



2019 ANNUAL REPORT



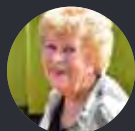
ISCEA	937.00
Student Numbers (Semester 2 2019)	1005
Principal	Mrs Everal Eaton
Board Chair	Mrs Patricia Morris AM,JP

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

Southern River College seeks to inspire students to become confident and active global citizens by creating opportunities as they progress through educational pathways. Our college promotes academic excellence and vocational aspirations for students, celebrating their diversity while inspiring their ambitions.

We build **RELATIONSHIPS**
Caring Collaborative Courteous
 We build **IDENTITY**
Confidence Individuality Pride
 We show **VIRTUES**
Honesty Responsibility Trust
 We show **EXCELLENCE**
Aspirations Diligence Motivation
 We show **RESPECT**
Appreciation Equality Understanding

Chairperson's Statement



Mrs Patricia Morris AM, JP
SCHOOL BOARD CHAIR

On behalf of the School Board it is with pride and pleasure that I provide a report on the continuing journey of the College since becoming an Independent Public School in 2015. The Board continues to bring knowledge and expertise for the benefit of the College. I wish to acknowledge Karen Adams: parent, President P&C, CR. Ron Mitchell: Councillor City of Gosnells; Professor Vaille Dawson, UWA; Terry Healy MP; Dennis Coldham, with a technical education background; together with our Principal Mrs Everal Eaton; Deputies, Teaching and Administration staff. We are committed to our student's education for the best outcome.

Board members have undertaken training this year as required by the Department of Education.

The Parents & Citizens group work tirelessly to fund raise to provide support for the College, recently providing the funds to build the outside amphitheatre, as well as the day to day management of the canteen. Our congratulations to Mrs Jen Clune with her certificate of recognition for 10 years' service to the P&C.

The student council this year has seen a group of young people initiating and progressing many services that benefit all students. The Head Boy, Aaron Kendall, and Head Girl, Paige McCrorie's representation on the School Board has been outstanding, articulate and well presented. Young people to be proud of.

Our commitment to partnerships continue between the College and Fogarty Foundation, The Smith Family, Wirrapanda Foundation, UWA, Curtin University, The City of Gosnells; also the connection with Gosnells Woodturners Group and the Community Garden.


Our Principal Mrs Everal Eaton, Deputies, Teaching and Administration staff are committed to every student with improvements and opportunities through the College, a number of students have been recognised for their art, sport, robotics, specialist education and music achievements.

Special mention of Mrs Everal Eaton as the ambassador for Western Australia with the Teach For Australia program and her recognition, invitation and acceptance of a scholarship to Harvard University in America this year. A professional achievement for her and Southern River College to be proud of.

As the completion of the Pat Morris Pavilion is final, the recreation and sporting opportunities for our students will be outstanding, also for our sports teaching staff to finally have a state-of-the-art centre to progress our sporting achievements and our students to excel in the sport of their choice.

The last four years has seen the College progress with the dedication and commitment of our Principal, Deputies, Teaching and Administration staff to encourage all students progress in their education and become recognised for their achievements.



A wide-angle photograph of the Patricia Morris Pavilion, a modern building with a dark grey base and a large, white, corrugated metal upper section. The building is surrounded by a lush green lawn. In the foreground, there are several modern, dark grey benches and small trees planted in circular concrete pads. The sky is filled with large, white clouds, and a shadow of the photographer is visible in the bottom right corner.

PATRICIA MORRIS PAVILION

Principal's Summary



Mrs Everal Eaton
COLLEGE PRINCIPAL

It is with great pride that we present the 2019 Annual Report for Southern River College. There have been many outstanding achievements and much accomplished by both staff and students during 2019. In Year 12, our students again achieved continued improvements in their ATAR and WACE achievements building from previous years.

85% WACE achievement under the still relatively new measures that includes OLNA (the 'like' school average was 84% while the public school the average was 89%)

- 95% Attainment (the 'like school average was 92% while the public-school the average was 96%);
- 77% Certificate 2 or 3 completion
- Median ATAR of 69.55 for TISC applicants (the 'like' school the average was 64.33 while the public school average was 7.25)
- One student achieved an ATAR of 95+ gaining entry into the Southern River College's Hall of 95 Fame
- One student received a SCSA Subject Certificate of Distinction for achievement in ATAR. Two students received a Subject Certificate of Merit for achieving in the top 0.5% of students in an ATAR course
- Three ATAR courses Modern History, Methods Mathematics and Physics were identified as performing above state, and school means.

2019 was a year that we saw the ongoing development of our business planning and priority areas coming to fruition. There is a real sense of cohesiveness and ownership of the school strategies coming to play, which make for a school with a real sense of purpose and belonging.

I would like to thank our fantastic board member who has helped to guide the school over the last year: Mrs Pat Morris our Board Chair, Mr Ron Mitchell City of Gosnells, Mrs Karen Adams P&C, Mr Terry Healy MP, Professor Vaille Dawson UWA, and Mr Dennis Coldham.

A big thank-you to our amazing teachers who go above and beyond to help our students and families make Southern River College a truly inspiring place to teach and learn. I take enormous pride in recognising the efforts of the teaching staff. They are superb professionals who work very hard to do their utmost for every student. The pages of the annual report are filled with highlights of how they go about their work, educating our youth.

This year has had many highlights. In the arts learning area, we saw our talented students continue to express their creativity with Joella Flanagan, Emma-Lee Egan and Abbey Ridley have their artworks selected for this year's Young Originals Art Exhibition. Kobi Philbin had his artwork printed on AIME hoodies and T-shirts. Joella Flanagan wins the Clough Aboriginal Art Award; several other students commended for their entries. Taya Parfitt won School Diary Cover Art Competition, Kristelle Holden runner up. Many students to be honoured at the Young Australian Art Awards. Our students in the arts went the extra mile helping our local primary schools with murals and Jasmine Webber's graphic design class created bookmarks distributed to local libraries.

Along with this we were lucky enough to have workshops with artists/authors/illustrators, a photography competition that helped our students further develop their



PRINCIPAL
Everal Eaton

understanding of the arts. In Music, our very talented Sebastian Lau was nominated for WAM Song of the Year. Dylan Bryan-McCaig and Brock Soltwisch won the Mega Music Raw Talent Award at this year's Gozzy Rock event. Our music students were commended at the Contemporary Music Festival and the SRC band "Quarter to Four" record EP of covers at Crank Studios. Let me tell you SRC does have talent.

In other areas of the arts, we had several successful performance nights, and we commenced the Boonderoo music program at the College, seeing students engage in music and performance with great enthusiasm.

Southern River College is not only an excellent art school we also excel in the sports arena and this year was no exception. Jordan Boxell won the bronze in National Judo Championships. Caitlin Duffin named Best Overall Gymnast in her age division in State PCYC Championships after winning two golds and a bronze. Kaia Taylor off to the National Indoor Netball Championships following her selection for the State team. Avaria Nepia was selected for the 2019 School Sport WA Softball Team. Our Senior Girls' Softball Team won the 2019 Senior Girls' Softball Championship. Girls' Volleyball Team won the Volleyball WA Cup (in their division). In our Year 9 and 10 soccer teams, we finished joint 1st place on points in qualifying round. Our SRC Esports team won the Meta High School Esports WA Regional Rocket League State Championships, and our Netball team competed in World Sport Netball Competition in Queensland. This was our first national trip. We also finished first place in the Sporting Schools Senior Boys' Basketball Competition Term 2. Along with all these accolades, our students continued to participate in lightning carnivals, and we supported our local school's community by umpiring for local primary schools

In the academic arena, our students excelled with Southern River College students' work included in Showcase magazine, a publication of the Gosnells Writers Circle. Aaron Kendall, our Head Boy was progressed to Zone Final in Lions Youth of the Year competition, and we had some great wins in debating and mock trials. Students also participated in author talks, Write-A-Book-In-A-Day and students participated in UN activity at Parliament House, and we started our work on global challenges with Curtin University and Kim Flintoff who introduced us to the Global Goals Challenge.

In the STEM Joshua Menezes and Owen Bakranich had their project included for Young Explorers Expo at ECU, and we started a Coder Dojo club. If this wasn't enough, we commenced our journey into using Minecraft as a learning platform and continued with our very successful partnership with ChooseMaths. Our students were exposed to industry speakers and from CSIRO, Chevron and the American Embassy. Our students also competed in Chess competitions.

In our VET area Harry, Bodean, Dom and Connor awarded scholarships from the Construction Training Fund (CTF), and we continued our pathways programs via Try A Trade, The Great Nursing Program, The Beacon Foundation and the Smith Family Mentoring Program.

Our students participated in the Biggest Morning Tea, RU OK Day, ANZAC Day, NAIDOC Week, New House System, PlayGroup at the College, Act Belong Commit, Autism Awareness Week and IGNITE mentoring with UWA.

In 2019 was also fortunate enough to be awarded a full scholarship to Harvard University in America and will share with you a little reflection of this fantastic experience.

When I applied to for the scholarship, I was looking for ways to develop further my understandings of my leadership, strategic approaches to address challenges and ideas for growth. Reflecting on my original thoughts and the question to my most significant challenge that of changing our school's community mindset from fixed to increase with the belief that via education you can make a difference; your postcode does not determine your future. This still stands firm, and my goal to look at how you can transform school culture is still embedded in my original premise.

My focus on moral purpose, vision and commitment to achieving personal best in all aspects of school life is still upheld. I had a goal to understand the context and build a positive school culture and what lies beneath the functionality of a school and educational system. My relentless pursuit of supporting and champion young people, regardless of their backgrounds, helping them to achieve their potential is fundamental. Harvard enabled me to affirm that schools like Southern River College should have the best teachers and leaders working with them, and we need to invest in this pursuit. Curriculum ideas entwined with understanding culture was also a focus I was interested in pursuing, acknowledging that the two are intertwined.

"The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world—the world of the future." We can't predict what students will need to know in the future. Instead of focusing on what it means to be "educated" when one leaves school, we will ask what it means to be an expert learner and how we can help all students become more expert learners across their lives."

John Dewey Professor of Education

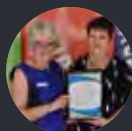
Understanding change and the complexities of an organisation were also ideas that I was hoping to learn more about to help in my pursuit of building capacity of the school community, staff and students. The program was incredibly engaging, and I feel very privilege to have had the opportunity to attend and immerse myself in learning and practices which Southern River College and our school community with continue to benefit from for years to come. Thank-you Aurora Foundation, The Roberta Sykes Foundation and Harvard Australia.

A tradition in our school now, each year we recognised the efforts of extra-ordinary people and community and thanked them for their continued efforts and support of our students and college. This year the winners were:

EXCELLENCE IN INDUSTRY PARTNERSHIPS

Organisations and industry partners that provide advice, assistance and opportunities for the school, staff and students to excel in our community.

The Smith Family

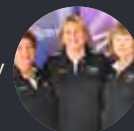


EXCELLENCE IN COMMUNITY CONTRIBUTIONS

Community members that offer expertise, services and/or skills that benefit the college with programs, facilities or mentorship.

The Southern River College Canteen Ladies

Terry O'Connell, Terry Walshe and Faye Muncey

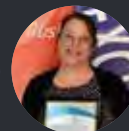


OUTSTANDING STAFF MEMBER

A person or persons that has/have always sought to improve the life of the college by their service adding to its positivity and work environment and/or A member/s of staff that is/has dedicated his/her life in making a difference in the lives of students by providing opportunities, inspiring achievements and/or providing pastoral care and resiliency.

Teaching: Karen Jolly

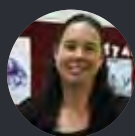
Non Teaching: Bernice Davies



Everal Eaton
Principal



P&C Report



Ms Karen Adams
P&C PRESIDENT

In 2019, the P&C would have met eight times. Our small team of dedicated parents and carers gave time to come to meetings and be involved in P&C events – volunteering at art events and concerts. Our canteen continues to operate successfully and supplies students with a variety of healthy food options for lunches and recesses. As of the end of the year the canteen will no longer be run by the P&C and will be operated via an outside provider.

As P&C president I have attended various events, including the annual WACSSO conference. I was honored to be have been asked to present an award at the Year 12 Graduation ceremony.

I, along with Paula Duffin attended the official sod turning for the new Canning Vale train station.

I continue to meet with our Principal, Everal Eaton, before each P&C meeting to ensure we are in sync with school activities and events. The P&C has donated to various school projects and continues to support the uniform pool for struggling families.

I would like to thank the office bearers and executive committee for their ongoing support of myself and then P&C as a whole. We continue to encourage new members to join our committee and become involved in the school and would love to see the current members remain as active committee members.

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

In 2020, the P&C will continue to support the school. A new landscaping project is planned for mid-year. We welcome and encourage all parents and carers to get involved in the Southern River College P&C in 2020.

Karen Adams
P&C President



CERTIFICATE OF MERIT | Congratulations to P&C member Jen Clune on being recognised by the WA Council of State Schools Organisation (WACSSO), for long and commendable service to students in government schools. The award comes after 10 years working with P&Cs as president, committee member and WACSSO State Councillor. Jen's ideas, enthusiasm and hard work have made a real difference to our college and we are delighted that she has received this acknowledgement.



Year 12 Graduation Awards

TOP STUDENT SUBJECT AWARDS

General English	Micaella Raymundo
ATAR English	Piper Blackmore
General Mathematics Essentials	Aidan Pasznicki
ATAR Mathematics Applications	Anan Nilprakobkul
ATAR Mathematics Methods	Ethan Barnard
SIDE Mathematics Specialist	Ethan Barnard
General Integrated Science	Aidan Pasznicki
ATAR Physics	Ethan Barnard
ATAR Chemistry	Ethan Barnard
ATAR Human Biology	Carmela Fruelda
ATAR Biology	Nathanael Barnard
ATAR Modern History	Nathanael Barnard
General Career and Enterprise	Aidan Pasznicki
ATAR Geography	Aaron Kendall
General Business Management and Enterprise	Michael Rettay
ADWPL – Endorsed Program	Bagus Sunan
Cert II Creative Industries (Media)	Aidan Pasznicki
Cert II Sport Coaching	Trinity-Jo Tioke
Cert II Engineering Pathways	Bagus Sunan
Cert II Visual Art	Ralph Ramos
ATAR Physical Education Studies	Owen Yamungu
General Physical Education Studies	Adam Cuming
General Health Studies	Andrhea Agus
General Outdoor Education	Matthew O'Dea
Certificate III Music Industry	Amy Ferniough
Children, Family & Community	Angela Ayris
General Food Science	Elenoa Piukala
Materials and Design - Wood	Bagus Sunan
Materials and Design - Metal	Ralph Ramos

SPECIAL AWARDS

Honour Student	Ethan Barnard
Linda Reynolds Perseverance and Determination Award	Aidan Pasznicki
Terry Healy Inspiration Award	Bagus Sunan
Caltex All-Rounder Award	Adam Cuming
Sports Person Award	Matthew O'Dea
Citizenship Award	Karissa Sutherland
Woodturners Award	Ralph Ramos
Long Tan Award	Paige McCrorie
Vocational Education Dux Award	Amy Ferniough
Academic Dux Award	Ethan Barnard



Academic Dux

Ethan Barnard

VET Dux

Amy Ferniough



Student Leadership Team

The Southern River College Student Leadership Team are to be commended on their efforts and willingness to give back to their school and the students. It is very pleasing to see so many students taking on leadership roles in the college. Our councillors have been an incredible support to all our students and have represented our school exceptionally well supporting our RIVER values and positive school culture with great pride and focus.

YEAR 7

Katie Russell, Pejimarie Hito Kito, Evelyn Cechner, Adam Khurram, Matilda Annandale

YEAR 8

Cooper Macey, Nikita Barrett, Keshy Luchoomun, Gracie Cornish, Jaishree Charan

YEAR 9

Athena Calupig, Tahlia Giura, Zye Hayso, Lainie Monaghan, Kobi Philbin

YEAR 10

Nye Clack, Alexis Gidman, Isabelle Oreo, Jade Slodecki, Samuel Thomas

YEAR 11

Alexia Lozada, Morpheus Gallo, Skye Seet, Katarina French, JJ Cordova

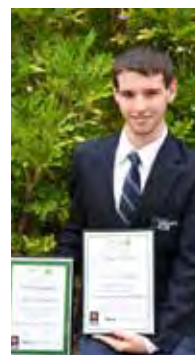
YEAR 12

Aaron Kendall (*Head Boy*), Paige McCrorie (*Head Girl*), Piper Blackmore, Amy Fernihough
Jonathan Merino, May Rewell, Emma Slodecki



ANZAC Day Celebrations
Reath laying

Our student cadets played a large role for ANZAC Day this year.



Aaron Kendall
Lions Youth of the Year Award
Aaron progressed through to the Regional Finals where his impromptu responses were standout.



Katarina French
Lions Youth of the Year Award
Katarina was involved in the Lions Club Finals and delivered a heartfelt speech about tolerance, kindness and understanding which attracted an outpouring of positive feedback and support.





Our Learning Framework

Southern River College supports the ATSIL STANDARDS for TEACHERS and LEADERS

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

Our expectations for leaders in our college is based on the five ATSIL Standards for PRINCIPALS

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

College Overview



Staff

All staff are compliant to the Teacher Registration Board. In 2019 we again hired staff who could help develop our focus in STEM, Academic Excellence, Learning Difficulties and Engagement. We increased our Teach for Australia associated with three new members joining the team in the areas of Science and Humanities. Other staff were recruited based upon the learning area needs. Professional learning for staff was shaped with the needs of our priorities and operational planning.

In 2019 we focused on developing staff professional learning in the areas of explicit teaching and Visible Learning. We continued our work on CMIS Snapshots for graduate and developing teachers. Along with this, we had five of our staff working on a Masters in Educational Leadership. Our senior leadership team commenced the leadership development program with Fogarty Edvance Learning. We continued to invest in staff learning more about curriculum differentiation, instructional core and English as a Second Language.

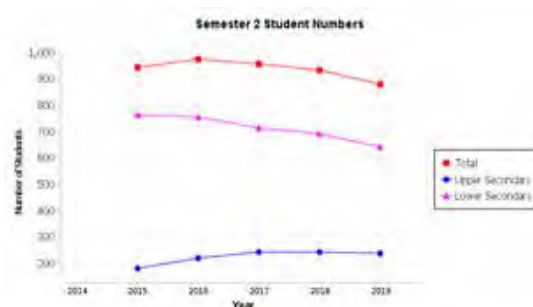
In developing our workforce plan and our annual budget of approximately \$12,000,000.00, we used about 85% of this on staffing needs.

Staff Numbers 2019	
Principal	1
Deputy Principal	3
Level 3/Program Coordinator	11
Total Administration Staff	15
Level 3 Teachers	1
Other Teaching Staff	59
Total Teaching Staff	60
Clerical/Administrative	25
Gardener/Maintenance	4
Non-Teaching Staff	17
Total Support Staff	48
Total Staff 2019	122

Enrolments

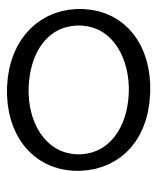
Trends in enrolments appear to be settling at this point with a slight downturn in Year 7 numbers. This was anticipated with the opening of another high school in the 5km radius of the college. Pleasing to see is the retention of students into our senior school programs.

The diversity of enrolments showed 12% Aboriginal and 25% English as a second language with students in this category representative of nationalities.



Semester Two Enrolment Numbers 2019						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
158	157	161	165	134	103	878

Our College Priorities



Our Business Plan provides the direction for the college's operations and planning and helps us to achieve our vision. Our plan is linked to the Department of Education's priorities and focus areas as set in:

- Strategic Plan for Public Schools 2016 – 2019
- Focus Documents
- Classroom First Policy
- And builds upon our previous planning documents.

INSPIRED STUDENTS

Every Student Matters

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

We are focused on how students learn best and work towards this by:

1. Developing student potential through academic, cultural and sporting pursuits.
2. Encouraging and supporting individuals who require curriculum differentiation.
3. Academic and ATAR pathways are targeted to achieve help support students' aspirations.
4. Supporting those students studying vocational pathways to achieve full WACE and/or Certification at the completion of their studies.

INSPIRING TEACHERS

Exemplary Practice

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

Our teachers plan for positive and effective learning experiences by:

1. Using best practice pedagogy and Visible Learning to reflect their impact on student learning
2. Structuring lessons using explicit and instructional strategies 7 to 12
3. Sharing and collaborating how to improve teaching and learning outcomes
4. Partnerships supporting real world experiences to improve STEM outcomes.

INSPIRATIONAL LEADERS

Quality Leadership

At Southern River College we believe inspirational leaders guide teachers and students to be engaged and enthusiastic about education. The learning culture in our school builds reflective and effective strategies that set high expectations. Our leaders promote, develop and lead teachers and students by understanding best practice research and plan collaboratively.

We know that leadership is collective and purposeful. We understand and promote a positive learning culture by:

1. Leaders use effective methods of planning to improve curriculum and learning area outcomes
2. Share practices using technology to enhance teaching and learning
3. Support staff to foster an orderly and supportive teaching and learning environment
4. Students, teachers and aspirant leaders are given opportunity to mentoring, coaching and leading school projects.

INSPIRING COMMUNITY

Enduring Partnerships

At Southern River College we understand that by connecting with our community we can achieve better outcomes for our students as they seek opportunities and future pathways. We understand that local solutions are defining and collaborative in our context. We want our students to have empathy, resilience and a positive self-concept. Partnerships that support our school community help us to grow. We work together to raise standards by understanding our community both in and out of the college

We achieve this through collaboration, mutually supportive and positive relationships and by:

- Ensure students attend regularly and are engaged at school
- Promote our Positive Behaviour Values and Growth Mindset ethos
- Engage parents in the educative process
- Support the wellbeing of staff and students

Targets 2018-2020

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

TARGET 1 Literacy and Numeracy (NAPLAN)	NAPLAN data from Year 7 to 9 moves to High Achievement High Performance showing sustainable value adding in in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation in comparison to like schools.	
TARGET 2 Australian Tertiary Admission Rank (ATAR)	Increase the number of student's successfully pursuing academic pathways from 22% in 2017 to 30% and a medium ATAR of 70% plus by 2020.	
TARGET 3 Senior School Pathways	Increase WACE Achievement targets to 90% plus 2020 by improving OLNA and Certification results.	
TARGET 4 School Culture	National and school surveys show improved levels of satisfaction in school culture, leadership and organisational health based on the surveyed opinions of teachers, parents and students.	
TARGET 5 Attendance	Increase whole school attendance to 90% across all cohorts and improve attendance drop off from semester 1 to semester 2 by 5% by 2020.	
TARGET 6 Effective Conditions for Learning and Engagement	Suspension data levels remains below 10% as a baseline figure for 2020.	

At or Above Target	
Near target; On Track; and/or Implementation Plan Commenced	
Below Target	
Data Not Yet Available; and/or Implementation Plan Not Yet Commenced	

Priority One



INSPIRED STUDENTS

Every student matters

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

- 1.1 Developing student potential through academic, cultural and sporting pursuits.
- 1.2 Encouraging and supporting individuals who require curriculum differentiation.
- 1.3 Ensuring academic and ATAR pathways are targeted to support student's aspirations.
- 1.4 Supporting those students studying vocational pathways to achieve full WACE and/or Certification at the completion of their studies.

2019 FOCUS AREAS

- Academic Pathway - Future Learning
- Literacy - Writing focus
- Student Profile Data
- ATAR Support 11/12

In 2019 we targeted academic pathways in our lower school programs to help support the number of students achieving success in these areas. The outcomes of these changes is not truly visible until we have a cohort of students go through the yearly processes. The key to beginning this initiative was having all staff equipped to build their understandings of our processes. The Southern River College Inspire Academic Program is intrinsically linked to the developing student Future Ready Attributes and general capabilities. We align and map our curriculum activities by using platforms such as the Stanford Design Process. This helps students develop their creativity and collaboration skills. Students explore their understandings of how they learn and share ideas and work together to solve problems in a global context. Our students master their leadership and teamwork strategies over the years; building complexity in analytical and creative thinking, completing complex tasks, understanding the ethical decisions and communication that is needed for discovering ways to support sustainable practices and their impact. Our program is an innovative model that integrates STEM understandings in Math, Science, Humanities and English (MESH) using cooperative and enquiry learning. Students are assessed on all aspects of the program using both formative and summative assessments.

