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PRINCIPAL'S FOREWORD



It is with great pleasure that I share our 2022 Annual School Report with parents, students, staff and the wider community. It is an opportunity for us to look back and reflect on the achievements and success we have had and to also, keep in mind our goals for the future. I am very honoured to be leading the College as Principal in 2023 and would like to acknowledge the work of Everal Eaton and Sharon Harry who both led the College during 2022.

The College motto to "Inspire every student every day in everything we do" certainly held true for 2022 and despite a difficult year with Covid and restrictions the staff at Southern River provided a wealth of activities to engage students as well as focusing on quality teaching and differentiation. I was also impressed with the outcomes achieved for students with progress in NAPLAN and excellent year 12 results in both ATAR and our VET pathways.

2023 has seen the College continue to focus on Inspiring students and the dedication by staff to provide a rich learning environment has been a pleasure to observe. We will continue to focus on quality teaching, engaging students and building strong relationships with our community. We are also reviewing our College Business Plan this year which will include surveys and feedback of students, parents and staff as we develop a new plan for 2024 and beyond. I invite Sharon Harry to reflect further on the achievements and success we had during 2022.

MR HEATH DULLARD
PRINCIPAL



I am pleased to present the 2022 Annual Report and share with you the highlights of a memorable year. 2022 has been yet another year of change and none more so profound for the college as the departure of its long serving principal, Ms. Everal Eaton. I would like to publicly acknowledge the work done by the previous principal who served the college from 2011 to 2022, leaving the college at the end of semester one to take up the principalship at Harrisdale SHS.

May I also acknowledge the support and dedication of our two most significant committees. The School Board, under the leadership of Denis Coldham and our P & C led by Susan Clifford. The support and expertise rendered by members of these two groups has been invaluable. Also, to be acknowledged, is the outstanding work done by the Executive and Senior Leadership teams and the dedication of all staff of the college. Much of education cannot happen without the keen interest of teachers and at Southern River College, our teachers have always gone above and beyond to ensure our schools and students outcomes are achieved.

Their contributions have been outstanding. A highlight for the year saw students celebrate their teachers on World Teachers Day.

Comments posted were heartfelt, thoughtful and well-deserved expressions of appreciation for the college staff. The Year 12 Graduation Ceremony was yet another highlight of the school calendar. The showcasing of student academic achievements and work done in the broader community and also the poignancy of farewelling our students who had become such fine young men and women attested to a great school event.

2022 was a year of consolidating our 'Growth' culture of learning, progress and building positive relationships. In addition to achieving academic excellence, it was fantastic to see the impact of student voice on school culture and to work with teachers who are modelling

inclusive learning practices. They say it takes a village to raise a child and this is so true of what we do at Southern River College and in our greater community. In the end, it is not what we have done in our lives that is of ultimate importance. Rather, the question is, has it made a positive difference in the lives of others? I believe that with our work at Southern River College, we can honestly say, yes!

MS SHARON HARRY
PRINCIPAL

BOARD CHAIR FOREWORD

2022 has been a year of change for Southern River College, With a change in leadership in the school and some fresh faces to our school Board. I would like to thank Everal Eaton for her time and effort spent at Southern River College and commend Sharon Harry on the job she has done in Semester 2 2022, taking over the position as Principal, and seamlessly continuing the good work she had been a part of in her previous role as Deputy Principal.



Completing my first full year as the Board Chair, I can see the way the school is changing the community in which it resides, and there is a growth mindset with aspiring students at Southern River College. There is a real buzz in the school, and the change of Southern River College to becoming a school of choice in the area is testament to the good work of all staff and the admin team in improving the school and its reputation. Success has come to Southern River College this year in many forms, from State Student council representative, State level sport representation, Winning National Art competitions and success at WorldSkills Australia are just a few ways our students are standing out and representing Southern River College and the community as role models and young leaders for the future.

The revitalization of the school continues with a new Arts Learning area, Year 11 study space, covered walkways, improved Year 7 play area, Solar panels powering the school and new signage in the updated style of the school, Southern River college continues to evolve into a modern learning environment offering amazing opportunities for its students. I would like to acknowledge the efforts of the school P&C as they run fundraising events to support the school. I would also like to thank the Gosnell's Woodturners Association, the Gosnell's Community Garden, and the City of Gosnell's Council for their continued support with our school. I am excited to see where the school goes in 2023 and believe that this dedicated group of educators will only keep improving the outcomes of students at Southern River College. On behalf of the school board, well done and thank you for the care and effort Principal Sharon Harry, her Leadership team, Teaching and Admin staff put into each student who walk through the doors at Southern River College

MR DENIS COLDHAM
BOARD CHAIR

ABOUT THE COLLEGE



Southern River College is transforming its culture to one of growth and achievement.

Southern River College seeks to inspire our students by creating opportunities for all students Years 7 to 12 as they progress through our educational pathways. Our College promotes academic excellence and vocational aspirations for our students. We celebrate student diversity and foster their ambitions.

The College population is diverse with representation from Aboriginal (12%) and EALD (25%) backgrounds, transient populations, and from aspiring new families. We operate a specialist autism program for high functioning autistic students along with our Inspire Programs in Academic, Music, Soccer and Netball.

Over last few years the College has included re-vision and re-development in its strategic planning and pastoral care systems for students and the school community.

The College has adopted an array of new programs and initiatives, making a real difference to many students.

The College embraced its community by building strong partnerships and opportunities for students to learn from real life experiences. There is a real sense of trust and sharing in our school with staff and students working together to achieve the best possible outcomes.

Aligned to learning we focus on values and wellbeing to ensure a growth mindset for ALL by nurturing positive values and developing our processes and activities in this space.

We have changed our learning environment and the way we conduct our core business. The shift is a cultural one that is building on our success.

We are a school that is student focused and where knowledge flows. What students learn here continues to be applied and grow into the future.

We want to inspire our students in all that they do. We have a well-developed approach to pedagogy to help students achieve their potential.

Underlying our vision of we inspire every child, every day in everything we do is the conviction that every child matters.



College Built
1975



Opened Doors
1976



ICSEA
937.69

COLLEGE OVERVIEW

Southern River College is a school undergoing transformation. Its culture is one of growth, progress and achievement. Southern River College seeks to inspire our students by creating opportunities for all students as they progress through our educational pathways. Our College actively promotes academic excellence and vocational aspirations for our students.

We celebrate student diversity and foster their ambitions. Southern River College was built in 1975 and opened its doors in 1976. It has an ICSEA of 933.69 The College population is diverse with representation from Aboriginal (12%) and EALD (25%) backgrounds, transient populations and from aspiring new families. We operate a specialist autism program for high functioning autistic students along with our Inspire Programs in Academic, Music, Soccer, Volleyball and Netball.

Over the last few years, the College has had a focus on re-visioning and re-development in its strategic planning and on pastoral care systems for students and the school community.

The College has adopted an array of new programs and initiatives to meet the needs of its students. The college has built strong community partnerships and there is a sense of trust and sharing, working together to achieve the best possible outcomes.

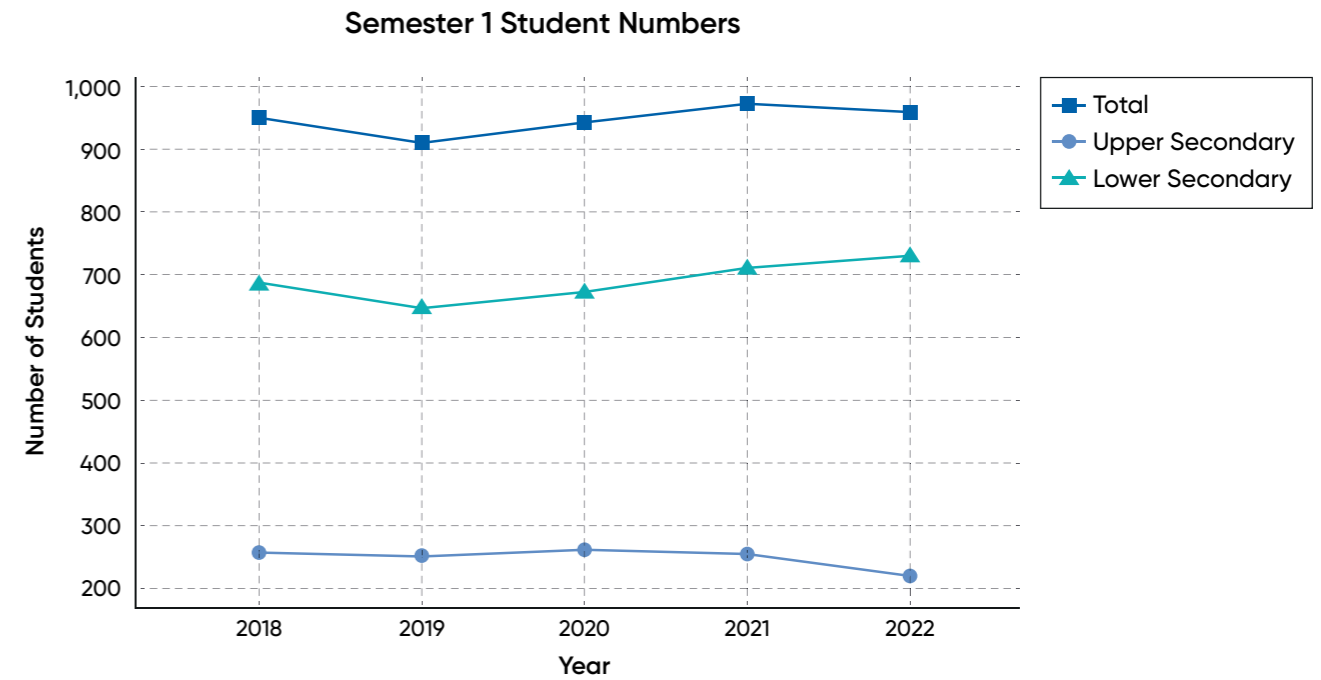
Focussed on values and wellbeing aligned to learning, Southern River College nurtures a growth mindset and with changes in the learning environment and the way we conduct our core business, we have achieved a cultural shift that continues to build on our successes. We have a well-developed approach to pedagogy which underpins our vision of 'we inspire every child, every day, in everything we do' highlighting our mantra that every child matters.

ENROLMENTS

Our total student numbers have been steady but an increase in lower school numbers show possible future growth. Our increased numbers are a sign of our increased standing in the local community and the positive work done around the image of the College.

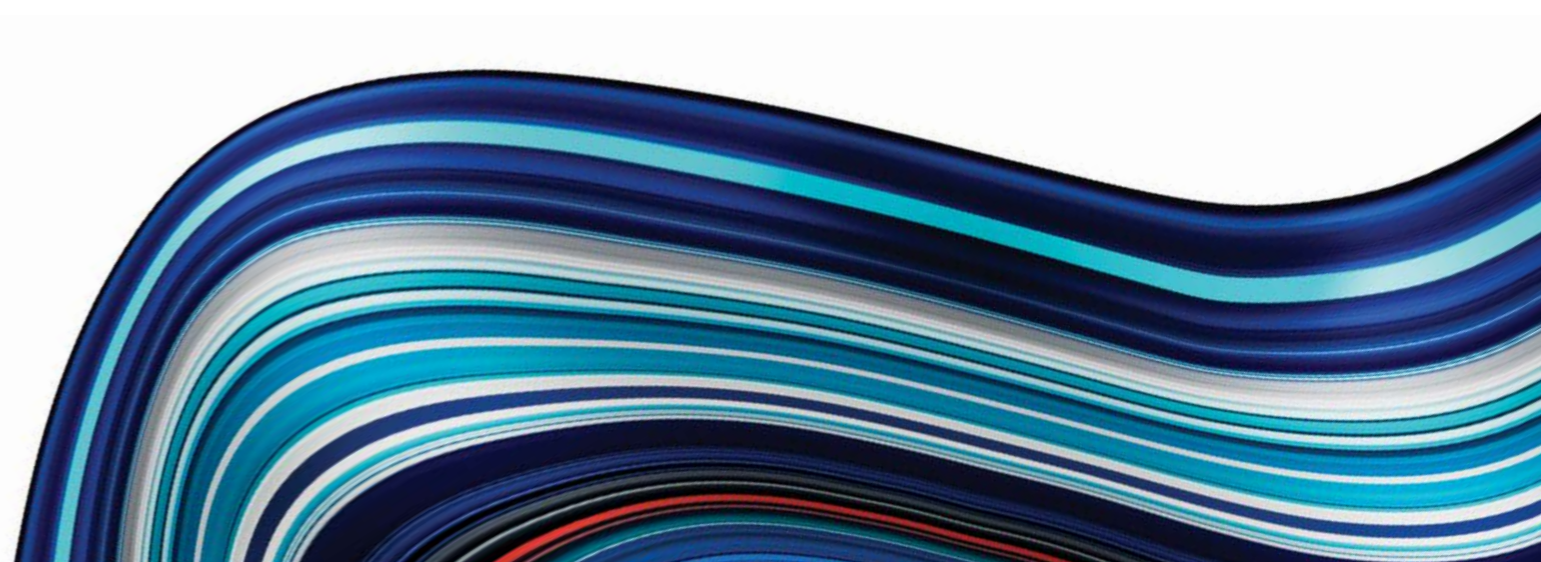
Enrolments by Year, Group, Gender

Year Group	Gender	Total	Non Aboriginal	Aboriginal
Y07	Male	111	99	12
Y07	Female	81	66	15
Y08	Male	112	104	8
Y08	Female	81	74	7
Y09	Male	123	112	11
Y09	Female	78	71	7
Y10	Male	76	67	9
Y10	Female	71	58	13
Y11	Male	53	53	0
Y11	Female	51	47	4
Y12	Male	37	34	3
Y12	Female	58	55	3
Total	Male	512	469	43
Total	Female	420	371	49
Total	Total	932	840	92



	Total
Male	512
Female	420
Total	932

	Total
Aboriginal	92
Non-Aboriginal	840
Total	932



PROGRESSION AGAINST COLLEGE PLAN

The last two years have been severely impacted by Covid and while the College has prioritised student outcomes during this time there has been an impact on our progression. 2023 will see a full review of our College Plan as we use this to inform a new College plan that will be produced in consultation with students, staff, parents and the community.



INSPIRE STUDENTS

- We are very proud of our continued differentiation for our students with our TLC intervention program showing much success. Our fully implemented EALD program is also providing differentiated English curriculum for our students.
- Attendance has been affected and we have redistributed resources to this area with the
- Wellbeing team doing many home visits to reengage students back into learning.
- Our Careers, Vocational Education (VET) and STEM programs have been very successful and have given students a broad and diverse understanding of future pathways.
- Our student achievement data has shown improvement and we are continuing to focus on improving progression for students.
- Our WACE achievement was below expected however this figure includes students that have taken alternative pathways to training and employment in Year 12. We are monitoring this in 2023.

INSPIRE TEACHERS

- Visible learning pedagogy is being used in all classes across the College
- Staff have been trained in explicit instruction and other evidence-based strategies
- Classroom Management Strategies (CMS) training is continuing to be delivered to staff

INSPIRE CULTURE AND COMMUNITY

- Our College board has provided feedback and support for the leadership team
- Our P&C has been active in raising funds and supporting College initiatives
- Partnerships with community organisations have continued to be strengthened
- Our diverse cultures have been recognised and celebrated

INSPIRED STUDENTS: CHARACTERISTICS

ATTENDANCE

2022 saw a shift of focus on how to work best with the community to support student attendance with ongoing complexities of COVID. Establishing strong communication expectations from the school to support Parents/Guardians, review of staff responsibilities in the whole school approach and maintaining learning from home platforms were key something else.

2022	Regular <90%	Indicated 80-90%	Moderate 70-80%	Severe >70%	Authorised absences	Unauthorised absences	Overall attendance
Semester 1	26%	29%	26%	19%	49%	51%	75,4%
Semester 2	32%	24%	22%	22%	35%	65%	74,8%

COVID continued to have a significant impact on student attendance in 2022. Semester 1 saw a decrease in whole school attendance comparative to 2021 (81.7%) and this continued to dip in to Semester 2. The beginning of the year focused on community interventions prioritising communication processes with families. Success of these interventions was evident with a significant increase of 7% in authorised absences to 49% in first semester however, more interrogation is required to determine the significant decrease in these for Semester 2 where unauthorised absences increased to 65%.

In approaching Semester 2 the Wellbeing Team recognised a need to clarify Tiered intervention approaches to address the low Regular attendance at a whole school level. Clarification about staff roles and responsibilities at a Teacher, Head of Year and Wellbeing Manager level and readdition of an Attendance Officer resulted in an 8% increase in Regular attendance (32%) for Semester 2.

