

ROCKINGHAM SENIOR HIGH SCHOOL EDUCATION SUPPORT CENTRE



Annual Report 2020



MESSAGE FROM OUR PRINCIPAL

Margaret Keen



Welcome, it is my pleasure to present the 2020 Annual Report to the school community on behalf of the School Board and staff of Rockingham Senior High School Education Support Centre.

This Annual Report offers an analysis of how our school performed during 2020 and where we require further improvement. Having recently been appointed as principal I am unable to comment on the preceding year other than to present the data as it has been prepared for this report. It is pertinent however to comment on the year 2020 as being like no other in recent memory. With the advent of COVID-19 we experienced lock downs, the closing of schools and fear of the unknown. We learnt that we need to be prepared to work online and prepare our staff, students and families for the possibility of working from home. Technology proved to be a stumbling block for our school and it was necessary for the teachers to prepare work packages to be made available for students rather than delivering lessons online.

COVID – 19 was responsible for some very strict guidelines with the requirement for adults to practice social distancing resulting in parents unable to be onsite at all for a number of weeks. Later this changed but resulted in a reduced number of parents able to attend school events. The increased presence of cleaners throughout the day as part of the COVID response was welcome and continued through to the end of the year. Programs that required students to attend workplaces were interrupted in 2020 and we look forward to increased opportunities in the coming year.

In view of the pandemic, the health and wellbeing of our staff and students has become a priority for the school and we look forward to an easing of restrictions as we move into 2021.

VISION: OPPORTUNITY, PURPOSE, SUCCESS

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



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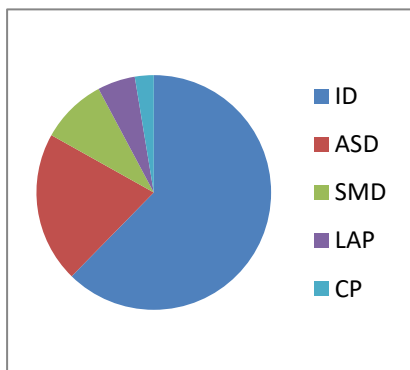
OUR SCHOOL COMMUNITY

Rockingham Senior High School Education Support Centre aims to develop and maximise the social, emotional and academic ability of all students from years 7 to 12 for them to be able to successfully integrate into society. All students have an Individualised Learning Plan (ILP) which is developed in consultation with teachers, parents or guardians and external agencies. We cater for students with an Intellectual disability, Autism and/or Physical disability in the presence of high educational needs.

Our school is comprised of a Middle School (MS) and Senior School (SS) 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. Our school has a number of students with various primary disabilities. Data does not include secondary disabilities.

- Intellectual Disability 31
- Autism Spectrum Disorder 33
- Severe Mental Health Disabilities 1
- Cerebral Palsy - Physical Disabilities 2
- Local Area Placements – high academic needs 4

An increased percentage of students are now registered with NDIS, where they take advantage of the many support services available to them. Local Area Coordinators orchestrate the



agency support for students and their families. Strong links between these external agencies and Rockingham Families have been supported by a number of initiatives at RSHS ESC

- Support rolling interviews with Local NDIS Providers and families at the Centre
- Support parents at the review stage of their NDIS planning
- Transition to work afternoon tea for parents, again agencies are invited to share with our parents what the particular agency can offer their children

Agencies can be invited to the Individual Learning Plan meetings held twice yearly.

SCHOOL REVIEW

The school review was completed by a team from the Department of Education in 2020. The team interviewed members of the school community and compiled a list of commendations on the school's performance and also a list of recommendations for improvement. The recommendations will be examined by the staff and a plan of action to address the recommendations will be put together. These will also be considered when preparing the next Business Plan.

FOCUS AREAS

HIGH QUALITY TEACHING

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

SUCCESS FOR ALL STUDENTS

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

EFFECTIVE LEADERSHIP

Effective school leaders shape a vision of academic success for all students. Our leaders will 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.

HEALTH AND 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. We will support this ideology by continuing the implementation of well-being programs across the school to foster better attendance, engagement and academic performance and well-being.

