



KALAMUNDA SENIOR HIGH SCHOOL

An Independent Public School

Business Plan 2017 – 2019



*Kalamunda Senior High School
2017-2019 Business Plan*

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Appendices:

Appendix 1: Projected Income and Expenditure 2017

This Business Plan provides an overview of Kalamunda Senior High School's strategic planning for the next three years.

In the 2013 and 2016 Independent Public Schools External Review the school received excellent endorsements for the achievements, strengths and progress made in our six years as an IPS. The Reviews identified Commendations across all aspects of the school's planning, operations, and progress toward the Student Achievement Targets.

This third Business Plan builds on the 2011-16 Plans and provides information about Student Achievement Targets, Focus Areas, Operational Strategies and a Workforce Plan.

The Business Plan is supported by and elaborated upon, in Learning Area Plans, Strategic Plans, and the school budget. The Plan has been developed in a consultative process involving the School Board and the school staff.

In developing the Plan the following Department of Education policy frameworks and strategic directions were referenced:

- *Delivery and Performance Agreement (2017-19)*
- *Strategic Plan for WA Public Schools 2016-2019:*
- *High Performance – High Care*
- *2013-2016 IPS Review report recommendations*
- *Focus 2017*

School Purpose

Our purpose is to develop life-long learners using the School-Wide Pedagogy and School Values as a framework to nurture young men and women who can realise their full potential.

School Vision

In 2005 Kalamunda Senior High School began a journey of revitalisation aimed at improving all aspects of the school's operation with a focus on student achievement. The IDEAS (Innovative Design for Enhancing Achievement in Schools) framework was used to develop Kalamunda's Vision, Values and School-Wide Pedagogy. These were launched in 2007.

The school vision is *Sharing our Forest of Possibilities*. The school community developed this vision as it is wonderfully symbolic of our school, whose home is in the forest.

A forest is a special place where trees grow and their roots (our history and traditions) provide a strong foundation to develop and flourish. Trees provide shelter for all who live there and are strong enough to withstand the buffeting of storms. Each year new growth adds to the strength of the forest, just as our school welcomes new students and encourages them to flourish as individuals.

School Values

- Respect:** For self, for others, our school, our world
- Pride:** Celebrating and sharing our successes
- Community:** Reaching out to the local and global community
- Resilience:** Picking yourself up, turning over a new leaf, never giving up
- Learning:** A love of learning

School-Wide Pedagogy

Teaching and learning at Kalamunda Senior High School is:

- Engaging:** How do we challenge and maintain interest in learning?
- Relevant:** How does learning connect each individual to the world, life and the future?
- Collaborative:** How do we work together to learn?
- Reflective:** How do we think about what we are doing and how can we do it better?

School context

Overview

Opened in 1960 and set in the hills area of Perth, Kalamunda Senior High School is an established school with proud traditions. Drawing from the hills and the surrounding suburbs, the school has a strong sense of community stretching across three generations. Nearly 20 per cent of current students have parents who attended Kalamunda, as did their grandparents. The sense of community is further enhanced with most staff living locally. Many have or have had their children enrolled at Kalamunda and we have a number of former students on staff.

Kalamunda has a particular focus on the arts and is a Gifted and Talented Visual Art school. The program commenced in 1981 and Kalamunda was one of the first schools to have a Special Art program. The students receive tuition on Saturday mornings to enhance their artistic skills and abilities. Each year the excellence of their work is recognised through winning and gaining places in regional and state awards. In addition to students winning the Art Exhibition and Certificates of Distinction, the school consistently obtains top 10 rankings in WACE courses and annual inclusion in Year 12 Perspectives.

To complement the visual art focus, Kalamunda commenced a selective Performing Arts Program (KPA) in 2012. Students in KPA study and perform in dance, drama and music. The music program includes concert bands, numerous ensembles and a choir. Overseas tours have provided students with an opportunity to perform internationally as well as in many local and regional venues and events. A specialist music program was introduced in 2017. All of the

performing arts make use of the 250 seat Performing Arts Centre located next to the school.

Places at Kalamunda are in high demand and this demand reflects the excellent reputation of the school in the arts, academic studies and outdoor pursuits. Students have achieved excellent results over many years in university entrance exams, top subjects and student awards and levels of graduation. Outstanding students are nurtured and extended in the school's Academic Excellence Program and a Year 5 to 6 Academic Excellence Scholarship Program. Kalamunda also has a strong tradition in debating, winning champion team over a number of years.

On the sporting field, school teams are involved in competitions in volleyball, netball, basketball, football, soccer, swimming and athletics. Successes of note include over 30 years of competing in the Blackwood Marathon. To nurture and develop the physical and leadership talents of our students we have an endorsed Outdoor Adventure Program that commenced in 2007.

Kalamunda offers a welcoming and supportive environment for all students. A mentor program is used to build positive relationships, where students remain connected to a small group of students and a Mentor Teacher from Year 8 to Year 12.

A strong and committed Student Services team includes a Manager, Heads of Middle and Senior School, Chaplain, Nurse, Psychologist, and VET, Academic Excellence and Year coordinators. The team works together to help students and their families with learning and personal issues affecting teenagers.

In 2015, after much consultation and planning, the school began a new Year 7 program that incorporates a blend of primary and secondary thinking. The approach involves teachers in the Year 7 Learning Team, working together on curriculum and student welfare, to assist students with their transition to high school.

In 2017 a Middle and Senior School structure was introduced in response to six year groups ranging in age from 11 to 18 years. A particular focus is on the transition between Year 9 and Year 10.

In Year 10 a number of changes have been made to improve student engagement, achievement and attendance. These include: Year 10 being part of the Senior School, year-long courses, certificate courses where appropriate, four discrete Learning Area classes for the Academic Excellence students, Senior School Assessment and Good Standing Policies re-drafted to include Year 10 and a new Senior School shirt, voted for by students.

In Year 9 students will be the leaders of the Middle School with enhanced responsibilities and leadership roles. The Rite Journey is also being used with this year group to re-engage identified students.

The individual learning needs of students are supported through the Learning Centre. Students needing additional assistance, especially with literacy and numeracy are identified in Year 7 and are provided with assistance either in class or in the Centre. The school also has an increasing number of students on the autism spectrum and with other learning disabilities. Parents are choosing to send their children to Kalamunda as our programs for

these students are recognized as engaging and successful.

