



Department of
Education

Shaping the future

Rockingham Senior High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1971, Rockingham Senior High School is located approximately 47 kilometres from the Perth central business district, within the South Metropolitan Education Region and is co-located with Rockingham Senior High School Education Support Centre.

The school has an Index of Community Socio-Educational Advantage rating of 958 (decile 7).

It currently enrolls 1060 students from Year 7 to Year 12, and the school became an Independent Public School in 2013.

Rockingham Senior High School has the support of a School Board.

The first Public School Review of Rockingham Senior High School was conducted in Term 1, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The executive team reported that the review provided an opportunity to revisit and refocus on the school's goals and aspirations.
- A shared approach towards the Public School Review was conducted, providing opportunity for members of staff to contribute to the Electronic School Assessment Tool (ESAT) submission.
- A broad range of interrelated and credible evidence, aligned to the Standard was selected for analysis.
- During the validation visit, a cross-section of school leaders, teachers, support staff, parents and community representatives expanded on the evidence provided in the ESAT submission.
- There is strong alignment between analysis of performance evidence, judgements about priorities and planning for future improvement.

The following recommendation is made:

- Maintain the focus on building an effective self-assessment methodology, collecting and reflecting on evidence that is reliable, efficient and transparent when determining school performance.

Relationships and partnerships

School successes are underpinned by the focus on developing and maintaining strong relationships between staff, students, parents and the wider community. There is a strong sense that students are at the centre of all decision making processes incorporating their best interests.

Commendations

The review team validate the following:

- Mutually respectful relationships have been established among staff supported by strong collaborative practices.
- Feedback from students, staff and parents is sought with feedback used to guide school planning and as a catalyst for change when required.
- The school maintains a mutually beneficial and collaborative partnership with the co-located Rockingham Senior High School Education Support Centre. This partnership is demonstrated through the provision of 3 elective classes, shared professional learning opportunities, and joint participation in events such as the school ball and carnivals.
- A formalised partnership with the Kwinana Industries Council enhances students' exposure to local career opportunities.
- The School Board offers robust advocacy for the school and effectively represents the interests of parents and carers.

Recommendation

The review team support the following:

- Develop and clearly articulate communication processes and protocols that reflect the expectations and the culture of Rockingham Senior High School.

Learning environment

The school is committed to fostering positive student engagement by providing robust resources and support. This commitment to improving attendance and behaviour expectations creates a supportive, student-centred learning environment.

Commendations

The review team validate the following:

- The Positive Behaviour Support (PBS) approach is underpinned by the Keeping it REAL values (respect for others, engage, achieving our best, learning for life) that are broadly known and adopted across the school.
- Student engagement is supported through the specialist programs of maritime studies, rugby, netball and basketball, linked to clear academic, behaviour and attendance expectations.
- Supported by the Stephen Michael Foundation, the school has worked with families to ensure a high level of attendance by Aboriginal students, who have had a consistently higher percentage than like schools.
- Processes for supporting students at educational risk are well-integrated into the school's system, backed by established structures and strategically designated personnel.
- Students interviewed clearly understood that student services is a key place for seeking comfort and support when required.
- Culturally responsive practices include appointing an Aboriginal and Islander education officer, student cultural committee, engaging with the Stephen Michael Foundation and Bridiya Leadership Program to provide mentoring to Aboriginal students.

Recommendations

The review team support the following:

- Develop authentic opportunities for student voice to influence school decision making.
- Continue to target improvement in the attendance of subgroups of students through the development of individual and group attendance plans.
- Continue to prioritise the upskilling of staff around PBS practices and the explicit teaching of expected behaviours required to ensure consistent application of Keeping it REAL values.

Leadership

To influence and facilitate a positive impact on school improvement culture, a strong focus exists around identifying staff who demonstrate leadership potential and developing their emerging skills through the provision of opportunities to lead.

