SOUTHERN RIVER COLLEGE



2020 ANNUAL REPORT



Independent Public School	since 2015
Student Numbers (Semester 2 2019)	937.00
Principal	Mrs Everal Eaton
Board Chair	Mrs Patricia Morris AM.JP

Southern River College's Annual Report for 2020 represents the final year of our Business Plan 2018 – 2020 and a year of gratification through challenging times in the world. Despite the effects of the pandemic of COVID-19 we have achieved some outstanding results moving further in our mission to develop confident and active global citizens by creating opportunities for all students Years 7 to 12 as they progress through our educational pathways. This is supported by our mission to embrace diversity and excellence, helping our students achieve their aspirations. Our college promotes academic excellence and vocational aspirations for students, celebrating their diversity while inspiring their ambitions.

The finalisation of this business plan has helped to build the foundations for our next plan while setting the scene as we continue to measure our success across a number of domains. I hope that you enjoy the reflections and ongoing pursuits of ever increasing our standing in our community as we try to make a difference to our students and our school community.

Chairperson's Statement



Mrs Patricia Morris AM.JP
SCHOOL BOARD CHAIR

My report on behalf of the College Board provides the opportunity to record our activities in 2020, a year like no other. The college faced challenges such as restrictions on student attendance, and the rapid requirement of online teaching for our students.

The Student Council lead by Head Boy Connor Nicol and Head Girl Alexia Lozada didn't let COVID-19 slow them down and continued their activities for the students including a Talent Show, a Year 7 welcome video, Year 11 Training Workshops and lunchtime volleyball. These committed student councillors are role models for all students and we commend them for their efforts this year.

Successful partnerships presented opportunities for both students and teaching staff in 2020. Some of these partnerships included: Wirrapanda Foundation, University of Western Australia, Curtin University, The Smith Family, Amazon, Chevron, Teach Australia, as well as the connection with Gosnells Woodturners Association and the Gosnells Community Garden.

The college is also continuing its productive and ongoing connection with City of Gosnells. The latest achievement for our college and the wider City of Gosnells community in conjunction with the City of Gosnells will see the commencement of an upgrade to the low lying vacant land (next to the current oval) to be filled and grassed for a new oval.

Major upgrades have been taking place in 2020 funded by the State Government to enhance our students learning. Particular areas of note include; a new sports gymnasium, performing arts centre and dance room, Wellbeing Centre upgrades, SALP outdoor area, STEM areas refurbishments, design and technology workshops, information technology equipment and textiles lifting the work environment for everyone.

Over the final term of 2020, the college has undergone a process to provide our strategic direction for the next three years as required by the Department of Education. This plan will grow from our previous plans and covers four priority areas; Inspire Students, Inspired Teachers, Inspirational Community and Inspiring Culture.

On behalf of the College Board, I would like to thank the tireless commitment of our Principal Everal Eaton, Deputy Principals, teaching and administration staff who have continued to encourage and support all our students with their education this year.




We inspire every child, every day
in everything we do

Principal's Summary



Mrs Everal Eaton
COLLEGE PRINCIPAL

Southern River College's Annual Report for 2020 represents the final year of our Business Plan 2018 – 2020 and a year of gratification through challenging times in the world. Despite the effects of the pandemic of COVID-19 we have achieved some outstanding results moving further in our mission to develop confident and active global citizens by creating opportunities for all students Years 7 to 12 as they progress through our educational pathways. This is supported by our mission to embrace diversity and excellence, helping our students achieve their aspirations. Our college promotes academic excellence and vocational aspirations for students, celebrating their diversity while inspiring their ambitions.

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2020 will go down as one of those years that changed the world and in our little part of the world we had to do some adjusting too. 2020 began like any other year full of hopes, ideas, moving forward on our quest to support our wonderful students and school community. March 11th came and things changed with the onset of a worldwide pandemic and Covid-19. The way in which we approached our teaching and learning programs had to be transformed to an online process. Our thoughts went out to our Year 12 students especially who were in the midst of their final year. Come May we were able to open the school properly again and resume normal classroom programs but we had changed, adapted and so had the world. To a new way of working and being. I especially wanted to thank our teachers this year who have gone above and beyond to support our students in these challenging times. Thank-you.

2020 was a big one for setting the scene, reflecting on the past and moving forward. Behind the scenes we have been working on developing our new business plan while reviewing our data and achievements over the last three years. Staff, students, board members and parents have been involved in developing our plan for 2021 – 2023 building on the past to create our future focus. It has been a wonderful team effort that I think will place Southern River College in a leading position to really take on our future with positive growth and focus.

We have set the wheels in motion to commence 2021 with our new Wellbeing Centre which will support our focus on complex behaviours and support, teaching and learning strategies and school culture, celebration and activities. We saw the refurbishment of our Student Service Area, Design Technology upgrades and shade sails also being constructed in our café area, along with the opening and use of our newly renovated buildings.

We officially opened the Pat Morris Pavilion honouring our Board chair for her outstanding work to our school and general community. Pat has been the chairman and member of the Southern River College Board since March 2010. Her contributions to our community are to be commended. She was the first female City of Gosnells Mayor and Freeman of the City, and has served for decades as an elected represen-



PRINCIPAL
Everal Eaton

tative and is part of almost every community organisation across the City of Gosnells. She has been working with the Southern River College community to help improve industry and educational connections since 2005 and is currently serving as Southern River College Board Chairperson.

Mrs Pat Morris has been a long standing citizen in the City of Gosnells and huge supporter of Southern River College and its community. She has been pivotal in many of the new initiatives happening at the college over the last 15 years. Pat Morris was part of the college success in attaining IPS and an outstanding school review in 2017. She gives tirelessly to the college and has represented the college at many forums and events. She is not only true inspiration the college but is also supportive of the City of Gosnells Community and is held in high regard.

Despite Covid affecting some of our activities this year, we were able to achieve many of our events, opportunities and activities for students. Try a Trade in partnership with South Metro TAFE and the Construction Training Fund Scholarships continued to provide students with real life opportunities in the VET area.

This year we commence our support and connection to parents with the introduction of our Triple P Program, School TV Conversations and providing workshops for parents and families to learn more about raising and supporting young people. The response from this has been exceptional with stronger affiliations with our families. We will continue this work in conjunction with our Wellbeing Centre Programs into 2021.

Mr Bikim and our wonderful art teachers continued to excel in a number of awards, including works in the Young Originals. We worked with Amazon providing our Aboriginal students with a project using Alexa voice technology to create stories that promoted inter-cultural understandings. The arts students showed us their talents performing throughout the year and we even commenced our first primary school ensemble concerts.

Our Breakfast club morning food fest continued, along with our Be You programs. We held our annual RUOK day with many fantastic activities on show to remind us of the importance of caring for each other.

We held the World's Greatest Shave with the whole school coming together to support our student Katie Russell and staff members Shaq McKenzie, Sean Dominish and Owen Davies as they shaved their heads to raise money for the Leukemia Foundation. Their brave and inspirational involvement in this year's World's Greatest Shave saw $3,800 donated towards vital research into blood cancers and to support those affected by these diseases.

Our academic Inspire program students learnt about creativity, team work and the application of mathematics to solve problems. This year fifty-two students from Years 7 and 8 received certificates for participating in the Bebras Challenge – an international initiative to promote informatics and computational thinking among students of all ages, coordinated by the CSIRO. Physics went to Adventure world to learn about Physics in action.

Science week this year we celebrated all things Science by participation in scavenger hunts and science explosions as we learnt more about the wonderful world of science. Thanks to the Smith Family's Work Inspiration Program, a group of Southern River College students were able to enjoy a unique, behind-the-scenes look at Deloittes, the world's largest services firm. As well as meeting staff and learning about the company, students were able to engage in some critical thinking tasks and learn more about the skills needed in today's workplaces.

STEM was in action throughout the year providing students with numerous opportunities to shine. Year 9 mechatronics students made Remotely Operated Underwater Vehicles (ROUVs) and our Year 7's learnt about the force and motion in Mr Smith's STEM classes. We purchase new virtual reality headsets and our students will be able to explore the furthest reaches of outer space, the deepest depths of the oceans, walk ancient streets, take a journey through the human body and have many other fantastic adventures. We undertook the Asian Summit Digital Youth Forum with our students coming together with other schools to solve real world problems in drones with a purpose, deforestation, artificial photosynthesis and ways to solve increase pollution in our world.

The Western Australian Institute of Sport (WAIS) was on the lookout for future rowing, kayaking and cycling Olympians and as part of their search and held talent identification sessions at Southern River College. Interested students participated in a series of fitness tests and physical measurements – all designed to indicate whether a student has the potential to become an elite athlete in the future. We had workshops with the Wildcats to help promote our basketball team's development. Our sporting teams excelled again with volleyball taking on new focus in the school while our soccer and netball teams continued to represent our school proudly.

A big special thank-you to our Student Councilors this year. Your resilience and support to our school community was especially appreciated. These students are to be commended on their efforts and willingness to give back to their school

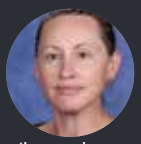
"The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world–the world of the future."
We can't predict what students will need to know in the future. Instead of focusing on what it means to be "educated"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

and the students.
Year 7 Eftekhar Hussainy, Kaedan Amos, Isabel Shaw, Danzel Morrison
Year 8 Katie Russell, Ryan Carr, Basheerah Van Graan, Peijmarie Hiko Kita
Year 9 Pratishee Luchoomun, Mi Soi Tar Non, Cooper Macey, Jaishree Charan
Year 10 Maisum Syed, Athena Isabelle Calupig, Hser Moo Ku, Kobi Philbin, Kyla Vearing
Year 11 Alexis Gidman, Richard Pountney, Nye Clack, Tracy Fernihough, Isabelle Oreo, Jacinta Milne
Year 12 Putu Jackson, Jan Joseph (JJ) Cordova, Head Boy Connor Nicol, Katarina French, Head Girl Alexia Lozada, Deacan Leete

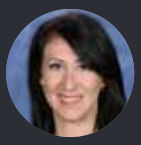
A big thank-you to our fantastic office and support staff. This year there was much to do behind the scenes to prepare with careful consideration many of our events and communication systems. I am not sure we realise just how much our office and support staff do. So on behalf of our school community a truly big thank-you. YOU are AWESOME!