Kalamunda welcomes international fee paying and exchange students who bring a multi-cultural dimension to the school. We also have links with our sister school in Japan and trips and exchanges to Indonesia, Italy and Japan reflect the strong ties to the countries of the three languages taught at Kalamunda. As an Asian Language Hub we foster language growth across local primary schools.

Students are encouraged to give back to the community through participation in a range of local and overseas projects and charities, such as World's Greatest Shave, World Challenge and the leavers Timor Leste program

Characteristics

- Kalamunda has a declining socio-economic index (ICSEA) from 1028 (2013), 1017 (2014) to 1003 (2016). Families are drawn from across the socio-economic spectrum, including 20% of families accessing health care card assistance. While school contribution and charges collection has traditionally been over 90%, this fell in 2012-13. This had the potential to impact on the resourcing of the teaching and learning program and targeted strategies have reversed this decline. The figure was 94% in 2014 and 90% in 2015 and 2016.
- The school draws students from across the south-eastern and hills areas of Perth. Annually the Year 7 intake comes from around 25 primary schools with students accessing the school's specialist programs. Kalamunda is an ageing suburb with limited potential for subdivision. Consequently the neighbouring primary schools are small and provide declining numbers of students. There is an

increasing enrolment from foothills schools and from other areas to the east and north-east. With the inclusion of Year 7 students enrolments rose to over 1100. The school is limited in taking students from outside the local intake area and a waiting list has developed. With a new local area plan for Kalamunda starting in 2017 and new land becoming available in Bushmead, the school is likely to continue to experience enrolment pressure.

- Our school, possibly due to the Arts focus has more girls than boys with the ratio being 54% girls to 46% boys. This is beginning to change, as there are more boys in Years 7, 8 and 9.
- Over 97% of students are from English speaking, mainly European backgrounds and 31 Aboriginal students were enrolled in 2017.

Overview of self – assessment

- In 2010 student attendance was 89.8%. and for Aboriginal students 84.5%. These percentages were too low and became a Target in the Business Plans. From 2011 - 2016 improvement was evident with the Target being reached in 5 of the six years. The improved attendance is largely attributed to the introduction of the Good Standing Policy that articulates 90% as the minimum attendance standard. Still of concern are families taking holidays during the school year. To ensure ongoing improvement, attendance will remain a Target for 2017-19.
- WACE graduation rates have been between 98% and 100% and the school achieved its Targets in 2009-13. In 2014 (96%) and 2015 (94%) the percentage dropped and it will remain as a Target. With new WACE requirements, revised WACE Targets and Targets for OLN testing are included.

- ATAR results have been 'as expected' over the past decade. However we believe that we can improve on the median ATAR and the Targets and Operational Strategies are ongoing from 2011-16.
- The number of students with 1 or more scores above 75 varies annually, dependent on the strength of the Year 12 cohort. An ongoing Target will continue for 2017-19.
- Attainment rates (ATAR \geq 55 and/or completion of Certificate II) were low in 2010 and 2011. Improvement in this rate was added as a Target in 2012 and significant progress was made between 2012 and 2016. Ongoing improvement Targets are included for 2017-19.
- Destination data indicates that most Kalamunda students realise their intentions with 30-40% gaining entry to university, 20-30% to TAFE, 20-30% to employment and 10-20% to traineeships and apprenticeships each year.
- In 2010 Year 9 NAPLAN results were disappointing and they were a focus in the first Business Plan. Considerable improvement has been made in Reading and Numeracy, now generally above the Australian and State means. While improvement has also been made in Writing, this has not occurred to the same level and will remain an ongoing focus. The Target is for girls to improve their Numeracy and for boys to improve their Writing. Improvement in Spelling was added as a Target for 2014-16 as the school mean was below the State and Australian means. After targeted strategies in 2014-16, the mean has exceeded both the Australian and State means.

- Parents, staff and students, as reflected in surveys, are generally satisfied or highly satisfied with most features and operation of the school. The areas requiring improvement identified from the surveys are incorporated in the school's Operational Strategies for 2017-19.
- While student behaviour at Kalamunda is generally good a more comprehensive measure than suspensions was needed. To monitor behaviour across the whole school a Non-Academic Target was introduced for 2014-16. This uses the Attitude, Behaviour, Effort (ABE) measure from students' reports to determine how students consistently/often demonstrate *courtesy and respect for others*. To identify which students are not realizing their potential a new Target using the *ABE works to the best of their ability* will be added for 2017-19.

Student Achievement Targets 2017 - 2019

| | |
|--------------------------------------|--|
| <i>Achievement Targets 2019</i> | These are the targets the school has committed to reach by 2019 as part of the Delivery and Performance Agreement. |
| <i>Interim Targets 2017 and 2018</i> | These targets are used as interim or 'stepping stone' targets heading toward the 2019 Achievement Targets. Interim targets will be set for 2018 dependent on progress toward and attainment of the 2017 Targets. |
| <i>Stretch Targets 2019</i> | These are aspirational Targets the school has set. |

| Target Area | Interim Targets 2017 | Interim Targets 2018 | Achievement Targets 2019 | Stretch Targets 2019 |
|--|--|--|--|---|
| WACE | ≥ 92% | ≥ 93% | ≥ 94% | ≥ 95% |
| WACE excluding OLNA | ≥ 98% | ≥ 98% | ≥ 99% | ≥ 100% |
| Attainment Rate. | ≥ 99% | ≥ 99% | ≥ 100% | 100% |
| Median ATAR | > Like Schools and within 2% of DOE Schools. (dependent on cohort) | > Like Schools and within 2% of DOE Schools. (dependent on cohort) | > Like Schools and within 2% of DOE Schools. (dependent on cohort) | > DOE and Like Schools and within 2% of State mean. |
| ATAR below 55 | ≤ 5 students with an ATAR below 55 | ≤ 3 students with an ATAR below 55 | ≤ 3 students with an ATAR below 55 | No students with an ATAR below 55 |
| Students with 1 or more scaled scores of 75+ | ≥ 10% (dependent on cohort) | ≥ 10% (dependent on cohort) | ≥ 10% (dependent on cohort) | ≥ 15% (dependent on cohort) |