Curriculum, instruction and assessment is linked to the focus areas and activities the students undertake. Strategies to achieve this vision incorporate 21st Century skills, deeper learning and real world authentic learning. The strategies are supported in a personalised technology enhanced environment and are informed by data collection and analysis.



- Students have more opportunities for collaboration, communication and self direction.
- Teachers have more access to digital content and resources that are aligned to 21st Century skills and are supported in the process via the learning community.
- Data is used to help teachers analyse, access, collect, and inform their teaching pedagogy.
- Students are assessed using rubrics, observations and

EVERY CHILD
HAS THE RIGHT
TO LEARN
WITHOUT
DISRUPTION

testing of outcomes within the classroom. Activities begin with questions relating to the themes and the UN Sustainable Goals

- Learning outcomes are aligned to SCSA scope and sequence models.
- Learning evolves using the Stanford Model, Future Ready Attributes and General Capabilities.

on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. Data is the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success.

Through a more flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis. This approach ensures relevance and deep understanding of complex issues and topics. Providing multiple sources of high quality academic content offers students much greater opportunities to personalize learning and reflect

2019 saw the introduction of this program across Year 7 to 10 in second semester. The feedback and benefits to how our academic classes learn and how we teach has been immense with students and teachers showcasing their studies in end of year presentations.

OLNA

Literacy is an ongoing area of focus, with writing in particular being looked in particular. OLNA supports where put in place with intensive support for students struggling with basic literacy needs. This support saw an improvement in the number of students attaining a WACE and OLNA capabilities.

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)

Number of students who have met the standard: count (%)

Source: SCSA data files



	2019	2018	2017
Reading			
School Cohort	103 (70%)	114 (68%)	115 (69%)
School WACE eligible	95%	91%	91%
School Semester 2 census	92%	90%	88%
Like Schools (%)	84%	82%	80%

Writing			
School Cohort	101 (69%)	112 (67%)	111 (66%)
School WACE eligible	94%	89%	89%
School Semester 2 census	91%	89%	86%

Numeracy			
School Cohort	102 (69%)	116 (69%)	107 (64%)
School WACE eligible	93%	91%	89%
School Semester 2 census	90%	91%	86%

Met literacy and numeracy requirement			
School Cohort	93 (63%)	96 (57%)	91 (54%)
School WACE eligible	88%	78%	80%
School Semester 2 census	85%	78%	78%



OUR 2019 RESULTS

In 2019, the group of Year 9 students who had prequalified for OLNA the previous year, was marginally better than Like Schools but successes in the following OLNA tests fell considerably in Year 10.

Students who achieved a Pass in Year 11 were better than Like Schools and our Year 12 Passes were also marginally higher than Like Schools.

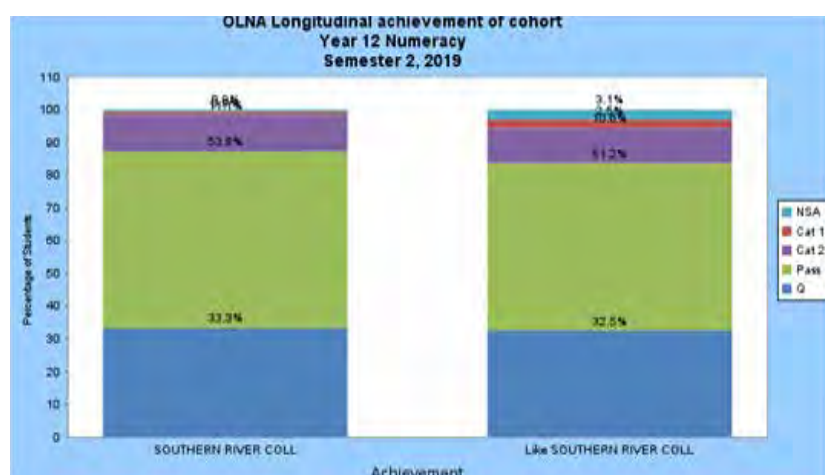
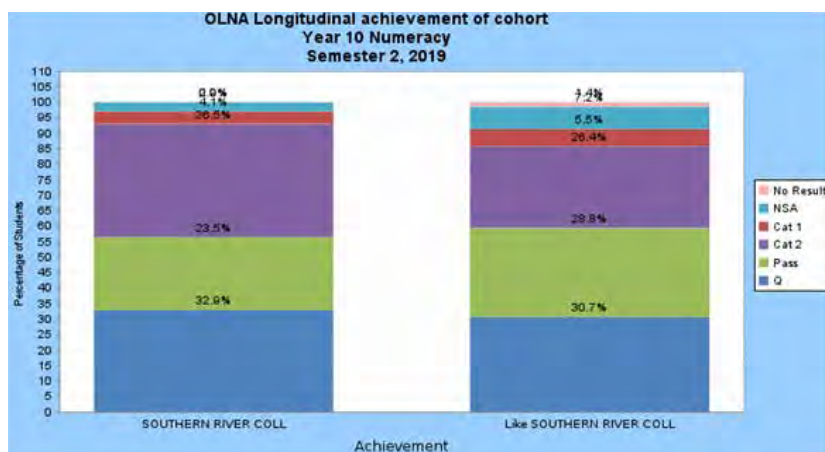
OLNA ACHIEVEMENT

Numeracy	2019	2018	2017
School Cohort	102 (69%)	116 (69%)	107 (64%)
School WACE eligible	93%	91%	89%

However, we did not achieve the required progress to meet our targets in all Years and intensive classes and practice sessions have been set up for students in 2020 to work at school and at home.

MOVING FORWARD

- Continue grouping Year 11 and 12 General English classes which will cater specifically for the students yet to achieve their OLNA.
- Support students to developing skills and knowledge of students to be able to replicate their performance under test pressure conditions (software/ internet programs).
- Classes in lower school require further explicit instruction to help improve writing skills.



NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) test all students in Australian Schools in Year 3, 5, 7 and 9. In 2019 results for Year 9 students showed improvement but concerns for Year 7 results were noted. We have been working with our Primary Schools through our SEEC alliance to address some of these issues but more needs to be done in ensuring students are reaching their potential upon entering secondary schooling. It is pleasing to note that our efforts to improve NAPLAN is being achieved with students in Year 9 now achieving at standard or better. This a testament to the interventions provided to these students and their teachers.

1	Above Expected	more than one standard deviation above the predicted school mean
2	Expected	within one standard deviation of the predicted school mean
3	Below Expected	more than one standard deviation below the predicted school mean
4		If blank, then no data available or number of students is less than 6

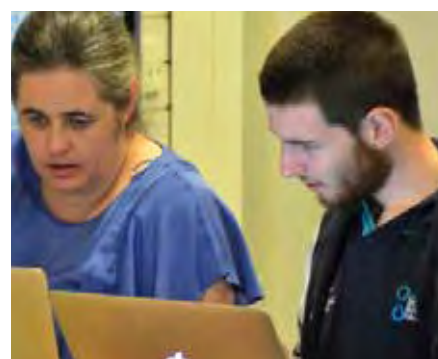
Reading	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 7		-1.1	-0.6	-0.3	-1.2	-0.4		190	190	157	154	151
Year 9	1.4	-1.0	-0.2	0.4	0.0	0.8	160	159	157	181	187	151

Writing	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 7		2.0	-1.5	1.0	-0.1	-0.5		188	190	158	146	152
Year 9	0.7	-0.6	-0.2	-0.1	0.7	-0.6	168	163	157	182	180	157

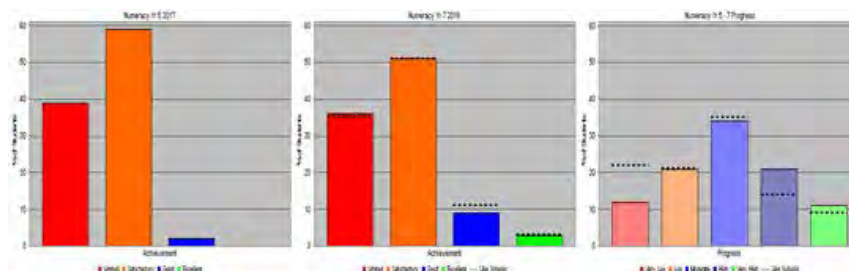
Numeracy	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 7		-0.6	1.7	-0.6	-0.2	0.1		183	189	152	144	138
Year 9	-0.3	-1.1	0.1	-0.4	1.4	-0.1	165	160	163	182	175	132

Spelling	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 7		-0.8	-0.9	-0.2	-0.4	0.3		189	190	158	152	148
Year 9	0.2	-0.7	0.8	0.3	0.1	0.3	169	164	160	185	184	143

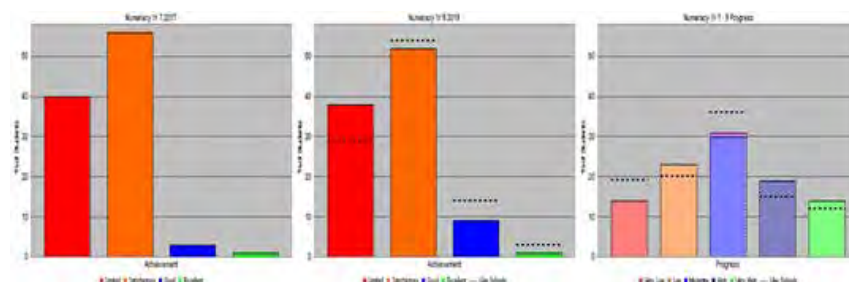
Grammar & Punctuation	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 7		-1.2	-2.1	-0.4	-0.8	-0.4		189	190	158	152	148
Year 9	0.3	-0.6	-0.3	-0.1	0.6	0.7	169	164	160	185	184	143



Our NAPLAN results in Year 7, have shown progress above Like schools and considerable progress for our students along their individual continuums.



Our Year 9's have also shown progress above Like schools and considerable individual progress.



MOVING FORWARD

We have not met our targets of increasing our NAPLAN Performance in numeracy to meet the Australian mean. We fell substantially below the Year 7 Australian mean in 2019 (554) with our group mean (502). In Year 9, the 2019 Australian Mean was 592 and our group mean was 553. Better preparation and focus on skill development, identified in data from prior testing, is seen as a requirement in 2020.



STUDENT PROFILE DATA

In 2019 we made a concerted effort to profile all classes to establish the needs of students in each class. This was achieved by staff learning how to use the SAIS and RTP programs more effectively, along with improved mentoring and induction in SEN and Individual Education Profile reports for students at educational risk. Models of how to do this and interventions needed to help students learn were key to this ongoing tool being developed. Some of the key findings of this strategy found the number of students achieving success MESH areas by the completion of Year 9 and 10 was critical with many students not passing or disengaged with their learning. To help address this, optional areas in MESH for 9 and 10 were developed.

This has seen changes to timetabling with courses developed that allow students to take up options in various subjects as per the table shown herewith.

Greater supports via Development and TLC classes also continue to address students learning needs with the majority of these students showing improvements and retention into senior schooling.

MESH COURSE OPTIONS		
Subject	Year 9	Year 10
Maths	Making Money Maths in the Body	Maths in Crime & Espionage Maths in Event Management
HASS	Cultural Tourism It's Elementary Dear Watson	Famous Faces Through History What we think and why we think it
Science	Edible Science Forensic Science	Psychology Space Academy
English	Creative Writing Around the world in 80 days	Creative Writing The Human Experience





Courtney Wilson
Head of Specialised Autism
Learning Program

Southern River College's Specialised Autism Learning Program (SALP) aims to provide students with Autism Spectrum Disorder (ASD) a greater opportunity to achieve their aspirations. The Year 7- 12 program is an evidence based program reflective of current best practice underpinned and supported by the School of Special Education Needs (SSEN: D) – Autism Education Services.

SPECIALISED AUTISM LEARNING PROGRAM

Inspiring Students

1.4. Supporting those students studying vocational pathways to achieve full WACE and or Certification at the completion of their studies

In 2019, the SALP commenced strategic planning towards the implementation of a career planning framework for SALP students. This involved Year 10 SALP students being provided with the opportunity to engage in a Certificate II in Warehousing in conjunction with the authority developed workplace learning program. Parents and students were also provided with a range of information sessions where access to employment service providers and local TAFE's were facilitated by the SALP team.





Inspire Community

4.1 Ensure students attend regularly and are engaged at school

Attendance of the students in the SALP was 92.79% which was an improvement of 4.27% from 2018. This increase in attendance is supported by our E&T Officer who worked closely with parents and community service providers to strengthen the student, parent and school relationship.

A number of SALP students were recognised across the school year for achieving outstanding academic results as well as undertaking leadership roles at the college. Especially pleasing for the SALP were our Year 12 results where a SALP student was recognized as the top student in three senior school courses.

Inspired Teachers

2.3. Sharing and collaborating how to improve teaching and learning outcomes

In 2019, our SALP program was acknowledged as playing a leading role in furthering the development of ASD programs within the government education sector. The Southern River College Principal and SALP Program Manager presented to the staff and leadership teams of the SALP's commencing in 2020. A staff member from the SALP team presented at the Autism WA Symposium on the structure and outcomes achieved of the SALP at Southern River College.

PERFORMANCE DATA

SALP students continued to demonstrate consistent academic performance across the learning areas. Student performance was strongest within the Mathematics and Science areas with the SALP students demonstrating an ability to improve their grade attainment from Semester 1, 2019 to Semester 2, 2019.

The Physical & health Education learning area continues to require attention for SALP students focussing on demonstrating their physical skills & abilities as well as their knowledge and understanding within the Health curriculum.

SALP students are supported with their social/emotional regulation by engaging in a social thinking/regulation curriculum delivered by SALP teaching staff. Student performance within this aspect is demonstrating that students are attaining competence in implementing strategies independently.

Inspirational Leaders

3.1 Leaders using effective methods of planning to improve curriculum and learning area outcomes

Targets from 2018 were met in terms of fully embedding the SALP Operational Framework and ensuring that the SALP was aligned to best meet the education and social/emotional needs of the students at Southern River College. A key factor in 2019 was the appointment of an Engagement and Transitions (E&T) Officer to work within the SALP. The E&T Officer successfully coordinated the Specialist Services Expo where parents and students from the SALP and feeder primary schools were provided with an opportunity to hear from Autism service providers in the local area.

MOVING FORWARD

SALP staff will continue to explore further opportunities to enable SALP students to demonstrate their knowledge and understanding across the breadth and depth of the curriculum.

In 2020, we will be introducing endorsed programs into our SALP which will provide opportunities for Year 11 SALP students to attain points towards their WACE attainment. In conjunction with SSEND and SALP programs from other secondary schools we will be exploring the possibility of co-developing an endorsed program that will enable SALP students to attain WACE points in Year 11&12. Additionally, where applicable students will be enrolled in endorsed programs that articulate closely with their extra-curricular interests. This will ensure that SALP students achieve recognition via attainment of WACE points for their extra-curricular commitments.

The SALP program will continue to support students in their social/emotional development by a cyclic review of the social thinking curriculum.

SALP staff will work across the College to ensure that all staff fully utilise the SALP learner profiles and are differentiating their curriculum for SALP students in line with these profiles.

All Southern River College staff will utilise SEN reporting to develop Individual Education Plans (IEP) which will outline strategies used by the teacher to maximize academic performance and engagement.



ABORIGINAL AND CULTURAL STANDARDS FRAMEWORK

In 2019 we delved deeply into our cultural and standards framework, creating our milestones plan that aligned to the Cultural Standards Framework and formation of our committee to address the framework and Aboriginal student's needs. We targeted relationships, cultural understandings, leadership with the student voice, teachers demonstrating relevance and connectedness to Aboriginal people and looked at programs and mentors that would help lift aspirations. Conversations developed into partnerships with continued support from the Wirrpanda Foundation, Aurora Foundation and AIME program to ensuring students were given every opportunity to access mentors and achieve strong future pathways. In 2019 we brokered a partnership with Boonderu Foundation to help support students with their cultural and musical aspirations. This saw music tutoring, cultural mentoring and instruments being provided to our students, especially those at risk.

The Wirrpanda program continued its work with Deadly Sistaz program with

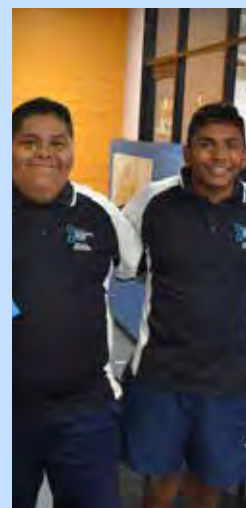
two full time mentors in the school, working with girls to build their understanding of culture, health, values and identity. Aurora has given our school mentors and opportunities for students to explore their culture and future aspirations. AIME continues works on tutoring and developing culture and purpose. We allocated resources to ensure these programs are sustainable and provide a rich cultural focus for students and staff. In conjunction with these programs we have been able to develop a boy's program that identifies young men at risk and provides a mentor and sporting program for these boys. In 2019 we also organised a guest speaker to work with staff to broaden their understandings.

Celebration and a support framework has seen many of our Aboriginal students being recognised for their achievements. In 2019 we had five Aboriginal students be recognised for their artistic talents at the Australian Art Awards in Melbourne. From these awards many opportunities have stemmed, such our students work being selected for Virgin Australia products and illustration opportunities working alongside writers.

The best of this though has been the self-esteem and cultural identity that

has occurred for these young people who now stand proud of their culture. Our Aboriginal students are now an integral part of our school culture and teachers are looking for targeted ways to support these young people. The assimilation of a positive culture within the school community for these students makes a real difference. We have been purposeful in the employment of Aboriginal staff within the college. Our front receptionist is a young traineeship Aboriginal lady who proudly represent the voice and face of the college.

In 2019 we recently changed our House System Names identifying to represent air, water, fire and earth, formulating the Aboriginal names and identify with a charity enabling our students to give back. Earth- **BOODJAR** Charity - Mission Australia; Air- **MAAR** Charity - Royal Flying Doctor; Fire- **KARLA** Charity - McGarth Foundation; Water - **KABI** Charity- Beyond Blue. Our Student Council now has an Aboriginal Representative who also performs our welcome to country at each assembly and supports Aboriginal students and their views and needs in our college. All these little things add to the footprint of the college to create a positive culture.



ATAR SUPPORTS FOR YEAR 11 & 12

This focus area is aligned to our target to increase the number of students pursuing an academic pathway and to increase our medium ATAR scores. This target is well on the road to be achieved with an increase in our mean over the last two years to 74%. The number of students completing a ATAR has increased to 16% but this still needs to be improved to achieve our target.

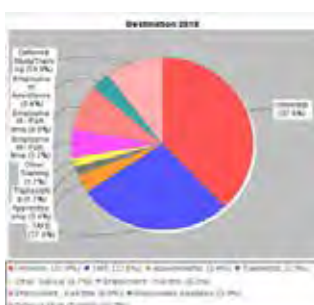
In 2019 we continued our ATAR supports for both students and staff. We continued supporting teachers with stronger mentoring and rigorous induction programs to improve their confidence and understanding of syllabus requirements. Staff were provided with a template of best practice and strategies shown to improve outcomes. We worked with high performing schools and best practice research, while also creating a learning community for ATAR teachers.

We focused on developing understanding of expected standards, linked to high performing schools both public and private for observations, coaching and moderation. We continued our investment in master classes; held at the college on a regular basis sourcing the best coaches to give feedback and tips to students and teachers on improving performance. Teacher feedback has been positive. They feel like they are learning and building their skills in a supportive environment. They aren't afraid to ask questions and are building a culture of trust while working together to support student achievement. The students have responded with better engagement and going the extra mile in their aspirations and work ethic. Southern River College originally had only 2% of its students undertaking ATAR studies, we now have around 16% and are working to ensuring that those that take that pathway achieve well. In 2019 we have again performed better than like schools with a median 69.55% in ATAR.

It is pleasing to see the shift in the number of students pursuing further education. When we look at the students from 2010 this is a dramatic. We have seen our ATAR students applying for University entrance, gaining first round entry and funded scholarships.



Comparison Destinations 2010 to 2019



AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department of Education calculations

	2019	2018	2017
School count (% Cohort)	23 (16%)	20 (12%)	24 (14%)
Difference From Expected	+6%	-7%	+3%
School % WACE eligible	23%	17%	25%
School % Semester 2 census	22%	17%	24%

ATAR COURSE ENROLMENTS

Year 12 Course enrolments count of students	
6+ ATAR courses	1 (1%)
4-5 ATAR courses	23 (16%) 19 (11%) 24 (14%)

ATAR Triciles - High/Mid/Low: Count (%)

Source: TISC for ATARs and cut-offs and Department calculations

High	2 (9%)	3 (15%)
Mid	6 (26%)	8 (40%) 4 (17%)
Low	15 (65%)	9 (45%) 20 (83%)

Median ATAR (no. of students)

Source: SCSA data files and Department calculations

School	69.55	78.28	55.4
Expected performance	0.83	1.46	-1.04
Like Schools	64.33	63.55	64.85
Public schools	78.2	79.5	78.55
School median ATAR			
TISC applicants	69.73	78.85	57.9

Priority Two



INSPIRING TEACHERS

Exemplary Practice

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

Our teachers plan for positive and effective learning experiences by:

- 2.1 Using best practice pedagogy and Visible Learning to reflect their impact on student learning
- 2.2 Structuring lessons using explicit and instructional strategies 7 to 12
- 2.3 Sharing and collaborating how to improve teaching and learning outcomes
- 2.4 Partnerships supporting real world experiences to improve STEM outcomes.

2019 FOCUS AREAS

- Visible Learning
- Explicit teaching in every classroom
- STEM in the classroom

VISIBLE LEARNING

Visible Learning is a pedagogical process by which students, staff, parents and the wider community can communicate about a students' learning. The learning is understood to be 'visible' when the student demonstrates their ability and capacity to articulate their progress in a way that clearly states the process in its entirety. It is a framework that has been developed through the research of Professor John Hattie and evidenced by more than 800 meta analyses conducted by him over the course of a decade. In 2019 we introduced Visible Learning to the school community to help develop our students, teachers and leaders to see the impact of their teaching to enable one year's growth for one year's teaching; irrespective of a student's 'starting point'. This is actioned through the interrogation of four clearly identified domains: Know Thy Impact, Inspired and Passionate Teachers, Visible Learners and Feedback.

Southern River College undertook the initial phase of the Visible Learning journey, facilitated by Corwin, at the beginning of 2019.

The main goals of the process included:

- Analysis and assessment of data and feedback from staff, students and parents
- Identification of teaching practices to support a learner's ability to be the driver of their own learning journey
- Creation of common language and dialogue between all key stakeholders
- Using data to plan for genuine educational progress



The goals outlined were further supported by the positive impact that had been demonstrated by the inclusion of a rigorous explicit teaching model across the college.

Leadership and Executive Teams participated in three days of professional learning to support the wider staff and students. Staff undertook two days of professional development - Evidence into Action - delivered by Corwin.

Corwin visited Southern River College in March 2019 gathering baseline data regarding where the school community's understanding lay before implementation.

This common language will form the foundations for how Visible Learning will be communicated to all key stakeholders, with expectations clearly outlined to support the positive impact upon student growth.



Leadership and Executive Teams worked to produce common language regarding Know Thy Impact, Feedback, Inspired and Passionate Teachers and Visible Learners:



MOVING FORWARD

- Creation of dedicated Visible Learning and Teaching Committee
- Continued Explicit Instruction targeted instructional strategy focus throughout 2020; PL for staff to assist with continued implementation
- Structured and strategic induction process for new staff regarding Explicit Instruction and Visible Learning
- Continued further Corwin consultancy comprised of a second School Capability Assessment, x2 whole staff professional development days, x1 leadership professional development day
- Consultancy with Professor Chris Brook to support College implementation of appropriate classroom observation and feedback process, professional learning for staff
- Design and development of observation spaces and classrooms
- Consistent understanding of Visible Learning across all settings of College and community
- Implementation of target Visible Learning domain: Feedback; common language across students, staff and community

EXPLICIT TEACHING IN EVERY CLASSROOM



Over the course of the year, the Committee met a total of ten times. We grew in number as more staff signalled an interest in being a part of the committee. These members may change in 2020 as people take on new roles and responsibilities, as well as in light of the broader Visible Learning Committee.

