Kelmscott Senior High School
Business Plan

2024 - 2027

BUSINESS PLAN

Moral Purpose

The staff at Kelmscott SHS choose to teach at this school because we believe that education has the power to change lives. We play a significant role in developing and equipping students with the range of knowledge, skills and attitudes that empower them to reach their potential and achieve happy and fulfilling lives.

We believe that our school's socio-economic index does not pre-determine our student's successes and we will expect excellence in everything we do. Our quality education programs, our diversity of students, staff and community are strengths that we celebrate.

Vision

The school motto reflects our high expectations of student engagement and achievement, the ongoing development of staff expertise, and the development of leadership capabilities across the school community.

The school seeks to be a positive, supportive and inclusive community committed to providing challenging and diverse learning experiences which engage and encourage our students to reach their unique individual potential.

Strive for Exellence

Our commitment to supporting our students to 'strive for excellence' is embedded in everything we do. We aspire for students to become successful learners who have the resilience and confidence to achieve their individual best.

In acknowledging the traditions of the school, we believe in the ability of students and staff to continually reflect and improve on practice. Our vision is supported by the Respect, Resilience and Responsibility Charter.

Mission

Our mission is to prepare students for a world that is characterised by rapid change and increasing complexity. We aim to foster a community of engaged learners and critical thinkers who are future-ready, connected to their community, passionate in their endeavours, confident in their decisions, and who are generous and optimistic in their outlook.

We want our students to be active, engaged, global citizens who enter a post-secondary life on a pathway that suits their individual needs, with appropriate adaptive skills for the modern world.

OUR CORE VALUES

Mark Jeffery
Principal

1 **Excellence**
Being the best that we can be.

2 **Respect & Responsibility**
Showing consideration for those around us.

3 **Resilience**
Ability to recover quickly from setbacks.

4 **Citizenship**
Actively participating in the community.

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Beliefs about Teaching & Learning.

We believe that students learn best when:

They are valued by staff and treated with dignity and respect.

We meet their individual needs in a safe and supportive learning environment.

Learning is meaningful, purposeful and effective.

We set high expectations and academic standards.

Students are supported to set personal goals, make mistakes and can practice resiliency as part of their learning journey.

We believe that:

Learning is a reflective, life-long process.

Celebrating personal excellence and fostering positive learning opportunities increases student engagement.

Positive relationships between families, the school and community are the cornerstone of student success.

Kelmscott SHS is committed to the Department of Education's Strategic Directions 2020 - 2024 and Focus 2025.

This includes an undertaking to align with the following foci:

1 Provide every student with a pathway to a successful future.

2 Strengthen support for teaching and learning excellence in every classroom.

3 Build the capacity of our teachers and allied professionals.

4 Being an autonomous school within a unified public school system.

5 Partner with families, communities and agencies to support the educational engagement of every student.

6 Use evidence to drive decision making.

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Self-Assessment.

At Kelmscott SHS, we engage in rigorous self-assessment focusing on our three key priorities:

