OUR VISION   Future ready citizens

MISSION
Our mission is to engage all our students in a positive learning experience such that they leave school with the capabilities, keen desire and confidence to embrace the future confidently and capably and to make a valuable contribution to their community.

We seek to foster a community of learners and critical thinkers who are future-ready, passionate in their endeavours, creative, generous and optimistic in their outlook, and who will find their place as outstanding individuals and future leaders in the global community.

As such, we seek to equip students with the knowledge and skills to be resilient, to embrace change, to demonstrate respect for self, others and the environment and to develop the dispositions of a life-long learner.

Our mission is an embodiment of Rossmoyne Senior High School motto *Success nourishes hope*.

VALUES
Our values embody the beliefs of our School community.

Members of our school community share and promote:

- High aspirations – We seek worthwhile goals, have high expectations of ourselves and others, make the most of opportunities and commit to success for all students.
- Excellence – We strive to perform at our personal best and to accomplish something worthwhile for the benefit of our community
- Respect – We accept self-responsibility, treat others with consideration and care, and show regards for the environment.
- Equity – We acknowledge the differing circumstances and needs of students and are committed to achieving the best possible outcomes for each one.
- Diversity – We embrace and respect individual and cultural differences within our school and our wider community.
- Integrity – Our behaviour, actions and decisions reflect the principles of moral and ethical conduct.

GRADUATE ATTRIBUTES
We want our students to leave school with the capabilities to contribute positively as global citizens, to live and work successfully in a rapidly changing world, and to have a lifelong passion and flair for learning.

The qualities that we describe and foster for our graduates are clustered into five key categories:

- Research & inquiry
- Communication
- Information literacy
- Ethical and social responsibility
- Personal and intellectual flexibility
DEVELOPMENT OF OUR BUSINESS PLAN

Our School’s 2013-16 Business Plan sets the direction and broad strategies that support Rossmoyne Senior High School to achieve its goal to prepare future-ready citizens.

The Plan is aligned to the Educational Goals for Australian Students¹:
(1) Australian schooling promotes equity and excellence; and
(2) All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

It is linked explicitly to the priorities of the Excellence and Equity Plan for Public Schools, 2011-15, Department of Education (WA)²:
(1) Success for all students;
(2) Distinctive schools;
(3) High quality teaching and leadership; and
(4) A capable and responsive organisation.

Our vision, mission, values and graduate capabilities guide our School’s strategic direction for 2013-16. With a clear eye on the future and the emerging needs of 21st Century learners, our plan builds on the elements that have established Rossmoyne’s profile as a leading school in Australia. It acknowledges Rossmoyne’s excellence in academic, sporting and cultural achievement, and its high quality pastoral care programs. It recognises the vital enablers for the Schools’ continued success: primarily, a dedicated, expert staff; parents who support their children and School and value education; motivated students who aspire to achieve success; and an actively involved and interested School community. Our plan recognises the School’s capacity to respond nimbly and capably to new and emerging needs of learners.

Our first Business Plan (2010-12) prepared a strong foundation for responsiveness, innovation and a can-do mind-set within our staff and broader School community, and strong accountability for School performance as an Independent Public School. The Plan focused on four inter-connected emphases: (1) social, environmental and economic sustainability; (2) global citizenship; (3) technology; and (4) alliances. The School Board and School monitored and assessed the Plan throughout the three-year implementation period.

In 2012, we conducted a comprehensive self-review of our progress. The findings served to guide the next stage of Rossmoyne’s growth and development. Through this process we identified emerging themes and existing emphases that needed to be attended to. As Rossmoyne is a large and complex school, we also recognised our need to address immediately a specific Department of Education priority for the entry of Year 7 students to high school in 2015. An independent review of Rossmoyne in March 2013, conducted by the Department of Education Services, verified our self-assessment, confirmed the relevance of our planned directions and priorities, and challenged us to reflect on ways we may convey the value-adding elements of the Rossmoyne schooling experience for students.

Our school self-assessment processes engaged the Board, staff and student representatives in deep thinking and discussion about Rossmoyne’s considerable achievements, the School’s future and its role in preparing students for a successful future in a rapidly changing world. We confirmed the importance of linking our strategic intent to national goals for education and to the priorities for WA public schools. We refined our School’s vision, mission and values, and confirmed a set of graduate capabilities. Through this process of review, reflection and consultation, we identified an overarching goal to prepare future-ready citizens, and that is underpinned by four interlinked priorities for our 2013-16 Business Plan: (1) success for all students; (2) an inspiring and inclusive school culture; (3) excellent teaching and leadership; and (4) a responsive and agile organisation.