In closing as is tradition in our school, each year we recognised the efforts of extra-ordinary people and community and thank them for their continued efforts and support of our students and college. This year the winners are:
Excellence in Industry Partnerships
Organisations and industry partners that provide advice, assistance and opportunities for the school, staff and students to excel in our community.
South Metro TAFE

Excellence in Community Contributions
Community members that offer expertise, services and/or skills that benefit the college with programs, facilities or mentorship.
Vaille Dawson UWA



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



Non Teaching
Felicity Weary

2020 has taught us many lessons, but none more so than that of care, connection and communication. Stay safe everyone, care for each other, keep connected and take the time to talk and meet with people. Communicate with your heart and open your minds to the learning new things about yourself and your community.

Everal EATON
Principal







Our RIVER Way

R We use RESEARCH and data to informs our practice so we can learn and grow together.

I High IMPACT teaching strategies support our focus on excellence in teaching and learning

V VISIBLE LEARNING enhances our capacity to understand effectiveness and progress.

E We ENGAGE our community to create authentic opportunities for students.

R The RIVER ROAD Centre supports students using the Berry Street Model.

W The WELLBEING Centre uses a growth mindset to support all students.

A ATTITUDE reflects our RIVER VALUES

Y The WHY informs practice, actions and the purpose of our vision as we seek to inspire, every student, every day in everything we do.

Our RIVER Values

Relationships	We build relationships with care, collaboration and courtesy.
Identity	Our identity creates confidence, individuality and pride
Virtues	We use virtues to show honesty, responsibility and trust
Excellence	We are motivated by excellence and apply diligence to seek our aspirations.
Respect	We show appreciation, and understanding of diversity

Our College Priorities

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

- Strategic Plan for Public Schools 2016 – 2019
- Building our Strength
- Focus Documents
- Classroom First Policy

Inspired Students

We support every student to develop holistically and engage positively with their school community. We inspire students to be challenged, to grow and succeed, to achieve their full potential on their individual learning journey.

Inspire Culture

We believe that the culture of our school is the foundation of our practice, driven by outstanding governance, strong leadership, students and their aspirations.

Inspiring Teachers

We engage our knowledge of curriculum and pedagogy to inspire creativity, collaboration, empathy and innovation in a safe and supportive environment. We celebrate progress and achievements throughout the school community.

Inspirational Community

We value and protect our sense of community, interest, action and country, that value the past, present and future of our students. Our community inspires and nurtures students with partnerships, pathways of connection and learning for the future.



P&C Report



Mrs Jen Clune
P&C PRESIDENT

It gives me great pleasure that I provide a report on behalf of the school's P&C Association. In 2020, we are excited to have a new vision and building our member base currently to a healthy 15 members.
We have a new motto: "We don't do boring" and welcome a fresh new Office Bearer and Executive Team.
Our dedicated and passionate team of parents, grandparents and carers gave their time to attending meetings and being involved with P&C events.

We recently had 100% member turnout at our Sports Carnival Food Tent where our members offered the students affordable and yummy lunch on the day. As well as a great success selling out of sausage sizzles and bacon & egg buns, it was a fabulous team building day.
At the beginning of 2020, the P&C handed over the canteen reigns to an outside provider. The P&C would like to acknowledge and thank our P&C Canteen staff for their valuable contribution over the years.



In a vastly different year for P&C's, the challenges faced in keeping our P&C running with active members was met head on with a great turnout at our AGM and we successfully filled all our Office Bearer Positions straight away with a fabulous team at the helm.
As newly elected P&C President I have spoken at the incoming new student's evening, promoting our newly revived P&C and attended the WACSSO Conference (W.A. Council of State Schools Organisation) our state P&C Representatives Board. Our Vice President Rob Cechner also attended these events.
Representing our P&C at a Community Forum with the Premier Mark McGowan and Terry Healy MLA was a highlight for me as President.
I would like to thank the newly formed P&C Executive Committee and Office Bearers for their commitment and supporting my role as President this year.
We continue to support the college with requests for support in various projects including our donation towards the graduation for the Class of 2020, and some new 'values banners' for around the college.
I would like to sincerely thank our outgoing P&C President Karen Adams, and Vice President Paula Duffin for their commitment and time volunteered earlier in the year and many years' prior.
Thank you to all the parents who have contributed to the P&C Association via the voluntary contributions.
In 2021 the P&C Association will continue to support the college. We have a common goal to support the school and students and be the link between parents and the college representing the voice of parents.

Studies show that parents who are involved in their child's education by volunteering and being involved in their P&C Association has so many positives, and we would like to encourage all parents to come along to our P&C Meetings to see what we do and of course join.

Mrs Jennifer Clune
P&C President



Leadership

Year 12 Graduation Awards

Subject Award Winners	
ATAR English	Dhiyah (Zerah) Jayakumar
English	Laura Berry & Kainat Latif
ATAR Mathematics Methods	James McClumpha
ATAR Mathematics Specialist	James McClumpha
ATAR Mathematics Applications	Jayden Marshall
Mathematics Essentials	Allana Armstrong
ATAR Chemistry	James McClumpha
ATAR Physics	James McClumpha
ATAR Biology	Deakin Buttigig
ATAR Human Biology	Nye Clack
Earth & Environmental Science	Laura Berry
Integrated Science	Isabelle Oreo
ATAR Geography	James McClumpha
Ancient History	Isabelle Oreo
Career and Enterprise	Laura Berry
Business Management and Enterprise	Dylan Louis Blakey Van der Heyden
Certificate II Business	Melekoula Piukala
Certificate II in Visual Arts	Laura Berry
Certificate III in Music Industry	Monique Zampogna
Year 11 Cert II Creative Industries	David Rees
Graphic Design	Monique Zampogna
Children, Family & Community	Isabelle Oreo
Food Science and Technology	Laura Berry
Engineering Mechatronics	Dylan Louis Blakey Van der Heyden
Materials, Design and Technology – Metals	Abraham Syed
Materials, Design and Technology – Wood	Tavian Bryson
Certificate II in Engineering Pathways	Hsa Ka Plu Moo
Computer Science	Samuel Thomas
ATAR Health Studies	Taiya Blackmore
Physical Education	Gideon Ntihinduka
Health Studies	Jocelyn Sulit
Cert II in Sport Coaching	NFP
Workplace Learning	Keely Bennett

Special Award Winners	
LINDA REYNOLDS PERSERVERANCE & DETERMINATION AWARD	Fatima Rezaei
TERRY HEALY INSPIRATION AWARD	Dylan Richardson
CALTEX ALL ROUNDER AWARD	Trent Tanner
SPORTS PERSON AWARD	Kaia Taylor
CITIZENSHIP AWARD	Deacan Leete
WOODTURNERS AWARD	Bradley Morris
LONG TAN AWARD	Alexia Lozada



Academic Dux

Aaron Javier

VET Dux

Trent Tanner



Leadership

Student Leadership Team

I would like to recognise the efforts of our Student Councilors. It is very pleasing to see so many students taking on leadership roles in the college. These students are to be commended on their efforts and willingness to give back to their school and the students. Our councilors have been a wonderful support to all our students and have represented our school extremely well supporting our RIVER values and positive school culture with great pride and focus. Thank-you.

YEAR 7

Eftekhar Hussainy, Kaedan Amos, Isabel Shaw, Danzel Morrison

YEAR 8

Katie Russell, Ryan Carr, Basheerah Van Graan, Peijmarie Hiko Kita

YEAR 9

Pratishee Luchoomun, Mi Soi Tar Non, Cooper Macey, Jaishree Charan

YEAR 10

Maisum Syed, Athena Isabelle Calupig, Hser Moo Ku, Kobi Philbin, Kyla Vearing

YEAR 11

Alexis Gidman, Richard Pountney, Nye Clack, Tracy Fernihough, Isabelle Oreo, Jacinta Milne

YEAR 12

Putu Jackson, Jan Joseph (JJ) Cordova, Connor Nicol (Head Boy), Katarina French, Alexia Lozada (Head Girl), Deacan Leete, Jonathan Merino, May Rewell, Emma Slodecki



Avaria Nepia
Softball Success
Congratulations to Avaria on her selection for the 2020 School Sport WA Under 17 Girls' Softball Team.



Oz Kids in Print
We're absolutely thrilled to see Emma-Lee Egan's artwork on the front cover and a short story from Year 10 student Samuel Thomas inside.



Taya Parfitt
Young Achiever Award
Taya was selected as a semi-finalist in the Arts and Culture Category of the 2020 7NEWS Young Achiever Awards



College Overview



Staff

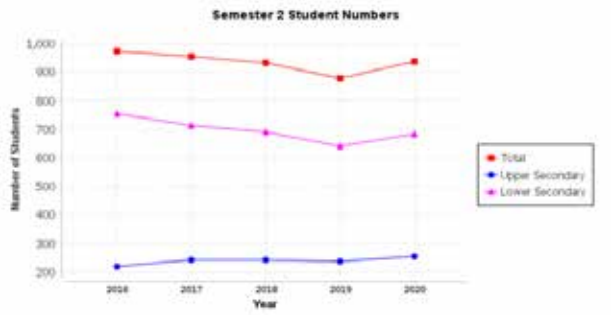
All staff are compliant to the Teacher Registration Board. In 2020 we again hired staff who could help develop our focus in STEM, Academic Excellence, Learning Difficulties and Engagement. We increased our Teach for Australia associates with three new members joining the team in the areas of Science and Humanities. Other staff were recruited based upon the learning area needs. Professional learning for staff was shaped with the needs of our priorities and operational planning. In developing our workforce plan and our annual budget of approximately $12,000,000.00 we used approximately 85% of this on staffing needs.