Pathways to success for all students

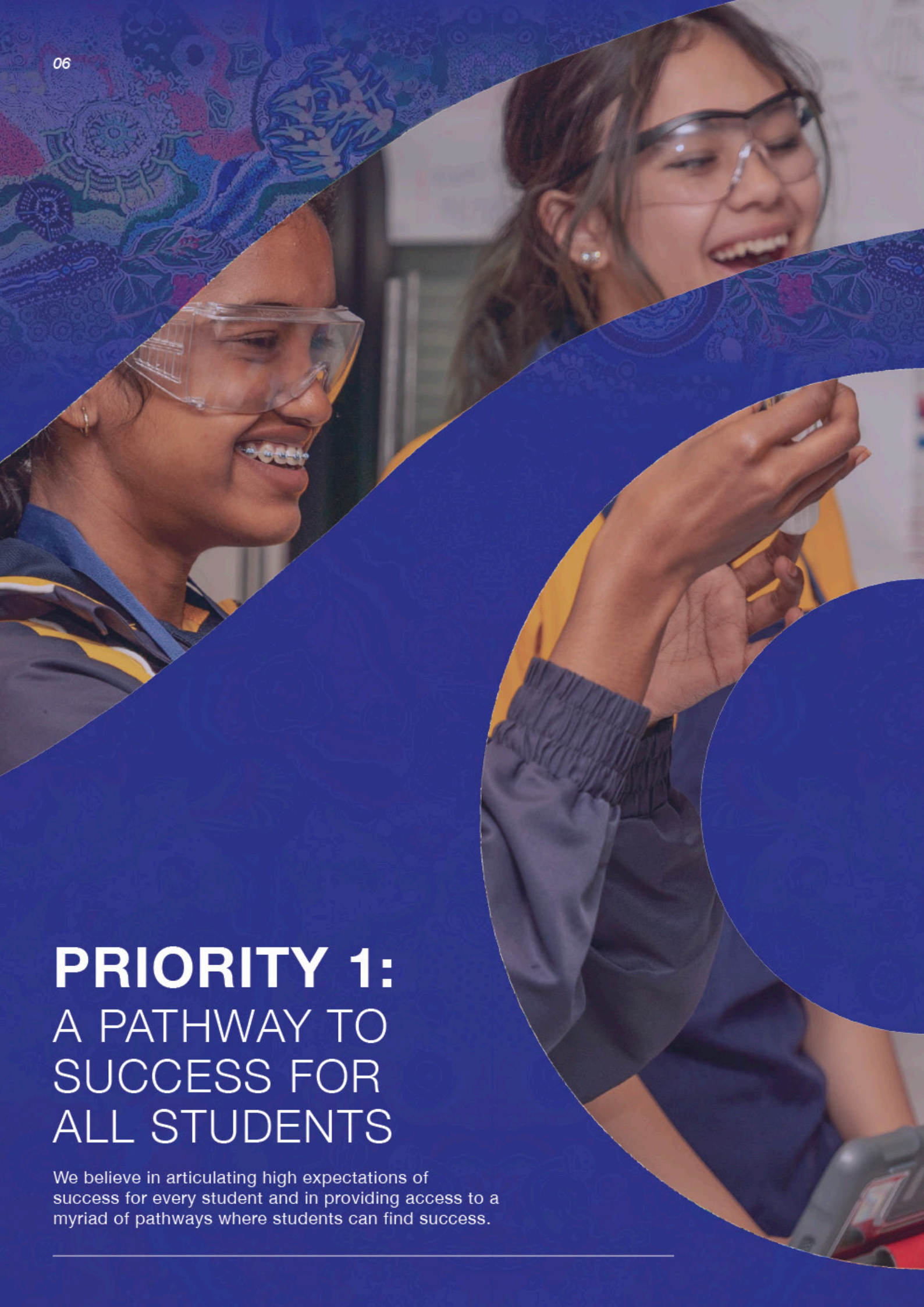Effective teaching and leadership

Safe and positive learning environment

Our evidence-based reflection and assessment against these areas guides our work, informs our planning and actions, and ensures we all contribute to achieve our vision and values that support student success and school improvement. The priorities and underlying strategies in the Business Plan are set to enable the school to achieve our measures of success.

Our ongoing self-assessment will enable us to evaluate our actions and make responsive modifications so that all students achieve success. Self-assessment occurs at all levels, with the School Board, by the Leadership Team, within Learning Areas and in each classroom. Progress over three years will be reported in the school's Annual Report so that it and our work is transparent and accessible to our community. Our Independent Public School Review in 2026 will allow us to complete a further rigorous review.

Our strategies provide a valuable roadmap for our community to understand the direction we will take in the coming years. Alongside the strategies, we have set targets that will measure key aspects that we consider significant indicators of improvement.

These targets are reflective of the broad ambitions of this Business Plan and are specific in their focus. Some of the targets are deliberately aimed at specific cohorts of students who have been identified through our self-assessment process; others are more global in their scope and require a much more schoolwide response. The targets are deliberately ambitious and are written to encourage improvement and growth in current areas of identified need, as well as sustainable consolidation in areas of strength.

PRIORITY 1:
A PATHWAY TO SUCCESS FOR ALL STUDENTS

We believe in articulating high expectations of success for every student and in providing access to a myriad of pathways where students can find success.

