

Business Plan 2024-26



Kellerberrin
District High School
Sow knowledge, harvest success



Our Vision

Successful Students,
Quality Staff and
a Connected Community.

The Keller Way

Our culture underpins the approach we take to enable our moral purpose. At Kellerberrin DHS we role model, teach and promote the values of the Keller Way.

At all times we:

Are engaged
Are respectful
Are safe
Build resilience

In addition to academic achievement and progress, we recognise the significance of nurturing personal qualities that enable and encourage learners to realise their full potential.

We explicitly teach four key dispositions to equip our students both within, and beyond, the educational setting.

At Kellerberrin District High School, our learner dispositions are:

Curious
Adaptable
Mindful
Challenge seekers

School Focus Areas 2024-26

- Teaching and Learning
- Learning Environment
- Partnerships and Pathways



Our Moral Purpose

Together, we create pathways to success.

Teaching and Learning

Our Intention: Low variation, high impact teaching in every classroom.

Our Targets:

- Year 3 and 5 cohort performance in all NAPLAN areas are aligned to, or above like schools.
- The performance of identified Year 7 and 9 students will align to, or exceed, like school averages in all NAPLAN areas.
- Identified Year 7 and 9 students will achieve targets as outlined in their Individual Education Plans.
- Improve teacher *Tell Them From Me* survey results aligned with Fogarty Plan.

Our Strategy:

- We will align teaching practice with contemporary research ensuring evidence-based practice in all curriculum areas.
- We will reduce within school variability in teaching practices.
- We will research and implement a whole school instructional model.
- We will improve teacher data literacy and assessment practices.
- We will clarify staff roles and responsibilities, ensuring consistency and promoting opportunities for distributed leadership.
- We will build a culture of professional growth and shared ownership.

Our Evidence:

- Performance Management
- Professional Learning Communities
- Business and Operational Plans
- School and system data collection aligned to Self-Assessment Schedule
- Unit Plans
- Induction Processes
- Data collection aligned to Fogarty plan

Learning Environment

Our Intention: Enhance the quality of the learning environment to support wellbeing, behaviour and engagement.

Our Targets:

- Primary attendance rates will align with, or exceed, attendance rates for WA Public Schools.
- Annually increase the percentage of secondary students in the regular attendance category; ensuring that secondary attendance rates exceed those of like schools.
- Increase student *Tell Them From Me* survey results aligned with Fogarty Plan.

Our Strategy:

- We will establish and maintain a culture of high expectations of staff, students, and the community.
- We will embed consistent, restorative, and positive behaviour support practices.
- We will increase staff capability to address student wellbeing needs.
- We will ensure cultural responsiveness through embedding the Aboriginal Cultural Standards Framework.

Our Evidence:

- National School Opinion Survey
- Data collection aligned to Fogarty plan
- Attendance data
- Attitude Behaviour and Effort (ABE) data from student reports
- Aboriginal Education Plan
- National Quality Standard (Kindergarten -Year Two)

Partnerships and Pathways

Our Intention: Cultivate relationships with key stakeholders to positively impact outcomes for all.

Our Targets:

- Improve family *Tell Them From Me* survey results aligned with Fogarty Plan.
- Maintain averages above 4.0 in Parent National School Opinion Survey.

Our Strategy:

- We will invite, value, and respond to the voice of students, staff and families.
- We will build and maintain positive school-family-community relationships.
- We will strengthen existing, and build new, partnerships with external organisations and service providers.
- We will develop and execute a Communication Strategy.
- We will prioritise pathway planning for secondary students.
- We will develop and implement transition planning processes for our primary students to support their transition to secondary schooling.
- We will support the work of, and connection between the P&C, School.
- Board and community to provide opportunities for all to proactively engage with the school.

Our Evidence:

- School Board
- National School Opinion Survey
- School events
- P&C
- Workplace Learning Program
- Community Partnerships
- Data collection aligned to Fogarty plan



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