In reviewing Attendance data and Attendance procedures within a Tiered intervention model it was evident that strategic planning needs to focus in embedding sustainable

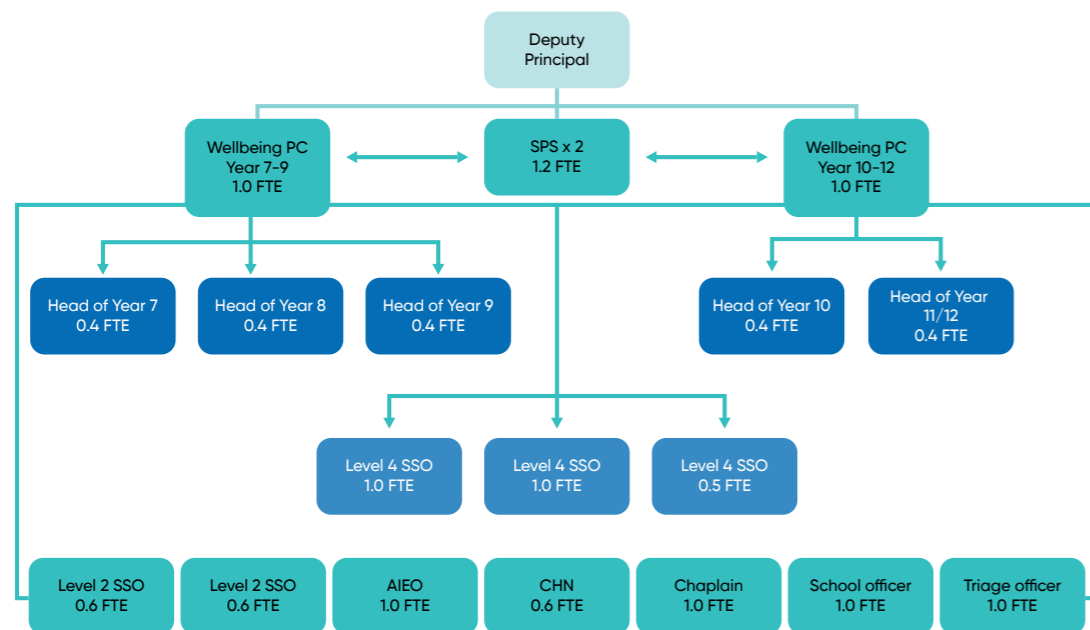
processes at all levels of intervention. The 2023 Attendance Operational Plan will account for structural changes within the Wellbeing team and include more explicit strategies for each Tier of Intervention with clear accountability to staff at all levels within the school. Lines of inquiry will continue to be investigated to ensure that evidence-based interventions being applied are appropriate to meet the contextual attendance needs. A continued approach to utilising resources supplied by the Department including the Attendance Toolkit, specialised Engagement Teams and professional learning will play a key part in embedding appropriate practice and addressing all legislative requirements.

WELLBEING

There is no doubt that there is an increasing demand for wellbeing interventions in a secondary school setting to support the students and their families. Southern River College recognises the complex and diverse community that it serves. The College is dedicated and fiercely passionate about providing a community that is inclusive, safe and supportive for all staff, students and the community it serves. The Wellbeing Centre is integral to embedding whole school positive behaviour initiatives and trauma informed frameworks to establish a culture of belonging.

MISSION STATEMENT

We believe that every member of the school community deserves a safe and supportive environment where one can learn, grow, and thrive. We are committed to providing comprehensive pastoral care that meets the emotional, social, and academic needs of our students with the aim of returning them to learning. Our goal is to create an inclusive community in which all feel a sense of purpose and belonging.



Positive choices are promoted and encourages across the College. During Term 4 of 2022 a comprehensive analysis was completed of the Student Services structure at Southern River College. A wide range of data was collected from staff, students and DOE data platforms as part of this review process. It was evident that staffing, physical resources, time and professional expertise were not being optimised and there were gaps in the services provided and consistency of operations. As a result, a restructure of the Wellbeing Centre has occurred. Moving in to 2023 two teams exist with two branches: 'Lower school Wellbeing Centre' (Year 7 – 9) and 'Upper School Wellbeing Centre' (Year 10 – 12). The new structure is designed to cater for increasing demands with the intention of supporting students to return them to an active, face to face learning environment as quickly as possible. With this in mind a mission statement was developed so that staff, students, parents and community were aware of the guiding principals of the Wellbeing structures at SRC.

Physical spaces allocated to these teams will be resourced to meet the needs of the students and ensure we are proactively supporting students to achieve success. For example, the 7 – 9 space requires skills and resources for emotional regulation, social conflict and education of college conduct whereas the Upper school space requires mental health, drug and alcohol education and protective behaviours. Data that has informed the needs of these teams is taken from Nationwide surveys, community feedback and student data within the College. In addition to change in structure there is recognition that there are gaps in professional knowledge that limit the capacity of staff to effectively support students within the Tiered interventions of support. 2023 will focus on developing strong and sustainable relationships with SSENBE, SEND and Statewide services speciality teams to ensure that appropriate evidence based, and meaningful interventions are implemented and sustained. In addition, resources have been allocated to developing stronger connections with external agencies and community to deliver proactive education to identified areas of need in the hope to reduce anti-social and risky behaviours.

STUDENT LEADERSHIP

The College has had a long-standing Student Councillor system in which each year group is represented and lead by Year 12 prefects. These students are essential in informing policy and procedural change that is guided by the voiced needs of the student and parent/guardian community.

Our head prefects report to the College Board at each meeting and represent students in aspects of the College that impact them. Student councillors were involved in running school competitions and activities. Katie Russel, a year 10 student, was selected to be part of the WA Student Council and has been representing students from across the state. Her role will continue into 2023 and is a great for our student voice to be heard at a national level.



HOUSE SYSTEM

Each student is allocated into a house (faction) which is an inclusive model that includes allocated pastoral care time through the vertical home room, evidence-based reward structures that are used on an individual and group level and directly align with the Good Standing Policy and platform to drive student engagement outside of the classroom environment through lunch time and awareness day activities. Additionally, The House system includes leadership opportunities with the inclusion of House Captains that are part of the whole school Leadership Team.

House points are earned by students for positive behaviour, attendance and success in academic, sporting or artistic pursuits. Students win individual prizes and the winning house, KARLA, got an incursion of exciting activities and a reward lunch.



SUSPENSION

Southern River College approaches suspensions with careful consideration and an awareness it is a serious sanction that involves removing students from the invaluable face to face education.

BALANCE

Interrogation and review of suspension data is a regular and integral part of the administrative processes of the Wellbeing Team. In review of 2022 data comparative to 2021 it may seem that the school culture was more unproductive as there was an increase in rate of suspension, percentage of student population suspended, and number of suspension days issued. 2022 saw several changes in leadership structures and with this, a review of the SRC policies and procedures. An outcome of this review was that Southern River policies and procedures required updating so that operations aligned with DOE legislation (e.g. Violence in schools) and therefore offences that aligned with suspension categories and required extensive planning time to support student safety resulted in suspensions being processed.

2022 data showed a dramatic reduction in violence between students from 24.4% of suspensions in 2021 to 15.5% in 2022. This perhaps indicates that the communications

and awareness of the Violence in schools initiatives as well as the educational interventions through external agencies about violence were effective. Vaping became increasingly prevalent contributing to a 5.1% increase in suspensions for 'Possession, use or supply of substances with restricted sale' from 2021 to 2022. Again, the highest percentage of suspensions occurred for 'Violation of Code of conduct' and so further lines of inquiry need to be investigated to more explicitly determine unproductive behaviours contributing to this category. The Wellbeing Team uses suspension data to inform targeted areas of intervention in the attempt to reduce repeated unproductive behaviours. These interventions include and are not limited to external agency presentations, small group education, one on one education, resources and workshops for parents and guardians.

Suspension report 2022

Overview

Students Suspended	Unique Enrolments	% Students Suspended	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
255	1079	23.6	716	1445.0	2.0

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	15	2.1%
N2	Abuse, threats, harassment or intimidation of staff	153	21.4%
N3	Physical aggression toward students	111	15.5%
N4	Abuse, threats, harassment or intimidation of students	89	12.4%
N5	Damage to or theft of property	24	3.4%
N6	Violation of Code of Conduct or school/classroom rules	236	33.0%
N7	Possession, use or supply of substances with restricted sale	61	8.5%
N8	Possession, use or supply of illegal substance(s) or objects	17	2.4%
N9	Negative behaviour - other	3	0.4%
N0	E-breaches	7	1.0%

The new code N0 E-breaches was introduced into Department systems during Term 4 2018.

Suspension report 2021

Overview

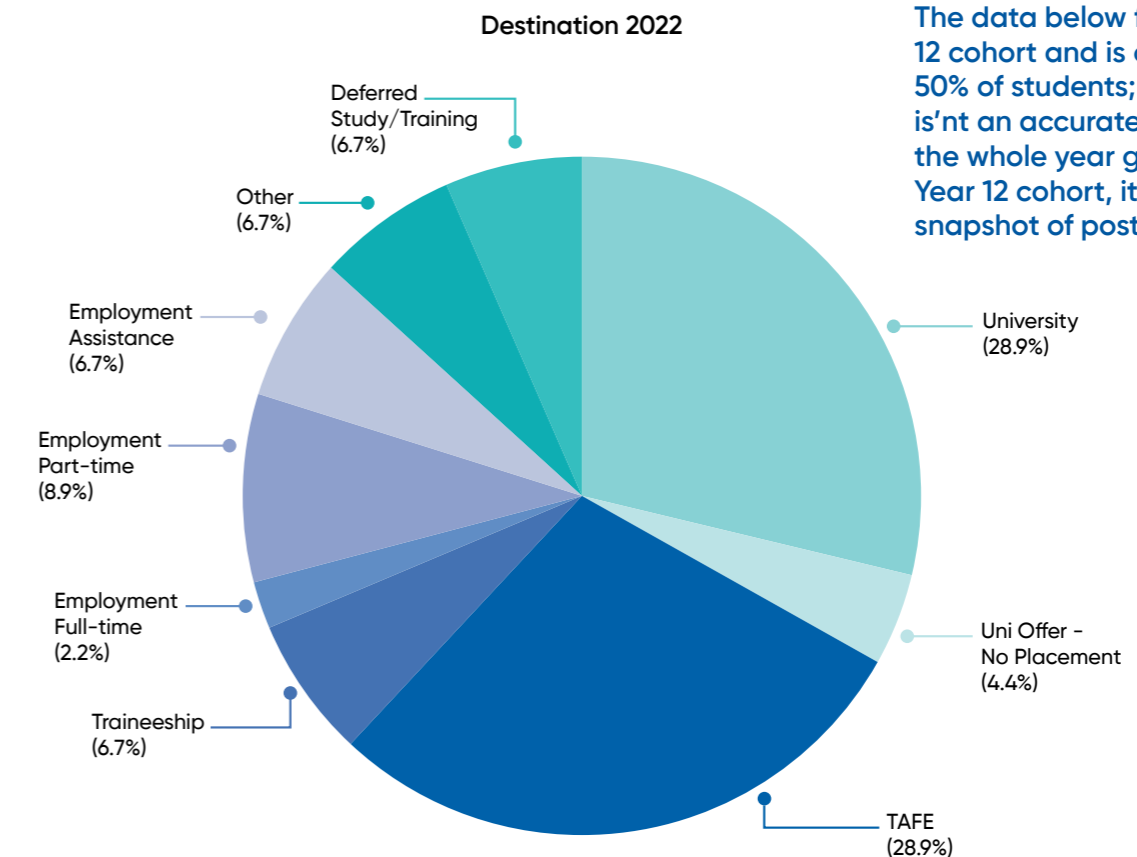
Students Suspended	Unique Enrolments	% Students Suspended	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
209	1049	19.9	537	1130.5	2.1

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	13	2.4%
N2	Abuse, threats, harassment or intimidation of staff	100	18.6%
N3	Physical aggression toward students	131	24.4%
N4	Abuse, threats, harassment or intimidation of students	71	13.2%
N5	Damage to or theft of property	43	8.0%
N6	Violation of Code of Conduct or school/classroom rules	147	27.4%
N7	Possession, use or supply of substances with restricted sale	18	3.4%
N8	Possession, use or supply of illegal substance(s) or objects	13	2.4%
N9	Negative behaviour - other	1	0.2%
N0	E-breaches	0	0.0%

The new code N0 E-breaches was introduced into Department systems during Term 4 2018.

STUDENT PATHWAYS



The data below follows the 2021 Year 12 cohort and is only attributed to 50% of students; however, while it isn't an accurate representation for the whole year group nor for the 2022 Year 12 cohort, it is still an interesting snapshot of post-school destinations.

NAPLAN AND OLNA OVERVIEW

The tables below outline the NAPLAN comparative performance data for Year 7 and 9 students. Data in the 2022 column should be disregarded as no comparative data calculations have been made by the Department of Education.

Analysis of the comparative data from a longitudinal perspective demonstrates that positive trend lines have been established and maintained from 2017 through to 2021. Further analysis of the data and comparison to like schools is needed to ensure that students at Southern River College continue to exceed 'like schools' rather than simply match the performance gains in progress and achievement of 'like schools'.

NAPLAN Comparative Performance for Year 7

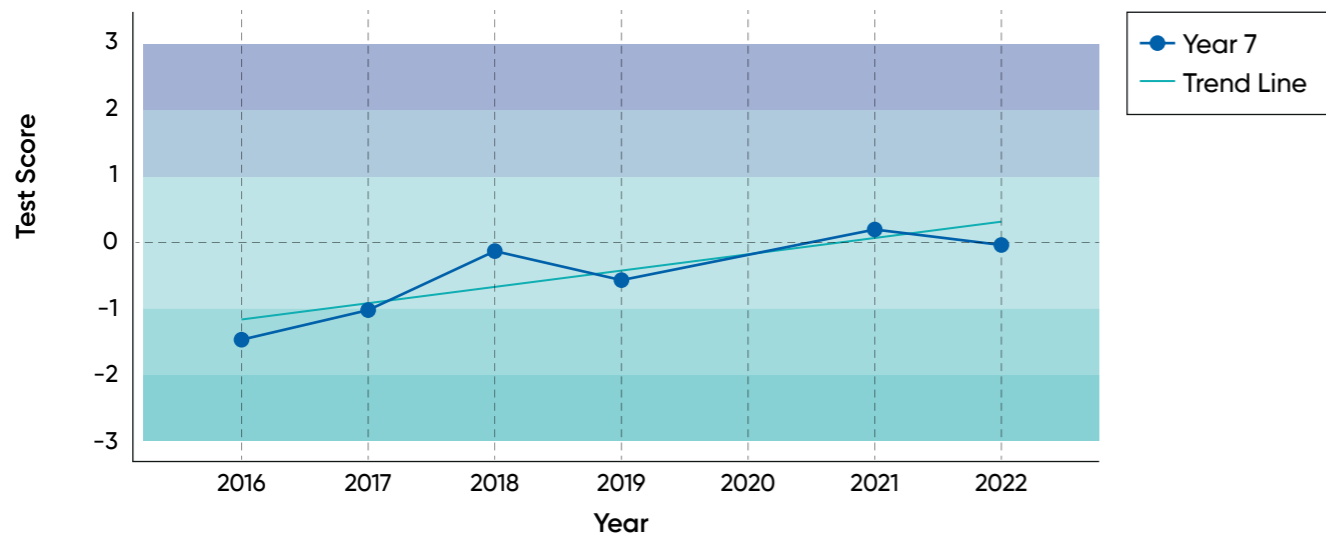
Year 7	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	-0.6	-0.2	0.2	-0.2	0.0	152	144	138	165	176
Reading	-0.3	-1.2	-0.4	-0.2	0.0	157	154	151	182	179
Writing	-1.0	-0.1	-0.5	0.2	0.0	158	146	152	178	179
Spelling	-0.2	-0.4	0.3	-0.3	0.0	158	152	148	180	174
Grammar & Punctuation	-0.4	-0.8	-0.4	0.3	0.0	158	152	148	180	174

Above expected: more than one standard deviation above the predicted

Expected: within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school. If blank, then no data available or number of students is less than 6.

