

SOUTHERN
RIVER
COLLEGE



INSPIRE



SOUTHERN RIVER COLLEGE BUSINESS PLAN 2018 – 2020

Our Context

Southern River College was established 1976. The college became an Independent Public School in 2015 and is recognised as a school making a real difference to its diverse population and aspiring students. Southern River College runs an academic and general education program: this includes Academic Enrichment 7 to 12, Vocational Education Pathways and STEM option programs in mechatronics and electronics. The college operates Inspire programs in Music, Netball and Soccer. The college recognises that not all students learn at the same levels and provide support programs via our Teaching and Learning Centre (TLC), Literacy and Numeracy Development Classes and Specialist Autism Extension Program (AEP)

The college has become a PBS school Positive Support School embrace a positive learning environment that is shared by all. It has recognised students who need greater interventions and operates an active case coordination approach with community support for these students, helping them to get back on track. Southern River College is focused on students reaching their potential and becoming positive contributors and leaders in their communities. We give back and teach our students the importance of community and we inspire our students to be the best they can and we achieve this collaboratively.

The College aligns itself to the resource and industry sector with a focus on Minerals and Energy and STEM and is supported by the Chamber of Minerals and Energy, Chevron Australia, The Smith Family, The Petroleum Club, The Beacon Foundation, Curtin and UWA Universities and the Western Australian School of Mines. The college is a STEM Innovation school as recognised by the Department of Education WA. We believe Partnerships help our school grow with our greater community and provide unique learning opportunities for our students.

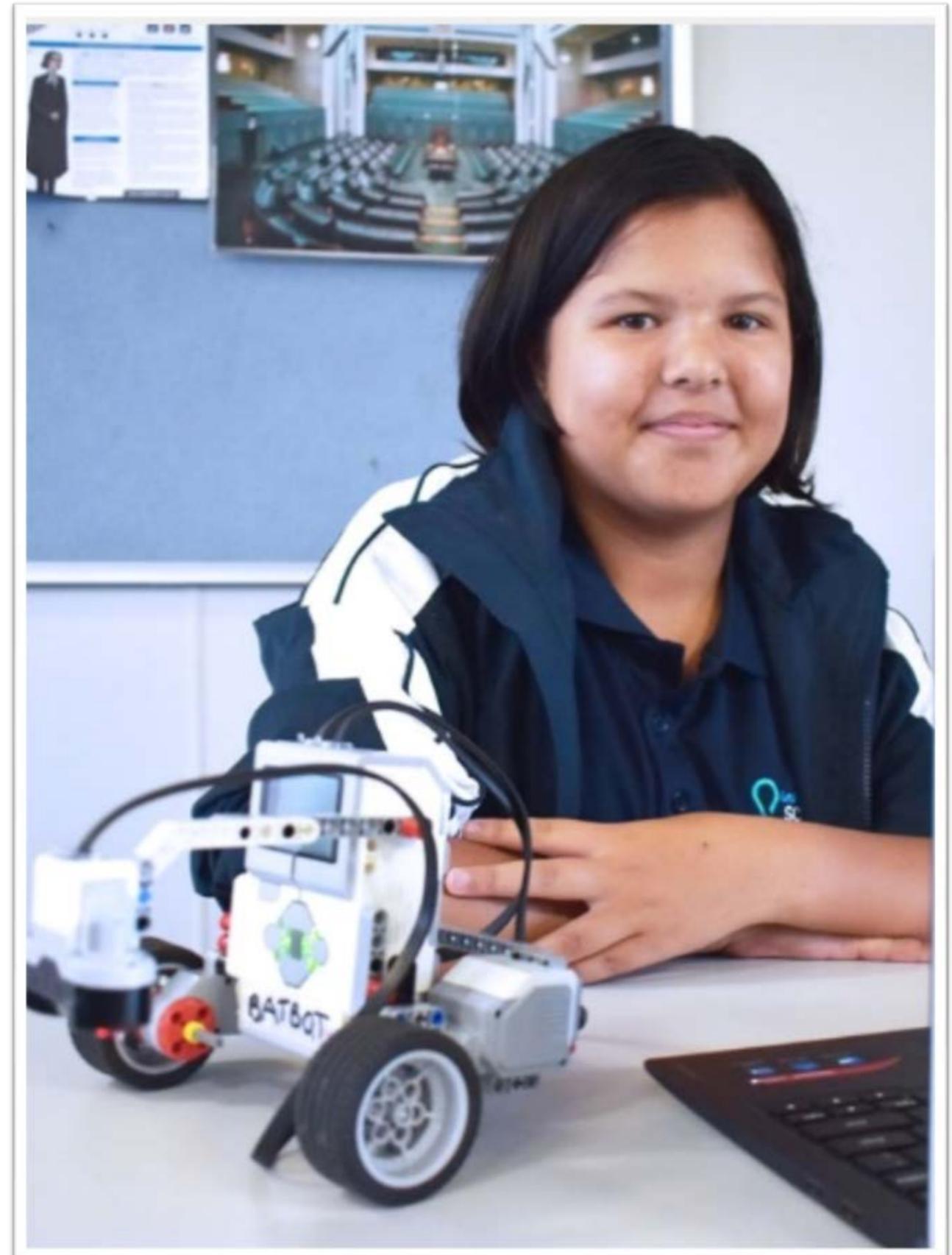
The college encourages collaboration and a learning community for all its teachers. Our aim is to build quality teachers and learning programs via explicit and higher order instruction. The College has been recognised for its outstanding leadership and innovation many times achieving numerous awards both at a national and local level.