At the end of 2019, the EI Committee was made up of the following staff members:

- o Maths: Shanae Alexander
- o English: Sione Murray
- o Science: Teale Gordon
- o HASS: Phoebe Ellis
- o HPE: Blair Pasco
- o Arts: Tess Devenyns, Jasmine Webber
- o Admin: Sharon Harry, Karen Jolly, Kirsten Dowd

Workshops and Training

- A short whole-school 'refresher' at the beginning of 2019 (February). An after-school session on creating effective Learning Intentions and Concept Development (delivered mid-June).
- Sione Murray also delivered professional learning at Gilmore College and conducted some initial coaching with Tessa Devenyns and Dusty Ward, who were looking for assistance with Explicit Instruction (EI) within an Arts context.
- We have secured an EI coaching rubric, to use when observing teachers.

Staff Uptake/Implementation

- EI Committee members conducted an audit of their individual Learning Areas. Challenges to overcome included new staff unfamiliar with the pedagogy, poor infrastructure, and lack of equipment. These were addressed by individual learning areas as the year went on (although there could have been a more thorough accountability measures at the end of 2019).
- However, there did appear to be an improvement in staff knowledge, particularly following the after-school workshop.
- All materials developed are available on Connect for staff.

MOVING FORWARD

- Build a bank of resources;
 - » We have some resources from Aveley College but supply of these is sporadic and generally apply only to Years 7 to 8. These have been shared with the HOLA of each LA.
- Have course programs across all LAs include clear Learning Intentions.
- Map essential skills for each LA from Year 7 onwards.
- Set up a more formalised coaching and observation protocol.
- Empower teachers to be designing and sharing EI lessons.
- Empower EI coaches within each LA.

ICT AND SAMR

Rozemeri Cole
Head of Technologies

Many aspects of the SRC network were upgraded in 2019. We replaced 14 network switches in every communications rack around the college. This will allow our network technicians to manage our own devices in future as well as provide a 10-fold speed increase to the network backbone between the servers and the switches serving the users' workstations. Due to a failure, we replaced the fibre link between the administration block and the server room with six new pairs, providing a speed increase, future-proofing and redundancy.

Another server was upgraded to expand our data

storage capacity and network performance. This has again significantly improved file storage and web services to staff and students. We also replaced two ageing UPS units with a larger single unit. We have consolidated some of our servers and all were fully reconfigured and rebuilt during the July holidays and we set up two additional virtual servers during the year to meet our changing needs. Most of our 25 servers' operating systems have also been updated to the latest DoE approved versions and we are in the process of upgrading the remainder.

We upgraded our flagship iMac lab to the latest 27" devices and our technology lab - LA27B was also upgraded with new computers during the

course of the year. The new School Managed Internet (SMI) connection has seen a much improved internet experience for all users and allowed us to run NAPLAN online and OLNA without any issues. The DoE made several upgrades to their network and internet connectivity and bandwidth, with more planned for the coming year. We are currently at the maximum capacity of our School Internet Gateway device and the DoE are currently sourcing an upgraded model for us, so that we can further improve our bandwidth.

We added additional Wireless Access Points to ensure better wireless connectivity for our devices, where there was previously no cover and we intend to purchase more in the coming

year.

Our new sports hall was completed and we installed new Wireless Access Points and network switches and CCTV in that area, as well as new VOIP telephones. After the major upgrade to the science classrooms, we installed interactive whiteboards in every science classroom, as well as one mathematics classroom. We also purchased additional TV's and multimedia projectors for other areas, to aid our teachers in their classroom delivery.

We initiated a programme where we offered our functional old computers to staff and students at a nominal cost, which raised \$8000 for the school's IT programmes and helped get affordable technology into the community.

As in previous years, there were significant improvements to our software. We subscribed to a number of educational programmes and continued with ones previously in use such as Education Perfect, Educari, MathSpace and others for use in the classroom and to help our educators improve their lesson delivery. The college has also continued its (very expensive) subscription to the full Adobe suite of software, available for all staff and students to use. Staff have also had many opportunities to learn how to use Microsoft Office 365 effectively in the classroom. The new intranet was again further upgraded to provide more information and functionality.

At SRC we actively monitor our network on a daily basis and restrict access to authorised devices, to help manage our bandwidth. We have also continued with LanSchool class lists and provided staff with instructions and training on how to utilise it, giving staff simplified classroom management, more

effective monitoring and collaboration options.

We invested a significant amount into upgrading and expanding our school's ageing CCTV system, upgrading about 60% of them from old analogue systems to the new DoE digital specification and have also recorded all the required details on the WA Police CCTV register. Further upgrades are planned for the coming year.

The ICT Technicians have further improved their skills with remote management software for both Windows and Mac devices and introduced Zuludesk, Nomad and Munki Tools at the college and several primary schools and Meraki at others, for Apple device management. Most of the network issues we previously experienced are now a thing of the past and our technicians have collaborated with other schools to help them resolve their network issues based on our experience.

The ICT Technicians continued to service our feeder schools and a few from surrounding areas (Wirrabirra, Ashburton, Seaforth, Gosnells, Kelmscott, Westfield Park and Southern Grove Primary). We annually review these services and request feedback. As some have grown and their needs have changed, they have transitioned to employing their own staff, so we are no longer supporting Piara Waters, Harrisdale, Huntingdale or Gosnells Primary. Last year they resolved 1062 IT tickets, with an average first response SLA (Service Level Agreement) % of 93%, a resolution SLA % of 96%, a first resolution rate of 74.9% and an average response time at SRC of 12 hours and 5 minutes, which is outstanding, considering many tickets are raised outside of working hours, or at the end of the day. 72% of tickets were resolved on first contact at Southern River College – over 90% at primary schools.



The ICT Committee met twice a term regarding all of the aspects of ICT at Southern River College. The ICT Committee is comprised of staff representing all of the learning areas. Staff were required to have all their course material on Connect, as was standardised in 2017, and available to students and parents. There was a large increase in the number of parents with Connect access, which rose to around 850 parents. Connect audits were done each semester by HOLA's to ensure all courses had the correct information on Connect and in the stipulated format. During the year after the initial audit a proportion of staff did not upload tasks to Connect even though they were required to. Staff did not use the other features of Connect to communicate with students and parents. These issues will need to be addressed in 2020.

The POLP (Parent Owned Laptop Program) continued to allow parents to purchase a Windows device or Mac device. We only had a small proportion of students purchase these. We continued to encourage more students to have a POLP device and included any Windows laptop, with minimum specifications. However, students were still not bringing in their POLP devices. Discussions with the ICT Committee saw the main reasons being as staff are not using them, staff providing a school laptop (no need to bring their own), staff having to plan part ICT/paper and pen lesson and security. Despite addressing staff about these issues and directing them to encourage the POLP use, we are still yet to see a significant shift. We saw a slight temporary rise in devices to around 20 a day, which quickly dissipated. Even with the introduction of Minecraft, free for students, later in the year and allowing, those with their own POLP devices to play it the Library failed to improve their use.

The application of the SAMR

process was only used in Semester 1 2019. Staff were asked to reflect on their SAMR and the results continued to show similar results as previous years. Despite directing staff via the ICT Committee to plan Augmentation or higher activities, we had 14% of staff merely doing Substitution. As before staff reported an 83% increase in engagement by students and the outcomes achieved.

In 2019 the DoE released a new Students Online Policy and Procedures. Key points were provided to both college Leaders and the ICT Committee. The current ICT Policy and Permission to Publish were reviewed, adjusted to meet stipulated requirements and new documents produced. Another aspect of this policy was the issue of Third Party software. The ICT Committee compiled a list of all third party software used. The Principal and Deputy attended a forum to discuss the implications of this new aspect. Based on forum feedback its implantation has been delayed and new procedures put in place to make compliance easier.

The college became a part of the Minecraft Innovation Project. The aim of the project is to create a professional learning community to promote the use of Minecraft in Education and create lesson plans and resources to be shared with educators across Western Australia and beyond. We had staff from the MESH areas provide representatives to partake in Minecraft training. Staff will now develop resources, which will be shared with other schools and eventually worldwide.

In 2019 it was found that many of our Year 7 students were entering our college with minimal ICT skills. Some students had only used iPads and could not even log in. As a response, a comprehensive ICT Induction was planned for implementation in 2020. It covered



topics such as general information, logging in, printing, file management, Connect access and school email. Each area would be delivered by a different learning area – this also allowed staff to be taught what was the correct procedure. It was planned that students would have just one drive to save to make it easier. The slideshows created would then be compiled and placed on Connect in every course to assist staff and students.

The DoE stated that WebSiS development has halted. The college started making progress to move towards Compass, a new school management system, which would eliminate the need for multiple software providers to do all of the functions required. Lead staff visited Shenton College to see how it was implemented. Its full implementation would occur in 2020 but staff were provided with initial information and a sandpit to experiment in.

Roze Cole continued to monitor student inappropriate access and the application of set consequences. Introduced in 2019 was a similar procedure for inappropriate Minecraft use with its own set of consequences. Observations show that considerable staff are failing to report inappropriate use and were not monitoring student access. Brian Hand provided professional development on LanSchool – a powerful monitoring software on each teacher computer to improve this.

MOVING FORWARD

- Staff must embed a SAMR activity each semester into their programs.
- Continue Minecraft in Education and the use of Microsoft 365 systems.
- Introduction of Compass in replace of WebSiS.
- Continue SAMR and professional development to support teaching with the technology.
- Marketing for an increase with parent 'buy in' with the POLP program.
- Induction program for staff and new staff in regards to technology supports and processes.



STEM CAPABILITIES AND LITERACY



SENIOR SCHOOL PATHWAYS

Increase WACE achievement targets to 90% plus by 2020 through improving OLN and Certification results.



Inspired Students

Primaries School Enrichment and Taster Courses - Eg: ISSAC, Coder Dojo.

The ISAAC Club is an afterschool program directed at attracting inquisitive Year 5 and 6 students to explore their passion in STEM. In the last 3 years over 60 students have participated in the program and a number have been selected into our Year 7 Academic program. In 2019; 51 year 6 students were tested with 19 selected to Southern River's academic program. This is a 50% increase in participation and selection on previous years. Started in 2019, Coder Dojo Club serves 8 to 17-year-olds with family, they meet fortnightly to learn and share ideas about computing. This program enriches the relationship between the College, its primaries and the broader community.

To build this program and partnership with our Primary schools, Southern River applied and was granted a \$60000 grant over three years with School's Pathways program. The SEEC STEM network committee has formed from selected member of the SEEC partnership to build STEM understanding across our schools and provide both students and the community opportunities to actively participate in future STEM career pathways.



Inspiring Teachers

Develop specialisation of STEM - Southern River is committed to developing a Specialisation in STEM – Automation.

Engineering Mechatronic pathways commenced in 2018 leading to full senior school pathway. The Engineering Mechatronics pathway was introduced in 2019 with 22 students and a further 16 students in 2020. This course

complements our Certificate II Engineering program providing students with an enriched competence that broadened their to paraprofessional career pathways or alternatives pathways to University

The Mechatronics pathway: Robotics, Electronics, Mechatronics, Introductory Engineering to either Mechatronics or Certificate II in Engineering is now sustainable with at least 2 or 3 class sets in each year group. The program requires review to consolidate the learning platform for senior students and needs to evolve to reflect the increasing skills of the students. Added in 2018 all Year 7 & 8 students' complete courses in Digital Technology with a focus to scratch. This pathway allows students to focus in Years 9 and 10 on varied programming languages such as CAD, python & gamemaker. As a result, Computer Science has been offered at the College for the first time reflecting the changing career aspirations and skill sets of our students. The combination of pathways lay the foundation for the College to pursue principles of Automation and machine learning which is highly sort in STEM related industries.

Inspire Community

Review of Strengthening School Partnerships

a. School Partnerships with Industry

The College has a strong heritage and commitment to link with Industry through GETIL. In the last three years STEM industries have become a major focus. Amazon Web Services; Byrnecut Australia, Chevron each providing learning opportunities or experiences for student and mentorship to staff. To enhance our outcomes in this area Southern River has gained support for the School's Pathway Program to drive stronger career links into traineeships and career programs.

b. Partnerships with Universities are sourced to help support the transition of these students.

Southern River is building strong and sustainable relationships with Universities. The Future school network with Curtin University has provided a bridgehead to implementing the INSPIRE program being implemented through all Year 7 to 10 academic programs. Students use Stanford Design Thinking principles to investigate real world issues and apply 21st

STEM CAPABILITIES AND LITERACY

Century learning skills to problem solve and make recommendations for the future.

Partnering with the University of WA has enabled Southern River to be a pilot school for trialling Einsteinian Physics into the curriculum and Inspire program. These have multiple benefits building the capacity of our teachers, access to unique resources and mentoring and increased opportunities for our students futures; especially the girls.

School Partnerships with Community Agencies.

Although the Smith Family Robotics program ended in 2019, the College was able to enhance our STEM partnership through the ICT Explorers program where teams of year 7 students use technological strategies and understanding to solve everyday problems. The College was a finalist in its first year.

Southern River was the only WA school to participate in the Smith Families Innovation program where 20 students; hosted by "Deloitte", were able for 2 days to work shadow and be mentored by their staff. The Smith Families support and commitment to the College was honoured and appreciated in 2020 as most valued Partner.

d. School Partnerships with Education Industries.

Southern River has forged a strong relationship with CSIRO at many levels to create a diverse set of opportunities for students to participate in competitions, national testing, holiday programs, site visits, that expose them to the rich and rigorous learning experiences. Through the STEM Professionals

program teachers link with CSIRO mentors to gain industry experience, apply latest findings and technologies into the classroom. Through this partnership guest speakers and mentors contribute in the school to enhance the learning and inspire our future leaders.

Inspirational Leaders

TDS for STEM

Southern River applied for STEM TDS; although unsuccessful, has been evolved into in the STEM Enterprise Mentoring program sharing the College's expertise and giving valuable ideas & support to the STEM community. Partnered with Dowerin DHS, Cunderdin and Narrogin Ag Colleges has led to a wealth of sharing of ideas and resources, networking and experience in designing curriculum outcomes and implementing STEM initiatives using design thinking principles.

In summary, Southern River College has met most of its targets of the 2018 to 2020 Business Plan and with the completion of the substantive building program focused on enhancing the Technologies, Science and Maths learning areas has provided a significant foothold for the future direction in STEM learning capabilities.

Anecdotally our year 12 destination data is shows a greater number of students accessing University with strong ATAR scores and students accessing more sophisticated career pathways many involving STEM.

Analysing the data of student course selections suggests:

1. The total number of students participating in a diverse number of Stem courses is increasing.
2. The diversity of STEM courses is increasing and reflects the increasing scope and pathways students are looking to access.
3. There is still a gender issue where few girls are looking to the challenging STEM courses in Maths and Physics even though they are capable.

Year		Maths Specialist		Maths Methods		Maths Applications		Physics		Chemistry		Biology	
		T. No	% F	T. No	% F	T. No	% F	T. No	% F	T. No	% F	T. No	% F
2018	11	3	33	9	55	23	17	59	13	54			39
	12	1	0	7	28	12			10	80	25	44	75
2019	11	1	0	9	33	18	20	65	19	52			66
	12	2	0	8	50	15	9	55	18	45			33
2020	11	2	0	7	14	19	16	50	21	57	14	28	52
	12	1	0	7	42	20			21	5			60

Year		Human Biology		Integrated Science		Environmental Earth Science		Cert II Engineering		Mechatronics		Computer Science	
		T. No	% F	T. No	% F	T. No	% F	T. No	% F	T. No	% F	T. No	% F
2018	11	15	46	21	38	9	33	19	5				
	12	7	28	10	40	11	45						
2019	11	5	0	18	61			16	0	22	5		
	12	9	55	12	36	8	25	16	0				
2020	11	8	0	14	36	16	50			17	7	15	0
	12	5	0	18	55			13	0				

T. No: Total number of students in course. % F: Percentage of female students in course.

STEM CAPABILITIES AND LITERACY

STEM Partnerships and Activities 2019

- SEEC STEM Network link with local Primary Schools 5to implement School's Plus Grant: STEM innovation and seamless transition. (ongoing)
- ISAAC Club a Primary STEM Club in partnership with: local Primary Schools.
- Coder Dojo Club: student 8 to 17 year meet with families to build understanding of coding.
- The Smith Family partnership for multiple program, ICT Explorers, Innovation Program with Deloitte, ITrack, Financial literacy and student scholarships.
- CSIRO Professionals Program to provide staff mentoring, guest speakers and enhanced learning opportunities.
- Chevron Career Program – Year 10 endorsed program
- CSIRO is hosting the STEM in Schools event, which brings together students, teachers, STEM professionals and politicians in classrooms across Australia.
- Curriculum Improvement Program “Choose Maths” in partnership with BHP and Melbourne University.
- A “Guest Speaker” program community and Industry specialist ie Engineers Without Borders and community member.
- First Einsteinian Project - trialling new Physics concepts and resources to be introduced in 2021.
- STEM Enterprise Program – development and implementation of the Year 7 to 10 Academic Inspire Programs.
- STEM Mentoring Program promoting and supporting STEM initiatives with Dowerin DHS, Cunderdin and Narrogin Agricultural Colleges.
- Primary School IT support Network where IT technicians are coordinated and provide IT services and support.
- 3-day Intensive course: Harry Perkins Institute of Medical Research
- ATAR Physics Excursion: Gingin Gravity Centre.
- Excursion: Byrnes Australia, workplace visit, careers in Mining.
- Excursion: Murdoch Outreach Programme - WISE WOMEN SHOWCASE : Demystifying careers in STEM and entrepreneurship
- Excursion: Curtin STEM Outreach: Focus on Mining
- CHEMCENTRE Incursions: Inspiring our students through school visits from the Chemcentre covering the Forensics of Drug crime in WA (ongoing)
- Incursions: AMSI – CHOOSE MATHS Programme - Mathematics careers (ongoing)
- Excursion: BHP careers
- Excursion: UWA Outreach Programme Careers Expo for Indigenous Students
- Excursion: Perth Blood Institute - Medical Science Encounter 1/2 day workshops
- Incursion: Curtin Outreach Programme: Global Goals Challenge (ongoing)
- Excursion: UNAOWA - sponsored Leadership programme at Parliament House (ongoing)
- Incursions: SERCUL - participation in the SE Metro Phosphorous Awareness Programme (ongoing)
- Incursions: CSIRO - STEM Professionals in Schools
- WEEKLY mentoring sessions with academics and workplace sponsors - sponsored by AMSI and CHOOSEMATHS
- Participation in BEBRAS competitions through Digital Careers at CSIRO
- Woodside: High Schools Virtual Reality Careers
- Supporting sustainability in Schools - CREEC
- Curtin University Electrical Engineering School Holiday Program - School Pathways Program

MOVING FORWARD

Actively pursue opportunities that present for students to actively engage in STEM across all Learning Areas.

The College; with the support of Schools Plus program develop a unique relationship between its primary schools and the community to provide a seamless transition in STEM learning capabilities and opportunities.

Supported by Schools Pathways Program Southern River builds a network of rich and effective Partnerships with deep and connected opportunities focused on student learning programs and with links to future career pathways, traineeships.

Develop the STEM specialisation of Automation with Industry links to Aviation, Web services and Mining.

Strategic STEM pedagogical focus on:

STEM literacy
identifying issues and problems
posing questions
providing explanations
drawing evidence-based conclusions
creating solutions.

STEM capabilities:
deep knowledge of a subject
creativity
problem-solving
critical thinking
communication skills.

To achieve this will require:

1. A strategically developed professional learning program with extensive supportive learning technologies. This can be designed in and coordinated through the STEM committee. Workshops targeting professional learning teams or with a focus to Learning Area needs can be developed around the curriculum and modelled through classroom showcasing or shadow learning. The learning technologies are in-serviced so to provide technology insight and confidence for the teacher but also increases their understand of how the technology enhances the learning experience, not for entertainment purposes.
2. A library of online educational tools; instructional frameworks, STEM tools, design thinking strategies etc, need to be available to teachers and ultimately students to facilitate an online pedagogical learning platform.
3. In practice we need to bring the data of every day into the school environment; such as a weather station. The use of strategically positioned sensors will gather various information on varying aspects of the student local environment, water and energy use providing day to day and longitudinal data for interpretation and increasing students understanding of their local issues and how they apply to national and global issues.

Priority Three



Thank you notes from our students to our staff

INSPIRATIONAL LEADERS

Quality Leadership

At Southern River College we believe inspirational leaders guide teachers and students to be engaged and enthusiastic about education. The learning culture in our college builds reflective and effective strategies that set high expectations. Our leaders promote, develop and lead teachers and students by understanding best practice research and plan collaboratively.

We know that leadership is collective and purposeful. We understand and promote a positive learning culture by:

- 3.5 Leaders use effective methods of planning to improve curriculum and learning area outcomes
- 3.6 Share practices using technology to enhance teaching and learning
- 3.7 Support staff to foster an orderly and supportive teaching and learning environment
- 3.8 Students, teachers and aspirant leaders are given opportunity to mentoring, coaching and leading school projects.

2019 FOCUS AREAS

- Future Leaders
- Workforce Review
- Learning Area Planning and Review

FUTURE LEADERS

In 2019 the college continued its focus on developing aspirant leaders for the school and the greater system. We aligned this to our workforce planning and delved into the Future Leaders framework program. This saw staff being identified through peer, self and school nominations. It opened the conversation for what makes a good leader and how we can develop leaders in our school and system. The feedback from staff was positive with many staff taking up the opportunity. From this work, it emerged the need for a leadership development framework for our own college. It also provided opportunity for staff to be more involved in whole school initiatives. What also emerged was the number of staff wanting to attain a level 3 classroom status.



MOVING FORWARD

- Develop Southern River College leadership support framework
- Alignment of framework to workforce and business plan priorities

COMMITTEES

A review of our committees and their focus also occurred allowing for improved accountability and targeted focuses for these committees moving forward. Committees need to have particular focus and targeted planning each year. 2019 committees developed milestone planning to help ensure this is occurring.

COMMITTEE	CHAIR	ROLE
SCHOOL BOARD	Pat Morris AM.JP	The council or board of a public school works with the school community to achieve the best outcomes for students. It plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students. The Board endorses the School Business Plan and School Review Processes
ABORIGINAL FRAMEWORK	Kirsten Dowd	To ensure the Aboriginal Framework Competencies are applied and build understandings throughout the college.
BUILDINGS AND WORKS	Karina Surmon	To decide the allocation of minor works funds available for small structural changes or new/modified fixtures and also to provide curriculum support
COMMUNITY GARDEN	Dorothy Burke	To support the Community Garden Board.
CURRICULUM LEADERS	Sharon Harry	Leaders of the school help to develop the curriculum and strategic direction of the school to improve teaching and learning outcomes.
EALD COMMITTEE	Waseem Parkar	To develop EALD strategies and understandings throughout the college.
FINANCE	Everal Eaton	To plan for the optimum use of the school's financial and physical resources.
FUTURE LEADERS	Everal Eaton	Supports workforce planning and future development of staff in leadership and professional development.
GRADUATION	Teale Gordon	To plan and coordinate student references and the graduation ceremony
ICT COMMITTEE	Roze Cole	To oversee Information Technology Services to the college
VISIBLE LEARNING AND TEACHING	Sharon Harry	Supports teaching and learning through the college, mentoring and coaching best practices and research.
STAFF ASSOCIATION	Owen Davies	To promote interpersonal communication between all members of staff, thereby bringing about a cohesive ambience within the school environment.
STEM EDUCATION	Mike Erith	To oversee STEM Education and partnerships in STEM
WORKLOAD	Craig Roberts Gayle Page	To improve the communication and collaboration processes in the school by providing a forum to discuss, and where possible, resolve workload related issues.
WELLBEING House and Be You	Owen Davies	To facilitate the positive wellbeing and behaviour processes and activities for staff and students through the college.
OCCUPATIONAL HEALTH AND SAFETY	Frank Di Filippo	To monitor the health and safety issues at the school site with a view to having any risks and dangers attended to promptly.
P&C – Parents as Partners	Karen Adams	Southern River College Parents and Citizens Association are committed to promoting the school and improving the school environment to provide the best possible opportunities for all students and parents.
SCHOOL LEADERS OPERATIONS	Frank Di Filippo	Set the operational directions of the school in relation to processes, communication for information for leaders to work with staff and students to ensure the good order and operations of the school are adhered to.
SRC ALUMINI	Kim Prescott-Brown	To plan and ensure the historical and alumni of Southern River College.



WORKFORCE REVIEW

A review of our current workforce plan was undertaken in 2019 aligning this to our business planning and future directions. Southern River College had an annual budget of \$11,027,389. Key factors identified are student and school characteristics aligned with our Targeted Initiatives which need to be taken into account when planning for workforce needs while aligning of our vision. While this may adjust each year the expected demographics of the college community appears steady.

Per Student Funding	8,436 589
Student and School Characteristics	1,432,638
Targeted Initiatives	847,794
School Entered Targeted Initiatives	
Transition Adjustment	248,438
Total Adjustment	11,027,389

	Student Enrolment	Amount
Student Characteristics	101.0	859,052.32
Aboriginality	86.0	162,581
Disability	205.6	454,215
EAL	18.0	47,250
Social Disadvantage		528,590
Enrolment-Linked Base		240,000
Locality		0
TOTAL	101.0	1,432,637



BYLINE Name Here

WORKFORCE PLANNING FOCUS

The One-Line Budget provides the unique opportunity to plan for flexibilities in human resources. Flexibility in staffing planning is pivotal to creating a balance in staffing needs. This occurs in conjunction with the timetable and student needs. A balance of fixed term and permanent roles ensures ongoing flexibility in staffing and future planning. Targeted Initiatives need short term contracts and planning for maximum impact

and sustainability. Aligned to the one line budget funding and support for students we address funding priorities; eg Aboriginal, SEI, Disabilities.

The college's belief is that we can make a difference to young people and offer pathways for all to succeed regardless of background. All staff prior to attaining a position at Southern River College are interviewed to ascertain their suitability in working in a low SEI environment. Southern River College has stabilised its enrolments. Our cohorts show significant variance in student diversity and needs. Many students are educationally disadvantaged requiring teachers who can work positively with students regardless of their background, social circumstances or educational understandings. As an Independent Public School we now have greater say in the staffing profile of the college. New staff have been selected based on their ability and ethos in working with students in this index. We are starting to see stability in our workforce with few staff leaving. This is creating greater cohesiveness. Staff skillsets are starting to develop and the payoff being staff

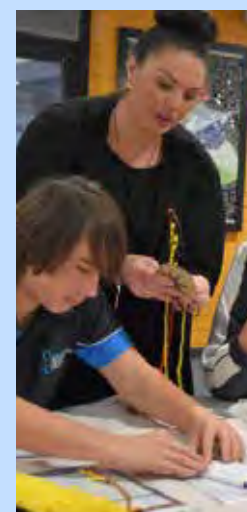
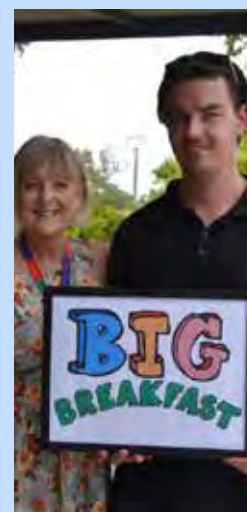
taking on leadership and extra roles within the college. An aspirant model is forming with many teachers looking for opportunities to lead.

SUPPORTING OUR INSPIRE AND FOCUS AREAS

Our Inspire Programs and tailored support programs offer great support for our diverse cohorts and opportunities for students to excel in an array of pathways in Academic, Technology and Trades. We extend students by offering academic pathways and a high calibre Music, Soccer and Netball Program. The college operates a Specialised Autism Learning Program (SALP), the Deadly Sista Program with full support from the Wirrapanda Foundation

Our Teaching and Learning Program (TLC) Year 7 to 9 supports literacy, numeracy and pastoral care needs of students at risk.

The college partnerships with the greater community are vast. They align with our focus on Minerals and Energy, inviting industry into the classroom.



Teachers are encouraged to work with our partnership programs creating higher impact and learning opportunities for students to excel. This is supported through the Chamber of Minerals and Energy, Beacon Australia, Curtin and UWA Universities.

Recently the college has refined its focus to target STEM programs through its academy offering options in STEM under the Technology and Academic courses in lower school.

Leadership in STEM now has a focused plan and committee to support the numerous opportunities for students.

MARKETING AND PROMOTION

The college has seen a significant shift in its demographics and profile in recent years. As the college continues to develop it is imperative that we plan and promote the good work of the students, staff and the community to work as one.

School reputation is always a focus for new families as they decide on local schools. 2019 will see the college increase its ATAR offerings for University bound students. Teachers that are capable of higher ATAR levels need sourcing and those in the college given professional learning to build capacity. The new buildings and beautification of the grounds has had positive impact. Numbers for 2020 are well above expected enrolments and trends.

Staff Profile is part of our school's accountability and system requirements; a review of current roles in support teaching and non-teaching is required. The impact of workload and staff health and wellbeing is vital to ensure OHS stays positive. Southern River College has a number of staff who may retire in the next five years. In 2019 there are 11 staff who need to be reviewed in the 55 to 65 age group. This will include retirements from leadership and key roles in the college.

Pleasing to see is the number of younger staff, the male/female ratios and the stabilisation of the teaching staff is at its all-time best. Only 3 positions to be advertised for 2019. The college has a number of aspiring leaders and new areas that it would like to develop in leadership, some this includes: Deputy Principals, HOLAs, STEM, VET and Student Services Support. With the emergence of the Teach for Australia program the school now has over 25 associates and over 30 staff working towards or attained a Masters in Educational Leadership.

SUPPORT AND OPERATIONS NON-TEACHING

A review of current practices and roles is needed to ensure processes and admin support are maintained.

Areas of Focus

• IT Roles

With the ongoing focus of technology we are finding we need to reflect on how we operate and manage IT in and around our college environment. Our trial in supporting primary transition and IT has been enormously successful and is planned for continuation in 2020 and beyond.

• Support Officer Roles

Due to higher level of responsibility need review roles of support officers this includes Workplace Learning and Complex Behaviours and Engagement Roles to Level 4 and the Manager of Corporate Services (MCS) from Level 5 to 6 in planning.

• Review of Education Assistants (EA) Roles

In previous years we commenced a review of teaching and non-teaching roles. This has been successful in supporting teachers and needs continued review of roles in 2020. EAs is particular focus that need greater interventions to make their roles work more effectively in the classroom.

EAs in school – over supply – how can utilise them in non-teaching and support roles. Better understanding of how to utilise EAs in the classroom. Identify key support roles that meet the needs of students and teachers to improve outcomes for students. Review other curriculum support roles to help build teacher capacity

- EAs to help developing pathways for learning by organising the content and curriculum with teachers.
- Structuring lessons using explicit and instructional strategies – support organisation and set up.
- Creating environments that show positive conditions for learning by actively engagement in lessons.
- Reflecting on and analyse their impact on student learning
- Using technology and communication as part of our process for learning and supporting teachers.
- Support of EIPs and SAER needs of students.





Learning Area Reviews



#1 Bestseller



Craig Roberts
Head of The Arts

In 2019, the Arts focused on strengthening the collaboration between subjects and subject teachers. This focus intended to encourage a more considered course programming that provides opportunities for our students to extend their classroom learning into practice and real-world situations. Upon reflection of our Learning Area Plan, we achieved many of the plans we set out in 2018. A particularly incredible achievement was a large number of students who had their work recognised in competitions at a school, state and national level.

THE ARTS

Inspired Students

Using the data gathered for our class profiles, we were able to determine some strategies to foster motivated students, willing to strive for learning and achievement beyond the classroom. The Certificate II Creative Industries students were of a notable benefit to all of the Arts subjects. These students supported the Arts during performance events in the capacity of technicians, ushers, photographers and videographers.

The Inspire Music students toured local primary schools, showcasing the program and allowing them an opportunity to demonstrate that skills learnt in the classroom can be used to engage and inspire others. The music program also had separate performance nights, where

multiple ensembles and vocalists performed to large welcoming crowds. One of these performances was held in the new lecture theatre where the new facility was able to support higher quality performances and faster transitions between songs.

The Arts had student work submitted from almost all subjects to a variety of school, state and national competitions. Some of these competitions included the Young Originals Awards, the Shaun Tan Awards and Oz Kids. This is a particular achievement in regards to our Learning Area Plan. Further details regarding competition successes can be found in each subject section in the following pages.

An area of our Learning Area Plan showed that we need to focus on more is supporting our Dance and Drama students. This year the Arts only held one Dance and Drama Performance Night intending to extend the calibre of performances and showcase more variety.





Inspiring Teachers

A priority of our Learning Area Plan was to establish a professional practice where teachers collaborated to support effective teaching. We created peer observations to concentrate on a specific skill during each observation, such as explicit instructions or a daily review. To support this process, we shared our explicit instruction resources and experiences during learning area meetings. During this time, we discovered that there was some disparity with how explicit instruction is used between teachers, to overcome this we decided to focus on establishing explicit instruction resources for functional areas of our courses such as safety or equipment used as a start.

Inspire Community

Plan includes many opportunities for consultation with parents and the community about our student's progress and their wellbeing.

All Arts staff focussed on supporting students to be in the classroom and engaged with the lesson. We did this by ensuring that parent contact was made to all students regularly out of class. Arts staff also arranged meetings with students and their parents when students (especially in senior school), were behind in their studies. We noticed that after these meetings, the number of students falling behind the assessment schedules reduced.

The Boonderu program has proven to be effective in targeting at-risk students and engaging them with the college through music. The initiative was run in small group sessions where students learned basic music principles. The program also donated thousands of dollars worth of instruments to our students and continues to grow in student numbers.

Our Media, Visual Art and Graphic Design programs have engaged well with the community by entering numerous competitions. In particular Indigenous students studying Visual Arts have been represented well in state and national competitions. We have found that in particular our Years 10 to 12 students have found success in many awards receiving national recognition and prizes.

The Arts staff have been involved in the wider community. Achievement of our Learning Area plan was that all team members achieved their First Aid certification, meaning that we can support each other and the school during excursions and support the wellbeing of our students. Staff have also been encouraged through specific readings to developing a growth mindset. Although there is more room for development here, the team has commenced a journey that helps to ensure that staff wellbeing is also a priority of the Learning Area plan.





#1 Bestseller



Visual Arts

In 2019 Visual Art students achieved great success by winning many Art Awards competitions, locally and nationally. Our students are more confident and motivated in their art learning. The skills of the students have developed a lot, and this is seen with the ongoing display of artworks across the college such as administration office, student services and the library.

Inspirational Leaders

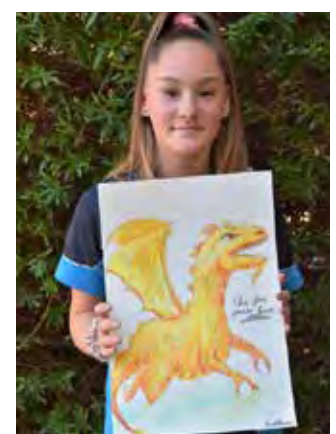
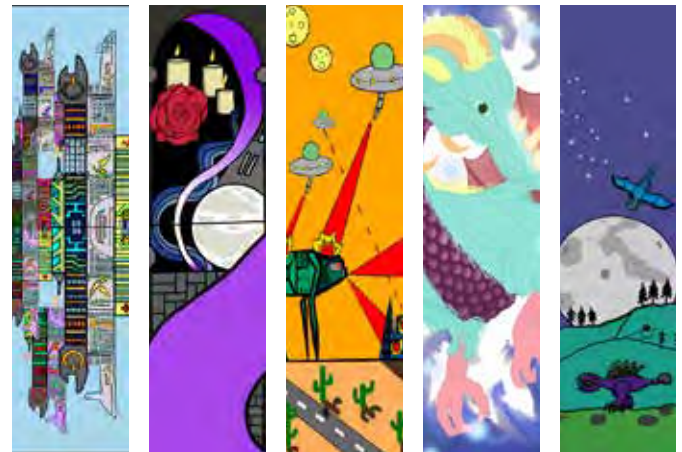
A core focus of our Learning Area Plan was to establish curriculum leaders who use best practice approaches to support their teaching. A process of diagnostic pre and post-testing was developed to allow teachers to determine the characteristics of their classes but also what the current achievement level of the class is. Using the diagnostic testing combined with RTP and SAIS data analysis teachers were able to establish a much clearer picture of their classes.

To further establish leaders within the Arts, we used readings supplied by the Fogarty Foundation to support our use of data collection and analysis. The Archer reading, in particular, was useful in guiding us on how to structure our explicit instruction and how data can drive change within our team.

The Arts excels in linking with the community and encouraging parental involvement with our teachers. Our Learning Area

Dance

For the first time since 2014 Dance was offered to students in year 11. The results for this class were consistent with 5 of the seven students completing the subject to a satisfactory standard. The E result was due to non-attendance, and the D result was due to lack of submission. The class presented energetic hip-hop and contemporary works at the annual Arts Jam and supported younger year levels at the performance night. For years 7 -10 the introduction of EI showed an increased understanding of core concepts and skill development reflected in the responding data which, on average was below the DoE average but is steadily growing when compared to historical data. Although semester two was hindered by various construction projects around the school and the Dance and Drama Performance Night was unable to be presented, this offered students an opportunity to refine their skills in smaller presentations for their peers.



Drama

In 2019 Drama classes grew in numbers, and the introduction of Explicit Instruction assisted in boosting student engagement and results. C grades were on par with like schools and a growing trend of B grades and some A grades presenting through this year are positive signs. There has been a noticeable growth in the appreciation and exposure to Drama within the college through Dance and Drama Performance Nights and the Drama Club. Performance opportunities gave students the chance to develop real-world skills in the field of Drama. Lack of rooming caused issues with the Year 10 class running the same time as Year 11 dance. Programs were modified to not include a performance night in semester two due to building works for the new performing arts centre and this impacted student engagement in lower years. Arts Jam gave a real performance opportunity for Year 10s, drama club and small groups, which were well received by the audience.

Graphic Design

2019 was a productive year for Graphic Design at Southern River College. With many students choosing to return to the subject, which made for a steady increase in student numbers from the previous year. Consistent teachers amongst the year levels have reflected in both positive grades and the level of digital artwork being displayed in the college. Programs in middle school have been well written in both skill development and knowledge where the Year 8 program now needs to reflect the newer cohorts higher software skill ability which wasn't previously there. We had an influx in students entering both local and national Graphic Design competitions including the Shaun Tan and the Oz Kids Competition. Although this year the judges were looking for something different, it was an achievement from the college for so many pieces of work to be entered of a good standard. A highlight was from Kristelle Holden, from Mrs Webber's Year 11 General Graphic Design class who found success, receiving 2nd place in the nation diary cover competition. This highlights for the second year in a row the new level of skill being acquired amongst the students. Year 8 saw a higher percentage of C grades than like schools, but C and B grades have been steady. Historically B grades have improved, with 31% of students achieving B grades in semester 2. In Year 10 E grades have decreased in Semester 2. In Year 11, A grades were higher in comparison to like schools, which is a notable improvement since 2017 where there were no A grades.

Music

Music (mainly general) performed adequately as a whole. However, the fail rate ('E' and 'D' grades) was too high, especially when compared to like schools and the Department of Education average. There was a large concentration of students at the 'C' grade level, which was higher than like schools and the Department of Education's data. Ideally, we would have seen more dispersion among the grades. 'A' grades were lacking across every sample of data (excluding the second semester of Year 7 General Music as mentioned above), and there was a concentration of data in the B and C grade areas. The 'Making' strand of the curriculum outperformed the 'Responding' strand across nearly all the data, indicated that practical tasks were completed to a higher standard than most 'Responding' tasks. Unfortunately, our data, on the whole, was below the like school average and well below the Department of Education's data. This could be explained by 'Responding' tasks making up a slightly larger than necessary portion of the assessment.



Media

There was positive growth in lower school media, particularly in Year 7 and 8. In both years, C grades have shown historical growth since 2017, and student attributes reflect an upward trend in student's attitudes to their Media studies. Year 9 Media had disappointing results, with E grades 26% higher than like schools. Most of these results are coming from responding assessments, which historically speaking have returned weaker than making assessments. It is also worth noting that teachers reported that 40% or fewer students achieved consistently across all their attributes. In Year 10, C grades have remained historically consistent and are on par with like schools. Most students in their year group achieve C grades on making assessments and E on responding assessments. These grades are reflected across the college and represent a relatively disengaged cohort, and this is notable in their teacher's reporting of attributes where 30% or less of students are enthusiastic about learning. In Certificate II Creative Industries, all students enrolled in the course achieved the qualification. Five students needed re-enrolment into the second year, as they were unable to complete the units delivered in the first year of the course on time. Historically, students have struggled to complete work according to the assessment timeframe. However, it is essential to note that the teacher's efforts in this area have shown a definite improvement in student work submission and achievement.

MOVING FORWARD

Dance/Drama

- Greater emphasis on subject selection across all year levels, students who have previously failed Dance or Drama provided with course counselling before being allowed to continue in either subject
- Greater emphasis on written tasks across all year levels, incorporation of E.I and more significant scaffolding for students in SALP and TLC
- Pre and post-testing continue to be developed and used across all year levels
- Greater use of Connect to support student achievement.
- More performance opportunities introduced into senior school classes and increased options for viewing live performances (incursions and excursions)
- Reduced assessment tasks are working well, continuing to refine
- Continued promotion of interaction between year levels to assist learning
- Sustained effort to update course materials to accommodate student needs and industry trends
- Assistance for others/older students and additional extracurricular performance opportunities
- Discussions with EALD/TLC and SALP staff to support the increase in students with IEP's
- Upper school pathways promoted through classes and course counselling
- Booklets and changes to questioning style to help lower literacy levels – being completed by teaching staff
- Posters to build terminology knowledge and assist learning

Graphic Design

- Constant rooms from graphic design classes due to growth in the subject. With so many rooms being occupied, some students miss out on technology like projector screens, equipment as not enough to go into four rooms and student artwork displays.



- Eight programs to be altered for 2021 as students are now ready for advancement in software skills. Where the students were two years ago is not where they are now. This is a positive reinforcement that students are coming through primary school with some understanding of computer knowledge.
- Continuation of EI power points for key content purposes.
- Purchase of a vinyl printer and cutter for year eight program and upper school.

Media

- Dedicated Media studio space to allow for students to produce work to a higher standard
- Upskilling of students to operate Performing Arts Centre (PAC) lighting and sound
- Extension of Certificate II Creative Industries for students to complete projects/coverage of school events
- Review of Year 7 to 10 to ensure a logical flow of assessments and content taught and assessed
- Incursions/excursion to support student engagement and connection to industry

Visual Art

- Responding tasks should vary in type rather than all being long written responses. This is a visual subject, so interventions which utilise images should be incorporated
- Continue on Explicit Instruction development
- Continue on Direct Instruction – having the students take responsibilities for their progress
- Increase opportunities for students to visit galleries and artists.

Music

Professional development in areas of diversity, such as multiple means of representation and various ways of assessment would be beneficial, as it would cater to a larger cohort of learners, while also providing fairer and more accurate assessment opportunities. If these areas were addressed, the curriculum could remain relatively similar, although the delivery would hopefully improve. Explicit teaching early 2020 has proven to be beneficial for most classes, so a heavy focus on this moving forward would hopefully bring positive change.



Matthew George
Head of English

In 2019 The English Learning Area team achieved some important goals but also had cause to reflect on areas for improvement.

ENGLISH

Inspired Students

Developing student potential through academic, cultural and sporting pursuits. We are encouraging and supporting individuals who require curriculum differentiation.

TARGET:

To reduce by at least 5% the number of students below the National Minimum Standard in Reading and Writing, based on Years 7 and 9 NAPLAN results. In 2018 approximately 78 Year 7 students received low achievement in reading, accounting for about 50% of the cohort. In 2019 59 students received low achievement, accounting for approximately 39% of the group being an improvement of around 11%. In 2018 91 Year 7 students received low achievement in writing, accounting for approximately 62% of the cohort. In

2019 about 58 students received low achievement in writing, accounting for 38% of the cohort, which was an improvement of around 24%.

To improve the results of high achieving students in Reading and Writing outcomes demonstrated in school examinations.

On reflection, this target has been difficult to measure meaningfully. The recorded results on RTP, in examinations, Years 7-12 are a total mark and don't differentiate the achievement by reading or writing. A better measure going forward would be to monitor the student's overall achievement in those mode strands for the year (Semester one as compared to Semester 2) to track trends up or down. Examination construction has been reviewed, and changes are in place. Previously we worked on ensuring that achievement in the exams was scaffolded to allow all students an attempt at success by varying the response types required in the exam (annotation, multiple-choice, short sentence answers, short answer responses and lengthier composing/responding pieces).



MOVING FORWARD

This year we are focusing on how we ask students to achieve at a higher level (i.e., planning questions that require deeper thinking and responding and therefore requiring the more complex expression of ideas).

Inspiring Teachers

Using best practice pedagogy and Visible Learning to reflect their impact on student learning.

Feedback to students, from students and to each other has been developed as a focal point throughout 2019 and into 2020. A variety of methods are currently being used regularly including end of assessment personal, written feedback, peer assessment against rubrics, group feedback against curriculum points and staff discussions in dedicated Learning Area time about the curriculum, assessments and rubrics. The critical point of using feedback is to improve student achievement and understanding. One measure of this has been the success in OLNA. After school sessions, small group feedback and provision of individual diagnostics reports from SIRS, along with student engagement with their work against marking rubrics have helped students to achieve OLNA through a clearer understanding of the areas to improve and methods to do so.

Structuring lessons using explicit and instructional strategies Years 7 to 12.

In line with the college focus on explicit instructional strategies EI practices are observable in most English classrooms, partly due to teacher leadership from within the English department (EI snapshot sessions run for the whole staff and English staff involvement in Future Leaders Program and Visible Learning). An area for development in 2020 is to observe teachers demonstrating “I do, we do, you do” practices, exemplars of responses and skills (written response and reading strategies) along with a consideration of the “whole lesson” structure Introduction/ grab, explicit instruction of skill/concept/vocabulary, practice (together and independent) and review (relevancy and reflection/connection to the sequence with the unit of work).

STAFFING

Five new staff members joined the team in Term 1 2019. Some were relatively inexperienced. One TFA first year, one short term employee who moved on in Term 2, one returning to the public-school context after several years in SENB, one second-year graduate and, one joining us with several years’ experience.

GRADE ACHIEVEMENT LOWER SCHOOL

Year 7-10 data, comparative to like and DOE was disappointing in C-E range.

Some grade achievement, in B range (Year 10) and A range (Year 7), were similar to like schools. Some grade achievement in C range (Year 9) was above like schools.

The historical comparison shows there was a downward trend in lower school achievement in 2019. This is, in part, due to the adoption of new grade cut-offs and adjustments in marking judgements through everyday tasks and moderated marking.

Year 7

A decrease in student achievement. A rise in the E and D grades and a fall in A and B grades. In part, this is due to the realignment of the staff judgements against assessment rubrics to reflect the judging standards better. Changes were also made in the grade percentage cut-offs to better align with the achievement standards rather than to present a spread of grades.

MOVING FORWARD

Continue with the process of improving the assessment rubric alignment with standards. Moderation of student work samples in each term. Establish One Drive as the staff repository of shared resources, rubrics and assessment items. Review teaching practices for student engagement, understanding and purpose of lessons and assessments. Monthly review of student achievement against individual class profile and progress.

Year 8

Similar to Year 7 results in terms of E, D and B grades; historical trend shows these falling. Top A grades also declined compared to historical data, but not as sharply.

MOVING FORWARD

Similar to Year 7, assessment and rubrics were realigned, and grade cutoffs adjusted. Also, in Year 8 there were an inflated number of B grades in previous years (compared with like schools and DOE), and the adjustments sought to address this.