| Target Area | Interim Targets 2017 | Interim Targets 2018 | Achievement Targets 2019 | Stretch Targets 2019 |
|--|--|--|--|--|
| Year 11 ATAR Course Achievement | 33% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 33% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 33% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 50% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. |
| Year 11 General Course Achievement | 60% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 60% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 70% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 80% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. |
| Year 12 ATAR Course Achievement | 30% of course means \geq State mean. (dependent on cohort) | 30% of course means \geq State mean. (dependent on cohort) | 33% of course means \geq State mean. (dependent on cohort) | 50% of course means \geq State mean (dependent on cohort) |
| Year 12 General Course Achievement | 50% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 50% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 60% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. | 80% of courses achieve percentages of A and B grades \geq DOE and/or Like Schools. |
| WACE Literacy and Numeracy Requirements (OLNA) | Year 11 Overall 90% Reading 97% Writing 95% Numeracy 93% | Year 11 Overall 90% Reading 97% Writing 95% Numeracy 93% (Dependent on cohort) | Year 11 Overall 90% Reading 97% Writing 95% Numeracy 93% (Dependent on cohort) | Year 11 Overall 90% Reading 97% Writing 95% Numeracy 93% (Dependent on cohort) |
| NAPLAN (Year 9) Reading | 50% of students \geq Band 8 (dependent on cohort) | 53% of students \geq Band 8 (dependent on cohort) | Reading 55% of students \geq Band 8 (dependent on cohort) | 60% of students \geq Band 8 (dependent on cohort) |
| | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has an above expected standard deviation | Year 7 to 9 progress has an above expected standard deviation |
| NAPLAN (Year 9) Writing | 40% of students \geq Band 8 (dependent on cohort) | 40% of students \geq Band 8 (dependent on cohort) | 45% of students \geq Band 8 (dependent on cohort) | 50% of students \geq Band 8 (dependent on cohort) |
| | Less than 15 students below National Minimum Standard (dependent on cohort) | Less than 15 students below National Minimum Standard (dependent on cohort) | Less than 10 students below National Minimum Standard (dependent on cohort) | Less than 5 students below National Minimum Standard (dependent on cohort) |
| | Boys at Australian mean | Boys \geq Australian mean | Boys $>$ Australian mean | Boys $>$ State mean |
| | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has an above expected standard deviation | Year 7 to 9 progress has an above expected standard deviation |

| Target Area | Interim Targets 2017 | Interim Targets 2018 | Achievement Targets 2019 | Stretch Targets 2019 |
|---|--|---|---|--|
| NAPLAN (Year 9) Numeracy | 55% of students \geq Band 8 (dependent on cohort) | 55% of students \geq Band 8 (dependent on cohort) | 58% of students \geq Band 8 (dependent on cohort) | 60% of students \geq Band 8 (dependent on cohort) |
| | Girls at Australian mean | Girls \geq Australian mean | Girls $>$ Australian mean | Girls $>$ State and Australian means. |
| | Less than 5 students below National Minimum Standard | Less than 5 students below National Minimum Standard | Less than 5 students below National Minimum Standard | 2 or less students below National Minimum Standard |
| | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has a positive standard deviation | Year 7 to 9 progress has an above expected standard deviation | Year 7 to 9 progress has an above expected standard deviation |
| Year 7 and Year 9 MESH grades correlation with NAPLAN results. | Percentage of A and B grades in MESH courses align with the Year 7/9 NAPLAN results. | Percentage of A and B grades in MESH align with the Year 7/9 NAPLAN results. | Percentage of A and B grades in MESH align with the Year 7/9 NAPLAN results. | Percentage of A and B grades in MESH align with the Year 7/9 NAPLAN results. |
| Attendance | Above the State mean and \geq 92% attendance rate. Regular attendance \geq 74% Year 10 attendance \geq 90% | Above the State mean and \geq 93% attendance Regular attendance \geq 75% Year 10 attendance \geq 91% | Above the State mean and \geq 93% attendance. Regular attendance \geq 76% Year 10 attendance \geq 91% | Above the State mean and \geq 94% attendance Regular attendance \geq 80% Year 10 attendance \geq 92% |
| Courtesy and Respect | 90% of Year 7, 8, 11, 12 students and 85% of Year 9 and 10 students consistently/often demonstrate <i>courtesy and respect</i> . | 94% of Year 7, 8, 11 and 12 students and 90% of Year 9 and 10 students consistently/often demonstrate <i>courtesy and respect</i> . | 95% of Year 7, 92%, Year 8, 90% of Year 9 and Year 10, 96% of Year 11 and 98 % of Year 12 students consistently/often demonstrate <i>courtesy and respect</i> . | 98% of Year 7, 8,11, 12 students, and 95% of Year 9 and 10 students consistently/often demonstrate <i>courtesy and respect</i> . |
| Works to the best of their ability (ABE from school reports) | 90% of Year 7, 8, 11, 12 students and 85% of Year 9 and 10 students consistently/often work <i>to the best of their ability</i> | 90% of Year 7, 8, 11, 12 students and 85% of Year 9 and 10 students consistently/often work <i>to the best of their ability</i> | 90% of Year 7, 8, 11, 12 students and 85% of Year 9 and 10 students consistently/often work <i>to the best of their ability</i> | 90% of Year 7,8, 11, 12 students and 85% of Year 9 and 10 students consistently/often work <i>to the best of their ability</i> |

Focus Areas and Operational Strategies

As an Independent Public School Kalamunda Senior High School uses five Focus Areas to provide the best possible education for all students, whatever their abilities. These Focus Areas and the associated Operational Strategies link with, and provide the planning framework, to enable the school to reach the 2017 - 2019 Achievement Targets.

As a government school we will plan and work to achieve the three pillars of the public education system:

Kalamunda Senior High School is a good public school.

Every teacher at Kalamunda Senior High School is an effective teacher.

Every student at Kalamunda Senior High School is a successful student.

The framework for reaching the school's Achievement Targets is reflected in school strategic plans, Learning Area plans and in teachers' individual plans.

Focus Area 1 Teaching

A School-Wide Pedagogy that both challenges and supports students while relating to their experience, stage of development and background.

