



Department of
Education

D20/0150151

Public education
A world of opportunities

Rockingham Senior High School

Public School Review

March 2020

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Rockingham Senior High School is located approximately 48 kilometres from the Perth central business district within the South Metropolitan Education Region. Established in 1971, the school is co-located with Rockingham Senior High School Education Support Centre.

Expansive grounds support the school-based Rugby League Academy and the Approved Specialist Program in Netball. The Approved Specialist Program in Basketball utilises the Mike Barnett Sports Complex and a school-owned boat and other aquatic equipment serve the well-established Approved Specialist Program in Maritime Studies. The Health Services Trade Training Centre is a relatively recent addition to the school, providing industry standard facilities for the onsite delivery of Vocational Education and Training (VET) qualifications including a Certificate III in Health Services Assistance and a Certificate IV in Preparation for Health and Nursing Studies.

The school has an Index of Community Socio-Educational Advantage rating of 972 (decile 7). Currently, there are 1012 students enrolled at Rockingham Senior High School, from Year 7 to Year 12. Student numbers have seen a steady increase in recent years.

Support for the school is demonstrated through the work of the School Board.

School self-assessment validation

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

The following aspects are confirmed:

- The senior leadership embraced the opportunity to engage teaching and support staff in reflecting against selected domains of the School Improvement and Accountability Framework when preparing the Electronic School Assessment Tool (ESAT) submission.
- The summary statements provided in the ESAT submission informed the school's self-assessment and planned actions for improvement.
- Staff, students and members of the School Board engaged actively in discussions throughout the validation visit, adding significant value to the self-assessment process.
- Staff expressed the view that the Public School Review was beneficial in supporting reflective practice as they continue their school improvement journey.

The following recommendation is made:

- Ensure that all evidence sets, especially raw data, are accompanied by explanatory analyses that highlight their relevance in impacting upon the school's self-assessment.

Public School Review

Relationships and partnerships	
The principal is recognised by the school community for his clarity of vision and capacity to engage all stakeholders as they embark on a journey of positive transformation.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The use of multiple communication avenues, including a dynamic approach to parent-teacher meetings incorporating an open-night showcase opportunity, has increased parent connectedness. • After school extension short courses offered to local primary school students, run by teacher volunteers, have fostered an improved community perception and impacted positively upon enrolments. • The School Board, inclusive of student captains and strategically co-opted community representatives, engages in robust discussions and contributes positively to school governance. • A partnership with the Kwinana Industries Council benefits students directly through iProjects, career pathway programs, work placement and traineeships.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore opportunities to re-establish a Parents and Citizens' Association. • Provide ongoing School Board training.

Learning environment	
As a Positive Behaviour Support school, the focus on 'Keeping it REAL – respect, engage, achieve, learn' is embraced widely and impacts directly upon a positive culture for learning.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A school-wide approach to pathway setting caters for individual needs - academically, socially and emotionally. • An integrated middle-school approach to Year 7 curriculum affords teachers and students the opportunity to establish positive working relationships quickly and enhances student transition to secondary school. • The Open Book Project provides enterprising projects for disengaged students through individual education planning, seeking to successfully re-integrate them into mainstream learning. • Focus weeks aligned to the positive culture priority, offer structured programs relevant to mental wellness, multiculturalism and careers.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Commence the planned Progressive Achievement Tests in literacy, numeracy and science data gathering and analyses, to support the evaluation of intervention programs. • Investigate ways to integrate focus week themes into curriculum and whole-school practices to gain the systemic approach being sought. • Continue to provide training in classroom management strategies to ensure ongoing whole-school practices.

Leadership

Acknowledged for being highly visible and readily available, the executive team lead with rigour, applying the frameworks and structures of the Fogarty EDvance School Improvement Program.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A comprehensive distributed leadership model is evident in the learning area representative Professional Learning Communities that are strategically aligned to four key priority areas and chaired by aspirant leaders.• Performance management protocols, including classroom observation and feedback for teaching staff, together with work shadowing opportunities for support staff, are embraced enthusiastically.• A high level of engagement with the business plan results in it directly informing teaching practice.• Template meeting structures reinforce the deep focus on the core business of quality curriculum, teaching and learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Continue to seek to establish a whole-school approach to pedagogy and inclusive practices that cater for the needs of all students.• Be overt in articulating the roles and responsibilities of the leadership and aspirant opportunities that exist, to ensure a high level of accountability.

Use of resources

The manager corporate services is valued highly and works in partnership with the principal, maintaining a clear student-centred focus with respect to resource allocation.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Finance Committee members are fully conversant with their roles and responsibilities, applying transparent processes for funds allocation.• Regular facilities audits, strategic use of funds and enlisting the services of building and construction classes support an effective maintenance plan with student projects contributing to a sense of school pride.• A purchasing officer undertakes buying research and procurement, enabling the heads of learning area to focus on curriculum leadership.• A long-held practice of budgeting for reserve accounts, both at the learning area and whole-school levels, ensures that adequate funds exist for the replacement of high cost and high volume items.• Technology is prioritised with end-of-year rollover funds targeted to this cost centre to support a whole-school maintenance and improvement plan.• The high rate of collection of contributions and charges is testament to the warm and friendly office staff who demonstrate empathy and offer payment plan options to suit every family circumstance.• A wide range of scholarships sourced from local businesses provide students with opportunities to be supported financially.
---------------	--

Teaching quality

A strong culture of collegiality and collaboration amongst teachers, coupled with a genuine focus on relationships, ensure that students are supported in their endeavour to achieve.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Reflective practice at the individual classroom teacher level is supported variously through peer to peer informal walk-throughs, line management classroom observations and student voice via the Pivot feedback tool. • Bi-annual learning area reviews provide opportunities for reflection against business plan targets, data analyses and implementation of strategies to support ongoing improvement in response to identified needs. • A matrix that identifies what good teaching looks like, currently at working draft stage, seeks clear alignment to Department of Education and school priorities, the AITSL¹ Australian Professional Standards for Teachers, and the school's Positive Behaviour Support matrix. • There is a genuine commitment to integrating technology into the curriculum in meaningful ways.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed shared and common practices specifically focused on gaining a whole-school approach to literacy and numeracy. • Embrace the opportunity to undertake data coaching in support of the target to improve grade alignment against the School Curriculum and Standards Authority's Judging Standards.

Student achievement and progress

A student-centred, individualised approach ensures that clearly defined and personalised pathways are established for students, supporting a successful transition to post-secondary education and/or the world of work.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • National Assessment Program – Literacy and Numeracy achievement data are consistently sound. High progress was demonstrated in most testing areas in 2019, when compared to like schools. • Intensive literacy and numeracy interventions result in significant improvement in Online Literacy and Numeracy Assessment achievement by the end of Year 12. • While Australian Tertiary Admission Rank (ATAR) achievement rates are lower than desired, a sizeable number of students, both ATAR and VET, gain first preference placements at university or further education. • A wide variety of VET pathways, incorporating the use of external providers, prove highly successful.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Foster increased academic rigour and an aspirational culture in an endeavour to encourage more students to undertake an ATAR pathway. • Establish a VET operational plan to ensure compliance, sustainability and grow staff capabilities in the effective delivery of VET qualifications.

Reviewers

Kath Ward
Director, Public School Review

Steven Beaton
Principal, Hampton Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership