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ANNUAL REPORT 2017





OUR VISION

Southern River College seeks to develop confident and active global citizens by creating opportunities for all students in Years 7 to 12 as they progress through our educational pathways.

Our College promotes academic excellence and vocational aspirations for our students, celebrates their diversity and fosters their ambitions.

OUR MISSION

Southern River College seeks to create opportunities for all students in Years 7 to 12 as they progress through our educational pathways. Along with a general education program our Educational Pathways programs include Academic Enrichment, Vocational Education Programs and STEM Education Programs. We support our students' cultural and sporting pursuits through our focus programs in Music, Soccer and Netball. We recognise 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 Autism Extension Program (AEP).

At Southern River College we want to invest in our students' future by being open to their diversity and aspirations. We achieve this by creating enduring partnerships connecting industry and education together using exemplary practice. 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 for our students.

We are committed to being a Positive Behaviour Support School, promoting our values throughout our classrooms, community and practice. We want our students to be confident and active citizens.

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COLLEGE CONTEXT

Independent Public School

ICSEA 937.00

Student
Transiency 18.5% (5)

Principal Everal Miocevic

Board
Chair Mrs Patricia Morris AMJP

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The 2017 Annual Report is an accumulation of our journey over last three years. It represents the summary of our Business Plan, our key strategies and College focus as we move forward to a new Business Plan and priority areas. In 2017 we underwent our first school review as Independent Public School achieving many accolades.

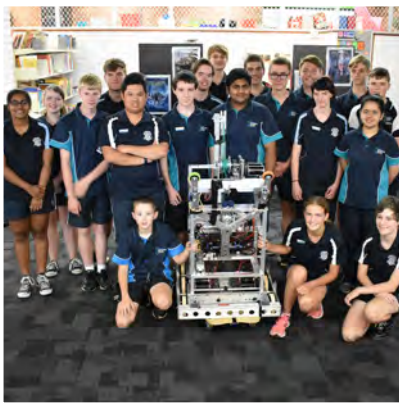
Our Annual Report is reflective of the College's performance in 2017. It provides an overview of our achievements and celebrations whilst addressing the priorities of Quality Teaching and Learning, Curriculum Differentiation, Positive School and Positive Culture. The report focuses on the key areas of Year 12 WACE attainment and achievement, learning area achievements, Focus Program developments, NAPLAN and OLNA. As an Independent Public School the report also addresses the Performance Agreement Plan and Southern River College's Business Plan endorsed by the College Board Members. The College Newsletter, Yearbook and Facebook articles and publications are incorporated within the report as they help to capture the picture of where the College has come from and to set the new direction for the College as we aim to INSPIRE our students, community and teachers.

2017 KEY PRIORITIES OF OUR BUSINESS PLAN:

- Quality Teaching and Learning
- Curriculum Differentiation
- Positive School
- Positive Culture



The Premier Mark McGowan and Minister for Education Ms Sue Ellery visited the College with welcomed news of a major upgrade valued at \$8.4 million.



Our robotics students travelled to Sydney in a 59 schools challenge where our students were fifth overall and first place for schools from Western Australia.

CHAIRMAN'S STATEMENT

As the Chair of the College Board I present my Annual Report which provides the opportunity to show the progress made in the 2017 school year, a very intense and productive year with some very fine outcomes for us all to be proud of.

I wish to acknowledge our board members, voluntary and with a professional commitment to the College. They bring expertise that allows many innovations and knowledge for future work and progress at the College.

The commitment of our Principal Ms Everal Mioceovich, her deputies, teaching staff and administration staff is for the success and progress of every student within their own aspirations and expertise with some outstanding results to date.

Our robotics students travelled to Sydney in a 59 schools challenge where our students were fifth overall and first place for schools from Western Australia. Our Head Boy Tenuun Sanjaadorj was invited as a guest speaker at the WACSO conference this year. The Head Boy and Head Girl attended College Board meetings on behalf of all students.

The City of Gosnells Australia Day recognition saw a student Morteza Ali Doust named as the "Australia Day Community Citizen of the Year Award (Youth)" with a remarkable nomination.

Our Principal was invited to Canberra to meet members of parliament for a panel discussion on 'Social Disadvantage' as a result of work undertaken at the College.

I wish to acknowledge the College P&C with dedicated parents who volunteer their knowledge, time and expertise to successfully fundraise with the College for school projects; they are to be congratulated.

The College and the City of Gosnells progressed mutual arrangements for the upgrading of the parking in the front of the College, with the College presenting the workers with a Certificate of Appreciation for work undertaken.

The Premier Mark McGowan and Minister for Education Ms Sue Ellery visited the College with welcomed news of a major upgrade valued at \$8.4 million.

Southern River College accepted the challenge of improvement under the required three year business plan under the Independent Public School system, with a formal review this year with some very positive outcomes for the College with recognition of work still to be actioned.

Patricia Morris, AM.JP



PRINCIPAL SUMMARY 2017

In 2017 we undertook our first review as an Independent Public School achieving many accolades on our progress in all areas of the review. It was noted the strategic and operational planning of the College were areas of strength with clear documentation and progress towards achieving goals. Other areas of strength were our focus pathways to suit all students and the ability to link business and industry to support student outcomes. It was highlighted that a thorough examination of all aspects of the College's operations over the last three years, culminated in the development of a broad suite of initiatives that will enable the College to better meet the needs of all its students. Our review commented that this work had been evidence-based, pragmatic but built on best practice principles, and designed around the pursuit of excellence. This work has been an exemplary developmental model.

I would like to thank the commitment of our board members in particular Mrs Patricia Morris AM, JP our Board Chair, Mr Ron Mitchell City of Gosnells, Mr Emmanuel Hondros CEO Girls Academy, Mr Chris Evans former MP and former Minister of Education, Mr Peter Abetz former MLA, Mr Chris Tallentire MP, Mrs Karen Adams P&C, Mr Terry Healy MP and recognize their achievements in helping us our College to grow.

I would like to take this opportunity to say thank you to our Year 12 Councillors Tenuun Sanjaadorj, Amy Hart, Emily Tamblyn, Allyson Murray, Kash Ahern, Meet Bhatt, Mohit Bhatt as our student executive for 2017. They have given back to our community while supporting our students in 2017. I hope that in years to come you and your fellow students can look back on these pages as a reflection of your College and your final year with fond memories. To all our student councillors in other year groups, thank you for your ongoing support and help to the College, we are truly lucky to have you working with our and for our student body.

There were several celebrations and special events conducted at the College throughout the year. We developed our new logo and motto "INSPIRE", changing our College colours to green and blue. This symbolises the association between water and earth and captures the synergy of our College to being connected with education for life.

The College has continued with its focus on building improvements and the upgrade of facilities to support student learning. In association with the City of Gosnells, we have completed car park upgrades and access to the front of the College. This has had a positive impact on student/traffic movement in and out of the College each day, it was announced in 2017 that the College was also successful in its pursuit for College



*Everal Miocevich
Principal*

A thorough examination of all aspects of the College's operations over the last three years culminated in the development of a broad suite of initiatives that will enabled the College to better meet the needs of all its students.

improvements to the value of \$8.4 million, this will see the development of a new Gym, Performance Arts area, Science and Engineering rooms, new lecture theatre and an electrical engineering space in our Design and Technology area. The College became Western Australia's first secondary Specialist Autism School for high functioning children with autism, providing students with extra support and an opportunity to be a part of ground breaking work in this area.

In 2017 at Southern River College we focused on strategies to improve teaching and learning. In 2017 we started the next phase of this journey introducing Explicit Instruction into the College learning environment. This saw teachers immersed in new pedagogy aimed at developing their skills and setting them on a trajectory for improving how they teach and how students learn. Our pilot program showed vast improvement in student performance, understanding of content and context as well as student engagement. Our NAPLAN results also moved into the High Performance High Achievement quadrant for Reading, Numeracy and Spelling for Year 9s. This work will be continued into 2018 where the focus is not only on improving educational outcomes for students, but what can really make a difference.

In closing it was a busy year with much to celebrate and I would like to thank our teachers, parents, our greater community partners and especially our students. You all help to inspire our College to be a brilliant place to learn and even more fantastic place to be part of.

Everal Mioceovich
Principal



PARENTS & CARERS REPORT

We welcome and encourage all parents and carers to get involved in the Southern River College P&C in 2018, which is already proving to be another active and vibrant year for the P&C and the whole College community.

Southern River College's P&C Association made a valuable contribution to the College in 2017. A group of active parents and carers participated the P&C's activities to support the College across its performing arts, academic, sporting and welfare endeavours. The P&C met eight times in 2017, and the P&C's Music sub-committee also held meetings throughout the year. Our small team of dedicated parents and carers gave time to be involved in various P&C events and activities including: volunteering at concerts, art events, quiz night and end of year fair. Also, our very successful canteen continues to supply our students with a variety of healthy lunch and recess options.

The P&C voluntary fundraising contribution, continues to raise significant funds for the P&C.

I would like to thank all those parents who contributed to the P&C via the voluntary fundraising contribution or dedicated their time to participate in the P&C activities in support of the College. Your support is helping Southern River College achieve our goals in a variety of different ways.

In 2018, the P&C will continue to support the College in working towards achieving the milestones in the College Business Plan. Sub-committees will determine their priorities for the year in Term 1.

We welcome and encourage all parents and carers to get involved in the Southern River College P&C in 2018, which is already proving to be another active and vibrant year for the P&C and the whole College community.

Karen Adams
P&C President



COLLEGE OVERVIEW

ENROLMENTS

Trends in enrolments appear to be settling at this point with a slight downturn in Year 7 numbers. This was anticipated with the opening of another high school in the 5km radius of the College. What is pleasing to see is the retention of students who have moved from a lower school to senior school program.

The diversity of enrolments show 8% Aboriginal and 25% English as a second language with students in this category representative of 35 Nationalities.

SEMESTER TWO ENROLMENT NUMBERS 2017

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
160	198	192	163	140	102	955

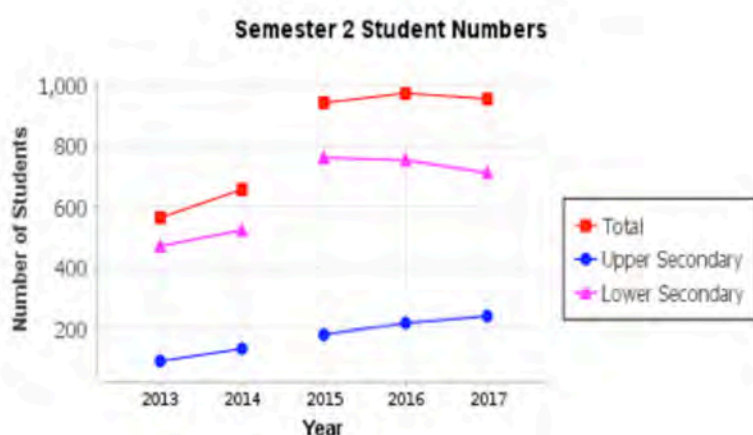
STAFF

Principal	1
Deputy Principal	3
Level Three/Program Coordinator	9
Total Administration Staff	13
Level 3 teacher	1
Other Teaching staff	60
Total Teaching Staff	61
Clerical/Administrative	25
Gardener/Maintenance	4
Non-Teaching Staff	17
Total Support Staff	48
Total staff	122

STUDENT LEADERSHIP

2017 STUDENT COUNCILLORS

- YEAR 7: Athena Calupig, Anita Ndachaisaba, Karima Rezaei, Abbey Ridley
- YEAR 8: Jaymee-Lee Rowe, Theresa Mantangi, Isabelle Oreo, Gareth Williams
- YEAR 9: Alicia Ward, Lander Beltran, Alexia Lozada, Kathryn Lloyd
- YEAR 10: Holly Mayers, Aidan Pasznicki, Aaron Kendall, Imogen Lau
- YEAR 11: Esther Wordu, Connor Baker, Michael Lee, Mercy Otto, Taylah Drazic
- YEAR 12: Amy Hart/Emily Tamblyn (Head Girl), Tenuun Sanjaadorj (Head Boy), Allyson Murray, Meet Bhatt, Mohit Bhatt, Kash Ahearn



All staff are compliant to the Teacher Registration Board. In 2017 we again hired staff who could help develop our focus in STEM, academic excellence, learning difficulties and engagement. We increased our Teach for Australia association with three new members joining the College in the areas of Science and Humanities. Other staff were recruited based upon the needs of the learning area and professional learning for staff was shaped within the context of our College priorities and operational planning.

In 2017 we focused on developing staff professional learning in the areas of explicit teaching.

We continued our work on BMIS Snapshots for graduate and developing teachers. Along with this we had four of our staff members completing their Masters in School Leadership and one of our leaders accepted into the Teach to Lead Program. We continued our work with Fogarty learning to help enhance our leadership team, College development and directional focus. We invested in staff learning more about curriculum differentiation and English as a Second Language.

Approximately 85% of the annual budget (\$11,000,000) was used by the College for its workforce plan and staffing needs.

In 2017 we focused on developing staff professional learning in the areas of explicit teaching.

YEAR 12 TOP STUDENT AWARD

MATHS	
Year 12 ATAR Mathematics Applications	Louisa Hopkins & Kate Hanlon
Year 12 Mathematics Essentials	Andrew Richardson
Year 12 ATAR Mathematics Methods	Tenuun Sanjaadorj
SCIENCE	
Year 12 ATAR Physics	Troy Young
Year 12 ATAR Biology	Bonnie Summers
Year 12 ATAR Chemistry	Tenuun Sanjaadorj
Year 12 Integrated Science	Elishka Petriwskyj
ENGLISH	
Year 12 English General	Nikkiesha Forster
Year 12 ATAR English	Kate Hanlon
HASS	
Year 12 Career & Enterprise	Aimee-Lee Verrier
Year 12 ATAR Career & Enterprise	Kate Hanlon
Year 12 ATAR Geography	Bonnie Summers
Year 12 Certificate II Business	Bonnie Summers
Year 12 ATAR Modern History	Tayla O'Dea
Year 12 ATAR Politics & Law	Talya O'Dea
Year 12 Applied Information Technology	Alan Nilprakobkul
VET/ADWPL	
Year 12 ADWPL- Workplace Learning	Zac Lammonby
D&T	
Year 12 Material & Design - Metal	Daniel Saunders
Year 12 Materials & Design - Wood	Daniel Saunders
Year 12 Certificate II Engineering Pathways	Zac Lammonby
PE & HEALTH	
Year 12 Physical Education Studies	Natasha Worthington
Year 12 Health Studies	Natasha Worthington
Year 12 Outdoor Education	Liam Otte
Year 12 Certificate II Sports & Recreation	Chelsei Matthews
ART & HOME ECONOMICS	
Year 12 Children, Family & Community	Aimee-Lee Verrier
Year 12 Food Science	Elishka Petriwskyj & Bonnie Rogowsky
Year 12 Certificate III Music	Jazmin Morris
Year 12 Certificate II Creative Industries (Media)	Libby Wright
Year 12 Graphic Design	Alan Nilprakobkul
Year 12 Certificate II Visual Arts	Karl Salino
SPECIAL AWARDS	
VET Top Academic Student	Haign Fraser
Dux	Tenuun Sanjaadorj
Perseverance and Determination Award	Chloe Denning
Honour Student	Aimee-Lee Verrier
Honour Student	Ryan De Blachen
Citizenship Award	Nikkiesha Forster
Caltex All Rounder Award	Tenuun Sanjaadorj
Sports Person Award	Jake McKinnon
Long Tan Award	Allyson Murray
Wood Turners Award	Daniel Saunders

OUR PRIORITIES AND TARGETS

1. QUALITY TEACHING AND LEARNING

Our focus is to prepare for curriculum change while providing practical support for our teachers and support staff to be highly effective. We do this through encouraging learning communities, feedback and raising our expectations of our learners and using purpose planned techniques in our College. We provide support for teachers in preparing and learning for their professional development. Our emphasis is on effective teaching strategies aligned to system requirements.

TARGET AREAS:

- Improved standards of performance in the classroom based on national and state standards;
- Use of data to inform performance standards and to target areas for improvement;
- Alignment of Technology to and support our teaching and learning;
- Professional Development for staff at areas of need.

KEY PERFORMANCE INDICATORS:

- Improve academic pathways and the number of students undertaking ATAR courses to by 20% by 2018.
- Improve examination preparation for senior school students and the percentage in the ATAR triles to high range.
- Improve NAPLAN results targeting 40% of students in Year 9 above band 7 and 35% of Year 7s above band 6 in all areas of Literacy and Numeracy.
- The College leadership team has a learning community ethos. We challenge and support our teachers to be reflective of their practice using data and best practice research.

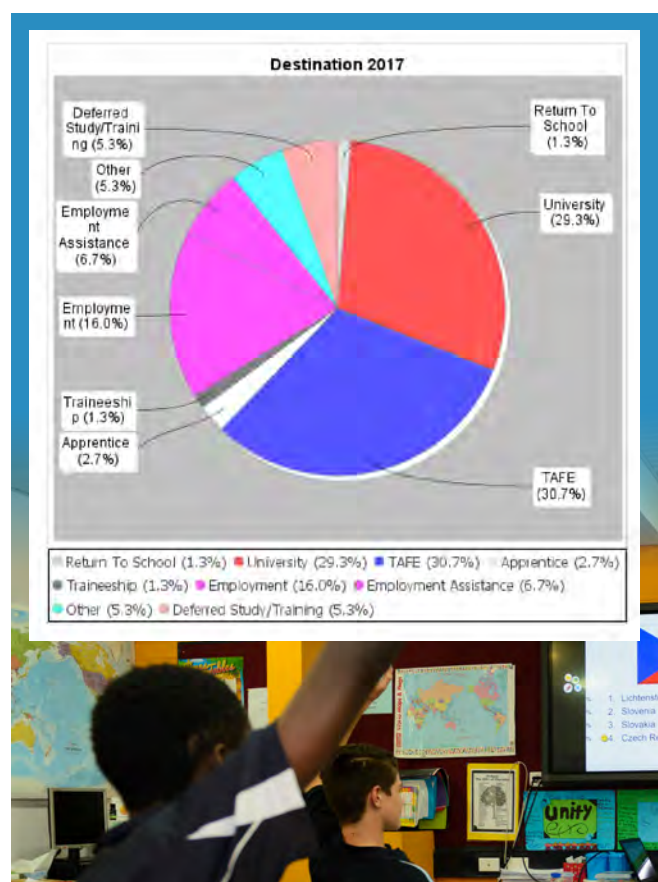
Key areas of focus that relate to our Business Plan in the Quality Teach and Learning Priority for 2018 were:

- NAPLAN Year 7 to 9 – Structured and Explicit Teaching
- Teaching Academically Able Students – GERRIC
- Curriculum Programs - RTP and Connect
- Continued Leadership Development

The College leadership team has a learning community ethos. We challenge and support our teachers to be reflective of their practice using data and best practice research. Building upon previous years and strategically moving forward key areas for improvement have been mapped into the College's strategic directions. Areas identified for targeted intervention in 2017 were derived from College data and include: NAPLAN Year 7, Explicit Teaching and academic pathways to help further improve

Senior School outcomes. A focus on the quality of teacher instruction and delivery have been key to improving academic pathways in 2017. A concerted effort has been made to ensure that all programs and assessments are available on Connect and Reporting to Parents so that students and parents can access feedback on their or their child's learning. New teachers have also been assigned mentor teachers to support their professional development at the College.