¹ Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).
² Excellence and Equity Strategic Plan for WA Public Schools 2012 – 2015
OUR GOAL AND PRIORITIES

OVERARCHING GOAL: TO PREPARE FUTURE READY CITIZENS

Our goal is to prepare compassionate students who face the future confidently and capably. As such, curriculum and supporting programs will promote and develop: resiliency skills, creativity, problem solving, adaptability, social and environmental responsibility, negotiation skills, ethical decision-making and life-long learning.

The outcome of future-readiness will guide curriculum planning, innovation in curriculum design, quality teaching and leadership, as well as decision making about resource allocation, school infrastructure and capital works. Rossmoyne will prepare for its own future, adapting and evolving to provide the most appropriate education for our students.

The following four interconnected priorities will serve to enable the achievement of our goal for all students:

<table>
<thead>
<tr>
<th>Priority 1: Success for All Students</th>
<th>Priority 2: An Inclusive, Inspiring and Positive School Culture</th>
<th>Priority 3: Excellent Teaching and Leadership</th>
<th>Priority 4: A Responsive and Agile Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>We believe that all students can achieve success and we want every student to be given the opportunity to do so. Through our curriculum and expanded learning opportunities, we prepare students with the skills, understandings and values to reach their academic potential, contribute to society and lead happy and fulfilling lives.</td>
<td>We encourage an inclusive and positive learning environment where barriers to success are removed, and all our students and teachers are inspired to achieve their personal best. We recognise the importance of connecting students and staff with their community. Rossmoyne has a positive schooling approach to support holistic student wellbeing that encompasses physical, emotional, intellectual, social and spiritual aspects of life. The explicit teaching of positivity contributes to the development of individuals ready to face the future with an optimistic outlook, confident that they can make a valuable contribution to the world.</td>
<td>Through the development of excellence in our teaching and learning programs, we develop future ready students who have the capacity and desire to shape an inclusive and cohesive society; who are critical thinkers with the ability to articulate their views effectively; and who are committed to justice and equity. We are committed to best practice in teaching, foster the talents of staff and promote a professional learning community to improve professional practice and student outcomes.</td>
<td>Our processes, systems and structures support a safe and orderly learning and teaching environment and reflect good governance. We will provide facilities that support world class learning and teaching. We have the governance framework and processes in place that equip us to respond to the challenges and opportunities of a changing landscape. We are committed to sustainable practices and to reducing our carbon footprint.</td>
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<tr>
<td>Our key strategies include:</td>
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<tr>
<td>• Value-adding to our students’ learning</td>
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<td>• Varying curriculum to provide a range of generalist and specialist programs matched to the diverse needs of our students</td>
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<td>• Provision of innovative curriculum, pathways and opportunities that challenge students to reach their potential and prepare them for a rapidly changing world</td>
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<td>• Nurturing of creativity, problem solving, critical thinking and resilience through curriculum and expanded learning opportunities</td>
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<td>• Integrating technology to engage students and prepare them for living and working in an evolving digital age</td>
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<td>Our key strategies include:</td>
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<td>• Ongoing strengthening of community alliances and partnerships with parents</td>
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<td>• Embedding “Positive Education” across the curriculum including the explicit teaching of self-awareness and resiliency skills</td>
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<td>• Enriching targeted pastoral care programs to support and acknowledge students</td>
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<td></td>
<td>• Increasing opportunities for our students to participate in programs that promote environmental sustainability and civic responsibility</td>
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<td>• Encouraging all students to be engaged in learning and the extra-curricular life of the school</td>
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<td>• Delivering curricula to realise the Graduate Attributes</td>
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<td>Our key strategies include:</td>
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<td>• Continued recruitment, development and retention of quality staff with a passion for and expertise in teaching</td>
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<td>• Fostering a culture of effective performance and development through professional learning, collaboration and coaching</td>
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<td>• Integrating information technology to engage learners and equip them with the understandings, knowledge and skills needed to study and communicate effectively.</td>
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<td>• Caring for staff well-being</td>
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<td>Our key strategies include:</td>
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<td>• Applying evidence-based decision making to inform key programs</td>
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<td>• Development of environmentally sustainable practices across the school</td>
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<td>• Effective management of the growth in student enrolments and associated infrastructure</td>
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<td>• Maintaining and building on those factors that make Rossmoyne a successful school</td>
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<td></td>
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<td>• Provision of state of the art teaching and learning facilities</td>
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<td></td>
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<td>• Ongoing development of alliances with community, industry and tertiary partners to enrich curriculum and expand learning pathways</td>
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</table>
TARGETS, MEASURING PROGRESS AND MILESTONES

With our commitment to achieving Rossmoyne Senior High School's goal and priorities, we have set achievement targets for academic and non-academic performance in 2013-16. To enable the School to assess and monitor progress toward the achievement of these targets, we have identified ways we will measure performance and related milestones.