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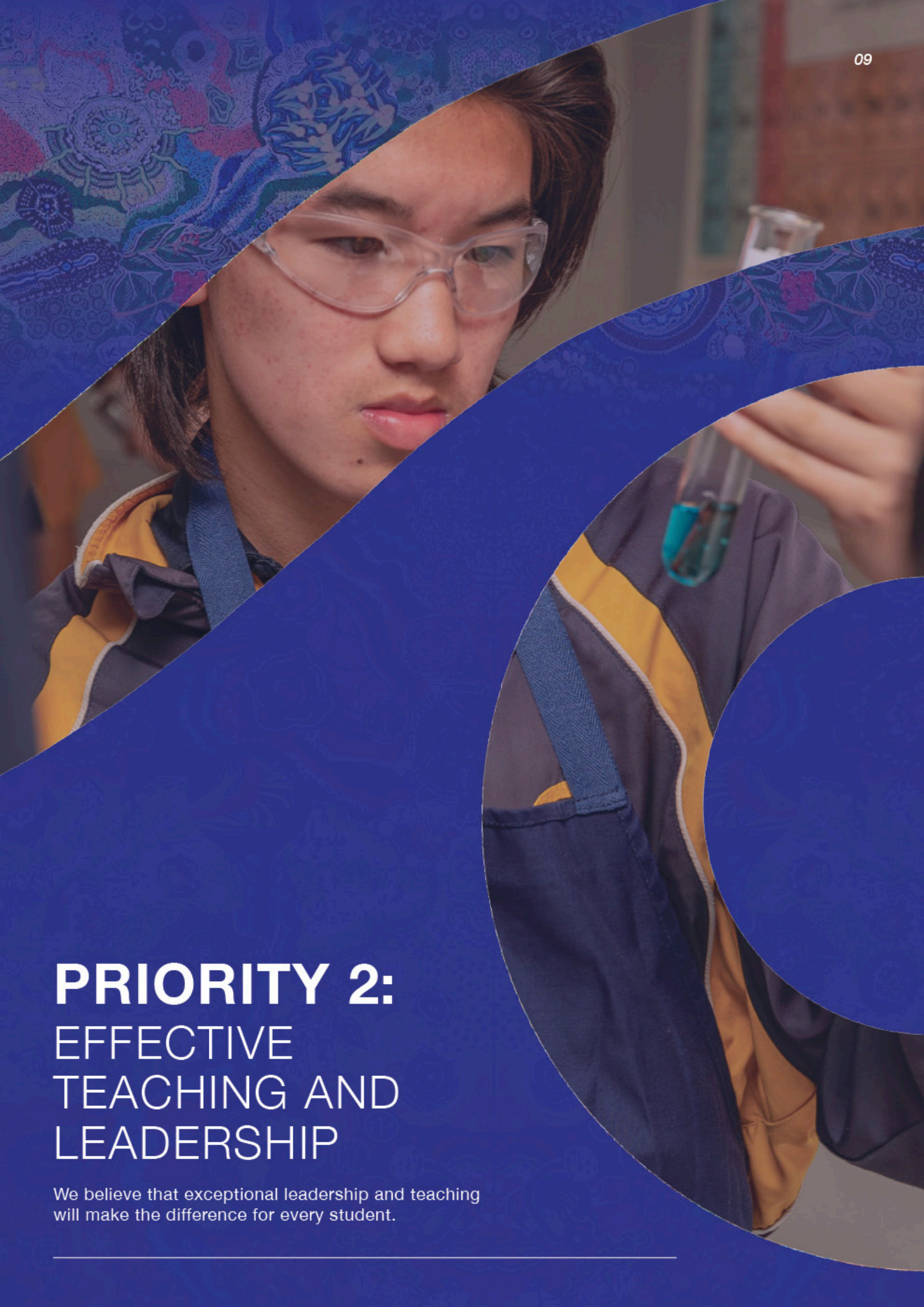# Priority 01: A Pathway to Success for all Students.

We believe in articulating high expectations of success for every student and in providing access to a myriad of pathways where students can find success.

We are committed to encouraging and nurturing creativity, independent thinking and the continued progression of a growth mindset. We expect a visible improvement in student achievement in a range of pathways through the consistent development of engaging and rigorous learning experiences.