The College has targeted improved examination preparation for senior school students as well as increasing the percentage of students in the ATAR triles to a higher range, lifting their scores in this area. With the increase in student numbers pursuing an academic pathway our results will improve, yet we recognise the need to accelerate this process. Teachers working within this pathway have been afforded little opportunity to implement high order teacher strategies and instruction. By improving our teaching quality and training of teachers in high order strategies and instructions we are addressing the need to improve and lift student outcomes in our academic pathway. Best practice research and Gifted Education Research Resource Information Centre (GERRIC) training has been conducted with lead staff



KEY FIGURES 2017Number of Year 12 = **102**Attainment **94%**Medium ATAR **55.4%**Cert II **74%***inspire.*

We have seen a large shift in the proportion of Year 12 students successfully studying academic and University pathways

in order to ensure that our programs are working towards higher order thinking and learning.

To coordinate this training a Dean of Academic Studies position was created. The purpose of this position was to not only coordinate GERRIC and other teacher instruction pedagogy, but to also monitor ATAR student progress, develop links with the network primary schools and ensure that there are academic extension opportunities for all year levels.

Comparing several years of data we have seen a large shift and an increase in the proportion of Year 12 students successfully studying an academic pathway (4 or more ATAR). The proportion of students entering into this pathway is comparable to the percentage of students who scored Band 8 or higher in their NAPLAN when their cohort was in Year 9. We feel as a College, that this area can be developed further in coming years.

We have continued to use Teach for Australia and our partnership with Deakin University to bring in high achieving professionals in industry who have or are completing a Masters of Education. We have developed our academic and co-curricular activities with students participation in debating and mock trials linked to the World Scholar Cup Program. We are exploring ways to develop an Honour's Club, celebrating high achieving students. Our continued focus on STEM enrichment and Minerals and Energy Academy offers many students opportunities to link with the greater community and industry. We are now entering national and international Science and Maths competitions and continue to keep a focus on chooseMaths and Think Science programs. We have linked to the ASPIRE and Ignite UWA Program to support transition of academically-able students to university and build an academic culture.

PROFESSIONAL LEARNING FOCUS 2017

- Improving Academic Performance;
- Identifying and working with academic students in disadvantage areas;
- Professor Peter Morrissey;
- Explicit Teaching – Dr Lorraine Hammond ECU Year 7 Focus;
- Fogarty Edvance Program linked to school improvement strategy.

ATAR RESULTS	2014	2015	2016	2017
Number of students Year 12	33	50	82	102
Attainment Rate 55+ and/or Cert II		94%	69 (95%)	91 (94%)
School Curriculum Awards Certificate of Merit			3	2
ATAR Participation	2 (6%)	9 (18%)	17 (23%)	24 (16%)
Median ATAR	53.4	66.9	62.3	55.4
Full Cert II qualification or higher		80%	63%	74%
OLNA and Grades Y12	Reading Not Achieved	Writing Not Achieved	Numeracy Not Achieved	WACE Achieved
Students Below	5	10	9	62 (85%)

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) tests all students in Australian Schools in Year 3, 5, 7 and 9. Our 2017 Data highlighted an improvement in results for our Year 9 students, but that our Year 7s were a cause for concern.

The Year 7 data identified 76 students with limited reading skills (17 were good or above) and 52 students had scored at a limited level (9 were good or above). The data indicates that our students fall significantly in reading spelling and grammar when compared with the national and state means. Some issues relating to Year 7 performance can be attributed to the low level numeracy skills of Year 7 students entering the College and a large number of students enrolled with an EALD background. The College has identified a need to liaise with teachers in our feeder primary schools, adopt a whole school approach to literacy and numeracy (which has been incorporated into the new business plan) and the streaming of classes to provide additional support and a differentiated curriculum for students in need.

In Year 7 reading achievement level was in line with like schools, except for limited achievement which is significantly higher showed progress with year 5-7 is level with like schools, except for limited achievement which is significantly higher. Writing in Year 7 showed achievement below like schools, except for good achievement which is similar. Progress is below like schools, except for very low achievement which is significantly

higher and very high achievement which is similar. In Year 9 reading achievement in limited range is below like schools, achievement in satisfactory range is above like schools, achievement in good range is below schools, achievement in excellent range is similar to like schools.

Progress Year 7-9 shows a somewhat pleasing rise in moderate and high achievement levels (slightly above like schools) but slightly higher than like schools in very low achievement and approximately a 50% lower achievement in the very high achievement category. Year 9 writing displayed achievement in all areas is similar to like schools (slightly higher in limited, slightly lower in satisfactory, slightly higher in good). Progress Year 7-9 is very similar to like schools though somewhat higher in very low, slightly below low, somewhat lower in moderate, slightly lower in high and slightly higher in very high.

READING

YEAR 7 2016/2017 COMPARATIVE ANALYSIS

Year 7 achievement exceeded like schools in the limited range, fall below like schools in satisfactory range and is slightly behind in both Good and Excellent ranges but all achievement categories show a slight improvement over the 2016 data. At Year 7 limited achievements exceeds like schools recommend specific question analysis for focus and practice. However, the progress data shows Southern River College slightly exceeds like schools in Very High progress which indicates that student's movement between levels (limited and low up to Moderate and High to Very High) is encouraging.

YEAR 9 2016/2017 COMPARATIVE ANALYSIS

Year 9 achievement exceeds like schools in the limited area, which is a regression from 2016 achievement, however in other

NAPLAN National Minimum Standard (NMS)	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Top 20% Above National Min St	13%	8%	5%	8%	9%	15%
Like Schools	15	11	11	10	9%	12%
Middle 60% At National Min St	56%	59%	55%	66%	52%	53%
Like Schools	65	66	59	62	65%	58%
Bottom 20% Below National Min St	32%	33%	40%	27%	39%	32%
Like Schools	20	23	30	28	39%	30%

NAPLAN Writing	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Top 20%	11%	10%	8%	12%	8%	6%
Like Schools	16	15	13	11	12%	11%
Middle 60%	52%	54%	52%	54%	61%	62%
Like Schools	57	62	62	63	60%	59%
Bottom 20%	37%	36%	39%	34%	31%	32%
Like Schools	27	23	25	26	28%	30%

NAPLAN Numeracy	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Top 20%	9%	7%	3%	9%	5	7%
Like Schools	11%	9%	9%	9%	10%	7%
Middle 60%	61%	63%	54%	64%	54%	63%
Like Schools	65%	69%	63%	62%	59%	63%
Bottom 20%	30%	30%	43%	27%	41%	30%
Like Schools	24%	22%	28%	29%	28%	30%

achievement areas Southern River College has improved. In 2017 we closed the gap in the Good achievement category (improving total numbers achieving this standard from 2016) and exceeded like schools data in the excellent achievement category. Year 9 progress in Reading is very pleasing and shows great improvement in the Very High and Moderate progress categories.

WRITING

YEAR 7 COMPARATIVE ANALYSIS

Year 7 achievement slightly exceeds like schools data for the Limited range in 2017, which is an improvement on the 2016 data, but still an area for focus. Year 7 achievement data also shows that Southern River College has closed the gap in all other achievement areas, matching like schools, in the Excellent range.

Year 7 progress data reveals that, whilst gains have been made, students have not progressed at a rate commensurate with like schools.

YEAR 9

Year 9 Writing achievement is similar to like schools data in Satisfactory and Excellent achievement ranges but exceeds like schools in Limited achievement and falls behind in the Good category. The data is not vastly different to 2016 but does show a negative trend. In terms of progress the data shows that Southern River College is exceeding like schools in the High range, slightly better in the Very High range and similar in all other categories.

NUMERACY

Examining the 2017 data the College has continued its focus with the chooseMaths program, Explicit Direct Instruction and EALD/TLC classes for students. These structures are targeted interventions for supporting our students with their learning needs, but also our teachers by providing them with support and resources to better teach our students.

Our Year 7 NAPLAN results showed 59% above NMS (National Minimum Standards), 32% At NMS and 9% Below NMS. Our Year 9 results showed 65% above NMS, 31% At NMS and 4% Below NMS. Though these results showed substantial individual progress for our students, they were still below like schools.

At a secondary school level we have been proactive in supporting students at risk through our teaching learning centre (TLC) and our development classes where teachers have taught with an explicit instruction focus. Students have responded to this with the College having value added to students from Year 7 to Year 9 with a shift from the Year 7 below expected standards to higher standards by Year 9. A collective approach is still required though to continue to address the issue with appropriate interventions.

OLNA

YEAR 10

OLNA Reading	Pre Qualified	Pass	Cat 2	Cat 1
2016	43	73	38	9
2017	40	61	44	13
OLNA Writing	Pre Qualified	Pass	Cat 2	Cat 1
2016	30	82	42	10
2017	27	69	47	16
OLNA Numeracy	Pre Qualified	Pass	Cat 2	Cat 1
2016	50	56	48	11
2017	43	49	56	11

Levels did not improve in 2017 despite Southern River College investing in OLNA practice testing and afterschool sessions. The cohort did not engage with the afterschool sessions offered. An alternative strategy utilising individual student performance diagnostics needs to be used to target areas of need.

YEAR 11

OLNA Reading	Pre Qualified	Pass	Cat 2	Cat 1
2016	50	76	24	2
2017	41	86	23	1
OLNA Writing	Pre Qualified	Pass	Cat 2	Cat 1
2016	33	80	34	6
2017	29	83	36	3
OLNA Numeracy	Pre Qualified	Pass	Cat 2	Cat 1
2016	35	77	33	4
2017	47	69	33	4

There was no significant improvement in Year 11 data. There was improvement in Year 11 students moving from a Category 1 to a Category 2 in OLNA and the majority of these students attended afterschool sessions.

YEAR 12

OLNA Reading	Pre Qualified	Pass	Cat 2	Cat 1
2016	29	61	8	4
2017	41	66	13	3
OLNA Writing	Pre Qualified	Pass	Cat 2	Cat 1
2016	16	63	21	2
2017	27	74	17	5
OLNA Numeracy	Pre Qualified	Pass	Cat 2	Cat 1
2016	25	54	23	2
2017	28	71	19	3

A higher number of students achieved OLNA in 2017 due to preparation and practice in class sessions. Also there is the cumulative effect of two years of preparation (in class, after school and use of individual student diagnostic report). After school sessions were not highly attended by Year 12s. The

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cumulative effect of focusing on OLNAs for 2 years in the lead up to testing has seen improvement but the increase in Category 2 students is concerning and can be, in part, attributed to several students enrolling from outside and not having the NAPLAN background or requirement to prepare for OLNAs from interstate. Students with an EALD background also figure in this data and EALD strategies also need to include preparation for the OLNAs.

Our OLNAs performance in numeracy was higher than like schools with 29.5% achieving their OLNAs in Year 10 as opposed to 28.6% in like schools, 43.9% in Year 11 as opposed to 40% in like schools and 54.6% in Year 12 as opposed to 50.2 % in like schools.

CURRICULUM DIFFERENTIATION

Highly effective schools have teachers who have a deep understanding of how students learn. We want all our students to be successful students. Our curriculum targets the diversity of our students and our ability to inspire them to reach their potential.

KEY AREAS OF FOCUS IN THE CURRICULUM DIFFERENTIATION PRIORITY 2017 ALIGNED TO OUR BUSINESS PLAN AND AREAS THAT NEEDED GREATER FOCUS ARE:

- Curriculum Differentiation – Explicit Teaching in Year 7 and whole College.
- EALD - Identification, support for teaching and learning in the classroom.

In 2017 we continued our focus on explicit teaching, taking it to the next level working beyond TLC to include a key group of teachers and lead teachers who worked with Dr Lorraine Hammond of ECU. Dr Hammond has provided professional development to all staff in EXPLICIT TEACHING while targeting lead Year 7 teachers in explicit strategies. Our work around Aboriginal and students with autism continued to develop with students in the autism unit gaining greater access to mainstream schooling. Our Aboriginal support programs show greater engagement and students continuing their schooling beyond Year 10.

In our aim to support students who are well below benchmark we have noted that there is an alarming trend occurring as students transition from Primary to Secondary. Hence our focus on explicit teaching in all Year 7 classes.

Our NAPLAN data in 2016 showed that students in Year 7 were:

- 48% are below band 5 reading
- 61% are below band 5 in writing
- 50% are below band 5 in numeracy

This was alarming to say the least and we need to work on ensuring that ALL students have the best possible start to secondary education. They can't do this if they can't access the curriculum due to literacy and numeracy difficulties. Research shows that students benefit from positive conditions for learning, explicit teaching and learning strategies. As a part of our strategic actions to ensure consistent teaching and learning practices to support our student is understood we are:

TARGET AREAS:

Explicit teaching strategies to help differentiate and support student understandings and standards.

A whole College approach to improving outcomes for students at educational risk; including but not exclusive to:

- Aboriginal Education
- Autism
- EALD

KEY OUTCOMES:

Explicit teaching is seen throughout the College as normal practice.

Improve understanding of cultural and learning needs of Aboriginal students helping them to show improved retention, aspirations and educational outcomes.

Identify and support understanding of students with autism within the College enabling them to transition into senior school effectively and gain meaningful pathways into further education or employment.

Support students with English as a Second Language (EALD) by developing understandings of teaching and learning needs showing improved results and achievement of these students at the completion of Year 12.

Researching best practice to help guide our understandings of good classroom practices and what this looks like in the classroom.

- Growth coaching training for key staff – explicit teaching;
- Universities support Southern River College in research;
- Leaders receive mentoring and strategies to develop their leadership capacity.

Create mentoring and coaching teams to support feedback and shared strategies to improve our teaching and classroom practice.

- Developing understandings and protocols in effective feedback models;
- Create understandings and opportunities for strategies using Reflective Teaching;
- Use mentors to work with specific staff (especially new and graduate staff) using the ATSIL standards.

Create learning communities that encourages sharing and dialogue, around explicit and instructional teaching strategies.

- PD team created to look at structured and explicit learning in every classroom every day;
- PD Show and Tell each year in best practice strategies every semester HOLAs;

- Create professional learning calendar that targets PD on instructional strategies;
- Explicit learning processes are displayed and used in all classrooms;
- Present and review milestones and discuss with HOLAs their roles in achieving outcomes.

Data informs staff of students' abilities and gaps in their learning while measuring improvements in teaching.

- Use SAIS and Dashboard data to inform practice and areas for improvement;
- Staff share what improvement strategies they will use based on gaps identified in data;
- Survey and review data - to see if improved outcomes for students are evident.

Use common approaches to formative and summative assessment across the College.

- Create opportunity for sharing moderation strategies;
- Learning Areas to discuss work samples at the standards WA Curriculum;
- Create common rubrics and feedback models across the College;
- Learning Areas to show samples of rubrics and share with other Learning Areas.



(EALD) ENGLISH AS A SECOND LANGUAGE

Based on our data investigation we are now seeing an increase in the number of EALD students enrolling in the College. Our aim in 2017 was to establish an EALD committee, that is of interested staff from each Learning Area. Their role as a committee for 2018 will be to establish profiling processes for students and PD for staff, create and foster an environment where every EALD student is valued and engaged in their learning to become a bilingual Australian citizen and every staff member identifies as an EALD educator.

In an effort to help our students from different backgrounds learn and build their capacity a strategic plan for EALD was created by the committee. The College is also reviewing support for EALD students by identifying students on enrolment and aligning them to the progress maps used to profile their level of English Language competence. We are reviewing our timetable options and support for these students and a Connect Community has been established to capture EALD progress plans and IEPs for EALD students.

Part of this focus is about supporting our teachers to deliver EALD strategies, this includes all teachers receiving PD in the use of EALD progress maps. We are using technology to support learning through use of the SAMR model which is utilised by teachers to differentiate learning for EALD students. Part of our focus at Southern River College is about celebrating our diversity and varying cultures and we are working towards ways to show this.

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“... to help our students from different backgrounds learn and build their capacity a strategic plan for EALD was created by the committee”

THE LEARNING CENTRE

Southern River College's Teaching and Learning Centre (TLC) offers a range of individual learning and personal development strategies to students who require additional assistance with their studies in Maths, English, Science and Humanities courses. The TLC is available to student between Year 7 and 9 through interview and testing only, and is designed to provide students with greater support in literacy and numeracy.

The classes are aligned to the Western Australian Curriculum and provide students with individual learning programs based upon their particular levels of learning and engagement. In 2017 TLC achieved:

- Data-driven, differentiated, explicit teaching to address student gaps in literacy and numeracy skills across all TLC classes;

- Explicit Direct Instruction (EDI) spelling program (Spelling Mastery) introduced and taught across all TLC groups in streamed groups;
- Student progress across all areas for all TLC students regularly attending school;
- Consistent lesson structures and routines across all TLC classes, including strategies to accommodate the wide range of learning needs, difficulties and disabilities in each class;
- Tier 2 and 3 student behaviours reduced;
- Sustained improvement in attendance for a number of students through the course of the year;
- Very positive parent feedback around increased school engagement;
- On-going collaboration with HPE and elective subject staff to support TLC student achievement and teacher understandings of

strategies for differentiating the curriculum;

- TLC-wide program of virtues education and inclusion of PBS Expectations;
- Year 7 TLC student becoming a student councillor;
- Small group (4 students) of Year 8 students moving up 3 Maths levels and achieving over 75% on final tests;
- Writing samples of Year 8 and 9 students show ability to construct complete sentences and proper paragraph structure independently by the end of year;
- Establishment of EDI classroom norms, including daily review, mini whiteboard use, stand and deliver, exit tickets, pop-sticks for non-volunteers resulting in high levels of engagement from previously disengaged students;
- Targeted literacy and numeracy interventions at point of need resulting in significant student gains.

POSITIVE SCHOOL

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To build the College profile with our community and Industry partnerships that support special programs, student engagement and authentic learning opportunities.

KEY AREAS OF FOCUS FOR THE POSITIVE SCHOOL PRIORITY IN 2017 WERE ALIGNED TO OUR BUSINESS PLAN AND AREAS THAT NEEDED GREATER FOCUS ARE:

- Careers in STEM;
- Developing Staff capacity in STEM Principles;
- Marketing of College.

Continuing on the work of 2016 in around STEM Pathways we have continued to develop a whole College approach to integrated learning focused on STEM education and providing employability opportunities for students in the information and technological world. Our focus in 2017 was STEM activities for Year 7 to 10 students, which saw the introduction of options in technology linked to coding, robotics and electronics. We used Science and Maths teachers to achieve this.

