

B. Culture of Quality Teaching and Leadership

B1: Develop and implement an evidence-based school wide instructional framework reflecting the school vision and building on teachers personal strengths

Establish a Teaching and Learning Committee												
Develop a RSHS Consistent Practices - Teacher Matrix												
Whole staff trial a RSHS Teacher Matrix												
Research and develop a Teaching and Learning Framework for consistent teaching practice, including school												
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												

B2: Implement a culture of high performance through student feedback and the alignment of Positive Future Plans

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)												
HoLAs to implement learning area goals based upon aggregated student feedback data												
Review and modify the PFP documents to include the collection of performance goals and learning and development plans and track this over time.												
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 as part of Performance Management. Observations will commence with a focus upon the RSHS Teacher Matrix and then aspects of the Teaching and Learning Framework												

B3: 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												
Committees to develop strategic/operational plans in line with current Business Plan and available resources												

B4: Capacity building through distributed leadership, leadership identification and development

Develop record keeping documents to ensure all opportunities are open and transparent												
Professional learning provided to staff on applying for positions and interviewing techniques												
Provide professional learning for committee chairpersons												
Establish a process to identify Aspirant Leaders (including L3CT)												
Develop and implement a strategic Aspirant Leaders program for staff												
Utilise the strengths of Senior Teachers in supporting early career teachers												

C. Positive Culture

C1: 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. (B2)													
Develop case management approach for students currently attending 85-89%													
Investigate and implement processes to improve "explained absences".													

C2: Maintain a focus on CMS strategies through professional learning and coaching

Conduct a staff skills audit and training needs analysis													
Choose a coaching team													
Coaching team investigate the skills and strategies that will be focused upon													
Coaching team will develop templates for the Coaching observations													
Review the skills, strategies and templates with staff													
Develop and implement a suitable observation and coaching structure.													

C3: Develop a whole school approach to student mental health and well-being

Establish a SEL Committee													
Conduct an audit of current provisions and practices within the school.													
Develop a Social and Emotional Learning (SEL) Framework based on best practice and results from audit													
Implement the SEL Framework to strengthen and improve pastoral care service delivery for students													
Review practice based on National School survey results													

C4: 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 and school activities to the new House structure													
Promote the various House cups (REAL, Academic, Attendance and Sport Cups) and the overall House shield.													

C5: Develop a whole school approach to celebrating Multiculturalism

Establish a Multicultural Committee													
Conduct an audit of current provisions and practices within the school.													
Become a culturally responsive school by implementing the Aboriginal Cultural Standards Framework (ACSF)													
Develop and implement whole school activities to celebrate multiculturalism in the school, such as Harmony Week, NAIDOC Week, Multicultural Week													
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.													