Our previous business plan focused on the interconnected areas of Quality Teaching and Learning, Curriculum Differentiation, Positive School and Positive Culture. Leading directly from these has been the focus on how we teach and how we learn. This connects with our Motto INSPIRE leading to our new focus areas of Inspired Students; Inspiring Teachers; Inspirational Leaders and Inspire Community as our framework for growth.

Southern River College is committed to making a difference to its students and community. The College has been achieving this over the last few years, creating a learning environment that understands the social context, the students' needs and is working with its community to achieve positive outcomes for all.

We have been deliberate in seeking partnerships with industry and educational providers to help enrich our learning programs and opportunities for our students. We have embraced technologies and STEM practices to allow our students to understand universal shift. We have inspired our students through challenge and academic rigor and are committed to the ethos of a positive school environment. As an independent public school Southern River College is empowering the school community to be far more responsive to finding local solutions.

Our leaders and teachers are working together to improve classroom practice using best practice research to help build students understanding of curriculum content. Reflection and differentiation in the classroom setting is planned for with teachers working together to ensure they are meeting the needs of students. We seek to inspire and promote the great work of our teachers and students while closing the gap of social equality, creating a school that has something for everyone to achieve success.



Our Vision

Our vision aims to develop confident and active global citizens by creating opportunities for all students Years 7 to 12 as they progress through our educational pathways. This is supported by our mission to embrace diversity and excellence, helping our students achieve their aspirations.

Our college promotes academic excellence and vocational aspirations for students, celebrating their diversity while inspiring their ambitions.

Our College Purpose

Southern River College is part of the Department of Education and aspires to their focus for High Performance High Care.

At Southern River College we want to invest in our student's future by being open to their diversity and aspirations. We recognise that not all students learn at the same levels. We aim to inspire students to achieve their full potential. We recognise we are part of a global world and apply real world modelling in our classrooms and teaching practice. We want our students to excel and promote academic excellence and vocational aspirations. We achieve this by creating enduring partnerships connecting business, industry and education together using exemplary practice.

Our college is committed to promoting positive values and in achieving this we have committed to the ethos of being a Positive Behaviour School, promoting our values throughout our classrooms, community and practice. We want our students to be confident and active citizens.

Our Learning Framework

Southern River College supports the directions of the Department of Education with our priorities directly linking to their key focus areas.

Our understanding of teacher standards is based on the seven ATSL Standards for Teachers Professional Knowledge, Professional Practice and Professional Engagement.

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create and maintain safe and supportive learning environments
- Assess, provide feedback and report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parent/carers and the community

Our expectation for leaders in our college is based on the five ATSL Standards for Principals

- Leading teaching and learning
- Leading improvement, innovation and change
- Developing self and others
- Leading the management of the school
- Engaging and working with the community

Our Targets

Our targets are based upon our areas of need according to our data. Over the next three years we aspire to these targets and set purposeful strategies to achieve a positive trajectory.



TARGETS 2018 – 2020	
Target 1 Literacy and Numeracy (NAPLAN)	Naplan data from Year 7 to 9 moves to High Achievement High Performance showing sustainable value in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation in comparison to like schools.
Target 2 Australian Tertiary Admission Rank (ATAR)	Increase the number of student's successfully pursuing academic pathways from 22% in 2017 to 30% and a medium ATAR of 65% plus by 2020.
Target 3 Senior School Pathways	Increase WACE Achievement targets to 90% plus in 2020 by improving OLN and Certification results.
Target 4 English as a Second Language (EALD)	Establish an EALD footprint that is visible throughout the college showing improved EALD teaching strategies and mapping the achievements these students from baseline data Year 7 to 12.
Target 5 Aboriginal Students	Achievement of Aboriginal attainment is equal to or higher in WACE and ATAR mediums with students achieving meaningful pathways to employment or further education.
Target 6 School Culture	National and school surveys show improved levels of satisfaction in school culture, leadership and organisational health based on the surveyed opinions of teachers, parents and students.
Target 7 Attendance	Increase regular attendance to 60% across all cohorts and improve attendance drop off from semester 1 to semester 2 by 5% by 2020.
Target 8 Effective Conditions for Learning and Engagement	Suspension data levels remains below 10% as a baseline figure for 2020.

Department of Education	Southern River College
Success for All Students	Inspired Students
High expectations of success for every student in every school	Every student matters
High Quality Teaching	Inspiring Teachers
A renewed and relentless focus on the best possible teaching practices.	Our teachers plan for positive and effective learning experiences
Effective Leadership	Inspirational Leaders
Strong and empowering leadership in every school and across the whole system.	The learning culture in our school builds reflective and effective strategies that set high expectations.
Strong Governance and Support	Inspire Community
A capable and responsive organisation for now and into the future.	We understand that local solutions are defining and collaborative in our context.



At Southern River College we want to inspire our students to be the best they can be. We want our students to have every opportunity to learn and succeed. We do this by investing in our student's potential and diversity. We want our students to be well rounded, global and positive young people. Our attitude is you can succeed and we are here to help you. Every student matters. We are focused on how students learn best and work towards this by:

- Developing student potential through academic, cultural and sporting pursuits.
- Encouraging and supporting individuals who require curriculum differentiation.
- Supporting students with literacy and numeracy.
- Mentoring and coaching of high achieving students.

FOCUS	THEMES	OBJECTIVES			
Improving Student Capacity	ATAR Curriculum Differentiation Literacy & Numeracy	1.1 Academic Enrichment and Pathways Year 7 to 10 are developed to help support students achievement and outcomes	1.2 Students below bench mark in NAPLAN and OLNAs are supported via specialised learning programs and curriculum differentiation.	1.3 Students on an ATAR Pathway are supported and mentored by a team of teachers and support staff to achieve better results at the completion of Year 12.	1.4 Students studying vocational pathways achieve full WACE and/or Certification at the completion of their studies.



TARGETS

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Achievement of Aboriginal attainment is equal to or higher in WACE and ATAR mediums with students achieving meaningful pathways to employment or further education.

Overarching approach: 1.1 Academic Enrichment and Pathways Year 7 to 10 are developed to help support student's achievement and outcomes Owner: Sharon Harry and HOLAs	2018				2019				2020			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
What will we do?	Monitoring and Resources 2018											

At Southern River College we believe inspiring teachers are ones that build effective relationships with students and understand their core needs. We want our teachers to immerse themselves in best practice, building a culture that uses effective teaching and learning strategies. We want our teachers to understand their curriculum content and know how to teach it. Our teachers plan for positive and effective learning experiences by:

- Developing pathways for learning by organising the content and curriculum
- Structuring lessons using explicit and instructional strategies
- Creating environments that show positive conditions for learning.
- Reflecting on and analyse their impact on student learning
- Sharing and collaborating how to improve teaching and learning outcomes
- Using technology and communication as part of our process for learning



FOCUS	THEMES	OBJECTIVES		
Build Capacity of Teachers	Assessment Explicit Instruction Technology Pedagogy	2.1 Whole school approach to assessment for learning.	2.2 Explicit teaching is embedded across the college 7 to 10	2.3 ATAR teachers use explicit teaching to complement the content and delivery of courses.

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Overarching approach: Whole school approach to assessment for learning. Owner: Sharon Harry and HOLAs	2018				2019				2020			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
What will we do?	Monitoring and Resources 2018											