Writing Performance



NAPLAN Comparative Performance for Year 9

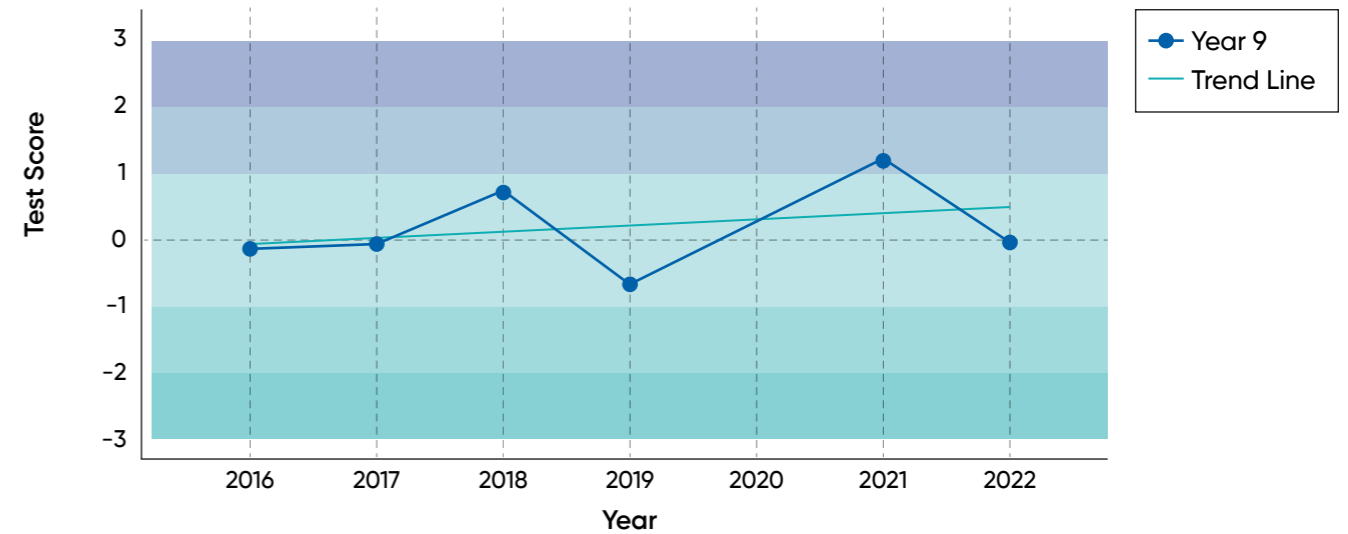
Year 9	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	-0.4	1.4	-0.1	0.3	0.0	182	175	132	153	194
Reading	0.4	0.0	0.8	0.7	0.0	181	187	151	157	188
Writing	-0.1	0.7	-0.7	1.2	0.0	182	180	157	144	194
Spelling	0.3	0.1	0.3	0.7	0.0	185	184	143	152	188
Grammar & Punctuation	-0.1	0.6	0.7	0.1	0.0	185	184	143	152	188

Above expected: more than one standard deviation above the predicted

Expected: within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school. If blank, then no data available or number of students is less than 6.

Writing Performance

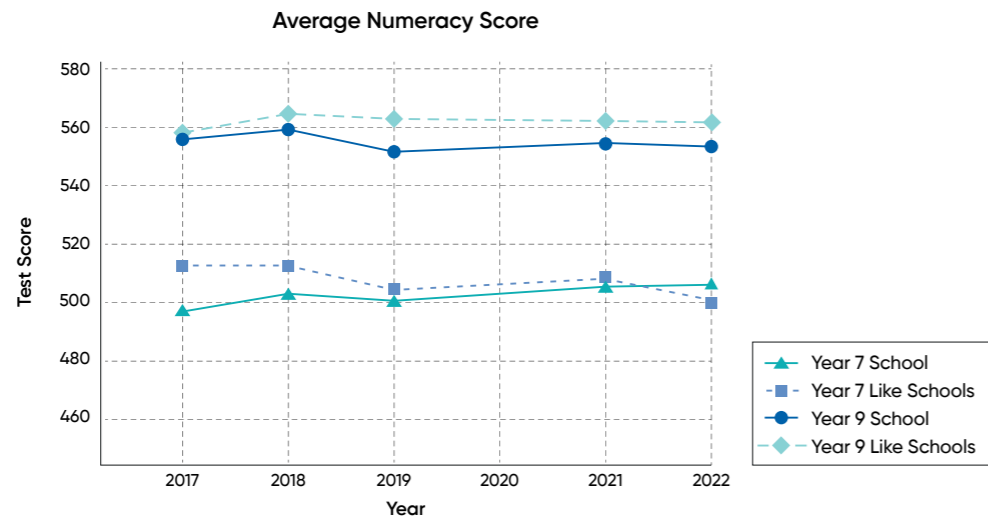


NAPLAN LONGITUDINAL SUMMARY

NUMERACY

The table below highlights that Year 7 NAPLAN performance in Numeracy has been closely aligned to 'like schools' and in 2022 the average numeracy score exceeded that of 'like schools'.

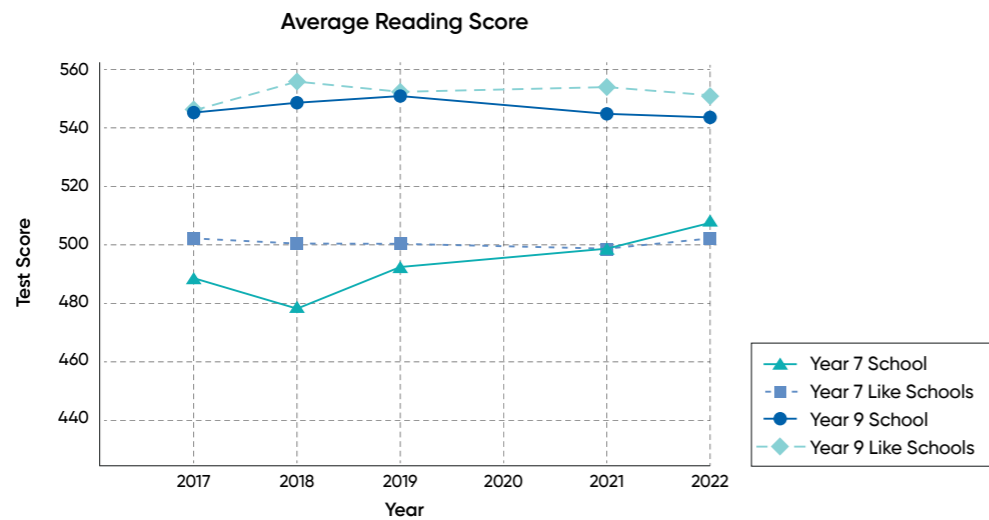
The Year 9 data indicates that since 2019 student performance has tracked 'like schools' but the achievement gap between Southern River College and 'like schools' has not narrowed. This remains a focus for the College in 2022 and moving into 2023.



READING

The average reading score for Year 7 at Southern River College has positively trended since 2018, matching 'like schools' in 2021 and exceeding 'like schools' in 2022. Since 2019, the average reading score in Year 9 has been declining

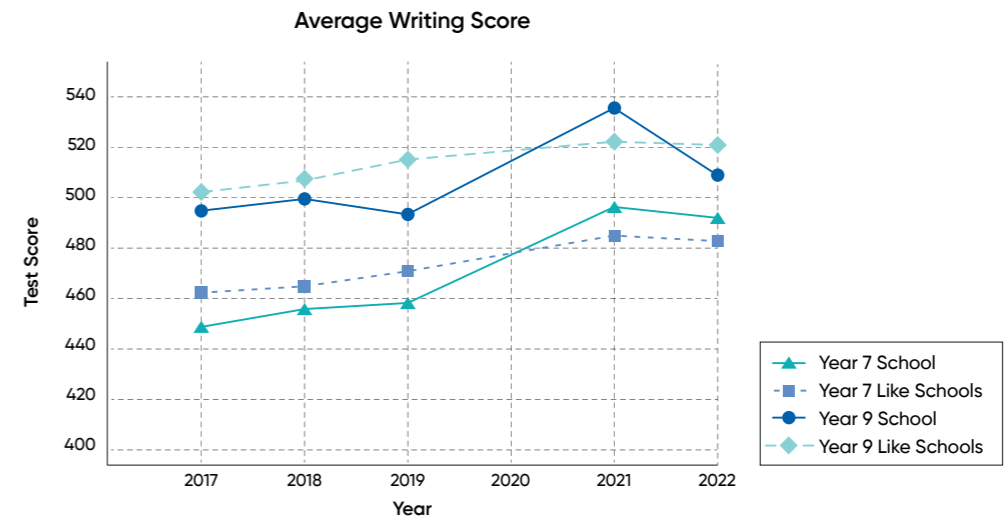
and has matched 'like schools' in this negative trend. The College is engaged in responding to and arresting this decline by targeting the use of staff FTE within the domain of whole school literacy interventions.



WRITING

There has been a significant increase in the average writing score of the Year 7 cohort at Southern River College since 2017. This positive trend has seen the Southern River College average writing score for Year exceed 'like schools' since 2021. The average writing score for Year 9 students

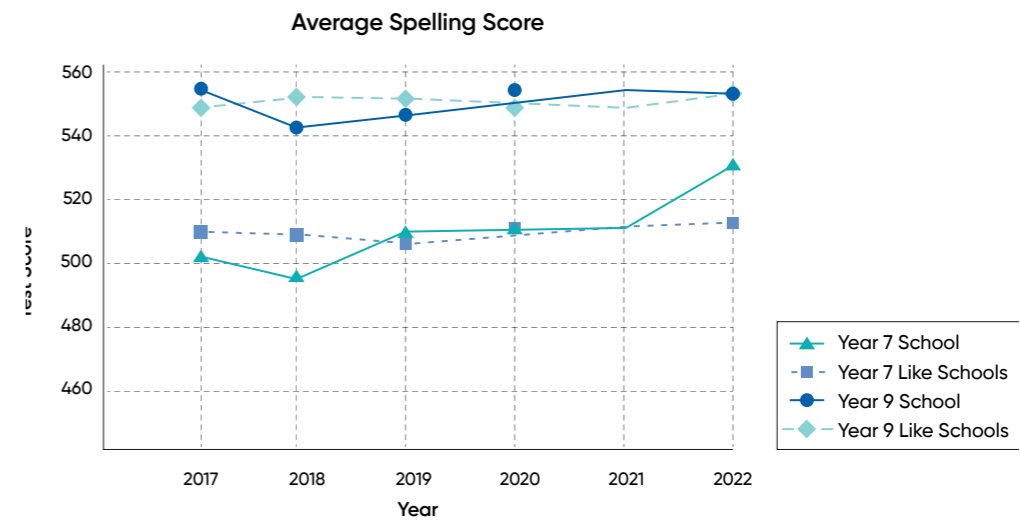
has fallen back below 'like schools' in 2022 having exceeded 'like schools' in 2021. The average writing score for Year 9 has improved since 2017 but has tended sit below the performance of 'like schools' with the exception of 2021.



SPELLING

The average spelling score for Year 7 has matched gains outlined above in writing for the Year 7 cohort. The trend line demonstrates that the average spelling score in Year exceeds that of 'like schools' in 2022 having matched like

schools since 2019. The average spelling score in Year 9 has been maintained since 2017 and in general has matched the performance of 'like schools'.



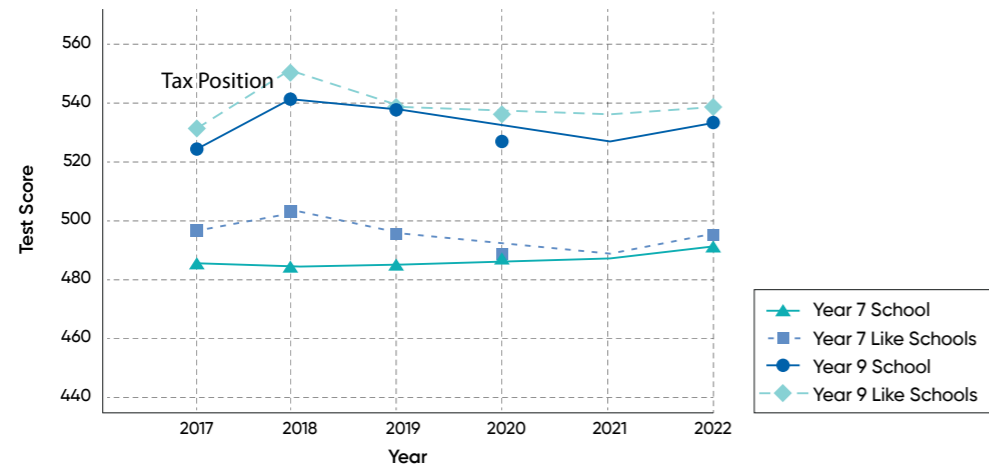
ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

GRAMMAR & PUNCTUATION

The average scores in both Year 7 and 9 for Grammar & Punctuation are lower than 'like schools'. In Year 7 the average score for 'like schools' has fallen to closely align with the average student score at Southern River College. There has been minimal growth in the average score for

grammar and punctuation in Year 7 since 2017. A similar analysis can be made for the Year 9 average student score within this domain. The College is seeking to specifically address the lack of growth within the literacy domains by the targeted use of staffing resources.

Average Grammar & Punctuation Score



The 2022 OLNA tables below demonstrates that students at Southern River College are being supported to attain their OLNA by demonstrating category 3 across the three testing domains.

The number of students not meeting the standard in the OLNA is reflective of students who are engaged in alternate programs outside of the College. The College continues to focus on implementing strategies throughout the secondary program that will enable students to demonstrate their OLNA attainment through pre-qualification or attainment in Year 10 and 11.

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	14	32	21	8	43
	11.9%	27.1%	17.8%	6.8%	36.4%
Like Schools	12.7%	30.5%	19.0%	9.0%	28.9%

OLNA INTERVENTION

The College is cognizant of the number of students represented within the tables below who have not demonstrated category 3 prior to the completion of Year 12. Southern River College has deployed significant teaching and financial resources to assist students to demonstrate competence to a category level in their OLNA. These interventions have included the use of explicit instruction focussed on literacy and numeracy improvement.

Additionally, students have been able to engage in online learning which has provided individualised student feedback on areas of improvement. In 2022 the School Curriculum & Assessment Authority (SCSA) provided additional OLNA testing windows for students in Years 9 to 12. As a result of this change Year 9 students sat their first assessment window in late 2022.

The results of this change to the assessment window process will be reviewed to determine the most appropriate test windows for Southern River College moving into 2023 and beyond.

SUBJECT AWARDS

THE ARTS	MEDIA PRODUCTION & ANALYSIS GENERAL	Jacob Honschooten
	DESIGN GRAPHICS GENERAL	Lu Thay Say
	CERTIFICATE II VISUAL ARTS	Dal Tun Mang Mang Tawn
	CERTIFICATE III MUSIC INDUSTRY	Tahlia Giura
ENGLISH	ENGLISH ATAR	Alexander Littlemore
	ENGLISH GENERAL	Jessica Tillman
	EALD GENERAL	Hafsah Juljali
HASS	PSYCHOLOGY ATAR	Lainie Monaghan
	PHYSIC ATAR	Angeli Kim Merino
	CHEMISTRY ATAR	Angeli Kim Merino
	EARTH AND ENVIRONMENTAL SCIENCE GENERAL	Lainie Monaghan
	INTEGRATED SCIENCE GENERAL	Katherine Concepcion
	CERTIFICATE II PERMACULTURE	Hafsah Juljali
MATHS	MATHS APPLICATIONS ATAR	William Gilfoyle
	MATHS METHODS ATAR	Edward Jackson
	MATHS: ESSENTIALS GENERAL	Blake Eddy
SCIENCE	HUMAN BIOLOGY ATAR	William Gilfoyle
	PHYSICS ATAR	Edward Jackson
	CHEMISTRY ATAR	Edward Jackson
	Earth and Environmental Science	Liam Sutherland
	INTEGRATED SCIENCE GENERAL	Maisum Syed
	CERTIFICATE II PERMACULTURE	Liam Sutherland
HEALTH AND PHYSICAL EDUCATION	PHYSICAL EDUCATION STUDIES ATAR	Edward Jackson
	HEALTH STUDIES ATAR	Katherine Concepcion
	PHYSICAL EDUCATION STUDIES GENERAL	Zvannah Nicholson
	HEALTH STUDIES GENERAL	Zvannah Nicholson
	OUTDOOR EDUCATION GENERAL	Shelbee Brown
	CERTIFICATE II SPORTS COACHING	Jane Idang
	TECHNOLOGIES	FOOD SCIENCE & TECHNOLOGY GENERAL
CHILDREN, FAMILY & COMMUNITY GENERAL		Zvannah Nicholson
ENGINEERING MECHATRONICS GENERAL		Maisum Syed
MATERIALS & DESIGN TECHNOLOGY - METALWORK GENERAL		Winky Shane Pesase
MATERIALS & DESIGN TECHNOLOGY - WOODWORK GENERAL		Liam Sutherland
SPECIAL AWARDS	MATT O'SULLIVAN PERSERVERANCE & DETERMINATION AWARD	Trinity Bryer
	CITIZENSHIP AWARD	Lainie Monaghan
	AMPOL ALL ROUNDER AWARD	Hayley Reid
	SPORTS PERSON AWARD	Cameron Groenewege
	FUTURE INNOVATORS AWARD	Liam Sutherland
	LONG TAN AWARD	Kobi Philbin
	ACADEMIC TOP STUDENT AWARD	Edward Jackson
	VOCATIONAL TOP STUDENT AWARD	Kobi Philbin
	WOOD TURNERS AWARD	Liam Sutherland
	TERRY HEALY INSPIRATION AWARD	William Gilfoyle
	AMAZON AWARD - LEARN AND BE CURIOUS	Angeli Kim Merino
	AMAZON AWARD - INTEGRITY AND FORTITUDE	Shelbee Brown
	HONOUR STUDENTS	Alexander Littlemore
		Liam Sutherland
		Kobi Philbin
		Bianca Carr
		Dal Tun Mang Mang Tawn

WACE

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

WACE achievement reduced to 64% in 2022 with a larger than usual number of year 12 students leaving school to complete qualifications elsewhere or to moving into employment. The ATAR cohort performed above like schools and had the highest mean ATAR in 3 years of 67. The median ATAR of students applying to university was 75 which is the highest since 2018.



