



# STRATEGIC PLAN 2025-2027



# Our Vision



## Our Mission

Kojonup District High School is a place where everyone belongs, where each individual student is valued and their growth and wellbeing is supported by caring staff. As a school, we all work together to ensure students and staff achieve *Growth Through Learning*.



# Engage

## Collaboration

### Strategic Direction (What we will do)

- Embed the use of the Professional Learning Communities (PLC) and Phase of Learning (POL) groups to support continued self-improvement within a culture of collaboration, trust, reflection and support.
- Foster and build the capacity of the leaders of PLC's and POL groups.

### Milestones (What you will see)

- Professional learning community meetings.
- Phase of learning meetings.
- Middle leaders attending professional learning in leadership.
- Distributed leadership within the school.

## Support

### Strategic Direction (What we will do)

- Early referrals for behaviour and academic intervention.
- Build the capacity of members of the Teaching and Learning PLC to undertake peer observations and provide time for staff to observe colleagues regularly.
- Support staff to be used strategically across the school.

### Milestones (What you will see)

- Teachers observing colleagues in classrooms.
- Allied Health and interagency support of students across the year levels.
- Education assistants, AIEO and SSO used in areas of greatest need.
- School psychologist intervention at point of need.
- Communicate with, and support families through referral and intervention processes.



## Build Capacity

### Strategic Direction (What we will do)

- Develop staff data literacy and proficiency in the interpretation and use of data to identify learning gaps, track student progress and implement interventions to support the learning needs of students.
- Engage in rigorous data analysis in order to ascertain progress and as part of the planning cycle - Plan, Teach, Assess.

### Milestones (What you will see)

- Elastik program, along with student assessment and achievement gap analysis data is used to inform classroom planning, daily reviews and focus for explicit teaching.
- Middle leaders and Admin working with staff to develop data literacy.
- Use of Student Achievement Information System (SAIS) class reports to analyse data.



# Grow

## Achievement

### Strategic Direction (What we will do)

- Led by the Teaching and Learning PLC and the Admin team, progress the implementation of the teaching and learning framework aligned to Teaching for Impact to ensure low variance practices across the school.
- Use school wide programs with fidelity to ensure consistency in learning.
- Use whole school data to measure the impact of teaching.
- Demonstrate contextually appropriate progress in literacy and numeracy.
- Clearly documented processes supporting the educational and transitional needs of Students at Educational Risk.

### Milestones (What you will see)

- The KDHS Teaching and Learning Framework will underpin all teaching practice throughout the school.
- All students at risk will be supported by an individual case management approach.
- Talk for Writing program used in all classes in Primary school.
- Sounds Write and Heggerty programs in K-2, PLD in 3-6 and Kitehawk in Secondary.
- Staff actively participate in collaborative team meetings and peer observations to inform practice.

## Differentiated Learning

### Strategic Direction (What we will do)

- Strengthen and embed consistent processes for identification of learning needs, intervention, differentiation and extension to ensure success for every student.
- Analyse and review teaching strategies to support all students.

### Milestones (What you will see)

- Increased student intervention and extension activities, programs and reward opportunities.
- Engaging learning environments.



## Future Focused Learners

### Strategic Direction (What we will do)

- Ensure students are confident users of technology in order to prepare for future learning and employment opportunities.
- Engage in pathway and careers planning to equip students with the knowledge and skills needed to transition from school to post school pathways.
- Offer certificate courses for students to engage in so they have a designated pathway as an option upon completion of Year 10.
- Develop and embed all curriculum General Capabilities in all learning areas.

### Milestones (What you will see)

- Admin working with staff to develop data literacy.
- Students and staff demonstrate competency against the ICT general capabilities.
- Career exploration and potential learning pathway information and discussions.
- Staff using the work capabilities as part of their lessons.



# Care

## Wellbeing

### Strategic Direction (What we will do)

- Develop whole school multi-tiered systems of support that enhance students wellbeing and create positive learning environments, free from bullying, where students can grow and thrive.
- Student services team target the social and emotional development of students who require additional support.
- Develop strategies that support staff wellbeing.
- Support students and families to attain and maintain regular attendance.

### Milestones (What you will see)

- Explicit teaching of focus behaviours.
- Student Services meetings.
- Use of the school psychologist for intervention.
- Regular attendance rate improvements.
- A decrease in unauthorised absences.
- Building relationships with families that require attendance support.
- Communication with parents/carers regarding absences and behaviour.

## Community

### Strategic Direction (What we will do)

- Continue to develop partnerships with community and industry to create opportunities for students to access learning experiences that enhance learning.
- Foster a proactive approach to community engagement that incorporates the School Board and the P&C.
- Continue to build the profile of our School Board in the community.

### Milestones (What you will see)

- Continued engagement with the community stakeholders and host employers to enhance student outcomes.
- Board members will be approached by school community members willing to give feedback about the school.
- KDHS P&C continuing to support the school financially and in-kind.
- Student voice discussions about personal and community wellbeing.



## Culture

### Strategic Direction (What we will do)

- Become a culturally competent school that uses the diversity and strength of our community to collaborate for future planning.
- Build strong partnerships with staff and parents/carers to improve student learning and wellbeing.
- Implement the Department of Education Connect and Respect initiative to maintain respectful relationships between the school, students, parents/carers and the school community.

### Milestones (What you will see)

- Aboriginal Cultural Standards Framework performance descriptor judgements by staff show progress in understanding.
- There is clear and open communication about student achievement and learning needs, school policies and procedures and community initiatives.
- Staff and parents/carers communicate respectfully, adhering to the school's communication protocols.



# Targets



**1**

Percentage of students satisfying Online Literacy and Numeracy (OLNA) requirements in Year 10 will equal or exceed like schools.

(Source: SIRS/NAPLAN dashboard)

**2**

The average response for all Year 3-6 and Secondary will be 3.5 or above on the Social and Emotional Wellbeing Survey. (Wheatbelt SEW survey results)

**3**

There will be a continued focus on correlation between grades and NAPLAN achievement across the year levels. (Source - SAIS, Schools Online)

**4**

The stable cohort in Year 3, 5, 7 and 9 will demonstrate academic progress at or above the expected in Reading, Writing and Numeracy.

(Source: PAT/NAPLAN)

**5**

The percentage of Year 3, 5, 7 and 9 students in strong and exceeding will be equal to or greater than like schools

(Source: NAPLAN dashboard)

**6**

Staff and Community members will have an overall rating of 3.5 or greater in the School Culture Survey Relationships domain.

(Source: School Culture Survey data)

**7**

In each year of the Business Plan, assessment against the Aboriginal Cultural Standards Framework will demonstrate a positive trend from developing to capable and proficient.

(Source: ACSF Self Audit)

**8**

Between 2025 and 2027 Regular attendance (>90%) will be equal to or above like schools

(Source: SAR, Schools Online)

**9**

Between 2025 and 2027, at least six staff will have completed Teach Well professional learning

(Source: PL records)