MIDDLE SCHOOL

In Middle School, teachers at Rockingham SHS ESC personalize the learning for their students. They understand that students develop at different rates and that in every classroom there will be a range of student abilities and aptitudes. Our Student Academic Improvement Targets in the RSHS ESC 2019-2021 Business Plan clearly state that there would be an increase in the percentage of students improving on their previous level of achievement in English, Mathematics, HASS, Science and Health.

A strong review process has now been established at Rockingham SHS ESC. The data collected informs our judgment about school effectiveness and allows us to develop action plans for continuous improvement and future planning. Self-assessment using the data collected encourages accountability and a framework for improving student outcomes. Three areas of the curriculum were targeted in our Business Plan; English, Mathematics, Health with specific data collected and analysed to validate our progress.

Middle School encompasses Years 7, 8, 9 and 10. The focus in Middle School is to build on academic foundations including functional Mathematics and English and provide social and emotional guidance



including protective behavior strategies and health and well-being. Middle School teachers are responsible for delivering Mathematics, English, Science, Humanities and Social Sciences using the West Australian Curriculum. We have Option Teachers who deliver; Design and Technology, Art and Design, Information

Technology, Music, Dance and Physical Education. We also deliver the Bushrangers Cadets' program. This program aims to give our students the opportunity to participate in personal development training. This provides practical life skills, develops leadership, teamwork and initiative skills, and fosters qualities of community, responsibility and service.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, well-being and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong

ENGLISH

Rockingham Senior High School Education Support Centre is committed to all students achieving their personal best in literacy through modified program's catering to the individual student's needs. The staff are continually striving to provide the optimum learning experiences to meet the educational needs of our students with a range of disabilities who are aged from 12 to 18 years.

The LAC Literacy role was established in 2016 when the need to improve student oral language to support further development in Literacy skills was highlighted through professional discussions. These discussions supported by classroom observations and teacher judgement, it was noted that the students were lacking in oral language skills which impacted on their social skills, decoding to spell and read which affected fluency and comprehension and ultimately their writing. Further supporting evidence was noted in 2018 when the Admin staff participated in 'Instructional Rounds' walk through, with the POP being based on verbal interactions, effective feedback and supporting language development.

Spelling 'PLD'

In 2019 Diana Rigg provided in-service and mentoring the middle school teachers (years 7, 8, 9) in implementing a Structured Synthetic Phonics literacy block relating to spelling data. Teachers had 2 days mentoring in 2019 and a further 2 days in 2020 (years 7, 8, 9, 10), with an after school workshop for all staff (including EAs). These PLs were to support the development of the program across the middle school, with the use of a common pedagogy and structured literacy block ensuring a common instruction and common language was fostered.

Diana Rigg provided the school with a written report which highlights the committed attitude of all staff and the positive methods of presenting a SSP program. The development of the EAs in their ability to effectively present and support the students learning was also noted and shared by Admin.

Moving forward under Diana Rigg's guidance we are to monitor student progress using PLD tracking sheets that highlight the movement of the students in an easy to read, clear to follow manner. Furthermore, it supports the planning to backward map and see where the strengths and weaknesses in the students learning and understanding of skills and knowledge. As we are working closely with Diana Rigg over the long term, she will continue to support our school literacy program and keep us abreast of current practices and trends via emails, Zoom/Skype, visits to PLD and phone conversations as required.

Unfortunately, COVID19 has had an impact on our student's outcomes this year. Absenteeism, students with an illness, remote learning and mental health were the major influence on student absenteeism. Our students this year, were also impacted by a restructure of classes-due to challenging behaviours and classrooms. Included within these results are students who attendance is of concern and the Student Services Team are working closely with these families.

	Improved	Remained the same	Decreased
2020	72.54% (37/51)	13.72% (7/51)	13.72% (7/51)

Year Levels	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
7	1	6	4	2	1	
8		4	2	1	2	
9		4	3	4	2	1
10		4	2	1		
11			2	1	1	
12		4	1	2		

Further analysis of the student's individual assessments highlights the development of student's phonic awareness. Words that have been spelt incorrect are developing phonetically opposed to only including initial and/or final sounds, students are more willing to attempt unknown words using their understanding of letter/sound relationships and the confidence the students have in themselves is noted as there was no feedback regarding refusal by students to participate.