Domain: Student Achievement and Progress			
Targets	**Strategies**	**Data Measures**	**Progress**
Foci 1, 2, 6 By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through NAPLAN pre-qualification or Category 3 in the OLNA will equal or exceed like schools.	• Targeted interventions for all students, including those who may struggle to achieve standard, to be implemented across the school in all Learning Areas • Development of a whole school Literacy Improvement Plan • Pathways program to support students accessing the OLNA • Use of Education Perfect or similar to support OLNA preparation • PAT testing established through MESH Learning Areas • Excellence in Teaching and Learning Framework explicitly references literacy strategies.	• Student Performance Data (New Metrics, NAPLAN, OLNA, Maximising Feedback WACE, SAIS, RTP and VET) • PAT testing • Education Perfect data • 80% of GAT, KAA, high achieving students to achieve pre-qualification through Year 9 NAPLAN	
Foci 1, 2, 5 Retention rate of students in the Gifted and Talented Selective Academic Program and the Kelmscott Academic Academy progressing to ATAR pathways will exceed 85%.	• Target for 2024/5 • Refined application and selection process for Kelmscott Academic Academy • Enhanced course design for Gifted and Talented and Kelmscott Academic Academy to engage and extend students. • Close DP oversight. • GAT Strategy	• Pathway mapping • Student and parent surveys • Student profiling process	
Foci 2, 3, 5, 6 75% of students in Year 7 to 10 will attain the expected standard in MESH subjects.	• D and E grade support strategies implemented across all Learning Areas, including Learning Area planning to address D and E grades. • Targeted interventions for all students, including those who may struggle to achieve standard, to be implemented in all Learning Areas • Targeted interventions through ASD-A	• SAIS data	
Foci 1, 2, 3, 5, 6 Year 12 median ATAR and WACE achievement will equal or exceed that of like schools Sem 2, 2024.	• Homeroom change designed to support students in OLNA and study skills for ATAR students. • Increased attention placed on data analysis, course counselling, student skills clusters and student placement into appropriate pathways. • Implement Murdoch Uni-Ready Program	• Median ATAR • WACE achievement	

Domain: Student Achievement and Progress			
Targets	**Strategies**	**Data Measures**	**Progress**
Foci 5 Attendance rate for students in the regular attendance category will equal or exceed 50%.	• Embed consistent use of the Department of Education's Student Attendance Toolkit to ensure compliance • Consistent monitoring of Indigenous student attendance to attain equal or greater average than like schools - Positive student recognition for achievement of attendance targets, such as 100% attendance. • Strong Student Services processes involving monitoring, follow-up and communication to parents and staff regarding attendance, with a focus on reducing unexplained absences • Accurate and timely completion of the legal requirement of attendance is to be followed by all teachers through the implementation and support in Compass.	• Attendance Data	
Foci 1, 6 90% of students (of the cohort figure) will be successfully placed in verified pathways and programs, to ensure their continued educational and vocational achievement.	• Kelmscott SHS will continue to develop a range of innovative and contemporary curriculum pathways and opportunities that challenge students to do their best and make informed decisions for their future. • Enhance differentiated pathways and support for groups of students including GAT, KAA, EALD, ATAR, VET, Big Picture, learning support and special needs. • Specialist Programs in Agriculture and Music will continue to refine and expand the possible pathway opportunities available to students. • At least 95% of senior schooling students who transition prior to the end of their formal secondary schooling will transition productively to other educational institutions and/or work for each year of this Business Plan. • The Year 12 student post compulsory Intentions and Destinations Pathways align with a percentage variation similar to that of the state.	• Suspension rate • Post school destination • VET data and Certificate completion rate. • ATAR and alternative Uni entry.	
Foci 1, 2, 5 Maintain and further grow STEM (integrated approaches).	• Create a structure in the school to support cross-curricular initiatives. • Develop and implement cross curriculum STEM initiatives that provide students opportunities to develop higher order thinking skills through varied opportunities such as industry partnerships, Pedal Prix, Tournament of Minds, Mining Challenge, Professional Learning Communities.	• Try a Trade Data • Career Taster Program data • WACE Maximising Feedback data • VET data • Endorsed Program data	