STRATEGIC ACTIONS and QUESTIONS:

We know occupations around STEM are increasing. How are we ensuring our students are critical and innovative thinkers ready for future careers?

Professional learning to build teacher and support staff capacity and understanding of STEM.

- Develop a staff lounge to promote a welcoming professional atmosphere for learning and collaboration;
- Continue Implementation of chooseMaths, to review curriculum and develop staff;
- Continue Science by Doing, to review curriculum and develop staff. Think science – accelerated learning. Collaborative task challenges;
- ICT / Maths Coding & computational thinking;
- Support of IT technicians – 3D Printing and digital technologies & fabrication.

Research Future Directions: TDS STEM 7 Future Learning

- Create activities to engage staff and students in building STEM understandings and opportunities;
- Explore new digital technologies and learning. I.e. Watson.

Map STEM curriculum to provide learning pathways from Years 7 to 12.

- Committee to establish a curriculum map to implement a STEM pathway;
- Map Australian Curriculum into the Year 7 to 10 learning program;
- Develop a consistent learning pedagogy for STEM implementation;
- Develop learning opportunities that involve integration, analysis, & critical thinking, curiosity, discovery and communication.

Develop STEM projects: Pedal Prix, Subs in Schools, F1 Challenge, Robotics programs – FFL, Pneumatic lift. 3d Printing challenge

- Develop a series of STEM projects with key staff;
- Link projects to STEM pathways and Australian curriculum outcomes;
- Create maker spaces and learning clubs for students to explore & play;
- Establish a STEM fair Term 2.

“... develop a whole College approach to integrated learning focused on STEM education and providing employability opportunities for students in the information and technological world”

TARGET AREAS:

- Minerals and Energy - Academic and Technology Pathways in STEM;
- Improved marketing and communication to a corporate style;
- Improved College facilities.

KEY OUTCOMES:

- Improve uptake of students participating in Science, Technology, Engineering and Mathematics (STEM) by providing opportunities from Year 7 to 12 to undertake extension an enriched curriculum.
- Achieve STEM Innovation by 2018.
- Highly effective marketing and promotional material that promotes and celebrates our achievements with our surveys showing improved satisfaction and positive trends.
- Improved school facilities targeting: College amenities, science rooms, performing arts centre, design technology refit, grounds beautification, courts resurfacing and parking and drop off areas.

Integrate STEM program with the Minerals and Energy Academy

- Develop STEM projects to provide high order learning opportunities for academic pathway;
- Committee to develop and coordinate an academic exhibition of student projects;
- Introduce a Mineral and Energy Academy reward and recognition certification;
- Introduce two primary enrichment programs for Years 5/6; a. PEAC enrichment; b. digital technologies in coding, programming & robotics;
- Develop a Technology pathway integrating STEM – creative, digital and design pathways;
- Introduce electronics and mechatronics pathways into Years 8 and 9.

Create partnerships that will help support extension and enrichment of STEM.

- Work with GETIL to establish business partnerships and mentors;
- Work with Curtin University to enlist the help of mentors and tutors;
- Work with Scitech to develop a learning partnership;
- Operate after school and during school extension programs.

Develop ICT infrastructure to support STEM initiatives

- Committee targets key areas of development based on teacher and student needs;
- Committee targets resource and operational needs;
- Committee reviews and maintains a sustainable ICT network.

Develop communications and public relation strategies to support and promote the programs

- Marketing plan to include newspaper, TDS, Connect, website and flyers around STEM at Southern River College;
- Introduce the TESLA awards.

The College has reviewed our visual and inner core image and targeted marketing of Southern River College in 2017. The College has gone through significant shift in the last few years and we felt that it was time to develop a corporate marketing strategy and identity in line with our new PBS values and directions forward. We have a strong identifiable focus with many programs and supports for students in our catchment area. The key is students and parents realising the wealth of opportunities available at Southern River College. While enrolment trends continue to show a positive trend, our data and surveys show that the College is still vulnerable to other school private and public programs. Harrisdale SHS is opening this year and poses loss of students in the future cohorts of Year 7.



Create a new logo - SOUTHERN RIVER COLLEGE INSPIRE

- Associated to the INSPIRE branding all programs to be reflective of this:
- ACADEMIC Inspire Program (ACE Academic Challenge and Enrichment);
- STEM Inspire Program;
- MUSIC Inspire Program;
- NETBALL Inspire Program;
- SOCCER Inspire Program.

Other: The Learning Centre TLC, Autism Extension Program;

- PBS Positive Behaviour School, RIVER – Respect, Identity, Virtues, Excellence Relationships.

Community and Industry

- Community Garden – new logo and branding;
- Southern River Community Garden - Growing Together;
- Gosnells Education Industry Training Link (GETIL);
- New brochure and marketing banners.

Source templates and a marketing agency to support all aspects of the re-imaging of College marketing including but not inclusive to:

- Enrolment Package including Inspire Program Applications;
- Letter Head and Business Cards;
- Web page design;
- Video marketing;
- Banners and front of College notice board.

Celebrate achievements of staff and students.

- Continue media role in College to promote news items to local media and newspapers;
- Continue Facebook and Webpage promoting the good work of staff and students;
- Enter students into wide range of competitions and awards;
- Recognise staff efforts via awards and acknowledgments at a College, state and national level;
- Continue students of the month and introduce Staff of the Month;
- Promote the work of the College through year group and whole school assemblies.

POSITIVE CULTURE

Our ethos is supported by the understanding of our values, respect of self, others and the environment. We support our students and staff through, a strong Student Service team and a holistic approach to educating the whole child.

KEY AREAS OF FOCUS FOR THE POSITIVE CULTURE PRIORITY IN 2017 ALIGNED TO OUR BUSINESS PLAN AND AREAS THAT NEEDED GREATER FOCUS WERE:

- Positive Behaviour Launch and Implementation
- Restorative Processes continued practice
- Protective Behaviours continued focus
- Tier 3 Inventions and Complex Behaviours
- Attendance Review
- BMIS Snapshots new and developing teachers
- Community Engagement

After two years of planning and development 2017 saw the launch of our Positive Behaviour Support and RIVER matrix to the student population of Southern River College. All teachers have committed to explicitly teaching our values through their classes and as part of Tuesday morning period one focus. Staff were provided the opportunity to tailor the lessons to their classes needs by choosing to run a longer session for 30 – 45 minutes, or for 5 – 10 minutes session if they had a senior school class. Teachers who taught Period 1 Tuesday had the same class on a Thursday Period 1, allowing for an extra opportunity for staff to re-engage students with RIVER if the Tuesday lesson has not run to plan, if there is a requirement for review of the expected behaviour or if the teacher is absent on the Tuesday and needs a second opportunity to present the expected behaviour to their class.

Relationships We build positive relationships that are caring, collaborative and courteous

Identity We build an identity that displays confidence, individuality and pride

Virtues We show virtues of honesty, responsibility and trust

Excellence We show excellence in our aspirations, diligence and motivation

Respect We show respect through appreciation, equality and understanding

The official launch of RIVER saw a whole College event organised and run by the PBS Committee that incorporated each cohort of students participated and engaged in activities reflecting and geared towards the celebration of RIVER. We utilised links with external support agencies to assist with the running of the event to allow the whole school, including all staff, to be able to enjoy the launch. Agencies including AIME, City of Gosnells Youth Worker Service, Life City Church and Wirrpanda Foundation attended the day and ran several stations alongside Southern River College support staff. Students and staff were able to engage with RIVER in a fun and inclusive environment. This was used as the launch to set the foundation for the explicit teaching of expected behaviours that began in Week 2 of Term 1.

TARGET AREAS:

- Positive Behaviour School (Tier 1);
- Higher ratio of attendance above 90%;
- Improved suspension data;
- Improved intervention planning for High Risk Students (Tier 3).

KEY OUTCOMES:

- Increase in student and staff wellbeing;
- Attendance data to most students achieving 90% attendance rate by 2018;
- Suspension data to 12% or less by 2018;
- Full implementation of PBS by 2018.

We build positive relationships that are caring, collaborative and courteous



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There has also been a reinforcement program initiated. As part of the PBS process, it is important to have a reinforcement strategy in place for students to receive 'free and frequent' positive reminders for actively engaging with and demonstrating the expected behaviours taught through the PBS RIVER lessons. As an added incentive, a raffle drawn weekly encourages students to display ongoing positive changes in behaviour. The reinforcement program will, in the future, be closely linked with a House System at Southern River College. This will allow for students to engage with PBS in a community focused way and develop skills in extrinsic motivators, and understanding the need to be a part of a 'bigger' picture.

The PBS Committee is strongly tied to the Wellbeing of Students and Staff Committee – part of the larger Southern River College Focus 2016 -2018 Business Plan. In maintaining focus and direction for the PBS Committee, a Milestones document was created and outlines the action plan and targets for the ongoing implementation of PBS at the College into 2018. With the launch of PBS, the Committee and Student Services will be able to move their focus to students who require additional support and intervention strategies regarding behaviour in a positive manner expected of the College and aligned with the ethos implemented.

In direct response to our data and surveys, trends amongst students and staff, showed a need to focus on social emotional needs and safety in and around the College. Data collected in 2016 showed the number of students suspensions decreased to 8.9% but reasons for suspension remained of concern in the Year 7 and 8 data. Year 8 boys in particular coupled with Our Tell Them from ME (TTFM) data showed scores associated with this.

Therefore, key areas that were targeted in 2017 were:

- Social Emotional Survey Outcomes;
- Safety in and around the College;
- Depression and mental health;
- Anxiety.
- Low Self Esteem in Year 8 Girls.



OUR FOCUS FOR 2017 HAS ALSO BEEN TO:

Undertake classroom observations to support staff with challenging behaviours.

- Behaviour modules developed and workshopped;
- Full role out of PBS and curriculum mapping;
- Agree on data collection and research processes.

Create a matrix of behaviours and values to be used across the College.

- Audit of values across the College to create a collective understanding of issues;
- Create links in the curriculum to the matrix by writing and demonstrating examples.

Continue to help staff and our students by:

- Manage stress- ACT, BELONG, COMMIT;
- Provide CMIS for staff to refresh and/or adapt;
- Investigate focus in Mind matters.

Create learning communities that share, adapt, derive intervention strategies that support SAER.

- Introduce PBS plan to entire school commencing 2017;
- Committee staff to work with Learning Areas to ensure implementation in classrooms;
- Create staff lounge to support staff and collegial sharing and communication;
- Commence BMIS Snapshots with new staff;
- Our 'Restorative Practices' continues to have positive ownership of behaviours;
- Student Services staff provide help to students and support them with various personal issues and programs.

Support students at Risk through Tier 3 intervention strategies.

- Undertake classroom observations to support staff with challenging behaviours and de-escalation techniques;
- Case conferencing for all students identified as needing interventions for Tier 3;
- Provide feedback to staff re: CMIS, trauma and restorative practice;
- Create handbook and templates for system use on Tier 3;
- TIER 3 structures and support is now available as a 'Case Management' approach;
- Case support to help reduce suspensions and possible exclusions for students needing greater Tier 3 interventions.

As part of our focus on improving attendance and engagement percentages across all year groups we have appointed a key staff member to coordinate the work in this field. The role of the coordinator is to analyse both ATSI and non ATSI data and implement whole College processes and strategies for

improving attendance. The coordinators focus is also to provide staff with training to foster a positive learning environment and relationships between staff and students to yield greater educational outcomes. The coordinator in 2017 has had a primary focus on ensuring students attend on a regular basis and putting in supports for those at risk.

Interrogation of data

- Longitudinal attendance data across Year 7-11 yearly;
- Cohort comparison yearly;
- Identify percentage of cohort in each attendance band yearly;
- present data to executive. Review and report developments;
- Review Mission Australia Survey and Tell it from Me Survey;
- Review ATSI male data with SS and AEIO;
- Review ATSI female data with SS and DSG;
- Review Attendance data with SS to assist planning.

Professional learning to build teacher and support staff capacity

- Present attendance requirements to staff at staff meetings;
- Create working party with Year Coordinator to standardise tracking of cohort attendance;
- PD Student Services on Attendance Panel requirements and documentation needed;
- Unpack new Attendance Tool (SAIS), report to executive;

- Facilitate CMS/CMIS Snapshots for new/non CMS trained staff;
- Classroom observations for CMIS feedback;
- Focus CMIS strategies per term;
- Embed CMS/CMIS strategies/ language into PBS structure.

Review process for identifying students (photograph) to assist with attendance monitoring.

- Attendance letters
 - Stage 1 (phone call)
 - Stage 2 (interview)
 - Stage 3 (formal interview)
- The attendance panel
 - We utilise Regional and Youth Worker for home visits
 - Parenting Orders
 - Attendance Panel

Planning

- Review and implement Aboriginal Attendance Plan based on Survey information, data review sessions with SS and AEIO and DSG;
- Review and implement Attendance Plan based on data and review sessions with SS and executive team;
- Set processes for informing parents and students of the importance of regular attendance;
- Review current processes for authorised and unauthorised absences;
- Liaise with Participation Team for non-attending senior school students.

Strategies for improved attendance outcomes

- Twice a term 'mail outs' to parent/ guardians with information on 'every day' matters
- Identify children late each day to address the habit by informing parents. Providing incentives.
- Identify programs for ASTI students to address issues with AIEO and DSG.
- More information to parents/caregivers/ students about importance of attendance (newsletter/daily notices) rewards based on improved attendance.
- Improve tracking of students with Academy Attendance System. Closer monitoring during class times.
- Attendance Plans- for students that are 'slipping' base on weekly attendance data to identify attendance issues earlier.
- Awareness and positive rewards during assemblies.

Whole School Engagement

- Engaging students by making 'school' interesting and fun so they can't stay away! Connecting the disaffected to programs/people in Student Services;
- Visit schools which operate whole school engagement programs (Big Picture) Yule Brook, Comet Bay;
- Present Big Picture concept to executive/leaders;
- Develop explicit teaching strategies for consistency in classrooms;
- Structured ASTI induction for Year 7 students, and all new students to help, engage in a positive start to schooling.

ATTENDANCE

2017 saw a continuation in our focus to improve Attendance and Engagement across the College. The appointment in 2016 of a new role to monitor, intervene and raise awareness across the College for the Engagement, Attendance and support of Tier 3 Interventions & Case Management has greatly shifted the approach of attendance throughout the College.

Our focus is on:

- Professional Learning to build staff understanding and capacity;
- Improve planning and everyday process through Academy and SIS;
- Align the Toolkit;
- Assist and support local network primary schools to also implement the toolkit;
- Communicate with parents and students the importance of regular attendance and the impact it has on future pathways;
- Working with the Severe at Risk students to help them re-engage in learning.

	Y07	Y08	Y09	Y10	Y11	Y12
2014		86%	85%	85%	87%	91%
2015	90%	88%	83%	82%	88%	91%
2016	90%	85%	85%	83%	90%	91%
2017	91.4%	88.1%	83.9%	85.3%	91.3%	90.5%
WA Public Schools 2017	90.8%	88.7%	86.6%	85.4%	87%	88%

Non-Aboriginal			Aboriginal			Total			
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	86.8%	85.5%	88.6%	75%	67.2%	66.3%	85.8%	82.2%	86.9%
2015	87.7%	86.5%	89.7%	73%	71%	68%	86.3%	84.7%	87.9%
2016	88.4%	86.5%	89.5%	64.9%	70.2%	67.4%	86.7%	83.7%	87.7%
2017	89.5%	87.6%	92.3%	74.6%	68.4%	76.2%	88%	83.4%	87.75%

SUSPENSION

Improvement in our suspension data of 2.7% from 14.7% in 2016 to 12.0% in 2017; our restorative practice approach, changes to our case management, profiling of students, Youth Worker intervention, Deadly Brotha Boys and Deadly Sista Girls, have all contributed to our Student Services team responding in a more positive and proactive fashion. We continue to case manage and follow through with our SAER processes to provide greater wrap around pastoral support, all leading to stronger relationships and meaningful engagement with our College.

- We have continued to focus on:
- Positive School Support (PBS) program;
- Utilise CMiS training with Snapshots for new staff;
- Classroom visits to help support with proactive strategies;
- Upskill staff with strategies and understandings of differentiating the curriculum – helping engagement and motivation;
- Regular conferences with staff pertaining to key de-escalation strategies;
- Restorative questioning and acceptance of finding a 'better way'.

COMPLEX BEHAVIOURS (TIER 3)

Our focus has been to support students who display Tier 3 behaviours by using strategies that supports the student and the school in achieving positive outcomes. In 2016 we established processes and policy for management and support of students, families and staff working with these students. A case management structure was set up with support from the Complex Behaviour Team. Aligned to this we shaped a strategic model for implementation.

The 2017 data shows that with case management of Tier 3 intervention students, a significant reduction on suspensions and time out of class.

Number of students worked with at a Tier 3 level in 2017	Suspensions 2016 (for all 22 students)	Suspensions 2017 (For all 22 students)	Variance	% change
22	314.5	207	Reduction of 107.5 days of suspension	29% reduction in suspension days

KEY AREAS ARE:

Review and align Tier 3 policy documents with the needs and capacity of Southern River College.

- Review policy and identify needs of the College;
- Align Tier 3 process with PBS strategic direction for Southern River College;
- Align Southern River College processes with Regional processes;
- Liaise with LSP and SSENBE for advice direction;
- Establishment of a Complex Behaviour Team to discuss the needs of the Tier 3 students.

Communication regarding Tier 3 intervention

- Survey staff to identify preference for receiving information regarding Tier 3 behaviour students;
- Establish share drive access for Tier 3 documentation;
- PD student services staff on process for identifying Tier 3 intervention students;
- Case management and outcomes of case management process disseminated to staff and parents;
- Present Tier 3 updates to staff via staff meetings;
- Regular communication with parents and caregivers to ensure a consistent approach to the management of Tier 3 intervention students.

Pivotal to achieving this has been our ability to provide training for key staff and the appointment of a Case Management role allowing better follow up, interagency communication and training for staff dealing with students needing complex interventions.

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LEARNING AREA REPORTS

**ARTS** Head of Learning Area, Dusty Ward**MUSIC INSPIRE**

2017 saw us move several steps closer to realising our vision for the Southern River College Inspire Music Program, which is to provide students with a supportive, inspiring environment in which they can engage with, create, and perform music. In 2017, our students were engaged in more compositions and more performances than ever before, and for the first time, produced a full-length studio album. We were encouraged by the inroads we made into our local community when several of our students were invited to perform at various notable community events and competitions throughout the year.

2017 STUDENT SUCCESS STORIES

- Imogen Lau performed at the Wirrpanda Foundation fundraising dinner, after which David Bird (Vice President – Production, Shell Australia) wrote, "[congratulations], Imogen, on a spectacular performance at the Wirrpanda Foundation fundraising dinner! You are an exceptional talent; your poise and confidence on stage was inspiring and the music captivating! Our table couldn't believe we were listening to someone only 15 year old!"
- Year 12 student Jade Champion and Imogen Lau continued to create music as Hachi, and were finalists in the WAM Song of the Year Competition 2017;
- Jade Champion recorded and released an EP with her Psychedelic Rock band, Yomi Ship;
- WA. Schools Contemporary Music Festival at Ellenbrook: Our rock bands were highly commended, scoring the highest possible marks in most areas;
- Certificate III Music students wrote and recorded original songs and covers at Southern River College for their full-length studio album. Music student Jazmin Morris created the artwork, and we had 100 CDs professionally manufactured, most of which were sold at their launch concert.