Students achieving VET qualifications fell slightly to 63%.

WAC Examination Participation

	Elegible Year 12 Students	ATAR Students	% ATAR Students
2020	109	23	21%
2021	108	14	13%
2022	94	11	12%

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2020	66.0	65.1	79.3
2021	56.2	63.8	80.3
2022	67.0	66.9	81.9

'Like Schools' calculations are the average median ATAR for all schools in each school's 'like schools' grouping.

Percentages of students in the top, middle and bottom thirds of the State

Year 12 students are those full time students eligible to graduate at the end of the year.

Overall ATAR Performance

	Relative Performance
2020	0.4
2021	-1.0
2022	0.6

The relative performance is based on the median ATAR and ICSEA of the school.

State	ATAR Students					
	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	4%	7%	9%	12%	7%	12%
Middle 33%	35%	21%	27%	25%	26%	22%
Bottom 33%	61%	71%	64%	63%	67%	66%

- Above Expected** - more than one standard deviation above the predicted school median
- Expected** - within one standard deviation of the predicted school median
- Below Expected** - more than one standard deviation below the predicted school median
- No data available or number of students is less than 10



SENIOR SECONDARY

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Verified	Unverified
2020	132	4 (3.0%)	19 (14.4%)	83 (62.9%)	26 (19.7%)	0 (0.0%)
2021	129	8 (6.2%)	6 (4.7%)	77 (59.7%)	37 (28.7%)	1 (0.8%)
2022	121	3 (2.5%)	8 (6.6%)	50 (41.3%)	55 (45.5%)	5 (4.1%)

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2020	0	0.0%	93	91.2%	9	8.8%
2021	0	0.0%	71	85.5%	12	14.5%
2022	3	4.9%	54	88.5%	4	6.6%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2020	109	82%
2021	108	76%
2022	94	64%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	23	2	9%
2021	14	1	7%
2022	11	1	9%

VET CAREER DEVELOPMENT



Throughout the year SRC hosted a suite of guest speakers from industry, training and higher education, providing students with the most current and up-to-date career and education information. Representatives from the Jobs and Skills Centre, MEGT, the National Disability Service, ABBTF, UWA, Curtin, Murdoch, ECU and Notre Dame universities provided information with students to assist them with pathway planning and future decision making.

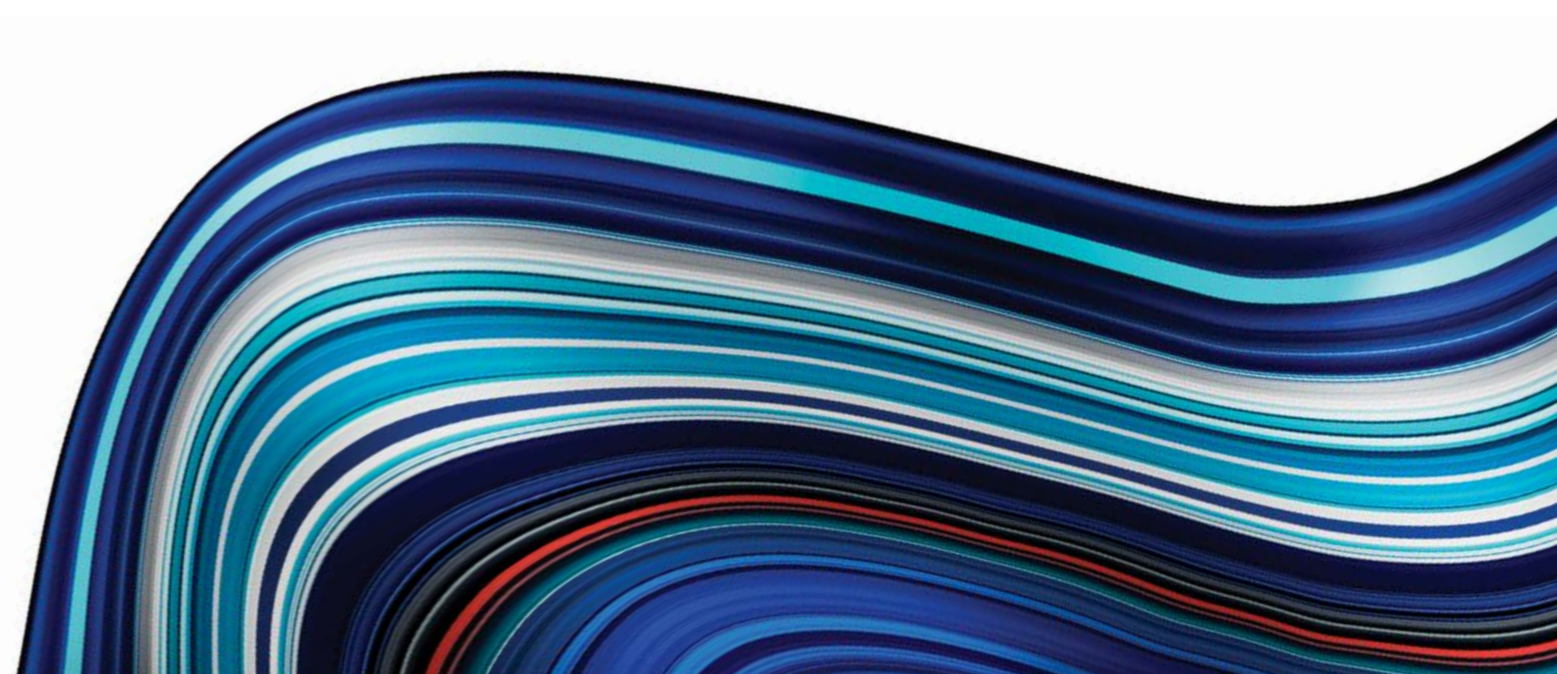
A large cohort of students were taken to the SkillsWest Expo, the largest Career Expo in the State hosted at the Exhibition Centre. In addition, two Southern River College students competed at the Word Skills trade competition, with one bringing home the Silver Medal in carpentry.

Students in years 10-12 were hosted by the Armadale Industry Training Hub for Apprentifest.

Students engaged in resume writing and interviewing workshops prior to the event and were then able to interview with local employers during the event. Student feedback was positive, with increases in confidence regarding job applications and navigating future career choices.

Students in the year 9 cohort were hosted at the Construction Futures Centre for a fun-filled, interactive event where they explored the wide variety of building and construction career pathways. They operated virtual reality cranes and excavators, interacted with augmented reality building plans, and used interactive civil construction modelling equipment.

A group of students who expressed interest were taken to the Motivation Civil Construction Academy to learn about the civil construction industry and related occupations. Two of the attending students received a scholarship to study Civil Construction at the Academy in 2023, providing entry into a high-paying and satisfying career pathway.



TRAINING

A number of students commenced or completed their Vocational Education and Training qualifications, studying with registered training organisations such as the Master Plumbers and Painters Association, Skill Hire WA, Mount Pleasant College, Health Science Hub and the College of Sound and Music Production.

Students completed, or partially completed vocational qualifications in baking, nursing, psychology, fishing operations, furniture making, music, retail and events management, amongst many others. Students enrolled in onsite VET courses at SRC received training from specialist qualified VET trainers, earning nationally accredited qualifications in industries such as business, music sports coaching, permaculture and building and construction.



CAREER TASTER PROGRAM

SRC participated in the Career Taster initiative by procuring places in Try-A-Trade programs for our students.

In partnership with both North and South Metropolitan VET in Schools departments and the Master Plumbers and Painters Association, students in years 8, 9 and 10 participated in myriad experiences including painting and decorating, interior design, civil construction, brick and blocklaying, and fashion and textiles. These experiences provided our students with invaluable perspectives of different industries and occupations.



PARTNERSHIPS

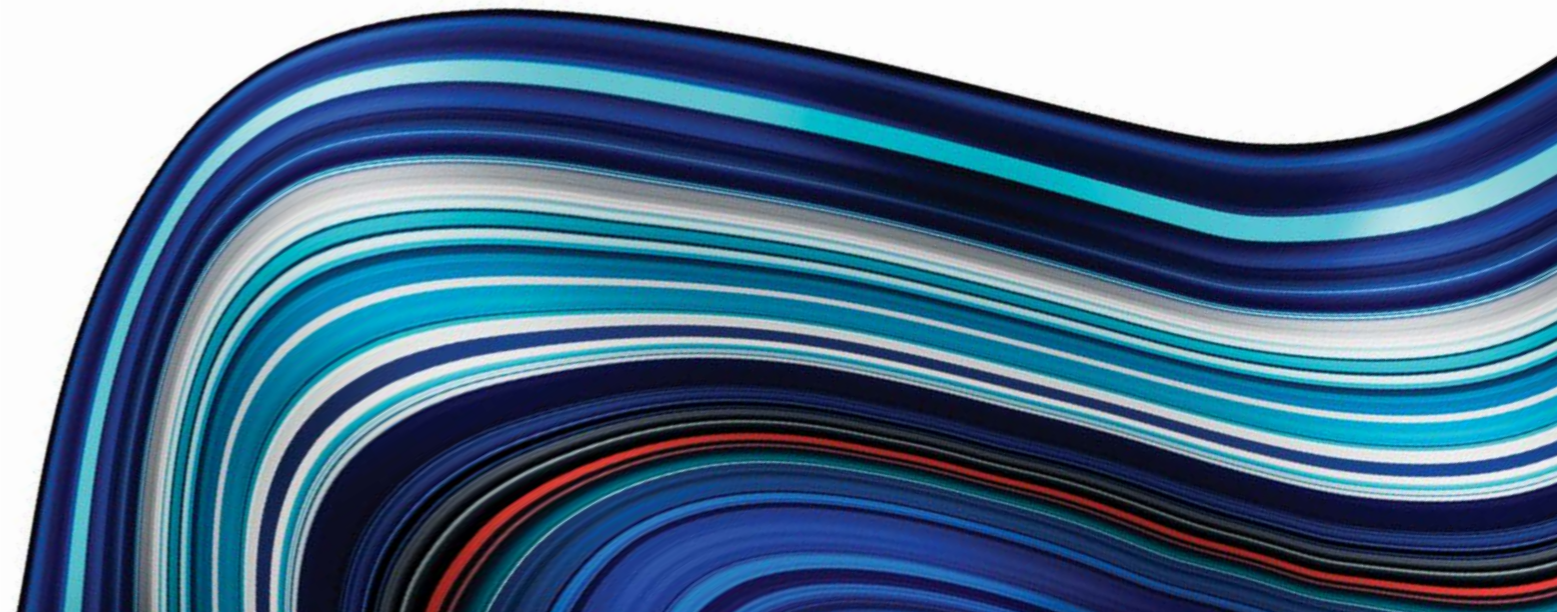
The Smith Family continued as a vital partner of Southern River College. In close collaboration, the Smith Family and SRC delivered a range of capacity building activities to our students.

- The Presenting Your Strengths program encouraged students to reflect on their interests and hobbies, and taught to identify strengths and weaknesses and how to communicate these.
- A cohort of EAL/D students were allocated mentors from industry through the iTrack mentoring initiative, providing the students with a means to question, seek advice and have an informal mentor to help navigate their future career choices.
- The Exploring Educational Pathways program saw the Smith Family host a group of SRC students for a tour of South Metropolitan TAFE and Notre Dame University, giving them a glimpse of life after school in both TAFE and University and establishing the principles of life-long learning.
- The Career Straight Talk event SRC and the Smith Family host a range of representatives from industry and training for a mini-Career Expo. Year 9 students had the opportunity to hear from these guests and ask questions about their pathways.
- Finally, for the Work Inspirations program, SRC and the Smith Family took 20 of our future ATAR students to Deloitte for a three-day experience in one of the world's largest professional services firms.

In partnership with Beacon, a group of SRC students took part in the Work Ready Perform program at Griffith Hack, learning important career skills such as understanding workplace expectations, working effectively in a team, developing personal branding, interviewing techniques and personality profiling. Feedback from the group was very positive, with students feeling more confident to apply for jobs and navigating their future.

In 2022, SRC partnered for the first time with the Australian Business Community Network, a not-for-profit organisation that brings businesses and schools together to provide opportunities and pathways for students.

SRC also participated in the My Career Rules initiative, the Future Thinkers activity hosted by Bank West, and the Interview to Impress capacity building activity hosted by Ashurst law firm.



THE ARTS

In 2022, we welcomed new staff to the team and graduates from local universities who are taking their first steps in Arts Education.

We revised and improved our Arts curriculum which included a focus on Music and Media. Visual Arts produced multiple successful entries to the prestigious Young Originals 2022 exhibition. Dance and Drama continued to build student skills in performance and expression which culminated in our three-day Arts Week in Term 3 and end-of year.

The Arts Showcase 2022. We promote diversity within the Arts and create an arena for students to be productive, creative and express themselves through multiple mediums.

MR ASHLEY MEADEN
HEAD OF LEARNING AREA (THE ARTS)



DIGITAL ARTS

Digital Art has continued to develop strong numbers in lower years where two classes were put on the grid for each year level.

Upper school students maintaining good active involvement in both their studies and extra curriculum works such as creating art works specifically for competitions outside of class time. The subject saw 10 more new Wacom Intuos Graphic Design drawing tablets purchased at the end of the year which now has resulted in two full class sets available.



The year 7 cohort shined through in both semesters with a high participation rate and was the first year the year 7's went live digitally. Multiple high-end art works visible in competition entries on the SRC Facebook page and at Arts Night. A winning over task was that of digital neon signs which the students in both semesters were highly engaged with.



KEY ACHIEVEMENTS & HIGHLIGHTS

- Showcase of student's artwork across all year levels on the SRC Facebook community page.
- An array of outstanding digital pieces presented in the 2022 Arts Night.
- Multiple entries across the year level submitted into the following national competition: Oz Kids
- Multiple entries into the Shaun Tan Art Awards
- Entry submitted to the local YouthCARE Competition for "Thankfulness" – Maria Young
- Gold Winning Entry For Senior Computer Art- Maria Young – Oz Kids

MEDIA ARTS

Media Arts in 2022 welcomed a change of teachers, curriculum and upgrade of equipment and training of ICT and production skills using the state-of-the-art Media Labs at the College.

Students have been engaged in creating multimedia forms across a number of varied platforms and mediums.

We have partnered with community organisations such as the Demons District Umpire Organisation to take photographs for their annual gala and award ceremony. We are also proud to promote mental health awareness and partner with organisations such as **ACT BELONG COMMIT** and **YOUTH CHOICES** through the medium of film.

Media Arts was also involved with the creation of Katie Russell's application for the WA State Student Council which we are proud to say she was successful in!

Media Arts students were heavily involved with filming of school events and Harmony Week, showcases and incursions throughout the school. Lastly, the Year 12 students worked in cooperation with school Leaders and faculty to complete the Year 12 Leavers Video 2022 which was viewed by parents and community during our end of year award ceremonies.