We also need to be aware of student's capabilities on set days. Our students are unique in their disabilities and home lives that directly impact on their ability to learn on any set day. We also have students whose direct adults in their lives are also struggling with mental health needs.



Reading- 'Oxford Owl'

As part of the Literacy Block, teachers implement a reading session. This assists the students to utilise the sounding/decoding skills taught to read for pleasure

and to be competent to apply these in cross curricular activities. This includes the use of decodable readers

'texts that follow a systemic phonics code of gradually increasing difficulty. Their purpose is to support students reading fluency by providing opportunities for them to practice their decoding skills on texts containing phonic concepts they have already been taught. They are a supplementary phonics resource that should be used in conjunction with explicit and systemic phonics instruction. Decodable readers should be used to build decoding fluency-not introduce new phonics concepts' (The Speechie Teach; March 9, 2019). 'Decodable reading books are specifically designed for early readers. They provide reading material which enables students to apply their alphabet sound skills, their early phonic knowledge, phonemic blending and decoding skills. The decodable reading material gradually increases in length and complexity and also gradually introduces high frequency words (How do decodable readers differ from whole



Language reading Books?) (PLD; February 21, 2020). The Diana Rigg PLD resources contain a decodable text to use to support the phonics program. Repetitive readings of the same text (3-5) times assists with building decoding fluency and consolidate phonics concepts prior to moving on.

RSHS ESC use Oxford Owl for reading assessment. Whilst the on line version has been retired, the school has purchased the hard copy version and are able to utilise this for consistency. This assessment looks at fluency and comprehension (literal, inferential and evaluative) and is assessed verbally. It also allows, supports and encourages the students to discuss their personal knowledge regarding the text topic, sharing of the student's prior knowledge and understanding.

Once again, COVID19 has impacted on our students learning in this area. Through professional dialogue with teachers and EAs, it is noted many students are reluctant to read. It can become quite difficult to support the students to confidently read aloud. RSHS ESC has students who can read yet will only attempt text to their liking; which can have an impact on the results. By supporting the students reading through the Literacy block, teachers can accurately assess student's capabilities on an ongoing basis.



	Improved	Remained the same	Decreased
2020	52.27% (23/44)	22.72% (10/44)	24.99% (11/44)

MATHEMATICS

At Rockingham SHS ESC we believe that learning mathematics creates opportunities for and enriches the lives of all our students. Mathematics provides students with essential skills and knowledge in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life. PATM assessment was used as a tool to monitor and track our student progress throughout the middle school.

The raw data collected from PATM during 2019 and 2020 shows that:

- 57% of students improved their score.
- 42% of students scored less than on their previous test. Ideally we want all students improving and not scoring less.

HASS

There is a total of 48 students from Year 7-10 (Middle School) who are studying HASS as one of their mandated subjects.

There was no data collected in semester one due to Covid-19.

In semester two, the results were not good due to several reasons like Covid-19. Due to the pandemic, students were advised to stay home if they felt unwell resulting in an increase in absences.

As some topics were linked across the four terms, the students had missing information/gaps in their knowledge.

Another reason for the poor performance could have been due to the movement of students and classes mid year and also a change of teacher as we had a disrupted year in 2020.



SCIENCE

Science at Rockingham SHS ESC provides opportunities for:

- students to develop an understanding of important science concepts and processes
- the practices used to develop scientific knowledge of science's contribution to our culture and society
- its applications in our lives

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

In Semester Two 2020, 25 % of students in Middle School (Years 7-10) achieved over 80% of their ILP objectives in the Science curriculum area. This is a

decrease from Semester Two 2019, where 30% of students in Middle School achieved their ILP objectives.

