



Rossmoyne Senior High School

Business Plan 2017-2020

Preparing Future Ready Citizens





BUSINESS PLAN 2017-2020

Rossmoyne Senior High School

is proud to be an independent public school with a long-standing reputation for excellence in academic, sporting and cultural achievement, and high quality pastoral care programs.

We deliver outstanding educational outcomes for our students as affirmed by the Independent Review conducted in March 2016 and the performance study undertaken by the External Review Group in August 2015.

Our ongoing success is underpinned by

- a culture of high expectations in an environment of reflection, innovation, creativity and continuous improvement;
- meaningful collaboration and mutually respectful relationships within the school community between staff, students and parents;
- a shared commitment to excellence and success for all students;
- thorough whole-school planning and self-reflection processes; and
- an authenticity in how the school operates.

Our community embraces and promotes our positive school culture. In 2018 we will celebrate our 50th Anniversary. This milestone will bring together our culturally diverse students of the past and present to acknowledge the school's history, its achievements and its changes, and share what it means to be a member of the Rossmoyne school community.

This 2017-2020 Business Plan provides strategic direction for the school. Its development has entailed a comprehensive consultation and self-review process, involving students, staff, parents, community members and the School Board. It responds to feedback, including the findings of the 2016 Department of Education Services Independent Review and challenges us all to work together to achieve identified targets.

We are committed to developing future ready citizens.

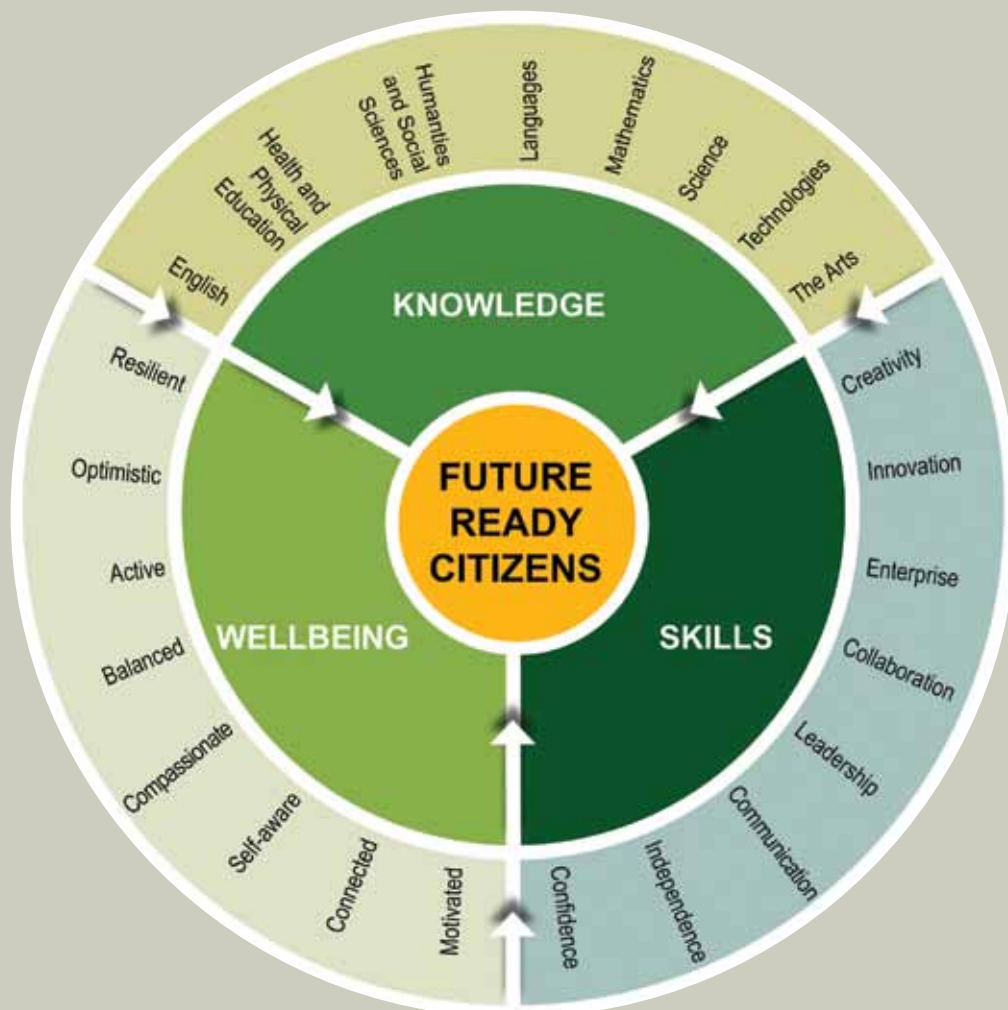
A reputation for excellence in academic, sporting and cultural achievement, and high quality pastoral care programs.



OUR VISION

Our students become future ready citizens.

*Our students are capable, compassionate,
connected and confident life-long learners
of an ever-evolving global community.*



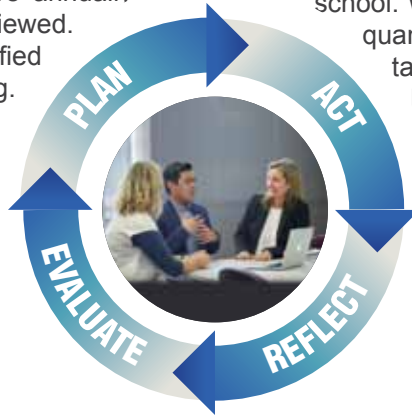


OVERVIEW OF SELF-ASSESSMENT

The Rossmoyne Senior High School Business Plan 2017-2020 provides clear direction and broad strategies for the school. It aligns to the Strategic Plan for WA Public Schools 2016-2019, Focus documents, considers national research, and the views of our school and broader community. Within this framework, operational plans in learning and priority areas are annually implemented, monitored and reviewed. Teachers work together to achieve identified targets through their classroom planning.

Our Business Plan guides our teaching, structure and future planning.

Central to the plan is student learning and well-being. We prepare students to be future ready in a rapidly changing world. Our rigorous self-review cycle ensures we respond to the evolving needs of students and the school. We measure ourselves against identified quantitative and qualitative performance targets and report these to the School Board and through the Annual Report.



Responding to the evolving needs of students and the school.



OUR MISSION

*We champion a culture of high aspiration and excellence
where our students are engaged and nurtured to become
future ready citizens of a global community:*

“Success Nourishes Hope.”



VALUES

Our core values embody the beliefs of the school community. They are consistently applied and guide the behaviours we expect from all school community members.

ìCARE

Integrity

Connection

Aspiration

Respect

Excellence



OUR VALUES

Our values which represent our highly regarded school culture, underpin these priorities. By working effectively together our students will be well balanced and prepared for the future.

They will be future ready citizens.

ìCARE

Integrity

We are honest, trustworthy and act ethically with moral strength.

Connection

We achieve a strong sense of belonging and purpose and make a positive contribution through collaboration and authentic relationships between students, staff, parents and the community.

High Aspirations

We set meaningful goals, have high expectations of ourselves and others, make the most of opportunities, are resilient and commit to success for all.

Respect

We are accountable for our actions, treat others with consideration and care, celebrate our diverse backgrounds, interests and strengths and show regard for our school and the environment.

Excellence

We challenge ourselves and others to always perform at our personal best.

The relationship between parents, students, staff and community is essential to delivering the school's strategies.



OUR PRIORITIES

We consider the relationship between parents, students, staff and community, essential to delivering the strategies within our three interconnected priority areas.

Excellence in teaching, learning and leadership

Outcome

We are part of a professional learning community which cultivates excellence in teaching, learning and leadership to deliver outstanding outcomes for all students.

Broad Strategies

▶ Students will...

- Participate in a diverse range of co-curricular learning and personal development opportunities.
- Access a range of innovative and contemporary curriculum pathways and opportunities that challenge them to do their best and make informed decisions for their future.
- Set goals and strive to achieve personal bests.

▶ Staff will...

- Recognise their role as leaders within the school and provide diverse learning opportunities that enable the development of motivated and engaged learners, including opportunities to express creativity, problem solving, and critical thinking.
- Develop and implement programs that aim to meet the needs of students including those at educational risk and who are gifted and talented.
- Participate in feedback and reflection activities to inform professional learning and development to further enhance performance.

▶ School and Community will...

- Embed a comprehensive staff development framework that supports exceptional teaching, learning and leadership.
- Provide enriched learning and leadership opportunities for staff and students by strengthening and developing partnerships with the wider community.
- Provide opportunities for students to participate in a range of academic, vocational and personal development and programs to develop future ready citizens.



Learning for Life

Outcome

We foster a community of engaged learners and critical thinkers who are future-ready, connected to their community, passionate in their endeavours, confident in their decisions, and who are creative, generous and optimistic in their outlook.

Broad Strategies

▶ Students will...

- Actively celebrate diversity.
- Connect with the community by participating in activities that foster responsibility.
- Participate in leadership development opportunities and contribute to the life of the school.