PRIORITY 2:
EFFECTIVE TEACHING AND LEADERSHIP

We believe that exceptional leadership and teaching will make the difference for every student.
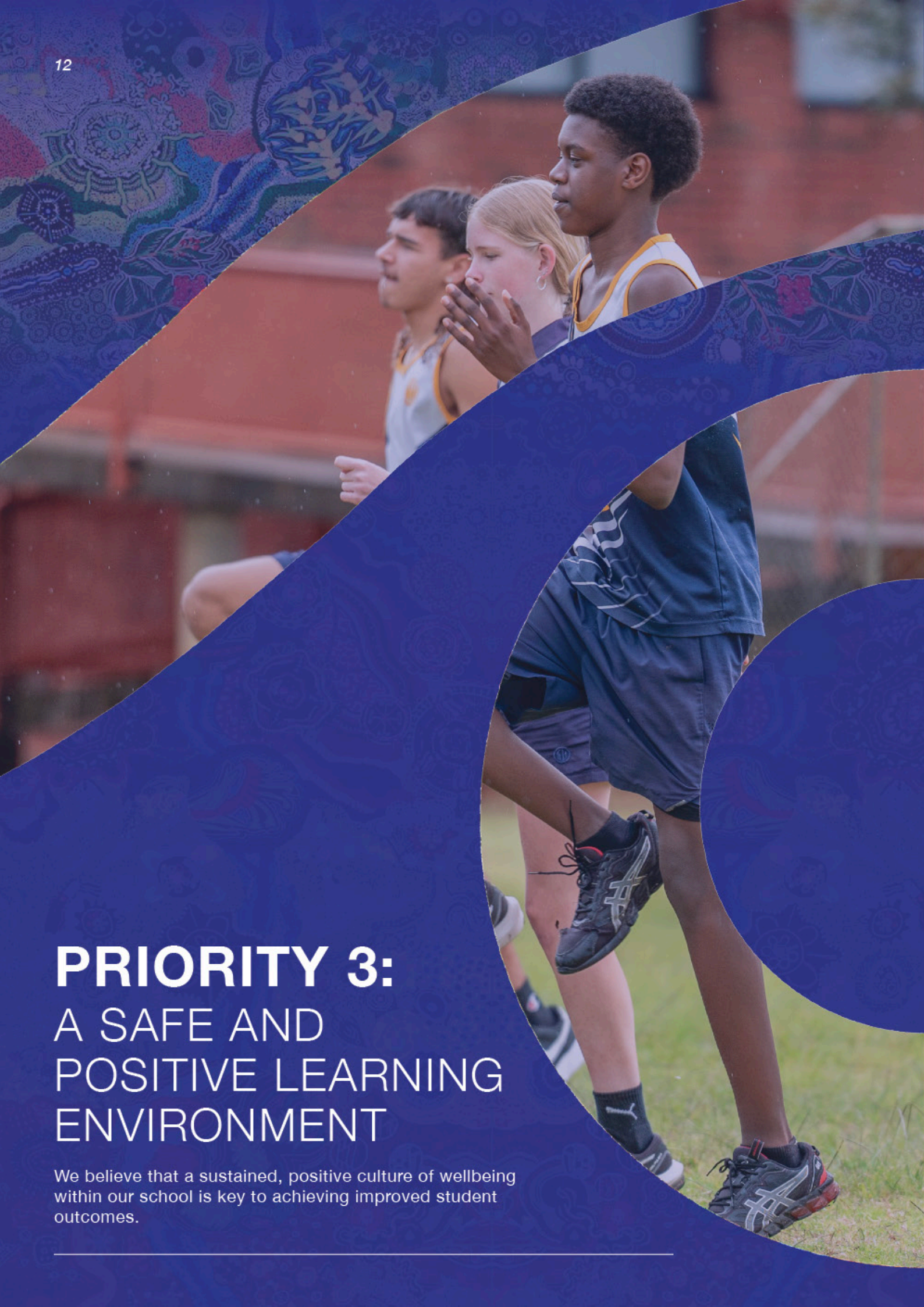
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Priority 02: Effective Teaching and Leadership.

We believe that exceptional leadership and teaching will make the difference for every student. We are committed to the rigorous analysis of data to lead the development of highly effective teaching programs and stimulating learning environments. The school will support staff to further their own professional knowledge to support the achievement of student outcomes and collective collaboration. Our leaders will support the development of professional environments in which our teachers will excel.

