



# Business Plan 2016 -2018

Rockingham SHS  
Education Support Centre



# Our Business Plan

## 2016 -2018

## Our Vision

### “Opportunity, Purpose, Success”

To provide educational programs which give our students the skills, understandings and values to reach their potential, lead full and happy lives and contribute to society.

## Our Values

### “Respect, Empathy, Professionalism”

## Our School

Rockingham SHS Education Support Centre aims to develop and maximise the social, emotional and academic ability of all students from year 7 to year 13, in order for them to be productive citizens after their transition into society.

All students have an Individualised Education Plan which is developed in consultation with key stakeholders.

The Centre is divided into middle school and senior school in order to highlight and better cater for the needs of our students as they mature into young adults. Our curriculum is inclusive and individualised.

Middle School encompasses Years 7, 8 and 9. The focus in middle school is to build on academic foundations, provide social and emotional guidance. It provides a taste of real life home and work situations with a strong focus on developing independence, resiliency and protective behaviours. Students attend mainstream Option classes and, if appropriate, may be integrated for selected academic courses such as English and Mathematics.

The Senior School focus is on fostering independent confidence in the students and developing resilience and age appropriate skills. While academic foundations are now used to support practical situations, social and emotional support is still very important. Students are expected to be able to articulate the difference between good and bad decisions. A large amount of the students' time revolves around developing work and social skills both during lessons at school and by participating in practical work placements in the community, TAFE and independent living skills. Families of senior school students are encouraged to participate in developing productive transition pathways.

## Our School Plan

Our Business plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA schools and the Director General's classroom First Strategy. The Plan outlines an overview of the strategic intent of the Centre towards quality improvement strategies within academic and non-academic areas.

It has been informed by school performance data, staff and community feedback and findings from the Independent Public Review. The plan forms part of a number of documents including the annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement.

## Our Self Assessment

Rockingham SHS ESC utilises the National School Improvement Tool (Acer 2013) to make judgements about where we are at our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time.

Successful students are at the core of our school improvement, with both academic and social and emotional standards the central focus.

All operations at Rockingham SHS ESC are ultimately evaluated in relation to their impact on student achievement and progress.

## Our Mission

*To develop, implement and support innovative programs and processes that promote student opportunity, purpose and success within Rockingham Senior High School Education Support Centre leading to improved student learning, welfare, empowerment, growth and attendance.*

## Opportunity

Provide our students with an opportunity to reach their potential.

## Purpose

Ensure our curriculum has purpose and relevance to meet the needs of our students.

## Success

Ensure our students become successful learners, confident and positive individuals to participate successfully in the community.



# Our Focus Areas

## FOCUS

### 1 | An Explicit improvement agenda

Rockingham Senior High School Education Support Centre has established a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measureable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

#### WE WILL:

- Develop an annual Operational Plan, Learning Area Plans aligned with the focus areas using data to drive our planning.
- Monitor progress in a systematic way to produce desired improvement in student learning and performance and alter Operational Plans as needed.

## FOCUS

### 2 | Analysis and discussion of data

A high priority is given to school wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes and student wellbeing. Data analyses consider overall school performance as well as the performance of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

#### WE WILL:

- Collect and analyse a range of student achievements and wellbeing data to track and improve student engagement in their learning.
- Continue to provide professional development to build staff skills in analysing and interpreting data.

## FOCUS

### 3 | A culture that promotes learning

Our school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and which promotes intellectual rigour.

#### WE WILL:

- Promote and maintain a positive, caring and inclusive environment to develop a sense of belonging and pride in students and staff to achieve their personal best.
- Place a high priority on student and staff wellbeing with processes in place to support, professional, academic, social and emotional individual needs.





## FOCUS

### 4 Targeted use of school resources

*Our Centre applies its resources in a targeted manner to meet the academic, social and emotional needs of all students. It has Centre wide policies, practices and programmes in place to assist in identifying and addressing student needs.*

*Flexible structures and processes enable the Centre to respond appropriately to the needs of individual learners.*

#### WE WILL:

- Take a whole school approach when delivering a flexible curriculum.
- Arrangements will be established to enable staff to better address the needs of individual learners.
- Effectively use the available facilities to maximise student learning in our physical environment (mainstream options, library, computer labs etc.)



