

BUSINESS PLAN 2022-2025



HONOUR
THE
CULTURE



EMBRACE
OPPORTUNITY



SHAPE
THE
FUTURE

This plan is a deliberately bold statement that aspires to develop a paradigm shift across Rossmoyne Senior High School. Our commitment to excellence in teaching and learning will be enhanced, to ensure our students are equipped with the skills, capabilities and understandings that will empower them to live and work successfully in the 21st century. The plan focuses on developing future leaders and citizens of our global community who understand and enact positive values, beliefs and character traits; and who can successfully apply their knowledge as they embrace and shape their future. We aspire to create the conditions for students to develop strong ethical and philosophical understandings and the capacity to strengthen our society by working with those around them to make positive change.

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OUR VISION

Honour the culture,
embrace opportunity,
shape the future.

OUR MISSION

To be a school community which
nurtures the whole child through a
celebration of diversity that embraces
personal excellence, cultivates curiosity
and develops positive approaches to
thinking and problem solving in order
to actively shape a sustainable future.

OUR VALUES



OUR PRIORITIES

Capable
Learners

Real-World
Learning

Inclusiveness

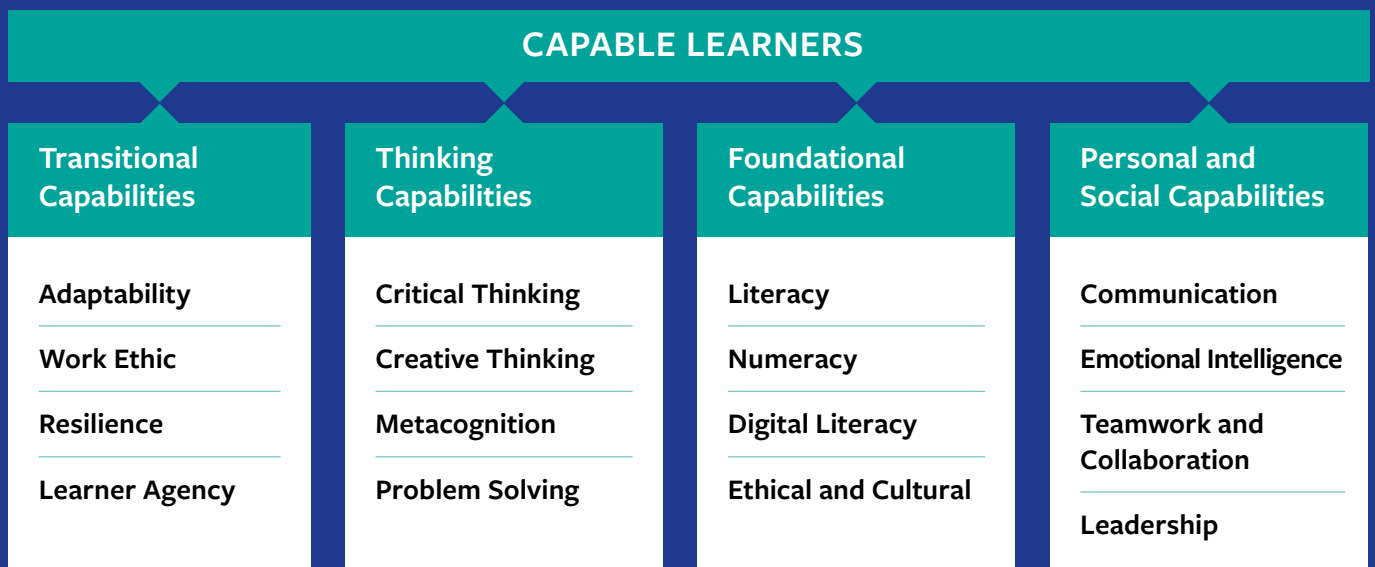
Staff Excellence
and Wellbeing

PRIORITY

Capable Learners

We will ensure that our students develop the knowledge and transferable skills to equip them for life and work, both at and beyond school; and empower them to become responsive global citizens.