Operational Strategies

Indicators of success

Teachers incorporate the School-Wide Pedagogy (SWP) and the AITSL Standards to enhance and improve teaching and learning.

Collaborating

- Peer coaching – teachers learn together and from one another by observation and reflective discussion.
- Use a whole school approach to peer classroom observation to provide robust, professional feedback (Focus 2015)
- Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences and classroom observations (Focus 2016)
- Teachers work in a range of collaborative groups – such Year 7 Learning Team, Learning Areas, Peer Coaches, Focus Groups and Professional Learning Groups.
- Staff are co-located in teams where possible to facilitate collaboration. (eg Year 7 Learning Team, Year Coordinators, Learning Areas)
- Staff are provided with training in coaching (eg Growth) and/or mentoring.

All teachers engage in a minimum of 1 classroom visit each semester and provide feedback and support for colleagues.

Teachers, HOLAs and Learning Areas - meet (both formally and informally) on a regular basis to discuss student progress and learning programs.

All teachers are provided with training in coaching and/or mentoring.

Staff are provided with students from year to year (eg TAG folders, meetings)

Relevance

- Teachers connect learning to the world, life and the future.
- Teachers are provided with the opportunity to apply for PL relevant to their own teaching context and learning area.
- Learning areas regularly review their programs to ensure they are relevant and reflect updated content.
- A range of strategies, such as competitions, guest speakers, excursions and the STEAM initiative are used to enhance teaching programs and make links to real world careers and technologies.

Teachers incorporate relevant examples into teaching and learning programs and into classroom practice.

Positive feedback from student surveys on relevance of learning programs

Operational Strategies

Indicators of success

Reflecting

- Teachers reflect on their teaching and learning programs and student achievement.
- Teachers focus on analytical teaching practices featuring diagnosis of the impact of their teaching, including feedback from students and other staff. (Focus 2016, Focus 2017)
- Strengthen the use of student surveys for feedback to teachers on their performance and classroom climate (Focus 2017)
- Teachers self-assess against AITSL standards and student achievement to improve performance (Focus 2017)

All staff use a reflective journal and/or reflective practices on a regular basis.
Teachers analyse student achievement data to inform their teaching practices.
All teachers undertake a survey of at least one of their classes.
All teachers set Targets for each class that reflect and link to the School Targets
Self assessment against AITSL standards is incorporated into Performance Management

Engaging

- Teachers challenge and maintain student interest in their learning.
- All staff are trained in CMS extension modules
- All staff participate in ongoing professional learning on engagement strategies – such as CMS, Mazano’s work on the Art and Science of Teaching, Cooperative Learning, Thinking Skills, Visible Learning and Formative Assessment.
- Incorporate Australian Curriculum general capabilities and cross-curricula themes across Learning Areas.

Teachers incorporate a range of strategies to engage students in their teaching and learning programs. (such as CMS, Art and Science of Teaching, Cooperative Learning and Formative Assessment strategies).
Positive feedback from student surveys

Induction processes ensure that new all staff are aware of the SWP.
Ongoing review and reinforcement is undertaken with all staff.

All teachers are using the SWP framework in delivering their lessons.
Performance Management for teachers incorporates reflection on the SWP.

FTE: (incorporated)

Contingencies:

Operational Strategies

Indicators of success

Teachers access regular and ongoing professional learning.

There is a balance of PL undertaken by Learning Areas and staff.

Graduate teachers participate in the Graduate Teacher Professional Learning program (4 x modules) and have a mentor (either school based or through the In-Class Coaching Program)

All graduates are on track with their modules and requirements.

Teaching staff are trained in Classroom Management Strategies (CMS) – Foundation Program and Instructional Strategies for Engagement (ISE).

95% of teachers have accessed CMS and/or graduate training by the end of 2017. (80% 2012, 90% 2013, 92% 2014, 78% 2015, 86% 2016)

Ongoing school based CMS support by key staff who have undertaken the Conference Accredited Training (CAT).

Maintain – at least 2 CAT trainers available and accessible to staff. Staff are making use of CATs to observe classes and give feedback.

Support staff, in a classroom support role to undertake Education Assistants CMS modules (x4)

100% EAs trained in CMS.

FTE: \$50,000 (school PL budget and relief budget)

Contingencies:

Teachers integrate learning technologies into curriculum delivery. (each Learning Area identifies/trains an expert to provide curriculum support)
Teachers use Connect as the online learning environment for students.

All teachers are trained, supported and encouraged to use interactive whiteboards, Student Owned Devices, Connect and other technologies in their teaching and learning programs.

Student-Owned Device model for Year 7 and 8 students (2015), Year 7-9 (2016) and Year 7-10 (2017).

Text books, where possible, will be electronic and be loaded onto Student-Owned Devices as an alternative.

Professional Learning for use of interactive whiteboards and other technologies is provided to teachers.

All teachers access, as appropriate to their needs, professional learning for use of interactive whiteboards and other technologies.

Promote the explicit teaching of information technology across the curriculum.(Focus 2016)

Plan is developed for the explicit teaching of IT across the curriculum, including teaching of coding from Years 7 to 10.

Develop a school-wide Plan for the teaching of coding from Years 7 to 10.

School-wide Plan is developed and implemented across all Learning Areas.

School continues to provide devices (Surface Pro) to all teaching staff

All staff (including relief staff) are issued with devices and ongoing professional learning provided in using these and other technologies.

FTE: \$5,000

Contingencies: (IT budget as required)

Operational Strategies**Indicators of success**

Maths department continue to embed elements of the Reframing Mathematical Futures program into teaching and learning programs across Years 7 to 10.

Improvement in student achievement in numeracy across all learning areas.

FTE: \$5,000 (maintenance)

Contingencies \$500 (maintenance)

Develop a plan for common literacy and numeracy strategies across the school.
Explore undertaking whole school PL on Tactical Writing

Common literacy and numeracy strategies understood and used in all classes.
Learning Support Committee to develop whole school writing strategies

FTE: \$1,000

Contingencies \$200

Use AITSL Teacher Standards as a basis for performance management (Focus 2015, 2016 and 2017).
Incorporate leadership standards into performance management for HOLAs, program coordinators and administration staff.
HOLAs provided with training in classroom observation and giving feedback to staff against the AITSL standards
Leaders to provide productive feedback to staff that results in improved practice, taking targeted action where standards are not met (Focus 2017)

Performance management of teachers incorporates AITSL teacher standards and leadership standards where appropriate.

