Respect Engage Achieve Learn

Annual Report 2021

Rockingham Senior High School

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R

LEARN TO LIVE

Respect Engage Achieve Learn

Contents

School Report
Rockingham Senior High School

School Overview

This annual report reflects on the progress for the final year of the School Business Plan, *Learn to Live – Positive Futures: 2019– 2021*. This business plan has focused upon school improvement being undertaken through our school's four key priorities.

The four priorities identified by our school community are as follows:
1. Culture of Academic Achievement – "How are students achieving their personal best?"
2. Culture of Quality Teaching – "How are our teachers teaching?"
3. Positive Culture – "How are we looking after each other?"
4. Culture of Connection with our Communities – 'How are we engaging our parents and community to support student learning?"

The school's vision for teaching and learning is to ensure that our students are provided with every opportunity to learn and grow in a positive and united school culture, while contributing and adding value to the broader community.

Our school nurtures the "whole child" to support them to attain their personal best. We aim to develop the understandings, skills and attitudes relevant to each student's individual needs, thereby fulfilling their potential and contributing to the development of our society.

The school recognises the importance of student engagement to achieve their best performance and provides a diverse range of programs to accommodate student interest, strengths, and aspirations for their future education, training and employment. We cater for our high end academic students through either the Academic Curriculum Extension (ACE) or the Maritime Specialist Programs. Both these programs provide a strong focus upon supporting student's to gain the skills to complete an ATAR Pathway which will support them in achieving university entrance. The school has a well-planned pathway, for identified students who require intensive literacy and numeracy support by providing individual and/or group education plans to ensure their learning is appropriately modified. In providing a diverse range of academic and vocational pathways the school ensures that the future career aspirations of all students are met. As a recognised specialist school of Maritime Training, Netball and Basketball and a highly successful Rugby League Academy, many of our students experience outstanding success at local, state and international levels, while studying their academic school programme.

The school's curriculum and pastoral care structures are integral to supporting the social, emotional, intellectual and physical needs of our students necessary to achieve their personal success. A focus on a positive environment for learning and promoting student and school well-being, aims to improve student engagement and develop an inclusive learning environment through the Positive Behaviour Support programme.

Student Numbers and Characteristics:

Semester 2 Student Numbers
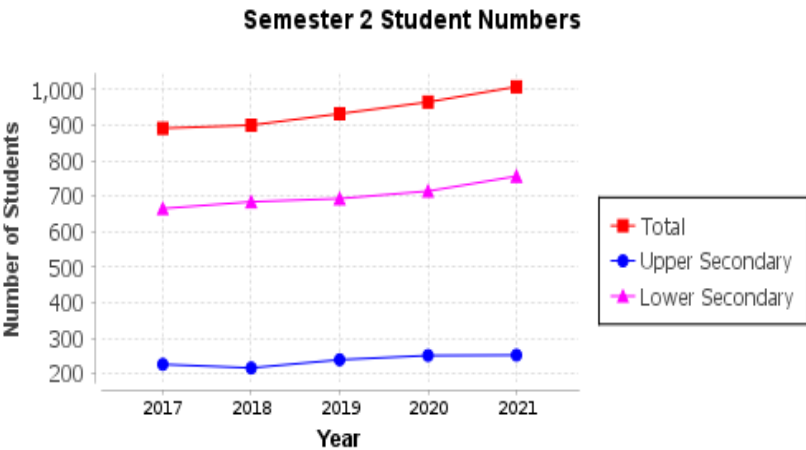
Collection Period	2017	2018	2019	2020	2021
Lower Secondary	665	684	693	714	756
Upper Secondary	226	216	239	251	252
Total	891	900	932	965	1008

Rockingham Senior High school has worked very closely with its partner primary schools over the years to ensure that the students and parents in these schools find out about the strong academic, pastoral, and Specialist programs that the school has. The Principal meets twice a term with the other Principals within the Peron North Schools Network. This network is comprised of Rockingham and Safety Bay Senior High Schools and the partner primary schools that feed into them. This Network has developed a strong business plan based around early Primary literacy and numeracy intervention and strong transition process from Primary to Secondary school for the students in the network.

The school has had a steady enrolment increase in its Year 7 numbers over the last 4 years with the new Year 7 cohort consistently being around 180-200 students compared to previously around the 160 mark. Our catchment area does not have any new building occurring and so this is not the cause of the increase in numbers rather these parents seeing RSHS as being the school of choice in the area.