A. ACADEMIC ACHIEVEMENT TARGETS

Our academic achievement targets for 2013-16 are:

**A1** – The percentage of students who are Band 8 or above in Year 9 NAPLAN Numeracy and Literacy will show a positive trend based on a three year moving average (based on an average rate of increase).

Target A1 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

The target is measured by: school and student performance in NAPLAN.

**A2** – Results in Year 9 NAPLAN each year will be in the top-third of statistically similar schools in Australia.

Target A2 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

Target measured by: school and student performance in NAPLAN.

**A3** – The percentage of students who achieve WACE will show a positive trend based on a three year moving average (based on an average rate of increase), from a baseline of 97%.

Target A3 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

Target measured by: school performance in WACE

**A4** - The Secondary Attainment rate (that is, an ATAR of 55 or higher, or a Certificate II or higher) will show a positive trend based on a three year moving average based on an average rate of increase, from a baseline of 92% (which represents the average attainment rate for 2010-13 period).

Target A4 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

Target measured by: school performance in ATAR

**A5** - The percentage of students in the top third of ATAR students in WA will be significantly greater than statistically similar schools (WA) based on a three year moving average (based on an average rate of increase) from a baseline of 53% (the average of 2011-13).

Target A5 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

The rationale for the school’s academic achievement targets are described in Appendix 1
Target measured by: school performance in ATAR.

A6 - The percentage of students in the bottom third will be significantly lower than statistically similar schools (WA) based on a three year moving average (showing a decreasing trend based on 17% which was the average of 2011-13).

Target A6 relates to Priority 1 Success for all students; and Priority 3: Excellent teaching and leadership.

Target measured by: school performance in ATAR.

B. NON-ACADEMIC ACHIEVEMENT TARGETS

Target B1 - Successful transition of students to post-school destinations

Target B1 relates to Priority 1 Success for all students; Priority 2 An inclusive, inspiring and positive school culture; and Priority 3: Excellent teaching and leadership

Measured by:

- Department of Education annual intentions and destinations data report for Year 12 students
- School-based Year 12 satisfaction and intentions survey
- Alumni surveys (1, 2 and/or 3 year exit surveys of school leavers)
- TISC university course enrolments data

Target B2 - Maintain and improve on student, parent and staff perceptions about the quality of the Rossmoyne Senior High School schooling experience

Target B2 relates to Priority 1 Success for all students; Priority 2 An inclusive, inspiring and positive school culture; and Priority 3: Excellent teaching and leadership

Measured by:

- 2014 National School Survey of students, parents and staff
- Classroom learning environment surveys (“COLES” and School Board initiated “Cavanagh survey”)
- 2015 Year 7 Wellbeing longitudinal survey
- 2014/2015 Staff Wellbeing survey

Target B3 - Improve perceptions of the school culture as inclusive, inspiring and positive

Target B3 relates to Priority 1 Success for all students; Priority 2 An inclusive, inspiring and positive school culture; and Priority 3: Excellent teaching and leadership.

Measured by:

- 2014 National School Survey of students, parents and staff
- 2015 Year 7 Wellbeing longitudinal survey
- 2014/2015 Staff Wellbeing survey
- Levels of student participation in community service activities
- Student attendance, suspensions and behaviour data

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4 The rationale for the school’s non-academic performance targets are described in Appendix 1
Target B4 – Achieving and developing excellence in teaching and leadership

Target B4 relates to Priority 3: Achieving and developing excellence in teaching and leadership

Measured by:
- Annual school and student performance NAPLAN, WACE and Learning Areas in Years 8-12
- Annual COLES global school survey reports
- Demonstrated integration of technology to engage students and prepare them for living and working in an evolving digital age by all teachers by 2016
- School administrator 360 feedback (surveys administered every three years, commencing 2013)
- Parent and student survey feedback (surveys administered biennially)