We will explicitly and consistently provide opportunities for students to develop their ability to apply a range of capabilities confidently, effectively and appropriately in complex and changing circumstances.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

STRATEGIES

- Complete an audit of the current practices across the school and how these support the learning capabilities
- Develop a learning capabilities framework that explains each capability
- Develop a continuum of capability demonstration for use by staff and students
- Develop a portfolio for students to demonstrate their mastery and application of the capabilities

EVIDENCE

- All students leaving Rossmoyne Senior High School have a Portfolio of capability achievement
- School has developed a progress map that describes achievement of the capabilities
- Framework of capability implementation is available

MEASUREMENT TOOLS

- Learning area plans
- Student survey – school developed
- National opinion surveys
- What's Happening In This School Survey (WHITS)

MILESTONES

- Each learning area has developed a learning capabilities framework
- The framework is used for cross-curricular development and enhancement
- All students have been introduced to the capability frameworks and can describe their personal development of each capability
- A portable portfolio has been developed that enables students to show employers and education providers their achievement of the capabilities



PRIORITY

Real-World Learning

We embrace opportunities that empower our students to understand their world and shape their future. We will engage them in learning that connects to the real-world. We explicitly demonstrate how the interdisciplinary applications of the curriculum serves our students in life, both at and beyond school. We strengthen student agency and problem solving ability to invoke action and real societal change.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

STRATEGIES

- Enhance partnerships with tertiary institutions and industry
- Provide opportunities for cross-curricular learning programs focusing on key community issues
- Enhance opportunities for students to learn in alternate learning contexts
- Explicitly link the school iCARE values to real-world learning activities
- Create opportunities for the explicit teaching of ethical decision making
- Establish links and or placements with industry and business

MEASUREMENT TOOLS

- Student Survey – School developed
- Excursion / Incursion Data
- Competition Data
- Partnership Agreements

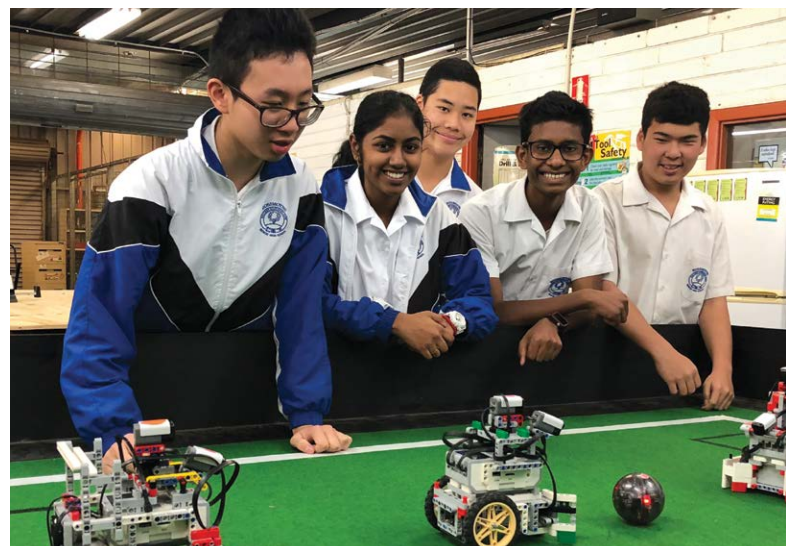
MILESTONES

- Enhance the link to alternative entry pathway programs such as Curtin UniReady and Murdoch FlexiTrack programs
- Enhance links with UWA, ECU and Notre Dame Universities
- Develop a cross-curricular learning program for Year 7 and 9 students
- Implement cross-curricular activities that enhance the uptake of the learning capabilities

- Develop partnerships with other secondary schools that enable students to work with staff and students in alternative contexts
- Provide students with opportunities to participate in competitions and events outside the school environment

EVIDENCE

- Pathways in place with universities
- Flexible learning programs in place
- Student designed projects
- Partnerships with public secondary schools established
- Students are able to access Try A Trade Programs and other on-the-job style learning programs
- A strong Alumni Association has been developed and is being used to develop partnerships for Real-World Learning