Our Specialist programs are consistently producing strong results on the sporting fields or out on the water which gives further evidence to our community regarding the strength of these programs. This, along with a strong commitment by the program coordinators to students achieving strong academic, behavioural, and attendance data, ensures they are elite programs.

Student Attendance (Data)

	Non Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like School	WA Public Schools	School	Like School	WA Public Schools
2019	84.5%	87.6%	88.8%	70.7%	70.3%	65.8%	83.8%	86.1%	86.8%
2020	86.1%	88.6%	89.2%	73.2%	71.8%	65.9%	85.5%	86.9%	87.3%
2021	82.7%	85.3%	86.5%	77.9%	64.7%	62.6%	82.4%	83.0%	84.4%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	87%	52%	30%	14%	4%	76%	24%
Y08	83%	37%	35%	18%	10%	72%	28%
Y09	79%	35%	25%	23%	17%	65%	35%
Y10	79%	32%	27%	25%	16%	60%	40%
Y11	81%	35%	27%	30%	9%	65%	36%
Y12	87%	44%	35%	21%	1%	75%	25%

As can be seen by the above data, attendance across the whole system has dropped by nearly 3%, which is mirrored by our school results. The current School Business Plan has identified improved student attendance as a priority and a specific target. The development of improved attendance strategies through the review of current practice and processes are identified as key milestones. The appointment of a school officer in Student Services, in Semester 2 of 2019, to triage student's attendance and follow up that supported the HOSS team. The data suggested a slight improvement in attendance rates compared to 2018 and an increase in the rate of authorised absences compared to unauthorised absences.

The appointment of an AIEO in 2020 has helped to improve the connectedness of our Aboriginal students and parents to the school through the development and implementation of targeted programs. The data identifies that the attendance rates for Aboriginal students are significantly higher than those of Like Schools and WA Public Schools. Although the attendance rates for Aboriginal students is lower than Non-Aboriginal students the gap has closed significantly. Over the last three years the difference has moved from a 13.8% difference to 4.8%.

We will continue to focus on improving student transition from Primary School into Year 7, and the transition of students from Year 10 into Year 11. Attendance meetings will be held with students who are within the At-Risk category to develop and implement Individual Attendance Plans. Students who are seen as being At-Risk in Year 10 will also be targeted for engagement programs within the school or within the community to meet with their individual needs. A student's Good Standing will also be used to ensure that only those students who maintain their Good Standing throughout the year are able to represent the school and attend reward excursions at the school.

The Student Services team continues to ensure the mental health and wellbeing of students and staff within the school. Students continue to participate in targeted health and wellbeing programs such as Cyber-bullying presentations by guest speakers, including how to use social media more responsibly, bullying, coping with stress etc. Rockingham SHS has developed whole school strategies to promote mental wellness. Introduction of four targeted Focus Weeks: Friendship Week, Careers Week, Mental Health Week and Multicultural Week. Student House Leaders and School Captains work collaboratively with SS Coordinator and House Coordinators to plan these weeks and assist in the running of events. Year 12 Health students spend almost a term researching, planning and then facilitating their own Mental Health Expo. Every year group is invited to attend, allowing for significant peer mentoring and sharing of information.

The recording of prompt and accurate attendance data, followed up by regular communication with parents has been a priority. Text messages, emails and phone calls are used daily. Students with attendance concerns are case managed. Targeted intervention through Student Services is implemented to address the identified need. The intervention could include; attendance groups, external agency support, regular meetings and communication with the family and student, home visits, incentives and Good Standing events. The appointment of two Student Support officers in 2021 has increased the capacity to develop and implement appropriate strategies to address the attendance concerns.

Student Achievement and Progress
NAPLAN (Data) (source: Schools Online, SAIS)

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)			
	2021	2020	2019
Reading	111(97%)	100 (96%)	92 (97%)
Writing	110(96%)	100 (96%)	92 (97%)
Numeracy	109(95%)	93 (89%)	90 (95%)
Met literacy and numeracy requirement	104(90%)	92 (88%)	89 (94%)

Over the final year of our current Business Plan, we have continued to focused on building a sustainable 'Culture of Academic Achievement' that enhances student achievement and progress through the implementation of evidence based improvement strategies. To support this priority, the school has continued to drive the implementation of an Instructional Framework Model across all Learning Areas that includes Daily Review's, Learning Intentions and Success Criteria (WALT/WILF). This also includes the continued development of Explicit Instruction (EI) as a pedagogical tool in all Year 7 and 8 classrooms.

