STRATEGIC PLAN 2022-2024



Growth Through Learning



OUR VISION

Growth Through Learning

At Kojonup District High School, our commitment to "*Growth Through Learning*" is embedded in all that we do.

Quality student outcomes are the result of fostering our school expectations of:

- ***Show Respect***
- ***Have Pride***
- ***Be Safe***
- ***Show Resilience***

OUR PRIORTIES

- ***Student Growth***
- ***Engaged Educators***
- ***Culture and Care***



Our three key priorities work together to create conditions for students to grow academically, socially and emotionally.

FROM THE PRINCIPAL





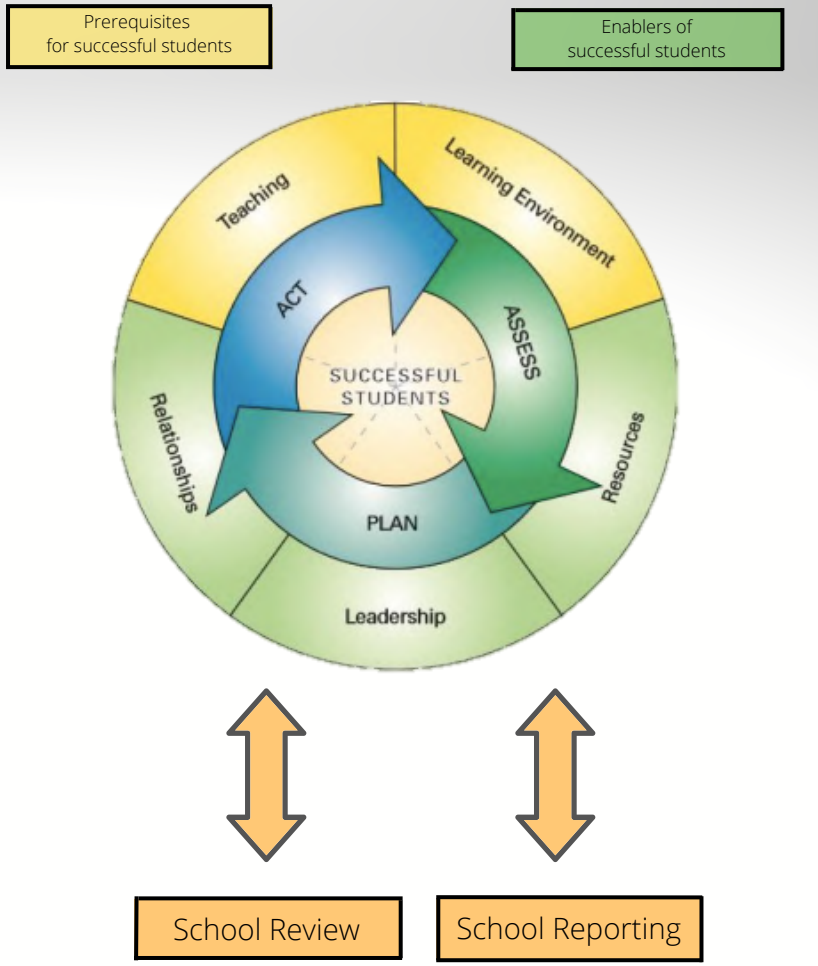

The Strategic Plan articulates the overarching priorities, commitments and targets that inform our teaching and learning. At the centre of all we do is a focus on growth for our students – academically, socially and emotionally.

This is supported by our school improvement plan that identifies specific interventions and strategies to be incorporated, as well as resources to be committed over the life of the plan. Operational planning at the learning area level occurs annually. Teachers incorporate agreed upon strategies into their classroom planning in accordance with the school plan and whole school approaches.

Our biannual self-review cycle (plan-act-assess) ensures we respond to the evolving needs of our school community. We measure ourselves against both qualitative and quantitative performance targets and we report on a regular basis to our School Council and through the Annual Report.

Sharon Poett
Principal

Growth
THROUGH LEARNING



ASSESSMENT PROCESS









At Kojonup District High School, we aim to use thorough self-assessment processes in all areas of school operations to ensure that we continually demonstrate accountability to our school community.

We commit to:

DEVELOPING AND EMBEDDING targeted self-assessment processes as a key component of our planning and improvement cycle.

MAKING REGULAR AND CONSISTENT INFORMED JUDGEMENTS about the standards of student achievement and;

CONTINUALLY REVIEWING the effectiveness of school processes in maximising student achievement.

Our school improvement cycle is an ongoing process encompassing the Assess, Plan, Act components.

We assess data and other evidence related to student achievement and school operations

We plan to improve the standard of student achievement.

We act to implement planned strategies.

A wide range of data will be critically assessed throughout the life of the plan, including, but not limited to:

DATA SOURCE

- National Assessment Program Literacy and Numeracy (NAPLAN)
- Student Achievement Information System (SAIS)
- Online Literacy and Numeracy Assessment (OLNA)
- On Entry Assessment
- Behaviour Data
- Attendance Statistics
- School Community Surveys
- Australian Early Development Census (AEDC)
- The National Quality Standard (NQS)

PRIORITY ONE

Student Growth







WE WILL:

- Deliver a flexible curriculum that meets students needs
- Promote high achievement and excellence through self-reflection and goal setting
- Encourage parents to understand that every day of attendance counts
- Implement intervention programs for Students At Educational Risk (SAER)
- Provide extension programs for students who are working above the expected level
- Enrich Early Childhood Education
- Explicitly teach behaviour expectations through the PBS program
- Continue to update technology to enhance learning

Our Targets:

- For each year of the plan Yrs 3,5,7 and 9 NAPLAN Reading, Writing and Numeracy achievement will be equal to or above like schools.
- By 2024 all NQS standards will be met.
- For each year of the plan our unexplained absences % will be equal to or lower than like schools numbers.
- Overall attendance rate will be 90% for Primary and 85% for Secondary.
- Each student at educational risk (SAER) has a clear and achievable documented plan.

PRIORITY TWO

Engaged Educators

WE WILL:

- Analyse data to make evidence-based decisions regarding students' needs and resourcing
- Implement an explicit teaching pedagogy across the school
- Apply research based best practice across the whole school
- Engage in professional learning opportunities related to whole school focus areas
- Incorporate innovative teaching and assessment practices
- Engage in the Performance Growth Cycle
- Facilitate mentoring opportunities for staff members
- Contribute to networks enabling the sharing of best practice across schools







Our Targets:

- High Impact Teaching Strategies (HIITS) used in all classrooms and embedded by 2023.
- National School Opinion Survey (NSOS) data indicates that parents and students agree that the quality of teaching in the school is satisfactory.
- All teachers will engage in a rigorous Performance Growth Cycle.
- The KDHS Learning Framework will be embedded in all classrooms.

PRIORITY THREE

Culture and Care







WE WILL:

- Embrace a caring culture to support the wellbeing of staff and students
- Teach students the value of a Growth Mindset
- Provide engaging and inclusive classroom learning environments
- Foster sustainability practices within our school and our unique farm environment
- Commit to pathway planning for students to ensure they have a clear direction for the future
- Provide a safe and engaging physical environment for all students
- Engage with the school community and parents as partners in student learning
- Positively impact student achievement and well-being by utilising the knowledge of histories and experiences, cultures, languages and family relationships
- Foster engagement and participation to improve attendance

Our Targets:

- All students will have participated in a Neuroscience workshop by the end of 2023.
- All students will participate in the Smiling Minds mindfulness program across the school each day.
- A Reconciliation Action Plan will be established with input from local First Nations community members.
- All Year 9 students have the opportunity to participate in a Work Experience Program.

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