



Department of
Education

Shaping the future

Rockingham Senior High School Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Rockingham Senior High School Education Support Centre is located in the southern suburb of Rockingham, approximately 48 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1999, the school is co-located with Rockingham Senior High School and provides educational programs for students with special educational needs. In 2013, the school became an Independent Public School.

The school has an Index of Community Socio-Educational Advantage rating of 971 (decile 7).

Currently there are 73 students enrolled at Rockingham Senior High School Education Support Centre from Year 7 to Year 12.

The School Board works closely with the school to help achieve the best outcomes for students.

The first Public School Review of Rockingham Senior High School Education Support Centre was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school provided an open and honest account of its operations, improvement agenda and context, including a strong focus on building a united and collaborative school culture.
- Leaders valued the review process for providing an opportunity to analyse school performance data and assess the extent to which conditions for student success had been set.
- Self-assessment processes are well embedded, reflective of engagement with the Fogarty EDvance School Improvement Program and a clear focus on developing evidence-based decision making.
- In preparation for the review, each member of the executive leadership team was allocated a domain and worked collaboratively with staff to gather feedback and evidence of the school's performance as set against the Standard.
- The broad engagement of staff in school self-assessment has led to a clear and shared understanding of the school's performance strengths and areas for ongoing growth.
- During the validation visit a broad range of staff, students, parents and Board members together with leaders provided their insights and elaborations on evidence submitted via the Electronic School Assessment Tool (ESAT).

The following recommendation is made:

- In future ESAT submissions, consider a final review of planned improvements to identify the key priorities for improvement in each domain.

Relationships and partnerships

Underpinned by a strong moral purpose, a unified staff exhibit a collective commitment to understanding students needs and work collaboratively to set the conditions for their success. Family and school partnerships are well developed and there is community confidence that students are nurtured and supported to feel a strong sense of belonging and acceptance.

Commendations

The review team validate the following:

- External partnerships with South Metropolitan TAFE¹, therapy providers, BIZLINK Disability Employment Service and KIC² iDiversity Project, are nurtured to ensure maximum impact on student outcomes and school improvement.
- A positive partnership with co-located Rockingham Senior High School has enabled opportunities for staff to share their expertise and for students to access identified option classes.
- The school's engagement with the ESSN³ and PESA⁴ network is fostering rich professional learning and leadership opportunities for staff.
- Families hold the school in high regard. There is an appreciation for the relational style of the Principal and for leaders' clear understanding of the importance of family and school partnerships. Students appreciate the care of staff and the range of learning opportunities that are available to them, including the Bushrangers Cadet program.
- Committed School Board members demonstrate a sound understanding of their governance role. They advocate strongly for the school and have opportunities to provide input into the school's strategic directions and policy development.

Recommendation

The review team support the following:

- Continue with the intent to build the School Board's profile in the school community.

Learning environment

The school has worked effectively to build a safe, caring and inclusive learning environment focused on maximising student outcomes through wrap around support and differentiated learning programs. This has evolved through professional learning, and the use of data and evidence to support the implementation of clear systems and processes to support positive student behaviour and wellbeing.

Commendations

The review team validate the following:

- Extensive professional learning has been provided to staff to maximise their understanding of disability in the areas of Positive Partnerships Autism, Diabetes, NCCD⁵, Disability Standards for Education, behaviour policy expectations, self-regulation and trauma informed practice.
- The large student services team encompassing a school psychologist, behaviour specialist, family and student support officer, wellbeing officer, student services education assistant and associate principals provides effective oversight of the school's responsive and multi-tiered support for students at educational risk.
- A whole-school Positive Behaviour Support approach to encourage positive student behaviour includes the development of a matrix of expected behaviours and student reward system. Additionally, the introduction of the FILIT software is focused on facilitating data informed, and proactive positive behaviour support.
- Social coaches are available at break times for identified students to develop prosocial skills in contextually relevant settings.
- The development of Aboriginal cultural responsiveness has been prioritised through the development of a Reconciliation Action Plan and the provision of professional learning to build staff knowledge of Aboriginal perspectives, together with an understanding of the indigenous history of the local area.

Recommendations

The review team support the following:

- Guided by the Aboriginal Cultural Standards Framework, continue with the intent to further develop Aboriginal cultural responsiveness across the school.
- Review and collate the school's current wellbeing initiatives into a coherent whole-school approach to support the social and emotional development of students in line with their identified needs.

Leadership

Led by the cohesive executive leadership team, the school has established a clear shared vision and rigorous improvement agenda, underpinned by a positive and collaborative school culture. The sense of a unified staff purpose to improve outcomes for students is palatable.

Commendations

The review team validate the following:

- Through engagement with Fogarty EDvance, the school has utilised tools such as the Organisational Health Index and Tell Them From Me, together with school based surveys to foster strong consultation processes and inform the support required for sustainable change to occur.
- A clear distributed leadership model has been developed and the school is active in identifying and supporting staff to build their leadership skills.
- The school's strategic directions document sets out clear actions and targets for improvement. The Business Plan 2022-2025, aligned to the Department's expectations and reflective of school-wide consultation, is appreciated by staff for its accessibility. The 2024 Operational Plan has been developed to support its implementation.
- Support for staff instructional skills is provided through professional learning, the sharing of practice, informal mentoring, and guidance from the associate principals.
- Performance management has been implemented for all staff with opportunities for reflection and goal setting apparent.