Alongside the implementation of the Instructional Framework, Professional Learning Committees (PLC's) meet regularly to review, develop and implement consistent evidence based, high impact teaching and learning practices that centre on the reflective use of data. The main PLC's linked to student achievement and progress include Literacy, Numeracy, Teaching & Learning, Enrichment and the Data Coaching. Ongoing review cycles has been an important part of our school's pedagogy, and resulted in continued academic achievement growth.

One of the main overarching strategic directions was to continue to develop and implement strategies to improve the literacy outcomes of our students in both NAPLAN and OLNA Achievement. Through the Literacy Professional Learning Committee (PLC) the drive for this improvement was enacted with changes being made to the way OLNA is rolled out across the school. There has been a whole school focus with all Learning Areas taking ownership for Literacy and Numeracy development. Rigorous analysis of Year 7 & 9 NAPLAN and Yr 10-12 OLNA data, led by PLC members within Learning Areas has been trialled with the goal of ensuring literacy and numeracy are embedded into everyday teaching and learning. This is linked to our Instructional Framework and the application of Daily Reviews in every lesson that focus on vocabulary, sentence structure and other conventions of language. The school has also implemented an intensive intervention program with OLNA students in small groups rotating between required skill development and practice OLNA assessments. Timetabling and scheduling OLNA and NAPLAN has also been a focus, with English and Maths teachers assisting with the supervision of their students during testing to ensure continuity and relieve student anxiety when completing

these tests. Overall the school has continued its growth in OLNA achievements, especially within the movement of numeracy performance between 2020 and 2021. Our NAPLAN Reading, Writing and Numeracy results have also all shown improved progress and an upward trend in achievement. A pleasing result has been the increased number of students that have achieved high progress in Year 9 NAPLAN. Literacy support and focus strategies continue to build, with the introduction of an intensive language program being implemented for lower school students who require additional support. Teaching and Educational Assistant staff have been trained in data analysis and literacy support strategies, including the development of phonics. In particular, the school has timetabled the MAQLIT program, with student's from years 7-10 offered individualised literacy support. Moving into 2022, the school has continued to support the growth of our Literacy Achievement with the appointment of a dedicated Literacy Coordinator, who works alongside the Literacy PLC to ensure sustainable improvement and review processes.

Year 12 outcomes (DATA) including VET (source: SAIS WACE Report)

Year 12 Whole cohort

WACE Achievement Rate (% of eligible students)			
	2021	**2020**	**2019**
School	101(88%)	87(84%)	80(84%)
Like Schools	85%	86%	83%
Public Schools	89%	89%	89%

West Australian Certificate of Education (WACE) Examination Participation

	Eligible Yr 12 Students	ATAR Students	% ATAR Students	VET Participation Rate (% of cohort)	VET – No of Students completing a Cert II of higher	
2019	96	10	7%	132 (87%)	88	91.7%
2020	104	12	7%	135 (83%)	94	90.3%
2021	115	9	5%	94 (57%)	76	66.0%

Level of highest qualification achieved (of VET enrolled students)

	2021	2020	2019
Certificate IV	14 (15%)	9 (7%)	11 (8%)
Certificate III	17 (18%)	5 (4%)	23 (17%)
Certificate II	39(41%)	80 (59%)	54 (41%)
Certificate I	1 (1%)		1 (1%)
No certificate completed	23 (24%)	41 (30%)	43 (33%)

Attainment Rate

Attainment Rate – ATAR >= 55 and/or higher of eligible students (no. of students)			
2021	**2020**	**2019**	**2018**
63% (72)	90% (94)	92% (87)	97% (95)

Overall ATAR Performance

Relative Performance	
2019	--0.97
2020	-1.4
2021	No results available due to small numbers

Median ATAR more than 1 standard deviation above expected

Median ATAR between 1 standard deviation above and 1 standard deviation below expected

Median ATAR more than 1 standard deviation below expected

Median Tertiary Entrance Rank

	School	Like-Schools	State
2019	61.7	70.3	78.3
2020	57.3	71.6	79.25
2021	62.25	71.35	80.25

Rockingham SHS over the past three years has improved the overall percentage of students who are eligible for WACE to the point where now we are greater than like schools and similar to public schools. This data reflected a number of measures that have been implemented to encourage identified students to select a suitable career pathway which would be more suited to their individual needs. The school will continue to refine its counselling of students in Year 10 to ensure that students and parents have clearly defined career pathways. New subjects have been introduced into the school which are relevant to the student's interest. We have also implemented a Wednesday afternoon program aimed at supporting students who have not passed OLNA. This ensures we provide targeted and individualised support to these students to ensure they meet this WACE requirement.