1. Key Strategies of Assessment for Learning are used in Learning Plans to demonstrate Shared Learning Expectations, Evidence of Learning, Strategic questioning, Feedback, Peer & Self-Assessment, formative and summative assessment. Lead teachers to assist staff in building these practices.			Curriculum committee Review focus and membership of curriculum meetings																
2. Support staff in understanding – SOLO and Blooms to help formulate better assessment and rubric tasks.			Term 2																
3. Train teachers in using SAIS and SCSA support documents to review and improve understandings of syllabus requirements			Term 1 with ongoing review from HOLAs																
4. Lower school academic classes backward mapped to ensure common practices in pedagogy and assessment.			Learning area review – link to planning template Need to check this is occurring in all learning areas																
5. Review of current practice and barriers to encourage teachers to move to next levels by training teachers and modelling best practices using external mentors and markers and moderation schools			Master classes program																
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017		FOCUS 2018				FOCUS 2019				FOCUS 2020							
	<ul style="list-style-type: none"> Assessment for learning is evident in learning area planning and Connect online assessments. CAR Policy is aligned to SRC reporting and assessment policy Moderation of grades shows limited deviation in senior school grading and EST moderation. 	<p>Moderation processes are not consistent and vary depending upon the HOLA expertise. Greater use of SCSA resources is needed.</p> <p>A more consistent approach to moderation and grading needs to be evident through the learning area plans</p> <p>Grades in classes show a lack comparability to like schools.</p>		Moderation Assessment Rubrics and common tasks															
Overarching approach: Explicit teaching is embedded across the college 7 to 10. Owner: Sharon Harry, Michelle Buss and Lead Teacher Team				2018				2019				2020							
What will we do?			Monitoring and Resources 2018	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4				
1. Coaching with ECU and Dr Lorraine Hammond continues and modelled for leaders and staff as best practice. Lead teachers are trained as mentor teachers working with staff to support instruction and methodology of explicit teaching strategies.			Term 1 coaching with MB																
2. New teachers are inducted and supported by mentor teachers in explicit teaching and CMS strategies.			DPs and Key staff																
3. Library bank of curriculum support material is created in SRC Connect			Roze Cole Operations to coordinate																
4. Explicit Teaching template for every learning area to be share across the college via Connect			Need to share this a formal PD after school.																
5. Lead teachers identified to train as future coaches			MB to help support this.																
6. Maths and Science teachers supported by coach. LA meetings and classroom observations support EI understandings.			Michelle Buss																
7. PBS meeting with the EI template, and an EI lesson designed for a behaviour expectation, to show that PBS group how to design EI lessons around each expectations.			Michelle Buss and PBS team																
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017		FOCUS 2018				FOCUS 2019				FOCUS 2020							
	Explicit teaching is evident in all classrooms 7 to 10.	<p>At this stage there is about 10 to 20 teachers having a go at explicit teaching. Greater sharing needs to occur with more resourcing for time and coaching of methodology.</p> <p>A survey of understandings and uptake would be useful in Sem 1 2018</p>		Coaching of Lead Teachers															
Overarching approach: ATAR teachers use explicit teaching to complement the content and delivery of courses. Owner: Sharon Harry, Theo Gummy, Michelle Buss				2018				2019				2020							
What will we do?			Monitoring and Resources 2018	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4				
1. Explicit Teaching is modelled with ATAR Year 12 teachers and classes with the expectation of explicit instruction is used in delivery of all new topics and content.			In progress – Michelle Buss																
2. EI lesson template in power point provided to the Year 11/ 12 teachers			In progress																
3. Theory lessons on what EI looks like to be given to all ATAR teachers			In progress																
4. Teachers to replicate lesson planning, working with a coach on feedback and delivery			In progress																
5. Evidence of planning using EI in curriculum course template			In progress																
6. Coaching and feedback provided to teachers in Year 11 and 12 on EI instruction			In progress																
7. Lead teachers identified to train as future coaches			Time for planning. 0.4 coordinator role MB Curriculum manager to support TG																
8. Learning community established of Year 11 and 12 ATAR teachers.																			
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017		FOCUS 2018				FOCUS 2019				FOCUS 2020							
	<ul style="list-style-type: none"> ATAR teachers 11 to 12 use explicit teaching to enhance content and course delivery resulting in better results in ATAR performance 	Explicit teaching is not used in 2017. Results in ATAR performance show lack of understanding in how to support delivery of courses to maximise performance. Greater emphasis and supports needed to help ATAR teacher's methodology. Review and supports need to be in place.		Coaching of ATAR teachers EI journeys shared Mapping to courses															

INSPIRATIONAL LEADERS

The learning culture in our school builds reflective and effective strategies that set high expectations.

