



Department of
Education

Shaping the future

Southern River College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Southern River College (the college) is located in the suburb of Gosnells, approximately 25 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region. First opened in 1976, the college was formerly known as Gosnells Senior High School and became an Independent Public School in 2015.

The college has an Index of Community Socio-Educational Advantage of 935 (decile 8). There are 970 students currently enrolled from Year 7 to Year 12.

Community support for the college is demonstrated through the work of the dedicated College Board and the active Parents and Citizens' Association (P&C). The college maintains a number of community partnerships, with the Wood Turners Association Gosnells Group and Southern River Community Garden based onsite.

School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- Leaders describe the Public School Review process as an opportunity for the college to reflect on and celebrate its journey and achievements.
- Staff engagement in the review process reinforced their commitment to collaboration and the college's culture of self-reflection.
- The Electronic School Assessment Tool (ESAT) submission provided a strong alignment between performance evidence, judgements about priorities and planning for improvement.
- Discussions with staff and students during the validation visit provided information that served to add value to the college's self-assessment.
- Members of the College Board, P&C and community representatives contributed substantially to the discussions during the validation phase of the review process.
- The college reported that the review process proved affirming and gave validation to the college community 'making a difference' and 'being the difference'.

The following recommendations are made:

- In preparing future ESAT submissions, identify the most appropriate evidence to support the judgements made for each domain and provide a single overview that links to all evidence provided in the domain.
- Consider how the college's annual report can be capitalised upon to support future school reviews and self-assessments in ESAT.

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Relationships and partnerships

College leaders have actively engaged community groups (including parents) in cultivating partnerships between the college, students and the wider community. This has served to enhance and enrich the authenticity of student learning opportunities in recent years.

Commendations

The review team validate the following:

- The College Board has broad representation inclusive of parents, students, staff and community members. The Board is purposeful in its selection of membership to bring a skill set that contributes to the college's business plan.
- The college actively engages community groups, making it a community hub that provides mutually beneficial opportunities for both community members and the college.
- Connections with local primary schools are fostered, with a focus on building STEM¹ partnerships that support transition and early identification of student learning profiles to support class and program placements.
- The introduction of Vertical Home Rooms is viewed as reflective of the workplace, building connection for students across year levels and providing greater opportunities for student voice.

Recommendations

The review team support the following:

- Continue to foster relationships with industry and tertiary institutions to support students' career pathways and mentoring opportunities for high achieving students with university entrance aspirations.
- Progress the Reconciliation Action Plan to foster engagement of local Aboriginal families and Elders and promote an inclusive environment where families and students feel a sense of connection and belonging to the college community.

Learning environment

Leaders and staff demonstrate a commitment to the wellbeing of every student. They have enacted organisational structures that encourage students to take responsibility for their own behaviour and support the learning needs of individuals, groups and cohorts of students.

Commendations

The review team validate the following:

- There is a strong sense of trust among all members of the college community. A focus on staff and students working together assists students to monitor their own learning in achieving the best possible outcomes.
- A restructuring of the student services team into the Wellbeing Centre and River Road Centre has improved the capacity of the college to support student behaviour and wellbeing. The two-team structure enables the Wellbeing Centre team to focus on positive school culture initiatives and case management of Tier 1 and 2 students, with the River Road Centre team providing intensive support to students with complex needs.
- The college has implemented structures that offer a range of educational programs to meet the varied learning needs of groups of students. The Build program provides short-term intervention; the Teaching and Learning Centre provides long-term intervention for Year 7 to 9 students requiring substantial literacy and numeracy support; and, the Specialised Autism Learning Program (SALP) supports students with their social-emotional regulation.
- The Inspire program provides a wealth of opportunities for students to develop their sporting and artistic talents within the college and beyond.

Recommendations

The review team support the following:

- Embed the Wellbeing Centre and River Road Centre initiatives into the school's organisational structure and the implementation of the Berry Street model across the college.
- Target key areas of attendance and engagement to reinforce a whole-school response to attendance.

Leadership

School leaders actively promote with staff the shared moral purpose of providing every student with a pathway to a successful future.

Commendations

The review team validate the following:

- The college's FLOW² leadership strategy aligns with the Western Australian Future Leaders' Framework. Through performance management and development structures, aspirant leaders are identified and provided opportunities to take on leadership roles and work with mentors to develop their leadership capacity.
- Graduate teachers and newly appointed staff are well supported through the provision of a rigorous induction program and mentoring that builds their understanding of the school's expectations and learning culture.
- Aboriginal student leadership development and opportunities to engage with culture, language and the land are supported by the Aboriginal and Islander education officer and through the AIME³, Aurora Education Foundation and Wirrpanda Foundation's Deadly Sista Girlz (DSG) programs.
- A distributed leadership model, focused on instructional leadership and pedagogy, creates opportunities for teacher leaders to meet, with a focus on best practice, sharing and building capacity of leadership in understanding processes for developing teachers' pedagogical practice.
- There has been a purposeful approach to the redesign of the college's physical environment and incorporating this into the operational plan. Facilities and spaces meet the learning intentions and conditions of the various learning pathways, and the lecture hall and study hub for Australian Tertiary Admission Rank students are examples of this.