Even though we narrowed the number of ATAR courses offered to our Senior School students, this has not seen a reduction in opportunities for our students to access Higher Education. Since Covid started the Universities have provided an "early offers program" to ATAR students based upon their Year 11 performance. All 2021 students received an offer to one of the universities in semester 1 of their final year. We also had another 10 -15 students access alternative entry to university via Murdoch Universities TLC 110 program, at Rockingham Campus, which equates to an 80 ATAR and enables entry to all courses without prerequisites. Our Certificate IV in Preparation for Nursing Education also gives students an opportunity for University. This has resulted in at least a quarter of our students having acheived university placement for 2022.

The VET participation rate has reduced to the compulsory requirement of a Certificate II or higher being removed for the achievement of the students WACE. Nearly a third of our Year 12s undertook a Certificate II or IV course, which are both stemming from our Health pathway. Whilst we have reduced our offering on our school timetable, we are now having 2 classes of year 11s doing a VET in School pathway. Which involves 3 days at school, 1 day at TAFE and one day on work placement. This pathway gives greater access to direct future employment after school. With the addition of a Career Advisor to the school in 2022, we believe that this will have a strong correlation to more students gaining a clear understanding of a pathway for Year 11 and 12 and beyond.

Post School Destination (DATA) (source: Schools Online)

	Intention 2020 School	Intention 2020 State	Destination 2021 School	Destination 2021 State	Variation School	Variation State
Return To School		0.4%		0.1%		-0.3%
University	29.7%	51.3%	25.0%	35.5%	-4.7%	-15.7%
Uni Offer - No Placement		0.0%		5.0%		5.0%
TAFE	17.6%	17.9%	27.1%	13.9%	9.5%	-4.0%
Apprenticeship	23.0%	11.7%	10.4%	4.2%	-12.6%	-7.5%
Traineeship	1.4%	2.0%	2.1%	2.1%	0.7%	0.2%
Other Training	1.4%	2.6%	2.1%	1.9%	0.7%	-0.7%
Employment - Full-time	24.3%	9.2%	2.1%	5.6%	-22.2%	-3.6%
Employment - Part-time		1.3%	18.8%	13.9%		12.6%
Employment						
Employment Assistance		0.0%	10.4%	6.7%		6.7%
Other	2.7%	3.7%	2.1%	1.7%	-0.6%	-2.0%
Deferred Study/Training		0.0%		9.4%		9.4%
Total	100%	100%	100%	100%	-	-
% of students responding	64%	0.0%	41%	0.0%	-	-

This post school destination data demonstrates the range of aspirations and it aligns to our delivery and the choices available to our students. We have a range of tailored pathways to accommodate all of these and we continue to work to strengthen each pathway to improve outcomes for students. As demonstrated in our data, we had a 30% percentage of students who see post compulsory education as what they desired beyond the college with a high proportion of students gaining entrance into University. We have streamlined our ATAR pathway with the aim of improving teaching and learning, staff capacity, and student performance. The school has an ACE (Academic Extension) and dedicated coordinator with the aim of continuing the development and support of these students in order to increase our ATAR offerings in the future.

Students seeking apprenticeships and full time employment straight from school is a trend that has been evident for a number of years. The school has a strong VET Pathway with student options of attending school, TAFE and Workplace Learning. Alternatively, for those students who are unsure of where they wish to head post school, we ensure they have the most competitive currency and skill sets to make well-informed decisions as they move forward.

Anecdotally, we see a number of students who engage in full or part time work for a few years after secondary school before returning to post compulsory education with the desire of gaining skilled employment options for themselves.

Parent/student/teacher satisfaction with the school

(source: Tell Them From Me Survey (TTFM))

TEACHER SURVEY REPORT			PARENT SURVEY REPORT		
	2019	2021		2019	2021
Culture of Academic Achievement	**7.26**	**7.41**	**Culture of Academic Achievement**	**6.79**	**6.83**
8 questions about learning culture	7.78	7.94	7 questions about parents' support learning at home	6.90	6.96
8 questions about teaching strategies	761	7.66	School supports learning	6.67	6.83
8 questions about technology	6.91	6.98			
8 questions about inclusive school	7.64	7.85	**Positive Relationships and Wellbeing**	**6.11**	**6.18**
16 questions about planned learning opportunities	7.16	7.36	6 questions about School supports positive behaviour	6.57	6.43
16 questions about quality feedback	6.86	7.00	6 questions about safety at school	5.80	6.08
16 questions about overcoming obstacles to learning	7.3	7.48	5 questions about inclusive school	5.86	5.98
Expert teaching teams	**6.97**	**7.26**	**Connected Communities**	**6.72**	**6.44**
8 questions about collaboration	7.22	7.5	7 questions about parents feel welcome	6.89	6.47
8 questions about leadership	5.62	6.17	7 questions about parents are informed	6.56	6.41
8 questions about data informs practice	7.72	7.86			
16 questions about challenging and visible goals	7.14	7.38			
Positive Relationships and Wellbeing					
Connected Communities	6.41	6.46			
8 questions about parent involvement	6.41	6.46			