1.	Level 3 and Senior Teachers, Lead Teachers to develop self through target IPL Learning Programs and coaching with Peak Consultancy to help build their capacity.	IPL PD - School Improvement Workshops IPL												
2.	Level 3 and Lead Teachers are trained in classroom observation using common processes to support their staff in developing skillset against the ATSIL standards	HOLA training Walk throughs commence Term 2												
3.	Level 3 and Lead Teachers using data to help lead school improvement, annual reporting and developing their Learning Area Plans.	Template and requirements sent out term 1												
4.	Level 3 and Senior Teachers, Lead Teachers are linked into Coaching on Demand and Mentoring in Schools via the IPL.	Leadership School Improvement Program Fogarty												
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> Leaders in the school take on key roles. 	Only 1 Level 3 teacher in the school. Limited opportunities to share practice. Process needs to be more formalised. IPL opportunities are not taking up – with teachers and leaders missing on this PL	Level 3 teachers Lead teacher roles Leaders and HOLA IPL PD Leading School Improvement											
Overarching approach: Leaders develop LA Plans and strategies for improvement that define and target key priorities using data to inform need. Owner: Sharon Harry and Theo Gummy			2018				2019				2020			
What will we do?			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Monitoring and Resources 2018														
1.	All HOLA's and Committees use a three-year strategic plan link to the Business Plan to help set target and focus areas. Milestone mapping is used to help achieve this.	Template for LA areas Performance reviews show HOLA's are still struggling with Planning. Need to invest more time in planning together.												
2.	School Review and Performance Review occurs Semester one with performance review in Semester Two for all leaders and committees	Note *Union Bands												
3.	LA use processes that are inclusive and shared across the college to encourage participation in achieving milestones strategies.	Link to Business Plan Mentoring of HOLA's												
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> All learning areas use common planning link to the college's Business Plan to build common understandings and targeted achievements 	Limited common approaches to planning. Data and annual reporting needs to reflect the focus for learning areas. Directions are clear with HOLA's starting show a positive shift in understandings	LA Plans link to Business Plan Data and Annual Report Accountability to data											
Overarching approach: Aspirants are given opportunity to mentoring, coaching and leading school projects. Owner: Frank Di Filippo, Sharon Harry			2018				2019				2020			
What will we do?			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Monitoring and Resources 2018														
1.	Aspirants are supported with IPL training programs and given opportunities to lead whole school projects.	In progress												
2.	Our aspirant program is linked to the workforce management plan supporting developing lead teachers.	Planning set up term ½												
3.	Aspirants are supported by a mentor/coach and may seek opportunity for an external mentor.	Induction days Term 1 each year												
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> Aspirants are applying and successful at attaining higher level positions in the system 	Developing using workforce planning. Lead Teacher roles to commence in 2018 – current progress is very positive OHS – reflects good developing in this area	Lead teacher program OHS review Workforce Plan											
Overarching approach: Student Leaders in the college are identified and supported to take on roles and opportunities in leading and giving the college a student voice. Owner: Mike Erith			2018				2019				2020			
What will we do?			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Monitoring and Resources 2018														
1.	Alumni data base is developed to identify students as potential mentors, and future speakers.	Frank to set up with Yr Co Term 4												
2.	Year 12 students are invited back for a morning tea at the end of the graduation year to establish networking and future connections to our alumni	Needs follow up Connor Baker to talk to students												
Develop a targeted plan for students to be active in leadership and promotion of school ethos and values. Link this to PBS and Inspire Programs.														
Student Council More focus on this needed														
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> Students take on a variety of planned leadership roles across the college. 	Mentoring program needed – Student services to focus on this Transition and buddy programs House system – currently in review – needs to link with PBS Student councillors – need greater focus for projects in the school – link to calendar of events	Student Mentoring Councillor program House system Aboriginal Framework											

INSPIRE COMMUNITY

We understand that local solutions are defining and collaborative in our context.

2. Selection of School Based Projects requiring Industry Support for sourcing by the school board and STEM Committee.														
3. Lead Project Teachers – Design STEM Challenges and Learning experiences using industry to create authentic learning experiences														
4. Survey of student's interest, attitude, participation and career choices in STEM monitored over a three year period.														
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> Partnerships in the community support STEM initiatives 	STEM report and minutes Primary school SEEC partnerships developed	Choose Maths Primary STEM Programs Senior School pathways											
Overarching approach: Create a strategic plan for a family and school partnership Families as Partners in Education Owner: Mike Erith and Student Services Team			2018				2019				2020			
What will we do?			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
			Monitoring and Resources 2018											
An assessment of what our school is already doing with regard to Family-School Partnerships			Audit of processes Term 2											
Formulate a parenting as partners plan to help improve parents and community in our school as positive active role models			Work with P&C											
Improved communication processes to families to help them feel part of, informed and active participants in their child education.			Connect and email systems Facebook											
Parent workshop target areas of need – eg: mental health, cyber and social media, relationships Link in														
Current Data What does your data show needs development?	Key Performance Indicators	Baseline Data 2017	2018				2019				2020			
	<ul style="list-style-type: none"> Parents as Partners Policy formulated Surveys show positive uptake of parent and community interactions 	Parents surveys Active P&C Greater uptake of parents in educational plans Parents and Aboriginal families – working well – Wirrpanda	Plan with parents Working party P&C Review current participation roles											