUR TARGETS 2020

Attendance

The percentage of students who have regular attendance will:

- Increase to 80% for Kindergarten to Year 6.
- Increase to 70% for Year 7 to Year 10.

Middle School

Identified students in Years 7-10 will achieve at least 80% of all outcomes in Individual Learning Plans.

Behaviour & Engagement

Increase the percentage of students achieving 'consistently' in the Attitude Behaviour and Effort report indicator for:
Participates responsibly

- PP-Year 2 from 45% to 75%

Cooperates productively and builds positive relationships with others

- Years 3-6 from 65% to 85%
- Middle School from 25% to 60%

Numeracy

The progress of the stable cohort of students in NAPLAN (Numeracy) will be high for:

- On Entry to Year 3
- Year 3 to Year 5
- Year 5 to Year 7

Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Numeracy Assessment.

Literacy (Language Conventions)

The progress of the stable cohort of students in NAPLAN (Language Conventions) will be high for:

- Year 3 to Year 5
- Year 5 to Year 7

Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Language Conventions Assessment.

Literacy (Reading)

The progress of the stable cohort of students in NAPLAN (Reading) will be high for:

- On Entry to Year 3
- Year 3 to Year 5
- Year 5 to Year 7

Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Reading Assessment.

Literacy (Writing)

The progress of the stable cohort of students in NAPLAN (Writing) will be high for:

- Year 3 to Year 5
- Year 5 to Year 7

Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Writing Assessment.

Student Improvement Targets



OUR COMMITMENTS



Focus Area

Successful Students - Academic and non-academic excellence

Teaching

- We will implement strategic plans for Literacy and Numeracy that focus on evidence based approaches and connected practice. This will increase student achievement and progress.
- We will provide students with the opportunity to increase their Digital Technology skills and application.
- We will review and implement the school Attendance Strategy to support the development of positive attendance patterns.
- We will monitor and case manage disengaged students with low attendance.
- We will explicitly teach, monitor and evaluate our Positive Behaviour Support (PBS) desired behaviours.
- We will continue early interventions strategies in K-2, to identify and support students who require teaching and learning adjustments.
- We will provide individual learning pathways for Year 7-10 students, focussing on their academic, social and emotional needs.
- We will monitor and case manage students at educational risk in line with school SAER Policy & Guidelines.

Learning Environment

- We will continue training in the PBS model and embed the explicit teaching of desired behaviours across the school.
- We will meet the National Quality Standard (NQS) audit requirements.

Relationships

- We will recognise and celebrate student success, both academic and non-academic.

Leadership

- We will continue to increase the presence and visibility of school leaders in all classrooms.

Resources

- We will investigate the opportunity to continue the Chaplaincy program and act accordingly to ensure continuity.
- We will deploy our resources in a process which considers how the resource was allocated and the needs of the school.



Quality Staff - High quality teaching

Teaching

- We will continue to build the curriculum knowledge of all staff in English, Mathematics, STEM and Digital Technologies.
- We will ensure staff have the capacity, resources and support to deliver effective programs in school and system wide priorities.
- We will further develop the expertise of Education Assistants to support teaching and learning, particularly in English and Mathematics.
- We will implement strategic plans for Literacy and Numeracy that focus on evidence based approaches and connected practice across the school.
- We will ensure all staff regularly use student achievement data to track, analyse and diagnose the effectiveness of their teaching and to respond to individual needs.
- We will continue to develop a Pedagogical Framework that incorporates the iSTAR model, shared beliefs around teaching and learning, and ensures the plan, act, and assess cycle is adhered to.

Learning Environment

- We will provide opportunities for the integration of Digital Technologies through reliable and contemporary infrastructure in all classrooms.
- We will increase our knowledge, skills and understanding of the explicit teaching process of the PBS model.

Relationships

- We will participate in both peer and administrator observations as per the Performance Development policy to improve practice.

Leadership

- We will continue to build the instructional capacity of school leaders.

Resources

- We will formalise planning processes for the deployment of human, financial and physical resources to maximise learning outcomes.

Connected Community – Strong, sustainable partnerships

Teaching

- We will enhance inter-agency partnerships to support families and early intervention.

Learning Environment

- We will develop staff knowledge of local Aboriginal culture and history and ensure this is embedded in classroom practice.

Relationships

- We will use the Aboriginal Cultural Standards Framework to develop and implement an Aboriginal Education Plan that promotes community awareness and belonging.
- We will continue to strengthen the relationship with our P&C.
- We will review current school communication procedures and develop a Communication Strategy to meet community needs.

Leadership

- We will build the capacity of the School Board to support school self-assessment and planning.

Resources

- The School Board will work collaboratively with the school to make informed decisions about school priorities, plans and resourcing.

GLOSSARY

Disaggregated Data	Data broken down into finer detail
ICSEA	This index corresponds to the average level of educational advantage of the school's student population relative to those of other schools. It is calculated on family backgrounds, parent employment, parent education levels, geographic location and proportion of Aboriginal students.
Individual Education Plan (IEP)	Used to address specific learning needs of individual, or groups of, students.
Inter-Agency	Organisations working together
iSTAR	A pedagogical framework- Inspire/Inform, Show, Try, Apply and Review
Like Schools	Schools with a population of students which is similar in characteristics (including ICSEA & attendance) to Kellerberrin DHS. It allows us to make accurate comparisons for our school, based on our students and their needs.
Longitudinal Data	Data collected over a period of time. This data type helps to identify trends in our student results.
NAPLAN	NAPLAN stands for 'National Assessment Program – Literacy and Numeracy'. Its purpose is to determine if educational outcomes have been achieved by students and is used to inform government policy and curriculum planning.
NQS	National Quality Standards for Kindergarten to Year 2. NQS sets a high national benchmark for early childhood education and care in Australia. It includes 7 quality areas that are vital to achieve improved outcomes for children.
National School Opinion Survey	A mandated student, staff and parent survey for all Australian schools.
OLNA	Online Literacy and Numeracy Assessment for Year 10 students. It is a multi-choice computer based test designed to assess students for a minimum standard required for higher education and the workforce.
On Entry	The On Entry Assessment Program assesses the literacy and numeracy skills and understandings considered critical to early and ongoing educational development. This assessment is conducted in Pre-Primary, and for identified students up to Year 2.
PAT Assessments	Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas
Pedagogical Framework	An agreed process for teaching and learning in our school. It describes the school's values and beliefs about teaching and learning that respond to the local context and the levels of student achievement.
Positive Behaviour Support (PBS)	Provides an operational framework for improving student academic and behaviour outcomes.
Progress	The improvement that an individual student makes between consecutive NAPLAN assessments.
Regular Attendance	Attends school more than 90% of the mandated school days
SAER	Students at Educational Risk in academic and/or non-academic domains
SMART Targets	Targets that are; Specific, Measurable, Attainable, Relevant and Timely
Stable Cohort	Students at our school who have been consistently enrolled and have been assessed in their learning over at least one NAPLAN cycle.
STEM	Science, Technology, Engineering and Mathematics.



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