STUDENT SURVEY REPORT

	2019	2021		2019	2021
Positive sense of belonging	54%	37%	Positive self-esteem	57%	45%
positive relationships	78%	76%	Positive learning climate	61%	57%
Value school outcomes	73%	56%	Expectations for success	72%	66%
Regularly truant	8%	7%	High levels of depression	30%	43%
Positive homework behaviour	41%	32%	Positive teacher-student relationships	62%	55%
Positive behaviour at school	92%	87%	Feel safe at school	42%	32%
Intellectual engagement	57%	37%	Advocacy at school	31%	27%
Moderate or high levels of anxiety	28%	44%	Advocacy outside of school	53%	46%
Effort in school	69%	50%	High levels of depression	30%	43%
Interested and motivated	28%	22%	Positive self-esteem	57%	45%
Feel safe at school	42%	32%			

As part of the three-year school improvement program, through the Fogarty EdVance program that the school undertook, the school was required to take yearly surveys of parents, staff and students. The program used "Tell Them From Me (TTFM)" as a surveying tool. The surveys provided information to make evidence-based school planning decisions with confidence about critical topics such as student engagement, mental health, school safety and inclusivity, and many others.

The survey asks the same questions each year and these questions cover a huge variety of areas and topics about school culture. As a school we dissected and then aligned the themes into the 4 priority areas of the school business plan to ascertain how we were progressing. The staff and parent questions fit smoothly into these domains. From the above data we can see that there was an increase in the perception of the school's improvement journey by staff and parents across the three years. In each domain we have seen growth over the 3 years from 2019 to 2021. This aligns with the clear focus and dedication that we have placed upon improvement over this time.

The student's survey results have shown a negative trend over this period. The school believes that this can specifically be linked to the significant impact Covid had on society as a whole. This had caused a significant strain on mental health, attendance, and a variety of social and emotional aspects of young peoples lives. Due to this the school increased its resources in the student services space. We created 2 Youth Worker positions, which were advertised and filled in term 4 of 2021. This takes the Student Services team up to 7 staff who are able to work with students from the full range of low needs to extremely complex needs.

School Income by Funding Source (DATA) (source: Schools Resourcing System)

Rockingham Senior High School
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	$ 46,798.42	$ 46,798.42
2 Charges and Fees	$ 256,222.87	$ 256,222.87
3 Fees from Facilities Hire	$ 17,685.42	$ 17,685.42
4 Fundraising/Donations/Sponsorships	$ 13,966.11	$ 13,966.11
5 Commonwealth Govt Revenues	$ -	$ -
6 Other State Govt/Local Govt Revenues	$ 1,000.00	$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	$ 217,447.93	$ 217,447.93
8 Other Revenues	$ 26,988.22	$ 26,988.22
9 Transfer from Reserve or DGR	$ 424,760.47	$ 424,760.47
10 Residential Accommodation	$ -	$ -
11 Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12 Camp School Fees (Camp Schools only)	$ -	$ -
Total Locally Raised Funds	$ 1,004,869.44	$ 1,004,869.44
Opening Balance	$ 271,081.00	$ 271,081.32
Student Centred Funding	$ 969,079.74	$ 969,079.74
Total Cash Funds Available	$ 2,245,030.18	$ 2,245,030.50
Total Salary Allocation	$ 10,987,879.00	$ 10,987,879.00
Total Funds Available	$ 13,232,909.18	$ 13,232,909.50