MILESTONES

Priority 1: Success For All Students
- Successful transition primary-high school and Year 10-11 transitions (annual)
- Successful transition of Year 12 students from school to post-school options
- Annual School and Learning Area self-review of academic and non-academic performance guides curriculum provision and planning
- Annual school self-reviews of academic extension and enrichment, Specialist and Gifted and Talented programs (Nov)
- ATAR and VET pathways prepared for new WACE (2015-16) by September 2014
- Reduced number of Year 10 (2014), Year 11 (2015) and Year 12 (2016) students re-sitting OLNA
- Preparation of Year 7 teaching and learning program to nurture creativity, critical thinking and resilience (by Nov 2014)
- Implementation of longitudinal study of school’s Positive Education program commencing Year 7 2015
- Increased number of online processes in students’ daily school life
- Increased evidence of development of higher order thinking and critical thinking skills using technology
- Revised ‘digital citizenship program’ implemented by June 2015

Priority 2: An Inclusive, Inspiring and Positive School Culture
- Successful primary-high school, Year 10-11, Year 12-post school options transitions (annual)
- Alumni survey findings reflect positive perceptions of schooling experience and preparation of future ready citizens
- Change2 strategy implemented and viable recommendations used to prepare a Positive Education program (2013-14)
- Successful interventions for students on individual plans for attendance, referrals and behaviour (annual)
- Increased involvement of Alumni in school academic, sporting and extra-curricular programs
- Increased level of student engagement in leadership, volunteering and community service programs
• Increased opportunities and engagement of students in co-curricular programs such as overseas tours
• Build on positive perceptions of school culture using findings of national and school generated surveys of students, staff and parents (biennially)
• Cyclical reviews of school student welfare and wellbeing policies
• Maintain and build on school’s partnerships with parents
• Maintain and build on school’s alliances with training and higher education providers, industry and community organisations locally and overseas

**Priority 3: Excellent Teaching and Leadership**
• Program for in-class observation of classroom teachers by line managers implemented (September 2014)
• Workforce Plan addresses existing and emerging needs of workforce profile and staff professional learning, training and career development
• Teacher induction program reviewed annually
• Staff wellbeing program prepared and implemented by Feb 2014
• 360 degree feedback for school leaders (Levels 3, 4 and 6) implemented 2014-15
• Increase in engagement of teachers in COLES strategy
• Increase in engagement of teachers in Disciplined Dialogue” strategy
• Annual School and Learning Area self-reviews of school and student performance in Years 7 (2015) and Years 8-12
• Implementation of performance review and development based on Australian Standards for Teachers and Principals (to apply to all administrators)
• Shared understanding developed of what constitutes excellent teaching and leadership.

**Priority 4: A Responsive and Agile Organisation**
• Preparation of a sustainable plan for information technology (IT) access for all students by Feb 2015
• Existing Buildings and Grounds Plan (2011-15) reviewed and revised 2016-20 Plan prepared by July 2016
• School Master Plan reviewed and strategy prepared for continuation of school redevelopment program by February 2015
• Annual review of alignment of Workforce Plan with Business Plan
• School staffing and operations managed within annual allocated (one line) budget
• Coordinated school plan for sustainable use of non-renewable resources prepared by Dec 2014
• School and Learning Area planning is evidence-based and aligned to goal and priorities of Business Plan
APPENDIX 1.

SETTING TARGETS FOR ACADEMIC AND NON-ACADEMIC PERFORMANCE

A. ACADEMIC ACHIEVEMENT TARGETS

Rossmoyne Senior High School is a high performing school where standards of academic performance are already greater than, or significantly greater than, 'like' public schools in WA. Maintaining this level of performance is challenging, particularly within the context of a large and growing student enrolment.

Our academic achievement targets for 2013-16 are described in terms of improvement based on a three year moving average. This way of setting targets acknowledges the challenge of maintaining existing high standards and also reflects:

- the School's commitment to ongoing improvement in academic achievement;
- the effect of any cohort differences; hence, our targets demonstrate a positive trend based on a three year moving average rather than a set percentage figure regardless of cohort variation; and
- the independent reviewers' recommendation that we demonstrate value adding in academic achievement.

In our 2010-12 Business Plan, the school's targets for literacy and numeracy were based on NAPLAN, and were for 95% or more of our students to achieve above the National Minimum Standard (NMS). Our review of these targets acknowledged that the NMS does not represent a sufficiently high baseline in the school context. In addition, the School Curriculum and Standards Authority (the Authority) has set a minimum literacy and numeracy standard as a requirement for the Western Australian Certificate of Education (WACE) from 2016. The minimum standard is Band 8 in NAPLAN (Year 9) or passing the Authority's Online Literacy and Numeracy Assessment (OLNA) by Year 12.