HIGHLIGHTS:

Highly successful Primary Schools Tours to Wirrabirra, Gosnells and Ashburton P.S. and solo performances for Huntingdale P.S. assembly: The feedback from all of these events was highly positive. Connecting with our Primary Schools Cluster and supporting the development of musical talent in our wider College community remains a strong focus for 2018 and beyond;

In house lower school soloist performance nights allowed a wider cross section of students from all levels of ability across Year 7-10;

Certificate III students successfully recorded and released a full-length studio album, which they launched with a live performance. This CD and event also gave the students invaluable music business experience as they planned the night, and sold the albums;

Lower school and senior school rock bands were highly commended at the annual Ellenbrook Music Festival.

DATA ANALYSIS KEY FINDINGS:

The data from both Year 7 and Year 8 was very strong. Year 8 in particular, had a high proportion of high achieving academic students – in Semester 2, 'B' grades were 17% higher than the DoE average. In Semester 1 and 2 'B' grades for our Year 7's were 6% higher than the DoE average;

Year 8 Semester 2: 6% above the like School average for A Grades, 29% above like school for B grades;

Year 9 student performance was consistent with the historical data with an upward trend in students achieving A and B grades in Semester Two from 2016 – 2017;

Year 10 students were respectable however, we would have liked our Year 10 cohort in 2017 to achieve higher marks than they did. They scored below both like school and DoE averages for 'A' and 'B' grades in every semester, except 'B' grades in Semester 1, which was well above the like school average. This might be attributed to the high proportion of new students that enrolled in the course with no prior music experience, but we will be reviewing our program for 2018 to ensure we are creating and delivering the most engaging, relevant program we can.



DIRECTIONS AND FOCUS 2018

- We are aiming to increase numbers of SIM students enrolling in Year 7 at Southern River College Inspire Music Program by strengthening links with our Gosnells Area Cluster. In addition to our Music Tours we would like to offer more performances at school assemblies and events;
- We are working towards constructing a dedicated recording space, and building new rehearsal rooms;
- The development of a more effective and targeted selection criteria and audition process for students wishing to enrol in music from years 8 -11 or who are transferring in from other schools;
- The provision of extra opportunities for differentiation in projects allowing for further extension for A students including the introduction of more audio and production techniques;
- PBS: Provide further opportunities for recognition of student achievement through various means, including issuing more certificates of commendation and for certificates commemorating individual participation in the many performance events across the year;
- The music department currently has 7 instrumental teachers from the School of Instrumental Music who currently cannot access or mark student attendance through Academy or SIS. The development an improved system for the tracking of SIM lessons attendance through Academy is planned in order to enhance outcomes for lower achievers, allowing us to readily identify students who are missing lessons and who may be falling behind. This data will also better inform future planning;
- The development of a more effective and targeted selection criteria and audition process for students wishing to enrol in music from Year 8 -10 and 11 or who are transferring in from other schools;
- Expansion of parent involvement in our committed P&C Music Parent Committee. It seems clear that students whose parents who are involved on the music committee tend to experience stronger outcomes and successes in the program.



PERFORMING ARTS DANCE

Dance has been a course that has developed significantly over the past three years, with a core group of students now in Year 11 who have maintained their involvement in extracurricular Dance performance nights held at the College and mentorship and role modelling to students in the lower year.

HIGHLIGHTS:

Ongoing annual Semester One and Two Dance Drama Performance nights showed a significantly increase in community attendance. P&C involvement with the food and a positive attitude towards working together to support the event has seen more staff attend from The Arts and Home Economics team.

DATA ANALYSIS KEY FINDINGS:

Year 7 Dance data showed that student results were lower than the average in the College for A and B grades despite a good level of A and B results recorded. The grades were on par with like schools for C to A grades yet in some cases more D and E grades were recorded;

A smaller class set in Year 9 showed no consistent pattern historically. A to C results were on par with like schools. D grades were significantly lower than the College average, E grades were on par with the College average and higher than like schools;

Year 10 Dance students in 2017 showed some concerning results with 16 E grades and 14 D grades recorded in Semester Two. This accounted for many students who lacked engagement with this subject and who showed limited attendance and values.

DIRECTIONS AND FOCUS 2018:

- More interaction with older students to assist learning;
- Ongoing and consistent annual incursion workshops with older students;
- Continuous updating of course material;
- Assistance for others/older students and additional extracurricular performance opportunities;
- Continued lunch time practice opportunities for Year 10 students;
- Discussions with EALD/TLC and AEP staff to support the increase in students with Individual Education Plans;
- Steady class sizes in Year 9 and 10 with lower than average numbers evident. Less transitions of new students entering the course is needed in Year 10 who were disinterested in the subject resulting in disruption of the learning environment;
- Skill development modifications to year 10 course for greater understanding of contemporary style;
- Rooming has been problematic with some larger class sets from 25- 30 too large to comfortably fit in the space and practice their routines and cater for individual learning needs. With the development of the new performance space and larger better equipped rooming, we should see more stable class sizes and students returning to the course with improved results;
- 4 of the E grades in Year 10 were just sitting on the roll, following up on students who have left the school before the reporting would help to reflect better grade outcomes in this subject and the whole College community.

PERFORMING ARTS DRAMA

Drama has grown in the last year at Southern River College with additional trial of Stage Production courses and the DoE requirement that all students in Years 7 and 8 complete a performing arts subject. A wider cross section of teachers in The Arts who are trained or interested in delivering the program has led to collaboration and course structure improvements. Some interesting course developments have been noted with the development of more sound and prop designs to add to the performances and skill development.

HIGHLIGHTS:

Purchase of headsets to improve the sound quality during performance nights;

Greater retainment of students pursuing the subject in lower school;

Higher standard of performance during after-hours Dance and Drama nights seen by students showing a natural flair on stage, confidence in performing to a crowd and a greater number of scheduled acts.

DATA ANALYSIS KEY FINDINGS:

Year 7 results were good with an upward trend in A and B grades. This year's result was at above the DoE average for A grades in both semesters, at best in Semester Two with DoE at 18.5, like schools at 3.8 and Southern River College at 25.5. Historical data shows a steady upward trend of A and B grades. E and D grades are lower than like schools;

The combined class for 8 Stage Production Drama results in Semester Two showed that there were more A and B grades than the College average yet also more E grades which was well above like schools;

Year 9 Semester One A grades were higher than like schools and lower in B grade ranges. Grades were consistent with the College average. Grades were poorer in Semester Two with results predominantly sitting in the C grade range, in line with like schools;

Incursions for workshop skill development and theatre styles relevant to the year level in Years 7-10.

DIRECTIONS AND FOCUS 2018:

- Ongoing development of drama resourcing through the set-up of the new stage, props, costumes lighting and sound;
- Not having Drama classes (same class set) scheduled twice on the same day;
- Continued Semester Based performance opportunities for students;
- In class competitions to improve student achievements;
- Combined classes in Year 8 due to rooming issues showed an increase in E grade results indicating the difficulty in managing complex behaviours in large classes. Team teaching was good for teacher professional development yet had a negative effect on the grades;
- Professional development of staff in data analysis and target setting;
- Purchasing of more engaging warm up activities to support student learning;
- Resourcing and more planning for successful implementation of Stage Production Drama.

VISUAL ARTS

Visual Arts had a great year in 2017. An increase in student participation and acceptance into exhibitions across Perth and Australia has supported stronger Visual Art culture across the College and local community. With a more consistent staff teaching in the area, ongoing training and cooperation to develop a scope and sequence with more targeted written assessments across all year levels, we are starting to see the pay off with students demonstrating a good understanding for analysis. Over the past few years we have worked to create more breadth across different studio areas and ways of making art. It's great to see students begin to use much more stylistic approaches and new ideas in their art works.

HIGHLIGHTS:

Four paintings were awarded in the Young Australian Art Awards 2017. Taya Parfitt was recognised as the Young Australian Indigenous Artist of the Year at the Young Australian Art Awards 2017 for her painting "Connection with Nature". She also got another award for her painting "My Place". The Ceremony was held in November in Melbourne. Keenan Flanagan and Richard Kickett also received awards for their artwork "Wildlife in Pattern" and "The Snake".

Klaudia Czerwinska's (Year 9) entry in the Shaun Tan Award for Young Artists was chosen for the 2017 award exhibition. "Down the River" was one of the top ten artworks in the lower secondary category. The City of Subiaco received 1235 entries in the award;

Two paintings have been selected in the Young Original 2017. Taya Parfitt's painting "Connection with Nature" and Richard Kickett's painting "The Snake" were displayed at Edith Cowan's Art Gallery;

Year 10 student Say Has Lah Klay Neilaw has been selected as a finalist in the 2017 Young Australian Art Award for her painting "Under the Rain". She has been awarded a letter of commendation and a gold medal;

There was an ongoing display of artworks at the College's library throughout the year and a strong culture of praising student achievements on the Southern River College Facebook page;

Acquisition of work by the College was strong in 2017 and permanent displays can be seen in the front administration office;

A wider selection of artworks was used in the whole school assembly program;

In the ZEAP program we had 14 students enrolled and they enjoyed it. They have learnt with different mediums of drawing such as oil pastel, chalk pastel and charcoal. They have also learnt acrylic painting and using mixed mediums. It runs every Wednesday after school hours. Attendance was regular for most of them.

DATA ANALYSIS KEY FINDINGS:

Certificate II Visual Art students in Year 12 showed out of a total twenty students, 5 students did not achieve the certification;

Certificate II Visual Art students in Year 11 showed out of a total twenty students, 16 of the students have not worked to schedule and are significantly behind in the course.

DIRECTIONS AND FOCUS 2018

A more consistent approach to pretesting across all year levels with written skills tested as well as Art Making;

Split friendship groups early;

Minimise interruptions from upstairs/downstairs;

Call parents of disinterested students early – intervention;

Retain and continue to develop staff skills in the delivery of Certificate II Visual Art. With 5 teachers having been a part of the delivery of the course over the last two years, this impacted on the work habits of the students as new teachers did not have experience in delivering the certificate and did not always keep Work with the executive team and VET coordinators on the idea that students must meet the work schedule before they can leave at the end of the year.

MEDIA

2017 saw growth in the number of students studying media. There were multiple classes throughout all year groups, including two senior school Certificate II Creative Industries classes. The media department purchased new equipment including LED lights and started to operate in the new studio built over the school holidays. All of the students in Media in 2017 are to be commended on their hard work and creativity. As Media grows we are purchasing more professional grade equipment, fitting out the new studio and seeing more teachers trained to deliver the courses. The future is looking bright for Media at Southern River College and as they say, "lights, camera, action!"

HIGHLIGHTS:

Our Year 7 students concentrated on basic camera and editing skills, learning the essential codes and conventions needed to produce short video segments and analyse animated films. In Year 8, we focussed on the different types of media;

Students worked collaboratively to produce TV advertisements and news reports among others. They used the green screen to create unique effects or to recreate a news studio;

In Year 9, students examined how music and sound effects create an immersive atmosphere for video game players and also produced a short film for the purposes of entering it into their first film competition;

The Year 10 course spans the whole year giving students to opportunity to identify production roles best suited to them. They analysed different film genres and produced their own short films and documentaries;

This course focuses on building skills suitable for the workplace or further education. Students study photography, video production, radio broadcasting, sound editing and other essential workplace skills;

The Certificate II Creative Industries allows for collaboration with industry experts and education providers in Perth. The two Year 11 classes had the opportunity to tour the new Nine News studios, meeting well known journalists such as Rebecca Johns and Michael Thomson. They also got to experience hair and makeup sessions, reading a script on air and also what goes on behind the scene to get the news broadcast together every day. In 2018 they will complete the course and have further collaboration opportunities with Murdoch University and Optimus Gaming;

Opening of the new Studio Room LA26A which provided students with a space to learn how to use the green screen;

The Channel Nine studio tour really help to build positive relationships with students and a deeper understanding of the media industry. The students showed a better understanding of the course content as a result of the excursion;

An increase in student numbers with two Certificate II Creative Industries classes. The students in the course were far more academic.

inspire

**The future is looking
bright for Media at
Southern River College
and as they say, "lights,
camera, action!"**

DATA ANALYSIS KEY FINDINGS:

Year 10 data showed that out of the three class sets, two performed poorly with a higher number of D and E grades than the College average. These two classes had students that were frequent truanters and disinterested in the subject. Course modifications did little to improve their interest. In one class set however there were a high number of B grade students (13) which was well above the College average.

DIRECTIONS AND FOCUS 2018

RIVER matrix focus on assessments – link to curriculum focusing on safety and awareness;

Use diagnostic testing to create balanced production groups;

EDI strategies for delivering responding content;

Active use of student diaries or class schedules to keep students on track and to improve student values for attitude, behaviour and effort;

Informal/formal contracts for students presenting issues;

Varied extension tasks to develop complex understanding of theories;

Class experts – pair stronger students with weaker students.

GRAPHIC DESIGN

Graphic Design has continued to show healthy numbers in lower school from Years 7-10. With professional development of staff, scope and sequence development and stronger programming, we are beginning to see more positive achievement outcomes. Developing programs in line with students' interests to value add has supported student achievement in lower school. A good balance between hand drawn design development, multimedia, digital illustration and multiple Adobe software applications from InDesign, Illustrator and Photoshop has made a positive impact. The breadth of processes used across year levels will support better senior school outcomes in the future.

HIGHLIGHTS:

Students developing work to a standard that can be entered into exhibitions. Although unsuccessful in 2017 we should see some successful applicants come through soon;

Professional Development of Graduate staff in teaching senior school General Graphic Design courses;

High standard of student work shown in the Annual Arts Jam exhibition with a wide spectrum of skills, processes and concepts developed;

Graduate staff significantly increased their teaching by developing stronger curriculum as the year progressed. SCSA Moderation supported teacher development and low cut off marks were advised from SCSA between C and D grades.

DATA ANALYSIS KEY FINDINGS:

Small class size in Year 12 (7 students) showed six students achieving a C grade and one A grade document in Semester Two. This therefore showed we were well above like schools in C grades. This was a large improvement from Semester One with D and E grade students leaving school or improving to a C grade average. The EST impacted on student results heavily in Semester One. Many of the students were not interested in the course yet it was the best option available on the grid in that timeslot for them;

Year 11 Graphic Design grades were problematic and the course was moderated for improvement. Although the numbers were healthy with two class sets for the first time in many years, the students selecting this course were predominantly lower in ability both technically, study ethic and low literacy. A low 45.2 course mean was recorded for the course;

Year 7 Graphic Design grades for A and B (Semester One) were above like schools.

DIRECTIONS AND FOCUS 2018

Bedding down the programs through all years to select strong programs that have proved successful in previous years. Refinement of these programs through continued scaffolding is needed to retain student numbers and achievement;

Ongoing professional development of new staff to teach General Courses and improve on existing programs in General Graphic Design;

Development of student theoretical understanding is particularly needed in the Year 11 course as student analysis and vocabulary has proved limited in Year 12;

Overall more consistent development of written skills using analysis, sentence starters for scaffolding, word banks based on specific design vocabulary needed for success in senior school needs to be taught by all teachers in the delivery of lower school courses;

Staff professional development in using the Design and Technology syllabus for Graphic Design. Well rounded programs that reflect a better understanding of the Outcomes Knowledge and Understanding and design Processes and Production Skills is evidenced by results in SAIS being the same across both outcomes;

Ongoing problems with rooming and technology has impacted on student achievement in lower school classes in particular. Limited access to projectors and screens, split classrooms between class sets, team teaching and difficult transitions with carrying equipment and storage has had a significant impact on the success of the programs particularly in Year 9;

Over the last four years we have seen ongoing issues with the start up. Rooming issues have not been resolved on the timetable before the year begins. Programs start annually without the necessary software applications, saving of work is often an issue with shared drive access not showing up. More time is needed during the holiday period to ensure the software has been appropriately installed and cross checked for smooth delivery;

Consistent use of computers in Graphic Design will mean less variation in grades in Year 9 and 10 with some students having had more computer use than others depending on the rooming and timetabling in previous years.



FASHION

DATA ANALYSIS KEY FINDINGS:

A high number of A and B grades recorded in Year 7 in comparison to like schools in both Art Marking and Art Responding.

In Year 9 there were two class sets. The Semester 1 group's marks peaked at the B and C grades and then had a high level of E grades. This group of students were very slow workers who always began tasks eagerly but after 2 lessons they lost interest. The Semester 2 group's marks were of a higher calibre with more A's due to a greater commitment to achieving and an eagerness to participate. The E grades are still high with some students who are poor attenders and have a minimalist approach to completing work.

DIRECTIONS AND FOCUS 2018

Increase the pace of the course as the classes for 2018 contain a large number of skilled students with Textiles experience. Teachers will have to ensure that students with less experience cope with the pace;

Contact parents of disinterested and minimalist workers as soon as possible;

Put a baseball cap into the canvas shoes task as an alternative for boys;

Add an item of clothing as a final sewing task with less problem solving emphasis.

HOME ECONOMICS- CHILDREN FAMILY AND COMMUNITY

HIGHLIGHTS:

Year 10 Children Family and Community (CCF) showed 2% more A grades than state average, 7% more than other Southern River College classes and 10% more than like schools;

For General Children Family and Community, the designing and producing educational products task was a highlight. Using the Australian Children's Book Week, Escape to Everywhere, as the focus, students had to promote their book week library display board ideas to the librarians. The winning group had to then produce their idea and the remaining students created other resources such as children's stories and activities associated with their books to support literacy development. During Book Week, groups of daycare children attended our book-related activity sessions and listened to our students read their own original stories, as well as stories from other author;

Visits from relatives with babies attended throughout the year so the students could observe changes in the children's development. Students also ran a large end of year event, which required much management and collaboration. Students were required to organise and evaluate all aspects of the event. They thoroughly enjoyed preparing and serving foods, as well as managing the activities designed to support children's play and developmental needs;

EST moderations was in line with SCSA marking with a differentiation within range;

The subject pathway has grown with the addition of Year 9 Childcare in 2018.

DIRECTIONS AND FOCUS 2018

CHILD FAMILY AND COMMUNITY YEAR 11 AND 12:

Alter the program to improve the tasks that were less engaging in 2017.

Improving marking keys and designing shorter incremental tasks.

Maintain momentum by providing lots of individual support and quality feedback and looking at ways to develop more authentic tasks.

Teachers will closely monitor students and aim to have more positive contact home than negative;

Staff attend Professional Development and maintain professional connections with moderation partners;

A main target is to improve EST performance as was done in 2017 from 2016. Being worth 15%, it can impact students' results. (The EST content for 2018 has not been covered at all previously, so to predict the question types will be tricky);

The aim is for no one to achieve lower than a C-grade - by quick interventions, the structuring of shorter tasks and a task with a lower weighting being due at the end of the year;

Lots of individual support and lots of encouragement and contact home, when needed;

Letters of commendation and RIVER tickets;

Opportunities to improve result to achieve a minimum C grade, if necessary;

Where possible, individualised tasks with immense scaffolding, answer guides, resource lists and student examples;

Improved rooming and timetabling of computer use before the beginning prior to the beginning of the year.

DATA ANALYSIS KEY FINDINGS:

Year 10 Childcare showed 2% more A grades than state average, 7% more than other Southern River College classes and 10% more than like schools in Semester Two;

Approximately 13% more B grades than state average and like schools and other Year 10 Southern River College results;

No D and E grades in Year 11 and 12 General CCF courses Semester 2, significant grade improvements made between Semester One and Semester Two;

In Year 11 CCF A grades- on par with State results and 9% higher than like schools, B grades- 19% higher than State and 27% higher than like schools;

In Year 12 CCF Semester Two A grades- 3% higher than State results and 11% higher than like schools, B grades- 2% lower than State and 2% higher than like schools.

The aim is that no one achieve lower than a C-grade - by quick interventions, the structuring of shorter tasks and a task with a lower weighting being due at the end of the year

HOME ECONOMICS- FOOD AND TECHNOLOGY

The Food and Technology courses were revamped and much time was spent on the programs to imbed the Western Australian syllabus and provide quality feedback to students through good task rubrics. Pretesting of all students in lower school helped identify students in need of support. The staff were organised and worked together as a team and had good relationships with the students. As a result, the grades were stable and the students have continued to select Food courses and retain student numbers. It was a challenge to assist students in achieving minimum C grades. The more complex and lengthy design tasks that were introduced this year because of the curriculum changes did challenge all students.

DATA ANALYSIS KEY FINDINGS:

Higher percentage of D and E grades in Year 8 Food classes in comparison to the College average, like and state. Grades were lower in Semester Two. Students had less class time in Semester Two due to Friday PD days, assemblies and other College commitments;

Year 9 students in cooking performed the best in lower school with a high number of A and B grades shown well above the College average and like schools. In contrast, this year level also had the most number of D and E grades recorded which was slightly higher than the College average. Attendance, truancy, behaviour issues and disengagement were key factors in low performing students;

The majority of students in this Year 10 class passed this subject achieving an A, B or C. The data shows that the majority of students, in this class, being 47.8%, performed at a high level. This class achieved higher A grades than like and DoE schools. This class had fewer D however more E grades than like and DoE schools. The D and E grades could be due to attendance, truancy and poor work ethic for some of this Year 10 class group;

Overall results improved between Semester One and Semester Two students across all year levels; there could be other reasons for that such as a different student groupings and increased maturity;

Low literacy/numeracy and low/non-attenders proved to be an on-going problem, which was the main cause of D and E grade.

HIGHLIGHTS:

Pretesting of students helped identify students with learning difficulties in food courses;

General Food Science Year 12 students achieved satisfactory or higher with only one limited result recorded;

Students catered the STEM guest speaker event to a high standard. Students who helped out on the day were keen to contribute and extend their knowledge in hospitality;

A new team that showed an increased interest and support added to the much needed invigoration;

Two new teachers added a fresh approach to teaching and learning ideas;

Rooms (particularly LA28) were cleared of useless equipment that wasted space and rearranged to improve function;

New resources were bought- extra oven,

electrical equipment and new utensils which all added an increased feeling of pride and care;

The addition of a wheelchair friendly cooking station expanded the potential of the cooking facilities in LA 28;

Years 7 to 12 had the opportunity to produce a range of mouth-watering recipes throughout the year including pasta dishes, pizza, rice dishes, stir-fry, cupcakes, muffins, brownies, biscuits and much more;

We have done some creative cooking, experimenting, developing and presented new and exciting foods;

Year 7s participated in a cupcake decorating challenge where students had the opportunity to decorate their cupcakes;

Year 8s learnt how to make the best pizza dough and they were able to make their favourite pizza;

Year 9s learnt how to make the best tasting tomato sauce and this sauce was then used to create a product such as pizza or pasta;

Semester Two saw an improvement in the Year 7 and 9 programs after a trial and error approach with the reduced lesson length of ten minutes;

Year 10s had the opportunity to create their own unique stir-fry and made an advertisement for their stir-fry;

Year 11 bake-off was successful and enjoyed by the students;

Year 12s finished off their time at school by preparing a range of sweet and savoury dishes for a class morning tea;

The STEM catering event was a huge success according to the positive feedback given by guests.

DIRECTIONS AND FOCUS 2018

Have many small assessment tasks rather than long assessment tasks to support student engagement and improve results- less D and E grades and more A and B grades;

Ongoing scaffolded workbooks that allow low literacy students to still achieve good results by demonstrating their understanding of concepts;

Recipes were easy enough for Year 7s and most could be done in 50 minutes;

Offer a range of extension activities for fast workers as these are the students who could potentially benefit by being pushed;

Ensure assessment tasks have opportunities to extend the students whom have the ability to work at a higher level;

Constant monitoring of students' progress on tasks to identify appropriate feedback opportunities;

Encourage high performers to read and search further afield. Follow up with these students to check what they found out and ensure the information is accurate;

Assess students' knowledge in the first couple of weeks to identify students whom may require some earlier intervention strategies;

Modify tasks for low literacy students to allow all students to reach a satisfactory grade;

Constant monitoring of students' progress on tasks to identify appropriate feedback opportunities;

Allow students with writing difficulties to provide verbal responses to tasks;

Provide more helpful resources to students on connect – links to websites;

Encourage attendance.



HEALTH AND PHYSICAL EDUCATION

Head of Learning Area, Brad Francis

2017 was the year we had to fully implement the WA Curriculum. We had been working since 2015 to establish a comprehensive and fair curriculum whereby all students can succeed and follow a dedicated pathway into senior school Health and Physical Education courses. This was realised to some extent in 2017 when Health and Physical Education Learning Area accepted students for the first time into ATAR Physical Education Studies and ATAR Health Studies. The results of this cohort were pleasing throughout the year. We did have students drop out, but it identified the need in Year 10 to market and counsel students in this pathway smarter and to identify and target those students earlier in Year 10, who have the capacity and resilience to follow this academic stream.

The Health and Physical Education Learning Area consisted of 8 staff members with Bradley Francis appointed the HoLA of the learning area by the College half way through the year. The team comprised of a senior teacher and six teachers with less than five years teaching experience. Two staff (Patrick Warr and Blair Pasco) coordinated the INSPIRE Soccer and Netball programs and utilised the support of other members in the department to run a successful program. The staff was dynamic in its approach throughout 2017 and with guidance produced some very pleasing results in and beyond the class room.

PRIORITY 1: QUALITY TEACHING

Our main focus in 2017 was to improve standards in students results across all Year groups supported by improvements to curriculum outlines, better assessment creation, rigorous assessment delivery, and assessment feedback through comprehensive rubric development, with the College's literacy and numeracy requirements at its forefront.

Lower School

The results appear consistent to those in 2016 where no significant gains were made against our KPI's in 2017. The average 2017 grade distribution for all lower school

Health and Physical Education classes were; A/B grades 35.4%, C grade 33.3% and D/E grades 31.3%. This is a trend that has appeared over the last 5 years. The comparison between like schools and DoE schools for A-C grade distribution is similar in nature, however still lower in raw number of students gaining these grades. We tend to see an overrepresentation of students falling in the D/E grades, with a large percentage of these students receiving an E grade. The main reason for this high number of E students, is their lack of engagement with the Health and Physical Education programs. This appears as non-participation when present or more often non-attendance (truancy). As a learning area, we are very aware of this fact across all our classes and implement the College's BMIS policy at all times. However, with lack of parental support at times and the significant number of Tier 2 and Tier 3 students, it has been hard. In order to change the status quo, we performed a trial of a boys only and girls only Health and Physical Education program in Year 9 Semester 2.

It was identified that a dedicated boys and girls program for those who were disengaged and were significant behavioural risks, be pooled together and put under the direct control of an experienced HPE staff member and the assistance of AEIO and Youth Workers. This significantly freed the other classes of the distractions in these classes allowing teachers to engage student in learning within the Health and Physical Education context. For example, the boy's group (18 students) attendance and participation was exceptional with 5 students gaining an A grade in PE. We only had 3 students with D/E grades. In Health Education, these boys performed much better in Semester 2 and tended to complete all assessment tasks. All but 7 boys passed with a C or better grade. Those who received a D/E were compromised by their semester 1 results.

The evidence suggests if we could stream these students, provide them with the right support and resourcing (such as AEIO time) and possibly create those small and manageable single sex classes, then we could make a change to the D/E grades over the course of the next business plan. Further planning will be needed to formulate a model that can explicitly map the performances of these at-risk students.

Senior School

2017 saw the first year of implementation of ATAR in senior school, with Physical Education Studies and Health Education Studies. These students performed well, however a drop in numbers was experienced as the rigour of the courses became apparent for some. This will be a focus in the counselling in 2018. The General course continued to grow, with 11 courses offered over Years 11 and 12. Year 12 completion rates averaged 81% with C or better grade (from 84 student cohort). Of concern was that no student received an A grade in any senior HPE course. Year 11 completion rates average 70% with C or better (from 141 student cohort). The biggest worry is 41 students received a D/E grade. The biggest issue

is these students mindset and apathy early in the year when assessments were poor or missed.

VET saw the conclusion of the Certificate II Sport and Recreation course. Only 80% achieved the certificate from the two classes. A number of students who did not achieve competency had significant literacy, numeracy and EALD issues. Some students also had issues with attendance. We did receive commendation from our RTO (YMCA) for our planning and delivery of this program. The Year 11 students began the Certificate II in Sports Coaching. Performances were mixed, with those not completing the recommended units of competencies predominately had issues accessing and understanding online content due to their EALD background.

PRIORITY 2: CURRICULUM DIFFERENTIATION

2017 began with the big push into explicit teaching with the understanding that many students who enter Southern River College are below benchmarks across literacy and numeracy spectrums. Consequently, the HPE Learning Area put a lot of emphasis on staff to understand their students' needs by utilising SAIS and Dashboard data. We as a learning area began to explore ways we could assist in their development. Connections were made with TLC and AEP department to work with them to identify areas of need, particularly the health stream. The use of available EA staff made this process easier for many teaching staff when in the classroom. Adapted class work, class presentations and assessments were created and used to make the learning environment more attractive and meaningful.

At the other end of the spectrum, with the goal to have students select ATAR in Year 10, a big push was made to identify students and extend them in areas of Health and Physical Education curriculum. What was noted is the need in Semester 2 to manipulate the Year 10 curriculum and invite students who have the band 8 to complete Year 10 Health and Physical Education with content derived from Year 11 General HPE courses (which do align with the content of the scope and sequence of Year 10 Health and Physical Movement). It is hoped to work more on this planning in 2018.

PRIORITY 3: POSITIVE SCHOOL

The biggest news to arrive in 2017 is the confirmation of a new gymnasium to be built in the latter stages of 2018. This will provide a facility which the HPE Learning Area has needed for a long time, which the College can utilise to attract and undertake many sporting and other cultural events. 2017 was a big year in promoting a variety of sports delivered in school and beyond. The continued development and results of the INSPIRE Soccer and Netball programs grow. Both soccer and netball staff have gained significant qualifications over the past two years to seriously consider planning and attending interstate carnivals. But 2017 was also active in many other sports, with Southern River College attending them for the first time. It includes; intra-

school and interschool Athletics, Interschool Year Carnivals, senior and junior boys basketball, girls AFL, junior boys and girls T20 cricket, interschool cross country and junior mixed softball. This has also been the impetus to begin the rebadging of all College teams with new uniforms. This process will take some time, but the image beyond Southern River College is changing positively.

During 2017, the HPE Learning Area had an extensive afterschool sports program, with every afternoon having a dedicated sports program: Monday – basketball, Tuesday – junior soccer, Wednesday – netball, Thursday – senior soccer and, Friday – volleyball. This was in support with AFL, Cricket, Athletics and softball at various time during the year. The bonus of all these extra-curricular activities is strengthening the College ethos.

One area that didn't get any traction was the investigative process to apply for Specialist accreditation for Netball. But in 2018, movement in this area will begin as well as looking at adding Basketball to the INSPIRE sports program on the back of the new gymnasium.

PRIORITY 4: POSITIVE COMMUNITY

In 2017 HPE supported the ongoing processes of the PBS program. HPE is represented by Patrick Warr. This will be a continuing process into the next business plan. It's hoped in 2018 to have at least one more HPE staff member on the committee. Benefits have seen a significant reduction of Tier 1 behaviours appearing at a HOLA level for intervention.

KEY ACHIEVEMENTS

Interschool Sport

Cross Country team

Basketball – junior and senior boys team

Cricket – Boys/Girls Twenty/20 Junior Carnival. Girls 2nd.

Inspire Soccer – junior, middle and senior teams

Inspire Netball – junior, middle and senior

AFL – Year 7/8 Junior Team

AFLW – Junior Girls – Winners

Softball – Junior Mixed – 4th

Interschool Athletics (first time) Black Division – 2nd (promoted to Gold Division 2018)

Federal Funding – Sporting Schools



2017 saw the continuing funding to run FAST5 Netball program through Netball Australia. This program has increased both awareness of the sport across the College, but provided funding to assist the Inspire Netball program with much need equipment.

COLLEGE AND INTERSCHOOL ATHLETICS CARNIVAL

The 2017 College Athletics Carnival continued to grow in prominence and reward as we attended the Interschool Athletics Carnival at Mt Claremont for the first time with 63 athletes from Year 7 -10. With new uniforms, Southern River College came 2nd in Black Division and now has been promoted to the Gold Division in 2018. The College Athletics Carnival had to change orientation of the track due to ground issues with surface water, however attendance, student participation and community involvement remained high. The result was a tremendous response to the planning, organisation and commitment of the entire Health and Physical Education staff.

FUTURE FOCUS

Maintain focus on our longitudinal planning to continue to improve our lower school performances in 2018 with movement to occur in the D/E grade areas;

Build up the Year 10 capacities to increase selection into HPE ATAR course;

Be part of the Year 10 counselling process to ensure those General/VET/ATAR students are correctly selected;

Continue on the refinement of lower school health and physical education programs and assessments so it meets the demands of all students;

Monitor the planning and upgrade of the new HPE facilities;

INSPIRE Soccer and Netball marketing materials reflect new directions. Including visits to local primary schools;

Establish a local area network with local feeder primary school with primary HPE staff to share and support them with HPE material and services.



INSPIRE SOCCER Patrick Warr – Coordinator and Grant Peters

SUMMARY

First year with initial implementation of FFA's National Football Curriculum and training methodology;

Program Coordinator attaining his FFA/AFC C License after attending an 8-week FFA coaching course in Term 4;

Southern River College Soccer Curriculum and Programs created from FFA Curriculum and guidelines and adapted to reflect our student population (e.g. age-range development markers altered);

Hugely successful year with regards to school attendance and behaviour;

Excellent attendance at our two major excursions – Perth Glory (41 students) and Presentation night (58 students);

PERFORMANCE DATA;

Maintaining sufficient numbers across all year groups despite heavy

competition from specialist schools (losing several students in 2018);

Majority of Soccer students moving into either Sport Coaching and GEN PES or ATAR PES depending on academic ability;

Strong middle school team generating recruitment interest from NPL coaches e.g. Armadale (fees reduced to attract them but they still declined);

Middle school team progressing from group stage to play Lynwood SHS in knockout round before losing on penalties;

Lower and senior school teams finished mid-table of respective groups;

Incidents of negative behaviour infrequent with only two students needing to be removed from program due to repeat offending.

KEY ACHIEVEMENTS AND HIGHLIGHTS

Soccer Presentation and Futsal night: the top students from each year level and the best players from our interschool teams were rewarded and presented with trophies in front of a large group of their peers;

Additionally, the students enjoyed a night of pizza and playing futsal in a World Cup styled tournament;

The Perth Glory excursion provided a chance for about 40 students to attend a professional football game – many for the first time, or second time if they came last year – after coming together for a BBQ lunch at school prior to traveling together on the bus.

INSPIRE NETBALL Blair Pasco – Coordinator and Loren Welsh

PERFORMANCE DATA

2017 saw a variety of highs and lows for Southern River College as the Netball Inspire Program took shape into a locally recognised program for aspiring athletes. In 2017 the number of participants continued strong with our largest upper school (Year 10's) class yet with 16 students continuing with the program. This year also saw a strong induction for the Year 7's, with a class of 22 commencing their time at Southern River College through the netball program.

The premier competition aligned with like schools (SSWA High Schools Cup) showed promising numbers turning up to trials and for the third consecutive year we were able to send 3 teams (Lower, Middle and Upper School) to the day carnival at Fremantle Netball Association. All three teams competed gallantly throughout the day and represented the

College well, however we were unable to follow the successes of last year and failed to qualify for the finals.

2017 also saw the continuation of the Winter Competition down at Southern Districts Netball Association. As per the last three seasons, numbers and interest was high in the program with 3 full teams registering to play for Southern River College on a Saturday. Despite this strong interest initially, by the conclusion of the 24-week competition the drop out of players was enormous, with the three teams dwindling down to 2 teams by the end of the season. Thankfully both of those teams qualified for finals and represented the College tremendously - with numerous comments and emails received congratulating the girl's sportsmanship and fair play during the season. Spring brought a more casual approach and successfully brought in

5 new players into the netball program for 2018, demonstrating that the extra-curricular activities can have a positive influence on the in-school program.

Despite promising results during the weekend competition, there were still growing issues around the payment of fees at the end of the Winter Competition. It was clear that the College could not continue on this path financially and a future planning document (Table 1.1) was implemented to help troubleshoot major issues to remove the pressure on the department. Despite successfully implementing majority of the proposals for the 2017 season, the result was not encouraging as the Kidsport forms became unviable for students competing in school based teams and the amount of students paying their fees remained at a steady 50-60% through the season.



KEY ACHIEVEMENTS

2017 saw several achievements for deserving students and teachers alike. Tahlia Bennett (Year 11) continued her fine form with her umpiring - qualifying herself for Adelaide for the State School Girls, a feat not often given to school girls. Amali Taylor (Year 7) participated in a 17/U division as a player and also managed to achieve her C badge for her umpiring at Southern Districts Netball Association. Kaia Taylor (Year 9) qualified for South East Demons Academy Cup - despite the competition being aimed at 16-18 year olds. Zvannah Nicholson (Year 7) headed to Queensland for the National Junior Indoor Competition - receiving the Most Valuable player award for the 14/U team despite being only 12 years old.