Current Year Actual Cash Sources

Locally Generated Revenue - Budget vs Actual
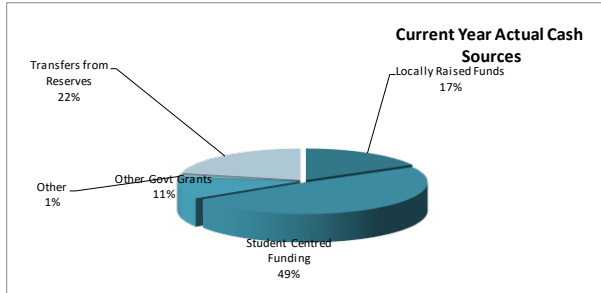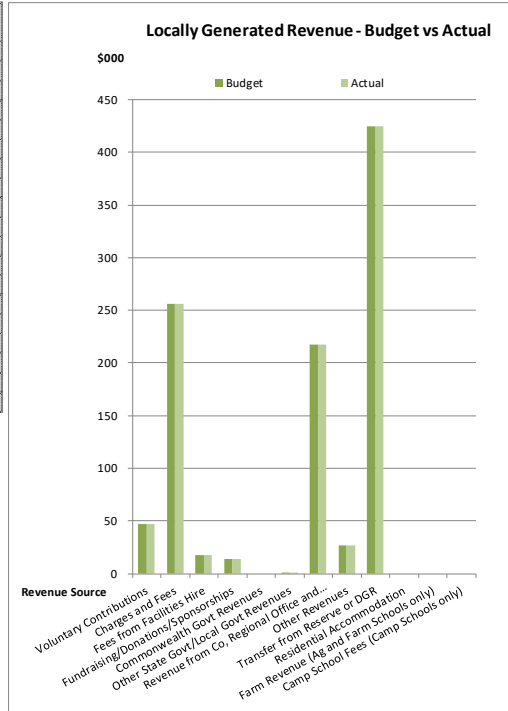
Expenditure - Cash and Salary	Budget	Actual
1 Administration	$ 119,111.39	$ 119,111.22
2 Lease Payments	$ 14,552.02	$ 14,552.02
3 Utilities, Facilities and Maintenance	$ 515,684.94	$ 515,684.94
4 Buildings, Property and Equipment	$ 495,669.15	$ 495,669.15
5 Curriculum and Student Services	$ 481,344.99	$ 481,344.99
6 Professional Development	$ 54,270.26	$ 54,270.26
7 Transfer to Reserve	$ 292,137.88	$ 292,137.88
8 Other Expenditure	$ 75,412.37	$ 75,412.47
9 Payment to CO, Regional Office and Other Schools	$ -	$ -
10 Residential Operations	$ -	$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12 Farm Operations (Ag and Farm Schools only)	$ -	$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14 Camp School Fees to CO (Camp Schools only)	$ -	$ -
Total Goods and Services Expenditure	$ 2,048,183.00	$ 2,048,182.93
Total Forecast Salary Expenditure	$ 10,456,940.00	$ 10,456,940.00
Total Expenditure	$ 12,505,123.00	$ 12,505,122.93
Cash Budget Variance	$ 196,847.18	

Goods and Services Expenditure - Budget vs Actual
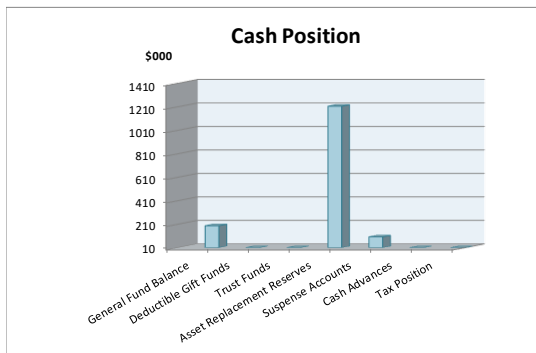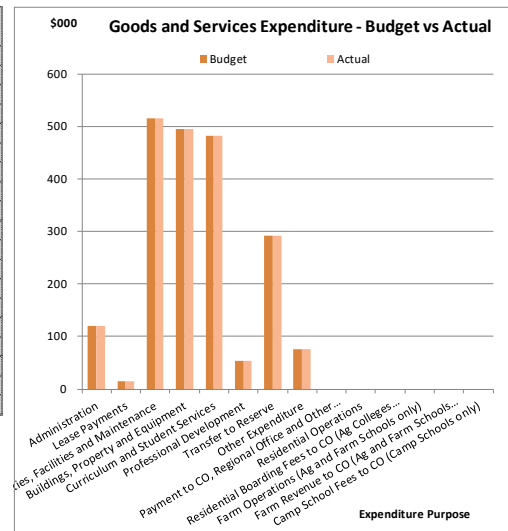
Cash Position

Cash Position as at:		
Bank Balance	$	1,501,913.71
Made up of:	$	-
1 General Fund Balance	$	196,847.57
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	1,215,038.24
5 Suspense Accounts	$	101,795.90
6 Cash Advances	-$	430.00
7 Tax Position	-$	11,338.00
Total Bank Balance	$	1,501,913.71