HOLAs are confident in observing staff and providing meaningful and productive feedback to staff against the AITSL standards

FTE: (through the PL budget)

Contingencies:

Plan with individual staff to manage the reduction of leave liability (Focus 2015).

All staff reduce Leave liability maintained below stipulated levels

FTE: (incorporated)

Contingencies:

Focus Area 2 Student Achievement

Provide a safe, caring and inclusive learning environment that supports improvements in student achievement

Operational Strategies

Indicators of success

Use the school's five values and School-Wide Pedagogy as a basis for developing a quality and supportive learning environment in all classrooms and across the school.

Positive student, parent and staff survey results.
 Strong attendance and participation at whole school activities such as Kalamunda Day and school carnivals and performance events.
 Participation in community service and fundraising activities for charities.
 Continued involvement in volunteer experiences e.g. Timor Leste, World Challenge, Bali, World's Greatest Shave
 Use of Kala Credits to promote Pride in the school
 Values awards at assemblies
 Increased number of students with Good Standing and Advanced Standing
 Linking Good Standing to reward activities

FTE: (incorporated)

Contingencies: \$3,000

Promote and incorporate positive educational practices in teaching and learning programs and in maintaining student behaviour.
 Incorporate new revised school BMIS policy
 Classroom Management Strategies (CMS) used in all classrooms.
 Electronic feedback to parents on behaviour through Academy.

Reduction in number of referrals, suspensions, Letters of Concern.
 Increase in the number of Letters of Commendation across all years.
 Improvement in student academic and non-academic achievement.
 All teachers incorporate Classroom Management Strategies into their teaching and learning programs.

FTE: \$5,000

Contingencies: \$

Continuation of the Learning Centre to assist teachers and students.
 Key support teacher in Autism (possibly look to train a second person)
 Provide training to Education Assistants in working with students with Autism

Students at Educational Risk are identified and fully supported.
 Individual Education Plans and SEN reporting in place as required.
 Improvement in student academic and non-academic achievement.
 Engagement of students with Autism in their individual learning programs

Learning Centre staff in collaboration with the English Learning Area, identify ESL or EALD students and develop appropriate learning programs.

Identified students receive appropriate cross curricular literacy support with a corresponding improvement in their academic achievement. Students eligible to enrol in ATAR EALD are supported to do so.

Learning Centre staff assist students who have not reached the required Literacy and Numeracy levels for WACE.

Number of students reaching the required levels to be able to achieve a WACE.
 Explore alternative programs for students in Year 11 and 12.

FTE: \$342, 000 (3.1 T-FTE)

Contingencies: \$20,000

Operational Strategies

Indicators of success

Continuation of a service model of delivery in the Student Services Centre, which includes a Duty Officer to 'triage' student behaviour and referrals.

Continuation of Year Coordinators for Year 7 – 11 (where budget permits)

FTE: \$167,000 (Attendance Officer, Year Coordinators -0.2FTE x 5)

Reduction in number of referrals, suspensions, Letters of Concern.
Improved communication with parents— on line parent survey.
Improved support for classroom teachers—on line staff survey.
Improvement in student academic and non-academic achievement.

Contingencies: \$10,000

Continuation and enhancement of specialist programs GATE (Visual Art), Outdoor Education, Academic Excellence, Performing Arts (Music stream and general streams)

Explore Artist in Residence programs to cycle through Art, Drama, Music.

FTE: \$66,157

Program coordinators work together to enhance all programs e.g. common closing and testing dates (excluding GATE), common ceremonies for course entry and graduation

High quality program literature with positive feedback from parents and students on programs, processes and ceremonies.

Maintain high profile through school News Review, Website, local press articles and DOE promotion.

Contingencies: \$2,000

Maintain and enhance the Academic Excellence Program.
Review and monitor the introduction (in 2017) of an Academic Excellence class in Year 10 for Mathematics, Science, Humanities and English based on Year 9 grades.

FTE: \$44,000

Strong parental, staff and student support and approval of the program as shown in surveys.

Increased number of applications for entry into the program.

Excellent academic achievement of students from Years 7 to 12 relative to Like Schools and non AE students at KSHS. (ATAR mean \geq state mean)

Number of school leadership positions won by Academic Excellence students. .

Contingencies: \$10,000

Maintain and enhance the Outdoor Adventure Program
Introduction of an Adventure Sports Club
Development and implementation of a school based Soccer program for 2018

FTE: \$11,000

Maintain a healthy number of applications for entry into the program.

Reduce the number of withdrawals from the program in Years 7 to 10.

High level of academic achievement in Year 11 and 12 courses compared to Like Schools, and number of OAP students in leadership positions.

Positive feedback from parent and student surveys

State representatives in mountain biking

Contingencies: \$10,000

Operational Strategies

Indicators of success

Maintain and enhance the GATE Visual Art Program

High level of academic achievement in Year 11 and 12 courses compared to Like Schools.
 ATAR mean > State mean for ATAR Visual Art
 Numbers of exhibitions entered, prizes awarded (including in Perspective on a regular basis)
 Increase the number of students applying for GATE entry through ongoing Year 5 after school workshop and promotion in local primary schools.
 Number of GATE students entering Year 11 and 12 Visual Art courses
 Positive feedback from parent and student surveys

FTE: \$55,000

Contingencies: \$11,000

Maintain and enhance Kalamunda Performing Arts Program (KPA).
 Introduction of a specialist music stream in 2017

Increased number of applications for the program.
 Reduce number of withdrawals from the program in Years 7 to 10.
 High academic and performance achievement of students in music, dance and drama.
 Regular school productions to showcase KPA
 Application for DOE endorsement of the program if possible
 Positive feedback from parent and student surveys

FTE: \$77,000

Contingencies: \$10,000

Developing academic rigour and resilience through the continuation of Year 8, 9, and 10 exams, prerequisites for Year 11 ATAR courses and the development of Vocational Pathways in Year 11 and 12

Improvement in student academic achievement, exam techniques, resilience and time management.
 Middle and Senior School Plans in place to support student achievement.

Review exams regularly in and across Learning Areas to ensure they comply with the SCSA principles of assessment.