Staff Numbers 2020	
Principal	1
Deputy Principal	3
Level 3/Program Coordinator	8
Program Managers	5
Total Administration Staff	17
Level 3 Teachers	1
Other Teaching Staff	59
Total Teaching Staff	60
Clerical/Administrative	25
Gardener/Maintenance	4
Non-Teaching Staff	17
Total Support Staff	46
Total Staff 2019	123

Enrolments

Trends in enrolments grew in 2020 with more students staying on into upper school. Year 7 was our biggest cohort of students in recent year with numbers finalising at 202 by the end of Semester two. Student transiency stands at 16.2% the lowest in five years. Students with disability in at 6%.

The diversity of enrolments shows 9.9% Aboriginal and 25% English as a second language with students in this category representative of Nationalities.



Semester Two Enrolment Numbers 2020						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	***Total***
202	166	159	156	138	116	***937***

Targets 2018-2020

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

TARGET 1 **Literacy and Numeracy (NAPLAN)**	NAPLAN data from Year 7 to 9 moves to High Achievement High Performance showing sustainable value adding in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation in comparison to like schools.	
TARGET 2 **Australian Tertiary Admission Rank (ATAR)**	Increase the number of student's successfully pursuing academic pathways from 22% in 2017 to 30% and a median ATAR of 70 plus by 2020.	
TARGET 3 **Senior School Pathways**	Increase WACE Achievement targets to 90% plus 2020 by improving OLNA and Certification results.	
TARGET 4 **School Culture**	National and school surveys show improved levels of satisfaction in school culture, leadership and organisational health based on the surveyed opinions of teachers, parents and students.	
TARGET 5 **Attendance**	Increase regular attendance to 80% across all cohorts and improve attendance drop off from semester one to semester two by 5% by 2020.	
TARGET 6 **Effective Conditions for Learning and Engagement**	Suspension data levels remains below 10% as a baseline figure for 2020.	

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

Priority One



INSPIRED STUDENTS

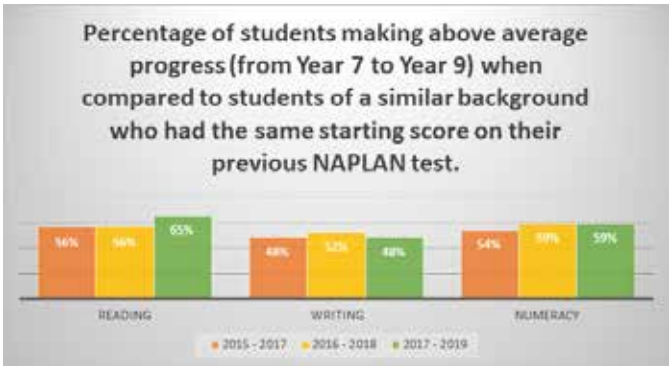
Inspired Students

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

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

NAPLAN

Due to COVID-19 The National Assessment Program Literacy and Numeracy (NAPLAN) test all students in Australian Schools in Year 3, 5, 7 and 9 were not undertaken. This will mean for this cohort of Year 9 students the OLNA testing will be undertaken by all students. Provisions for this have been made. The table below demonstrates our NAPLAN achievement to date with historical reference.



OLNA

Literacy is an ongoing area of focus, with writing in particular being looked in particular. OLNA supports were put in place with intensive support for students struggling with basic literacy needs. This support saw an improvement in the number of students attaining a WACE and OLNA capabilities. The graph below shows the incredible achievements of the school to ensure students achieve a WACE and completion of OLNA standards. Based on this there is still more work to be undertaken in regards to ensuring students are having literacy and numeracy competency in early years. Greater investigation into 7 to 10 data assessment is required.

OLNA Achievement by completion of Year 12	2019		2020	
Numeracy Achievement	No	%	No	%
Prequalified in Year 9 NAPLAN	38	38	37	34.26
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	54	54	62	57.41
Demonstrated the standard by the end of Year 12	92	90	99	89
Reading Achievement				
Prequalified in Year 9 NAPLAN	34	34	36	33.33
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	61	61	66	61.11
Demonstrated the standard by the end of Year 12	95	92	102	92
Writing Achievement				
Prequalified in Year 9 NAPLAN	22	22	22	20.37
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	72	72	78	72.22
Demonstrated the standard by the end of Year 12	94	91	100	90



Recommendations

- The continued use of data and explicit teaching of literacy and numeracy skills in English and Mathematics classroom, with a particular focus on improving writing skills.
- All staff are aware of, upskilled in common language and delivery methods as aligned to the SRC Pedagogy Framework.
- Lead teachers will implement peer observation practice to support better understanding and coaching of our learning framework and visible learning
- Using Best Performance Data, RTP, SAIS every classroom uses pre and post profile to structure the lessons.
- The 10 element of HITS is aligned to our model for development in our pedagogical learning framework to improve teacher efficacy
- In every classroom we can see modelling of agreed learning frameworks being used by teachers to improve their impact and student growth
- Continue TLC and Build Classes to support students with low literacy and numeracy requirements with a focus on direct instruction strategies with a focus on sharing strategies for improvement across learning areas.
- Support Literacy and Numeracy strategies and interventions in Years 10 and 11 OLNA by added support and identification of students.



Student Data 7 to 10

As part of Southern River College's school improvement cycle, student performance data is analysed, discussed and reviewed at every level, from the Leadership Team to the classroom teacher. Learning Area grade allocations, in comparison to grade allocations by Like Schools and as an average across all State Schools, are analysed systematically to determine trends and areas for improvement.

In 2020, students generally performed well across several Learning Areas in comparison to Like Schools and State Schools (Department of Education), achieving higher A - C grades in English, Maths, Science, The Arts and Health and Physical Education for Year 7 but continued to underperform as the years' progress. Greater investigation is needed to analyse this data but it would seem that staff may need greater support in understanding grading and assessment task and how to improve the impact of their teaching to show value adding.

There are also, a percentage of markedly lower grades achieved in English, Mathematics, Science, Humanities & Social Sciences, The Arts, Health & Physical Education and Digital Technologies when compared with Like and State Schools as students' progress to Year 10. A student who achieves a C grade is deemed to have achieved at the expected standard for students in their year group, whereas a student achieving a B or A grade is performing above or well above the expected standard for that year group the correlation to our senior school pathways needs lines of inquiry.



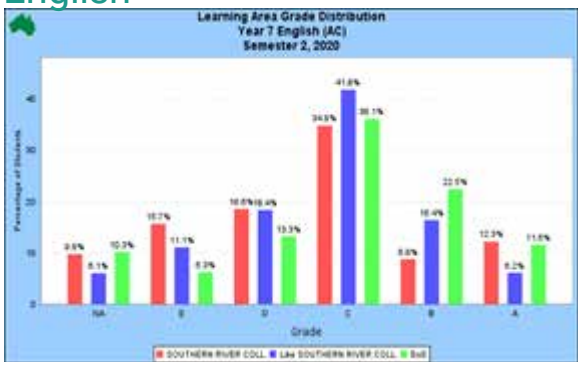
General Recommendations

- Use, or creation of WA Curriculum Grade A-E exemplars in Learning Area moderation and determining grade cut-off boundaries, with a focus on ensuring an increased achievement of WA Curriculum A - C grades in Year 7 to Year 10.
- Learning Area reviews of assessment tasks, ensuring tasks and marking keys are in line with WA Curriculum grade descriptors.
- Target literacy and numeracy conferencing to cohorts to address gaps in student understanding.
- Explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Year 7 to 10.
- Participation, where possible, in Year 7 - 10 moderation between schools.
- Teachers in all Learning Areas to utilise system data, such as SAIS, RTP, NAPLAN and OLNA, when analysing student performance in Learning Area contexts.
- Best Performance Data to be used to help improve understanding of impact and areas of focus for improvement and interventions required.
- Mentor teachers through the Centre of Pedagogy to assist in assessment for learning processes.

Year 7

In 2020, Year 7 students performed well across several Learning Areas in comparison to Like Schools and State Schools (Department of Education), achieving higher A – B grades, however concerning is the number of students below standards at the completion of Year 7 with a high number of students in the D and E range that were not comparable with like schools. Suggesting that our grading may need adjustment and/or our students require further interventions to help support their levels. Best Performance Data and impact data using Visible Learning principles should help with this inquiry and setting of interventions.

English



Mathematics



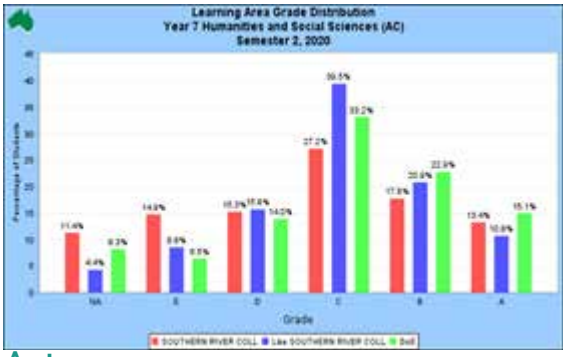
Science



Technologies



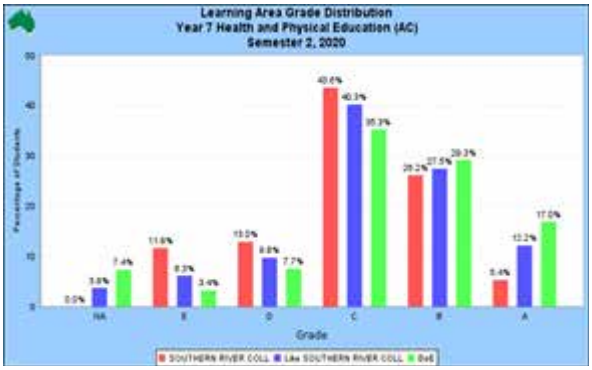
Humanities and Social Sciences



Arts



Health and Physical Education



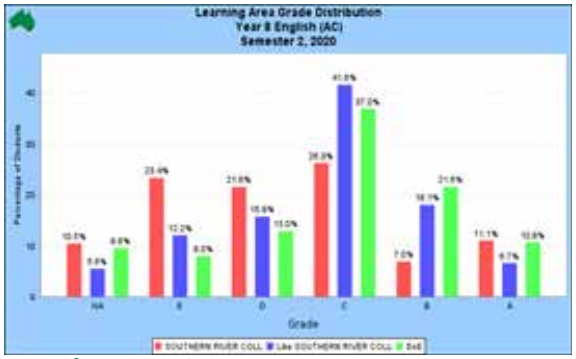
Recommendations

- Greater interventions and testing for students on entry.
- Best Performance Data and PAT testing to be used to support focus on areas of need.
- SCSA exemplars and work samples to support moderated tasks and assessments.
- Year 7 teachers to attend Year 6/7 SCSA consensus meetings.
- Review Primary School transition data and opportunities to work with primary schools.

