	Rockingham Sellior Figh School
Vision Statement/	

Moral Purpose: The school community is fully engaged with the key values of; **Respect** for each other; **Engage**ment in learning; **Achieving** our best; and **Learn**ing for life (REAL).

Aspiration (for 2022-2024):

Improve school performance measures, including Attendance, NAPLAN, OLNA, EST's, WACE Attainment and ATAR to matching State averages

Focus Areas:	Description:	Objectives:			
A. CULTURE OF ACADEMIC ACHIEVEMENT	To improve literacy, numeracy and curriculum outcomes to enable all students to access success post-school destinations.	1.1 To develop a whole school literacy and numeracy improvement plan	1.2 To implement evidence-based literacy and numeracy intervention and support programs	1.3 Teachers and leaders to effectively utilise school and system data to enhance student learning	1.4
B. CULTURE OF QUALITY TEACHING AND LEADERSHIP	To develop and consolidate high quality leadership, classroom pedagogy and practice.	2.1 To build a professional community where: a) teachers support each other to improve teaching practice; and b) teachers become leaders and experts	2.2 To develop a whole school instructional framework/s for teaching and learning	2.3 Teachers and leaders are supported by appropriate professional learning, including coaching.	2.4
C. Positive Culture	To develop a sense of belonging and foster positive relationships, communications and behaviours for all members of the school community.	3.1 To implement a whole-school approach to positive behaviours in schools	3.2 To increase confidence and capacity of all staff to address student engagement and positive behaviour	3.3 To implement effective whole school strategies to improve student attendance	3.4 To increase confidence of all stakeholders to see us as the school of choice in the local area

Initiatives (Major work Streams)

A. Culture of Academic Achievement Owner: Lisa Mellersh/Clare Clayton	
A1: Develop whole school literacy plans, with multiple strategies and techniques for staff to implement.	Owner: Nikki McNally
A2: Develop a plan to encourage the delivery of STEM programs across the school	Owner: Anders McLeod
A3 Identify and implement evidence-based teaching practices and interventions to improve the progress and achievement of targeted students.	Owner: Darren Smith
A4 Develop a whole school academic plan through articulating challenging and suitable pathways for all students especially ACE, maritime, enrichment and OBP	Owner: Lisa Mellersh/ClareClayton
A5 Ensure a guaranteed and viable curriculum is developed for each Learning Area	Owner: HOLAs
B. Culture of Quality Teaching and Leadership Owner: Stan Koios	
B1 Whole school implementation of High Impact teaching strategies	Owner: Darrren Smith and Yelana Hoare
B2 Develop a culture of Professional Personal Development of teachers through coaching, observation and student voice	Owner: Megan Christie and Emma
B3 Enhance and strengthen PLC model to ensure timely feedback and guidance, through structured support and coaching	Owner: Stan Koios, Steve Mounsey and Lisa Mellersh/ClareClayton
B4 Capacity building of aspirant staff through the implementation of the Leadership Framework.	Owner: Stan Koios
B5 Developing a culture of using IT across the school	Owner: Stan Koios and Lisa Mellersch/Clare Clayton
C. Positive Culture Owner: Steve	
C1 Consolidate the different groups within the school into a Positive Cultures team	Owner: Steve Mounsey
C2 Develop a whole school approach to improving Attendance	Owner: Steve Mounsey and HOSS's
C3 Develop close relationships with local schools, parents and our community to see us as the school of choice	Owner: Stan Koios
C4 Implement whole school approach to student mental health and well-being	Owner: Rachelle Koekemer
C5 Develop a whole school approach to celebrating Multiculturalism	Owner: Stefan Woroglian and Peter Wakholi

Rockingham Senior High School				TCE	; IVI			nes				IC
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A. Culture of Academic Achievement	1	2	3	4	1	2		4	1	2	3	4
FOCUS AREA OWNER: LISA MELLERSH/CLARE CLAYTON A1. Develop whole school literacy plan, with multiple strateg	ies ar	nd ted	chnic	ques 1	for st	aff to	imple	ement	t.			
Owner: Nikki McNally									ı	I		
Literacy PLC uses student achievement data to identify areas for improvement and set targets												
Identify whole school Literacy priorities Complete whole school Literacy plan												
Develop resources for staff including PL, classroom visuals												
Develop teaching strategies for staff Staff embed shared literacy strategies in teaching practice	╀											
Implement a cycle of review and planning utilising recommended data sets.												
Investigate and explore strategies, such as The Writing Revolution.	Г											
A2. Develop a plan to encourage the delivery of STEM prog	rams	acros	ss th	e sch	ool.							
Owner: Anders McLeod STEM PLC to uses student achievement data and LA expertise to					П				Π			
develop a plan and targets. Identify individual LA STEM opportunites	-											
Identify whole school STEM priorities												
Review resources required for staff upskilling including PL												
Develop teaching strategies for staff												
A3. Identify and implement evidence-based teaching practical achievement of targeted students. Owner: Darren Smith	es an	d inte	erver	ntions	to ir	npro	ve the	prog	ress	and		
Explore and implement intervention plans for individual groups, sub groups and year levels through a focus on differentiated curriculum (through IEP or GEP's)												
Build the capacity of staff to effectively use SEN Planning and reporting with Enrichment classes												
Develop a Senior School alternative pathway aimed at	г											
Enrichments students gaining success in Senior School. Research and implement evidence-based Literacy and Numeracy												
Intervention Programs in various Enrichment classes and OBP from Year 7												
Implement small group numeracy support for targeted students Professional learning provided to staff for each intervention												
program Review testing data, of Enrichment students, who are at or below												
minimum standard of literacy and numeracy to inform success of or access to an intervention program.												
A4. Develop a whole school academic plan through articulat especially ACE, maritime, enrichment and OBP Owner:Lisa Mellersh	ing ch	allen	ging	g and	suita	able p	oathwa	ays fo	r all	stude	ents	
Develop a framework for planning and monitoring academic												
pathways for all students Develop an operational plan and review mechanisms for:												
ACE Maritime												
OBP	\vdash											
Enrichment A6. Ensure a guaranteed and viable curriculum is developed	l for o	ach I	oor	ning	Aroa							
Owner:HOLAs	101 6	aciri	_ean	illing /	- Iea							
Complete curriculum audits for Years 7 – 10 in all LAs Implementing SCSA support resources												
Collaborative agreement on critical content for each Learning area												
Continue to develop fine grained scope and sequence plans Trial developed scope and sequences documents												
Refining Scope and Sequences to be guaranteed and viable												
B. Culture of Quality Teaching and Leadership (FOCUS AREA OWNER: STAN KOIOS												
B1. Whole school implementation of High Impact teaching st Owner: Yelena and Darren	rateg	ies										
Maintain intensive support of EDI through the Year 7 team Support staff through Teachwell for the implementation of High Impact instruction.												
Instructional leaders to use coaching as a vehicle for supporting full implementation of the instructional framework and HITS Teaching and Learning PLC and HoLAs support staff in develop a	_											
bank of EDI resources, on connect. Teaching and Learning PLC continuing to provide whole school HITS. Building networks with other EDI school to build and share												
resources. B2. Develop a culture of Professional Personal Developmen	t of te	ache	rs th	roug	h Ins	truct	ional d	coach	ing, s	stude	ent vo	oic
and student performance Owner: (Emma and Megan) All HOLA's are trained to be Instructional Coaches												
Develop a consistent approach to Instructional Coaching HOLA's to use a coaching cycle each semester to enable staff to reflect on practice												