Staff members continued their professional upskilling of qualifications. Loren Welsh completed her Intermediate Level Coaching qualification with Netball WA, allowing her the opportunity to coach at state level. Loren also coached for Southern Districts Netball Association for the Association Championships (Labour Day Weekend) and the Academy Cup (October). Both of these competitions are highly sought after by coaches, particularly with the South East Demons Metropolitan Region. Blair Pasco was awarded the first Bette Allison Coaching scholarship for Netball WA - allowing her tremendous opportunities for development and connections within Netball WA. Blair also coached the South East Demons Reserves State team as assistant coach. It was here that she was invited to travel to Sydney for a coaching conference with Sue Guadian and Lynn Pemberton, two of Western Australia's premier coaches. Blair was the youngest coach there and was able to learn about ways to get the best out of the athletes through a variety of coaching methods. Both Blair and Loren have brought back a tremendous amount of resources and knowledge to the Netball Inspire Program and keen to see the positive results this will have on the students.

Blair and Loren also began steps with Netball WA in an attempt to qualify

Southern River Stars Netball Club Costings

Positives	Negatives	Trouble shooting
Student interaction with the community.	\$230 'expensive'.	<ul style="list-style-type: none"> \$230 is the lowest possible amount the students can pay. Distribute kidsport vouchers with registration notes. Distribute payment plan options with registration notes.
Student, parent, teacher relationships built.	Registration process.	<ul style="list-style-type: none"> Designated 'registration' night for each season. WINTER (Wk4 T1) SPRING (Wk9 T3) Registrar present on the registration night for deposits/payment.
Southern River College represented in the community, showing positive attitudes and engagement.	Student retention.	<ul style="list-style-type: none"> End of season windup organised by season commencement. Player contract - if not informed by 1 week prior to the season commencement, player required to pay fees regardless. Utilisation of "Team App" to assist students in organising car pool/ride share to get to and from games.
Student interaction with other year groups.	Parent involvement on game day.	<ul style="list-style-type: none"> Parents during registration night asked to volunteer for scorers/timers on a rostered basis. Encouraged to be actively involved in daughters game day.
Training times - after school.	Student fee payment. Winter 2016: 50% payment (14/24) Spring 2016: 33% payment (10/31)	<ul style="list-style-type: none"> Distribute payment plans with sign up. Hard to say "no pay, no play" due to team sport (6 pay 1 doesn't - rest of the team suffers. Student punishment for parent payments). Ask for deposits on Registration Night. Possibility of "pay per game" option - students bring \$10 to each game in order to get on court. Pushing the QKR app as a payment option and allowing easy communication between coaching/PE staff and registrar/front office staff.
Drastic improvement in skill development.	Dress loan/collection.	<ul style="list-style-type: none"> 1st training session - distribute dresses. Last game - collect dresses. Possible future investment: Students in the netball program are required to purchase a dress when they are accepted into the program (fees inclusion). They can use these dresses for lightning carnivals and excursions. Students who participate from outside the program can loan or buy one. Students keep their own dresses.
First finals 17/u - GF Win 13/u - Runners Up		
Focus Areas/Points of Concern		

Southern River College as a specialist school to encourage students from outside the area to come to Southern River College for the Netball Inspire Program. Despite the first steps commencing, a road block was encountered with one of the criteria and now the process appears to have come to a standstill. Thus our priority shifted mid-year to focusing on fixing our shortfall in fee payments from students for the Winter Netball Competition.

MOVING FORWARD

There are promising signs for the Netball Inspire Program. Interest within students as class sizes continue to stay strong as each year passes. In 2017 the Year 10's will be the first year group to have 4 periods of Netball and 2 periods of Health as the Netball subject moves into the "option line" of the timetable. It is believed that this move will have a positive effect on the program numbers, as students who are well coordinated and strong leaders will be able to demonstrate ability in both General Physical Education and the Netball Inspire Program.

The push to qualify Southern River College for specialist has taken a back seat into 2018 as the priority for 2017 shifted as a result of pressure from administration to focus on the Winter Netball Fees being paid by students. In 2018 the Winter Netball Competition will take a season break to allow coordinators to refocus on the specialist qualification for the College as well as improving our local competition with like schools and travel to the Gold Coast for 2019 to compete in the Gold Coast Netball Carnival with a team of Southern River College's strongest athletes and best leaders. Thornlie Senior High School, Warwick Senior High School, Aranmore Catholic College and Lumen Christi College are just some of the schools from WA that compete in this national tournament that takes place during the July school holidays - and being able to compete against like schools, as well as those from the Eastern States and New Zealand, will be a great stepping stone to recognising Southern River College as a College with a strong Netball Program that inspires students and the community alike.



MATHEMATICS Head of Learning Area, Cheryl Andrade

In 2017, the Mathematics team at Southern River College, charted our progress by monitoring and evaluating school milestones and regularly communicating with parents, through ongoing shared dialogue, to monitor the learning of our students. Through this process we pursued significant progress in the domains of Learning and Teaching.

In the domain of Learning, we focused on the elements of Curriculum, Learning Culture and Wellbeing. Staff focused on improving students' numeracy skills, through curriculum differentiation with a thorough analysis of College data to inform our teaching pedagogy.

All students completed a baseline test at the start of the year to enable us to place them in suitable classes to facilitate purposeful and content rich learning. All course outlines and assessment outlines for the year were placed on Connect with additional support resources provided online through Connect and Moodle. The GERRIC model was trialled in our Academic Extension classes with appropriate professional development for staff, and students identified for additional support were placed in Development classes with adjusted programs to meet their academic and social needs. Teachers trialled Explicit Direct Instruction (EDI) in their classes to cater to the needs of all their students.

MATHLETICS was provided by the College to all students, to encourage online learning and MATHSPACE was trialled during Term 4 to support students' numeracy development. All mathematics lessons were delivered using a structured format with a starter to acknowledge prior learning, teacher modelling and support in the development of concepts and skills and the provision of support material for student practice to enhance student learning.

In the domain of Teaching, we focused on Effective Classroom Practice,

Professional Development and the AITSL Professional Teaching Standards to guide teachers through reflective practice. Teachers embraced opportunities to actively share learning and work together to build their teaching skills and programs. During Semester 2, maths staff were encouraged to support each other in peer lesson observations and informal feedback, allowing them to develop positive collegial relationships. Additionally, staff were encouraged to make links with other schools, allowing for the sharing of knowledge with their colleagues to enhance student learning. Teachers used the AITSL Professional Teaching Standards to reflect on their practice and focus on the achievement of identified goals. Targeted support was provided to teachers in areas of identified need.

We worked with our Positive Behaviour Support (PBS) Team to revise current behaviour policies, systems and structures to enhance our positive influence on students, to decrease inappropriate behaviour and increase opportunities for our students to be recognised for positive behaviour choices. This fostered positive and respectful relationships between staff and students and enhanced the learning culture.

PERFORMANCE DATA – KEY FINDINGS

All students at Southern River College completed a Mathematics Course in Year 12, at an ATAR or General Level. Our ATAR students' performance in Mathematics Methods was notable, with

57% of students registering a 1st or 2nd highest scaled score in this subject in 2016 which rose to 67% in 2017. In 2016 70% of students had Mathematics Applications as their 1st or 2nd highest scaled score which however, fell to 56% in 2017 as more students from the General stream considered this level of ATAR mathematics. However, our scores remained below like schools and DoE in these courses. Scores in Essential Mathematics also remained lower than like schools and DoE in the A grades and above like schools but below DoE in B grades.

Years 7 – 10 grade distributions remained a concern with grades remaining lower than like schools and substantially lower than DoE in Mathematics at all levels.

KEY ACHIEVEMENTS AND HIGHLIGHTS

In 2017, we implemented a number of initiatives to enhance the learning of our students with integration into STEM, to help them develop future learning goals. Notable among these initiatives was an incursion from UWA's School of Medicine and Dentistry, providing our students with a healthy dose of career information, along with practical experience in measuring blood pressure, testing reflexes, checking heart beats and bandaging limbs.

Our participation in the chooseMATHS program run by AMSI under the sponsorship of BHP flourished, with workshops and mentor programs throughout the year. We also benefitted from the expertise of Professor Peter

Merrotsy from UWA who shared his expertise working with gifted and talented students in our College.

Kassell Hingee, our resident Mathematician from CSIRO also made regular visits through the Scientists and Mathematicians in Schools program (SMiS), to share his research and explain relevant concepts to our students.

Mathematics staff also made renewed efforts to work with the Health and Physical Education learning area, to provide students with valuable insights into the mathematics of point scoring, distance, speed and rates, angles and trajectories, helping students understand the links to mathematics in everyday activity.

MOVING FORWARD

In 2018, the Mathematics Department will combine with the Science Department

to form STEM. We will continue to build upon the effectiveness of home school communication between parents, teachers and students to facilitate improved outcomes for our students. We will also endeavour to develop the networks of colleagues across varying communities to strengthen knowledge and skills across schools. We will continue to use MATHSPACE within all courses to enable students to access their learning at home and at school and to foster an online learning environment. Teachers will continue to incorporate stage appropriate elements of future learning in classrooms as a means of providing a highly engaging classroom environment that is relevant to the lives of students to build their capacity as lifelong learners.

With analysis of SAIS data and targeted intervention, we aim to improve our NAPLAN and OLNA results to meet

like schools. We will also use the Explicit Direct Instruction model with all our students, with the aim of improving their learning outcomes.

We will continue to support teachers in becoming more reflective of their own and other's practice through participation in peer and class observations. Staff will be supported to achieve identified professional learning goals and have opportunities to develop skills both inside and outside of the school setting, promoting succession planning through the provision of a range of leadership opportunities inside and outside the school context.

With improved results, our goal is to produce students who are literate, numerate, creative and confident, who develop into lifelong learners and productive contributors to society in the 21st Century.





SCIENCE | Head of Learning Area, Cheryl Andrade | Lead Teacher Dr David Hosken

In Science we worked collaboratively to deliver scientific understandings in line with the WA Curriculum. Our focus was to prepare for curriculum change while providing practical support for our teachers and support staff to be highly effective. We focussed on improved performance through the development and provision of clear expectations for curriculum, instruction, assessment, and student work. Our emphasis was on effective teaching strategies aligned to system requirements and the provision of support to develop and implement science learning programs and activities. Years 7 – 12 students were encouraged to develop an interest in Science, gain a better understanding of all living things, use a range of scientific inquiry methods to analyse data and draw evidence based conclusions. They learnt to communicate their findings to a range of audiences while taking into account the social and ethical considerations of their findings.

We planned for overall improvement in performance in ATAR Physics, Chemistry and Biology as we worked on improved classroom instruction and pedagogy, through the use of an agreed process of enquiry based structured learning. We aimed to help all students - from academic pathways to those requiring greater differentiation - to achieve their potential.

PERFORMANCE DATA - KEY FINDINGS

The performance of our students was below expectations in some areas. The grade distributions of all students from Years 8 – 10 were lower than like schools and substantially lower than DoE grades. The grade distribution in Year 7 was higher

than like schools but lower than DoE grades.

Performance in Integrated Science in 2017 was below like schools and DoE in Grade As but above like schools and DoE in Grades B and C.

The ATAR students improved their performance in Physics with 64% having their scaled score as the 1st or 2nd highest in 2017 as opposed to 44% in 2016. In Chemistry, 27% had their score as the 1st or 2nd highest in 2017 as opposed to 21% in 2016 and in Biology 0% of students counted their score as the 1st or 2nd highest.

KEY ACHIEVEMENTS AND HIGHLIGHTS

Amongst the highlights in 2017, the Science Learning Area made a concerted push to engage our students in STEM



subjects, with a variety of programs and initiatives. Students excavated bones to learn more about fossils and biology and completed a Neural Networks project to learn more about neural networks. The Science Learning Area also made a valuable contribution to the STEM Fair hosted by the Mathematics Learning Area at Southern River College, for all feeder primary schools.

Earth and Environmental Science was offered by Southern River College as a new subject for the Year 11's who created an enormous multilayered cake to learn about the interactions between physical, chemical and biological parts of the environment and soil structure. Year 9 students took part in a TECHTRAILS Incursion supported by Women in Technology (WITWA) and Year 11 students attended the WIMWA Summit, celebrating Women in Mining.

The Chevron program continued under the Science Learning Area and the Year 10 students attended the LNG Exploration Day Camp to be honoured

with Chevron Day awards for their critical thinking, and problem solving skills.

The Science staff, under the leadership of Dr David Hosken and Dr Sarah Wickham also led students through the First Robotics Competition in Sydney and the ISAAC club - an after school program for feeder primary schools - trained students to develop skills in thinking creatively, entrepreneurship and mastery in scientific principles of research.

MOVING FORWARD

In 2018 the Science Department will combine with the Maths Department forming the STEM Department. We will build upon the effectiveness of home school communication between parents, teachers and students to facilitate improved outcomes for our students. We will also endeavour to develop the networks of colleagues across varying communities to strengthen knowledge and skills across schools. Teachers will continue to incorporate stage appropriate elements of future learning in classrooms

as a means of providing a highly engaging classroom environment that is relevant to the lives of students to build their capacity as lifelong learners.

With analysis of SAIS data and targeted intervention, we aim to improve our results at all levels to meet like schools. We will also use the Explicit Direct Instruction model with all our students, with the aim of improving their learning outcomes.

We will continue to support teachers in becoming more reflective of their own and other's practice through participation in peer and class observations. Staff will be supported to achieve identified professional learning goals and have opportunities to develop skills both inside and outside of the College setting, promoting succession planning through the provision of a range of leadership opportunities inside and outside the school context.

With improved results, our goal is to produce students who are creative and confident problem solvers, who develop into lifelong learners and productive contributors to society in the 21st Century.

ENGLISH | Head of Learning Area Melissa Vyse | Lead Teacher: Denise Schultz

In 2017, the Head of English was Matthew George. As a College we would like to take this opportunity to thank Mr George for his contributions to the English Learning Area and improving literacy standards. In 2017 the English Learning Area retained a fairly stable staffing group with the introduction of a second TFA graduate. We built on the goals set from the previous year which were to redevelop assessment items, themes and content in line with our 2016 course structure improvements, to adopt quality teaching practices (GERRIC and EDI) and to identify and support EALD students. We recognised the need to improve lower school grade distribution

HIGHLIGHTS:

Two students entered The Liam & Frankie Davison Award writing competition;

UWA Ignite Mentoring (we had more mentors than ever joining us and this allowed for Southern River College to expand the program across more class in both semesters. Highlights included the excursion to UWA);

EALD profile was lifted within English classes and students more accurately identified to receive additional support;

Improved NAPLAN data for writing;

OLNA afterschool classes supporting students at risk;

Development of explicit teaching;

Debating and Justice League;

Year 11 General Literature was offered and was successfully run by Ms Peta Moore;

Australian author Deb Fitzpatrick came in and spoke to our students about her work, becoming a writer and how to be resilient.

and development classes undertook this change as our "pilot" group and rapidly showed an improvement in recall and understanding of course concepts, particularly in grammar, terminology and writing processes. The EDI practice was shared and began to be adopted across Year 9 in Semester 2.

Content and Concept Mapping

Key content and concepts across Year 7-12 were the focus of Learning Area planning days and staff feedback from LA meeting time was used to work on this. Staff teaching in each cohort collaborated on assessment creation and review. Continuing on our work from 2016 we worked together to map out assessment types and concepts to further avoid repeating thematic content across year levels with the goal of creating more engaging course work. Judging standards and the new curriculum updates were discussed, interpreted and used to cooperatively develop tasks and rubrics and teaching points for the courses.

Moderation and Grading

Moderated tasks were scheduled and run each semester for each cohort. All students within the cohort sat the same exam each semester. The exam was designed to cover grammar, writing and reading with various levels of access according to pathways in the College and examined the concepts taught during that semester. This resulted in confidence in our ranking of student achievement across the cohort and parity between the grades awarded from one staff member to the next, something that was a concern when reviewing the results of 2016, particularly in lower school.

Assessment tasks were cross marked throughout the year, though the adherence to assessment cross marking was not as easy with regular course assessment pieces, compared with the moderated tasks, due to varied completion dates (resourcing and scheduling changes). An external ATAR Year 12 exam marker was employed and the results were used against our judgements.

Rubric development was improved and standardised across the LA in order to create common expectations amongst staff and students and to assist with clear feedback and goals. Rubrics were designed with SWBAT (students will be able to) student friendly targets for each assessment interpreted from judgement standards for each year level.

PD and Staff Development

In line with our commitments from 2016, English staff attended professional development in relation to target areas relating to improving ATAR results (SCSA PAT/Designing and assessing short answer exam responses and Creative responses) as well as EALD (TDS Cyril Jackson and Progress Map SEND PD). Staff also attended PD to improve the use of ICT in assessment creation in order to meet commitments to SAMR development.

English staff were represented on a variety of committees and programs (ICT/EALD/PBS/Staff Association/AIME) and made commitments to EALD class structures and profiling, piloting EDI and mentoring College staff in its use.

Year 7 English

Year 7 results show a good distribution of A to E grades, however, there is a higher

Years 7 to 10 – Improving Lower School Grade Distribution

In 2017 improvements were made in Years 7 and 8, which was pleasing. These cohorts were the focus of course restructure (assessment, grading and feedback). The use of the explicit, direct, instruction method was also introduced. The Year 7 and 8 academic

number of C grades that we can look at moving into higher grades. It was the first year of revised course outlines, teaching strategies and assessment tasks, so there is a hope to see improvement of this cohort into next year (2018).

Grade average increased 0.36;

- All grade percentages showed improvement;
- Course redesign, assessment improvements are drivers for this;
- Comparability in assessments, design and marking improved;
- Introduction of EDI – particularly in Development and academic streams are important catalysts for this improvement.

YEAR 8 ENGLISH

Compared with last years Year 8 results, this cohort has improved over the course of 2017. A grades lifted from 0.5% (2016) to 6.8% (2017). This was the case with our B grades as well; from 24.1% to 30.5%. C grade student numbers stayed the same however there was a major shift in E and D grade student numbers indicating an upward trend from C to B to A, which is encouraging. It also indicates that students, who would normally sit on an E or D grade, were participating more in class and were producing better quality work. This is due to the introduction of EDI teaching skills in Development classes. Skills that are now being introduced into other mainstream and academic classes for 2018.

- Grade average increased 0.49;
- A grade percentages showed a marked improvement;
- B/C/D/E grade percentages showed an improvement;
- Course redesign and assessment were, again, important to the change;
- Comparability in assessments, design and marking improved over 2017 compared to 2016.

Introduction of EDI – particularly in Development and academic streams were drivers for positive change again.

YEAR 9 ENGLISH

When compared to the grades of this same cohort in 2016, there is an increase of 1% of students who have moved from A – B grades. This could be due to tighter control of marks allocated according to SCSA standards. We have stepped up the academic rigour for our "ATAR bound" students and this has resulted in higher expectations when addressing course concepts which may explain our coming in under DoE/like school comparisons. We showed a decrease in D grades compared to 2016 but this resulted in a significant increase in E grades. This could be indicative of students disengaging due to higher number of tests in Year 9 – NAPLAN and exams and the social issues that generally surround this year group.