Domain: Teaching Quality			
Targets	**Strategies**	**Data Measures**	**Progress**
Foci 2, 3, 6 The Kelmscott SHS Teaching and Learning Framework is explicitly referenced in instructional design and fully embedded in each classroom.	• Two DP's and aspirant leaders form a working party to develop the KSHS Teaching and Learning Framework based on the DOE Quality Teacher Strategy. • Munro boards are used in every classroom. • Implementation of High Impact Teaching Strategies are present in all classrooms. • Effective use of Education Assistants across the school to plan for progress. • Whole school Literacy approach. • Provide professional learning for teachers to differentiate learning area curriculum delivery so that there is equitable access to content for all students.	• Student Performance Data (New Metrics, NAPLAN, OLNA, Maximising Feedback WACE, SAIS, RTP and VET) • PAT testing • Education Perfect data • National Schools Survey indicators of student satisfaction at or above 3.5 for 'My teachers motivate me to learn', 'My teachers expect me to do my best'.	
Foci 2 & 6 Development and implementation of a cohesive Reflective Practice Model across the school.	• All teaching staff at each career stages are supported through performance management processes to set development goals and achieve them through targeted support and professional learning. • Embed the collegial culture of collaborative and reflective practice across learning areas. • Embed the use of evidence-base practice to inform teacher practice and evaluate the impact of their practice. • Commencing in Semester 1 of 2024 all staff will actively participate in classroom observation, peer reviews and feedback cycles at least once per term. • Framework developed for positive engagement in classroom observation, self-reflection, student feedback and Performance Management. • Support staff engage in on-going development through the CMS program • Embed comprehensive processes and practices that support exceptional teaching, learning and leadership • Provide opportunities for teachers to share knowledge and resources.	• PIVOT surveys • Learning Area reflective practice models • National Schools Survey • CMS completion	
Foci 2 & 3 Digital Literacy (BYOD)	• Implement BYOD Plan. • Develop and implement professional development program to boost confidence, build competence and foster commitment among teachers.	• Parent, staff and student surveys.	

Domain: Student Achievement and Progress			
Targets	**Strategies**	**Data Measures**	**Progress**
	• Integrate the ICT-focused professional development with the overall teaching and learning strategy and goals of the school. • Encourage teachers to explore new forms of assessment, teaching and learning. • Run familiarisation sessions that prepare students to use their devices effectively for learning. • Utilise student voice to guide enhanced use of digital technology within classrooms. • Providing hands-on sessions for parents to showcase the new learning experiences that their device investment will make possible for their child and promote the value of the BYOD strategy. • Learning technologies committee to include review processes of all stakeholders.	• Digital literacy measures to be developed.	
Professional learning (data literacy, evidence-based practice)	• Provide a professional learning community which cultivates excellence in teaching, learning and leadership to deliver outstanding outcomes for all students. • Implement a whole school culture of high impact teaching strategies as a basis of connecting real world experiences. • Teachers engaged in a consistent, structured approach to peer observations and dedicate time to reflect on practice. • Staff commit to further develop practice through data analysis and evidence-based practice and reflection. • Engage in reflective activities using academic and non-academic performance data to inform practice and future planning. • Promote assessment for learning over assessment for grading. Identify exemplary teachers to support and coach colleagues in classroom and reflective practice. • IT-related professional learning is explicitly linked to an improvement in teaching and learning. • School leadership encourages and supports meaningful professional learning that aligns with school priorities and individual professional	• Whole school Professional Development Strategy • PIVOT Survey • Staff use of all platforms in Compass.	
Domain: Leadership			
Foci 2 & 3 Empower staff to enhance their leadership capabilities to enable responsive and innovative practices to improve student outcomes through strategic programs and tailored professional learning.	• Enable distributive leadership and ongoing development of new, emerging and current leaders using the school's leadership strategy. • Implementation of the Future Leaders' Framework. • Senior Leadership Team participates in regular and consistent professional learning to support instructional leadership, personal and collegiate development. • Coaching model to be adopted by Deputy Principals in weekly conversation with HOLAs/PCs.w • Aspirant leadership program and opportunities offered to teaching staff. • Allied professionals engaged in programs to develop and attain leadership opportunities. • Develop capacity of Aboriginal staff within the school. • Devise library of professional reading that is readily available to staff.	• L3CT and ST status and promotions • Workforce Management Plan • Staff satisfaction surveys • Aspirant development and promotions	
Foci 1, 5, 6 Processes and structures will continue to develop to support the development of student leadership and voice within the school's operations and the teaching and learning experience.	• National School Survey indicators of student satisfaction of 3.8 or above for 'My school takes students' opinions seriously'. • Student voice is evident in school decision making, including engagement with the School Board. • Development of student leadership opportunities within Specialist programs and as mentors to younger students. • Development and implementation of Perr Support Program in response to student feedback on areas for improvement to support transition processes and pastoral care needs of students.	• National Schools Survey • PIVOT surveys • Principal conversation • Transition programs • Student Council surveys and feedback	

PRIORITY 3:
A SAFE AND POSITIVE LEARNING ENVIRONMENT

We believe that a sustained, positive culture of wellbeing within our school is key to achieving improved student outcomes.