Student exam results are able to efficiently differentiate between student ability levels.

Explore strategies to maximising student achievement in Year 12 (e.g. keeping Year 11 students at school after exam week, to review Year 11 work/ begin Year 12 content). Explore this in collaboration and partnership with LSHS as part of the IPS Cluster

Improvement in attainment, WACE graduation and Certificate II levels.
 Reduction in percentage of students in low tricile and ATAR <55
 Increase in the number of students completing ATAR courses

FTE: (incorporated)

Contingencies: \$2,000

Operational Strategies

Indicators of success

Prepare a strategy to incorporate access to Connect for parents which will provide similar information to the previous Interim Reports, to provide ongoing and timely feedback.
Move to online reporting in 2017 (or as available)

Improved information for students and parents on student progress
Positive feedback from parent and student surveys
Improvement in student academic achievement

FTE: \$11,000

Contingencies: \$2,000

Emphasise instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) (Focus 2016)

2016 Survey results of the implementation of coding Years 7-10.
Introduction of Digital Technologies syllabus.
Introduction of Robotics in Mathematics and Science as appropriate
Cross curricula collaborative projects

FTE: (incorporated)

Contingencies: \$20,000

Continuation and review, as required, the Good Standing Policies for both Middle and Senior School.

Improvement in student attendance, behaviour, uniform compliance and academic achievement.

FTE: (incorporated)

Contingencies: \$5,000

Continue to develop Middle / Senior School structures within the school.
Enhance the Leadership opportunities for students throughout the school.
Explore further opportunities for Curriculum modification to improve student engagement across Year 9 and 10 in particular.
Review of the Stepping Up engagement program for students to ensure it is meeting the needs of targeted students. Consider possible program for Year 9s with the new Middle School / Senior School model.

For 2017 develop and implement appropriate structures and curriculum delivery in place for all year groups, especially Years 7 and 10. For Year 10 this will include year-long courses in all Learning Areas and the introduction, as appropriate Certificate courses.
Students identify and take pride in their school
Increased number of students applying for leadership positions (e.g. Head Boy, Head Girl, prefects, Student Councillors and House captains).
Year 9 Leadership Awards
Improvement in student attendance, behaviour and academic achievement.
Transition of students to Year 11 or appropriate training or work placement.
Where possible, reduction in Year 10 class sizes for English, Mathematics, Science and Humanities.

FTE: \$170,000 (1.2 T-FTE 0.6 EA-FTE)

Contingencies: \$10,000

Operational Strategies

Indicators of success

Full implementation of Humanities, Health and Physical Education, and Revised curriculum (v8.1) for English, Mathematics and Science, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1 2017.

Full implementation of Technologies and The Arts, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1 2018.

FTE: (incorporated)

Teachers have available and use SCSA and other appropriate resources and professional learning to implement the Western Australian Curriculum courses and assessment.

Contingencies:

Continuation of Certificate II and III Level courses in Learning Areas as appropriate.

Viable Certificate II and General Courses are offered in each Learning Area.
Development of appropriate Vocational Pathways for Years 11 and 12
Increased student retention from Years 10 to 12.
Reduction in the number of course changes in the first three weeks of Year11.
Improvement in academic achievement for students in Vocational and General Courses.
Improvement in the percentage of students completing Certificate II courses.

FTE: \$5,000

Contingencies: \$15,000

Begin whole-school self-reflection against the new Aboriginal Cultural Standards Framework (Focus 2017).
Improvement of academic and non-academic achievement of Aboriginal students.
Exploration of the employment of an AIEO (see Workforce Plan)

Improvement in achievement, retention and attendance through individual tracking of Aboriginal students and with use of appropriate strategies as appropriate. e.g. Follow the Dream
IEPs are in place for all students.

FTE: \$60,000

Contingencies: \$ ATAS, FTD funding

Operational Strategies

Indicators of success

Use of Drumbeat, Who's the Man, Stride programs to work with groups of disengaged students in Years 7, 8, 9 and 10.

Continue to offer and regularly review the RITE Journey program to both boys and girls groups to help engagement and focus.

Use Year 7 Values Camp, Year 8 Bibbulmun Challenge, Year 9 Triple Challenge to promote School Values in Middle School students.

Identify and/or develop similar activities in Senior School to promote the School Values.

FTE: (incorporated – staffing profile, MS budgets)

Contingencies: \$7000

Teachers and the Learning Centre staff work with students at risk of not achieving the Literacy and Numeracy standards.

All Year 12 students achieve the required Literacy and Numeracy standards to achieve a WACE.

FTE: \$ 8,000 (FTE)

Contingencies: \$4,000 (OLN software program)

Work more closely with Kalamunda SHS Education Support Centre to provide suitable mainstream and/or Education Support placements for students who are 'borderline' Education Support.
Explore combined upper school, workplace learning and certificate courses.

Appropriate learning environment for low achieving students at educational risk.
Improvement in student academic and non-academic achievement.
Combined classes for students to receive social skill training and therapies.

FTE: (incorporated)

Contingencies: \$

Focus Area 3 Learning Environment: Relationships/Partnerships/School Culture

The school develops strong partnerships within and beyond the school, local and broader communities.

| Operational Strategies | Indicators of success |
|--|---|
| <p>Staff, students and parents model the five school values. Use the National School Opinion Surveys for parents, students and staff</p> <p>FTE: \$5,000</p> | <p>Review results of 2016 National School Opinion Surveys for parents, students and staff and develop action as appropriate. Improved levels of satisfaction with the school by parents, students and staff. Reduction in complaints from parents. Positive feedback from other survey tools, such as PISA.</p> <p>Contingencies: \$5,000</p> |
| <p>Continue a strong communication channel with parents via the school website, email, SMS system, electronic Newsletter Academy and Connect portal.</p> <p>Use of electronic surveys for feedback on school initiatives and voting e.g. School Board</p> <p>Move to online reporting in 2017 (or as available)</p> <p>Develop a school Intranet for use by school staff and students onsite.</p> <p>Expand Connect to provide coordinated school information to staff and students at home.</p> <p>Continue to showcase the Arts and Music programs with concerts, exhibitions and other events.</p> <p>FTE: \$20,000</p> | <p>All parents have access to school via email. Survey parents on line. School website is user friendly, attractive and up-to-date. Connect is used to provide information to staff, students and parents. All staff will respond to parent phone calls and emails within a reasonable time frame (1-2 working days) wherever possible.</p> <p>Contingencies: \$5,000</p> |