MUSIC



In 2022, INSPIRE and General Music was led by our new Music teacher, Mr Lars Thystrup. Mr Thystrup brings to SRC a wealth of musical knowledge and skills which are varied and incorporate classical elements into the contemporary world. Mr Thystrup graduated from our leading research university, The University of WA. Music programmes were improved, and performances were promoted within the school for students to gain exposure and play for an audience.

Additionally, Music students were engaged in multiple lunch time performances which showcased talent from lower school into upper school. We partnered with our VET Co-ordinator Mr Toothill to offer a Year 12 Music Certificate with students having access to professional studio time to produce a piece of music at the end of the year.

The Music rooms and venues at SRC have also been maintained well with new spaces for students for keyboarding and for musical tuition from our much-appreciated Instrumental Music School Services; they work with our skilful Music students to increase their talents in a specific instrument including voice.

MUSICAL PERFORMANCES 2022

- Arts Week – music performances over a 3-day planned event
- Lunch time events
- The Arts 2022 Showcase with an entire section for Music students to demonstrate their talents
- Incursions to radio stations and private studios

DANCE & DRAMA



Dance was led by our experienced teacher and House Leader Tess Devenyns. Students from Years 7-10 were engaged in a variety of different forms of dance from contemporary, classical, hip-hop and the incorporation and fusion of jazz styles. Students displayed their skills during inhouse house celebratory events such as Harmony Week and BeYou events in the Performing Arts Centre (PAC) which included performing to a live audience.

Dance students provided immense value and participation in The Arts 2022 Showcase by performing multiple dance pieces that regarded culture and representation by being diverse and inclusive in their performance. Each dance was lit and staged in the PAC by using lighting rigs and elaborate stage lighting which complimented the overall piece for a maximum crowd of over 250 parents and community members.

Drama was led by our new Drama teacher Jemima Hill who has a wealth of experience in setting up and managing Arts events around the greater Perth area including festivals. Students of Drama worked diligently to produce one-act plays and performances for a number of school events such as YoHFest! and Mental Health Week.

Kira Pearse led our Drama Club which is held afterschool in her own time which produces a loyal following of engaged upper-school students who are passionate about performance. Drama Club worked with Ms Hill to produce a parody of William Shakespeare's 'A Midsummer Night's Dream'. Drama students performed this in the end-of-year showcase to an at-capacity crowd of parents and community members. Drama students also worked with our P&C to fundraise for Arts events and Drama resources.

VISUAL ARTS



Visual Arts was led by Marc Bikim and Gayle Page who have been teaching at the SRC for many years. They have overseen immense growth within the Visual Art arenas and INSPIRE Visual Arts programmes.

In 2022, Visual Arts students were provided with 2 new build classrooms Visual Art 1 and Visual Art 2, with contemporary design and functionality with kiln works such as pottery and sculpture and workable spaces for painting and design.

Visual Arts students entered several national and international competitions, often placing and winning their categories. Visual Arts excelled in producing several moving and impactful arts pieces positioned within Indigenous Art styles such as The Young Originals 2022 award and exhibition which showcased the excellence of WA secondary Arts students across all schools.

Visual Arts worked closely with Digital Arts to create an Arts exhibition for Arts Week 2022 and The Arts Showcase 2022. The entire space of the Dance room was installed with student works and parents and community members commented on the professional and well-presented pieces.

KEY ACHIEVEMENTS & HIGHLIGHTS

- People's Choice Award – City of Gosnells (Katherine Conception)
- Openbook Howden Art Competition (Kiara Lee Eades & Crystal King)
- Young Originals Exhibition 2022 (Multiple students)
- Shaun Tan Art Award for Young Artists (Lekisha Eades)
- Yolande Frank Art Award (Katie Russell)
- Young Australian Art Awards 2022

ENGLISH

2022 was a year of firsts and a year in which precedent was set around new ways of learning and achieving together. For the first time SRC could offer English classes specifically designed for our ever growing and diverse community.

We were thrilled to welcome the inaugural cohort of Year 12 EALD General students in our school. This was the continuation of work that had begun several years ago, continually in development, and spearheaded by Miss Charlotte Donovan, Miss Lauren Hamilton and Mrs Lesley Stace. After much planning, consultation and continual professional development in the processes and pedagogy relating to the teaching of English as an Additional Language/Dialect (EALD) we were able to take our first group of EALD students all the way to the end of their secondary school journey in a course that was designed to meet the needs and challenges faced by this distinct group of students.

Development continued in the realms of literacy co-ordination, in response to the increased need for student readiness and organisation around NAPLAN and OLNA testing. The SRC English Learning Area took on a heightened level of responsibility for these national standardised tests, not only in preparing students emotionally and cognitively, but also in ensuring that their progress was monitored and reported back to parents. Miss Molly Snowden undertook the majority of this work and continues to offer an immense level of support and training to students in years 10-12.



We were, once again, thrilled to be involved in the annual Write a Book in a Day (WABIAD) incursion. Thanks to the work of Miss Margret Camporeale, SRC had an abundance of students across the school involved in this annual event that brings together students across the country to create and publish their own picture books in just one day and is a sponsored event that raises funds for the "Kids Cancer Project". We are honoured to have played our part with over 11,000 students taking part across the country, raising a record breaking \$792,000!

The Ignite mentorship program ran again in 2022, an initiative shared between HASS and English that offers our students the chance to receive guidance and mentoring from the students of UWA.

In 2023 we are continuing our focus on Literacy co-ordination and intervention, in NAPLAN and OLNA with Miss Molly Snowden developing the roles and processes for guiding students towards WACE literacy achievement. We strive to introduce Masterclasses for Year 12 English ATAR students to help them practise skills and concepts relevant to their all-important WACE examination. The focus of these classes will be established through student voice but also with a view to the data that was released around improving student performance in ATAR.

Miss Margaret Camporeale continues to co-ordinate the events calendar for English with our focus again on WABIAD but also looking to expand into The Craig Silvey Award (formerly The Tim Winton Award), The Peter Cowan Fiction Award and The prestigious Dorothea McKellar poetry award. This year, we will also run our "Spelling Sprint" homeroom activity and co-ordinate with the library to run a book week event in August. Alongside these events there will be opportunities to be published in the Gosnells Writer's Circle and Oz Kids in Print publications.

In 2023, we continue promoting a sense of pride and wellbeing in the college as well as a sense of belonging by working to be inclusive of all students. We support and develop English language competency across all year levels, ability groups and language groups within the school, as well as celebrate our diversity with EALD English pathways from year 7 to year 12 and Noongar and Chinese classes in years 7 and 8.

We hope to reintroduce the "Gift books" for refugees arriving in Australia, an initiative that started in 2021 and saw an amazing partnership with SRC students and The Red Cross. This included and incursion with The Red Cross and culminated in the delivery of "welcome messages" being translated into a variety of languages and dialects, in the covers of Australian-themed picture books, as a gift and welcome to young refugee children arriving in Australia.

MATTHEW GEORGE
HEAD OF LEARNING AREA: ENGLISH

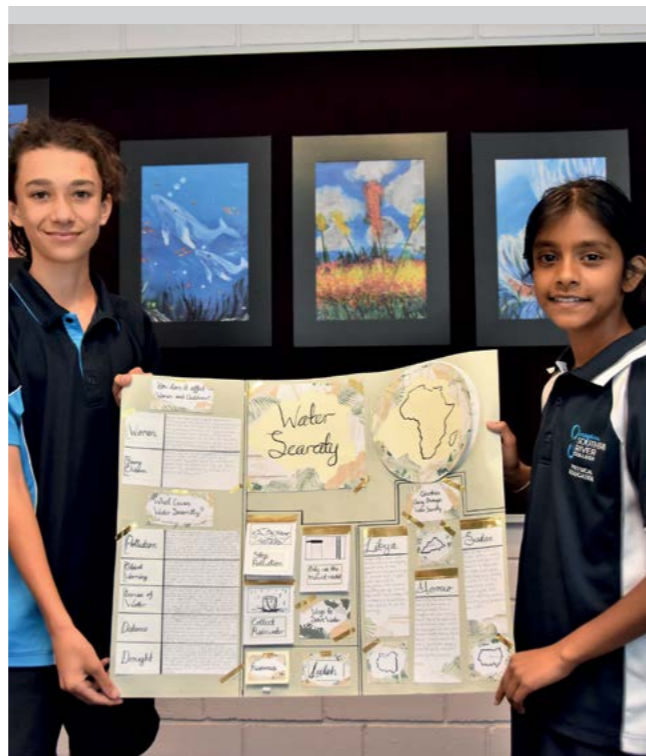


HUMANITIES AND SOCIAL SCIENCES

In 2022, Humanities and Social Sciences (HASS) offered Year 12 Ancient History ATAR, Year 12 Psychology ATAR, Year 12 Business Management and Enterprise ATAR, Year 12 Philosophy and Ethics General and Year 11 Aboriginal and Intercultural Studies General subjects for the first time. This recognises the renewed interest of students in studying diverse humanities subjects.

We welcomed 4 new staff to the HASS Department in 2022; Misha Mamo Sarah Gray, Eryn Chapman and Jai Edwards. The new members of our team quickly worked to integrate themselves into the school culture, becoming respected by staff and students alike.

In Term 1 students in 7.1, 8.1, 9.1 and 10.1 tested their knowledge against over 60,000 students from across Australia in the 2022 Australian Geography Competition. The Australian Geography Competition aims to encourage students' interest in geography and reward student excellence.



Our students performed very well in the competition, with 20 students achieving credits, 6 students achieving distinctions and 2 students achieving high distinctions. To be awarded a high distinction, students must perform in the top 10% of students in their year across Australia!

In Term 2, students in Year 7 to 10 studied Civics and Citizenship and examined the campaign and results of the 2022 Australian Federal Election with keen interest. Students in Year 9 had the opportunity to hold their own election with students working in groups of 2-3 to create a political party, policy platform and social media campaign. Students then voted for their favourite party using the preferential voting system. There were many exciting policies and party names that catered for a wide variety of issues and constituents.

The middle of 2022 marked the start of course counselling for Year 10 students who worked with their HASS teachers and the national online platform, The Careers Department to explore different industries and career options. The Careers Department allows students to explore multiple career options and pathways using real-life case studies, videos and Q&A's. Students in Year 10 said they found the course counselling process interesting and engaging.

In Term 3, History students in Years 9 and 10 were studying World War I and World War II. To enhance their

understanding of what it was like to live during the war students had the opportunity to engage with artefacts that were sent from the Australian War Memorial in Canberra. Students carefully examined uniforms, bullets, medals and magazines to better understand the experience of those on the front line and at home.

In Term 4, Economics and Business students in Year 10 bought back the Southern River College Business Fair after a hiatus for COVID-19. Students worked in groups to design and market products that they sold to other students during lunch. Some successful groups made over \$100 dollars in profit.

Across Semester 1 and 2 a number of Year 7 and Year 8 students in HASS and English classes had the opportunity to work with Ignite Mentoring. Mentors from local universities were partnered with students to help them develop resilience and communication skills through fun and engaging games and activities. Students particularly enjoyed blindfolded drawing games, rebus puzzles and public speaking challenges. A big thank you to Miss Charlotte Donovan for organising the mentors.

MISS CLARE WOULFE
HEAD OF LEARNING AREA
HUMANITIES AND SOCIAL SCIENCES



MATHEMATICS

In 2022, we again had a number of students study a range of ATAR Mathematics course. Several students achieved good results. They were extremely well supported by the committed Mathematics staff who provided opportunities for learning with extra tutoring sessions offered.



Our 2022 NAPLAN data showed that many of our students are making progress. However, the data also showed that our students need to improve their problem solving skills, especially when presented with word problems. In 2023, this continues to be a focus in our lower school maths lessons.

For OLNA in 2022, we ran tutoring sessions for OLNA candidates. We endeavoured to prepare students for their OLNA tests by further developing their mathematical understanding and content knowledge. We also provided support for students to develop a positive mindset and confidence in their ability.

In 2023 and beyond, the Mathematics Department at SRC continues to use Explicit Instructional teaching in our classrooms. This teaching method provides us with the opportunity to actively support our students as they develop an understanding of the content. We attempt to challenge every student every day with rigorous and meaningful instruction that is aligned with the Western Australian Mathematics Curriculum. The Mathematics department is committed to inspire our students to always work to the best of their ability and to strive for success in maths at all times.

MRS TRACY AHEARN
HEAD OF LEARNING: MATHEMATICS

HEALTH AND PHYSICAL EDUCATION

In 2022 we welcomed 4 new staff members to the Health and Physical Education (HPE); Mr Nathan Costello, Ms Caitlin Berry, Mr Josh Monaghan and Mr Francois James.

We also had many HPE staff in leadership roles:

1. **Mr Patrick Warr** – New Level 3 Wellbeing Student Manager
2. **Ms Kadiejayne Tirkot** – Head of House Leader (Kabi),
3. **Mr Duncan Finaly** – Head of House Leader (Boodjar)
4. **Ms Caitlin Berry** – Netball Program Coordinator
5. **Mr Nathan Costello** – Soccer Program Coordinator

During Term 1 and 2 saw the return of COVID and the harsh restrictions on sport and excursions. So unfortunately, not much occurred during this time. The focus was on student and staff safety.

As the year progressed through terms 3 and 4, we witnessed a gradual reintroduction of sport, sport carnivals and interschool school sporting events. We completed a very successful College Athletics Carnival in term 3, followed by a tremendous effort at the Interschool Athletics Carnival in Cannington. This was supported by junior girls AFL, boys soccer, girls netball and volleyball events in the second half of the year. Congratulations to the Senior Girls winning the Divisional Trophy in Volleyball and the Senior Boys coming second.

COLLEGE ATHLETICS CARNIVAL RESULTS


 1ST
 Karla


 2ND
 Maar


 3RD
 Kabi


 4TH
 Boodjar

Champion Boy and Girl and Runner's Up

	Girl Champion	Girl Runner Up	Boy Champion	Boy Runner Up
Year 7	Harmony Francis	Ruby Angelique Caincoy	Seth Indich	Rehan Holkoree
Year 8	Tikki Farrell	Jayda Dillon	Adrian Gooding	Alexis Tadeo
Year 9	Kaitlyn Iwanyk	Tayla Iwanyk	Chikondi Jere	Ewan Maggio
Year 10	Codee-Leigh Garth	Keera McDonald	Phoenix Turner	Didier Luirhosi
Year 11/12	Talia Anderson	Siena Jezierski	Jye Taylor	Quinten Walker

2022 ACHIEVEMENTS

People's Choice Award – City of Gosnells (Katherine Conception)

1. Senior Girls Indoor Volleyball – 1st
2. Senior Boys Indoor Volleyball – 2nd
3. AFL 8/9/10 Girls – reaching zone final
4. Junior Boys Basketball – reaching knockout stage
5. College Athletics Carnival – winners Karla (Red House)
6. Interschool Athletics Carnival – 'G' Division
 - a. Chikondi Jere – Year 9 Champion Boy Runner Up
 - b. Rehan Holkoree – Year 7 Champion Boy 3rd Place
 - c. Edward Jackson – Year 12 Champion Boy Runner Up
 - d. Codee-Leigh Garth – Year 9 Champion Girl Runner Up
 - e. Athena Isabelle Calupig – Year 12 Champion Girl 3rd Place
7. Volleyball Club – Thanks to Mr Eugene Lee who led approx. 60 students from Year 7 to Year 12 on Tuesday and Wednesday mornings.
8. Edward Jackson and Dal Tung Mang Mang Tawn – Certificates of Distinction in ATAR PES

Despite the challenges and consequences of COVID-19, we all worked together to end 2022 with fantastic memories and results. Well done to all.

INSPIRE NETBALL PROGRAM

In 2022, the Inspire Netball Program continued to play a significant role in both the college and the community. The programme, which was organised and conducted by Miss Berry, was open to students in Years 7-9.



The lower school students focused on coaching, umpiring and improving their fitness while using various court-side tactics and strategies. With a strong emphasis on enhancing and developing collaboration and teamwork within the lower pupils as well as creating resilience and support for others, the students worked hard to strengthen their practical netball skills and teamwork.

We were supported in our program by Jetz Netball Club. This partnership allowed us to create and support a junior team at Southern Districts. Thanks to highly experienced coaches Emma Davies and Georgia Alderman who donated their time and energy to support the girls.

INTERSCHOOL CARNIVALS – YEAR 7, 9, 10

Inspire Netball girls were fortunate to be able to take part in several interschool events including high schools cup, year level lightning carnivals and umpiring at local primary school carnivals. Credit to all the girls who participated, because we all learnt valuable lessons during and after these competitions.