## FOCUS

### 5 An expert teaching team

*Our Centre has built a school-wide professional team of highly able teachers, including teachers who take on an active leadership role beyond the classroom.*

*Strong procedures are in place to encourage school-wide shared responsibility for student learning and success and to encourage the development of a culture of continuous professional improvements that includes classroom-based learning, mentoring and coaching arrangements.*

#### WE WILL:

- Implement Curriculum Leaders and Team Teaching opportunities to ensure that opportunities are created for teachers to work together and learn from each other's practices

## FOCUS

### 6 Systematic Curriculum Delivery

*Our Centre has a coherent, sequenced plan for curriculum delivery that ensures consistently teaching and learning across the year levels.*

*The plan, within which evidence based teaching practices are embedded and to which assessment and reporting processes are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice.*

#### WE WILL:

- Implement and adapt the Australian Curriculum throughout the centre in an effort to deliver a systematic curriculum
- Implement school leaders to focus attention and energy on priority curriculum areas and on ensuring that all students experience personal success across the learning areas.

# Our Focus Areas

## FOCUS

### 7 | Differentiated teaching and learning

Rockingham Senior High School Education Support Centre places a high priority on ensuring that, in their day to day teaching, staff continues to identify and address learning needs of individual students at all levels.

Teachers focus on and are supported to monitor closely the progress of individual students, identify learning difficulties and tailor classroom activities to levels of readiness and need.

#### WE WILL:

- Diversify curriculum delivery to accommodate varying learning styles.
- Monitor and adjust teaching practices in curriculum delivery in response to each students progress their Individual Education Plan to best suit their educational needs.
- Students will continue to receive appropriate support to cater for their needs.

## FOCUS

### 8 | Effective pedagogical practices

Our school recognises that highly effective teaching is the key to improving student learning throughout the school. The school encourages the use of research based teaching practices in all classrooms to ensure every student is engaged, challenged and learning successfully.

All teachers understand and use a variety of effective teaching methods, including explicit instruction, to maximise student learning

#### WE WILL:

- Continue to hold regular Curriculum meeting to ensure a clear understanding as to the use of highly effective teaching strategies and cohesive practices throughout the school.
- Continue to foster a culture of staff learning through Professional Development and collegiate support.
- Teachers will continue to participate in Performance Management in order to remain up to date with new developments in education and to review and receive feedback on their own classroom practices.

## FOCUS

### 9 | School - community partnerships

Rockingham Senior High School Education Support Centre actively seeks ways to enhance student learning and wellbeing by partnering with parents, caregivers, families and advocates, other education and training institutions, local businesses and community organisations. Parents and carers are recognised as integral members of the school community and partners in their student's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available in the school.

#### WE WILL:

- Continue to identify and develop community partnerships through community access, contact with care agencies (DCP, Local Area Coordinators) and other organisations
- Continue to develop and maintain our relationships with other learning institutions such as TAFE and Trade Training Centres.
- Continue to develop and maintain our Relationship with DLGC through our Cadet Program.
- Continue to foster a positive relationship with our parents and carers through functions such as Open Day and Awards Ceremony
- Continue to work with other schools in the region to share pedagogy. (PACT, PESA)



# Our Targets

Rockingham SHS ESC has developed a comprehensive process of annual self-assessment that is based upon collaborative use of evidence related to the strategic improvement targets.

## STUDENT ACADEMIC IMPROVEMENT TARGETS

### SCHOOL DATA

Increase the % of students improving on previous level of achievement in English, Mathematics, HASS, Science and Health.

### NAPLAN

Increase the % of Year 7 and 9 Local Area Placement students achieving Band 3.

### STUDENT ACHIEVEMENT YR7-9

Increase the % of students achieving a "Highly Satisfactory" in all areas of their Individual Education Plan.

### SENIOR SCHOOL

Increase the % of students achieving a "Highly Satisfactory" in all areas of their Individual Education Plan.

Increase the % of students attaining employment on completion of Year 12

Increase the % of students linked with Alternative Employment Agencies.

## STUDENT NON-ACADEMIC IMPROVEMENT TARGETS

### ATTENDANCE

Increase attendance rates to 90%

Decrease the number of students in 60 -80% attendance category

Decrease the number of students in the 0 – 60% category

### ENGAGEMENT

Increase the % of students achieving "Consistently" in all attribute data.

Decrease % of students achieving "Seldom" in all attribute data.

### SOCIAL & EMOTIONAL WELL BEING

Maintain and improve student well-being as measured by student, parent and staff surveys.

## STAFF IMPROVEMENT TARGETS

### PERFORMANCE AND DEVELOPMENT

Staff use highly effective teaching practice as evidence through the Performance and Development process.

### USE OF IT

Continue to increase % of staff using innovative technological practices to enhance their curriculum delivery.

### SOCIAL & EMOTIONAL WELL BEING

DET survey data reflects a high degree of satisfaction in all areas.

## COMMUNITY TARGETS

Maintaining positive parent satisfaction as evidenced in survey data.

Increase % of parent participation in networking organised by School Board

Increase % of parent participation/attendance in school events (Open Day, Awards Assembly etc.)



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