Rossmoyne's strong performance in the National Assessment for Literacy and Numeracy (NAPLAN) tests compared with statistically similar public schools in WA is a clear indicator of school effectiveness. As school performance information is reported at a national level, we can also make comparisons with statistically similar government and non-government schools across Australia. In our 2013-16 Business Plan we have set more challenging targets, within the national context, as given in Targets A1 and A2.

In relation to School and student performance in the Western Australian Certificate of Education (WACE), the 2010-12 Business Plan set a target of 97% or more students attaining their WACE. This target acknowledged: (1) cohort variations; that is, while the target was achieved, the proportion of students attaining secondary graduation varied from year-to-year; and (2) every year a small number of students at Rossmoyne choose to study courses that are not matched to their abilities and/or interests; and, despite course counselling and other intervention strategies, they do not attain their WACE. Hence, while the target was attainable, it was challenging. In 2011, the Department of Education introduced 'secondary attainment' as an important measure of public school effectiveness. Secondary attainment means that a student has completed a Certificate II or higher (as a credential for further training or employment), or achieved an ATAR of 55 or above (minimum university entrance score) by the end of Year 12.

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5 Total enrolment in 2013 is 1,650 students and is projected to increase to 2,150 students in 2015. In 2013, WA schools (excluding Senior Colleges) with the biggest Year 12 enrolments were: Willetton SHS (364, of whom 248 studied ATAR); Rossmoyne SHS (356, of whom 282 studied ATAR) and Chisholm Catholic College (292 of whom 228 studied ATAR courses).
Each of these considerations continued to be relevant to setting targets for the 2013-16 Business Plan. Implications of new WACE requirements from 2015-16 also need to be considered and monitored during the implementation phase. Currently, the School is addressing the new requirements through course counselling, increasing the range of Certificate II programs being delivered at school level, and a focus on decreasing the number of students who need to sit and/or repeat the OLNA test by Year 12. These considerations are reflected in the setting of Targets A3, A4, A5 and A6, below.

Our school annual reports traditionally provide information about performance against the “top third, middle third and bottom third” of the State in ATAR performance. This form of data is a valuable indicator of the depth of excellence in a school’s performance. In an ‘average’ school, 33% ofATAR students could be expected to fall into each category ‘top’, ‘middle’ and bottom’ third of performance. The proportion of Rossmoyne students in the “top third” of the State (that is, compared with all government and non-government schools in WA) is consistently much greater than 33% (that is, than across the State); and the proportion of Rossmoyne students in the “bottom third” is consistently much smaller. This provides a strong indicator that the School is moving students ‘up’ academically from the bottom and middle groupings of students. When Rossmoyne’s performance is compared with like schools, the data may also be used as an indicator of value adding at Rossmoyne Senior High School. The table below illustrates the School’s performance compared with like schools using the “top, middle and bottom third” of ATAR performance:

<table>
<thead>
<tr>
<th>State</th>
<th>2011 RSHS</th>
<th>2011 Like Schools</th>
<th>2012 RSHS</th>
<th>2012 Like Schools</th>
<th>2013 RSHS</th>
<th>2013 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 33%</td>
<td>51%</td>
<td>38%</td>
<td>55%</td>
<td>36%</td>
<td>53%</td>
<td>39%</td>
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<tr>
<td>Middle 33%</td>
<td>31%</td>
<td>32%</td>
<td>27%</td>
<td>37%</td>
<td>33%</td>
<td>35%</td>
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<tr>
<td>Bottom 33%</td>
<td>18%</td>
<td>30%</td>
<td>18%</td>
<td>27%</td>
<td>14%</td>
<td>25%</td>
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</tbody>
</table>

The three point moving average is Top: RSHS 53%, Like-schools 38%; Middle RSHS 30%, Like-schools 35%; Bottom RSHS 17%, Like-schools 27%. Maintaining similar levels of performance is a notable challenge for Rossmoyne Senior High School.

B. NON-ACADEMIC ACHIEVEMENT TARGETS

Our priorities of success for all students and an inclusive, inspiring and positive school culture are keys to achieving our goal to prepare future ready citizens. In setting non-academic targets for school performance in relation to these priorities, we considered that:

- The successful transition of students from school to higher education, training or employment is an indicator of school effectiveness.
- It is also useful to identify whether former students believe their schooling experience at Rossmoyne added value to their preparation for further studies, training or employment.
- Parents’ perceptions of their children’s schooling experience provide meaningful information about school effectiveness.