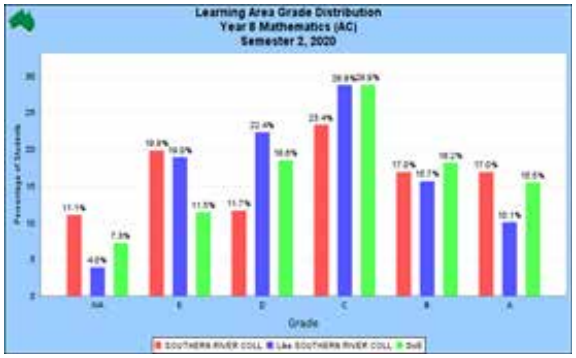
Year 8

In 2020, Year 8 students performed well in Maths in comparison to Like Schools and State Schools (Department of Education), achieving higher A – B grades, however concerning is the number of students below standards at the completion of Year 8 with a high number of students in the D and E range that were not comparable with like schools in Science, Maths, English and Suggesting that our grading may need adjustment and/or our students require further interventions to help support their levels. Best Performance Data and impact data using Visible Learning principles should help with this inquiry and setting of interventions.

English



Mathematics



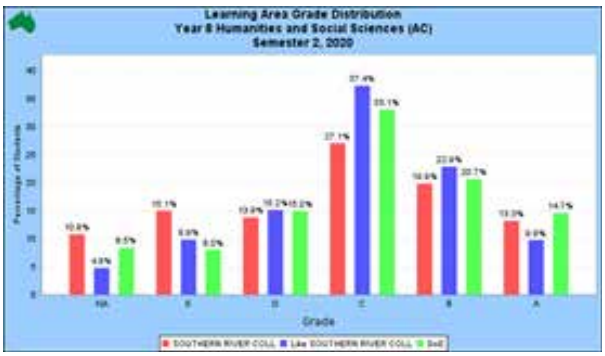
Science



Technologies



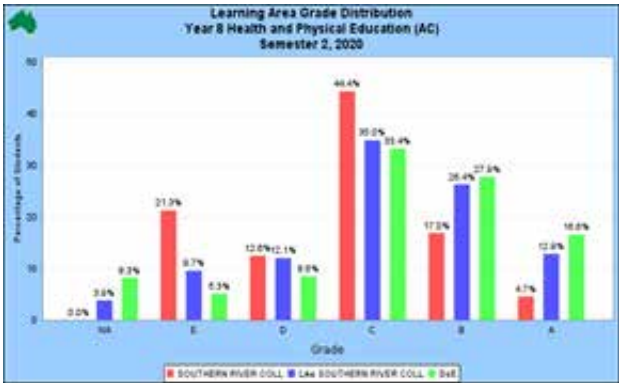
Humanities and Social Sciences



Arts



Health and Physical Education



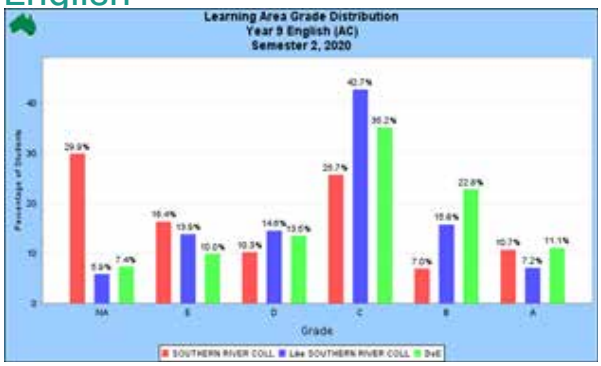
Recommendations

- Greater interventions and testing for students on entry.
- Best Performance Data and PAT testing to be used to support focus on areas of need.
- SCSA exemplars and work samples to support moderated tasks and assessments.
- Numeracy across school to support and shape interventions and numeracy delivery.

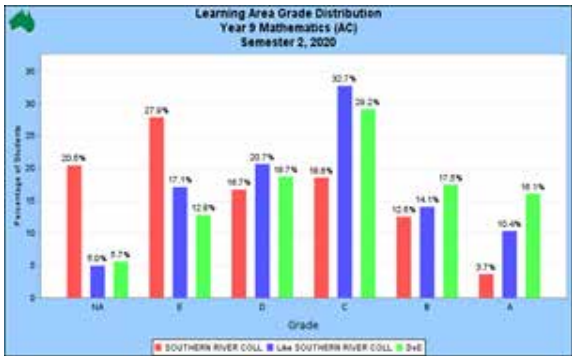
Year 9

In 2020, Year 9 students did not perform well suggesting that our grading may need adjustment and/or our students require further interventions to help support their levels. Best Performance Data and impact data using Visible Learning principles should help with this inquiry and setting of interventions. Concern over grade allocation and assessments needs investigation. Teachers may need more alignment to the SCSA resources for validation of grades.

English



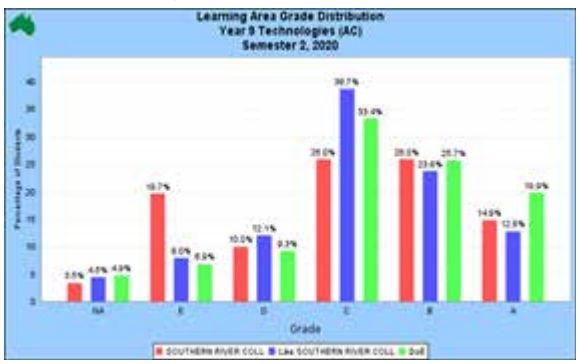
Mathematics



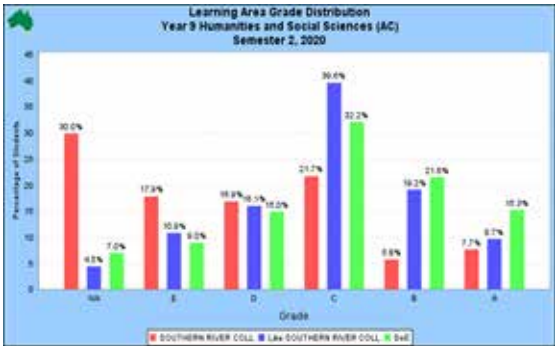
Science



Technologies



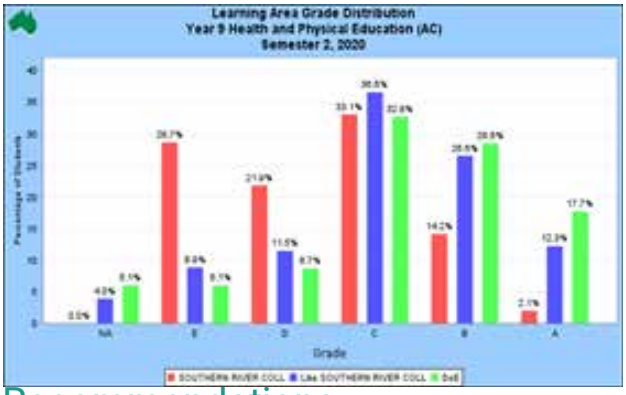
Humanities and Social Sciences



Arts



Health and Physical Education



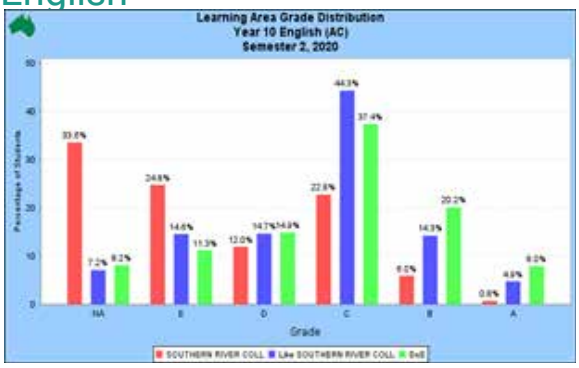
Recommendations

- Engagement and enrichment activities to help ensure students stay on track.
- Improve feedback to students and information to help students improve their grades.
- Greater interventions and testing for students on entry.
- Best Performance Data and PAT testing to be used to support focus on areas of need.
- SCSA exemplars and work samples to support moderated tasks and assessments.

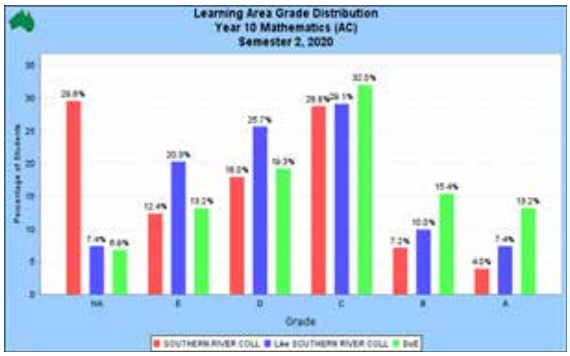
Year 10

In 2020, the Year 10 learning areas underperformed against A - C grade achievement when compared to Like Schools, with an improvement in academic performance in these areas being a recommendation for development. Considering the improvements in OLNA data percentages, there may need to be greater inquiry into grading and assessment to help teacher consolidation and understanding of learning, impact and assessment inquiry. Engagement and participation may also be a factor.