Year 9

An increase in D and E grades historically from 2018. A fall in B grades from 2018. There are more similarities to DOE and like schools in this cohort.

MOVING FORWARD

Adjustments to the assessment rubrics and alignment of staff judgements against standards to continue to occur regularly in 2020 (each term). This cohort was the most stable in terms of staffing in 2019, and this would have had a positive impact on student progress and staff judgements. The high number of E grades brings into question engagement, understanding of concepts and vocabulary, and purpose in class.

Year 10

Increase in D and E grades in comparison to 2019 and DOE/ like schools measures. This cohort was most affected by staff changes in 2019. Expectations and judgements were scrutinised and moderated for several staff members at various times during the year, but the “regular” practice of this was disrupted by changes.

MOVING FORWARD

Similar to other lower school results, the impact of adjusting the assessment rubrics and grade cutoffs with judging





standards has affected the reported achievement for students. Assigning a more stable and experienced staff member as lead teacher for this cohort is a strategy to be considered in 2020. Regular, timely, meetings to discuss assessment and moderation of judgements and also key content for delivery.

GRADE ACHIEVEMENT SENIOR SCHOOL YEAR 11 GENERAL COURSES

The results are slightly below the benchmark set by the comparative data (like and DOE). There is a slight improvement of A grades in comparative historical data. The historical comparison shows a fall in B grades and a rise in C grades. This leads to a line of enquiry relating to assessment tasks and their requirement for students to achieve (i.e., tasks need to be constructed with the requirement to perform at a higher level, not just the option to do so).



A general trend downwards in comparative data to DOE and like schools. In comparison to 2018 data, there is a nominal improvement in A range, a significant fall in B's and subsequent rise in C's.

MOVING FORWARD

Tasks are considered to be appropriate to the breadth and depth of the course requirements. Consideration of the types of assessment that students are asked to do and the level at which the tasks require students to achieve (i.e., The task requires students to perform at a B and above, not just the marking rubric).

GRADE ACHIEVEMENT SENIOR SCHOOL: YEAR 11 ATAR COURSES

D and E grades in Year 11 ATAR continue to fall historically and against comparative data (like and DOE). B grades have also fallen, and C grades have risen against comparative and historical data. Collaboration and cross marking was a regular feature of accountability in 2019 and identification of students achieving below a passing grade was highlighted as a result of this. This practice will continue in 2020.

Pleasing to see that most students are achieving above a C grade pass, it is also delightful to see that A grades are also relatively high. Comparative to 2019 there is a significant falling the number of students receiving a D grade, but B grades have also fallen, leading to an overall increase in C grades.

MOVING FORWARD

We have improved monitoring and feedback for Year 11 ATAR students. Regular feedback and after school/class lead sessions on areas for and strategies and practices for improvement.

Review tasks to ensure that the task openly requires students to achieve beyond a C level and that classroom instruction explicitly guides them towards this.

GRADE ACHIEVEMENT SENIOR SCHOOL: YEAR 12 GENERAL COURSES

Staff judgements against the EST were acceptable and internal moderated differences within our staff was mostly within 9% of each other (usually within 2 or 3 marks out of our standard 30).

The trend is for the college to be below DOE and like schools achievement but this is only by a few percent. Historical comparison to 2018 shows a rise in A grade achievement, a fall in B grade achievement, a slight increase in C grade achievement and similar results in D and E.

MOVING FORWARD

Relatively stable figures in this grouping (comparatively and historically). Also, the EST marking judgements of the teachers was acceptable for 2019. The internal moderation for this group was regular (each term and including the EST marking) and grades were adjusted to match the standard set by the moderating group, as required.

GRADE ACHIEVEMENT SENIOR SCHOOL: YEAR 12 ATAR COURSES

A fall in the average scaled score in 2019 was of concern. The scaled average of 45.27 was 12% behind the state average, with a moderated average of -8.3. This leads to a line of enquiry about those results, that was highlighted by the WACE report, which shows that marking of students, particularly in the awarding of marks up to 55%, was too lenient. The overall range of scores was of concern (the range of results 30% to 50% was limited). The co-efficient of the marks awarded within the school was 0.78 overall, a result of cross marking and collaborative development of lessons.

Grade distribution data is similar to like schools (except for A grade range) and below that of DOE. However, the grade distribution data does not reflect the discrepancy between the school assessment marks, moderated assessment marks and final scaled score. This discrepancy leads to lines of enquiry about the judgements made, particularly at C grade level, by staff teaching Year 12 ATAR.

MOVING FORWARD

Improved judgements of ATAR teachers, especially about possible over-inflation of grades in the C range (moderated difference was pronounced in the decisions made at the school in the C range versus the scaled score).

Improve the instruction of students to support and expect them to develop responses to texts, create readings and to assist them with features and conventions as outlined in the syllabus.

Establish a more reliable and more consistent approach to external partnerships for moderation and curriculum development.

However, the final results highlight the need for a more robust approach to external moderation and collaboration. This is to be implemented in 2020. Raised awareness of the need for determination of those responses that don't meet the required standard and to award the appropriate marks for these (in response to the lack of range of scores at the lower end of the scale).



School Culture

ACADEMIC AFTER SCHOOL

After school study sessions were run every week from Term 1 for ATAR Year 11 and 12 students. The focus was on employing assessment feedback and peer discussion of course skills and concepts, using marking rubrics, examiner reports and the Good Answers guide. We also focussed on individual improvement areas. Professional development was undertaken (Curtin English conference 2019) by two ATAR staff. The findings were employed in these classes.

OLNA

After school OLNA sessions began in term one. Individual student diagnostics were distributed and used for individual focus. Classes ran twice a week and were focussed on the writing and reading marking criteria.

EALD DEVELOPMENT

Identification of students of EALD background continued. Progress mapping of each student identified was assigned to a coordinator. Progress was mapped again in term three. EALD status and identification extended to indigenous students and students of a Maori background. This process helped to inform the creation of EALD classes for 2020. Professional development was undertaken on several occasions by the coordinator and also by the incumbent coordinator (Term 4).

CULTURE CLUB

Culture Club ran weekly and attracted 12 students to the once a week after school sessions. Student lead projects became the focus. Many members were returning for their second, even third year.

AUTHOR AND ILLUSTRATOR

Author and illustrator team Phil Kettle and Mark McBride attended a one-day incursion and 12 students across all years participated in this activity. The students created written pieces (narrative, memoir and poetry), with illustrations on the day. The English and Arts departments coordinated the day.

WABIAD

Write A Book in a Day was held in the library. English and Library staff coordinated the event on the day. The WABIAD event has become an annual event, 2019 was the third year that this had been held at Southern River College.

MOVING FORWARD

ATAR

More robust performing and stable external moderation partner for 2020 (Mt Lawley - informal partnership).

Externally marked assessments for ATAR Year 12 assessments (not just practice exams).

Create a Year 11 ATAR partnership (curriculum, resources, and marking judgements).

PROFESSIONAL LEARNING

Supporting staff in Professional Development for moderation in lower school Year 6 and 7 system moderation.

We are supporting staff in Professional Development for student performance at ATAR level (including consistent judgements and marking opportunities).

Continue common assessment practice of internally moderated task marking including a range of moderating practices and collaborative marking (coordinated by HOLA through teacher leads in each cohort).

We are supporting staff in the identification of Professional Development and opportunities to observe students in engaging in writing practices and thought.

Standard requirements for lesson structures and sequences (EI and VL strategies and practices)

CURRICULUM SUPPORT

EALD identification to continue including on enrolment identification, testing and placement. EALD coordination of strategies and progress for students across MESH and PaTE subjects. WATESOL membership has been renewed for 2020 and PD has been booked for EALD coordinator to examine best practice and strategies for EALD teaching and monitoring of progress.

Establish and use One Drive as a repository of assessment briefs, rubrics and related common resources.

Continue a focus on the need for explicit delivery of vocabulary, reading practices and identification of language features and textual conventions.

Increase student participation in the expression of ideas and personal voice in responding to ideas and texts as classroom practice, in lesson design/sequencing and shared practice through English.





Rozemeri Cole
Head of Technologies

In 2019 the Technologies area was amalgamated as one learning area with one HOLA. This meant all contexts in Digital and Design Technologies could work towards consistencies between them. In order to guide what needed to be achieved three separate Learning Area (LA) Plans needed to be amalgamated and merged into one. Overall a plan has been developed to address the upcoming final year. We have set clear goals for 2020. 2019 saw the completion of the new Metals room at the back of the school – utilising previously under used space. This was a great new resource for your students. It also saw the start of the Mechatronics room refit to be completed for 2020.

TECHNOLOGIES

Staff were asked to reflect on their results twice in 2019. Mid-year when the area was combined there was some notable issues with course setup and delivery which were addressed. At the end of the year staff conducted another review of the subjects and their specific feedback it is at the end of this report.

HIGHLIGHTS IN TECHNOLOGIES

- Young ICT Explorers is a Smith Family national competition to develop students Digital Technology skills. Year 7 students created a website to facilitate communication between students and the Student Council.
- Year 10 students attended the Big Day In at Murdoch University. Industry experts talked about emerging technologies and future careers, while stalls featured robotics, virtual reality and other high-tech equipment.
- The Southern River College Coder Dojo launched during Term 3. The Coder Dojo encourages local primary school students and their parents to attend one-hour workshops to learn basic computer coding.
- Southern River College hosted a Biggest Morning Tea for students, teachers, parents and the community to raise money for the Cancer Council to help those affected by cancer.
- Students participated in a Bush Foods incursion ran by Marissa Verma from Bindi Bindi Dreaming. Students produced two infused cake mixes with spices.
- Students participated in a Bake-off competition producing a range of delicious cakes and presented them to the judges.
- Year 7s participated in a 'Decorate Your Cupcakes' competition producing



chocolate or vanilla cupcakes which were then iced and decorated.

- Year 11 CFC students invited children from Milestones Learning Centre to participate in activities designed to promote literacy development in the 0-5-year age bracket during Book Week
- Year 12 CFC students attended Milestones Learning Centre, interacting with the babies, toddlers and pre-kindergarten children as they collected information for their investigation work on various developmental theories.
- Year 12 CFC students applied their understanding of cultural diversity and social cohesion by hosting a cultural celebration event for children from local child care centres.
- Year 9 students ran a day care centre and were immersed into the roles of responsible educators and carers of little children. They provided painting, play dough activities and entertainment through action songs.
- The Design and Technology students have made a range of different products such as billy-carts, metal toolboxes, birdhouses, trucks and skill testers. The Year 11 Woodwork students have made frames for mirrors, using the laser cutter to etch detailed designs on the edges.



MOVING FORWARD

INSPIRING TEACHERS

- More work to be done with Technologies staff on class routines, BMIS, school processes and priorities. Professional Development (PD) to be provided during LA Meetings and individual support for staff requiring it. HOLA to preform observations of classes and provide support.
- Increase in STEM pedagogy to be implemented. All contexts to develop activities using STEM pedagogy. Provision of templates to guide planning. Aim to make them context or cross-curricula.
- Increased use of EI strategies in classrooms to improve student understanding, engagement and achievement. Invite Explicit Instruction (EI) staff to present at LA meetings. Set clear goals on what is expected.
- Staff embed sentence starters, word banks, word walls, definitions and examples into written assessment frameworks. Use of posters to provide subject immersion and support. Use of other literacy strategies to improve student's achievement and understanding. Provide examples during LA meetings. Have staff share effective strategies
- Implementation of pre and post-tests to gauge student progress. This data can then inform future planning and provide staff with additional data when reviewing subjects



- Increase in STEM pedagogy to be implemented. All contexts to develop activities using STEM pedagogy. Provision of templates to guide planning. Aim to make them context or cross-curricula.
- Design and Technology (D&T) – lack of A grades in senior school subjects – review of subjects and teacher methods of delivery by HOLA and D&T staff. Closely monitor student achievement throughout the year. Regular contact home to parents for students to achieve their potential grades.

UPPER SCHOOL

- Whole school approach to importance of EST's – results are not very high and low importance placed on the task by students. In Technologies area – program of EST preparation to be implemented in Term 1 and pair wise marking is to occur. Where possible EST practice exam to be set in Year 11 subject in Term 4. HOLA to do checks on marking. Review of subjects against Box and Whisker graphs – adjustments made to programs.

INSPIRED STUDENTS

- Focus on curriculum differentiation for students who are TLC, EAL/D or have low literacy. Invite specialist staff to present during LA during meeting time. Staff to work in contexts to develop differentiated work for identified students.
- Digital Technologies - Recreate display on subject pathways and possible careers. This is important to show students possible future careers and subject pathways to achieve them. Also to make students aware of the relevance of Digital Technologies and STEM.
- Staff implement the use of Visible Learning terminology "Success Criteria" and "Learning Intentions".
- Staff also look at how they can provide effective feedback to students allowing tracking of progress. Develop methods to engage students in self-reflection after each task and to plan their next steps.
- Digital Technologies - Recreate display on subject pathways and possible careers. This is important to show students possible future careers and subject pathways to achieve them. Also to make students aware of the relevance of Digital Technologies and STEM.
- Digital Technologies – reattempt to work with feeder schools to support them with Digital Technologies in order to improve student skill and engagement. Minimal interest occurred in 2019. Identify key person to lead this and possibly link in with STEM.
- Home Economics and D&T - create a displays on subject pathways and possible careers. Focus on transferrable skills, careers and STEM.

INSPIRATIONAL LEADERSHIP

- Staff to engage in peer observations to improve practice and self-reflection. HOLA to provide readings and guide discussions on improving teaching and learning outcomes.
- All lower school subjects to move to rubrics. Examples provided and support to develop these during LA meetings. Recommended that skills rubrics be developed for Years 7 to 10 – so students can clearly see what they need to complete to achieve higher grades in specific contexts. Rubrics can then be used to assist students with planning how they present work to achieve improved results.

INSPIRE COMMUNITY

- Identification and attendance of Technologies possible excursions, incur-sions, programs and competitions to improve subject relevance, careers and engagement.
- All subjects to provide students with a LA developed feedback request sheet at the end of the course. Based on this sheet staff will then adjust programs to improve student engagement. Staff who identified successful tasks/strategies can share them during LA meetings so they can be adapted to other contexts.
- Staff to make contact home via Letters of Concern and Commendation as required after each task. Parent contact home for disengaged students with the aim to engage them. SAER referrals done for identified students.





Brad Francis
Head of Health & Physical Education

2019 has seen significant changes for the Health and Physical Education Learning Area as it has seen the completion and occupation of the new blue outside multi-purpose courts (in April) and the new Sports Hall opened in September. I thank our Principal Mrs Everal Eaton on her hard work and endeavour to see these new facilities come to fruition and help lead us into our next chapter of developing healthy and happy sports people!

HEALTH & PHYSICAL EDUCATION

This year saw our Gold Coast Netball Tour and Carnival come to fruition during the Semester One break. With two years of planning and fund raising by staff, students and parents, eventually saw 8 young ladies (1 x Year 10 and 7 x Year 11) head over to Queensland to compete over five days against schools from around Australia and New Zealand. The experiences created by these young ladies will live with them well pass their high school days. Thanks to the huge efforts of Blair Pasco and Loren Hitchins who took on this massive responsibility. The next tour will occur in two years.

A continuing highlight for 2019 was Southern River College defending their State Senior Girls Softball title from 2018. The effort of all the girls was fantastic, and having two mums volunteering to coach the girls was very much appreciated. Thanks to Belinda Carkeek (Paige McCrorie's mum) and Rikki-Lee Rowe (Jay-mee-Lee Rowe's mum). Congratulations also go to Avaria Nepia who was selected in the 2019 State Softball squad and Medal Winner for the WA team in 2019 and Jay-mee-Lee Rowe selected for the 2020 State U/16's Softball squad who will play in January next year.



Over the course of this year, Health and Physical Education has used the data collected from 2018, and focused our curriculum delivery on using the Explicit Teaching Model. Staff have work collaboratively throughout the year to create a robust and engaging curriculum using this model. The outcomes will take time to appear, but on current data to hand the changes in student outcomes and staff effectiveness seem to be positively working. More work is to occur and refinement of our scope and sequence across all year groups need to be audited, however the situation as it stands looks to be improving student standards. In conjunction with the next phase of Visible Learning, the Health

and Physical Education Learning Area is in a strong position moving forward.

This year Health and Physical Education had ten staff. We welcomed Crystal Diep (Teaching for Australia), Kamil Jinzarli (full-time), Aiden Gustavino, Jamie Warman and in Term 4 Alex Borserini. We also farewelled Loren Hitchins as she takes 2020 as maternity leave, as wish her all the best on the arrival of her first child. We also congratulate Duncan Finlay and Jamie Warman who were both successful in awarded Student Service Year Coordinator roles in 2020.

Health Education

Inspired Students - Lower School

	A	B	C	D	E
Year 7	25	38	46	30	19
Year 8	15	40	39	29	35
Year 9	21	43	30	31	42
Year 10	29	31	39	31	35

Focus points for 2019 were

- Develop Career Education across Years 7 -10
- Develop comprehensive Scope and Sequence documents from Year 7-10
- Improve and diversify our assessment schedule to accommodate different learning styles
- Build upon the higher order thinking skills
- All health assessments all have explicit marking keys for students
- Develop our body of learning to reflect the Explicit Learning ethos (Do nows, success criteria)
- Build, use and record health literacy
- Moderate across classes to ensure effect is consistent throughout cohort
- To use more and embed technology more within our curriculum.

had the biggest issues especially around behaviour and attendance. The TLC/Development class run by Ms Blair Pasco was an experiment to continue with the same teacher from Year 7 to create a sense of familiarity and consistency. Having 21 students wasn't ideal however this direction has made some impact having some students reach the C standard in Health for the very first time.

Overall the data is similar to Year 9 and Year 10, however we still have a significant portion (40%) not reaching the C standard. This will compound our results moving into Year 9, having such a large group already significantly behind the expectations required for Year 9.

Year 9

Over the last two years, classes have been created, based on Semester 1 data into behavioural classes to reduce the impact these students had within the cohort. The results were that these students performed much better in Semester 2. So, this year, based on data from 2018 for Year 8, we created a behavioural class from the beginning of the year. This presented me many challenges and stretched the teacher's teaching repertoire. Many students struggled in Health as many students presented as TLC and development students or students in the mainstream with low literacy skills. Most Tier 3 students were enrolled into the class. The curriculum was delivered EI as practicably as possible but became more hands on delivery with students participating in practical lab sessions. This approached seem to attract the students who had a propensity to truant other classes. However, this class still had an 80% failure rate, with 25 students below the benchmark. But the scope of improvement cannot be diminished as 9 students had a D grade with score within the 40-50% mark. For some of them it's an improvement from Year 8.

This approach allowed the other classes to work at or above the benchmarks.

Year 10

The Year 10 cohort data has shown no improvement from 2018. However, the rigour and demand in the Health program has been much higher, with the aim of producing Senior School capable students for 2020. Much emphasis has been place on health and physical literacy, to instil the necessary components for Health and Physical Education senior subjects. This backward mapping exercise at the end of 2018, identified areas of focus which has helped



Year 7

Following on the successes achieved in 2018, we continued to stream students based on English class sets. With some manipulation, it was pleasing to see over 85% students reach the C standard in Health. Those below can be attributed to behaviour and attendance issues.

Year 8

This cohort presented the with some unique set of challenges. Year 8 was also streamed, however with the significant number of Tier 3 students that existed within this age group, compromises were needed to spread the impact these students were having on the rest of the group. The top groups performed very well, but the lower sets



strengthen our curriculum. And in conjunction with a battery of better planned assessments, the 2019 data does look better than just on face value. The cohort was also exposed to streaming, both physically and academically. This allowed higher achieving classes to extend the boundaries of the curriculum. This is evident in the 10.5 set who had three students not achieve the benchmark in a class of 23.

As an experiment, the last four weeks of Term 4, all students who selected senior HPE subjects were placed into one of five classes, to introduce the course and content required of those Year 11 subjects. The 3 remaining classes are continuing with the standard Year 10 curriculum. The purpose is to reduce subject shock, and lay down the expectations and mindset required to succeed in Year 11.



Physical Education

Inspired Students - Lower School

	A	B	C	D	E
Year 7	10	32	50	9	7
Year 8	1	28	44	12	26
Year 9	3	20	38	14	38
Year 10	3	43	66	29	24

Focus points for 2019 were

- Continue to develop fundamental skill acquisition
- Improve engagement and participation
- Introducing physical literacy into the program
- Applying the sport science and language to sport
- Increasing the tactical and strategic understandings in game play



Year 7

This cohort had the best overall results. With only 14.5% below benchmark, issues around attendance and behaviour tended to be the underlying reasons for this.

Year 8

Like Health, issues surrounding our Tier 3 students impacted heavily on the outcomes of many of the classes these students were involved in. With such disruptions continually occurring throughout the year, high end progress was severely limited. The ability to perform or allowed to perform at a high level, rarely existed. This tends to explain why 45% of the cohort sits in the B/C grade area. Moving forward into 2020, a similar streaming process that occurred with the current Year 9 group, may be utilised to assist all students.

Year 9

This cohort had the least amount of progress with only 54% achieving the benchmark. Main issues were low attendance, poor behaviour, suspensions, low or little engagement.



Year 10

These results reflect the exact same figures as 2018. However, on face value didn't reflect the improved rigour in our delivery and assessment, which is based on how senior Health and Physical Education works. This exposure all year, is to prepare students selecting senior HPE subjects in 2020. The coordination of this across the staff has led to significant improvements to student understanding and execution of their physical skills.

NOTE

The lack of A grades issued in 2019 across all Physical Education classes, can be attributed to Health and Physical Education staff members greater understanding of the C standard outcomes and the implementation of a Sport Specific rubrics and excel spreadsheet to be more discerning and discrete with our summative and formal assessments.

Inspire Soccer

	A	B	C	D	E
Year 7	0	7	10	5	3
Year 8	2	6	14	7	0
Year 9	0	11	7	4	1
Year 10	0	9	10	0	0

The soccer program is coordinated by Patrick Warr and assisted by Aiden Gustavino. The soccer program leads the way in high end coaching and development of student skills. Students who have yet to reach the benchmarks, are typically students new to soccer (little background or community involvement) with low level skills and execution or behavioural issues across the college. Competitions and regular afterschool programs throughout the year have helped increase student exposure and experiences to the game.

Inspire Netball

	A	B	C	D	E
Year 7	0	6	14	1	3
Year 8	0	8	5	3	2
Year 9	4	8	6	3	5
Year 10	2	3	6	0	1

The netball program is coordinated by Blair Pasco and Loren Hitchins. The netball program pioneers the local area in delivering high end coaching and umpiring skills. Typically students who have not reached the benchmark, have low level skill execution, have attendance issues or lack the high end engagement necessary to be part of this program. Competitions and regular exposure to Umpiring responsibilities in the local Primary School networks helps establish robust and very capable netballers.

Targets 2019

The primary target across Years 7 to 10 Health and Physical Education were lower the number of D/E students below a combine 23% and to establish a benchmark of A/B students above 45%. 2019 averages below:

Physical Education

- A/B - 36.75% (Year 7-10)
- D/E - 38.5% (Year 7-10)
- C - 24.75 (Year 7-10)

Health Education

- A/B - 27.25% (Year 7-10)
- D/E - 31.75% (Year 7-10)
- C - 41% (Year 7-10)

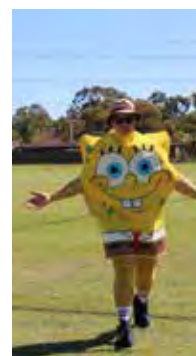
The results are below expectations, and we still seem to carry a lot of students in the D/E grade range in both Physical Education and Health.

In Physical Education a lot of effort was put into developing the fundamental movement skills in Year 7 and Year 8 students, and this tends to be reflected in the grade spread. But with Year 9 and Year 10 focus of strategic game play and improved technical skill execution, the grades indicate the students struggled the transition. Staff have become more aware of the requirements of the C

standard during their assessments, and with the common Physical Education rubrics which we all now use, the scope of variation of grades has lessened.