Commendations

The review team validate the following:

- A comprehensive induction process is in place for staff. This includes an introduction to the school's culture, expectations, and practices by heads of learning area, allocation of a department mentor, and regular follow-up sessions.
- Consideration of succession planning for both school and system needs is reflected through the use of the Western Australian Future Leaders Framework to identify aspirant leaders, appoint mentors, construct and undertake action research projects and a series of professional learning opportunities.
- Leadership structures reflect a distributed model with identified leaders providing instructional support across the school through observations, coaching and mentoring.
- Professional performance feedback includes utilising video to encourage self-reflection, goal setting and coaching sessions. Mentors for staff are identified from the team of 13 senior leaders.

Recommendations

The review team support the following:

- Align and focus senior leadership to continue to monitor and review the school's progress in meeting its targets regularly.
- Develop and publish a consistent change management model to facilitate the implementation of new initiatives.

Use of resources

The Principal, manager corporate services and Finance Committee work collaboratively to enact transparent, evidence-based decision making processes, with resource allocation directly linked to meeting student needs.

Commendations

The review team validate the following:

- Clear communication practices amongst the executive team and senior leadership team in the management of human resources, operational matters and finances are embedded.
- Oversight by a functioning Finance Committee ensures budgeting and resource allocation is evidence-based and compliant.
- Student characteristics funding is targeted to meeting the needs of identified students through a range of strategies including additional education assistants, a learning support coordinator role, professional learning for staff and timetabling of the Enrichment Program.
- The sub school structure, where student support officers are aligned to a year level, the doubling of student service officers and appointment of a student services coordinator reflect the considered, targeted and dynamic allocation of resources in response to changing student needs.

Recommendation

The review team support the following:

- Continue to identify and support students at educational risk through the strategic use of a learning support coordinator and established support structures.

Teaching quality

Implementing consistent and cohesive teaching and learning practices propels the school towards its strategic goal of fostering a culture of quality teaching.

Commendations

The review team validate the following:

- A systematic approach to providing access to Teach Well professional learning is building staff capacity and the successful implementation of the school's instructional model.
- Differentiation caters for the learning needs of students through student services sub school structures and supportive pathways inclusive of Academic Curriculum Extension (ACE), Enrichment, and Mainstream pathways.
- Learning area teams collaborate to plan, assess and moderate student learning, using School Curriculum and Standards Authority rubrics and assessment tasks.
- School developed guaranteed viable curricula ensure the delivery of a sequenced, critical content and low variance curriculum across all learning areas.
- Professional learning for all staff in Classroom Management Strategies ensures consistent application of low key responses when managing Tier 1 behaviour issues.
- The breadth of ATAR¹ subjects available is supported through involvement in the Peron Alliance Curriculum Teaching initiative where chemistry is accessed by students through Baldivis Secondary College.

Recommendations

The review team support the following:

- Continue to support staff to implement the school's instructional model through fostering deeper understandings of the Quality Teaching Strategy and Teaching for Impact documents.
- Continue to introduce accountability strategies that support the consistent delivery of the instructional model.

Student achievement and progress

Staff engage with the relevant system and school data providing them with a realistic picture of student achievement and progress. Within this, the school has a commitment to supporting each student to reach their potential.

Commendations

The review team validate the following:

- Evidence demonstrates that the school adds value to the outcomes of students, as seen in their progress data between Years 7 and 9.
- Pathway planning is extensive, commencing with Year 7 career exploration. A dedicated career practitioner supports students to access work experience within local industry and defence, also helping to establish a clear direction as they transition out of secondary school.
- Staff are adept at using the Elastik platform to support gap analysis of data when planning.
- Participation in VET² programs is high, with pathways into health services and trades, including engineering, building and construction on offer.

Recommendations

The review team support the following:

- Identify strategies to increase the number of students transitioning from the lower school ACE program into ATAR pathways.
- Continue to build the capacity of staff to use data to provide targeted teaching and meet student needs.
- Implement opportunities and processes for the learning support coordinator to collaborate with teachers to support the achievement of identified goals in student individual education plans.

Reviewers

Darren Greaves
Director, Public School Review

Belinda Hall
Principal, Ballajura Community College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Australian Tertiary Admission Rank
- 2 Vocational Education and Training