- Slight improvement A/B grades;
- Slight fall in C grades;
- D grades showed improvement;
- E grades rose almost 7% to 18.4% at Southern River College whilst State wide data remained fairly stable at 9.0% like schools at approximately 15%;

Late adoption of EDI teaching and learning strategies in this cohort.

YEAR 10 ENGLISH

The percentage of D grade students appears to be comparatively higher than like and DoE schools. This may be because of raising the D/C cut-off from 48% to 49%. The same pattern is seen at the C/B cut-off point as well. We raised the bar for our Year 10 students in 2017 but this will need to be reviewed in 2018. Stricter adherence to SCSA standards impacted this group. We still need to look at ways of moving our weaker students along from E to D to C, and extend our top B students to demonstrate A grade standards of achievement.

A higher percentage of E and D grades could be due to TLC students re-entering mainstream classes at Year 10 but still having major literacy issues that need to be addressed.

Grade average fell slightly

- A grade fell 3.2%;
- B grade fell 7.1%;
- C grade rose 7.2%;
- D grade rose 2.6%;
- E grade comparable;

GERRIC strategies were adopted early and required more structure and planning to be more effective.

UPPER SCHOOL

Quality Teaching and Learning.

ATAR standards in Year 12:

Exam readiness and exposure needs to be a focal point as the final exam had a big impact on students' personal capacity to obtain a successful ATAR result – 4 anomalous results were identified in the PAT breakdown. Grading of student assessment was too lenient. Further external moderation should be undertaken despite the cohort exceeding small group requirements for this.

Grading and assessment:

Reflection on the "trend" towards B grading across the LA raises a need for response. When ranked and scaled the LA has a large number of B grades with many borderline B/A students. Scaffolding the development according to requirements of A grade descriptors and use judging standards more explicitly in feedback and teaching will help to address this. Also, reviewing the grade cut offs would have an impact but more importantly a review of the assessment tasks will reveal if they actually require students to access the higher order levels and concepts in their responses.

- A/B/D/E areas showed improvement;
- C grades fell 6%;
- Improved task design and scheduling with more open staff collaboration;
- Cross marking regularly encouraged;
- Moderation tasks and EST in year 12 supporting staff judgements against the standards.

YR 12 ATAR ANALYSIS

- In 2017 average scaled score fell to 46.15 (compared to state average 57.31). The overall average was affected by poor exam performance by top students and four students registered as non-attempts. Student anxiety over exams was evident in 4 students in particular which could explain this;
- Course differential data was in a positive range, but not significant, especially when weighed up against best/second best scores (English ranked 6th);
- Moderated difference was high (-8.63) raising questions about marking judgements, particularly at the higher end of the grading scale. This is mirrored in the individual course register data that shows a consistent difference of 8 points across both classes. Although there was parity in the marking within the College and a smaller deviation with the external marker used to moderate the mock exam marks the final grading did not match the scaled scores;
- The conclusion here is that judgements were lenient, students received a lot of scaffolding in assessment submissions and were not adequately prepared for the exam (stress and anomalous marks due to "non-triers").

YEAR 11 ATAR

Our results are inconsistent and do not compare in any way to DoE/like schools which is very concerning. None of our ATAR students got an E or D grade, which, at first is very pleasing, when compared with like and DoE schools, however, this does highlight the importance of moderation and using external markers for 2018 to ensure accuracy. Major changes are being introduced to the Year 11 ATAR program for 2018 – same texts being used, same task sheets with rubrics (worked on in conjunction with outside schools who perform well), consolidation of codes and conventions and scaffolding on how to write essays vs short answer responses – need to ensure that teachers are aware of the syllabus and content that is required.

YEAR 11 GENERAL

Our results look good when compared to like/DoE schools. This shows that we have the right staff teaching the General courses. They have a good understanding of the syllabus and the grade descriptors. A closer examination of the EST shows that teachers need guidance with marking and creating of tasks.

- All grades showed improvement as a learning area and grade average improved;
- Possible impact on data due to Literature (high total number of B grades in Literature);
- Positive gains are not translating to OLN performance, whilst the OLN is a general literacy test, and not a test of English curriculum concepts, there will need to be a better response and strategy in preparation for the test.

CURRICULUM DIFFERENTIATION

Instructional Practice:

EDI was introduced and was successful in lower school, particularly in Year 7 and 8 development and academic classes. Staff were confident that students' knowledge of key ideas and their recall of these improved. This seems to be supported by the grade distribution data that follows.

GERRIC principles of teaching and assessment were trialled in the Year 9 and 10 academic classes in Semester One and had some impact on engagement but results were mixed when the data was reviewed. In the future planning for this method of teaching and assessment design would need to be done earlier and with clearer goals, rather than treated as a "model", to be effective.

NAPLAN:

Positive trends recorded in NAPLAN Year 7 and 9. The strategy of restructuring the courses to focus on key skills identified by the diagnostic reports is leading to a positive trend in the gains made by students in Year 7 and 9.

OLNA:

Overall there was limited improvement in Year 10 and 11 which raises the need to rethink the strategy being employed to prepare students for the test.

Positive School:

English staff continued to support after school programmes. The Culture Club continued to bring together a variety of students across Year 8-10 and was regularly attended by six students but numbers went up to 9 before semester exams. The Writer's Club met regularly and 4 students entered into the Peter Cowan writer and Dorothea McKellar Awards. K-Pop club brought in students with diverse backgrounds and provided them with a social outlet at lunch and recess once a week. Competitions and prizes were well received.

Positive Community:

AIME was facilitated by English staff and a variety of committees had representation from the staff (EALD, PBS, ICT, Staff Association).



DIRECTIONS AND FOCUS 2018

- Inspired Teachers and Students
 - Consolidation of the course outlines from 2017 with a course coordinators assigned to each year group;
 - Improve writing essays and short answer responses. Short answer responses are particularly important as they are key task responses for the ATAR and General courses; We have provided an outline for each type of response that will be introduced in each year group, particular Year 10 in the academic classes;
 - Support for OLN. A review of the individual students who still need to achieve OLN. Followed by a review of the specific skill sets needed for them to achieve OLN. Emma Corke has then been providing staff with strategies and lesson plans that focus on building those areas;
 - EALD focus classes for the first time ever at Southern River
- College – 7.11, 8.11, 9.11 and 10.11 English classes have majority of students with EALD needs, with 8.11 having all EALD students only. Higher performing EALD students have been placed in the academic classes. These classes all have an EALD trained teacher with Denise Schultz and Luke Meader leading the EALD strategies and coordinating of resources; Strengthening staff capacity to support EALD students with professional development and network building;
- EDI being consolidated in classes from 2017 and new teachers/ classes engaging with the process for 2018 and beyond. Michelle Buss will be working with both the English and HASS teachers, in particular the HASS Development teachers, the TFAs and grads. Strengthening staff capacity to deliver lesson content through EDI with professional development and coaching;
 - Professional development on data analysis and entering/use of Connect and Reporting to Parents;
 - Streamed 11 General classes;
 - Stronger coaching for ATAR aspirant students in Year 9 and 10;
 - In order to prepare students for their future endeavours; bring in guest speakers with English/ Communications connections/ jobs e.g. journalists, writers to further raise the profile of English. Inspiring students to choose English rather than telling them, "you have to do it";
 - Targeted plan to help raise the profile of English;
 - Introduction and planning for ATAR Literature;
 - Continue the mapping of assessment content and concepts;
 - Include the OLN and NAPLAN feedback (individual student and question analysis) in planning better outcomes for students;
 - Moderation and ranking of students regularly.



inspire.

HUMANITIES | Head of Learning Area Melissa Vyse | Lead Teacher: Sasha Lytas

In 2017, the Head of Humanities was Ms Kartini Signa. As a College we would like to take this opportunity to thank Ms Signa for her contributions to the Humanities Learning area and wish her well in her new school.

YEAR 7 TO 10

Improved standards of Year 7 to 10s to achieve more A and B grades based on the judging standards and in keeping with DoE and like Schools. Year 7 and 10 students have a very good distribution and has achieved a considerable percentage of A and B grades. Our detailed programs, assessments and curriculum resources are created to support staff working with this cohort. It was pleasing to see that Year 9 had an increased number of students achieving A and B grades. Programs for Year 7 – 10 have been completed in more detail and are currently being used in the 2018 programs. Assessments and curriculum resources are created or curated by curriculum year leaders for each year group.

Professional Development targeted to help staff in HASS/IT with understandings in Year 7 – 10 curriculum delivery, use of technology to support teaching and learning and of targeted moderation and assessment aligned to SCSA standards. Staff members attended GERRIC and EDI training.

SENIOR SCHOOL 11 TO 12

ATAR subjects increased in the number of students undertaking ATAR Geography, Modern History and Politics and Law. There was an increase in students undertaking Year 11 ATAR Geography and Modern History. General course to improve the number of students achieving an A grade was based on the judging standards in accordance to the WACE requirements. All courses in HASS/IT are now on Moodle/Connect for parent access

Professional learning was undertaken in key areas such as Geography through the Geography Association of Western Australia, History through the History Teachers Association of Western Australia and History and Civics and Citizenship and the TDS professional development days.

HIGHLIGHTS 2017

- Creation of new elective subjects: Year 8 and 9 Debating and Year 10 Justice League;
- Year 7 Geography excursion to Mundaring Weir;
- Year 8 History incursion with UWA on the Black Death;
- Year 10 excursion to the Chevron Careers in Energy Day Camp;
- Year 10 Business Fair linked to the curriculum and formed an assessment task. All students made a profit, with many students donating profits to charities such as Lifeline and animal shelters;
- Year 10 and 11 excursions to the Supreme Court and Francis Burt Law Education Centre;
- Year 11 Politics and Law excursion to State Parliament and the Francis Burt Law Education centre;
- Year 11 and 12 Politics and Law Trip to Canberra.
- Linked to the curriculum and supported students learning;
- Fundraising undertaken by students through chocolate sales and barbeques;
- Student attended the High Court, Supreme Court of NSW, law firms, Federal Parliament, Australian War Memorial, Museum of Democracy, Australian Electoral Commission and National Museums.

STUDENT ACHIEVEMENT:

Participation in WA Mock Trials by Year 10 and 11 students, Year 11 students won in 2/3 rounds against Rossmoyne and Penros Ladies College.

STUDENT PARTICIPATION NUMBERS

Students participated after hours, parents contributed by attending and driving students to the courts;

Participation in WA Debating League Debating Competition – Adjudicators commended students for their standard, noting that they were some of the best debates they had seen;

Student participation doubled from 4 teams in 2016 to 8 teams in 2017;

All teams finished on 3-4 wins out of 5 rounds, against schools such as Applecross and All Saints College.

Interschool debating competition with Thornlie Senior High School in Semester 2 against their GATE students with adjudication from the Western Australian Debating League. Southern River College won the competition;

Six Year 10 students participated in the Chamber of Commerce and Innovation and Politics and Law Education Association Hackathon Competition. Two students were in the winning group and were invited for a celebration at parliament with the Minister for Youth Affairs;

Two Year 10 students attended the Francis Burt Law Program Leadership Program.

RECOMMENDATIONS FOR 2018

Staff development

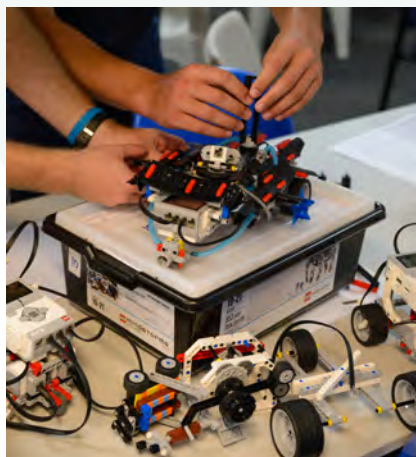
- Use of year level and curriculum team leaders to give support to staff. Staff members to be given PD opportunities to lead in these areas.
- Moderation to occur throughout all year groups, within and across classes.
- All ATAR classes are to form external partnerships to ensure appropriate marking/ teaching.

Student extra-curricular activities

- Increase the number of students involved in Debating and Mock Trials.
- Maximise the timetabled options classes to explicitly teach skills required in debates (Year 7 – 10) and Mock Trials (Year 10 – 11).
- Increase parent outreach to inform them of the successes of the students and gain further assistance in the programs
- Participation in the National Geography and History competitions

Student co-curricular activities

- Work with other Learning Areas to maximise impact of field trips and excursions and create a curriculum based excursion for each year level.
- Booking resource boxes from the Australian War Museum to enrich the learning of students with real life historical sources.



DESIGN AND TECHNOLOGY Head of Learning Area Teresa Stoncius

The structure for overseeing the Design & Technology area of the College was modified in 2017. The Manager of VET took over the reins to work with the staff in the Learning Area to provide assistance in making changes to the Processes and Procedures for this area of Technology as well as work with staff who had been working in STEM.

ACHIEVEMENTS

Development of coordinated procedures for the day-to-day running of the area were established along with a specific Strategic Plan for the area. A discussion with key personnel on the upgrade to rooms was undertaken to create a STEM/Engineering room. Planned changes were deferred until 2018 with the introduction of the College's new Business Plan for the following three years.

Time was spent in 2017 to repair and tidy-up the Design & Technology rooms. The permanent employment of an assistant for the area one day per week was of major assistance in this process. Safety signage, expectations and First Aid centres were reinstated and Semester 2 saw a dramatic change in the layout of the storerooms, classrooms and back area. The implementation of stronger processes and procedures resulted in less vandalism as the year progressed, an improved student attendance, and improved safety habits by the students. There is still a need to reinforce these aspects into subsequent years but the improvement was marked by the end of the year.

Results for the Certificate II Engineering Pathways were encouraging. 2017 saw the first group of students for the two-year program complete the qualification. This was very pleasing as all the students were accredited with the Certificate. This was in spite of having our Registered Training Organisation cease to operate mid-way through the year. We enlisted the support of a local TAFE to assist the College in continuing the studies for our students. Our team also had a change with a new staff member taking over mid-year. They came with a wealth of knowledge from industry and were able to work with the remaining staff to collate student material and projects to complete the requirements for our new RTO.

Overall results for one of the Woodwork Year 12 classes were also pleasing as all the students received a C grade as a minimum whereas one had poorer results. The Externally Set Exam highlighted a need to have a planned development of skills from lower school. This was instrumental in the team working together more closely to establish more structure in the planning of our courses for each year group. The opportunity for the staff to work more closely together saw a consistency in the compilation of Delivery Plans and Assessment outlines across the Learning Area.

RECOMMENDATIONS FOR 2018

The Learning Area will continue with the development of their delivery outlines in a coordinated manner – reinforcing OSH processes. The culture in the area has been changing for the positive over the last 12 months and will benefit with a continuation into next year.

The Pathways in the Learning Area will be looked at in more detail – working with other Learning Areas in the school to implement necessary background skills and knowledge for the introduction of Engineering Studies as a course in Senior School in 2019.

INFORMATION COMMUNICATION AND TECHNOLOGIES Lead Teacher: Roze Cole

2018 saw many aspects of the Southern River College network improved. Three servers were upgraded to improve services (SIS, core and virtual services e.g. Academy) to staff and students. A new computer lab was created in LA27B and three existing labs were upgraded with new computers – LA27A, LA52 and LIB2. LA41 which had old computers was replaced with new laptops on a trolley. New UPS (Uninterruptible Power Supply) devices were purchased for the core and backup servers to ensure that there is no data corruption or loss during power outages. A major change for the Southern River College community was the upgrade to the new Department of Education SOE 4.5. The upgrade to the new SOE allowed further changes to the College network. The internet speed for the College was increased from 10Mb to 50Mb and the SPIFF was replaced by the SIG – a tool which allows the technicians to monitor the internet. To further optimise the network and enhance its performance a caching device was installed. The College phone systems were switched from analog to digital. We added an additional 13 WAP's to ensure better wireless connectivity for our devices. We purchased additional TV's and multimedia projectors to aid our teachers in their classroom delivery.

Along with the improvements to hardware there were improvements to software. A new intranet was developed for Southern River College which is accessible via the Southern River College Dashboard. This gave staff access to all necessary services via a simple URL. This intranet style was also then applied at our feeder schools - Wirrabirra PS and Ashburton PS. Dylan Franklin also developed a website for Apsiri and Wirrabirra PS. The ICT Technicians continued to service our feeder schools (Huntingdale, Wirrabirra, Ashburton, Seaforth, Gosnells, Westfield Park and Piara Waters) and two new primary schools were added – Apsiri and Southern Grove Primary. At Southern River College the ICT Technicians investigated alternative computer monitoring software but ultimately upgraded the existing system – LanSchool. The new version gave staff more monitoring and collaboration options. The ICT Technicians have improved their skills with remote management software for both Windows and Mac devices. All these achievements have contributed to a smoothly running network at Southern River College.

The ICT Committee continued to meet regularly regarding all aspects of ICT at Southern River College. The current student laptops program became POLP (Parent Owned Laptop Program) and students would be able to purchase a Mac or Windows device for 2019. This hopefully made it accessible to more parents as the Windows device was a lot cheaper than the Mac laptops.



Staff using the SAMR process to enhance student learning was still a focus with staff expected to do a SAMR activity each Semester. Most staff are at the Augmentation stage and a few at Modification. Even though staff are engaged with the process they don't realise what can potentially be done with technology and the SAMR Process. In 2019 the ICT Committee will be approaching the implementation of SAMR differently. It should be mentioned that even though staff have not progressed to the higher levels of SAMR they are very proud and engaged with the new ICT aspects they have introduced to their classes.

In Term 4 staff received professional development on the structure of Connect courses for 2019. All classes were to be on Connect in 2018 where as in 2017 only Years 7 and 8 were compulsory. Investigations with students, staff and parents showed that the structure of courses on Connect needed to be standardised to ensure parents and students could find information in the same place for every course. It also assisted staff by providing them with a structure to follow – this especially assisted the less tech savvy staff. Alongside the Connect structure the Southern River College Guidelines for Email & Online Discussions were developed in a similar format to the PBS RIVER matrix. These guidelines provided staff, students and parents recommendations on how to communicate when online. Connect for Parents went live in Term 4, parents could now see what their students were doing and achieving in classes.

Overall 2017 was a very productive year with many improvements. The role the ICT Technicians play at Southern River College and the feeder schools is to be commended. Staff are continuing to improve their ICT skills and use of technology in the classroom. With continual enhancements and support the use of ICT should continue to grow.

AUTISM EXTENSION PROGRAM (AEP) Program Manager: Kirsten Dowd

Lead Teacher: Tracey Hughes and Jamie Polich

Southern River College's Autism Extension Programs' (AEP) vision is to offer students a clear combination of social and emotional support aligned with purposeful academic extension, pathway building and guidance in future education, training or employment for every student on a highly individualised level.

