ROCKINGHAM SHS MILESTONES TIMELINE												
	2019				2020				2021			
	T1	T2	Т3	T4	T1	T2	T3	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 plans												
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												
Investigate, establish and implement agreed upon Whole School Literacy and Numeracy Priorities												
Develop resources to support Whole School Literacy and Numeracy Priorities												
All literacy and numeracy programs implemented and consistently taught throughout the school												
Identify areas of need for future curriculum interventions												
A2: Use data to establish targets and achievement benchmarks and identify and implement evid	dence ba	ased tea	ching pra	actices								
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												
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)				1								
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												
improvement strategies and documented in Positive Futures Plans				<u> </u>								
Professional learning provided by Data Coaching Committee to build staff skills in analysing and interpreting												
data												
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)												
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 achievement for Enrichment Classes 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	ol vision an	d buildin	g on teach	ners perso	onal stren	gths					
Establish a Teaching and Learning Committee	1										
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 Fu	ture 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 Learn	ing Comm	unities									
PLC structure to be based around Fogarty initiatives committees, which harness staff expertise and interest	1				l	l	l	l	l		
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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								
CI. Attenuance Strategy								
Review processes to routinely monitor and analyse student attendance data, embedding these into school				<u> </u>				
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								
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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								
C4. Implement whole school PD3 Reeping it NEAL (Kin) Hamework 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	1		1	ı				
Conduct an audit of current provisions and practices within the school.								
Become a culturally responsive school by implementing the Aboriginal Cultural Standards Framework (ACSF)								
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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.								
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Develop and implement strategies to engage multicultural families with the school community, such as		•						
morning teas and activities.								