YEAR 9 UMPIRING

The year 9 students had the opportunity to test their skills at a number of local primary school netball tournaments. Several primary schools requested SRC to supply umpires for their interschool carnivals. As a result, the reputation of the girls in the program is growing in the community.

In the beginning of 2023, we established a boys netball cup team the first time in SRC history. Understanding that both females and males appreciate and want to participate in the game of netball.

MS CAITLIN BERRY
NETBALL PROGRAM COORDINATOR

INSPIRE SOCCER PROGRAM

2022 saw the Soccer Program continue to work around restrictions, and although at times it meant that some games were postponed or cancelled both our Intermediate and Junior teams saw great successes.

With seasoned coaches Mr. Gustavino and Mr Costello at the helm, the program grew to new heights, with new training methods and a focus on technical and tactical components of the game. This proved to be the key factor in our successes; after school sessions running twice a week on top of class times saw the improvement of our school's style of play combined with individual players skills meant that we were very competitive across all competitions!

Term 2 saw our intermediate and junior team drawn in the South Regional competition against the likes of Darling Range, Lynwood, Melville and Mazenod. The teams had many notable performances including an 8-2 win against Darling Range B and a 3-0 win against Melville.

Unfortunately, after some draws and games that we let slip away, we did not do enough to advance to the latter stages of the competition.

Term 4 brought even more excitement and competition with the inaugural Secondary Boys Futsal Regional kicking off midterm, and the Futsal sleepover coinciding with the World Cup where our students watched their favourite stars in action and recreated classic goals.

Overall, 2022 saw tremendous progress for the program, and many of our students – especially those who put in the extra effort outside of regular class time – have improved greatly in both their physical and emotional health.

MR NATHAN COSTELLO
SOCCER PROGRAM COORDINATOR



INSPIRE VOLLEYBALL PROGRAM

In its inaugural year at the College, the Inspire Volleyball program showed tremendous promise for what's to come with classes in Years 7 and 10 at capacity.

The emphasis with the Year 7 group was to develop fundamentals as they moved from primary school into senior school. The Year 10 program focused on consolidating the excitement and energy amongst the group to play volleyball. Students achieved great success in competitions as well as in coaching roles in the school and the community.



YEAR 7 INTERSCHOOL CARNIVAL RESULTS

 1 ST	 3 RD	 4 TH
B Team	A Team	C Team

The teams were coached and supported by the Year 10 students, Ethan Leete and Jayke Meldrum, who also displayed outstanding leadership. All members of the community commented on SRC's professionalism and sportsmanship on the day.

HIGH SCHOOL CUP

Our first competition of 2022 was the state school's cup in June. The junior teams which consisted of Years 7-9 did fairly well, given that it was the first time that many of them had participated in a volleyball competition at all. None of the teams advanced to the finals stage; however, the girls came second in their pool and the boys came third.

The senior teams performed admirably with the boys coming second in their pool in division 2 and fourth in their pool in division 1. The girls were undefeated in division 1 as State Champions.

WA VOLLEYBALL JUNIOR LEAGUE

Thirteen young athletes from the College also competed in the WA Volleyball Junior League which is the largest competition held in the state each year. SRC have four teams, and all performed spectacularly:

- Year 9/10 girls team came in 5th in their pool of 12,
- Year 11/12 girls team came in 3rd across the state,
- B Team Year 9/10 boys' team came in 5th in a pool of 12 a
- A Team Year 9/10 boys' team were the champions of the entire league.

Ethan Leete (Year 10) won the MVP of the season as selected by Volleyball WA



APEX VOLLEYBALL PARTNERSHIP

In 2022, SRC welcomed a partnership with APEX Volleyball Club, run by coach and teacher Mr Eugene Lee. APEX runs outside of school hours and is an opportunity for students to demonstrate and practise closed skills learned during class time in an open and competitive environment.

In 2023, we have already carried out the inaugural Inspire Volleyball program across all lower school levels. Our goal is to encourage students to continue their studies into ATAR PES or our upper school HPE subjects.

MR FRANCOIS JAMES AND MS BLAIR PASCO 2022 VOLLEYBALL TEACHERS.

TECHNOLOGIES

Technologies began 2022 with a fresh start by offering a whole new range of subjects in Years 7-10 to engage and help prepare our students for future skills and study. Technologies staff continued to develop students' skills and knowledge using STEM and 21st Century skills in the following contexts:

DIGITAL TECHNOLOGIES

In Years 7 and 8, students created interactive educational games using Scratch, as well as developed their understanding of data and presentation skills. Students in Year 9 and 10 could continue in Cyber or Creative Technologies pathways. Year 9 students learnt about cyber security and computer systems and developed their STEM skills in app coding, game design and coding in Minecraft. In Year 10, students continued to improve their coding skills and computer knowledge and created entries for the 2022

Australian STEM Video Game Challenge in Creative Technologies (see the special mention below).

BODY WORKS

Year 9 students investigated sustainable skin care and current beauty trends. They developed a personal portfolio to catalogue their research and developed pamper products using safe and accessible ingredients.



TEXTILES

Year 7 students discovered fashion sustainability and cotton textiles by creating a roll-up pencil case and a patchwork pillowcase that used waste fabric. In Year 9, students explored how to recycle fabric to create new products such as using donated shirts to create a rug. Year 10 students explored a range of textiles skills from fabric design, hand embroidery to costume creation. They also explored community products and made possum pouches for the Craft Guild Animal Rescue Cooperative.





FOOD TECHNOLOGIES

Year 7 students learnt about healthy eating, planned and produced their own healthy snack and developed an understanding of yeast and its properties. In Year 8, students looked at sustainability in the kitchen and produced a range of recipes including portable breakfasts and vegetable pastries.

Students in Year 9 and 10 could continue in Hospitality or Cultural Food pathways. Year 9 students in Cultural Food explored the cuisines of Asia and Europe. They investigated spices, cultural traditions, traditional dishes and flavour combinations. Students in Fast Food explored take away food and the implications of pre-packaged food on health and wellbeing while Future of Food students investigated the future of meat and designed a recipe that would be usable by a meal kit company. They improved their understanding of seasonal produce and how future technologies are impacting on produce growth and development. Year 10 students continued to hone the skills and knowledge in both pathways. They presented the Biggest Morning Tea and provided food for the Athletics Carnival.

Year 11 Food Science and Technology students explored sensory and physical properties of food and applied these in practical situations. They investigated staple foods and changing consumer demands.

In Year 12, students learnt about the functional, physical and chemical properties of food and applied these in practical lessons.



CHILDCARE

Year 9 had 2 Childcare subjects this year, Baby Basics and Child's Play and Learning. In Baby Basics, students learnt about the first year of a child's life and made baby food, donated items for baby charities and experienced the demands of parenting by caring for a simulated baby.

Child's Play students learnt why and how play is essential for development, assessed toys against criteria and investigated the future of toy production. Students organised a playgroup event for the SRC community.

Year 10 Working with Children students created healthy lunchboxes for primary school children, designed upcycled products and produced activities and giveaways for the annual RUOK Day event.

Year 11 Children, Family and Community students produced portfolios to support child development and the inspirational creations of original educational resources were used to support National Children's Book Week. Some students even featured in the local newspaper!

Year 12 Children, Family and Community hosted a Community Cultural Celebration Event. They learnt about empowerment and inspiration as they embraced challenges associated with developing advocacy products, promoting inclusivity and building social cohesion.



DESIGN & TECHNOLOGY

Year 7 students were introduced to a range of tools and materials to create projects such as a metal tangram, a desk tidy, wooden spinner and piggy bank/money box. In Robotics, students applied their knowledge of simple machines to design and produce their own working Automotons and used robotics kits to build a Robot from scratch.

In Year 8, students learnt how to work with metal, wood and plastic by making metal people and pencil box holders. Year 8 Electronics students also constructed a simple circuit to create a flashing LED emergency lighting system and constructed a model of a sustainable home.

Students in Year 9 and 10 could continue in Designing Wood, Designing Metal, Future Tech or Mechatronics pathways.

Year 9 wood pathway students learnt basic carpentry and woodworking skills by laminating timber together and turning a wooden bowl on the lathe. In the metals pathway, they continued to develop their metalwork skills and created a range of products. In Future Tech, they designed and printed items using 3D printers. Year 9 Mechatronics students focused on sustainable engineering processes to construct a working Solar Boat and an Underwater Remote Operated Vehicle.

Year 10 metal students learnt the basics of MIG welding, cold and hot bending, and how to read working drawings and create items such as dice stacks, metal frames, and Lego man figurines. Year 10 wood students learnt about the different hand tools and machines used within carpentry to create chessboard boxes and alfresco tables. Year 10 Creative Engineering made a CNC carved medallion and belt buckle from plastic stock they recycled themselves from used plastic bottle tops as well as designing and producing 3D printed gliders. Clubs In Year 11, Materials Design and Technology students further developed metal fabrication and accumulated new skills to create projects such as their sculptures and hallway tables. In

Wood they developed design folios to design and create items such as a stool and hall table.

In Engineering Studies, students designed and constructed a 2-wheeled vehicle that either played soccer or battled other vehicles and then designed and constructed their own drones that performed a specific task.

In Year 12, students developed intermediate to advanced woodworking skills to design and construct a cabinet, wooden treasure chest and a customised serving tray. In metals, they continued to develop their metalworking skills using welding techniques to create Go-Karts and sculptures. Students also researched and built 6-legged remote-controlled robots as well as microchip controlled self driving model cars.

CLUBS

In 2022, CoderDojo was reintroduced and encouraged students and their parents to participate in a range of coding activities. Students explored a variety of different digital technology topics from game design, 3D modelling and programming interactive machines that respond to user presence.

ISSAC CLUB

ISAAC Club is a term-long after school club that encourages Years 5 and 6 students to practise and hone their skills in Science, Technology, Engineering and Maths by designing and producing an Animatronic Robot from scratch to display in the SRC robot animal petting zoo.

We had over 50 students participate throughout the year who were excited to show off their projects to their families at the end of the program.



SPECIAL MENTION

Three Year 10 students, Lucy McClumpha, Sol Oost and Isaac Petteressen, participated in the National 2022 Australian STEM Video Game Challenge and their game Cyber Shock were dual winners in the Open Category. They were the only winning school in WA! Their game was playable at the Australian STEM Video Game Challenge stand at PAX Aus, the biggest gaming event in Australia

ROZE COLE
HEAD OF TECHNOLOGIES

SCIENCE

2022 was a year of new beginnings and so a very busy one! This year saw Science start the year with Mr Robert Forte as Head of Science and end with me when Mr Forte took on the Operations Manager role. We have had many new, wonderful, passionate teachers join our team; Ms Tiela Agnew, Mrs Manmeet Purba, TFA associate Mark Baker and Ms Jing Sun. We also said farewell to Ms Jing Sung. The start of 2023 saw us welcome back Ms Teale Gordon from maternity leave.



In 2022, we used the world-class digital learning platform, Stile, in our Science classrooms. It was great to see so many students bringing laptops to class and completing the Stile lessons. Our partnership with Stile continues in 2023, with an even larger number of students bringing their own devices, allowing them to engage more fully in the Stile Science curriculum and learn vital 21st century skills.

Science Week was celebrated in Term 3 with the theme of 'Glass: More than meets the eye'.

Students were treated to a week of experiences with something exciting scheduled for each day of the week. The week began with an 'I Spy' Scavenger Hunt around the College where students were challenged to find images hidden around the school that were glass-themed; students won prizes for being quickest to find them all. Students were also able to complete a 'Glass: lend us a hand' Escape Room, working in pairs to crack the code by answering questions about glass phenomena.

Following this was the Science Film Festival, featuring award-winning short films from SCINEMA 2022, with attendees entered into a live raffle draw. A certain crowd pleaser for the week was the 'More Than Meets the Eye' Expo where students experienced a wide variety of interactives and demonstrations, among which was creating light from graphite lead and bending light using convex and concave lenses. Students got competitive when trying to land a marble in a cup, with only the most skilled receiving prizes. To conclude the week, students got crafty by creating stained glass from a selection of templates; their creative work can be seen entering the Science building.



In 2022, we had a lot of extracurricular experiences both in and out of the Science classroom across all year levels.

In Term 2, our Year 7 students participated in the inaugural Biokémon competition run by Murdoch University. The effort students put into their Biokémon cards was sensational. It was clear that we not only have many talented Science students at SRC but also many talented artists!

In Term 3, students were invited on a reward excursion to the zoo to consolidate their knowledge of classification that they learnt in Term 2. The weather was divine and the animals put on a show for us. We had a wonderful lesson in the education centre where we got to meet one of the zoo's resident lizards. For the first time, Year 8 students participated in the Synergy Solar Car Challenge. Students in 8.1 were provided with a STEM challenge to create the fastest solar car with a supplied kit of materials. This required them considering the angle of the sun, cloud cover conditions, gear ratios, wheel size and frictional force from air resistance when designing their cars. Mr Darren

Smith, the Head of STEM, kindly assisted the Science department with funding for this competition and provided the Science department with a track to practise racing the cars on.

Unfortunately, due to COVID-19, the inter-school competition was cancelled in 2022 but we are sure it will be back bigger and better this year!

In Term 4, Mr Beards and Ms Sun took the 8.1 and 8.2 classes to Scitech as part of their extension program. The students were able to participate in a Wind Turbine Challenge in the Rio Tinto Tinkering Workshop or a Forensic Science lab in the Scitech lab. Both groups also participated in a Science Theatre Show called 'Hot vs Cold' and learnt about the Birth of Planet Earth at the Planetarium.



Some of our year 9 students participated in the Royal Australian Chemical Institute's (RACI) crystal growing competition this year. They used the knowledge they had gained in Term 1 to try and grow the biggest crystals. In Term 3, the 9.1 and 9.2 students also attended the biannual Quantum Words Festival held at John Curtin College of the Arts. This festival brings together several scientists to talk to the students about their careers and research.

A group of our highly intelligent Year 10 young women attended the Wise Women in STEM Day at Murdoch University where they got to view the amazing Veterinary Science Museum and make their own volcanoes! The students listened to some successful internationally esteemed women scientists who shared their journey with the students and encouraged them to pursue their dreams.

Later in the term, the 10.1 class participated for the first time in the Science and Engineering Challenge at Claremont Showgrounds. Students encountered many problems that they had to solve from bridge building to designing an electrical power network. Some more of our students had the opportunity to see what it would be like to study science at university and find out more about careers that might come from a science pathway. Throughout the day, the group attended lectures and engaged in a variety of practical, hands-on workshops in Forensic Science, Nursing Science, and Chemistry. The 'Seek Out Science' excursion came at an ideal time as our Year 10 students were selecting the courses they would like to study in senior school.



In Term 3, our Year 9 and 10 Inspire students were treated to a presentation by Associate Professor, Katarina Miljkovic. She is a planetary scientist with expertise in numerical and experimental impact physics and a passionate advocate for studying science. Associate Professor Miljkovic spoke to the students about her studies into 'Impacts! Rocks from space colliding with planets' and described how her job allowed her to travel the world and paid very well! Our senior school Science students also had a very eventful year. In 2022, the Year 11 and 12 Chemistry students put their titration skills to the test as they took part in RACI's Titration Competition. Titration is a laboratory technique used to determine the concentration of a substance in a solution. Year 12 Integrated Science students had the opportunity to analyse water samples from the upper and lower Swan River. This laboratory session supported their studies into the impact humans are having on living and non-living aspects of our marine ecosystem.

The Certificate II in Permaculture students went on a trip to City Farm to look at recycling and sustainability. They also had an incursion and excursion to Mary Carroll Reserve to put into practice the skills they had learnt in class.

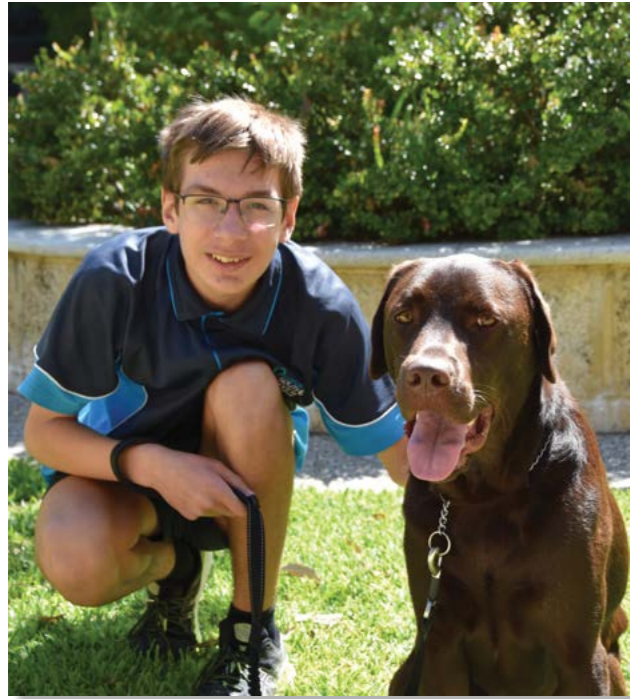


Unfortunately, the planned annual excursion for our Year 11 Physics and Integrated Science students to Adventure World had to be cancelled this year due to the Queen's Mourning Public Holiday.