(It should be noted that the Year 9 boys class that had all the known Tier 2-3 students to reduce their burden across the cohort. Due to behavioural issues [suspension, detentions, lack of engagement and/or participation] many of the boys accounted for the below C grades within this year group.)

The number of A grades in Health Education across all Year groups is a massive concern. In 2019 all classes were streamed based on 2018 results and Year 7's based on their English streams. The effect was we had significant numbers within the B grades for all years, however it didn't transpire into A grades. In 2019 we ensured that curriculum differentiation was targeting those students who required it and our Explicit Instruction initiative was introduced to ensure all students were familiar and understood our core content. What didn't necessarily occur at times was to give students the opportunities to use their higher order skills to challenge them to achieve an A grade. Forward planning with the reduction of time in 2020 will be a challenge to implement the changes in our Explicit Instruction (EI) delivery to reach those higher end students. We also lose Career Education, which over the last two years much effort was put into the program to establish career pathways and goals for our Year 7-10 students.



Inspiring Teachers

Much work went into improving staff skills and development throughout 2019.

- Brad Francis – Fogarty Training, Visible Learning, First Aid Certificate, VET
- Kadiejayne Tirkot – Basketball program, First Aid Certificate, VET
- Loren Hitchins – Year 7 Coordinator, Netball Coordinator
- Owen Davies – Year 11/12 Coordinator, Year 12 ATAR PES
- Crystal Diep – TFA
- Blair Pasco – Netball Coordinator, Year 8 Health Coordinator, Outdoor Education
- Patrick Warr – Soccer Coordinator, Year 11 ATAR PES, Year 7 Health Coordinator, B Class Soccer License
- Jamie Warman – 2020 Year 8 Coordinator
- Duncan Finlay – Year 9 Health Coordinator, Outdoor Education
- Kamil Jinzarli – Year 10 Health Coordinator
- Aiden Gustavino – Assistant Soccer Coordinator
- Alex Borserini – Term 4 replacement for Mr Jamie Warman

Key aspects for staff to achieve were:

- Common assessment processes across all Health and Physical Education classes
- Collaboration and moderation of assessments between staff of the same cohort

- Specific streaming of selected classes
- Health and Physical Education staff to all be part of college committees
- ICT to be used at least 30% of the teaching time (particularly Health) and issues with ICT bookings and clashes with OLNA and NAPLAN
- Diagnostically use class data more and being more discerning to the learning styles of each class
- Fully engaging with the EI process within Health with consistently structured powerpoints
- Visible Learning professional development (ongoing 2020).

All Health and Physical Education staff also went over and above their normal duties. Health and Physical Education Learning Area offered an extensive afterschool program of sports throughout the year:

- Basketball
- Indoor Soccer – Lower and Senior Groups
- Netball
- Volleyball – Darcy Robinson and Phoebe Ellis
- Indoor Cricket
- Softball – senior girls
- Athletics (College and Interschool)

This was complimented with camps, excursions, carnivals and fund raising events.



LA PLAN 2019 TARGETS

The HPE staff environment is very positive. We have a very good working relationship with one another and collaboratively working all to our Learning Area Plan Targets. All Health and Physical Education lessons follow a common assessment framework, all clearly provided with rubrics to measure student performance. All rubrics were provided to students via Connect and explicitly shown to students so they are aware of their requirements. Disengagement is still a significant issue, however strategies are in place to reduce this trend. Various roles and responsibilities are given to these students and staff are contacting home if issues are unresolved.

Over the last two years of the plan many targets have been met or approaching a point of being embedded within our professional profile. For example EI in lower and senior classes, moderation practices, gap analysis, using Connect, improved assessments which are valid, fair, educative and evaluative and mentoring. Graduate staff have reached their proficiency level within the ATSIL standards which reflects their level of commitment to their profession and the college.

Inspirational Leaders

We have several staff who display excellent leadership qualities across the college including:

- Brad Francis – HOLA HPE, ICT Committee
- Owen Davies – Year 11/12 Coordinator, ATAR, 2020 Student Services Manager, nominee for Future Leaders program 2020
- Blair Pasco – Inspire Netball Coordinator, AIME, Gold Coast Leader
- Patrick Warr – Inspire Soccer Coordinator, PBS Committee
- Loren Hitchins – PBS Committee, Year 7 Coordinator, Gold Coast Leader
- Kadijayne Tirkot – Career Education Coordinator, Basketball Coach
- Duncan Finlay – OSH Representative, Student Council, 2020 Year Coordinator
- Kamil Jinzarli – AIME
- Jamie Warman – 2020 Year Coordinator.

LA PLAN 2019 TARGETS

All Health and Physical Education staff have worked tremendous hard on many tasks and projects throughout 2019 which many students were the beneficiary. Staff have begun working and understanding more about data, profiling their classes, working with SAIS dashboard, Owen Davies

and Patrick Warr with 2018 Year 12 report, Owen Davies being selected for the Future Leaders program, Owen Davies being Year 12 Coordinator, Jamie Warman and Duncan Finlay awarded Year Coordination roles in 2020 and both Loren Hitchins and Blair Pasco involved in the organisation, fund raising, preparation and attending the inaugural Gold Coast Netball Carnival. All had been identified within this 2019 Learning Area Plan and were achieved.

In conjunction with staff achievements we had success with developing other sports outside Netball and Soccer to include Volleyball, Basketball and Softball where our performances won competitions or were highly rated. Also saw Avaria Nepia (Softball), Kaia Taylor (Netball), Jordan Boxell (Judo) and Gabrielle Richards (Tennis) represent the WA in Interstate School Sport Competitions.

Inspire Community

Health and Physical Education Learning Area was very active within the community in 2019:

- Keys 4 Life RAC Parent Visit
- Fundraising '2019' Gold Coast Tour
- Inspire Netball Primary School Umpiring
- Inspire Soccer and Netball Primary School Visits

Targets for community involvement has been a gradual process. Lead by the Inspire Netball program students have participated in umpiring carnivals for local primary school network sports days. Our Senior School Softball Girls were coached by two parents who volunteered to train and coach the girls on the day.

Health and Physical Education invested heavily in the Keys 4 Life Pre-driver Education program putting on a Parent Information evening night for Year 10 students with the RAC and keeping parents abreast of the Keys 4 Life process through Term 3.

Athletics Faction Day is purposely designed to celebrate physical activity, so we invite community involvement with parents and family members to spectate as well bring in Food Trucks to provide that carnival atmosphere.

However student disengagement is still an ongoing issue. Even though we have implemented procedures with staff to contact parents, the next step to engage parents with a positive purpose, it will need to become a college priority as its impact has college wide implications.



2019 Sporting Achievements

TERM 1

- Highlighted by the Senior School Girls Softball Team winning the 2019 state title again, defending their title from last year. Avaria Nepia selected to represent WA.
- Year 8 Interschool Sports Carnival
- Year 11 Outdoor Education – Rottneest Snorkelling day excursion
- Year 10 Outdoor Education – day excursion to Point Peron
- Soccer – Bubble Soccer incursion.



TERM 2

- Highlighted by our first ever attendance to the Gold Coast Netball Carnival during the term 2 break
- Year 12 Outdoor Education – Cape to Cape Bushwalking Camp
- Year 9 Interschool Sports Carnival
- Year 7 Interschool Sports Carnival
- Year 11 Outdoor Education overnight Mt Dale Camp
- Netball – High Schools Cup at Fremantle
- Soccer – SSWA group competitions
- AFL – Boys Year 7-9
- AFLW – Girls 10-12
- Beach Volleyball – Senior Mixed Competition
- College Cross Country
- Senior School Boys Basketball team – reaching last round of knockout finals eliminated by Gilmore College by two points.

TERM 3

- Year 10 Interschool Sports Carnival
- Keys 4 Life Pre-driver Education Program (Year 10 students)
- AFLW – Girls Year 7-9
- Volleyball – Year 8 Girls Champions
- Year 9 Girls umpiring Primary Zone Carnival
- College Athletics Carnival – Kabi House Champions
- Soccer – Middle School eliminated in knock out stage by John Curtin
- Soccer Incursion in New Sports Hall
- National Health and Physical Education Day
- Year 12 Outdoor Education – Sailing Overnight Camp.

TERM 4

- Gabrielle Richards (Year 7) represented WA in the Bruce Cup Tennis held in Perth
- Interschool Athletics Carnival – 3rd Black Division
- Soccer - Perth Glory Excursion
- End of Year Soccer Camp.

MOVING FORWARD

- Maintain focus on our longitudinal planning to continue improving our lower school performances in 2020 to reduce our D/E grade with focus on engagement. Investigate Lynwood SHS lower school Health and Physical Education model.
- Continue to build up the Year 10 capacities to increase selection into Health and Physical Education ATAR courses – Physical Education Studies and Health Studies
- Continue the refinement of lower school Health and Physical Education programs. Consolidated Health program to reduce curriculum to reflect reduction in time 2020.
- Monitor assessments so it meets they continue to meet the demands of all students
- INSPIRE Soccer and Netball marketing materials reflect new directions. Continue with the visits to local primary schools and INSPIRE uniform top. New sporting uniforms to replace old stock
- Build a local area network with local feeder primary schools HPE staff to share and support them with HPE material and services

INSPIRE PROGRAMS

Inspire Soccer

- Third year of implementation of FFA's National Football Curriculum and updated training methodologies provided by Football Federation Australia's coaching programs
- AFC B License undertaken this year (third highest coaching qualification available in the Asian Football Confederation); final assessment to be completed in early 2020
- Attendance at State Coaching Conferences providing resources, networks and insight into player and coach development pathways
- Supporting Coach Aiden Gustavino identified to attend Community Coaching Programs OR gain C License accreditation in 2020 (preferred)
- Mapping program assessments to SCSA practical exams in senior school, therefore preparing the soccer students for practical examination conditions and requirements in both General and ATAR pathways in Year 11 and 12



- Continued positive results in both Soccer/PE and Health, with all Soccer Program classes bar one outperforming the rest of the cohort (see performance data below)
- Moderately successful year with regards to attendance and behaviour
- Behavioural outcomes not as successful as previous years signalling a need to adjust contractual expectations and requirements for program participation, however the program as a behavioural tool within the college still has qualitative data suggesting success is being achieved
- Coordinator and HoLA to take increased responsibility for the application of probation periods and removal of students where necessary, and provide greater support to supporting coaches where behavioural issues are prevalent
- All competitions and excursions have been attended by a significant percentage of students, building engagement with our college community and adding value to their educational experiences. These include all Lightning Carnivals, Bubble Soccer, Futsal Tournament and Trophy Night, Beach Sessions and the Soccer Camp.

PERFORMANCE DATA

Class sizes have shown promising growth, with a total of 96 students across 4 classes:

- o 25 students in Year 7
- o 29 students in Year 8
- o 23 students in Year 9
- o 19 students in Year 10
- Over 30 Year 6 students trialled for positions in the Soccer Program for 2020, more than any trials ever previously conducted at the College
- The success of the trials and attracting suitable students to the college largely due to the primary school visits conducted in Term 1
- Three previous Soccer Program students moved into ATAR Physical Education Studies in 2019, following on from four

previous Soccer Program students in 2018 and only one in 2017.

- 10 previous Soccer Program students enrolled in General Physical Education or Sport Certificate courses in 2019
- Three previous Soccer Program students successfully pursuing soccer-related careers through SEDA in 2019
- In 2019 our middle school team again achieved success, finishing joint 1st in their SSWA group and advancing to the knockout rounds (beaten by finalists John Curtin 'A')
- Junior and Senior teams finished mid table and didn't progress to the knockout rounds
- The second Soccer Camp is scheduled for the last weekend of the school year, building on the success of the first camp in 2018; student participation only increased by one.



Comparison of General PE & Health vs. Soccer Program Practical & Health:

General Health Data

	A	B	C	D	E
Year 10	29	31	39	31	35
Year 9	21	43	30	31	42
Year 8	15	40	39	29	35
Year 7	25	38	46	30	19

Soccer Health Data

	A	B	C	D	E
Year 10	2	6	8	3	0
Year 9	4	9	7	1	2
Year 8	2	11	6	5	5
Year 7	3	8	10	2	2

COMPARISON OF HEALTH ACHIEVEMENT STANDARDS

- There are 24.21% more ABC grades in the Year 10 Soccer Health class compared with the Year 10 cohort and 24.21% less DE grades
- There are 30.66% more ABC grades in the Year 9 Soccer Health class compared with the Year 9 cohort and 30.66% less DE grades
- There are 6.02% more ABC grades in the Year 8 Soccer Health class compared with the Year 8 cohort and 6.02% less DE grades
- There are 15% more ABC grades in the Year 7 Soccer Health class compared with the Year 7 cohort and 15% less DE grades
- A positive total average of 18.97% more ABC grades across all Soccer Health classes.

General Physical Education Data

	A	B	C	D	E
Year 10	3	43	66	29	24
Year 9	3	20	38	14	38
Year 8	1	28	44	12	26
Year 7	10	32	50	9	7

Soccer (Practical) Data

	A	B	C	D	E
Year 10	0	9	10	0	0
Year 9	0	11	7	4	1
Year 8	2	6	14	7	0
Year 7	0	7	10	5	3

COMPARISON OF PRACTICAL ACHIEVEMENT STANDARDS

- There are 32.2% more ABC grades in the Year 10 Soccer class compared with the Year 10 cohort (and therefore 32.2% less DE grades)
- There are 24.3% more ABC grades in the Year 9 Soccer class compared with the Year 9 cohort (and therefore 24.3% less DE grades)
- There are 8.3% more ABC grades in the Year 8 Soccer class compared with the Year 8 cohort (and therefore 8.3% less DE grades)
- There are 17.2% less ABC grades in the Year 7 Soccer class compared with the Year 7 cohort (and therefore 17.2% more DE grades)
- These results are due to the increased difficulty in the course assessments for beginner players.
- A positive total average of 20.5% more ABC grades across all Soccer practical classes.

KEY ACHIEVEMENTS

- Performance data suggests all Soccer and Soccer Health classes are outperforming their general counterparts across the cohorts, except in Year 7 due to course rigour
- Continued upskilling of Program Coordinator in 2019, to AFC B Licensed coach
- Middle school team losing only once during the group stages of the SSWA competition to finish joint winners of their group and advancing to the knockout rounds
- All competitions and excursions have been attended by large amounts of students, building engagement with the school community and adding value to their educational experiences in 2019
- Experiences include all Lightning Carnivals, Bubble Soccer, Futsal Tournament and Trophy Night, Beach Sessions and the inaugural Soccer Camp

MOVING FORWARD

- With the success of the soccer and netball trials in 2019, coupled with the new facilities at the college, there are signs that we may be able to start attracting more capable students to our sports programs, to compete more evenly with the several like-schools in the area (e.g. Lynwood, Kelmscott, Darling Range)
- The profile of the more capable students includes having prior experience in the sport, or similar, and regularly playing community sport outside of school hours
- Whilst numbers are increasing in lower school there has been a decline in Year 9 into Year 10, and this is predicted to continue next year for a variety of reasons including teacher inconsistencies in practical vs. health classes, and students wanting to experience different sports
- This is currently offset in Year 10 with the Soccer Program falling on the option line, meaning students get to continue with the program and participate in general physical education, something that has been a significant success.





Inspire Netball



Blair Pasco

Inspire Netball Coordinator

PERFORMANCE DATA

2019 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 2019 we saw the program expand with our largest cohort ever recorded, with the current Year 9 class at a staggering 26 students. A further improvement on current numbers within the lower school and promising a continued line of success into 2020. We had two students from the netball program move into the ATAR Physical Education Studies course for 2019, equaling the existing record set in 2016.

The premier competition aligned with like schools (SSWA High Schools Cup) showed promising numbers turning up to trials and for the fourth consecutive year we were able to send three 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 previous years and failed to qualify for the finals.

2019 saw the inaugural Southern River College Stars Touring Team make their way to the Gold Coast for the World Sport Tournament. This tournament saw numerous schools from the nation as well as New Zealand compete in a round robin tournament in Netball. Despite 15 students trialing, the final numbers were reduced to eight when injuries, financial withdrawals and moving schools effected the initial squad. Despite this the girls worked hard to fundraise and represent the college tremendously.

KEY ACHIEVEMENTS

2019 saw numerous achievements across the college. Southern River College saw its first touring team heading to the Gold Coast to represent the college in the World Sport Tournament. The students from Years 10 and 11 trialed in 2018 and have been

training and working all year leading up to this moment. Congratulations to Kaia Taylor (Captian) Kaitlin Hewitt, Taylah Cochrane, Aman Wel, Rose Tulait, Madison Lake, Paige Reich and Keely Bennett on representing the college in this event. With roughly 50 schools from across the nation as well as New Zealand travelling to the event it was the perfect opportunity to show of the talent at Southern River College. Despite only winning two games across the tournament, two students were invited to participate in finals as a substitute for injured players in the Tasmanian Representative Team. Both students (Kaia Taylor and Aman Wel) represented wonderfully and demonstrated outstanding sportsmanship throughout. Southern River College was nominated for the Spirit of Netball Award, one of only two schools in Western Australia nominated. This tour was extremely successful and demonstrated the students' willingness to succeed and put in hard work outside of school time to help further their learning. We look forward to continuing this success every two years.

Kaia Taylor will represent Western Australia during the 2019 summer break as she has been selected in the Western Australian Junior Indoor Netball Team. Kaia has worked very hard to juggle the Gold Coast Tour, ATAR studies, music commitments and her netball commitments during this time and she shows a tremendous amount of determination.

Jessica Gidman carries on her success into Year 9 as she continues to represent at the district level for netball. Her successful trail placed her in the first team and she did well to represent the college during tournaments at Southern Districts Netball Association.



MOVING FORWARD

There are promising signs of interest for the Netball Inspire Program with in the student body as class sizes continue to stay strong as each year passes. In 2020 the timetable will return to five periods which allows greater contact time to achieve goals and outcomes within the course, however there appears to have been a removal of the Netball Program from the option line and back into the General Physical Education line. This may impact on the desired outcomes that we want to continue from 2019 into 2020 – especially for ATAR bound students.



Along with the Soccer Inspire Program, our team is working hard to compete with Physical Education to increase number in 2020. Netball will focus our efforts on producing 2 students every year for the ATAR Physical Education Studies to ensure that the academia of the school will continue. We will maintain our focus on mentoring students individually in the hopes of continuing individual success into our aspiring leaders and athletes. For 2020 we will re commence the Gold Coast Netball Tournament Touring Team for 2021. This will continue our already positive start into the 2021 tournament and continue to represent the college on a national level and allow other schools to continue their positive impressions of our college.

1. Improve our Year 12 EST results in General HPE subjects
2. Attain a ATAR PES medium score above 50%
3. Improve our ATAR PES practical scores
4. 100% VET attainment in Sports Coaching
5. Reduce our D/E levels in lower school HPE below 28%
6. Increase the % of A grades across all HPE subjects 7-12
7. Expand the number of sports involved in Interschool Competitions
8. Refine our HPE Rubric structures
9. Remap our lower Health programs from 2 session to 1 session per week
10. Remap our lower Health assessments to fit new timelines
11. Re-energise our female sport pathway
12. Use elements of STEM in HPE in 2020
13. Promote and advertise early our senior school HPE subjects with Year 10 cohort
14. All Health lessons in an EI format
15. Investigate other PE programs to improve student engagement and physical activity levels
16. Improve health and physical literacy standards across 7-12
17. Mentorship training for staff of Graduate Teachers
18. Improved data analysis of results and understand trends
19. Connect with local Primary School Network PE Teachers





Daniel Grayce

Head of Humanities & Social Sciences

In 2019, Humanities and Social Sciences (HASS) offered Years 7 to 10 classes as well as a variety of senior school options such as Modern History, Politics and Law, Business Management and Enterprise and Career and Enterprise. The Years 7 to 10 classes were created in conjunction with Maths, English and Science learning areas based on previous achievement results and NAPLAN data. The students were also placed according to pathways and aspirations, with 9.1/9.2 and 10.1/10.2 class sets reflecting those students on ATAR pathways.

HUMANITIES & SOCIAL SCIENCES

In Term Two, a new Head of Learning Area, Daniel Grayce, joined Southern River College and in Term Four, three teachers left the Learning Area (LA). These staff changes did not change the overall goal of the LA; to develop new and exciting content and assessments to better prepare students, not only for rigours of senior schooling but the expectations of future work environments. The aim of increasing engagement was a constant priority in the second half of the year across the LA. As well as options classes, unit programs and assessment tasks were adapted to increase better engagement by making content and assessments more student-directed and relevant to students. This is evidenced in the creation of four new options units for 2020 in Years 9 and 10, aimed at increasing engagement and participation leading into senior school.

Geography

During Term One, our students in the 10.1 and 10.11 joined over 70,000 other school students from almost 800 schools Australia wide in the National Geography Competition. This competition allows students to test their skills and ability on a national scale. Many of our students performed well with some earning distinctions and high distinctions. The senior Geography classes, both in Year 11 and Year 12, went on multiple excursions around the Perth area to put their theoretical knowledge into action in 'real world' fieldwork.



Civics and Citizenship

Our Year 7 and 10 debating teams entered the Western Australian Debating League's School debating competition. Despite not advancing to the finals, both teams were consistently commended on their unique and structured arguments. The Year 11 ATAR Politics and Law class completed in the Law Society of Western Australia's Mock Trial competition; in the competition between both state and private schools, the team came away with one win and one loss. During Term Four, through work with The United States of America Consulate, Nance Alder visited the school to talk with Year 10 students about the holocaust and the persecution of Jewish people pre and post World War 1.

Economic and Business

Early in the year, the Year 11 Business class, supported the hosting of the annual Careers Expo. Vendors from the community, including universities, TAFE and various businesses came to give students information on the many pathways available to them in their future. During Term Four, Year 10 students conducted the annual Business Fair, with students creating their businesses and selling goods to other students and the local community.

Inspired Students

From the HASS Learning Plan:

- Students choosing HASS in senior school has not increased by 20% in 2020.
- The usage of external markers and presenters across the lower and senior school has increased.
- Through partnerships with John Curtin College of the Arts, Safety Bay Senior High School, Leeming Senior High School and Perth Modern as well as our moderation partners, HASS is increasing the reliability of all assessment tasks and delivered content.
- HASS has created a consistent approach to planning the requirements of assessments and response formats (investigations, source analysis and inquiry).
- Throughout lower school and into senior school, HASS is using common terminology and formats (TEEL paragraphing / essay structure, etc.).
- Lower school courses and assessments are backwards-mapped to the senior school curriculum.
- HASS is developing, implementing and reviewing data from pre and post-unit tests, with a skills focus, to ensure delivery and engagement with content.

History

Students were able to view actual artefacts from Australian soldiers in World War 1 and World War 2, through a partnership with the Australian War Memorial in Canberra. This allowed students to get up close and personal with history, looking at the clothing soldiers wore, the letters they wrote and the items they left behind. The Year 9's, undertook a virtual tour of the War Memorial and were able to ask questions and interact directly with some of the museum's curators in Canberra. This virtual experience was highly successful and will be replicated on a larger scale in the coming years.

Inspiring Teachers

From the HASS Learning Plan:

- All teachers are using Explicit Instruction and Visible Learning in the classroom, such as 'Learning Intentions' and 'Success Criteria'.
- Each cohort has a pair of 'Lead Teachers' who have the responsibility of monitoring assessment tasks and helping other teachers with the delivery of content.
- HASS is represented on most Southern River College committees including ICT, STEAM, Visible Learning and Wellbeing.
- HASS is engaged in the mentoring of senior school teachers from a variety of schools, including;
- Politics and Law - John Curtin College of the Arts and Perth Modern
- Geography - Leeming Senior High School and Como SHS
- Business management and Enterprise - Safety Bay Senior High School
- Modern History - All Saints College and Perth Modern
- This mentoring is not only in the creation of assessments, marking and moderation, but also the delivery of content and lesson planning.

Data Reflections - Grade Summary

Year 7

The distribution of marks in the year group shows a bias towards 'A' and 'B' results. This is possibly due to assessments in Semester 2 being too simple and straight forward. These assessment tasks will be reviewed throughout 2020.

