

Rockingham Senior High School
EDUCATION SUPPORT CENTRE



Opportunity, Purpose, Success

BUSINESS PLAN
2019—2021

OUR BUSINESS PLAN

The Business Plan has been developed in collaboration with staff, Board members, parents and the community. It seeks to embrace the future, to build on the school's strengths and articulate our continued commitment to innovation, excellence and partnerships with parents and the community. We build pathways for our students into the community in their final years at school, thus making the transition from school into work a smoother and more successful one.

OUR SCHOOL

Rockingham Senior High School Education Support Centre [ESC] is an Independent Public School for students with an Intellectual Disability, Autism or Physical Disability in the presence of high educational needs.

Staff are committed to excellence in teaching and learning. We are accountable for and motivated to improve outcomes for all students. Growth in student achievement is always central to our decision making. We support this endeavour through the school review process by placing school self-assessment as the foundation for school improvement.

At the same time our moral integrity is demonstrated through the care and development of every student by ensuring student well-being and a sense of belonging is at the forefront of our planning.

Our four priorities are designed to set conditions for successful learning for our students from the beginning of high school to their transition to adult life. We have established a strong improvement agenda which is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

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 well-being.

We are driven by a belief that every student is capable of successful learning. Rockingham Senior High School ESC applies its resources in a targeted manner to meet the academic, social and emotional needs of all students. It has school wide policies, practices and programs in place to assist, identify and address student needs.

We have built a school wide professional team of highly capable teachers, including teachers who take on an active leadership role beyond the classroom.

We have a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning across the year levels.

We place a high priority on ensuring that in the day to day teaching, staff continue to identify and address learning needs of individual students.

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

Our school board plays an integral part of our review process and decision making.

Finally we seek ways to enhance student learning and well-being by partnering with parents, caregivers, families, local businesses and community organisations.

PRIORITIES

1. HIGH QUALITY TEACHING
2. SUCCESS FOR ALL STUDENTS
3. EFFECTIVE LEADERSHIP
4. HEALTH & WELL-BEING

OUR VALUES

RESPECT, COLLABORATION, INCLUSION

OUR VISION

OPPORTUNITY, PURPOSE, SUCCESS

At Rockingham Senior High School ESC we deliver educational programs which provide our students with an **opportunity** to reach their potential. We ensure our curriculum has **purpose** and relevance to meet the needs of our students. This in turn ensures our students become **successful** learners, who participate productively in the community.



PRIORITIES

A range of quantitative and qualitative data will be analysed through annual reporting processes to provide contextual information for discussion of achievement against the following performance targets:

HIGH QUALITY TEACHING

Highly effective teaching is crucial to improving student learning. By being open, highly reflective and actively seeking feedback, we create a culture where everyone adopts the best teaching practice.

1. Teachers ensure that all students are appropriately engaged, supported and challenged.
2. Teachers have a coherent sequenced plan for curriculum delivery meeting student learning needs.
3. Staff use visible learning strategies to assist students to monitor their own learning and achievement of goals.
4. Staff use assistive technology to cater for individual learning needs.
5. All staff participate in Performance and Development and align professional learning to the Business Plan.

TARGETS

1. Increase student engagement across all learning areas.
2. Lesson planning and delivery to be differentiated based on assessment data and learning needs, to increase engagement of students in achieving their individual learning goals.
3. Track professional learning ensuring workshops align with the Business Plan.

MEASUREMENT TOOL

- Attitude, Behaviour and Effort data (ABE)
- Learning Area Operational Plans
- Data Hub
- Middle/Senior School meeting minutes
- Professional Learning data
- Class meeting minutes

SUCCESS FOR ALL STUDENTS

Our school promotes a culture of excellence by supporting students and providing challenging and stimulating learning experiences. We provide opportunities that enable all students to explore and build on their strengths.

1. Middle School students to engage with a relevant and clearly mapped curriculum.
2. Students to engage in achieving individual learning goals.
3. Senior School students to engage with an individual pathway plan connecting to further training, employment or community programs.
4. Students demonstrate progress in literacy skills. (Oral Language, Reading and Comprehension).
5. Students demonstrate progress in Numeracy.

TARGETS

1. Increase the number of students achieving 80% or more of their ILP objectives for Literacy and Numeracy.
2. Increase the % of students engaging in all learning areas.
3. Literacy data to show an upward trend in student literacy achievement over a 3 year period.
4. Mathematics data to show an upward trend in student numeracy achievement over a 3 year period.
5. Increase in students achieving WACE, Endorsed or ASDAN courses.

MEASUREMENT TOOL

- Student Learning Plans (ILP)
- Attitude, Behaviour and Effort data (ABE)
- Literacy data
- Numeracy data
- WACE/TAFE/ASDAN data
- Post School Survey
- Comparative data analysis to 'like schools'



EFFECTIVE LEADERSHIP

Effective school leaders shape a vision of academic success for all students. They create a climate conducive to education; they promote leadership in others and they improve instruction. They manage people and data and also ensure strong governance and support are in place.

1. Attract and retain quality, diverse staff through recruitment processes as part of a deliberate succession plan in key areas of development.
2. Identify staff with leadership aspirations and provide opportunities for their growth.
3. Build and maintain a supportive and positive environment for well-being amongst staff and students.

TARGETS

1. Increase the number of specialist staff in key curriculum areas and in areas of school priority.
2. Identify prospective school leaders in performance and development meetings.
3. Maintain clear roles and responsibilities in leadership positions.
4. Maintain strong governance and support.

MEASUREMENT TOOL

- Staff Professional Development plans
- 360 Feedback Survey
- Leadership Matrix



HEALTH & WELL-BEING

Student resilience and well-being are essential for academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments.

1. Engage students to apply positive health and well-being strategies to develop resilience.
2. Implementation of a holistic, integrated, multidisciplinary approach to health & well-being.
3. Manage students at-risk and provide specialist support.
4. Engage staff through professional learning to positively impact student well-being.
5. Continually monitor attendance as an indicator of engagement.

TARGETS

1. Reduce the % of inappropriate behavior in the classroom and playground.
2. Reduce the % of at-risk students with the implementation of effective Well-being programs.
3. Increase the engagement of external agencies to support our students.
4. Increase agency feedback to teachers.
5. Increase parent/carers' engagement in special events and teacher meetings.
6. Increase the % rate in attendance.
7. Decrease the % of students in the severe attendance category.

MEASUREMENT TOOL

- SIS – Attendance/Behaviour data
- Pre/Post Well-being surveys from each program
- Teacher/parent/carers' meetings
- Attendance data at special events
- Online student data
- Attendance surveys
- Agency feedback (between staff & agencies)

ROCKINGHAM SHS EDUCATION SUPPORT CENTRE SCHOOL BOARD

The School Board is proud to have collaborated in the development of the Rockingham Senior High School Education Support Centre Business Plan 2019 -2021.

Barry Sammels
Board Chairman



Date: 19 March 2019

