ROCKINGHAM SH	S MILEST	ONES TI	MELINE									
	2019			2020				2021				
	T1	T2	Т3	T4	T1	T2	Т3	T4	T1	T2	Т3	T4
A. Culture of Academic Achievement												
A1: Use literacy and numeracy data to inform and develop Whole School Literacy and Numeracy p	lans											
Establish Literacy Committee and Numeracy Committee												
Review and audit current literacy and numeracy programs and practices in school in each learning area												
Create teams of literacy and numeracy 'experts' to develop their own knowledge and lead staff development												
and pedagogical expertise in teaching reading, writing and spelling												
Investigate effective evidence-based teaching practices for literacy and numeracy in each year level based on												
baseline testing	-	-		_					-	<u> </u>	<del> </del>	
Investigate, establish and implement agreed upon Whole School Literacy and Numeracy Priorities												
Develop resources to support Whole School Literacy and Numeracy Priorities					1			1			1	
All literacy and numeracy programs implemented and consistently taught throughout the school	+	-	-		<u> </u>							
Identify areas of need for future curriculum interventions					<u> </u>							
A2: Use data to establish targets and achievement benchmarks and identify and implement evider	nce base	d teachir	ng practio	ces								
Develop a Data Coaching Committee												
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												
Develop an agreed format for collecting academic data (datahub) and sharing published documents												
Collect baseline data from a variety of sources to identify students' current position in literacy and numeracy												
development											<u> </u>	
Setting of 7-12 year level (DCC)/learning area targets (HOLAs)												
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 (B1) & (A5)											<u> </u>	
Regular triangulation of data and audits of grade alignments for each year level/learning area												
Develop a sustaining and rigourous culture of analysis of NAPLAN, OLNA, EST, WACE and ATAR data to inform												l
improvement strategies and documented in Positive Futures Plans												
Professional learning provided by Data Coaching Committee to build staff skills in analysing and interpreting						1	1				4	
data											4	
Discuss data sets with all staff and celebrate successes												

A3: Implement whole school baseline PAT literacy and numeracy testing										
On-entry PAT Testing in Numeracy and Literacy (Reading, Writing, Numeracy)	T .	Ι		T .	T .		<u> </u>	<u> </u>	Ι	
Calendarise testing periods for each year group										
Collate baseline data to identify student's current position in literacy and numeracy development.										
A4: Research and implement evidence-based OLNA and NAPLAN support programs										
Audit current OLNA and NAPLAN support programs in school in each learning area										
Participate in school visits to investigate effective programs and intervention programs already in use										
Develop a rigorous practice schedule for OLNA, based around timetabling changes										
Build staff capacity to analyse NAPLAN and OLNA data to inform improvement strategies (A1&A2)										
A5: Identify and implement evidence-based teaching practices to improve the progress and achieve	ement fo	r Enrichn	nent Clas	ses and	OBP					
Establish an Enrichment Committee										
Implement regular fine grained testing of students at or below minimum standard by using Bert Reading Test										
and SA Spelling test										
Research and implement evidence based Literacy and Numeracy Intervention Programs										
Professional learning provided to staff for each intervention program										
Implement small group literacy and numeracy support for targeted students										
Investigate and implement a support program (Dyslexia SPELD) for students with extreme low literacy and										
numeracy through an intervention programs										

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	
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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	
DIC atmentions to be based around Faganty initiatives associated which have an effect our ordinatores.	
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	

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. (82)  Develop case management approach for students currently attending 85-89%
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Implement the SEL Framework to strengthen and improve pastoral care service delivery for students
Imprement the SEE Hamework to strengthen and improve pastoral sare service delivery for stadents
Review practice based on National School survey results
C4: Implement whole school PBS "Keeping it REAL" (KIR) Framework alongside the House Structure
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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 capabilites) 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.						