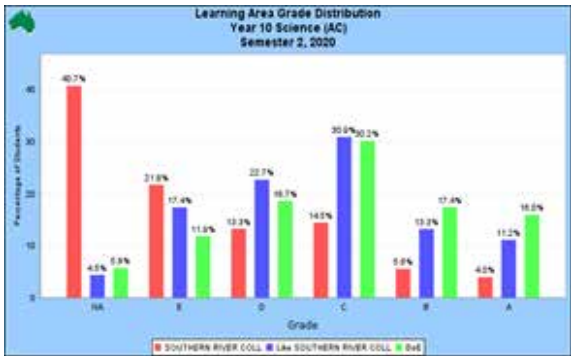
English



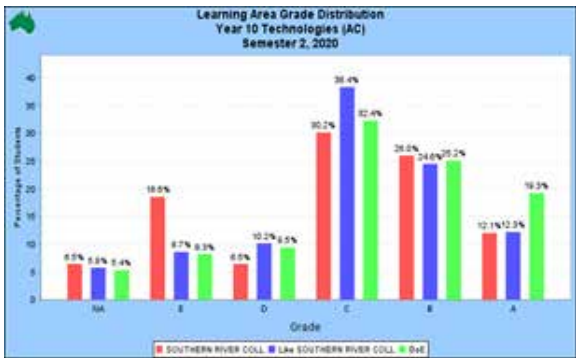
Mathematics



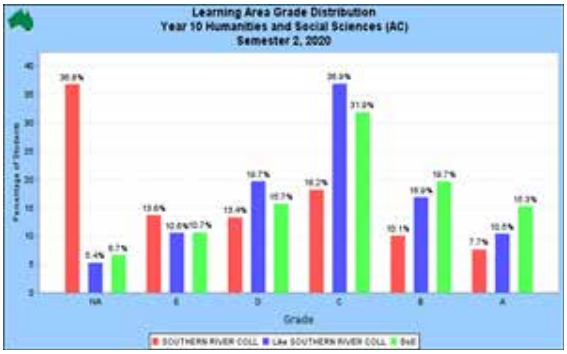
Science



Technologies



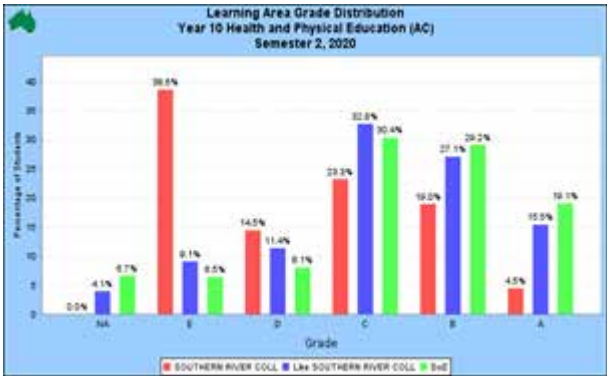
Humanities and Social Sciences



Arts



Health and Physical Education



Recommendations

- Engagement and enrichment activities to help ensure students stay on track.
- Improve feedback to students and information to help students improve their grades.
- Greater interventions and testing for students on entry.
- Best Performance Data and PAT testing to be used to support focus on areas of need.
- SCSA exemplars and work samples to support moderated tasks and assessments.
- Pedagogy team and lead teachers to work with Year 10 classes to review issues in grading and assessing.



Southern River College's Teaching & Learning Centre (TLC) provides intervention and remediation programs to students with identified academic needs relating to the areas of literacy and numeracy. The Year 7 - 9 program utilises evidence based explicit direct instruction programs that are reflective of current best practice. The TLC program is supported by the School of Special Education Needs (SSEN: D) on an as need basis.

Teaching & Learning Centre (TLC)

The impact of COVID and the mandated responses for the education sector provided an additional layer of complexity to the 2020 school year. TLC staff and students rose to meet the challenges of 2020 and our COVID response admirably.

Inspiring Students

1.2 Encouraging and supporting individuals who require curriculum differentiation.

In 2020, the TLC provided intervention programs for students within the areas of Reading, Writing, Mathematics, Science and Humanities & Social Sciences.

The TLC program utilizes the following evidence based explicit direct instruction programs:

- Strategies to achieve reading success & Comprehensive assessment of reading strategies (STARS & CARS)
- Strategies to achieve mathematical success & Comprehensive assessment of mathematical strategies (STAMS & CAMS)
- Spelling Mastery

All students within TLC were reported on using the SEN reporting framework for Semester 1 and 2 of 2020. The SEN reporting template provided TLC staff with the opportunity to provide specific and comprehensive feedback to parents on student success, areas of improvement and strategies that are being implemented to assist students to demonstrate academic achievement and progress.

In 2020, 39 students were tested for admission into the TLC program, 20 of those into Year 7 and the remainder spread across Year 8 and 9. Especially pleasing was the successful transition of 3 students across Years 7 & 8 back into mainstream education classes.





Inspired Teachers

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

In 2020, the TLC Coordinator and staff collaborated with staff from the School of Special Educational Needs: Disability to conduct a review of the programs and instructional strategies utilised within the TLC. The review identified that the explicit direct instruction programs as well as the methods of intervention within TLC continued to conform to best practice and were consistent with procedures and routines that operate in similar programs at other schools.

The review identified potential professional development specific to phonemic awareness. As a result of this a staff member from the TLC was provided with the opportunity to attend professional development on 'Letters & Sounds'. This TLC teacher is now a qualified trainer in Letters and Sounds and her skills will be used in 2021 to develop TLC staff capacity and efficacy with students requiring phonemic interventions.

TLC staff have fully committed and engaged in the Visible Learning journey that Southern River College has embarked upon. TLC staff are regularly engaging in student feedback, making data on achievement and progress visible to students and engaging them in setting future academic goals. The SOLO taxonomy has been implemented with a specific focus on the 2020 Year 7 cohort and students within this cohort are gaining confidence in their ability to discuss with staff where they are currently at in regards to their learning.

TLC staff and the Coordinator have embedded a data review cycle so that the impact of the teaching and the intervention programs can be measured across the academic year.



Inspirational Leaders

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

The TLC program sets a baseline achievement target for all students of 'Two year's growth in One year of School'. This achievement target ensures that students continue to close the educational gaps.

In Mathematics 95% of TLC students are demonstrating a minimum of two year's academic progress. Progress in reading comprehension has been significant for 90%of our the TLC student cohorts, academic progress has been made by students equivalent to three and four years growth with significant skill consolidation. Progress in spelling in the Year 7 cohort was exceptional with a number of students demonstrating three year's academic progress within the calendar year.

Aligned with the College's partnership with Corwin and the Visible Learning framework, the TLC Coordinator implemented the analysis of student assessment data by using Hattie's Effect Size. The use of the effect size measurement enabled TLC staff to clearly outline the impact that their teaching and evidence based programs had on student achievement. Across the cohort and curriculum intervention programs TLC programs had an effect size median of 1.55 compared to the average expected effect size of a year's progress being 0.4

The academic progress achieved in 2020 is outstanding given the impact of COVID and the need to transition students and staff to an online learning environment. The successes achieved in 2020 can be attributed to a stable teaching team within TLC and the appointment of a teacher to the TLC with significant experience and leadership in literacy development.

Inspire Community

4.1 Ensure students attend regularly and are engaged at school

In 2020, the median attendance of TLC students was 80% which whilst low is sitting above the overall College attendance rate of 75%. Attendance of TLC students was impacted by a number of significantly disengaged students as well as the impact of COVID on overall student attendance.

TLC staff routinely engaged parents in discussions around student attendance and engagement in learning. The skills of the TLC team were clearly evident in the approach that was undertaken when planning commenced for transitioning students to online learning as a result of COVID in 2020. TLC staff assumed responsibility for year groups and specific cohorts and were tasked with ensuring that the teaching and learning needs of students were met during this time.

A beneficial outcome of the COVID interventions developed within TLC was the close relationships that formed between teachers and parents/guardians. TLC staff continued to leverage these positive relationships across the year to ensure continued academic progress of students within the TLC. Significant progress has been made in improving student culture and engagement within the TLC with students now clearly demonstrating engagement with their learning.

Moving Forward

In 2021, the TLC will focus on re-establishing strong overall attendance patterns for TLC students so that median attendance for TLC students is in excess of 90%. This will be supported by continuing to leverage positive relationships with parents/guardians and students. Where required TLC staff will partner with the Engagement & Transitions Officer to re-establish positive attendance patterns for at-risk students as we transition out of our response to COVID.

The TLC team will embed the phonemic awareness program 'Letters and Sounds' for students where it has been identified that they require intervention at that level. The TLC staff member trained in delivery of the program will provide professional development opportunities for staff within the TLC and broader College teaching staff to develop and refine skills that support phonemic awareness development.

TLC will continue to maintain a standard of 'Two year's growth in each school year" for all students engaged within in the TLC. Program effectiveness will be measured and reported upon using Hattie's effect size. Where appropriate lines of inquiry will be established to explore opportunities for future growth and development of the TLC program and student achievement/progress.

TLC will implement a virtues and values based program which will be embedded into the weekly programs delivered by TLC staff. In conjunction with the Deputy Principal and Operations Manager planning will commence to identify opportunities for TLC students to taught within their TLC cohorts for some electives and health programs.





Courtney Wilson
Head of Specialised Autism Learning Program

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

Specialised Autism Learning Program

The impact of COVID and the mandated responses for the education sector provided an additional layer of complexity to the 2020 school year. SALP staff and students rose to meet the challenges of 2020 and our COVID response admirably.

Inspiring Students

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

In 2020, 100% of our Year 12 SALP students successfully attained a Certificate II in Warehousing achieved in conjunction with the authority developed workplace learning program. The impact of the COVID response in 2020 impacted on the SALP's ability to engage with parents and students in traditional face to face information sessions. The Transitions & Engagement Officer liaised closely to support parents and students in course counselling and post-secondary school options. Year 12 students were supported to enrol in Vocational education & training courses with both State and Registered Training Organisations.