Year 8

As with the Year 7 cohort, the assessment results for Year 8's shows a bias towards 'A' and 'B' results. This again is possibly due to assessments in Semester 2 being too simple and straight forward, and the tasks will be reviewed throughout 2020.

Year 9

The Year 9 results more closely mirror both DOE and like school results, though do have a slight bias towards higher A and B results.



Year 10

The Year 10 results most closely align with DOE and like schools, however, despite this positive achievement, there are still 37% of students failing to achieve a 'C' grade in Year 10 HASS. Beyond this, despite almost 30% of students achieving 'A' or 'B' results in HASS, only a very small percentage are choosing ATAR HASS subjects in 2020. As such, students may not be undertaking HASS ATAR subjects due to a lack of belief in their ability to achieve success in these subjects. This lack of ATAR selection from students has not been reflected in General subjects with a large number of students selecting General HASS subjects in 2020.

Year 11

General Business Management and General Career and Enterprise

In both General Year 11 subjects, students were achieving at good levels, with the large majority of students achieving a 'C' grade or higher.

ATAR- Politics & Law

While these results are disappointing, three students have dropped this subject for 2020, which will likely allow for improvement in 2020.

Grade	C	D
Student	5	3

ATAR- Modern History

Similar to the Year 12 Modern History course, these results are positive leading into 2020.

Grade	B	C
Student	2	5

ATAR- Geography

It is possible these results are over inflated and not a true reflection of student capabilities. As per the Year 12 courses, in 2020 there will be an increase in the use of external markers, work with partnership schools and professional development for the delivering teacher to ensure content delivery, assessments and feedback are meaningful and reliable.

Grade	A	B	C	D
Student	2	1	1	1

Year 12

General Business Management

A-E results are similar to like schools, noting that with a small class size (13 students) such comparisons are difficult. Despite a larger number of C and D results than Like or DOE schools, the large majority of students passed this subject – 11 out of 13 students.

General Career and Enterprise

A-E results were very similar and on par with both DOE and like school averages. The 19 out of 21 students achieved a C or better for this subject.





MOVING FORWARD

TARGET ONE

With Year 7 and 8 assessment tasks, these will be revised through the Learning Area to ensure their validity and to ensure there are opportunities for students to be better differentiated between A-E results as per SCSA grade descriptors.

'D and E' results

2020 assessment tasks will incorporate greater flexibility both in submission methods as well as topics covered. This will allow students to both work on assessment tasks that interest them, as well as present their information in a format they are comfortable with. Heavy scaffolding and differentiation will be used in all appropriate classes with low literacy skills particularly with the Year 10 cohort.

TARGET TWO

Senior School subjects

During 2020 there is a need to reassess senior school class options and focus on one or two discrete areas rather than trying to offer too many different class options. Additionally, the split between General and ATAR subjects will need to be reviewed. Most students in Year 10 are choosing General classes rather than ATAR – if this looks to persist, the potential to run additional General classes, such as Philosophy and Ethics, will be examined.

ATAR - Geography

- Zero students had Geography as their highest or second-best mark off 2019 ATAR exams.
- The mean result for the final exam was well below the state mean – 43.64 for SRC compared to 55.68 across the state.
- One out of seven students did not achieve a C grade. When put into context with the average exam result, it is likely that these results are inflated and not a true representation of the student's achievements.
- The results in this subject were disappointing. A new teacher will be utilised in 2020 as well as an increased focus on external markers and professional development for the teacher. This will aim to both increase the level of content that is delivered but also ensure the validity of the course marking.



ATAR - Modern History

- The mean score for the course is similar to the state mean – 55.23 for Southern RiverCollege compared to the state mean of 58.48.
- 83% of Modern History students had the course as either their best or second-best result in ATAR exams.
- Two out of six students did not achieve a C grade.
- Overall a positive result for the subject. A new teacher will be delivering this subject in 2020 and similar to Geography, there will be an increased focus on external markers and professional development for the teacher. This will aim to both increase the level of content that is delivered but also ensure the validity of the course marking.





TARGET FOUR

Improve engagement

The newly created options classes for Year 9 and 10 students aims to increase engagement and participation. As the new programs are delivered, they will be consolidated and refined to make them as practical and engaging as possible. As well as refining the structure and content of 2020 options, HASS has the aim to expand to an additional four options across Years 9 and 10 in 2021. The LA will push HASS senior school subjects through the new options classes to increase enthusiasm and participation with HASS content leading into Years 11 and 12. As well as option classes, the HASS LA will brainstorm and plan for other ideas to increase engagement and interest in HASS subjects such as excursions and incursions to boost awareness of HASS curriculum in the 'real world'. This increased engagement will also help achieve TARGET FIVE and SIX of the Southern River College Business Plan.

Quality Leadership:

Senior School / Developing teachers

As has been previously stated, all senior school teachers are now working with experienced teacher's from other successful schools to improve their knowledge of content, delivery and assessment creation. This will be heavily focused on throughout 2020 due to a number of newer and less experienced teachers starting in the HASS Learning Area. To increase assessing capability, the HASS Learning Area will be using external markers for a large percentage of 2020 senior school assessments to help guide HASS teachers in the rigors of senior school marking and giving meaningful feedback to students.



Cheryl Andrade
Head of Mathematics

As a professional Mathematics learning community, we actively seek to connect with educators from across the State, to provide an opportunity for rich conversations that aim to challenge and intellectually stretch each of our students. The intent of our curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. Our vision, in developing and encouraging a Growth Mindset, is to excite and empower learners to enjoy the study of Mathematics and to shape and enrich our changing world by honouring the past, inhabiting the present and imagining the future.

MATHEMATICS

Inspiring Teachers

Our teachers have worked extensively to build reflective and effective strategies that set high expectations. Maths staff have been mentored in 2019 through AMSI – The Australian Mathematical Sciences Institute – and the STEM professionals in Schools program, to prepare engaging programs that prepare our students to address the computational skills required for the future.

We use Explicit teaching as an instructional strategy to meet the needs of our students and engage them in unambiguous, clearly articulated teaching of the curriculum. We also use Inquiry-based instruction when necessary to complement traditional instruction, by providing a vehicle for extending and applying the learning of students in a way that connects with their interests. This student-centred and teacher-guided approach was used to engage our students in investigating real world questions.

Our Mathematics teachers planned for explicit teaching, to make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a student's development and independent application of knowledge, understanding and skills associated with the curriculum content. These lessons created and used as power-points, were uploaded onto CONNECT regularly, to help parents to further support their child with their learning. We also maintained a close connection with our parents through our Letters of Commendation and Concern and timely calls to inform parents of their child's progress.





We have performed above Like schools both in Mathematics Methods and Mathematics Applications and our students who have chosen Mathematics Specialist, have done well.

ATMAA: Average scaled score 46.45% vs like schools 45.36%

ATMAM: Average scaled score 64.52% vs like schools 52.17%

We are proud of our ATAR student's achievements and continue to wish them every success!

Inspired Students

Pursuing STEM engagement and thinking, our Mathematics curriculum aspired to lead students to be astute, creative, inquiring and reflective, while being both independent and interdependent participants and producers of 21st century needs and skills. Students have engaged with CHOOSEMATHS - a mentoring programme through AMSI and BHP - to see how Mathematics is used in a number of jobs across the Mining and Resources sectors.

Our engagement with CISCO has also provided students with knowledge of careers skills targeted in the Finance Sector. We have also engaged with a number of incursions from industry speakers, to help motivate and direct our students into thinking of their future careers. Our programs were designed to be engaging, leading to discerning reflection and response, and focussed on the achievement of personal best.

PERFORMANCE DATA
- ATAR MATHEMATICS

Our planning and commitment to our students had some positive results. Our 2019 graduates have been successful in their ATAR Mathematics courses, with Mathematics Methods remaining the highest performing subject in our college for the fourth year, contributing substantially to students' ATAR scores and their post-secondary pathways.

Mathematics: Applications		
2017	2018	2019
No of students		
16	13	15
Mean scaled score		
45.20	48.76	46.45

Mathematics: Methods		
2017	2018	2019
No of students		
6	7	8
Mean scaled score		
55.82	68.63	64.52





#1 Bestseller



learning environment. While 2019 saw frequent staff changes, which had an impact on the learning environment, efforts to maintain stability were made and we have focussed on staff in 2020 who have a long term commitment to the college.

Aspirant teachers were identified and supported through the Future Leaders Program. Staff input is valued and all staff are encouraged to nominate for School Committees. All staff are provided with professional development and peer support, on the organisation of programs and preparation of assessments. Arrangements have been made to moderate assessments with other schools in Year 7 and in Years 11 and 12 in 2020.

Inspire Community

With a view to foster further partnerships with our parents – who will always remain the key to our success – we encourage more parents to get involved in our professional learning programs. We invited our parents to continue to support and encourage our students to participate in our competitions, to make an appointment to drop in to have a look at our resources and come along to participate in our Mathematics programs in action - Incursions from Universities, presentations from organisations such as ICRAR, and to our Maths Evenings - where parents can team up with their child to engage in fun mathematical activities.

Maths Essentials (General)

As all students in Southern River College complete a Maths course for their WACE, our performance in this course continues to be closely monitored.

Grade A - Above like schools and above DOE

Grade B - Below like schools and below DOE

Grade C - Below like schools and below DOE

Grade D - Above like schools and above DOE

Overall, our performance was disappointing as the students achieving the Grade A were students identified as capable students who opted out of ATAR for various reasons. All other students performed below expectations.

The Year 9 Grade distribution was also lower than like schools and substantially lower than DOE, identifying a large number of students at the lower end.

The Year 8 grade distribution was substantially lower than like schools and DOE identifying a large number of students who were underperforming with D and E grades.

Our Year 7 data was substantially above like schools and marginally higher than DOE. Substantial gains at the higher end were made, though the distributions indicated a large number of students at D and E grades.



Lower School

Year 10

Despite the preparation of targeted resources and the use of explicit instruction this cohort continued to display a high level of disengagement and the grade distributions remained lower than like schools and substantially lower than DOE. Our distribution was skewed identifying a larger than normal number of students who performed at the lower end.

Inspirational Leaders

Our teachers were supported to use data to make informed decisions and were provided with opportunities to actively participate in professional development to promote a learning culture to achieve better outcomes. All staff participated in Snapshots and Classroom Management Strategies (CMS) to foster and maintain an orderly and supportive teaching and





MOVING FORWARD

While the Mathematics team were focussed on promoting and incorporating positive educational practices through the planning and delivery of teaching and learning resources, it is evident that our strategies did not translate into the required outcomes in 2019. Our strategies showed success at the higher end and students with the willingness to learn an aptitude for Maths were nurtured in Academic classes. However, it was evident that we were not reaching the desired outcomes with a majority of students at each level, who lacked the resilience to persevere. These students remained disengaged and underperforming in this subject.

It was recognised that movement of staff, including those from and between departments had some impact upon student performance and it was necessary to revisit the characteristics of a good maths teacher:

- Sound knowledge of Mathematics – Every good maths teacher has an extensive understanding of mathematics, which includes geometry, statistics, algebra, arithmetic and calculus, when necessary
- Engaging – Successful maths teachers do not force students to follow their approach. They act as facilitators, allowing room for collective discussions, providing the right guidance and support where necessary
- Good motivators – Maths teachers know that students have different interests and come up with flexible programs that identify with students' source of motivation. This prevents students losing interest and disengaging from studying mathematics
- Constantly learning – Maths teachers need to constantly update their knowledge base which includes unlearning outdated algorithms and mathematical terms and learning new ones.
- Caring – Finally, Maths teachers need to focus not only on the content, but on external forces that sometimes derail a student's academic journey. They should be willing to help such students catch up with the rest, when necessary.

As a cohesive team, we recognised that it is necessary to look more closely at the needs of our students but also on how they learn and how we can better assess their competence. To this end, staff continue to develop and encourage a Growth Mindset while focussing on two areas identified from our data, which need to be further developed – the further planning of inclusive teaching and the regular use of formative assessments.

THE FURTHER DEVELOPMENT OF INCLUSIVE TEACHING:

- The need to explicitly include all students in the lesson is seen as a high priority. Teachers consistently use CMS strategies to build a positive learning environment, but there remains the need to encourage all students to participate positively as individuals and in the group. Respectful relationships have to be maintained between teachers and students while students are provided with opportunities to demonstrate their skills and understandings. To this end, teachers plan to regularly check on the understanding of content, using online quizzes and a question box (physical or digital) where students ask questions about a topic, and class time is dedicated to answer these questions and concerns. It is envisaged that setting up monitored online discussion groups using Connect will assist with collaborative learning. As students work in a team, they are guided to develop positive attitudes, solve problems more effectively and experience a greater sense of accomplishment.
- Ensuring that all students have access to all necessary resources to meet their

needs, encompasses our strategy of Explicit Instruction but also includes the provision of supplementary material to support students better understanding of the concepts they have learned in class. Staff are working towards identifying and providing students with web resources including u-tube videos and videos and podcasts provided by Khan Academy and Education Perfect. For students with limited internet access, podcasts - which are smaller files - are easier to access. It can also feel more personal, as if it is just the listener and the presenter having a chat.

- The coordination of Study Buddies who positively interact with each other and demonstrate their knowledge, while they learn to appreciate the perspective of others, is another area for development in each classroom.
- The concept of the flipped classroom is to be further pursued, with a view of making students responsible for their own learning. Teachers set clear expectations and align content to learning outcomes. While students explore big ideas, teachers explicitly teach basic concepts, building up to more complex ideas, providing students with opportunities to practice and test what they have learned. This will provide useful feedback to the student to see whether they have truly understood the concept and useful feedback to the teacher to help identify topics or students who might benefit from extra attention. It also provides teachers with opportunities to reflect on what worked and what aspects need to be improved.
- Increased use of formative assessment by planned regular formative assessment tasks encourage students to keep up with their learning outside of class and help them succeed in summative assessment items. Students will be provided with opportunities to demonstrate their understanding of concepts through Observation and Interview, multimedia presentations and written work. Increased use of application tasks with practical components are planned to provide students with further opportunities to demonstrate their skills and improve their performance.
- An indepth look at our programs and realignment of the Year 12 Essentials programme in Term 1, to mirror the requirements of the EST this year, which focuses on the statistics. Mathspace has been provided for students engaging at the top end and Education Perfect, for students at a lower end, who require greater levels of differentiation. These programs also support students with their preparation for NAPLAN and OLNA.
- Use diagnostic tests through MATHSPACE to assess skill levels and provide relevant support and practice material. We monitor usage of the programs and redirect students when necessary. We have also engaged more intensively with the algorithmic and computational problem-solving opportunities, offered through the Bebras Program.
- It is envisaged that the cohesive strength of the Maths Learning Area and the knowledge, the wealth of experience and the commitment of the staff will reflect positively on successes and outcomes in 2020.





Robert Forte
Head of Science

The year of 2019 marked a great change for the Southern River College Science Department. From new staff arriving, to others saying goodbye. It brought the appointment of Mr. Robert Forte as the Head of Science, and the eagerly anticipated construction of the new Science laboratories began, requiring students and staff to patiently work around it – though all was worth it when sneak peeks were had of what was awaiting the staff and students of 2020.

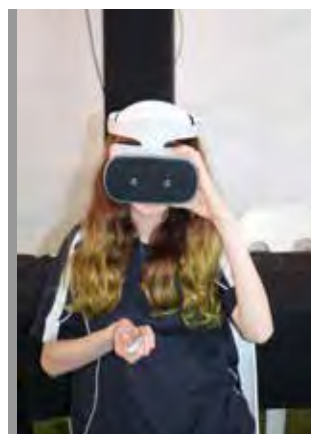
SCIENCE

The Science department continued to develop a strong resource and support bank to ensure a high standard of consistency of lesson delivery across all classrooms.

All assessment tasks were put into a review process developed to ensure their authenticity in relation to the achievement standards of each year. The use of Explicit Teaching was focused upon with staff delivering a consistent lesson structure to each class, promoting the development of core and significant skills and accelerating the growth of creative and critical thinking among students. Furthermore, the use of educational software in Science (such as Stile, Education Perfect and Jacaranda

Plus) was investigated and trialed, leading to the implementation of Education Perfect as a consistent learning resource to complement teaching in 2020.

As a team, new and exciting Science electives were developed with a focus of increasing student engagement in Science, with interesting topics such as Forensic Science, Edible Science, Psychology, and Space Academy being developed to begin in Term 1, 2020. The important link between our local Primary Schools was continued with the ISAAC program – which endeavors to creatively engage primary school students in STEM, developing and fostering an interest in Science for the college's future students.



PERFORMANCE DATA

In lower school Science at Southern River College:

Year 7 and 8 data evidenced positive results, with one fifth (one in five) of Year 7 and 8 students receiving an A grade in Science, compared to 1 in 14 (Year 7) and 1 in 10 (Year 8) in the College's like schools. These A grades were on par with the DOE state average for Science.

Year 9 demonstrated a similar trend with A grades surpassing like schools and B grades on par with like schools. Year 9 did demonstrate room to improve with 49% of students not meeting the Year 9 achievement standard.

Year 10 unfortunately evidenced a lack of achievement with 2 in 3 (63%) students not meeting the Year 10 achievement standard (compared to 42% in like schools). This has indicated a great degree of intervention is required for our Year 10 Science students to not only increase student understanding in Science, but also their engagement and passion for the subject.

In senior school Science at Southern River College. The College's ATAR results in Science evidenced positives in multiple subjects. All ATAR Science classes maintained or improved the number (and percentage) of students utilising the subjects as their first or second best scores for their ATARs. Chemistry also achieved its highest average scaled score in the past three years (54.08%). Both ATAR Physics and ATAR Biology are to be recognised for the minute difference to the state mean (59.77% vs. 63.83% and 54.82% vs. 58.15% respectively).

KEY ACHIEVEMENTS AND HIGHLIGHTS

- The appointment of Robert Forte as the Head of the Science Learning Area.
- Student representation at the Harry Perkins Institute of Medical Research, the Gravity Discovery Centre, and Byrnecut.
- CSIRO STEM in Schools event with Mr. Matt Keogh and Dr Paul Breuer.
- The grand renovation of the Southern River College Science Laboratories to be completed for the beginning of 2020.
- Year 12 Physics excursion to the Gravity Discovery Centre.
- Continuation of the CHEVRON Program including an excursion to Byrnecut and the LNG exploration camp.
- Success with the ISAAC club (an after-school science enrichment program for primary school students) with a 2019 focus on 'Inhabiting Mars'.
- \$60,000 Schools Plus Grant to support linking STEM with primary schools
- Collaboration with AISWA to further develop Scientific Pedagogy.
- In class trials of Stile, Jacaranda Plus, Education Perfect to improve student outcomes.
- The introduction of Risk Assess software to support safety and lab management
- The development of Science options for 2020 to increase student engagement.

MOVING FORWARD

- Multiple areas have been identified as a focus moving in to 2020 to further develop student achievement and engagement in Science at Southern River College. A selection of some of the foci of the Science Department in 2020 are:
- The embedment of science investigation and critical thinking skills as core learning strategies as well as the development and integration of STEM across Learning Areas
- The implementation of the new Science options in Years 9 and 10 to foster student engagement and interest in Science.
- The link to local primary schools strengthened further to accelerate the critical and creative thinking that is imperative in Science. This includes the further development of ISAAC and also events hosted by Southern River College – such as the annual STEM Fair in which Years 5-6 students are invited.
- The development of literacy and numeracy strategies to support student learning needs within Science.
- The continued development of staff training in and delivering Explicit Instruction, alongside the continued development of a high-quality resource bank.
- The integration of formative assessment practices in all Science classes, providing teachers with valid judgement on student progress and achievement.
- A large increase in the number of excursions and incursions in Science across all year levels to increase student understanding and explanations of the natural world (Science as a Human Endeavour) and also their passion for the subject.



Priority Four



INSPIRE COMMUNITY

Enduring Partnerships

At Southern River College we understand that by connecting with our community we can achieve better outcomes for our students as they seek opportunities and future pathways. We understand that local solutions are defining and collaborative in our context. We want our students to have empathy, resilience and a positive self-concept. Partnerships that support our school community help us to grow. We work together to raise standards by understanding our community both in and out of the college.

We achieve this through collaboration, mutually supportive and positive relationships and by:

- 4.5 Ensure students attend regularly and are engaged at school
- 4.6 Promote our Positive Behaviour Values and Growth Mindset ethos
- 4.7 Engage parents in the educative process
- 4.8 Support the wellbeing of staff and students

2019 FOCUS AREAS

- Retention to senior school
- House System
- Community Engagement
- Attendance and Engagement
- Suspension



Deloitte excursion, Perth City



David Toothill
Head of VET

VOCATIONAL EDUCATION & TRAINING

2019 VET COMPLETION RATES

Year 12 VET Completion Rates (%)

Eligible	Certificate I	Certificate II	Certificate III
105 total enrolments	0	96 enrolments	9 enrolments
93 achieved qualifications		87 achieved	6 achieved
90.29% achievement rate		(92.55%)	(66.67%)



2017 / 2018 / 2019 YEAR 12 ACHIEVEMENT

- The below results align to Target Three of the College Business Plan - Increase WACE Achievement targets to 90% plus 2020 by improving OLNAs and Certification results.
- Auspiced results highlighted in green reflect an improvement in certification achievement compared to previous years. Results highlighted in tan show no change and those in red show a decline.
- Profile results are difficult to compare as they are affected by student enrolments and the number of positions available in TAFE and private RTO courses.
- The data above reflects only Year 12 achievement data. Year 11's completing auspiced and profile qualifications in 2019 are not included.

2019 HIGHLIGHTS

- As part of our VET Program for the Certificate II in Business – students organise a Careers Expo for Southern River College in April– obtaining a number of their units for their qualification through a real-life interaction with outside agencies.
- We follow the Careers Expo at Southern River College with a large number of our Year 10 and 11 students attending the Skills West Expo in Term 3.
- Six of our students participated in the GREAT Program, gaining invaluable experience in the nursing industry at Armadale Hospital and Royal Perth Hospital. For the first time this year we had a male student participate in the program, who represented the college so well he was invited to observe a surgery.
- Over 50 students from the college attended training to receive their white cards, scaffolding and working at heights permits, preparing them for work in the building and construction industry.
- Multiple students have been offered part-time employment in the community stemming from their work placements.
- The Year 9 and 10 students were taken on an excursion to the Construction Futures Centre where they got to engage with the latest VR technology, giving them the opportunity to experience a range of construction and mining machinery and equipment.
- In partnership with the Beacon Program, students were taken on various excursions and incursions, including the Novatel Hotel, a group of girls interested in mechanics and engineering were taken to Cummins Diesel for a Work Ready program, and for the first time students were given the opportunity to talk with and ask questions to NASA scientists whilst they were on a flight to Antarctica, measuring sea ice and the effects of global warming.
- Students were again involved in the iTrack mentoring program, finishing with an interactive tour and lunch at Murdoch University.
- For the first time this year and in conjunction with the Smith Family, the 2020 Certificate II Business class was hosted by Deloitte Consulting in the Perth CBD, where they were given an opportunity to experience work life in the World's largest services firm.
- The Smith Family also delivered the Financial Literacy course to our Year 10 students, helping establish our students as responsible savers and spenders.

2019 VET EXTENSION AND ENRICHMENT PROGRAMS

- Try-a-Trade across the year – Thornlie Campus (Brick laying and Carpentry and Joinery); on-site (funded by ABCTF) – Bricklaying; MPA Plumbing and Painting.
- Hillside Farm – Certificate I Agrifoods out of the farm in Martin through Kelmscott SHS. Program ceased operation mid-year due to RTO closure.
- Beacon Programs: High Impact – work readiness; My Road on-line mentoring program for female students; Learning Live on-line interactive program; offsite visits at the Duxton Hotel Perth and Cummins Diesel.
- GREAT Nursing program – Year 10 students are given the chance to attend a hospital setting for five days, under the mentorship of nurses and midwives to experience what a career in Nursing would be like.
- Smith Family iTrack online mentoring program for students supported by industry mentors.
- Through the Smith Family, Deloitte hosted Southern River College students for two days.
- Construction Futures Centre – interactive virtual reality excursion allowing students to discover opportunities and pathways in building and construction industry. Targeting 45 Year 9 and 45 Year 10 students over the year.
- Students participated in white card, working at heights, and workplace communication courses at South Metro TAFE.