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Priority 03: A Safe & Positive Learning Environment.

We believe that a sustained, positive culture of wellbeing within our school is key to achieving improved student outcomes. We are committed to learning, modelling, teaching and embedding the philosophy of Positive Education into all school practice and community interactions. We expect that when we focus our energy on supporting staff, students and the community to understand positive psychology, they become leaders in their own lives with the skills to advance their own wellbeing.

Domain: Learning Environment			
Targets	**Strategies**	**Data Measures**	**Progress**
Foci 5 The school will implement a comprehensive Positive Behaviour School Framework to support initiatives with a focus on the health and wellbeing of staff and students.	• Explicitly teach the school's values of respect, responsibility and resilience. • Develop and implement an authentic commitment to Mental Health and Wellbeing • Mentally healthy community (Be You Plan) The Be You Framework will be explicit and visible in daily school operations. • Refinement of the delivery of the Year 7 Transition Program to support transition to high school. • Processes implemented to support Year 10 transition to WACE studies. • Pathways opportunities and education successfully implemented for Year 11 and 12 students • Explicit strategies to support students who identify LGBTIQA+ or with neurodiversity or Aboriginality. • Allocate funding to support health and wellbeing and engagement of students • There will be clear documentation processes supporting the educational and transitional needs of students at educational risk. • Support student perspective on wellbeing through the voice of the Student Council • Pro-social behaviours are acknowledged on Compass and communicated to students and parents. • Positive mean score of 4.0 or higher in the National School Opinion Survey questions: students feel safe, student behaviour is well managed, • Teachers care about students and students and parents can talk to teachers about their concerns.	• National Schools Survey • Be You program? • Student Services planning data • Attendance data • Suspension data • Data numbers of students who access support	
Foci 1, 2, 3, 4, 5, 6 The school will promote a culturally responsive approach to creating a safe and inclusive learning environment.	• The Aboriginal Cultural Standards Framework is effectively utilised to guide staff practice • Review and refine the Aboriginal Education Operational Plan to best suit the needs of the students and college community • Appointment of a Follow the Dream (FTD) Co-ordinator and development of a FTD team consisting of DP, AIEO, FTD Co-ordinator and aspirant. • Whole school celebrations to acknowledge events such as NAIDOC Week and Harmony Week. • Reconciliation Action Plan is enacted.	• Attendance data • Suspension data • FTD engagement data • Pathway tracking • Student feedback	

Domain: Relationships and Partnerships

Targets	Strategies	Data Measures	Progress
Marketing approaches	• Continue to develop positive relationships between our school, students, staff and wider community, through reciprocal relationships between individuals and community. • Cement our school as a recognised and respected school of choice and exceed the expectations of the community. • Further develop student leadership opportunities in cultural, social, creative, artistic, sporting and academic realms.		
Foci 1, 4, 5 The school will establish consistent processes that are appropriate and respectful to support positive communication and feedback, and school reputation.	• Appropriate & consistent use of Compass by teaching staff • Student Services processes and communication clear, visible and understood. • Transition program accessed with the wider community • Maintain appropriate online presence that supports school reputation. • Identify alternative and additional means for gathering parent feedback, both formal and informal.	• National Schools Survey • Enrolment data • Online communications data	

Domain: Use of Resources

		Data Measures	Progress
Foci 5 & 6 Funding opportunities will be used to tailor the teaching and learning adjustments and pathways for the benefit of students.	• Targeted Initiative funding to support learning adjustments for students within the SLP ASD • Targeted initiative funding to support the academic and mental health needs of students within the Gifted and Talented program. • Aboriginal students will be supported to engage and achieve through the development of targeted plans. • Student Characteristic Funding will be used to provide safe learning environments and resources to encourage a range of opportunities and learning experiences for students not supported through other funding sources to reach their potential. • Targeted Student Services support to assist students identified as at risk • Strategies to support students identified as EALD. • Develop and implement comprehensive Digital Literacy	• Cost centre budgets • Gifted and Talented achievement data • SLP ASD data • EALD data • Learning Technologies Plan	