Inspired Teachers

2.3 Sharing and collaborating how to improve teaching and learning outcomes

In 2020, the SALP program at Southern River College was again acknowledged as playing a leading role in furthering the development of ASD programs within the government education sector. The annual reporting processes developed by the SALP Manager were identified by the School of Special Educational Needs: Disability as best practice and shared with other staff from secondary SALP's. The SALP Program Manager and SALP staff supported staff across Southern River College in the development of individual education plans as well as the effective use of teaching & learning strategies for students with a diagnosis of ASD.

Inspirational Leaders

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

Targets from 2019 were met with the SALP Operational Framework being fully actioned and the SALP operational programs were aligned to the Southern River College business plan. The Engagement and Transitions Officer continues to work within the SALP with both parents and students seeking opportunities to engage students in relevant and academically appropriate pathways. The Engagement & Transition Officer successfully coordinated the senior school course counselling process for Year 10 students and facilitated the successful transition of our Year 12 student cohort into post-secondary training pathways.

In 2020 we successfully introduced the Online Study Skills handbook endorsed program for our year 10 & 11 SALP cohorts. This endorsed program provides opportunities to gain points towards their WACE attainment whilst aligning closely with the executive functioning skills focus for senior school SALP students.



Moving Forward

In 2021, the SALP will focus on re-establishing strong overall attendance patterns for SALP students so that median attendance for SALP students is again in excess of 90%. This will be supported by our Engagement & Transitions Officer working in partnerships with parents and students to re-establish positive attendance patterns as we transition out of our response to COVID.

The SALP will initiate a system wide leading initiative to contract for the provision of in-house Occupational Therapy services for SALP students. The occupational therapy intervention program will seek to focus on a range of interventions but specifically targeting fine & gross motor skills, social & emotional interventions and career pathway planning. The commencement of this intervention program will see the SALP at Southern River College continue to demonstrate leadership within the provision of effective interventions for ASD students within the government education sector.

SALP staff will continue to explore further opportunities to enable SALP students to demonstrate their knowledge and understanding across the breadth and depth of the curriculum. In 2021, we will embed endorsed programs into our SALP which will continued to provide opportunities for Year 10 & 11 SALP students to attain points towards their WACE attainment.

The SALP program will continue to support students in their social/emotional development by a cyclic review of the social thinking curriculum. SALP staff will work across the College to ensure that all staff fully utilise the SALP learner profiles and are differentiating their curriculum for SALP students in line with these profiles.

Inspire Community

4.1 Ensure students attend regularly and are engaged at school

In 2020, the median attendance of the students in the SALP was 86.1% which was a decrease of 6.69% from 2019. This reduction in overall attendance can be attributed to the impact of COVID and the increased levels of anxiety that was present amongst the SALP student cohort. Year 12 student attendance data in 2020 was exceptional with an attendance rate in excess of 92%. In comparison to the overall college student cohort attendance remains strong with the attendance of SALP students exceeding the overall attendance rate by 10%. Student attendance continues to be the focus of our Engagement & Transition Officer who worked closely with parents and community service providers to strengthen the student, parent and school relationship.

A number of SALP students were recognised across the school year for achieving outstanding academic results as well as undertaking leadership roles in the school. One of our graduating Year 12 SALP students was recognized for his dedication and commitment by being awarded the Lynda Reynolds perseverance award at the Year 12 graduation evening.

Performance Data

SALP students continued to demonstrate consistent academic performance across the learning areas at Southern River College. Student performance was strongest within the Mathematics and Science learning areas with the SALP students demonstrating an ability to improve their grade attainment from Semester 1, 2020 to Semester 2, 2020.

As in 2019, student engagement and performance within the Physical & Health Education learning area continues to be an area that requires attention for SALP students focussing on demonstrating their physical skills & abilities as well as their knowledge and understanding within the Health curriculum.

SALP students are supported with their social/emotional regulation by engaging in a social thinking/regulation curriculum delivered by SALP teaching staff. SALP staff set goals in partnership with students and measure social-emotional gains using the Personal & Social capability curriculum. This information is reported to parents at the end of each semester and forms the core of each students Individual Education Plan.







ABORIGINAL AND CULTURAL STANDARDS FRAMEWORK

In 2020 we did many things to develop our cultural standards framework.

RELATIONSHIPS STANDARD

DEVELOPING: Our school setup conversations with networks and organisations to start discussions around connecting to build understandings of how programs/organisations complement each other in schools. We source partnerships between our school and Aboriginal organisations to help support our students and teachers. We developed a bigger picture of how a student might engage with a range of programs throughout their high school journey through case management approach.

Professional learning for leaders occurred identifying opportunities to connect with the WA Department of Education in consideration of their strategic priorities to build our understandings.

Naidoc Week was a huge celebration with students undertaking activities in yarning circles, story dolls, unity badges, Noongar hip hop, guest speakers, food and sporting events.

LEADERSHIP STANDARD

CAPABLE: Aboriginal students were given opportunities to participate in Leadership Cert II programs to help with engagement and building their resilience through leadership. A review of attendance and engagement of students occurred to support Aboriginal cultural understandings in the school. The focus for this group was to look at development of our planning merging in to 2021, school programs and commencement of our Reconciliation Plan. (RAP)

Transition of students into Year 11 and 12 was also reviewed with Aboriginal studies offered for the first time. Work began exploring Noongar Language and its delivery into 2022 for Year 7 courses.

TEACHING STANDARD:

EMERGING: Explicit teaching was used to help support teaching and learning strategies. The TLC ways of learning showed strong strategies in engaging students. Aboriginal links to curriculum is developing but needs more focus on celebrating and showing others what is being done in this area.

LEARNING ENVIRONMENT STANDARD:

DEVELOPING: Students in Year 6 were profiled and meetings held with our Wirrapanda team and AEIO to build smoother transitions to Year 7. Our AIME mentors and tutor squad continued to work with students in Year 11 and 12 to support their achievement. One of our graduating Aboriginal students received the VET DUX award and was offered several training pathways. For students at educational and behavioural risk individual behavioural and educational plans were created. T3 case management plans were developed in collaboration with families and the student.

Our HOUSE system commenced with the names of the houses changing to recognised Aboriginal Noongar words. Kabi, Boodjar, Karla and Marr – symbolising the earth.

Our students were again recognised through their art and both a state and national level. Mr Marc Bikim in particular supported the students to exhibit and be awarded for the talents.

RESOURCES STANDARD:

DEVELOPING: Employment of Aboriginal staff remains at four with a focus to adopt a language teacher for 2022. PD for Aboriginal staff was encouraged aligned to our business planning.

Our AEIO left in Term 4 2020 taking a managerial opportunity with SMYL and one of our previous students Richard Kickett returned to the school to take up the role with a focus on giving back and supporting the school he felt so supported from in his journey.







ATAR SUPPORTS FOR YEAR 11 & 12

This focus area aligned to our target to increase the number of students pursuing an academic pathway and to increase our median ATAR scores. This target is well on the road to be achieved with an increase in our mean over the last three years to 71%.

In 2020 despite the effects of COVID 19 and the disruptions it caused to students learning patterns we continued our ATAR supports for both students and staff. We continued supporting teachers with stronger mentoring and rigorous induction programs to improve their confidence and understanding of syllabus requirements. Staff were provided with a template of best practice and strategies shown to improve outcomes. We worked with high performing schools and best practice research, while also creating a learning community for ATAR teachers.

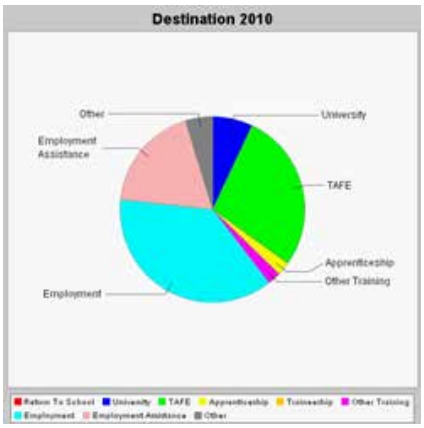
We focused on developing understanding of expected standards, linked to high performing schools both public and private for observations, coaching and moderation. We continued our investment in master classes; held at the college on a regular basis sourcing the best coaches to give feedback and tips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

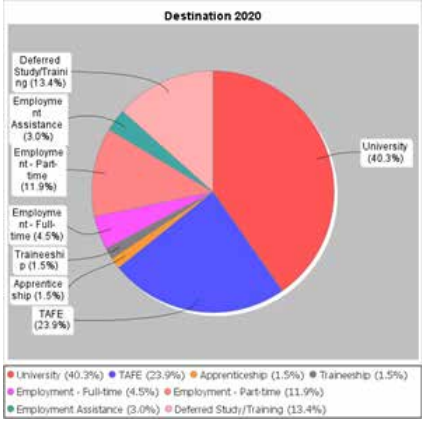
It is pleasing to see the shift in the number of students pursuing further education. When we look at the students from 2010 this is a dramatic shift. We have seen many of our students applying for University entrance, gaining first round entry and funded scholarships.