Use student voice twice a year to inform teaching practice												
B3: Enhance and strengthen PLC model to ensure timely fee	dbac	k and	d aui	danc	e. thi	roual	struc	tured	sup	port a	and	
coaching			J		,	J						
Owner: Executive												
Provide appropriate resources ie time and training to ensure												
ongoing development of PLC leaders Meet twice each term to check in, monitor progress and provide												
feedback												
Raised accountability by: introducing as agenda items on LA												
meetings												
Have an extra meeting a term for PL delivery by PLC, as part of the trade off. (Week 9)												
B4. Capacity building of aspirant staff through the implement	ation	of th	e Le	aders	ship (=ram	ework					
Owner: Stan												
Develop a RSHS structure to identify and support immerging												
leaders												
Work with PACT school to have external staff on nomination committee												
Encourage staff to nominate to be part of an immerging leaders												
program												
Identify aspirant leaders and mentors to provide support												
Run 6-month program												
B5 Developing a culture of using IT across the school												
Owner: Jane Loncar												
Conduct an audit of staff and student knowledge an												
understanding of an agreed basic list of applications. Develop a list of a consitent agreed programs for staff												
Develop a PL structure to ensure all staff are upskilled in the use										\vdash		
of these.												
Develop a list of a consitent agreed programs for students												
Develop a structure to ensure all students are upskilled in the use												
of the agreed applications.												
C. FOCUS AREA NAME – POSITIVE CULTURE												
FOCUS AREA OWNER: STEVE MOUNSEY	od in a	main	toinir	a the	. Doc	sitis (O	Cultur					
C1. Maintain a strong connection between all teams engage Owner:	a III I	папп	lallill	ig trie	e Pos	silive	Cultur	е				
Align the planning and activities of PBS, House Coordinators, SEL											T	
PLC, Good Standing and Student Services to form a streamlined												
approach to Positive Culture												
Whole School Positive Culture calendar												
Develop data sets to measure the impact on student behaviour and engage of PBS and house structure.												
Training and Empowering house leaders to become a part of the												
Positive Cultures team, including active involvement in such												
things as SWAT group, Focus weeks, house activities etc												
C2. Develop a whole school approach to improving attendan	ce											
Owner: Steve Review and develop a new attendance monitoring process and			<u> </u>			1					<u> </u>	
procedures												
Develop a tiered attendance support structure as part of the												
attendance improvement plans.	$ldsymbol{ldsymbol{ldsymbol{\sqcup}}}$											
Targets to be set and monitored for each year group	$ldsymbol{ldsymbol{\sqcup}}$											
Develop a rewards structure to promote positive attendance												
C3. Develop close relationships with local schools, parents and	our c	omm	unity	to se	e us	as th	e scho	ol of	choic	:e		
Owner: HoSS												
Build and maintain strong relationship with Primary Schools												
Strong partnership and communication with parents (parent nights, attendance, year group camparison, authorised and												
unauthroised attendance)												
Work with local business and community to provide pathways for												
our students. (Destination surveys, careers expo/forum)												
Maintain a strong school board and governance	léla au	ad	all ba	ina								
C4. Implement whole school approach to student mental head Owner:	utn ar	ia we	en-be	eing								
SEL PLC and staff will promote and facilitate the implementation												
of the Perma program to all Year 7 classes												
Align SEL PLC and PBS structures to increase positive												
behaviours and interacting with staff by 20%												
Develop and embed a cycle of training, implementing, consolidating, reviewing for each module from the Be You online.												
resources through a whole school teaching and learning. (New												
teacher handbook)												
Create a student led committee to support students to develop the skills, mindset and behaviours that contribute to success. (SWAT)												
skills, minuset and behaviours that contribute to success. (SWAT)												
C5. Develop a whole school approach to being a Culturally re	espor	nsive	scho									
Owner:	Jopoi	ISIVC	30110	JOI								
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 and strategies for teachers to												
create welcoming and supportive learning environments for												
students from diverse multicultural backgrounds.												
Develop and implement strategies to engage all families with the school community, such as morning teas and activities												
Develop and Implement a Reconciliation Action Plan												