▶ Staff will...

- Promote and participate in the Positive Schools Program.
- Create a safe learning environment where students are confident to take risks, challenge themselves and feel supported.
- Incorporate and model the School Values into the everyday life of the school.

▶ School and Community will...

- Promote programs and activities that consider the wellbeing of staff and students.
- Provide high quality and responsive pastoral care through creating a safe, supportive and caring school culture.
- Create a strong sense of belonging and connection, including the reintroduction of a house system.

*Developing
a strong sense
of belonging and
connection.*



OUR PRIORITIES

Forward thinking school community

Outcome

We provide an outstanding learning and teaching environment, workforce and facilities that equip us to respond to challenges and opportunities.

Broad Strategies

▶ Students will...

- Participate in decision-making processes related to future pathways and whole of school initiatives.
- Access outstanding facilities and resources on campus and through ongoing partnerships.

▶ Staff will...

- Embrace opportunities to actively participate in school decision-making.
- Integrate new technologies to enhance learning, operational efficiency and communication.
- Undertake reflection activities using academic and non-academic performance data to inform future planning.

▶ School and Community will...

- Use research and data to effectively inform the school's focus on continuous improvement.
- Stay regularly informed on changing market conditions, community needs and demographics and respond accordingly.
- Align a workforce plan to ensure the attraction and retention of highly capable staff who embrace and adapt to modern educational approaches and innovation.
- Further develop the Buildings, Grounds and Facilities Master Plan to guide renewal of essential infrastructure and refurbishment to improve functionality and reliability.
- Increase support for and investment in the school by creating mutually beneficial partnerships.
- Enhance communication and engagement with parents and families to generate increased involvement with, and support for their child and the school, including the roll out of SEQTA.

Equipped to respond to challenges and opportunities.





TARGETS AND MILESTONES

We strive to achieve the following targets and milestones by 2020.

Academic targets

▶ **Aspire to annually:**

- be in the top 15 schools in Western Australia and top three public schools for ATAR achievement as measured by Median ATAR;
- achieve a Median ATAR of 90 or higher;
- decrease the percentage of students with an ATAR below 70;
- achieve 99% or higher attainment (Certificate II completion and/or ATAR above 55);
- have 99% or higher WACE achievement; and
- increase the percentage of students studying an appropriate pathway, based on Pathway data.

▶ **Results in NAPLAN Numeracy, Reading and Writing on a three year moving average will show:**

- a decrease in the number of students in the 'Satisfactory' and 'Limited' Achievement categories making 'Low' and 'Very Low' progress;
- an increase in the percentage of students achieving Band 8 and above in Year 9 Numeracy, Reading and Writing, and in relation to WA 'like' schools.
- Progress from Year 7 to 9 greater than those in Like Schools (using Schools Online data); and
- a decrease in the percentage of Band 6 and Band 7 students (from Year 9 testing) needing to sit OLNA in Year 11. i.e. they achieve Category 3 in Year 10.

▶ **ATAR performance will show on a three year moving average:**

- the percentage of students in the top third of ATAR students will be greater than 'like' schools; and
- the percentage of students in the bottom third will be lower than 'like' schools.

▶ **VET performance will show on a three year moving average an increase in the percentage of students:**

- completing certificate courses, and
- completing a Certificate III or higher.

▶ **Data sources:**

- Year 12 data as reported in the Annual report
- Schools online
- OLNA and NAPLAN data



Challenging ourselves and others to always perform at our personal best.



TARGETS AND MILESTONES

We strive to achieve the following targets and milestones by 2020.

Non-Academic targets

▶ Annually students will:

- report greater levels of wellbeing than normative samples;
- report positive trends relating to school climate, a love of learning, connectedness, access to leadership opportunities, decision-making, community service and cultural awareness; and
- increasingly be recognised for positive behaviours and for embracing the school values as monitored through a house point system.

▶ Annually staff will report:

- strengths and positive trends in the school's climate;
- an increase in percentage of staff members who are confidently using technology, including SEQTA; and
- an increase in understanding, effective interaction and communication with people from a cultural background different to their own.

▶ Annually parents will report:

- a high level of satisfaction with the school (rated 4 or higher).

▶ Data sources:

- Flourishing survey
- National Opinion Survey (2015, 2017 and 2019)
- What's Happening In This School (WHITS)
- Focus group interviews
- Internal ICT survey
- School Organisational Climate Survey (SOCS)
- Cultural standards framework
- SEQTA



Milestones

- The school's annual review of the Workforce Plan guides the employment of staff to ensure the delivery of priority areas within the Business Plan.
- A Master Plan guides the development and refurbishment of the school grounds and buildings.
- Achieve an "Excellent" rating in school audit and aspire to increase the number of excellent ratings across the five control environments.
- The school benefits in donation and kind by involvement of parents, community groups and the alumni in activities and events.