| Operational Strategies | Indicators of success |
|--|--|
| The school will work with interagency partners on student mental health, family, behavioural and health issues. | Improved student and staff mental health and increased awareness of services available through student/staff/parent surveys |
| Continue Kalamunda's involvement with Act, Belong, Commit to raise awareness of mental health | Visibility of Act, Belong, Commit in and around the school and with the broader school community |
| Develop a plan to support positive wellbeing and health for staff and students (Focus 2017) | A wellbeing plan is developed and in place. |
| Use Attendance Advisory panels for persistent student absence | Students are supported at school or in an appropriate learning environment. Decreased number of students in the moderate and severe categories and improvement in the number of students in the regular attendance category. |
| FTE: (incorporated) | Contingencies: \$10,000 |
| Collaborate with Hills Cluster, Bibbulmun Network and other feeder schools on a range of human, financial, professional learning and physical resource usage. | More effective and efficient use of resources across the Hills Cluster schools. Improved student access to appropriate learning environments Access to broad range of professional learning programs through the Bibbulmun Network. Further develop the transition program for primary students through enhanced links between primary and secondary teachers and their schools. |
| FTE: (funding through Bibbulmun Network) | Contingencies: \$200 |
| Continue with and expand, if required, the HEP initiative with LSHS. | Improved student access to a range of Senior School courses |
| FTE: as required (generally 0.2 annually) | Contingencies: \$5,000 |
| Continue with Academic Excellence Scholarship Program with feeder primary schools (targeting Year 5 and 6 students) Continue to offer Year 7 Academic Scholarships. | Increased retention of academically able students in government schools. Provide primary school students with access to senior specialist teachers. The move to high school is a more seamless transition. |
| FTE: \$16,800 | Contingencies: \$9,000 |

| Operational Strategies | Indicators of success |
|--|--|
| <p>Expand the School Board to include further community representatives.</p> <p>Maintain high profile of School Board through regular communication, publicity of members and understanding of its function.</p> <p>School Board explores ways in which the Hills Learning Precinct Cluster profile may be further strengthened to enhance its sustainability.</p> <p>FTE:</p> | <p>WAAPA or performing arts and/or industry representatives.</p> <p>School Board has higher profile in the school community as shown in surveys and anecdotally.</p> <p>HLPC has stronger ties at the board level and greater profile within the Cluster school communities.</p> <p>Contingencies:</p> |
| <p>Strengthen partnerships with universities, particularly Curtin University and ECU.</p> <p>Maintain sister school relationships with Japanese schools and explore sister school relationships with Indonesian and Italian schools.</p> <p>FTE: (incorporated)</p> | <p>Commit to mentoring pre-service teachers.</p> <p>Exploration of possible curriculum/online programs with Curtin University Annual/bi-annual visits to Japan and hosting Japanese students at Kalamunda Senior High School.</p> <p>Online links to sister schools.</p> <p>Contingencies: \$8,000</p> |
| <p>Develop and implement strategies for the Asian Languages Hub in Japanese and Indonesian.</p> <p>Note: Funding for the Hub ceased in 2012 and the school has maintained funding for the strategies developed for Phase 1.</p> <p>FTE: (incorporated)</p> | <p>To provide a continuous language learning program from primary through to Year 12, to improve language proficiency of students in Japanese and Indonesian.</p> <p>Contingencies: \$1,000</p> |
| <p>Assistant teachers for language classes.</p> <p>FTE: (external funding as available)</p> | <p>Improvement in language skills and cultural awareness for the students studying Language.</p> <p>Contingencies: \$1,000</p> |
| <p>Enhance parental involvement in the school.</p> <p>Develop a plan for involving Parents as Partners (eg information evenings, communication strategies, homework guidelines, resources such as the Federal government's "Learning Potential" etc)</p> <p>FTE: \$2,000</p> | <p>An increase in number of parents:</p> <ul style="list-style-type: none"> Applying for School Board positions Attending P&C meetings Increase in parents attending parent evenings Working as volunteers in the school <p>Contingencies: \$500</p> |

Operational Strategies**Indicators of success**

Improve cultural understanding and acceptance/tolerance within the school.
 Use self-assessment against the Aboriginal Cultural Standards Framework in school improvement planning (Focus 2017).
 Improve policies and procedures to support sexual and gender diversity in the school.

Increase enrolment of International Fee paying students.
 Increase enrolment of foreign exchange students.
 Kalamunda Day Parade of Nations, Harmony Day.
 Acknowledgment of Country included at all assemblies.
 Targeted in-school programs reduces incidence of racial bullying.
 Positive comments and feedback from student and parent surveys.
 Aboriginal Cultural Standards Framework is used in developing whole school plans.
 All staff have completed the on-line professional learning module.
 Staff receive PL on guidelines for supporting gender diversity.
 Policies and procedures are inclusive of diversity in gender, cultural background and disability.

FTE: \$4,000

Contingencies: \$2,000

Continue to develop the library as a place to nurture a “Love of Learning”.

Staff access the library to develop research, inquiry and reading skills.

FTE: (incorporated)

Contingencies: \$1,000

Explore the potential for Kalamunda SHS to become a Specialist Arts school.

If available through DOE explore endorsed status for KPA by 2019 and to become a Specialist Arts School by 2020.

FTE: (incorporated)

Contingencies:

Focus Area 4 Leadership

Leaders focus on teacher pedagogy and practice and through this, they have the greatest impact on student achievement.