I would like to acknowledge the hard work of our teachers, especially in trying circumstances with the COVID-19 pandemic earlier in 2022. I would also like to thank our parents and school community for their ongoing support in assisting the fantastic students at SRC to grow, become inspired, and to make a difference.

MS SARINA COOPER
HEAD OF LEARNING: SCIENCE

SPECIALISED LEARNING AUTISM PROGRAM



KEY CELEBRATIONS FOR THE SALP ACROSS 2022 INCLUDE

- Year-on-year increase in the number of families completing expressions of interest for engagement in the SALP
- 100% WACE attainment for Year 12 SALP students
- Improved attendance and engagement of students recently accepted into the SALP
- Continued strong academic attainment by students within the SALP. Students being acknowledged as the 'Top Student' across a range of secondary courses
- SALP students continuing to seek leadership opportunities across the College
- Significant improvement by students in the use of social-thinking strategies with a correlating reduction in negative behaviours for all SALP students
- A continued partnership with an external provider for the provision of occupational therapy services for SALP students in Years 7 to 12
- SALP students engaging in Career Pathway planning and participating in Try-A-Trade excursions

In 2022, the Specialist Autism Learning Program (SALP) continued to be a leader at a regional and system level by actioning quality evidence-based programs that benefited students with a diagnosis of Autism Spectrum Condition.

The SALP partnered with students, families, internal agencies as well as external therapy providers to ensure that a social-emotional lens and decision-making process was applied to all students engaged in the SALP.

The SALP continued to support students and staff within the College by engaging in classroom observations, assigning Educational Assistants to students in classes with a view to maximising outcomes in literacy and numeracy development. Educational Assistants also worked in partnership with teachers across the College to modify educational activities for students to enhance student achievement and academic growth.

THE TEACHING AND LEARNING CENTRE



In 2022, the Teaching & Learning Centre (TLC) continued to strengthen partnerships with students and families to achieve significant gains within the domains of literacy and numeracy for students engaged in the program. The TLC staff continued to demonstrate the purposeful and considered use of student data to make informed choices regarding student progress and achievement.

The TLC staff worked diligently to ensure that programs were delivered with fidelity to ensure that opportunities for student success were maximised. Decision-making within the TLC is student-centred and aligns to the moral purpose of the program to make "2 years of academic growth within one school year".

KEY CELEBRATIONS FOR TLC IN 2022 INCLUDED

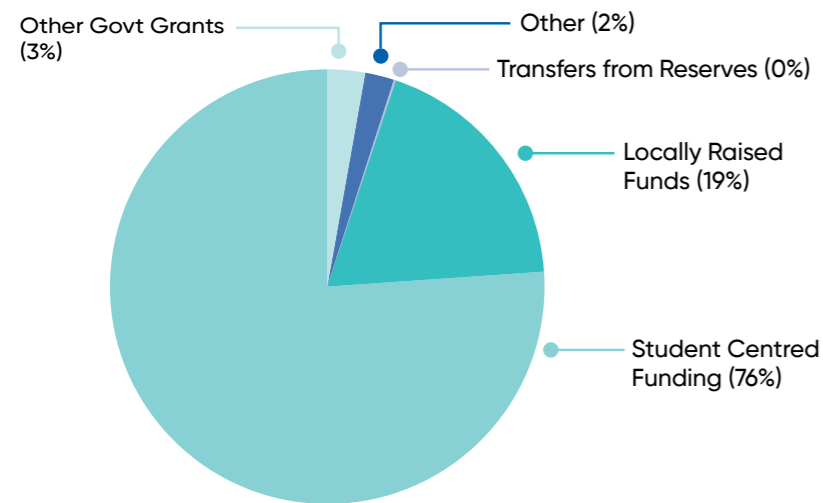
- 68% of students in Years 7-9 demonstrating 2 years of academic progress in Mathematics
- 74% of students in Years 7-9 demonstrating 2 years of academic progress in Reading comprehension
- 90% of students demonstrating at least one level of progress in their application of spelling rules
- NAPLAN results for Year 9 TLC students continued to highlight that students within the program were making significant gains in the area of academic progress
- Year 9 TLC students engaged in a range of career exploration excursions to provide them with opportunities to determine appropriate secondary pathways.

FINANCES

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

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 41,043.00	\$ 38,708.19
2	Charges and Fees	\$ 397,359.51	\$ 212,793.10
3	Fees from facilities Hire	\$ 47,194.94	\$ 47,194.94
4	Fundraising/Donations/Sponsorships	\$ 42,206.41	\$ 27,206.41
5	Commonwealth Govt Revenues	\$ 16,500.00	-
6	Other State Govt/Local Govt Revenues	\$ 60,889.75	\$ 40,889.75
7	Revenue from Co, Regional Office and Other Schools	\$ 54,469.36	\$ 2,759.36
8	Other Revenues	\$ 41,894.48	\$ 28,938.31
9	Transfer from Reserve or DGR	\$ 60,000.00	-
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds		\$ 761,557.45	\$ 398,490.06
Opening Balance		\$ 203,931.15	\$ 203,931.15
Student Centred Funding		\$ 1,292,628.69	\$ 1,294,798.44
Total Cash Funds Available		\$ 2,258,117.29	\$ 1,897,219.65
Total Salary Allocation		\$ 11,370,728.00	\$ 11,370,728.00
Total Funds Available		\$ 13,628,845.29	\$ 13,267,947.65

Actual Year to Date by funding sources



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 250,171.59	\$ 233,134.76
2	Lease Payments	\$ 151,766.68	\$ 107,768.36
3	Utilities, Facilities and Maintenance	\$ 442,883.49	\$ 397,092.61
4	Buildings, Property and Equipment	\$ 535,320.75	\$ 419,034.68
5	Curriculum and Student Services	\$ 655,424.78	\$ 492,026.80
6	Professional Development	\$ 104,214.46	\$ 70,323.99
7	Transfer to Reserve	\$ 431.50	\$ 281.50
8	Other Expenditure	\$ 57,725.55	\$ 41,826.76
9	Payment to CO, Regional Office and Other Schools	\$ 36,016.62	\$ 31,718.16
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure		\$ 2,233,955.42	\$ 1,793,207.62
Total Forecast Salary Expenditure		\$ 11,169,636.00	\$ 11,169,636.00
Total Expenditure		\$ 13,403,591.42	\$ 12,962,843.62
Cash Budget Variance		\$ 24,161.87	

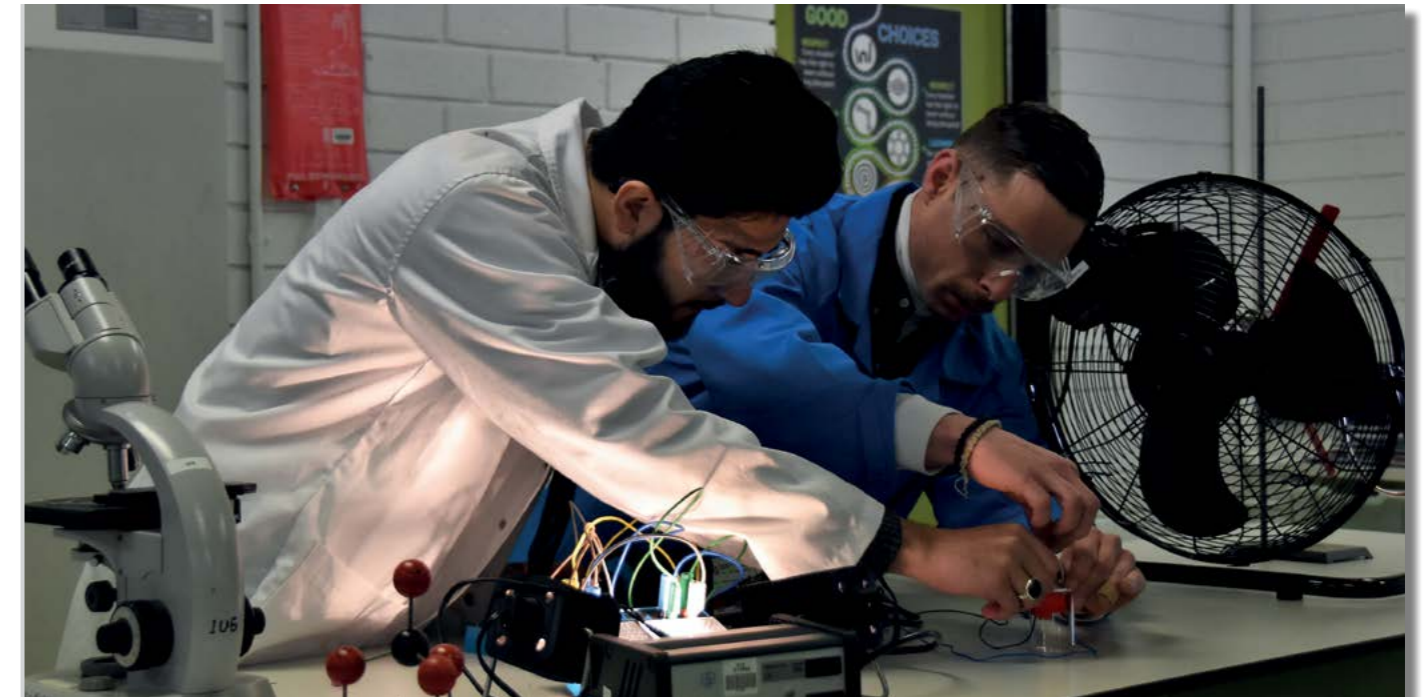
Cash Position Components		
Bank Balance		\$ 460,630.69
Made up of:		
1	General Fund Balance	\$ 104,012.03
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$ 337,141.57
5	Suspense Accounts	\$ 24,754.09
6	Cash Advances	\$ (300.00)
7	Tax Position	\$ (4,977.00)
Total Bank Balance		\$ 460,630.69

WORKFORCE

SRC has an annual budget of \$11,169,636. In transition, this equates to \$142,247 adjustment to budget in 2022. 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.

Over recent years SRC has seen a change in the workforce composition with 56% of the respondents in the National School Survey teaching at SRC from 0 - 5 years, with the remainder of staff having stayed 6 years or more. Interesting to note, that 7% of the staff have been at SRC for over 31 years. With a high proportion of new graduates, Teach for Australia teachers and younger staff, the school has established mentoring and coaching roles.

Rational Induction of Graduates and New Teachers often in low SEI school teaching can be more complex. Graduates and new teachers are offered an induction process that supports social disadvantage, curriculum differentiation and pastoral care needs.



	No.	FTE	AB'L
Administration Staff			
Principals	1	1	0
Associate / Deputy / Vice Principals	4	4	1
Heads of Departments and Learning	8	8	1
Program Coordinators	5	5	0
Total Administration Staff	18	18	2
Teaching Staff			
Level 3 Teachers	2	2	0
Other Teaching Staff	56	53	3
Education Support EA's	9	9	0
Total Teaching Staff	67	64	3
School Support Staff			
Clerical / Administrative	16	13	1
Gardening / Cleaning	12	9.8	0
Instructional	2	2	1
Other Non-Teaching Staff	16	13.5	0
Total School Support Staff	46	38.3	2
TOTAL	131	120	7

PATORAL CARE FOCUS

- Staff are able to build positive relationships and understanding social disadvantage Continue development of Teach for Australia Developing a Teaching and Learning College -
- University Alignment
- Roles to support school culture.

PLANNING DAYS - BUILDING CAPACITY AND REFLECTING PRIORITIES

- Rebadging school and new community profile
- Reviewing data and building staff capacity to improve outcome for students
- SEQTA - building staff capacity to fully utilise new information system platform
- River Road and Berry Street - building awareness and upskilling staff regarding student wellbeing
- SEQTA - continuing to upskill and build capacity of staff to utilise college information platform more extensively
- Attendance - build staff capacity to follow processes and procedures more effectively
- Instruction - refreshed and consolidated Explicit Instruction (E.I) the RIVER way
- Data integration and future planning.

SUPPORTING TEACHING AND LEARNING

Staff induction and mentoring/coaching is a key part of developing staff in the RIVER way. Our induction program welcomes new staff, assists in their transition and prepares them fully for their teaching career and role at SRC. Some staff have taken on opportunities to lead in committees like EALD, TLC and the Wellbeing Centre. These emerging leaders have been given the development, resourcing and mentoring to assist with their roles, including:

- Planning days for curriculum mapping
- Research in best practice with Heads of Learning Areas and Lead teachers working through
- Curriculum Leaders Meetings
- Enrolment in our RIVER way, Pedagogy Framework and Coaching Model
- Future Leaders Program.

TEACH FOR AUSTRALIA

The College has aligned itself with Teach for Australia since 2015. We have seen over 30 staff employed with most having completed their 2 years and staying longer, and others returning interstate to be with family. TFA teachers have brought that next level of industry and work-life experience into the school, engaging students with their passion to learn and life experiences in teaching specialist subjects. Many of our TFA teachers are now working across the College in leadership roles.



ABORIGINAL EDUCATION



SRC has approximately 10% Aboriginal students and works to build a culture of respect, acknowledgement and celebration.

A strategic part of Aboriginal Education at SRC is the Australian Cultural Standards Framework, targeting relationships, cultural understanding and student voice. We have partnerships with the Waalitj Foundation and AIME programs to help students embrace opportunities to access mentors and achieve appropriate pathway planning in career aspirations.



In 2022, SRC continued to celebrate and support our Aboriginal students with the below initiatives:

- Our Noongar language program was warmly received by our community as we used our Aboriginal and Islander Education Officer training to deliver curriculum and language understanding to Noongar students and non-Noongar students twice a week.
- During NAIDOC Week and Reconciliation Week in 2022, the school focused on Aboriginal culture and ran classroom and lunchtime activities.
- With help from our Arts teachers, students created Aboriginal artworks.
- Students from Years 7-10 participated in the Aboriginal Youth Health Program, facilitated by East Metropolitan Health Service. Students took part in a 6-session program that focused on different topics every week including tobacco, alcohol, healthy relationships and substance abuse.
- We ran an after school program, AIME, that supported Aboriginal students with homework and tutored them in subjects they needed extra help in.
- A program named Moorditj Maaman was also run to support Aboriginal boys, encouraging students to come to school and run activities to build leadership and improve team work

DEADLY SISTA GIRLZ HIGHLIGHTS & EVENTS 2022

As part of our ongoing Reconciliation Week program of events, our DSG girls participated in many fun and engaging activities. Our students enjoyed bracelet making, face painting, collaboration artworks, cultural cooking and the 'sea of hands' activity; hands have long been a symbol of community support for reconciliation, rights and respect. The students were asked to write a sentence about why it is important to work together and what you can do at school to make sure you treat everybody equally and fairly. Once the students completed this, the hands were cut out and placed into a flag design.

Our SRC DSG students created a painting, reflecting our connection to one another, Community and Country, which is now proudly displayed in the front office. They also participated in creating a wall mural using coloured chalk, reflecting the 2022 National Reconciliation Week theme of 'Be Brave, Make Change'.

Our DSG students were also invited to attend a NAIDOC event held at Rockingham TAFE. The girls were asked to design some carved-out snakes, representing the 6 noongar seasons, which were then proudly placed in terracotta pots designed by the local elders. We tried native bush tucker for lunch provided by Bindi Bindi catering, followed by a few more art activities in the afternoon.

NAIDOC activities around the school included a collaborative cultural dance with Binar Futures in front of the school assembly, bracelet making and face painting, Staff vs Student netball and basketball games and kangaroo stew and damper making.

In 2022, we had a deadly time at Boshack Eco Camp in Wattering, 30 minutes from the local town of Toodyay. Whilst we were there, DSGs completed team building games and activities, orienteering, canoeing and farm tours.

Finally, 2 of our girls also had the opportunity to fly over to Melbourne for an art competition. Their art pieces were selected for the finals and they got to see their work hung up proudly in the gallery.