Recommendations

The review team support the following:

- Continue to grow leadership development opportunities across the college at all levels, including students.
- Progress a growth coaching culture and mentoring of middle and senior management to support and enhance leadership development.

Use of resources

Resources are managed strategically through formalised procedures for the Principal, manager corporate services and Finance Committee. These procedures optimise the oversight of resource allocation.

Commendations

The review team validate the following:

- Finance Committee members are well informed and representative of the school's organisational and staffing structure. The College Board provides sound oversight of the one-line budget.
- The workforce plan, and allocation of targeted initiatives and student characteristics funding, are monitored and reviewed to ensure resources are utilised to improve student outcomes.
- A strategic approach to the development of a multi-year resourcing plan ensures that sufficient funds are held to meet business plan objectives and school asset and replacement requirements.
- The college actively seeks donations, grants and the support of volunteers to supplement resources and enhance programs, experiences and learning opportunities for students.
- Staffing resources are allocated and used flexibly to ensure class structures and student support requirements are addressed.

Recommendations

The review team support the following:

- Continue to develop the college's facility improvement agenda and build upon current planning.
- Maintain workforce planning, giving consideration to college business plan priorities and student requirements.

Teaching quality

A culture of teaching to the needs of each student is evolving due to the genuine commitment of staff to adapt programs, fill the gaps in learning, raise levels of student achievement and maximise success for every student.

Commendations

The review team validate the following:

- The Southern River College Pedagogical Framework defines what high quality teaching looks like within the college and guides an evidence-based approach to curriculum delivery in every learning area. The framework supports consistency in curriculum delivery for staff and students.
- A coaching and mentoring model has been implemented to support teacher development in Classroom Management Strategies, blended learning, instructional strategies, and design thinking processes. Standards in literacy and numeracy are being addressed through whole-school initiatives.
- 'The River Way' is a developing framework that targets the implementation of Explicit Instruction and High Impact Teaching Strategies.
- Staff engagement with Visible Learning has strengthened their understanding of the importance of measuring impact and effect size to support reflection and assess the impact of their practice on student learning.
- HOLAs⁴ and learning area lead teachers support staff with consistency in teacher judgement and the preparation of quality assessment tasks.
- Lower secondary timetables are collapsed, with staff utilising a range of resources to support students' improvement in OLNA⁵ and NAPLAN⁶ through targeted student feedback.

Recommendations

The review team support the following:

- Continue to embed Visible Learning practices and strategies across the college to strengthen the consistency in pedagogy and refine the pedagogical framework and 'The River Way'.
- Consider how the Build program classroom teachers can share pedagogy to improve support in mainstream classes.

Student achievement and progress

The college is on a journey to become more data informed, and to build the capacity of all staff to understand and use data to plan for student learning at the school, cohort, class and individual student level. A mature and individualised approach to this ensures that teachers see the individual student in the data.

Commendations

The review team validate the following:

- As part of the college's improvement cycle, student performance data is analysed, discussed and reviewed at every level, from the leadership team to the classroom teacher, to determine trends and areas for improvement.
- Student achievement and progress in Year 7 and Year 9 NAPLAN shows significant improvements in all test categories from 2017 to 2021.
- NAPLAN 2021 data indicates a closing in the gap of achievement with similar students in like schools in all areas assessed.
- The college's assessment policy is aligned with the School Curriculum and Standards Authority's Teaching, Assessing and Reporting Policy. Teachers review a range of data, including Progressive Achievement Tests, RTP⁷ and SAIS⁸ to monitor and evaluate their impact on student learning and performance.

Recommendations

The review team support the following:

- Continue to strengthen staff moderation and capacity to use data to analyse, review progress and guide planning.
- Continue to focus on embedding processes for staff to gain student feedback and voice in the learning process.

Reviewers

Lou Zeid
Director, Public School Review

Justine McNaught-Conroy
Principal, Wanneroo Secondary College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Future leaders Learning and developing Opportunities while Working and growing together
- 3 Australian Indigenous Mentoring Experience
- 4 Head of learning area
- 5 Online Literacy and Numeracy Assessment
- 6 National Assessment Program – Literacy and Numeracy
- 7 Reporting to Parents
- 8 Student Achievement Information System