Vocational Education and Training (VET)					
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data					
	2020	2019	2018	2017	2016
School VET enrolments	128(85%)	120(82%)	145(86%)	134(80%)	133
Funded VET students	88%	87%	87%	88%	87%

Attainment					
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)					
	2020	2019	2018	2017	2016
School (WACE eligible)	106(97%)	94(95%)	111(96%)	91(94%)	69(95%)
Like schools	92%	92%	94%	93%	96%
Public schools	96%	96%	96%	96%	98%
School (Semester 2 census	107(92%)	94(91%)	110(95%)	91(89%)	
School (cohort)	107(71%)	95(65%)	113(67%)	100(60%)	

Comparison Destinations 2010 to 2020





Australian Tertiary Admissions Rank (ATAR)				
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations				
	2020	2019	2018	2017
School count (% Cohort)	23(15%)	23(16%)	20(12%)	24(14%)
Difference From Expected	+4%	+6%	-7%	+3%
School % WACE eligible	21%	23%	17%	25%
School % Semester 2 census	20%	22%	17%	24%
ATAR Course Enrolments				
Year 12 Course enrolments count of students				
6+ ATAR courses	1(1%)		1(1%)	
4-5 ATAR courses	22(15%)	23(16%)	19(11%)	24(14%)
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations				
High		2(9%)	3(15%)	
Med		6(26%)	8(40%)	4(17%)
Low		15(65%)	9(45%)	20(83%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations				
School	66.0	69.55	78.28	55.04
Expected performance	0.38	0.83	1.46	-1.04
Like Schools	64.85	64.33	63.55	64.85
Public schools	79.25	78.2	79.5	78.55
School median ATAR TISC applicants	66.0	69.73	78.85	57.9

Priority Two



INSPIRING TEACHERS

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

Our teachers plan for positive and effective learning experiences by:

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

2.2 Structuring lessons using explicit and instructional strategies 7 to 12

2.3 Sharing and collaborating how to improve teaching and learning outcomes

2.4 Partnerships supporting real world experiences to improve STEM outcomes.

2019 FOCUS AREAS

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

VISIBLE LEARNING

Visible Learning is a pedagogical process which has continued to be a priority for the college. It is now understood by teaching staff at Southern River College that when the student can demonstrate their ability to articulate their progress the learning is 'visible'. We have completed two years of this framework which has facilitated the evolution of The Southern River Way.

However, with the complexities surrounding a year with COVD-19 restrictions, compromises and change we found ourselves unable to fully implement the goals and targets set for the year. An example of the impact is evidenced in the gap of our longitudinal data sue to Corwin being restricted access to the school to perform the School Capability Assessment. Similarly, the two foci for 2020; Feedback and SOLO Taxonomy professional learning for staff were through necessity delivered virtually and by three different presenters, and must be factored into how staff engaged with Visible Learning and the possibility of efficacy. Southern River College's Leadership and Executive teams continued to participate in the allocated three days of professional learning so that they were able to support the ongoing implementation of Visible Learning across the college for staff and students.

We have seen a shift in the targeted approach staff are engaging in where they are more understanding of the 'why' when analysing assessment data to inform their practice. There has been a positive transition in the staff understandings surrounding the need for feedback to be bi-directional where many staff actively seek student voice to help assist knowing the impact of their teaching.



It is clearly understood by staff that we use learning intentions and success criteria are to be aligned to the curriculum and syllabus documents. It is also an understood requirement that the success criteria reflect the elaborations in those documents, which is supporting students to be able to articulate where they are at, how they are going and what are their next steps for progress. This has developed into significant improvement regarding common language and clear understandings of what that language means for staff and students in the context of impact, learning and progress.

Term 4 saw the emergence of 'The River Way' – our understanding of how we teach at Southern River College. It is a developing framework that will continue to grow the targeted teaching strategy of Explicit Instruction as well as other High Impact Teaching Strategies (HITS). We also undertook strategic planning to ensure that new staff are inducted to 'The River Way' into 2021 and beyond.





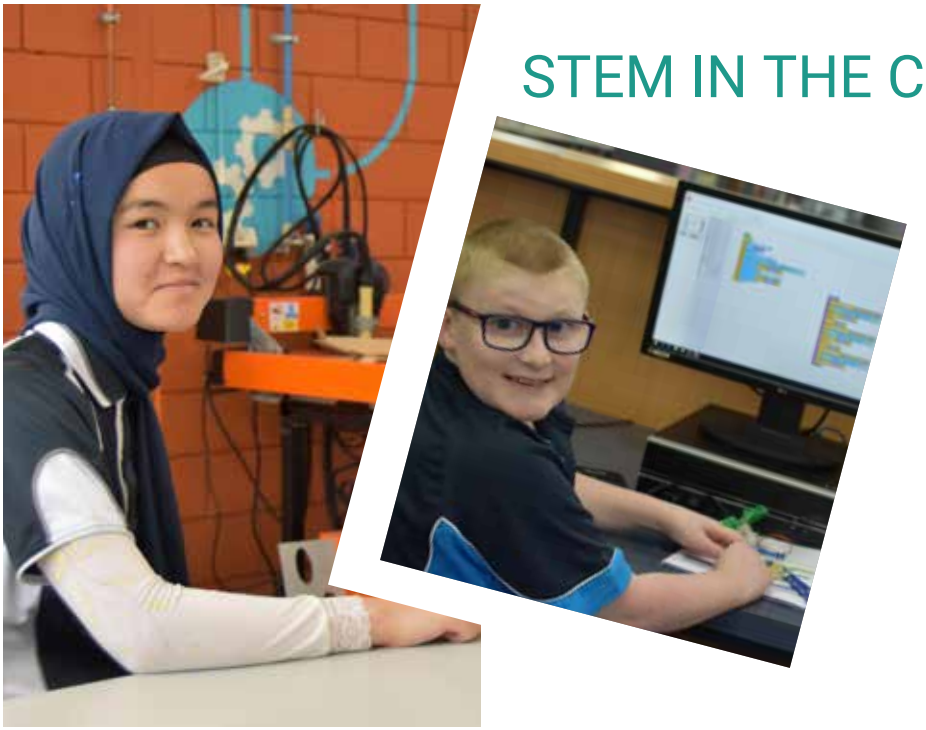






Recommendations

- dedicated Pedagogy Team working closely together with staff to grow and build relational trust in order to facilitate 'The River Way'
- consult with Corwin to further imbed Visible Learning practices and principles
- build parent awareness an understandings of The River Way
- maintain and enhance the Pedagogy Team's professional learning for staff workshops; including identification and upskilling of staff in the use of other High Impact Teaching Strategies (HITS)
- moving forward; structured instructional rounds and classroom observation and feedback will be strategically planned for and rolled out



STEM IN THE CLASSROOM

Inspired Students

Technology Pathway – Automation.
Builds a 21st Century technology program in automation to provide career pathways in STEM with strong Industry partnerships.

1. Automation to Aviation: Robotics, Electronics, Mechatronics, Engineering.
2. Automation to AI (Artificial Intelligence): Scratch, Game maker, CAD, Python, Computer Science / AWS

SRC STEM has achieved a clear automation pathway that provides students STEM education and training from year 7 through to 12 leading to career pathways within STEM fields.

Upper school:

During 2020, SRC saw the graduation of the first class to undertake Year 12 Engineering (Mechatronics)[General]. Overall achievement was strong within both the Year 11 and the Year 12 classes:

Year 11	Year 12
SRC 6.7 % A grade v DOE 9.3% SRC 46.7% B grade v DOE 26.1% SRC 46.7 % C grade v DOE 52.6% No D or E grades	SRC 17.6 % A grade v DOE 9.9% SRC 35.3% B grade v DOE 27.5% SRC 29.4% C grade v DOE 50.7% No D grades SRC17.6% E grade v DOE 7.7%

Anecdotal evidence noted during Year 12 graduation ceremony gave suggestion that a number of graduating students will be pursuing STEM career pathways through university, TAFE and apprenticeships.

HIGHLIGHTS: Engagement of students through production of projects utilising new 3D printing, laser cutting and plasma cutting technology.

Lower school:

During 2020, we saw high levels of engagement within our year 7 Robotics and year 8 electronics classes. The addition of new tools such as soldering stations as well as extensive use of the laser cutter to create chassis for projects encouraged student engagement with hands-on projects such as rubber-band racers; student made battery testers, student made elevators and assorted integrated circuits.

HIGHLIGHTS: Hands-on learning of force, energy and motion through the rubber band racer project.

Inspire Academic Programs

Develops student's Future Ready Attributes and general capabilities. Students explore their understandings of how they learn and share ideas and work together to solve problems in a global context.

In August, SRC played host to Curtin University Learning Futures Advisor Kim Flintoff who worked with over sixty of our year 10 students for an intensive three days to complete the Global Goals Challenge. Supported by SRC staff, the students and Mr Flintoff used the Stanford Model of Design thinking to connect our students to real world genuine problems and then employed STEM 21st century thinking skills (creativity; collaboration; critical thinking; communication and others) to design solutions for these issues and problems they had been connected with. At the end of the project, students were tested on their effective use of technology as they pitched their group solutions to issues in-front of a wide audience.

Highlights: The engagement and enthusiasm shown as students developed their life skills through "pitching" their solutions to their peers, their teachers and their Principal via ICT at the lecture theatre.

CSRIO programs a series of programs or tasks integrated into the Maths and Science learning programs. Guest speakers, challenges, mentoring designed to build meaningful learning experiences for students to gain deep understanding of STEM concepts

Due to the COVID19 pandemic, the majority of the scheduled CSIRO programs, integrated tasks and challenges were cancelled. However, with some perseverance, a number of programs did run within a shortened framework. These included:

The Bebras Challenge Australia's Computational Thinking Challenge aligned with Digital Technologies Curriculum.	First Challenge: March 9th –28th Years 7&8 coordinated by Maths Dept.

The CSIRO hosted thinking challenge promotes 21st century computational skills and the SRC students that attended found the experience very engaging. There were two scheduled Bebras challenges set for 2020, but due to COVID19, SRC students could only attend one. Our students really enjoyed the challenge, and all were deemed satisfactory. Two of our students achieved merit certificates for the computational thinking they displayed.

Amazon Partnership Programs: AWS Girls' Tech day. 'Virtual' complimentary event aimed at inspiring and motivate girls to engage with STEM. Girls will explore Machine Learning, Artificial Intelligence, Coding, Virtual Reality, Robotics and more. The event was run online between November 14 – 28	

STEM IN THE CLASSROOM

Amazon Partnership Programs: Aboriginal Technologies and Culture Program - Students to experience cultural practice and create a learning program using technology to share with the school community	Two teams: Girls & Boys mentored by 2 teams from (AWS) to create a cultural experience that will be shared with the school community during NAIDOC week.

Our two teams of aboriginal boys and girls worked alongside the technicians from Amazon to develop the Alexa Artificial Intelligence to tell aboriginal stories that the children created including "The Rainbow Serpent"; "When the snake bites the sun"; "How Kangaroo got its tail" and "Why dogs sniff each other's tails". This was a resounding success and there was a very high level of engagement from all students at all workshop sessions.