Encourage expert teachers to work collaboratively and share their skills and understandings. This is how we develop and expand quality teaching within the school.

| Operational Strategies | Indicators of success |
|---|--|
| <p>Members of the Senior Management Team and other teacher leaders enhance their leadership through Instructional Leadership, Classroom Management Strategies, Growth Coaching and AITSL leadership.</p> <p>FTE: (incorporated)</p> | <p>Positive staff and parent survey results (National Survey). Members of the Senior Management Team participate in the following: Professional learning in leading educational change to enhance student achievement and teacher effectiveness Classroom Management Strategies and Growth Coaching professional learning provided for staff.</p> <p>Contingencies:</p> |
| <p>Senior Management Team provides in and out of class support for teachers to enhance teaching and learning.</p> <p>FTE: (incorporated)</p> | <p>Positive feedback to HOLAs from staff on surveys</p> <p>Contingencies:</p> |
| <p>Heads of Learning Area in consultation with their staff, develop Learning Area strategic plans and individual teacher plans that reflect the Business Plan and focus on improving student academic achievement.</p> <p>FTE: Relief \$10,000</p> | <p>Learning area plans are in place and regularly reviewed and monitored</p> <p>Contingencies: \$</p> |
| <p>Identify and support aspirant teacher leaders and school leaders.</p> <p>Use roles such as committee membership and Year Coordinators to provide leadership opportunities in the school.</p> <p>Continue to identify and develop Learning Leaders across the school.</p> <p>Use staff meeting time for teachers to work with Learning Leaders and colleagues in their area of interest – through Professional Learning Groups.</p> | <p>Increase the number of teachers obtaining Senior Teacher, Level 3 classroom teacher status and promotional positions.</p> <p>Numbers of applicants for committees and Year Coordinator positions.</p> <p>Professional learning and leadership development is provided for 10 or more interested teachers to be Learning Leaders who can work with teachers to enhance teaching and learning.</p> <p>Positive feedback on professional learning groups via surveys</p> <p>Increased time, choice and smaller groups for professional learning groups</p> |

FTE: Relief \$10,000

Contingencies: \$

Use the expertise of Senior Teachers and Level 3 Classroom teachers to model, support and enhance teaching and learning.
Provide support to graduates and new teachers to the school.

Teachers, especially Senior Teachers, mentor practicum student teachers and beginning teachers. Positive feedback to the universities on placements. In consultation with the Principal, Senior Teachers and Level 3 teachers annually review and adjust as appropriate, their additional duties.

FTE: Relief \$10,000

Contingencies: \$

Focus Area 5 Resourcing: Learning Technologies, Resources and Infrastructure

Effectively manage resources to maintain and enhance the physical resources and environment of the school

| Operational Strategies | Indicators of success |
|--|---|
| <p>School buildings and grounds are maintained to a high standard.</p> <p>The Health and Safety Committee is used to assist the Health and Safety officer/s to develop health and safety procedures for the school.</p> <p>Exploration of maintenance contracts, e.g. painting.</p> <p>FTE: 2.0 (1xFacilities Officer, 1xGardener) \$137,267</p> | <p>A Work Safe compliant workplace.</p> <p>Regular emergency planning, evacuation drills and induction for new staff.</p> <p>High quality sustainable and aesthetically pleasing grounds.</p> <p>All maintenance matters are dealt with in a timely and effective manner.</p> <p>External sources of funding and sponsorship have been identified with these funds coming into the school.</p> <p>Upgrade tennis/basketball courts (eg resurfacing, raised level and covered)</p> <p>Upgrade to Blue Quad for 2018/2019 (utilising Quiz Night proceeds)</p> <p>Refurbishment of T&E area 2017-2019</p> <p>Contingencies: \$305,000 + Faults management \$75,000</p> |
| <p>Information technologies are provided to support teaching and learning</p> <p>FTE: 2.5 Technicians (\$191,268)</p> | <p>Website is well maintained and updated</p> <p>Continued provision of IWB to all classrooms and staff devices.</p> <p>Continuation, if possible, of a second IT technician (level 4).</p> <p>School Intranet is updated and utilised to provide more seamless information</p> <p>Improved printing facilities from devices</p> <p>LMS, Connect, Class One Note in use</p> <p>Replacement plan for staff devices</p> <p>Contingencies: \$320,000</p> |
| <p>Furniture and facilities for staff and students are provided and regularly updated.</p> <p>FTE: \$</p> | <p>Furniture is modern, functional and hard-wearing.</p> <p>The school has a plan to replace furniture and equipment as necessary e.g. 1 classroom per Learning Area per year.</p> <p>Contingencies: \$50,000</p> |
| <p>Continue to explore options to upgrade to Music and Dance facilities</p> <p>FTE: \$</p> | <p>Investigation of possible funding sources to provide a new dance and music facilities. Establishment of a building fund using Reserves after meeting with the Deputy Director General (reserves - \$700,000)</p> <p>Contingencies: \$15,000</p> |

| Operational Strategies | Indicators of success |
|--|---|
| <p>A plan for asset and resource replacement is developed and implemented.</p> <p>FTE: \$</p> | <p>Asset and resource schedule is developed and kept up to date. School is able to replace assets and resources as required. The 2018 – 2019 Asset replacement schedule is actioned. The school commits to 10% of reserves being spent each year as per DOE directive.</p> <p>Contingencies: \$95,000</p> |
| <p>Sustainability of school resources and reduction of school's carbon foot print. eg consider further rainwater tanks, kitchen gardens, recycling of paper/cardboard, upgrades to LED lighting, more solar panels, timer switches and more electronic distribution of information to staff. Continue to use online resources such as Connect and explore online relief bookings.</p> <p>FTE: \$</p> | <p>Reduction in use of paper and paper costs. Reduction in energy use and utility costs. Greater use of drought tolerant plants, water savings. Air-conditioning – replace evaporative with refrigerative where economical All staff and students use energy/water saving strategies in the school. Connection to reticulated gas supply in partnership with DOE. Online services available to staff for booking relief.</p> <p>Contingencies: \$195,000 + annual transfer to reserves (15,000)</p> |
| <p>Continue to monitor and use of a variety of strategies to improve the school's collection rate for contributions and charges.</p> <p>FTE: \$2,000</p> | <p>73% (2012), 81% (2013), 94% (2014) 90% (2015); 94% (2016) 45% (2012), 56% (2013), 60% (2014-15) 45% in 2016 voluntary contribution collection rate (e.g. library, chaplain, computers, P&C levy) as an annual collection rate.</p> <p>Contingencies: \$1,000</p> |
| <p>Improvements to the new Kalamunda Sporting Precinct with new signage, shade sails over the new limestone seating on the Hedley Jorgensen Oval and inclusion of a water proof shelter.</p> <p>FTE:</p> | <p>Contingencies: \$64,000</p> |