Recommendations

The review team support the following:

- Guided by the Teaching for Impact statement, develop an agreed instructional model in collaboration with staff. Support implementation of pedagogical practices with fidelity through professional learning and instructional coaching.
- Progress the leadership of whole-school approaches to literacy and numeracy, including prioritisation through the business plan and the development of distinct operational plans.
- Continue to strengthen formal opportunities for structured staff collaboration focused on teaching, learning and student achievement.

Use of resources

The Principal, manager corporate services and Finance Committee work collaboratively to provide oversight of the school's financial management and decision-making concerning the allocation of resources.

Commendations

The review team validate the following:

- The school has allocated resources to improve the physical environment, including the purchase of equipment such as Dynasty Combat and Nest Swings. Externally funded, planning is currently underway in preparation for the building of a learning hub encompassing 8 purpose-built learning spaces.
- Staff are supported to build their understanding of financial management practices through a financial management handbook, induction and ongoing support.
- A shared campus memorandum of understanding with the co-located high school ensures decision making for sharing of facilities and resources is transparent.
- Student characteristics and targeted initiative funding is allocated with the intent to maximise student learning and wellbeing outcomes. This includes the allocation of resourcing to support the provision of workplace learning and VET⁶ opportunities for students, as well as additional education assistant support for student services.
- Considered workforce planning is evident in the resourcing for a behaviour therapist, additional student services staff and an additional associate principal.

Recommendation

The review team support the following:

- Within the constraints of workforce pressures consider strategic planning for the expenditure of unforeseen surpluses, contributing to projects and resources that improve the experience and outcomes of students.

Teaching quality

Informed by a shared vision to build independent futures for students, a passionate staff have implemented a range of engaging learning experiences for students. Together with the delivery of the Western Australian Curriculum, VET, workplace learning and senior secondary curriculum, offerings are aligned to student needs and focused on building meaningful pathways into the community.

Commendations

The review team validate the following:

- The school has implemented Promoting Literacy Development and literacy and numeracy blocks to support student learning.
- Drawing on a range of data and evidence, teaching staff develop individual educational plans in collaboration with key stakeholders, including parents and family members.
- A rich and tailored senior secondary curriculum is evident including ASDAN⁷, VET and workplace learning. Certificate I Hospitality students practice their skills through a café enterprise program. The completion of SCSA⁸ Foundation and Preliminary Units positions students with the opportunity to achieve a WACE⁹.
- Teachers engage in detailed collaborative planning for the delivery of Foundation and Preliminary Units and access professional learning to ensure compliance with SCSA requirements.
- High levels of student engagement are evident through the Bushranger Cadets program. Students also have opportunities to engage in elective subjects delivered through the co-located high school.
- Opportunities to develop students' travel training skills have been embedded into educational excursions and transport to workplace learning placements.

Recommendations

The review team support the following:

- Driven by high expectations, continue to define and implement a rigorous middle school curriculum, including the delivery of whole-school literacy and numeracy programs with fidelity.
- Progress with the intent to introduce classroom observation to support the implementation of consistent instructional practices.

Student achievement and progress

There is a widely held school belief that individually and collectively, staff can guide each child to be better each day. The school is at an exciting junction in its commitment to developing a culture of data and evidence-based decision making. Whole-school processes for collecting assessment data are evident and steps to deepen the analysis of data to inform classroom and school planning have been initiated.

Commendations

The review team validate the following:

- Staff have opportunities to engage in internal and external moderation for ASDAN and Preliminary Units through the PESA and ESSN.
- The school has developed an assessment schedule, inclusive of a range of assessments including Progressive Achievement Tests for reading and mathematics. The collection of individual educational plan outcomes is undertaken and data is analysed to identify the progress of students.
- There is a growing number of students who are engaging successfully in workplace learning and completion rates of ASDAN courses and VET units of competency are high.
- Opportunities for students to engage in OLNA¹⁰ have been introduced with student achievement information used by staff to inform pathway planning and curriculum delivery.

Recommendations

The review team support the following:

- Explore opportunities to implement a centralised electronic platform to store student achievement data and to support student progress tracking and target setting.
- Strengthen the collation and analysis of senior secondary achievement data sets including OLNA, VET, ASDAN, workplace learning, Foundation courses and Preliminary units to inform planning and decision making.
- Continue with the intent to build staff data literacy and their collective capability to use data to inform classroom planning and delivery.

Reviewers	
Kim McCollum Director, Public School Review	Johanna Van Der Plas Principal, Newton Moore Education Support Centre Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Kwinana Industries Council
- 3 Education Support Schools Network
- 4 Peron Education Support Alliance
- 5 Nationally Consistent Collection of Data on School Students with Disability
- 6 Vocational Education Training
- 7 Award Scheme Development and Accreditation Network
- 8 School Curriculum and Standards Authority
- 9 Western Australian Certificate of Education
- 10 Online Literacy and Numeracy Assessment