SENIOR SCHOOL PROGRAMS

1. Vocational Educational & Training Courses (VETIS)
2. Workplace Learning (WPL)
3. Endorsed programs – including ASDAN

VET

COVID placed some restrictions on the delivery of VET courses for students attending Skills Set courses at SMT this year. This impacted on the delivery of the course content and assessment of student achievement. Horticulture Skill Set in particular, didn't resume to normal operations, and worked on a fortnightly modified schedule for students to attend TAFE throughout the year. The SMTVET results for 2020 reflect this with some students not achieving competencies in some units. However, the Certificate I & II in Hospitality students all successfully completed both courses on site. One year 12 student also completed his School Based Traineeship in Certificate II Retail with GSI, with additional EA supports in place and extra work placements.

Certificate I Hospitality (auspicing HGT):

9 students achieved full certification. 9 enrolled.

Certificate II Hospitality (auspicing HGT):

1 student achieved full certification. 1 enrolled.

Painting & Decorating Skills Set:

1 student partial completion

Automotive Skills Set:

3 students achieved partial completion of units.

3 enrolled.

Horticulture Skills Set:

1 student achieved partial completion of units.

1 enrolled.

SBT (School Based Traineeship) GSI Certificate II in Retail:

1 student achieved full certification.

Students attended work placements with local employers that complemented their studies of work, as a priority. Students were unable to attend some of the Skills Set VET courses by attending Try a Trade courses with SMT (South Metro TAFE), due to COVID restrictions. However, later in the year the year 10 cohort was still able to attend the Try a Trade course with Skillshare in Forrestfield. 4 x Year 10 students attended the annual KIC iDiversity course with the KIC Industries, gaining invaluable leadership skills and work skills.

A Transition Afternoon Tea – Post School Options session was organised by the WPL Coordinator for parents, students and staff to learn more about the NDIS, service providers in the local community and future employment options. (3/9/2020). Any follow up appointments requested by parents with specific NDIS service providers was organised by the WPL Coordinator. No follow up interviews were requested. All students in the SS regardless, were provided with a pack of information detailing post school options –

employment, housing, community engagement services etc. by all the NDIS service providers in the local community, following this session.

WORKPLACE LEARNING

Despite COVID and the restrictions for students to not attend WPL earlier this year by the DOE, 13 students were placed with 6 employers on 13 different placements throughout the year. Students completed 424 hours in total and 3 x students were still able to reach their 55 hours to achieve a WACE point for WPL.

(LP, JB & JL). All students still completed the differentiated Work Skills Journal in class. (Appendix 1).

COVID meant that the WPL Management Plan needed to be updated as per DOE regulations and more student, staff and employer inductions were carried out to ensure that work placements were COVID safe.

This year we trialled electronic surveys using Microsoft Forms with all key stakeholders – students, staff and employers. Overall satisfaction by students and staff in the 2020 surveys showed that all staff, students and employers were very happy with the current WPL systems and suggested ways to improve were minimal. WPL practices and systems are well established across the school and need to be continued and maintained in 2021. A post schooling survey was trialled in June, 2020 to past students to retrieve post schooling data.

The WPL Coordinator nominated Fishabilities Mandurah for the City of Mandurah Inclusion Award for the long established relationship with the fishing team and its support of the school's Rewards / Work Readiness program in November, 2020. The nomination was successful and Fishabilities won this award.

Work Place employers gave generously again at the annual Awards ceremony. Most monies received for these awards come from WPL employers. Two new service providers provided additional donations this year – Activ & Maxima. This strong community link with WPL employers enables all students at the Centre to benefit. Maxima, Activ, Interchange, Elanora's & KIC all support and donate to our annual awards.

ENDORSED PROGRAMS

An endorsed program is a significant learning program that has been developed for senior secondary students. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities. Our students with special needs may require modifications or adjustments to their learning programs and assessments to access the curriculum equitably. The Department provide a range of support for students with special educational needs.

31A number of our students are enrolled in ASDAN Courses. These courses are designed to accommodate the broad range of abilities of students with special educational needs. They allow for adapted approaches to teaching and learning. This supports students to access learning they need to develop essential skills. Preliminary units in themselves do not contribute to the requirements for the WACE. However, students undertaking Preliminary units may also undertake workplace learning, VET and endorsed programs such as ASDAN modules, which do contribute to the WACE.



STUDENT SERVICES

ATTENDANCE

The 2020 Semester 1 attendance data were adversely affected by the COVID-19 pandemic and are not comparable to previous years. They will not be included in this report.

BEHAVIOUR

At Rockingham SHS ESC we endeavor to provide a safe and welcoming environment to ensure all students reach their full potential. This year 239 behaviour misdemeanors were entered on SIS which is probably a result of an increased reporting by staff rather than an increase in negative behaviours as the number of suspensions this year was greatly reduced. Reporting behaviours was a focus for teachers this year.

Code	Suspension Category	Number	%
N1	Physical aggression towards staff	2	10
N2	Abuse, threats, harassment or intimidation of staff	6	30
N3	Physical aggression toward students	10	50
N4	Abuse, threats, harassment or intimidation of students	1	5
N5	Damage to or theft of property	0	0
N6	Violation of Code of Conduct or school/classroom rules	0	0
N7	Possession, use or supply of substances with restricted sale	0	0
N8	Possession, use or supply of illegal substance(s) or objects	0	0
N9	Negative behaviour - other	0	0
N0	E-breaches	0	0

Suspension rate	Number of Students	Total days
2016	13	75
2017	9	54
2018	12	82
2020	6	20

Suspension rates compared to 2018 decreased in 2020. (No accurate data is available for 2019.)

NATIONAL SCHOOL OPINION STUDENT SURVEY

In 2020 the School National School Opinion Survey was used to survey Staff, Parents and Students on their perceptions of our school. All public schools are required to administer these surveys at least every two years and are used to gain opinions on various aspects of school performance and operation.

When analysing the data it is important to note our school population is small and we need to be mindful of bias interferences particularly with percentages. There were only a very small percentage of students and community members who completed the survey, although we had more than half the staff complete it. The parent survey was particularly pleasing with scores above four across the board. Five is the highest rating with one at the lower end of satisfaction. The staff and student surveys had average scores above three which shows that they agree with most statements which are presented in a positive manner.

For students the statements that rated the lowest were:
 Student behavior is well managed at this school – 3.0
 I like being at my school – 3.1
 My school takes students' opinions seriously – 3.2
 I can talk to my teachers about my concerns – 3.4

Staff rated the following statements the lowest:
 The school takes staff opinions seriously – 3.2
 Staff are well supported at this school – 3.2
 This school is well led – 3.3
 I receive feedback about my work at this school – 3.5
 Student behavior is well managed at this school – 3.5

Parents rated the following statements the lowest:
 Student behaviour is well managed at this school - 4.1
 This school works with me to support my child's learning – 4.2
 My child's needs are being met at this school – 4.2
 This school takes parents' opinions seriously – 4.2
 This school looks for ways to improve – 4.2

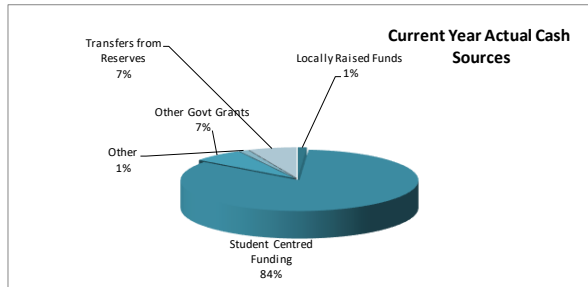
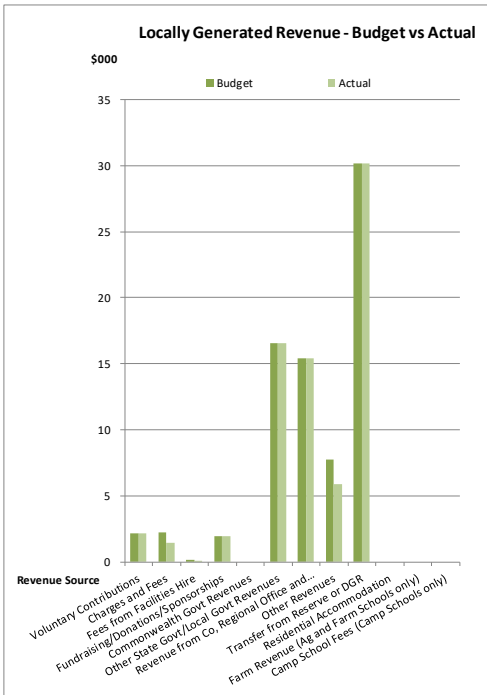
The two statements that are featured in more than one cohort and need to be considered in the context of school improvement are to do with the management of student behaviour and the school taking people's opinions seriously.

