

The Rocky Road Journey, Starts Here...

TEACHING

OUR DESTINATION

To improve educators understanding of quality teaching practices that improve outcomes for all students with disabilities.

SIGNPOSTS

- Delivery of Professional Learning around Autism Spectrum Disorder (ASD).
- Implementation of Autism Spectrum Disorder friendly practices in the school environment .
- Implementation of Direct Instruction (DI) practices in all classrooms.

ODOMETER READINGS

- Audit current practices.
- Positive partnership survey.
- Autism framework – Louise Loosen 2021.
- Alternative Augmentative Communication audit 2021 through Indigo.
- Leading School Improvement precondition survey.

LEARNING

OUR DESTINATION

To create an environment which engages students academically, socially and emotionally.
To ensure individual students have a functional level, or above, of literacy and numeracy to maximise their post school opportunities and pathways.

SIGNPOSTS

- Protective Behaviour (PB) programs implemented explicitly across the school.
- Implementation of person-centred planning (ie: Big Plan) to target student post school direction / aspiration pathways.
- Students offered a range of elective subjects from which to choose that are of interest to them.
- Teachers include student voice, strengths and interests to develop individualised plans.
- All regularly attending students to achieve 80% of their literacy and numeracy individual education goals.

ODOMETER READINGS

- SENRTP student analysis IEP (2017 – current).
- Gather Protective Behaviours data to assess student knowledge.
- Analyse attendance & behaviour data.
- Extend elective classes being offered by utilising mainstream resources and staff.
- Use of PIVOT data to assist teacher self-reflection.



All Aboard!

RESOURCES

OUR DESTINATION

Resources (physical, human) to support the needs of students equitably and aligned to school priorities

SIGNPOSTS

- Classrooms have evidence-based toolkits and resources that support student individual needs (sensory etc.).
- Completed investigation of whole school approach to support students with ASD.
- Staffing decisions are based on needs of students.
- Staff capable of identifying types and levels of adjustments to gain and maintain appropriate resourcing through Disability Resourcing.
- Staff Professional Learning linked explicitly to school priorities.

ODOMETER READINGS

- Finance budget / future planning.
- Resource's audit ASD friendly resources.
- Resource's audit – whole school (Indigo).

LEADERSHIP

OUR DESTINATION

To create quality distributed leadership which is responsive, caring and strives for student success and quality teaching practice

SIGNPOSTS

- Review school leaders' roles & responsibilities.
- Implementation of High Performance Teams (HPT), across the school utilising HPT systems.
- Implementation of Professional Learning Communities (PLC) for priority areas utilising the HTP systems.
- The Future Leadership Framework is embedded in Performance Management to develop capacity for aspirant leadership.

ODOMETER READINGS

- HPT data wall information.
- Implementation of HPT across the school.
- Current Data.
- PIVOT 360 to inform Executive Leadership & Middle Leadership self-reflection.



RELATIONSHIPS

OUR DESTINATION

To improve student social skills in order to be able to engage in positive, respectful relationships with others in both personal and professional contexts

SIGNPOSTS

- Audit current practice, resources, skills, understanding of students & needs of students.
- Research evidence based programs / practices to present to staff for selection of appropriate programs.
- Implement whole school explicit social skills programs 7-9 middle & 10-12 senior focus.
- Implementation of Professional Learning Community (PLCS) for priority areas.
- Implementation of Positive Behaviour Support (PBS) across the school.
- Embed effective approaches to staff and student wellbeing and care.

ODOMETER READINGS

- Data on student social skill development (current).
- Tools available to capture progress.
- HTP Data.



PRINCIPAL'S INTRODUCTION

Rockingham Senior High School Education Support Centre is committed to building Independent Futures for our students.

We want to build the capabilities of every student, in every classroom, every day, working with a strength-based focus.

Our decisions on school improvement are guided by our purpose and values as well as reflection on and evaluation of data and evidence.

As a school community we are on a journey - The Rocky Road Journey, with clear destinations, signposts, and odometer readings to guide our journey. Every single traveller on this journey will board the bus and contribute to planning all aspects of the trip.



We will be looking out for signs and collecting data to make sure we are keeping on track. We will need to constantly review our plan as we reach our destinations or face challenges along the way.

Our fellow travellers once strangers, will become companions along the Rocky Road, united with the singular purpose of Building Independent Futures!

Welcome aboard!
Margaret Keen, Principal

BUILDING INDEPENDENT FUTURES



**Rockingham Senior High School
EDUCATION SUPPORT CENTRE**
Business Plan 2022 -2025