- Students attended the Skills West Careers and Employment Expo - WA's largest Careers & Employment Event.
- Defence Industries work experience. Students spent three days on a Navy ship and experienced a day in the life of a soldier at Karrakata Army Barracks.
- Smith Family delivered the Certificate I in Financial Services to students within the college.

AUTHORITY DEVELOPED WORKPLACE LEARNING

- Students participating in workplace learning in 2019 gained experience in a range of diverse workplaces. Many accounts of exciting new experiences and challenges to be overcome were shared in the CAVE by students who were thoroughly engaged in the program.
- The VET team worked diligently to support and guide students through the expectations of their workplaces, appropriate workplace behaviour, how to show initiative, be proactive, and to instil values reflective of dependable and responsible employees.
- These qualities, along with the attitudes and personalities of the Southern River College students, contributed to many being offered post-school and after-school employment.
- Part-time employment at a local warehousing business
- Various part time and casual positions in fast food and retail outlets in our local and wider community
- Part-time role in a local day care.
- Bagus Sunan accepted to study a full Engineering qualification at TAFE.
- A student was offered an apprenticeship from their work placement.

The timetable model used for ADWPL in 2019 was not conducive to students being engaged in their learning. A one day release with an additional catch up period each day was allocated to students enrolled in ADWPL and various off-site programs. Many of the students did not exploit the catch up period for its intended purpose. Supervision of these students was also an issue. This model is not being used in 2020 – students will not be allocated a timetabled “catch-up” time – they will be required to do this in their own time. This has been explained and agreed to by affected students and parents.

In 2020 the ADWPL team will move to using Connect to track student progress through the program. The online platform will be used to disseminate information to students, provide access to ADWPL Student Log Books, and act as a storage and submission platform for the logbooks.

LINK TO BUSINESS PLAN 2020

VET

Teachers are meeting vocational training, learning and assessment requirements across most of the qualifications being delivered. A number of staff members were put through a required unit of competence to add to their Certificate IV qualification to delivery: TAEASS502. It was a requirement that staff

have this qualification along with the TAE40116 (Language and Literacy) unit by 1 April 2019. A number of our staff already had the LLN unit from a previous year when this was covered. Moving into 2020 we sent 5 additional teachers on the TAE40116 Certificate IV Training and Assessment course or to upgrade their existing qualification. This was to train new and existing staff to cover those leaving the college. Additional funding has been requested for this in the 2020 budget, as it was not budgeted for to this extent in 2019.

The development of our trainer's Vocational and Industry Currency was covered for the majority of VET Staff – 20 hours minimum required by all staff within each year. This is a substantial requirement that many staff had to satisfy during times outside of college hours. The completion of the compulsory currency has been relatively successful in most areas. Releasing of staff, funding the courses, and finding the courses needed to be co-ordinated. Some of the Registered Training Organisations provide their own workshops whilst others require we find and complete our own. Business, Media, Sport Coaching, and Music were adequately covered. Visual Arts was covered but difficult to find the right workshops at a time that staff could complete. Completion for Engineering Pathways was the one area where more work does need to be made in order to meet the 20 hour minimum requirement. A representative from SM TAFE worked with the Engineering Pathways Trainers to boost their currency and develop their skills in an intensive training context. There is the possibility of using SM TAFE as a resource to satisfy the currency requirements for Engineering Pathways trainers in 2020.

ADWPL

Reporting of data for ADWPL was effectively used. Risk Management documentation updated early 2019. The data entry platform had some adjustments/additions made for teachers to assist with the new Risk Management requirements.

Priority 1.4 - Supporting those students studying vocational pathways to achieve full WACE and/or Certification at the completion of their studies.

Students have been supported throughout the year to achieve certification in VET courses. Support offered includes managing relationships with external RTOs, assisting with the organisation of travel arrangements to external training providers, procuring and maintaining auspice services from private RTOs and TAFE, and tracking student results and progression through competencies. The CAVE also supports students by engaging with and procuring the services of external organisations, such as the Smith Family, Beacon Foundation, South Metro TAFE and the Construction Training Fund.

Target Three – Increase WACE Achievement targets to 90% plus 2020 by improving OLNA and Certification results.

Certification results improved in 2019 as against 2018 and 2017, with a higher percentage of students enrolled in VET courses achieving qualifications.



2020 VISION

The CAVE vision for 2020 is for all graduating Southern River College students to be equipped with the skills and knowledge necessary for the next step in their journey and to be inspired to achieve lifelong workplace success.

2020 MISSION

The CAVE mission for 2020 is to improve community partnerships by managing existing relationships and fostering new ones. This will be achieved by being active within the community, both as staff members and as students representing the College. The CAVE is also aiming to digitise the process of ADWPL documentation dissemination and submission, in an attempt to streamline processes and provide greater opportunities for parents and carers to engage in the students' workplace experiences.



MOVING FORWARD

- New pathways toward WACE achievement means that VET courses are no longer necessary for students to achieve WACE. Our goal is to retain VET numbers proportionate to cohort size.
- We aim to establish the groundwork for new courses in 2021. Prospective courses include; Certificate II Permaculture, Certificate II Cooking, Barista certification, and Responsible Service of Alcohol (RSA) certification. There is high demand in industry for young workers in fields as those above, but often require applicants to hold relevant qualifications and certificates for application eligibility.
- Engage with a broader range of businesses to host students for workplace learning, with a focus on placing students in businesses that have demonstrable career pathways post-school.



2020 – AUSPICING (ON-SITE) AND PROFILE & TRAINEESHIPS (OFF-SITE) (AS OF 17/02/2020)

AUSPICING	Accreditation through In-house Delivery	Yr 11	Yr 12
CUA20715	Certificate II in Visual Arts	20	10
SIS20513	Certificate II in Sport Coaching	26	31
MEM20413	Certificate II in Engineering Pathways	27	17
CUA30915	Certificate III in Music Industry	7	8
CUA20215	Certificate II in Creative Industries (Media)	21	22
BSB20115	Certificate II in Business	39	2
TLI21815	Certificate II in Logistics	0	0
Total		140	90

PROFILE	Offsite qualification through outside agencies		
	Certificate II Community Services	2	-
Scholarship CTF	Certificate II B&C (Trades – Skill Hire)	1	3
Scholarship CTF	Certificate II B&C (Para-Professional)	-	-
	Certificate II B&C (Trades)	1	-
	Certificate II Applied Fashion	1	-
	Certificate II Salon Assistant	1	1
	Certificate II Baking	1	-
	Certificate II Automotive	2	1
	Servicing Technology		
	Certificate II Automotive	1	-
	Body Repair Technology		
	Certificate II Automotive Vocation	1	-
	Preparation – Light Automotive		
	Vehicle Focus		
	Certificate II Electrotechnology	1	1
	(Career Start)		
	Certificate II B&C (Painting)	1	-
	Certificate II B&C (Plumbing)	-	2
	Certificate III Population Health	2	-
	Certificate III Events	1	-
	Certificate II Warehousing	-	2
Total		16	10

TRAINEESHIPS	Offsite qualification through outside agencies		
ANZ Bank	Certificate II Business	-	1
Hungry Jacks	Certificate III Hospitality	-	1
Total		0	2

STUDENT SERVICES & COMMUNITY



Owen Davies
Student Services Manager

ATTENDANCE AND COMPLEX BEHAVIOURS

In 2019 data showed a 4% increase in suspension days from 2018 of the identified Tier 3 students. This 4.5% increase in suspension follows on from the 'Keep School Safe Act' that was implemented in 2019. Complex student suspension rates were the highest in Category 2 and 3, highlighting that college was following the 'Keep School Safe Act'. The positive impact of that implication was that Semester 2 suspension rates for reoffending dropped by 20%. This is down to case management and intensive support has for our students with complex behaviours. The aim for complex behaviour managers is reducing the number of days out school and increasing their opportunity to engage in their education and positive supports provided by the college. Tier 3 students are 2.1% of the student population (based on Census data of a student population of 1005 Semester 2 2019).

2019 COMPLEX BEHAVIOURS

Tier 3

Number of students worked with at a Tier 3 level in 2017	Suspensions 2018 (for all students)	Suspensions 2019 (For all 17 students)	Variance Increase of 40 days of suspension	% Change 4.5%
15	141	181		

WHOLE SCHOOL SUSPENSION

Whole school suspension was down from 2018 by 1.3%. The average mean days per suspension has increased. The data shows the college increased the number of suspension days given for physical aggression towards staff, again this is in line with the DOE 'Keep schools safe act'. Abuse, threats, harassment or intimidation of staff was down from 2018 by 5.2%. This was down to restorative conservation practice and upskill of CMS practices in the classroom. Data shown lower school students are more likely to reoffend.

Area of focus in 2020

- Reduce the rate of physical aggression towards Staff
- Reduce the rate abuse, threats, harassment or intimidation of staff
- Reduce the rate of physical and aggressive behaviour towards students.

The focus is to reduce these rates in the areas above by increasing the amount of emotional, social and educational programs targeted to individual students in selected year groups. The Year 7 cohort will have a large focus on zones of regulation in order to combat historical data of abuse, threats, harassment or intimidation towards other students.

ATTENDANCE TABLES

	Attendance Rate					
	School	WA Public Schools	Regular	At Risk		
			Regular	Indicated	Moderate	Severe
2016	88.7%	87.7%	60.9	22.1	9.7	7.2
2017	88.0%	87.8%	62.0	19.2	11.0	7.0
2018	87.6%	88.8	52.9	19.1	10.0	7.0
Like Schools 2018	86.0		49.5	23.0	15	11.7
WA Public Schools 2019	88.8		60.0	22.8	11.0	7.0

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2016	90%	87%	85%	83%	90%	91%
2017	92%	88%	84%	85%	91%	91%
2018	89%	86%	87%	84%	90%	89%
2019	90%	87%	85%	83%	90%	91%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

The data shows a decline in our lower school years' attendance rate in 2019 from 2018 however Southern River College remains above/ below the public-school percentage in Years 10, 11 and 12 and equal to or near in Years 7, 8 and 9.

	NON - ABORIGINAL			ABORIGINAL			TOTAL		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	80.6%	85.5%	88.6%	67.2%	66.3%	65.6%	81.2%	86.5%	86.5%
2015	81.7%	86.7%	89.7%	71%	68%	66.7%	81.7%	87.9%	87.9%
2016	80.6%	86.5%	88.5%	70.2%	67.6%	66.7%	81.7%	87.7%	87.7%
2017	83.5%	87.6%	92.3%	73.2%	68.4%	71.2%	83.8%	87.75%	87.75%
2018	80.4%	87.5%	91.1%	68.5%	73.4%	70.5%	85.5%	87.8%	87.8%
2019	87.3%	88.0%	88.8%	71.3%	68.7%	65.8%	83.4%	86.8%	86.8%



In 2019, the data showed the college attendance rate, across all categories is above like school's and is above WA Public School data for Aboriginal attendance. The trend is pleasing to see and shows that strategies that are in place are working well.

Southern River College's Attendance Rate is in line with WA public School percentage.

Table 1: Attendance and Absence Type by Collection Period for Southern River College

Collection Period	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1*
Attendance Rate	86.7%	88.0%	87.6%	85.9%*
Regular Attendance	58.8%	60.9%	62.0%	57.3%*
Authorised Absence	37.5%	44.9%	49.2%	46.0%*
Unauthorised Absence	62.5%	55.1%	50.8%	54.0%*

The data in this table highlights a slight decline in regular attendance with 57% of our students with an attendance rate of 90% or higher.

Tracking students absences and identifying the reasons for their absences allows the college to breakdown attendance barriers for students and issues that impacted their attendance.

MOVING FORWARD

Review of data and processes to identify trends and focus areas to improve attendance across the college has resulted in:

- Increased consultation and collaboration with local primary schools to refine the transition process to increase engagement with the Year 7 students
- Providing an Engagement and Transition Service to the Year 10 Cohort, for those students choose to start their future pathway early
- Targeted attendance groups identified through the Attendance Bands setting improvement targets to encourage and increase in regular attendance.
- Targeted intervention for indicated risk and moderate risk groups.
- Rewards for attendance improvement that is greater than 10%. Recognition of improved attendance through assemblies (year group and whole school assemblies).



FINANCIAL OVERVIEW

Southern River College's main income source for 2019 was derived from Student Centred Funding, making up almost half of the College's income. Locally raised funds have made up only a small amount of the College's income. Our locally raised funds have been derived from Voluntary Contributions, Fees and Charges, Fees from facilities hire and donations.

Thank you to all the parents/guardians who have paid their child's voluntary contributions as these funds go to much needed resources around the school. The College administration has worked very closely with parents to ensure that fees and charges are paid by having multiple options for parents to choose the best payment for that suits their financial situation. A significant proportion of parents have entered into payment plans with the College with much success. We also work with parents/guardians by having Centerpay, credit card payments, EFTPOS, direct debit, QKR payments and cash payments available.

Southern River College spent a large proportion of their cash budget on Curriculum and Student Services at almost 34 percent. These funds were strategically planned in the 2019 budget to support the priorities as set out in the College's Business Plan.

PRIORITY ONE: INSPIRED STUDENTS

Budgets put in place to support programs for primary school engagement, enrichment programs, Inspire programs. Funding support for aboriginal enrichment programs and which link to the Aboriginal Cultural Framework was also supported in the 2019 cash budget.

The STEM budget was also prioritised in 2019 to support Priority One in achieving set targets.

Learning Area budgets also made up a significant chunk of these funds as the college continues to support the objectives of each of these areas.

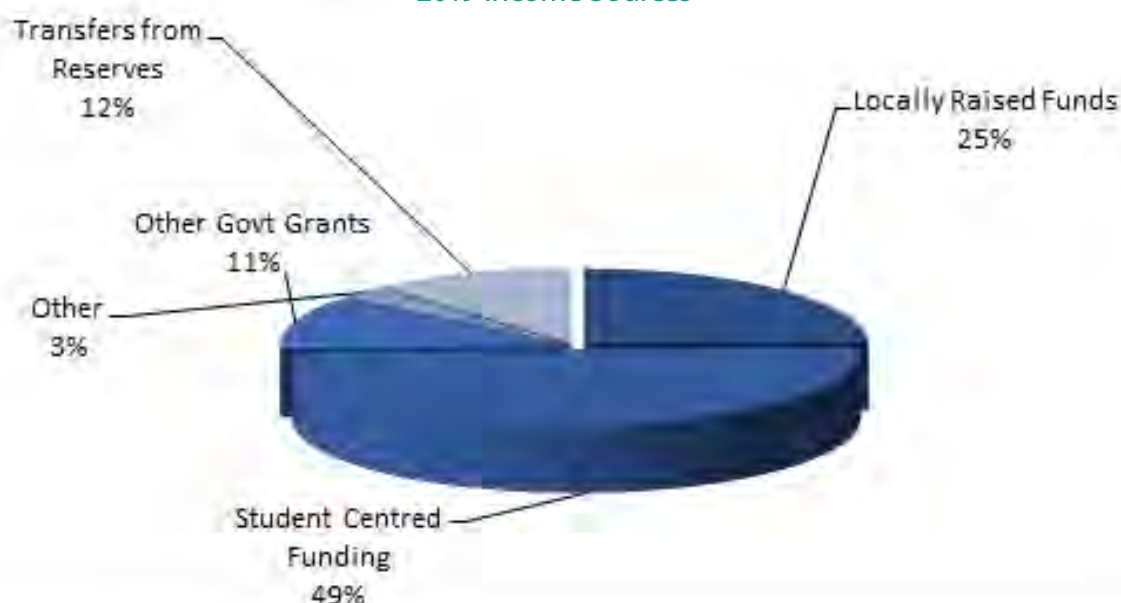
PRIORITY TWO: INSPIRING TEACHERS

The 2019 Budget supported this area by putting budgets in place to support Explicit Instruction and ongoing support for this priority. Peer observation rooms were also planned and resourced in 2019 to assist with coaching and feedback for teachers.

Time for coaching and mentoring to help achieve this priority was also made provision for in the staffing budget as relief staff were organised to take classes so that this practice can happen.

FINANCIAL OVERVIEW - INCOME

2019 Income Sources



PRIORITY THREE: INSPIRATIONAL LEADERS

The Professional Learning Budget was well resourced in 2019 to support this priority. Budgets were set to support Level 3 and Senior Teachers to achieve training through the Institute of Professional Learning. Level 3 and Senior Teachers also had access to funds to support training in classroom observation, Leading School Improvement, Annual Reporting and Development of Learning Area Plans.

PRIORITY FOUR: INSPIRE COMMUNITY

Budgets for this priority were set to assist with the new House System. Funds were also made available to assist with rewards for student attendance and engagement initiatives. To help support our community engagement budgets funds were also made available to support activities to gain parent support ie: Year 7, career information evenings. Southern River College hosted a number of community engagement programs which supported our students and funds where budgeted for to help host these programs such as The Wirrpanda Foundation, The South Metro Participation Team and The Binderoo Foundation.

The College self-funded a Design and Technology upgrade in 2019. Funds for this supported a new classroom, Design and Technology equipment and resources and our STEM focus. This initiative made a significant proportion of the 30% in the college's 2019 expenditure in the previously discussed area being revitalised.

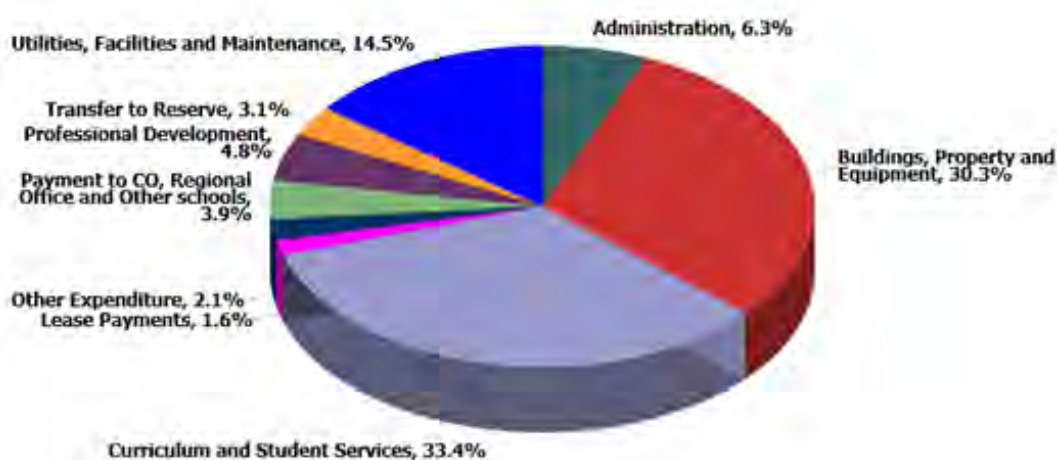
Professional Learning made up almost 5% of the college's expenditure. This range of budgets supports all of the college's priorities and also assists with support of our Teach for Australia teachers and upskilling of non-teaching staff so they can provide high quality support to teaching staff.

Salaries for Southern River College were strategically planned and monitored in 2019. The total amount charged for the calendar year was 96% with only \$473,517 carried forward into 2020.

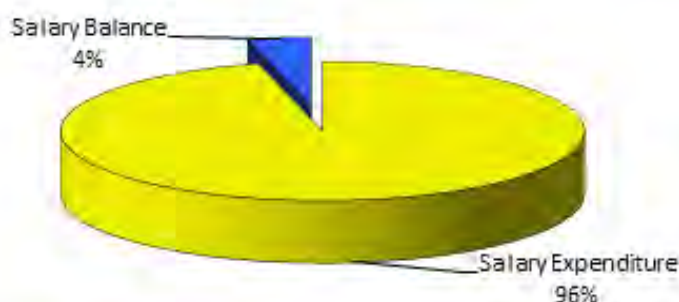
In 2019, Southern River College was able to meet the minimum expenditure requirement for the college's One Line Budget as set out in the Funding Agreement by the Department of Education. This was achieved through careful planning and monitoring of the cash and salaries budgets throughout the year.

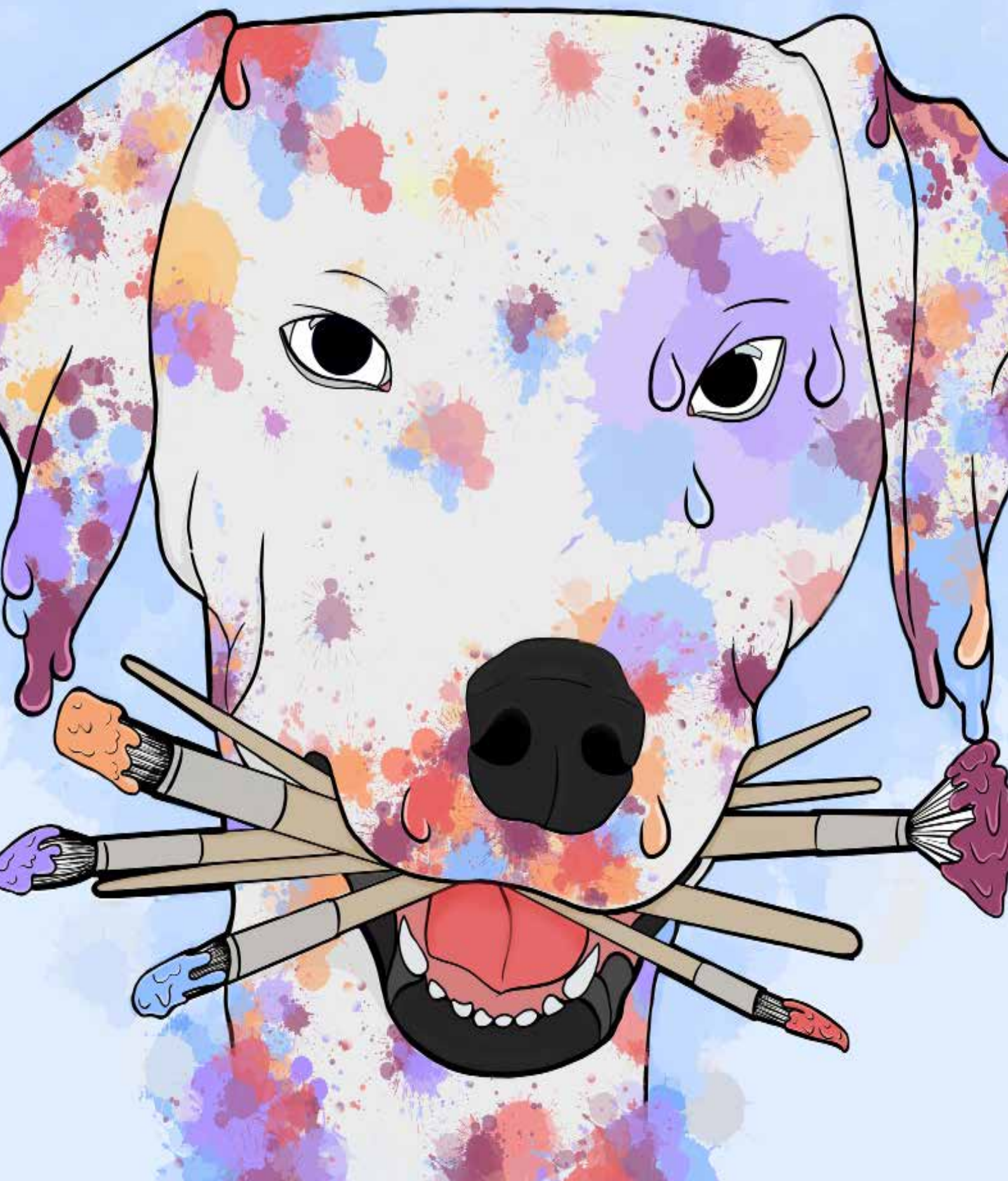
FINANCIAL OVERVIEW - EXPENDITURE

Goods and Services - Current Expenditure Budget



Total Charged Salary Expenditure and Balance





71 Southern River Road, GOSNELLS WA 6110

Telephone: 08 9495 3200

Email: SouthernRiverCollege@education.wa.edu.au

Website: www.southernrivercollege.wa.edu.au