FINANCIAL SUMMARY

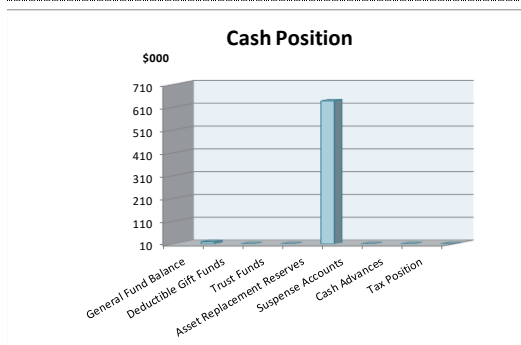
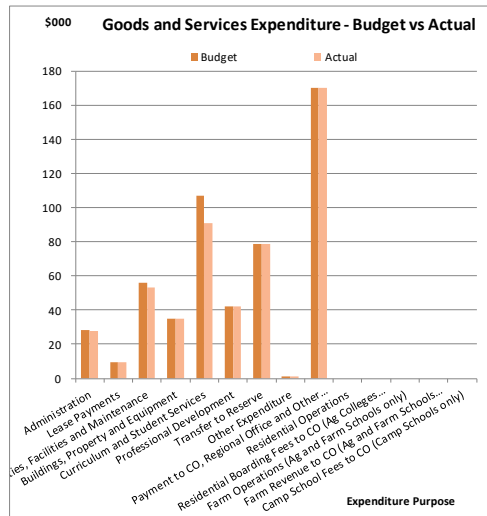


Rockingham SHS Education Support Centre Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,165.00	\$ 2,165.00
2 Charges and Fees	\$ 2,250.00	\$ 1,477.50
3 Fees from Facilities Hire	\$ 150.00	\$ 99.55
4 Fundraising/Donations/Sponsorships	\$ 1,942.00	\$ 1,941.60
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 16,545.00	\$ 16,545.00
7 Revenue from Co, Regional Office and Other Schools	\$ 15,410.00	\$ 15,410.00
8 Other Revenues	\$ 7,714.00	\$ 5,906.80
9 Transfer from Reserve or DGR	\$ 30,162.00	\$ 30,162.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 76,338.00	\$ 73,707.45
Opening Balance	\$ 68,178.42	\$ 68,178.42
Student Centred Funding	\$ 385,070.00	\$ 385,070.00
Total Cash Funds Available	\$ 529,586.42	\$ 526,955.87
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 529,586.42	\$ 526,955.87



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 28,475.00	\$ 27,879.04
2 Lease Payments	\$ 9,518.00	\$ 9,412.58
3 Utilities, Facilities and Maintenance	\$ 55,743.00	\$ 53,029.51
4 Buildings, Property and Equipment	\$ 34,868.00	\$ 34,867.71
5 Curriculum and Student Services	\$ 107,114.00	\$ 90,998.56
6 Professional Development	\$ 41,958.00	\$ 41,958.18
7 Transfer to Reserve	\$ 78,921.00	\$ 78,921.00
8 Other Expenditure	\$ 1,106.00	\$ 996.71
9 Payment to CO, Regional Office and Other Schools	\$ 170,133.00	\$ 170,132.61
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 527,836.00	\$ 508,195.90
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 527,836.00	\$ 508,195.90
Cash Budget Variance	\$ 1,750.42	\$ -



Cash Position as at:	
Bank Balance	\$ 652,405.57
Made up of:	\$ -
1 General Fund Balance	\$ 18,759.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 636,599.60
5 Suspense Accounts	\$ 5.00
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (2,859.00)
Total Bank Balance	\$ 652,405.57

Rockingham Senior High School
EDUCATION SUPPORT CENTRE

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