PRIORITY

Inclusiveness

We are inclusive of all students, nurturing the whole child and supporting their wellbeing, enabling a rich and authentic connection. Through the provision of a safe school environment, we will give students opportunities to enhance their understanding of, and celebrate the diversity that exists within the school community. We will continue to support students to strive for their personal best and flourish in their development to achieve their future ambitions.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

STRATEGIES

- Enhance understanding of the cultural diversity within the school
- Enhance the House System to build connection across the year groups within the school
- Enhancement of educational pathways that enable students to study a pathway suitable to their aspirations
- Enhance understanding of the social diversity within the school

MEASUREMENT TOOLS

- National Opinion Surveys
- WHITS
- Numbers of certificates awarded for Academic and Non-Academic endeavours
- Referrals and actions of Student Central
- Achievement of Certificate Level Qualifications

MILESTONES

- Celebrate specific cultural days and events such as NAIDOC week, Harmony Day and others
- Provide students the opportunity to demonstrate their culture through school based events
- Enhance the Indigenous Garden area with specific signage and activities that celebrate Noongar Boodja, traditional foods and healing
- A student led cultural awareness group has been established
- House structure supports student activities and involvement across the campus

- Staff and student house leadership is in place in a structured manner that enables student voice to be a key driver of activities and programs
- We acknowledge and celebrate all learning pathways across the campus
- Enhance our academic recognition programs to celebrate performance measures such as improvement
- The community has an understanding about the validity of all pathways as viable learning opportunities for our students
- A strong club structure exists that enables students to express their individuality
- Student Voice has been prioritised as a means of creating structures that support students
- Programs have been structured that enable students to celebrate and be recognised for the iCARE values that underpin the school culture

EVIDENCE

- Cultural celebrations occur annually
- House system is robust and connected to school culture
- iCARE values are visible across the campus
- Celebration of academic and non-academic achievement occurs regularly
- Support programs in place for students needing academic assistance
- Strong student central pastoral care team in place

PRIORITY

Staff Excellence and Wellbeing

We are committed to strengthening staff skills and abilities. We appreciate the importance of staff wellbeing and support each staff member in the role they play in the development of the School. Staff are highly skilled in their roles and feel empowered to embed practices that improve student outcomes. All members of staff play an important role in the school and all staff are valued for the role that they play in our school community.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

STRATEGIES

- Enhance opportunities for staff to work across learning areas to build professional understanding across the campus
- Provide opportunities for our staff to participate in wellbeing activities and processes that enhance collegiality across the campus
- Recognise and value a broad definition of leadership and continue to work with aspirant staff to enhance leadership across the campus
- Foster a professional learning process that is aligned to the school priority areas
- Enhance the performance development process to ensure that all staff are receiving quality, growth-centred feedback
- Provide opportunities for staff to access Classroom Management Skills training and on-going classroom observation and feedback
- Wellbeing General Staff Meetings (GSM) process reviewed and enhanced
- Collegiate groups to be reviewed and enhanced
- Promote staff collegiality activities with Staff Association
- Leadership development programs implemented across the campus to build leadership capacity – Future Leaders Framework
- Mentoring program enhanced for “leaders without title”
- Growth coaching training provided to learning area leaders and other key leaders across the school
- Classroom Management Strategies (CMS) Training has been provided to staff across the campus
- Observation and feedback sessions are supported for all staff who have undergone training

MEASUREMENT TOOLS

- Student performance data
- Student non-academic data – attendance, behaviour, positive recognition
- Performance development processes
- National Opinion Surveys

MILESTONES

- Enhance committee structures to enable staff across learning areas to work on whole school activities aligned to the priorities
- Informed ownership and strategic use of data by teachers and learning areas

EVIDENCE

- Minimum of 80% of teaching staff have been trained in CMS
- Performance development processes include quality growth centred feedback
- Aspirant leader program in place
- Reduction in staff absences due to illness

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