In 2023, we are:

- reviewing our Aboriginal Cultural Framework to enable staff and students feel proud and supported
- developing an Indigenous voice for students
- reviewing and continuing to build relationships with our Indigenous families and the community
- considering how SRC can be more productive in supporting Indigenous boys to engage in schooling, cultural inclusiveness and celebrating their culture.

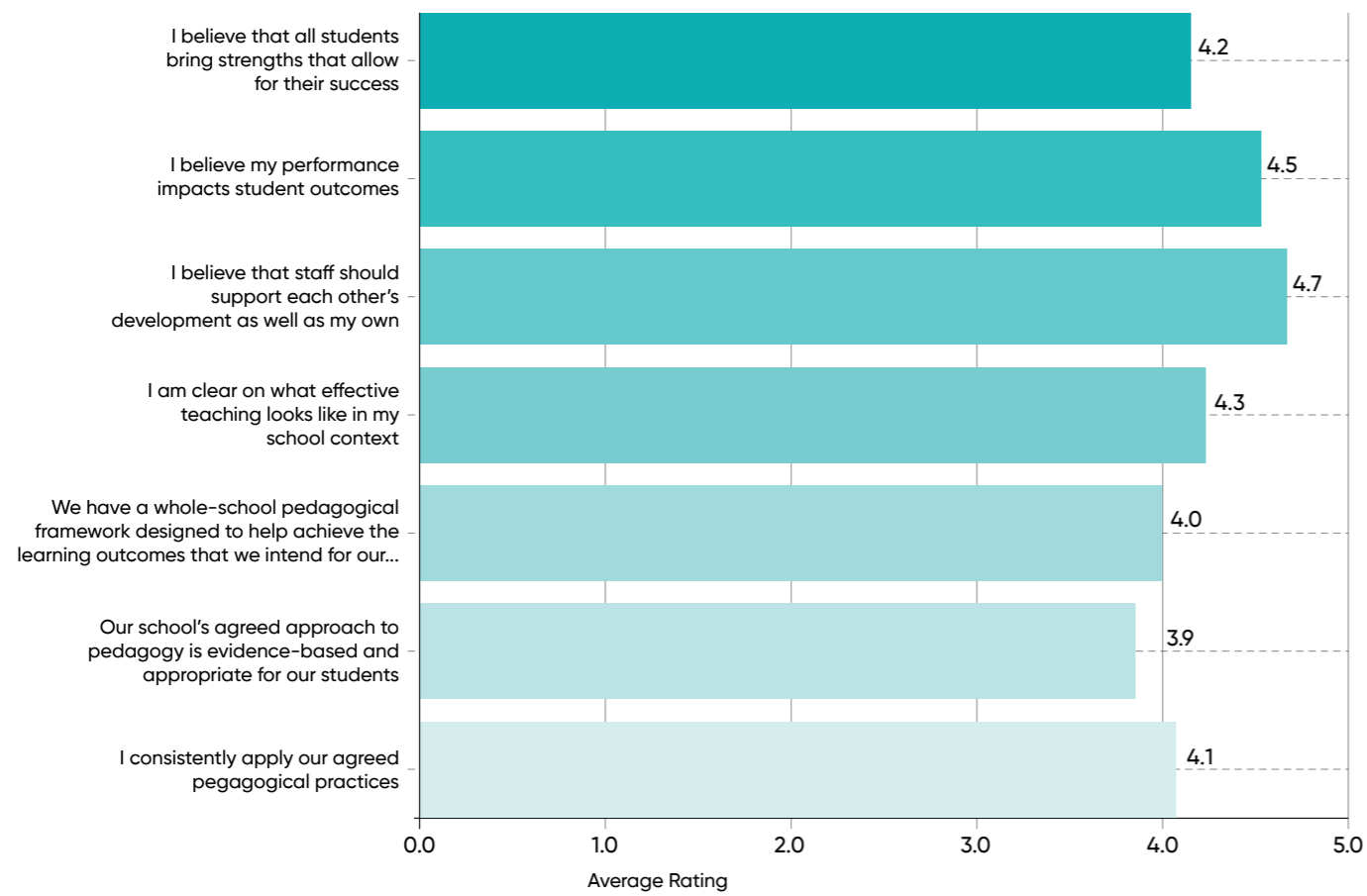


SURVEYS

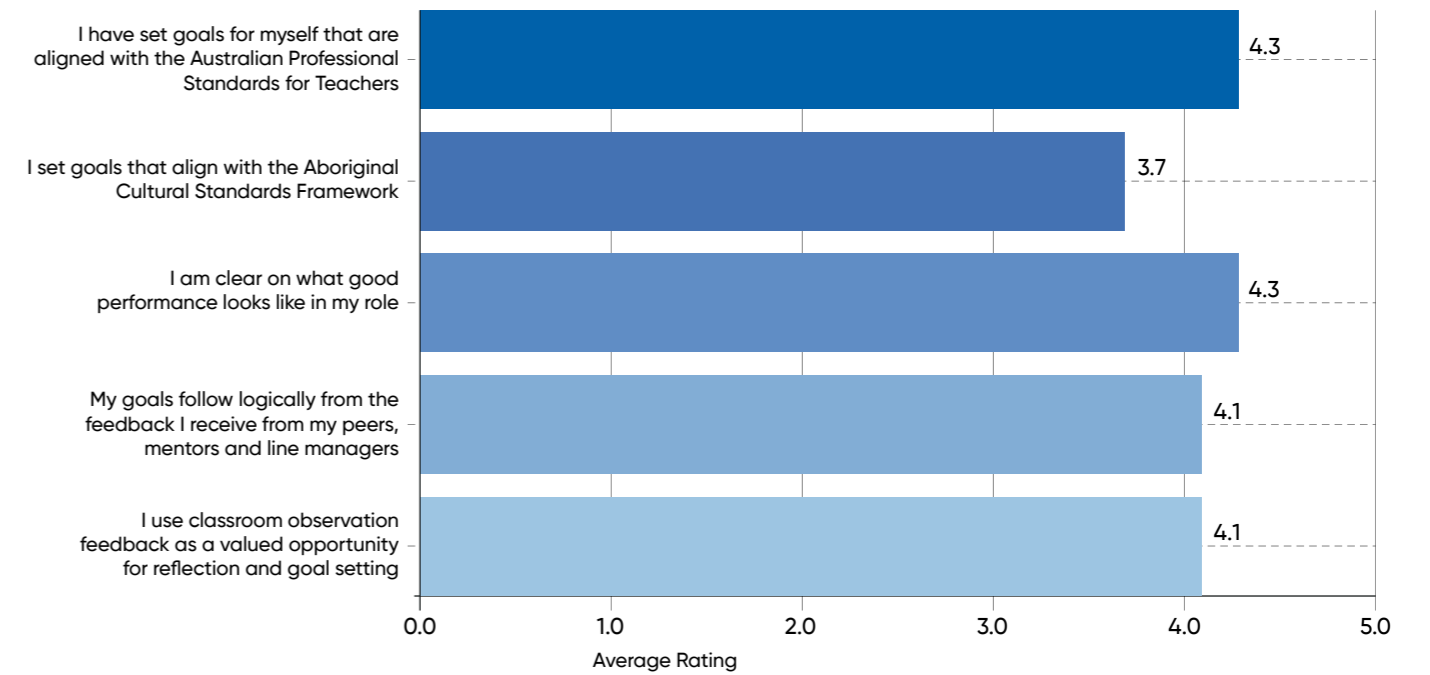
In 2022, the College was due to carry out our biannual student, staff and parent survey but due to the impact of COVID-19, this did not happen. It is scheduled for Term 2 2023. A staff survey was, however, conducted in Term 4 2022 with results shown below.

Regarding school-wide approaches to Teaching and Learning:

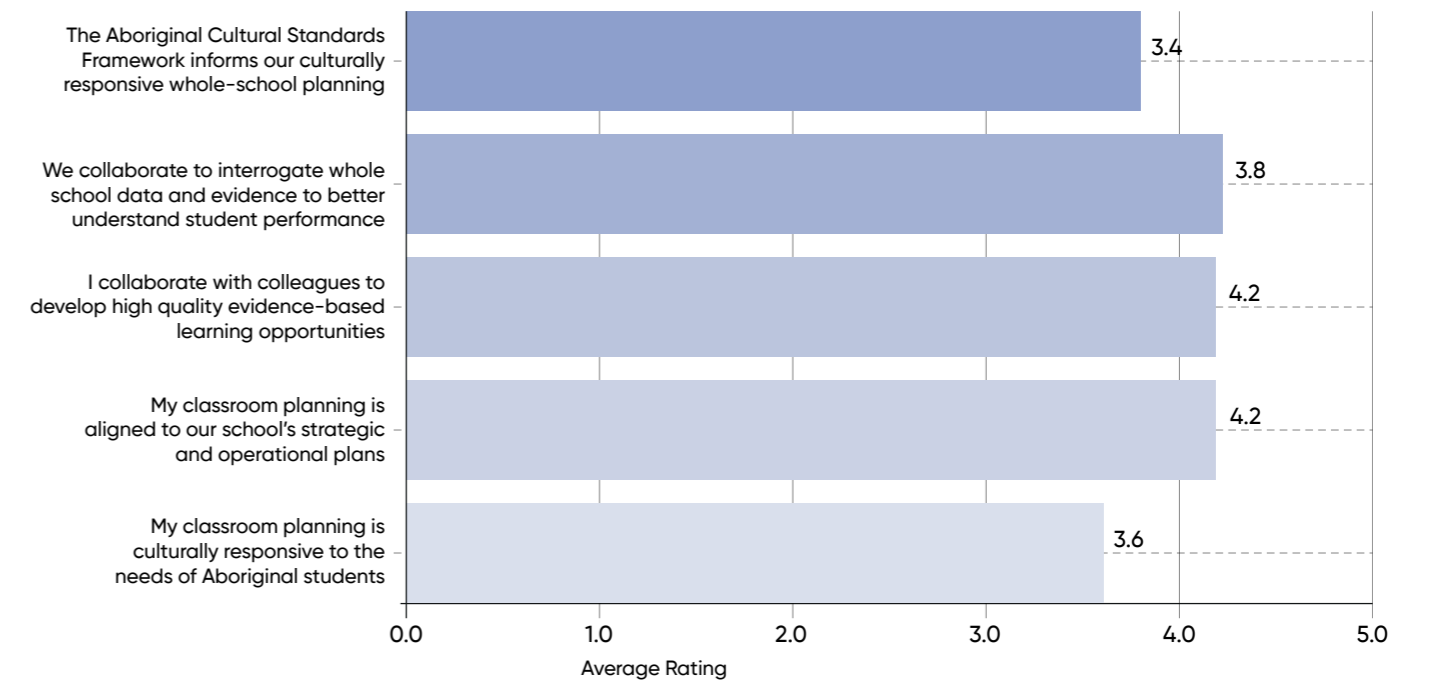
School Wide approaches to Teaching and Learning



Reflective Practice



Planning



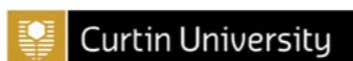
COMMUNITY PARTNERSHIPS

SRC has continued to build strong partnerships with parents and the wider community. Our new Board Chair, Denis Coldham led the Board throughout 2022 as they actively engaged with the direction of the College and provided valuable input and feedback. Our P&C also fundraised and supported the College to provide the best learning environment and resources for our students.

We wish to thank our numerous other community partners for the valuable contributions they have made to the College, including:

- The Smith Family
- Waalitj Foundation
- Australian Business Community Network
- The Community Garden
- The Woodturners Association
- The University of Western Australia Aspire program
- AIME
- Aurora Program
- Murdoch, Curtin and Edith Cowen Universities

We look forward to continuing to work with these groups in 2023 and beyond.



LOOKING FORWARD



Throughout the rest of 2023, we will continue to inspire our students and provide the best possible outcomes for them. This is the last year of our College Business Plan and a full review will be taken to assess our progress and to obtain feedback from students, staff and parents on our key priorities for 2024 and onwards.

Thank you for your support as we continue to strive to inspire every child, every day, in everything we do.

There will be a focus on building a sense of belonging at the College where all involved feel included, accepted, supported and respected.

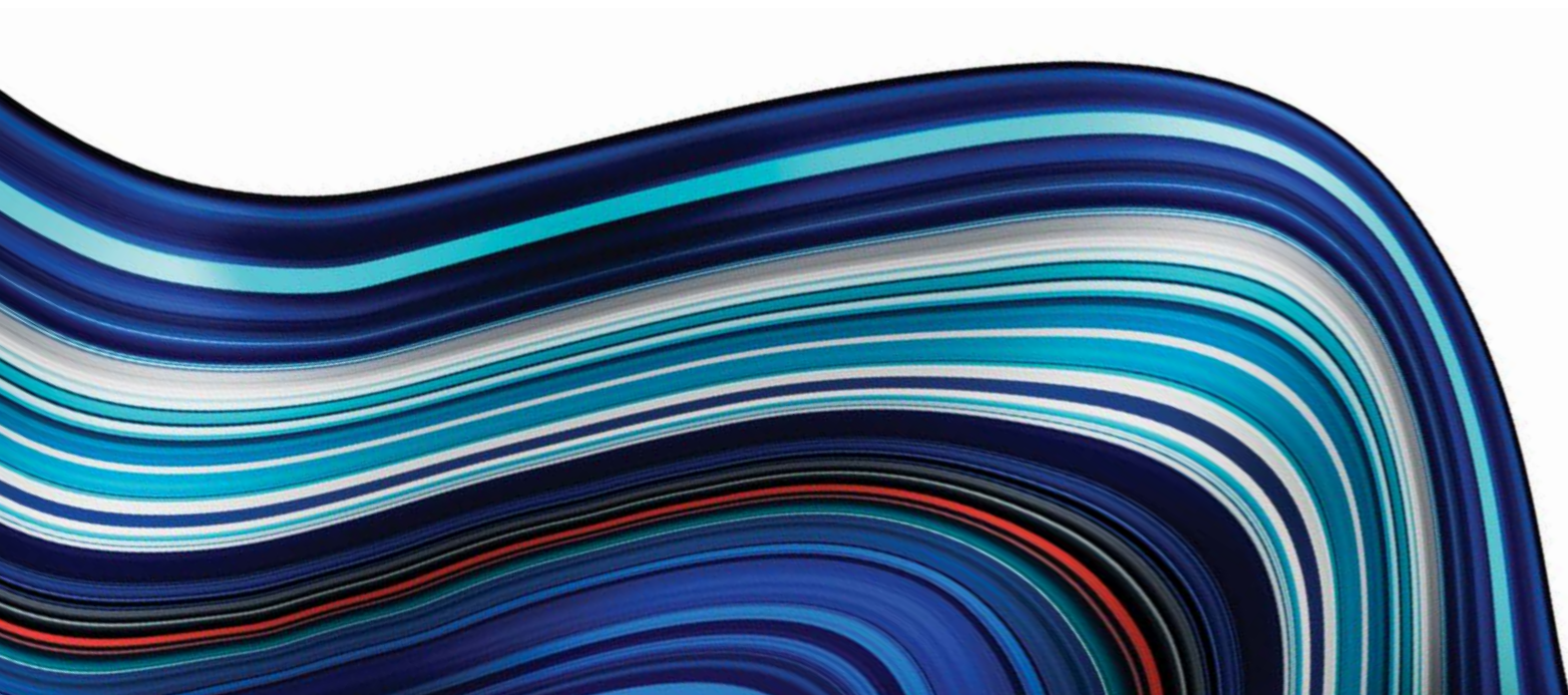
Quality teaching will be another major focus, with a whole school plan to train all staff in CMS over the next 2 years as well as upskilling senior staff as conference accredited trainers that can make observations and provide target feedback to teachers to support their practice.

Visible Learning will continue to be a priority and staff will be upskilled on evidenced-based 'High Impact' teaching strategies to ensure students are getting the best possible education.

We will continue to offer a range of different curriculum options to extend students with our Inspire programs as well as support those with special educational needs.

STEM will be a focus throughout 2023 and beyond with a new Inspire STEM pathway being developed for students.

Students will inform the College on how we can build belonging and celebrate our diverse College with student voice prioritised by engaging with our student leaders as well as the introduction of a Multi-Cultural Committee and an Aboriginal Leadership group. Community engagement will continue to be a focus as we work with our partners to provide a large range of varied learning options. Parent engagement will also be prioritised to ensure we are meeting the expectations of our community.



Knowledge **FLows**.

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