



Southern River College

Public School Review

Public School Review

Purpose

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

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

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

Expectations of schools

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

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

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

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

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

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

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

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

Context

Southern River College is located in the suburb of Gosnells, approximately 25 kilometres southeast of the Perth central business district, within the South Metropolitan Education Region.

The college's endorsed Specialised Learning Program supports the individual learning needs of Year 7 to Year 12 students with Autism Spectrum Disorder to enhance academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

Southern River College has an Index of Community Socio-Educational Advantage rating of 935 (decile 8) and currently enrolls 1221 students from Year 7 to Year 12.

The college opened in 1976 and gained Independent Public School status in 2015.

Southern River College has the support of the College Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Southern River College was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- College leaders demonstrated a comprehensive understanding of the school self-assessment process, and preparation for the Public School Review was strategically aligned to priority areas.
- The gathering of evidence provided in the Electronic School Assessment Tool (ESAT) was effectively distributed through the appointment of executive staff as domain leaders, ensuring shared responsibility and clarity of focus. Consultation occurred with the senior leadership team and staff were informed of the why and how of the process.
- The ESAT submission authentically reflected current practice against the Standard and domain-specific foci. Domain summaries clearly articulated impact on student outcomes and provided robust evidence to substantiate judgements made regarding the college's progress. Forward planning for continued improvement was also evident.
- During the validation visit, a diverse and well-informed group including college leaders, teaching staff, allied professionals, students, and board representatives provided genuine reflections that reinforced the college's improvement journey.

The following recommendations are made:

- To further strengthen collective ownership of progress and ensure a broad representation of perspectives in evaluating impact and planning for continued improvement, provide opportunities for staff to contribute to the judgements made in the self-assessment process.
- Incorporate review recommendations into the 2026–2027 Operational Plan, ensuring they directly inform school priorities and enable sustained school improvement.

Relationships and partnerships

All staff at Southern River College value partnerships with their college community, parents, Board, and the P&C. Relationships between staff, students and the community are positive, mutually respectful and founded on trust.

Commendations

The review team validate the following:

- An emphasis on relationships fosters a sense of belonging in the college. Staff and students are empowered to make decisions that influence the college environment, building a culture of responsibility and trust.
- Renewed cross-curricular collaboration with departments engaging in joint projects cultivates innovation and enhances student learning. This collaborative spirit plays a role in strengthening staff morale and collegial connections throughout the college.
- Restorative approaches are a focus, supported by open and transparent communication with families and the community. The college has established and maintained strong partnerships with external agencies, where all stakeholders feel valued and engaged in the improvement journey.
- As student enrolments have grown in recent years, the college has remained responsive by regularly reviewing its partnerships to strategically meet the evolving needs of students and their families.

Recommendations

The review team support the following:

- Enhance vocational and career pathways for students by establishing additional connections with post-school education and training providers and increasing workplace learning opportunities to develop students' employability skills.
- Develop sustainable processes for the collection of college community satisfaction feedback to highlight college achievements, monitor college culture and inform future planning.
- Implement a scheduled staff wellbeing survey that maintains a regular focus on college culture.

Learning environment

A safe and inclusive learning environment is being established where students can thrive.

Commendations

The review team validate the following:

- The college has invested significantly in the reinvigoration of a Positive Behaviour Support (PBS) framework, with a strong emphasis on implementation with fidelity. Collaboration among college leaders has been instrumental in establishing consistent behaviour management practice across departments.
- The college has commenced a multi-tiered systems of support (MTSS) journey, laying the foundations for tiered interventions that address the diverse needs of students using proactive and targeted support strategies.
- Culturally responsive practices have been prioritised, particularly in recognising and building upon the strengths of Aboriginal students. The college remains dedicated to fostering an inclusive environment where all cultures are welcomed, respected, and supported to thrive.
- Student voice is actively encouraged through a range of leadership opportunities and meaningful connections with the college's leadership team, reinforcing a culture of empowerment.

Recommendations

The review team support the following:

- Refine and strengthen the implementation of the MTSS model, ensuring alignment with student needs and evidence-based practices, and the engagement of associated staff to support this process.
- Prioritise implementing the college-wide PBS framework with fidelity to embed effective behaviour practices and consistent teaching of the expected behaviours across the college.

Leadership

The college creates opportunities for staff to lead, supporting professional and personal growth, contributing to a culture of growth and professional aspiration. There is extensive review, consultation and strategic planning that is now bringing meaningful change.

Commendations

The review team validate the following:

- The leadership of the college is highly visible, responsive and supportive, which are qualities valued by staff.
- Strategic change is purposeful and guided by a coherent narrative that links initiatives to clearly defined goals.
- Extensive review, consultation and strategic planning is bringing about some meaningful change.
- Leadership is distributed throughout the college, empowering staff to take ownership of their roles and contribute to a college-wide improvement agenda.

Recommendation

The review team support the following:

- Strengthen the instructional capacity of middle and aspirant leaders by investing in their professional growth and development, ensuring they are well-equipped to lead the implementation of consistent, high quality practices, aligned to the Quality Teaching Strategy, across the college.

Use of resources

Financial, physical and human resources are strategically deployed to align with the college's strategic direction and the needs of students. Resource planning is proactive, guided by student data, operational priorities, and college needs.

Commendations

The review team validate the following:

- Clear and transparent decision making regarding the allocation of resources has been positively received by staff. Funding priorities are firmly centred on student needs, with a strategic focus on initiatives that directly enhance student outcomes.
- Significant resourcing has been targeted at improving college infrastructure to ensure it is well presented, welcoming and conducive to learning.
- Resourcing decisions are intentionally directed toward classroom impact, ensuring that teaching and learning remain at the forefront.
- Effective financial governance is in place with oversight by the Finance Committee, with College Board representation. The budget is strategically prioritised ensuring that all student needs are addressed equitably and responsibly.
- Established review cycles continue to inform financial decisions, enabling the college to remain responsive to evolving priorities.

Recommendation

The review team support the following:

- Actively pursue grants, donations, and community partnerships to supplement funding allocations and enhance facilities and student learning opportunities for all students.

Teaching quality

Teaching quality is a key priority for the college with improvement goals and associated strategies clearly outlined in whole-school and operational planning.

Commendations

The review team validate the following:

- Southern River College has demonstrated a commitment to inclusive and responsive teaching practices by building the capacity of staff to differentiate instruction to support individual student learning needs. This is evidenced by the provision of targeted professional learning and investment in coaching to upskill staff in meeting the needs of increasingly diverse classrooms.
- Development of an instructional framework is underway, aimed at reducing variability in classroom practice and strengthening consistency in pedagogy.
- The college recognises the importance of whole-school approaches and is intentional in engaging staff in the planning and implementation of pedagogical change. This ensures initiatives are thoughtfully introduced and supportive of staff, fostering a collaborative and sustainable improvement culture.

Recommendations

The review team support the following:

- Utilise the River Way instructional model to promote consistent, evidence-based practices across the college, and encourage staff collaboration to support refinement of the framework. Ensure alignment with the college's strategic direction.
- Establish and embed whole-school literacy practices guided by a clearly documented operational plan.
- Establish a consistent, college-wide approach to tiered intervention and extension, underpinned by robust data collection and analysis, with a strong focus on early identification of student needs.

Student achievement and progress

Student achievement and progress are central to college evidence-based decision making processes supported by engaging in rigorous data collection, interrogation, and analysis.

Commendations

The review team validate the following:

- Progressive Achievement Tests data continues to be a vital tool in identifying students for targeted programs that meet individual learning needs.
- Regular data reviews within learning area meetings foster a culture of evidence-informed practice and collaborative decision making.
- The introduction of Elastik provides teachers with timely insights into student achievement levels and is informing the delivery of differentiated teaching. This approach enhances the college's capacity to respond to student needs.
- The newly launched RISE² program exemplifies the college's deep commitment to ensuring every student is provided the conditions to achieve. Drawing on a wide range of data sources, RISE supports the development of personalised education plans that place student growth at the centre.

Recommendations

The review team support the following:

- Implement consistent and scheduled reviews in college planning timetables of student performance data to guide the delivery of targeted interventions and extension opportunities.
- Develop strong data-informed practices that support the evaluation of agreed instructional approaches, to ensure their effectiveness in improving student outcomes.
- Embed and strengthen a whole-school literacy plan, with a focus on reading and writing to strengthen progress and achievement in NAPLAN³ Years 7 and 9.

Reviewers

Paul Bottcher
Director, Public School Review

Jessica Halliday
Principal, Safety Bay Senior High School
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your college's next scheduled review. This notification will be provided in 2028.



Mary Brown
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Reading Initiative for Student Excellence
- 3 National Assessment Program – Literacy and Numeracy