Other Financial Information

Voluntary contributions collection rate	70.95%	**Total Creditors as at the 31 December 2021**	Nil
Compulsory charges collection rate Year 7-10	82.30%	**Total Debtors as at the 31 December 2021**	$12491.32
Compulsory charges collection rate Year 11-12	82.05%	**Total bad debts written off for the year**	$13422.56
Total assets/resources written off for the year	$2096.00		

Improvements to Facilities and Learning Environment
Major upgrade to 2 Home Economics classrooms
Major upgrade to Canteen
Major Ceiling Replacement to whole school
New Pin Boards to several classrooms
New synthetic cricket pitch
TV and Apple TV for Student Services
Whirly birds to Netball dugout and Nursery Shed
Upgrade to WiFi sysem
Set up of Multilit room
Conversion of boat shed to Maritime classroom
Guidance lines updated
New Signage for Admin Office
New gates and concrete pathways to Oval entrances
Garrison fencing to front of school
Pathway from Swinstone Street up to Science Block upgraded
Staff Carpark Entrance upgraded
Gates from Basketball Courts to Oval
Removal of old storage sheds by Home Economics and Arts area
Removal of Old Demountable

Due to the impact of COVID on our school community 2021 was a challenging year for the collection of school voluntary contributions and charges. Whilst we maintained a good collection rate it was down on previous years in all areas except voluntary contributions where parents were eligible for Secondary Assistance indicating the number of parents on government allowances.

Supplies over the year were difficult to obtain, particularly IT hardware. With the school waiting in some cases 6-8 months for delivery of items ordered.
With funds that had been put aside we were able to make a number of improvements to the school environment to enhance learning areas and grounds as well as maintain the safety of students and staff. This included a garrison fence to the front of the school and upgrades to pathways as well as the setup of the MultiLit room and Maritime classroom.

Funding received from the Government was used for a much needed upgrade to our Home Economics classrooms and Canteen as well as our girls and boys changerooms. The school also benefited from a major ceiling replacement project.

School Priorities

Culture of Academic Achievement

Achieved strategies against priority	Planned actions
<u>Use Literacy and Numeracy data to inform and develop Wole school Literacy plans.</u> • Review and audit current literacy programs and practices in school in each learning area • Create teams of literacy 'experts' to develop their own knowledge and lead staff development and pedagogical expertise in teaching reading, writing and spelling • Investigate, establish and implement agreed upon Whole School Literacy Priorities • Identify areas of need for future curriculum literacy interventions • Create teams of numeracy 'experts' to • develop their own knowledge and lead staff development and pedagogical expertise in teaching numeracy • Investigate effective evidence-based teaching practices for numeracy in each year level based on baseline testing • Develop resources to support Whole School Numeracy Priorities	• Investigate effective evidence-based teaching practices for literacy in each year level based on baseline testing • Develop resources to support Whole School Literacy Priorities • All literacy programs implemented and consistently taught throughout the school • All numeracy programs implemented and consistently taught throughout the school • Identify areas of need for future curriculum numeracy interventions
<u>Use data to establish targets and achievement benchmarks and identify and implement evidence-based teaching practices</u> • Data Coaching Professional Learning using Best Performance planned and included as part of regular staff training • Develop an agreement on what information is collected, by whom and when, and regularly monitored and revisited to see impact of targeting students • Collect baseline data from a variety of sources to identify students' current position in literacy and numeracy development • Discuss data sets with all staff and celebrate successes	• Develop an agreed format for collecting academic data (datahub) and sharing published documents • Data discussion related to targeted students consistently included in learning area meeting agendas • Teaching and Learning documents have an agreed format to identify strategies for students targeted through data analysis • Develop a sustaining and rigourous culture of analysis of NAPLAN, OLNA, EST, WACE and ATAR data to inform improvement strategies and documented in Positive Futures Plans • Professional learning provided by Data Coaching Committee to build staff skills in analysing and interpreting data

Achieved strategies against priority	Planned actions
Implement whole school baseline PAT literacy and numeracy testing • On-entry PAT Testing in Numeracy and Literacy (Reading, Writing, Numeracy) • Collate baseline data to identify student's current position in literacy and numeracy development.	
Research and implement evidence-based OLNA and NAPLAN support programs • Develop a rigorous practice schedule for OLNA, based around timetabling changes • Build staff capacity to analyse NAPLAN and OLNA data to inform improvement strategies	• Participate in school visits to investigate effective programs and intervention programs already in use
Identify and implement evidence-based teaching practices to improve the progress and achievement of targeted students in literacy, numeracy and all learning areas • Research and implement evidence based Literacy and Numeracy Intervention Programs • Implement small group literacy and numeracy support for targeted students • Investigate and implement a support program (MacLit) for students with extreme low literacy and numeracy through an intervention programs.	• Professional learning provided to staff for each intervention program