The AEP at Southern River College has completed its third year of implementation. During 2017, the program was granted Specialist Learning Program (SLP) status and this enabled the creation of a Program Manager's role within the program to assist in developing, growing and supporting the students, staff and processes. In 2017 the program had 13 students enrolled across Years 7 – 10. The objectives of the AEP and the Social Cognition Curriculum are to ensure a smooth transition into a secondary setting for students with autism and provide ongoing positive academic, social, emotional and behavioural outcomes for the students. We are aiming to build student capacity in independence and self-confidence. The program is funded with support from School of Special Educational Needs: Disability and a Consulting Teacher – Autism Education Service.

With the incorporation of the Program Managers role being implemented in AEP, there has been the opportunity to begin reviewing and refining processes such as; staff professional learning opportunities,

Learning Area Planning, wider Southern River College staff support for students with additional needs and student observations. School Psychological Services have also been allocated .1 FTE (one day) to AEP staffing and structure which will provide ability in assisting AEP students and families with 'wrap around' support onsite, liaising with external providers and agencies as well as student observations.

AEP teaching staff had more opportunity during Semester 2 to collaborate with the wider school staff in developing Learner Profiles for AEP students in mainstream settings, ensuring that student needs were being met and catered for. AEP teaching staff have also noted an improved result in students engaging with Social Cognition Curriculum concepts; working in groups, flexible thinking and understanding peer behaviours.

AEP student attendance rates have remained at levels about the College average, and the average of like schools at 89.36%. Engagement in classes improved in Semester 2, with majority of AEP students exhibiting independence and confidence to attend mainstream classes more regularly with reduced Education Assistant support.

The objectives of the AEP and the Social Cognition Curriculum are to ensure a smooth transition into a secondary setting for students with autism and provide ongoing positive academic, social, emotional and behavioural outcomes for the students.

TARGETS AND GOALS FOR 2018:

- Collaboration for development of Operational Framework of AEPs in Secondary settings;
- Development of partnerships with universities and external providers for pathways after high school;
- Review, refine and consolidate Year 7 transition processes.

TLC 2017 ACHIEVEMENTS

- Data-driven, differentiated, explicit teaching to address student gaps in literacy and numeracy skills across all TLC classes;
- Explicit Direct Instruction spelling program (Spelling Mastery) introduced and taught across all TLC groups in streamed groups;
- Student progress across all areas for all TLC students regularly attending the College;
- Consistent lesson structures and routines across all TLC classes, including strategies to accommodate the wide; range of learning needs, difficulties and disabilities in each class;
- Tier 2 and 3 student behaviours reduced;
- Sustained improvement in attendance for a number of students through the course of the year;
- Very positive parent feedback around increased school engagement;
- On-going collaboration with HPE and elective subject staff to support TLC student achievement and teacher understandings of strategies for differentiating the curriculum;
- TLC-wide program of Virtues education and inclusion of PBS Expectations;
- Year 7 TLC student becoming student councillor;
- Small group (4 students) of Year 8 students moving up 3 Maths levels and achieving over 75% on final tests;
- Writing samples of Year 8 and 9 students show ability to construct complete sentences and proper paragraph structure independently by the end of year;
- Establishment of EDI classroom norms, including daily review, mini whiteboard use, stand and deliver, exit tickets, pop-sticks for non-volunteers resulting in high levels of engagement from previously disengaged students;
- Targeted literacy and numeracy interventions at point of need resulting in significant student gains.



VOCATIONAL EDUCATION AND WORK PLACE LEARNING

Program Manager: Teresa Stoncius

Work Place Learning: Bernice Davies

HIGHLIGHTS

Southern River College continued to have a solid result for its VET qualifications for 2017. In completing VET enrolments and reviewing our results, students who had been withdrawn were excluded from VET's resulting. Some student still were in our statistics as they were not with Participation.

The efficiency of the Physical Education team and Art team in their delivery was noted by the training organisations that made their progress visits and their moderation processes. The Art team had produced their own material for

assessment to be accepted by their training organisation. Their project briefs were of a very high calibre.

I was pleased to see that one of our training organisations pre-empted the difficulty in some schools being able to give opportunities to build staff capacity with Vocational and Industrial currency. The need to attend a workshop towards the end of the year for staff delivering proved to be a valuable inclusion for the first time for their agency. This will be repeated in 2018.

Over the course of students 3-year exposure to VET – 15 of our students were able to complete 3 qualifications.

This is more than required for our students to graduate and was less than in 2016. The third qualification was a Certificate I in Financial Services or Certificate I in Agrifoods. Students had taken advantage of the opportunity to participate in these programs through the Smith Family and Kelmscott SHS. In the same vein, two of our students were able to complete two Certificate III qualifications over two years with SM TAFE under Profile. In discussion with the agency at Coordinator meetings, this was the last year that this will be possible. Other students accomplished this by participating in Profile as well as the completion of a certificate at school. There was a 11% increase in 2 qualification completions in 2017.

ADWPL

The number of students participating in the endorsed program had increased in 2017 to over 130 students in Year 11 and 12. This was acknowledged by the Executive leadership team as difficult to maintain in 2018 to the standard we had been working to and we are modifying the delivery. All our Year 12 students except two completed at least two units of ADWPL in 2017.

The Reporting System continued to be a valuable advancement in the recording of ADWPL. The processes at the College tightened further with a more efficient recording regime. Due to the number of students involved in the program the collection of the logbooks will need to be more timely to reduce the pressure of recording. As there are changes in the delivery for 2018 this should not be an issue.

ISSUES RAISED

VET

The completion rate for this year was disappointing when you read the data that had been on our WACE Report. There were two major issues that arose from integrating the data.

Issue One - There was a need to find a replacement Registered Training Organisation in June. Careers Australia was accrediting our delivery of our Certificate II Engineering Pathways but stopped training in Australia. We were fortunate to find South Metropolitan TAFE to take over the auspicing of our staff delivering. This was compounded by the need to replace one of the teachers who was delivering the qualification. On their departure it was necessary to find a teacher who had the qualifications to deliver. The staff member who took over the delivery had a strong Vocational Currency and Industry Currency. We worked with South Metropolitan TAFE to ensure that the staff member had the VET currency – enrolling them into the Certificate IV TAE qualification. We

had to complete a series of moderations with the new Training Organisation who checked the work we had delivered for our Year 12 students for the Certificate II Engineering Pathways to ensure that we met the standards required to accredit for the qualification.

Issue Two - One of our Registered Training Organisations – NM TAFE – had added extra pressure on our staff with a more stringent moderation process than in previous years and in comparison to other organisations we work with. Every unit covered across the 2-year delivery needed to be operated out of school time.

Minor Issue One - Six students were placed into our one-year Certificate II Business program with our Year 12 students. Unfortunately, they were not strong enough to complete the required units in the time frame. Originally the class was for our more academic students who were disciplined enough to meet the requirements of the program.

ADWPL

Tracking of the student attendance needs to be more efficient. There was an improvement but made more difficult with the numbers involved. This is being addressed in 2018 with a change to the delivery days and the students who are involved in the program.

LINK TO THE VET BUSINESS PLAN 2017

VET

Teachers are meeting vocational training, learning and assessment requirements across most of the qualifications being delivered. There was an issue with our Certificate II Engineering Pathways due to a change of Registered Training Organisation. This was completed through another agency but required a great deal of co-ordination and extra work from the staff who were delivering the qualification. The HoLA continued to work with VET staff at the College via visits to their Learning Areas, classes, and via electronic means. Time to meet at

Learning Area meetings and another day of the week did not occur in 2017.

Teachers who required development of their Vocational and Industry Currency were covered for the majority of VET Staff – 20 hours minimum required by all staff within each year. One staff member who was caught in the change of RTO for the Certificate II Engineering Pathways did not complete Vocational Currency due to the restriction in time they had to ensure that Year 12 students completed their qualification in 2017. Information was obtained to complete Recognized Prior Learning (RPL) but had to be deferred as were the excursions to the local TAFE.

Staff were aware of Webinars to upskill staff in their pedagogy. These could have been advertised more but involved 1 hour releases and cost for each staff member. These are beneficial but time is a factor that needs to be considered.

It was reassuring to see that the majority of staff have continued to use the VET Handbook to distribute to students in the first part of Term 1 – outlining the units and delivery plans for their qualification delivery.

Two students from the AEP did participate in the Certificate II Warehousing for 2017. They worked alongside the Education Assistants who provided Independence Training and were a link between the employer and the school for the completion of the qualification. Both students were successful in completing their certificate.

ADWPL

Reporting of data for ADWPL was effectively used. Risk Management visits were started – pre-empting 2018 changes to be made to the Policy and Procedure documentation for Workplace Learning.

The clean up and tidy of the existing database of current and willing employers continued in 2017. We are continuing to sourcing new employers locally.



SUMMARY TOTALS

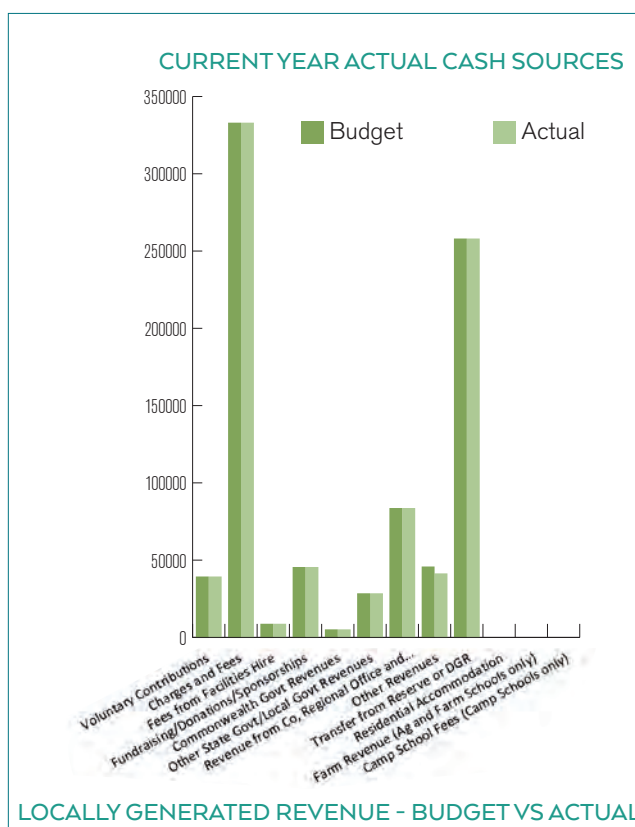
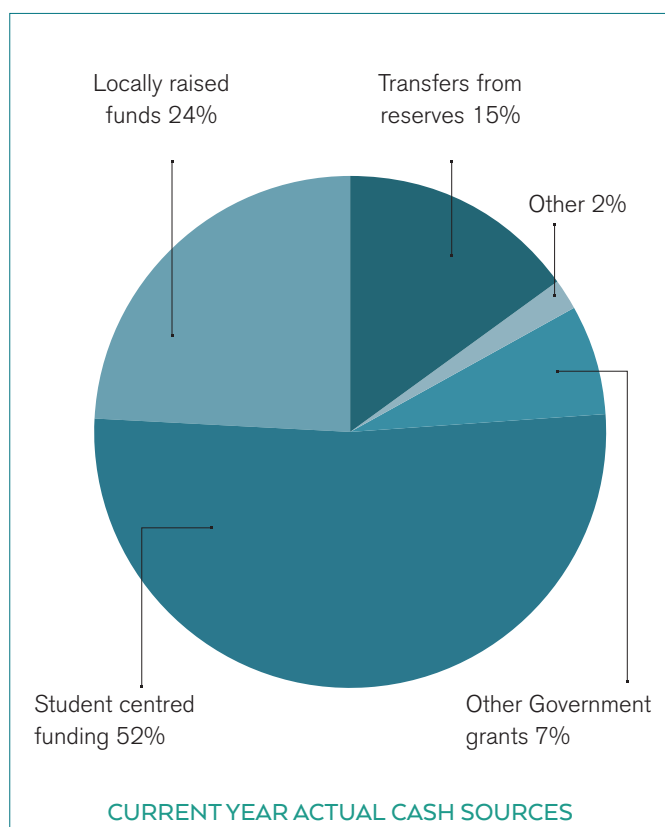
2017 Year 12 Total Achievement

Qualification completion rate Year 12 students (source: RTP) count, % of enrolments		
AUSPICING	Accreditation through In-house Delivery	
CUA20715	Certificate II in Visual Arts (5 student had not completed the qualification)	15 (75%)
SIS20115	Certificate II in Sport and Recreation (8 students had withdrawn) (2 students had not completed the qualification)	24 (80%)
MEM20413	Certificate II in Engineering Pathways (7 students had withdrawn) (1 student had not completed the qualification) (2 students did not start)	12 (67%)
1111225036 (CUA30915)	Certificate III in Music Industry (1 student had not completed the qualification)	4 (80%)
CUS30109	Certificate III in Music (Qualification Code change – CUA30915)	0 (0%)
CUA20215	Certificate II in Creative Industries (Media) (9 students had withdrawn)	6 (46%)
BSB20115	Certificate II in Business (9 students had withdrawn) (6 students had not completed the qualification)	13 (50%)
PROFILE	Offsite qualification through outside agencies	
AUR20512	Certificate II in Automotive Servicing Technology	1 (100%)
1111225217	Certificate II in Population Health	1 (100%)
FNS10115	Certificate I in Financial Services	1 (100%)
LMT21707	Certificate II in Applied Fashion Design and Technology (Qualification code change – MST20616)	0 (0%)
1111225030 (MST20616)	Certificate II in Applied Fashion Design and Technology	1 (100%)
AUR20716	Certificate II in Automotive Vocational Preparation	1 (100%)
1111225193	Certificate II in Retail Cosmetics	1 (100%)
SIT20316	Certificate II in Hospitality (3 late starters for qualification – 2 withdrew and 1 completed)	1 (33%)
BSB30115	Certificate III in Business (Dual qualification)	2 (100%)
BSB30415	Certificate III in Business Administration (Dual qualification)	2 (100%)
1111225103	Certificate III in Aviation (Cabin Crew)	1 (100%)
SIH20111	Certificate II in Hairdressing	1 (100%)
1111225192	Certificate III in Beauty Services (1 student withdrawn)	0 (0%)
UEE21911	Certificate II in Electronics	1 (100%)
HLT33115	Certificate III in Health Services Assistance	1 (50%)
SCHOOL BASED TRAINEESHIPS		
SIT30713	Certificate III in Hospitality (Student did not complete units at end of Year 12 reporting time)	0 (0%)
1111224959	Certificate II in Warehousing Operations (1 student had not completed the qualification) (3 students had withdrawn)	18 (86%)

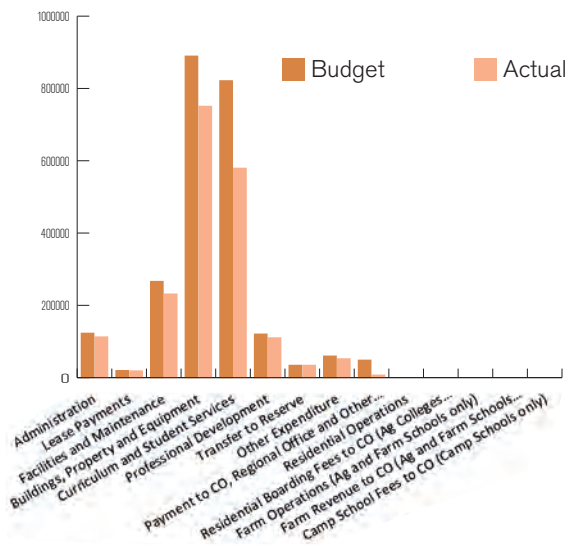
FINANCIAL OVERVIEW 2017

SOUTHERN RIVER COLLEGE FINANCIAL SUMMARY AS AT 31 DECEMBER 2017

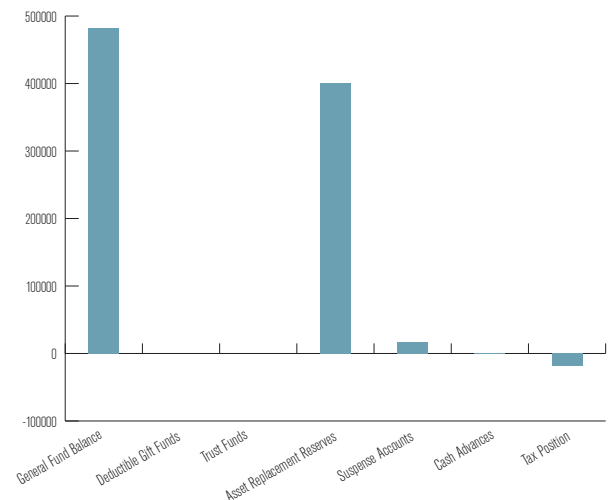
Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 39,001.25	\$ 39,001.25
2 Charges and Fees	\$ 332,665.25	\$ 332,665.25
3 Fees from Facilities Hire	\$ 8,422.71	8,422.71
4 Fundraising/Donations/Sponsorships	\$ 45,147.52	\$ 45,147.52
5 Commonwealth Govt Revenues	\$ 4,800	\$ 4,800
6 Other State Govt/Local Govt Revenues	\$ 28,140.00	\$ 28,140.00
7 Revenue from Co, Regional Office and Other Schools	\$ 83,307.72	\$ 83,307.72
8 Other Revenues	\$ 45,468.13	\$ 41,013.01
9 Transfer from Reserve or DGR	\$ 257,697.20	\$ 257,697.20
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 884,649.20	\$ 884,649.20
Opening Balance	\$ 640,272.84	\$ 640,272.84
Student Centred Funding	\$ 895,672.82	\$ 895,672.82
Total Cash Funds Available	\$ 2,380,595.44	\$ 2,380,595.44
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 2,380,595.44	\$ 2,380,595.44



	Expenditure	Budget	Actual
1	Administration	\$ 122,714.58	\$ 112,513.39
2	Lease Payments	\$ 19,376.66	\$ 18,474.52
3	Utilities, Facilities and Maintenance	\$ 266,017.95	\$ 231,150.21
4	Buildings, Property and Equipment	\$ 889,300.72	\$ 750,514.89
5	Curriculum and Student Services	\$ 821,146.57	\$ 579,099.57
6	Professional Development	\$ 120,353.06	\$ 109,964.84
7	Transfer to Reserve	\$ 33,963.00	\$ 33,963.00
8	Other Expenditure	\$ 59,454.19	\$ 51,955.89
9	Payment to CO, Regional Office and Other Schools	\$ 48,188.71	\$ 6,953.24
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,380,515.44	\$ 1,894,589.55
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,380,515.44	\$ 1,894,589.55
	Cash Budget Variance	\$ 80.00	



CONTINGENCIES EXPENDITURE - BUDGET VS ACTUAL



CASH POSITION

Cash Position as at:

Bank Balance	\$ 878,799.83
Made up of:	
1 General Fund Balance	\$ 481,550.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 400,150.39
5 Suspense Accounts	\$ 16,537.67
6 Cash Advances	-\$ 800.00
7 Tax Position	-\$ 18,639.00
Total Bank Balance	\$ 878,799.83

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