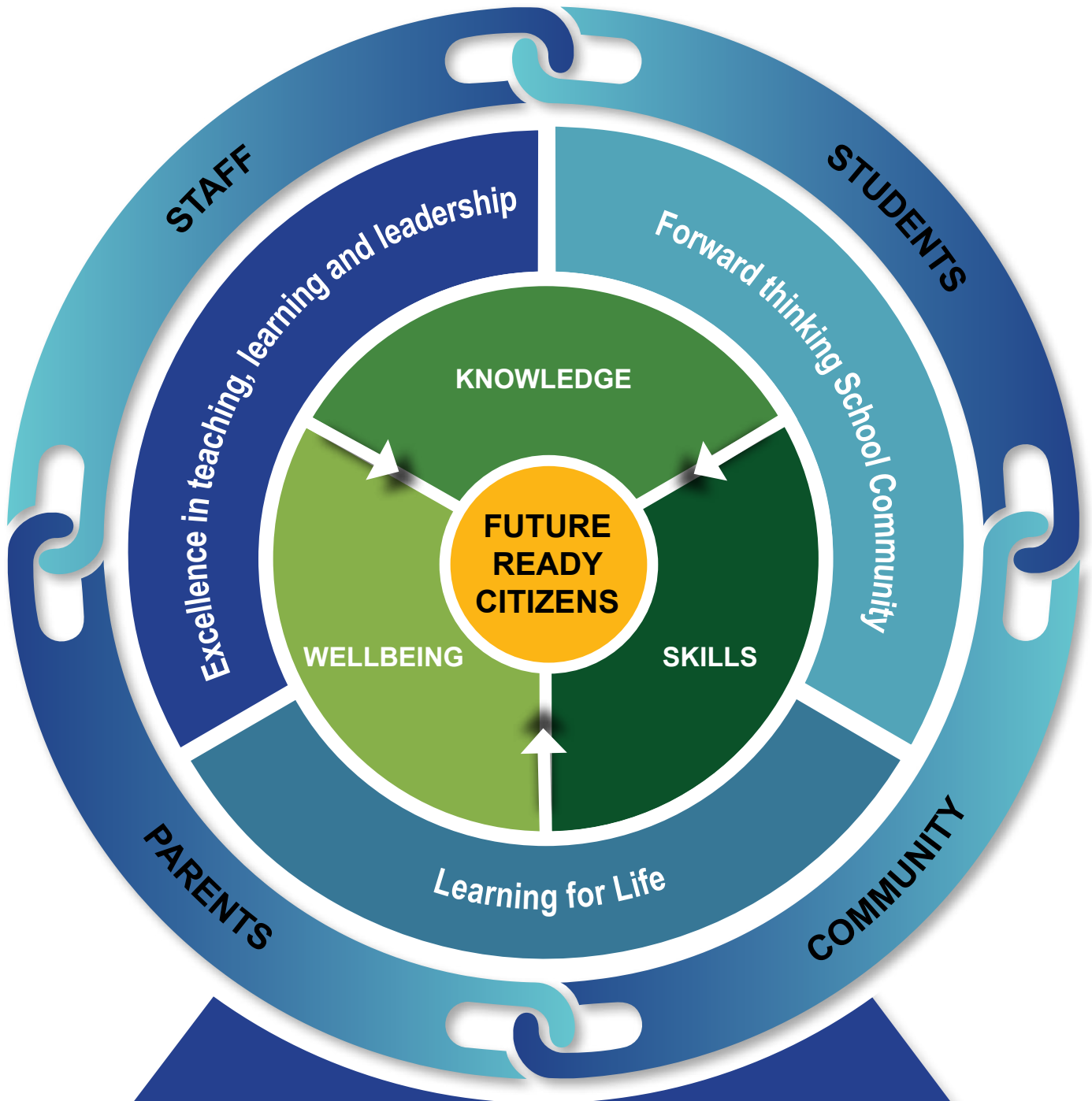
▶ Data sources:

- Annual report
- Reports to the Board
- Schools Online



BUSINESS PLAN 2017-2020

Bringing it all together



i CARE

i integrity – C Connection – A Aspiration – R Respect – E Excellence



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Preparing Future Ready Citizens

www.rossmoyne.wa.edu.au