Quality of Teaching and Leadership

Achieved strategies against priority	Planned actions
Develop and implement an evidence-based school wide instructional framework reflecting the school vision and building on teachers personal strengths • Develop a RSHS Consistent Practices – Instructional Framework • Research and develop a Teaching and Learning Framework for consistent teaching practice, including school visits • The Teaching and Learning Committee trial a RSHS Teaching and Learning Framework • Implement the Teaching and Learning Framework in all Year 7 MESH classes and trial in all learning areas • Staff implement, practice and review the RSHS Teaching and Learning Framework	• Roll out the RSHS Instructional Model to whole school, in a graduated phase over 5 years • Develop a coaching structure to support the successful implementation of the instructional model.

Implement a culture of high performance through student feedback and the alignment of Positive Future Plans	• HoLAs to implement learning area goals based upon aggregated student feedback data
• Implement student surveys, to be completed twice a year. • Staff to manage their own student feedback from surveys and discuss with HoLA as part of their PFP (if desired)	• Teachers to use student data as evidence in PFPs • Classroom observation schedules are negotiated by teachers with their performance managers as standard practices within PFP process • Peer and line manager observations occur. The focus of the observations is chosen aspects of the AITSL standards and the RSHS Teaching and Learning Framework •
Develop teachers as active participants in school decision making processes through Professional Learning Communities • PLC structure to be based around Fogarty initiatives committees, which harness staff expertise and interest • PLCs to develop strategic/operational plans in line with current Business Plan and available resources • Utilise the strengths of Level 3 Classroom Teachers in leading aspects of school priorities as negotiated with the Principal	•
Capacity building through distributed leadership, leadership identification and development • Ensure all internal vacancies go through a formal process that includes clear role expectations, advertising, application or expression of interest, interview and feedback so all opportunities are open and transparent. • Provide professional learning for committee chairpersons	• Develop and implement a strategic Aspirant Leaders program for staff • Utilise the strengths of Senior Teachers in supporting early career teachers, school priorities or other roles as negotiated with their HoLA

Positive Culture

Achieved strategies against priority	Planned actions
Attendance Strategy • Review processes to routinely monitor and analyse student attendance data, embedding these into school attendance policies and procedures and linking to staff roles. • Investigate and implement processes to improve "explained absences".	• Develop case management approach for students currently attending 85-89%

Maintain a focus on CMS strategies through professional learning and classroom observation by HOLAs • Conduct a staff skills audit and training needs analysis • Senior Leadership will develop templates for the Classroom observations	• Review the skills, strategies and templates with staff • Develop and implement a suitable observation and coaching structure.
Develop a whole school approach to student mental health and well-being • Establish a Social and Emotional Learning (SEL) PLC • Conduct an audit of current provisions and practices within the school. • Implement the SEL Framework to strengthen and improve pastoral care service delivery for students	• Develop a Social and Emotional Learning (SEL) Framework based on best practice and results from audit • Review practice based on National School survey results
Implement whole school PBS "Keeping it REAL" (KIR) Framework alongside the House Structure • Implement the explicit teaching of the KIR values • Embed the reward structure for KIR • Evaluate the effect of the program through the PBS surveys • Link as many activities to the new House structure • Promote the various House cups (REAL, Academic, Attendance and Sport Cups) and the overall House shield.	
Develop a whole school approach to celebrating Multiculturalism • Establish a Multicultural Committee • Conduct an audit of current provisions and practices within the school. • Develop and implement whole school activities to celebrate multiculturalism in the school, such as Harmony Week, NAIDOC Week, Multicultural Week	• Become a culturally responsive school by implementing the Aboriginal Cultural Standards Framework (ACSF) • Develop and implement resources (based around the general capabilities) and strategies for teachers to create welcoming and supportive learning environments for students from diverse multicultural backgrounds. • Develop and implement strategies to engage multicultural families with the school community, such as morning teas and activities.

Our Mission

To ensure that our students develop the understandings, skills and attitudes relevant to their individual needs, thereby enabling them to fulfil their potential and contribute to the development of our society.

Our Vision

At Rockingham Senior High School our vision is to ensure students are able to access *opportunity* in a culture of *unity* while value adding to our local *community*.

Our Values

Respect for self, others and property
Knowledge
Being our best

Rockingham Senior High School

LEARN TO LIVE

An Independent Public School