Girls in Stem: Increase girl's engagement in STEM through shared learning experiences and networking.	Excursion: Wed, April 1st; 11:15 - 2pm - 10 girls from Year 10

Girls in STEM – Despite COVID19, the outreach programs hosted by Curtin University and Murdoch University still went ahead. 20 students' female students were invited to attend both campuses. Focus of the day was on mathematical skills applied within a scientific background. For example, skills used with a forensic lab. There was very high engagement from the students who had a lot of fun. During the Q&A at the end of the day, girls found out about future careers within STEM from a panel of female STEM professionals. There was a LOT of interest shown towards the field of forensics.

Harry Perkins Institute: Provide senior ATAR bound students with authentic learning and work experience in STEM career pathways. Students on an ATAR Pathway are supported and mentored by a team of teachers and support staff to achieve better results at the completion of Year 12.

This year, the Harry Perkins institute ran two holiday programs (term two and term three) where two SRC boys and two SRC girls attended in their own time at Harry Perkins Nedlands. The students attended over four days where they workplace shadowed doctors and scientists working within medical research. During the first two days they were immersed within the scientific procedure and during the second two days they prepared a presentation for viewing by students from all the other participating schools on what they have learnt. The senior ATAR students benefitted greatly from the exposure to a real-world authentic work experience in such a prestigious field.

Inspired Community

Enterprise Schools DOE Mentor Program: This is a DOE system initiative to support schools developing a STEM program in their school. This program provides opportunities to collaborate with other school and build partnerships of support and enterprise through professional learning & mentoring and coaching. Schools are participating in design thinking practice and developing and sharing STEM projects and learning experiences using STEM learning practices.

SRC continued to provide support and enjoying our ongoing collaborative relationship with Dowerin DHS, Cunderdin and Narrogin Ag. College as they refined their ongoing STEM projects. Despite COVID19, teachers from all schools met face-to-face and spent a day collaborating towards building design-based STEM projects highlighting 21st century skills that were sustainable and achievable within the means at hand. The mentoring program provided benefits to SRC staff and students by allowing all participants to



reflect upon and refine design thinking within the classroom through the production and execution of STEM projects. These projects will be showcased mid 2021 highlighting student achievement.

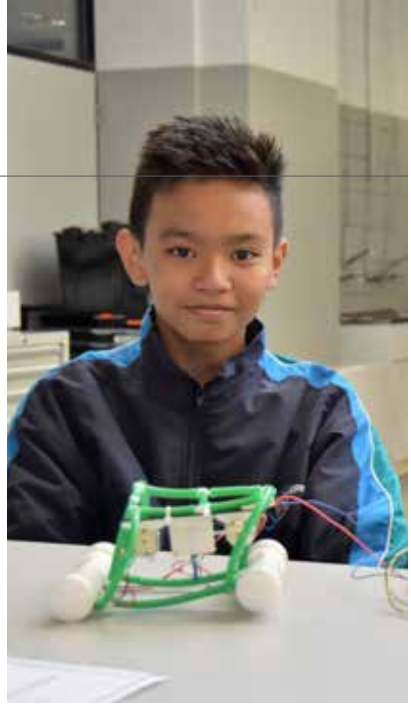
School Plus Primary Engagement Program: To Build a STEM community for seamless learning experiences professional learning sharing resources and technologies. Build teacher's capacity in use of STEM learning tools and application in the classroom. Sharing of understandings and resources to develop a consistent approach to support students learning and understanding. Build Learning strategies and design thinking library of tools and resources to support STEM learning. Develop a interschool STEM challenge.

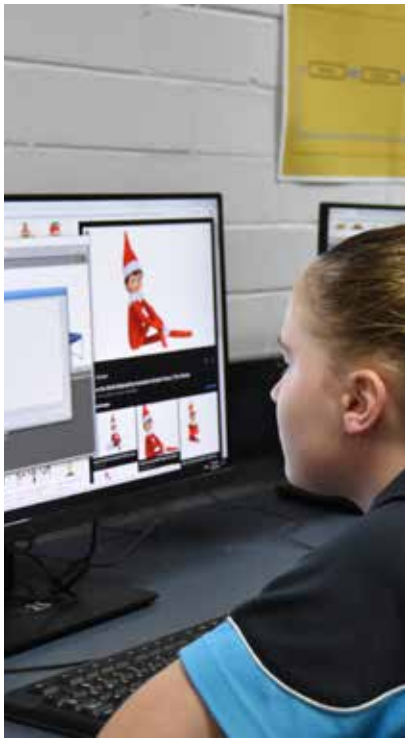
The SPPEP teachers met regularly during 2020, and as a result of these meetings a shared decision was undertaken to acquire 40 virtual reality (VR) headsets during the middle of 2020. These headsets are scheduled to be shared across the SPPEP network allowing students in both a primary and secondary setting to experience VR. Schools Plus teachers, along with SRC teachers, were provided with training and were shown some of the fantastic possibilities this emerging technology could provide to enhance STEM learning across the network. A number of classes at SRC trialled the creation of their own 3D worlds and enthusiasm and engagement was exceptional!

Isaac Club - Primary School Extension Program: Students explore their passion of STEM concepts through enquiry and problem solving. They work in teams to build understanding and share their findings with others. SRC Students to be ISAAC Club learning mentors. The program is established on each year's Science week theme: 2020 "Deep Blue" innovations for the future of our oceans' & features establishment of the Blue Economy.

ISAAC club started later than planned due to COVID19. However, when ISAAC club did commence at the beginning of Term 2, 2020 student numbers were so high we were required to accommodate two classes of over 20 enthusiastic primary students. A series of projects were undertaken by both after school classes using brand-new Edison robot kits that allowed the students to build and program their own personal robots. The after-school program culminated with a celebration where parents joined the class and gained an understanding of how their children had programmed

STEM IN THE CLASSROOM







their own personal robots.
CODER DOJO: Afterschool IT and Coding Club. Community based for 8 to 17-year old, with parents can explore ICT and coding interests. Provides opportunity for teachers to learn and link with their community on ICT and coding. Apply and develop their STEM skills with and broad audience. Due to COVID19, this afterschool program commenced at a later date. A small but committed number of parents and their children attended and engaged in coding activities using the MIT Scratch program to design, produce and play a series of home-grown computer games.
STEM Fair: A series of learning experiences designed by students at SRC to showcase their learning and mentor primary students in learning. Teachers sets a learning challenge to create a learning experience that demonstrates their learning and engages Year 4/5 students in a learning task. Students are required to use high order learning skills to demonstrate their understandings.
Provides students opportunities to lead and collaborate with others around their learning.
A highlight of the year! The STEM Fair was hosted by a large number of year nine and ten SRC students who displayed their leadership, communication, collaboration and other 21st century STEM skills as they hosted students from five feeder primary schools throughout the day. With over 10 STEM exhibits within the library, drone flying, a science spectacular and assorted STEM based prizes and give-aways both primary and secondary students collaborated together to explore through hands-on learning STEM from not just Science, Technologies, Engineering and Maths, but all learning areas. For the first time at SRC, all learning areas contributed to the fair and demonstrated that STEM can be delivered by areas such as English (virtual stories), HASS (a virtual reality tour of ancient Egypt), Physical Education and health (drones and sport),Art (robotic painters) and SALP (paper based STEM).

Other Activities:
'STEMming for Asia' – SRC students were chosen to participate in the inaugural 'STEMming for Asia' event where two teams of eight students engaged with industry professionals and students from a variety of state high schools via ZOOM to deepen their STEM understanding in an intercultural context. Our students participated in tackling real-world problems through an intensive one-day workshop and presented their work to students across the state. We were unaware that the Director-General of Education was monitoring our students online performance and the DG was so impressed, a number of our students were invited to prepare statements concerning their personal views on sustainability for distribution across the state education network.

BHP Incursion – Women in Engineering. A invited group of female engineers gave a series of career talks explaining how BHP supported women within engineering, what career pathways were available and what was required to gain employment with their company. The talks were highly motivating and engagement from the audience was very high. Anecdotally, at least one year 12 female student opted to pursue further studies at university as a result of these talks.

Priority Three



Thank you notes from our students to our staff

INSPIRATIONAL LEADERS

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

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

3.6 Leaders use effective methods of planning to improve curriculum and learning area outcomes

Share practices using technology to enhance teaching and learning

3.7 Support staff to foster an orderly and supportive teaching and learning environment

3.8 Students, teachers and aspirant leaders are given opportunity to mentoring, coaching and leading school projects.

2020 FOCUS AREAS

- Future Leaders
- Level 3 Classroom
- Learning Area Planning and Review

Workforce Review

A review of our current workforce plan was undertaken in 2020 aligning this to our business planning and future directions. Southern River College's has an annual budget of 11,027,389. In transition this equates to $248,438 adjustment to budget in 2020. 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.

Future Leaders

In 2020 the college continued its focus on developing aspirant leaders for the school and the greater system. We aligned this to our workforce planning and delved into the Future Leaders framework program. This saw staff being identified through peer, self and school nominations and opened the conversation for what makes a good leader and how can we develop leaders in our school and system. The feedback from staff was positive with many staff taking up the opportunity. From this work emerged the need for a leadership development framework for our own school. It also provided opportunity for staff to be more involved in whole school initiatives. What also emerged was the number of staff wanting to attain a level 3 classroom status.



MOVING FORWARD

- Develop Southern River College leadership support framework
- Alignment of framework to school culture

COMMITTEES

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

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



Learning Area Reviews



THE ARTS

Sarah Glanvill
Head of The Arts

In 2020, the Arts focused on ensuring curriculum could be presented digitally in an online classroom following the pandemic. The intention of this focus was to encourage a more considered course programming that provided opportunities for our students to extend their classroom learning, by offering them opportunities to take responsibility of their learning independently, with the support of their teacher readily available using Connect. Upon reflection of our Learning Area Plan, some plans will continue into the new year, given the disruption to performances and events that occurred in semester 1 due to the pandemic. Despite this setback to performance opportunities, a notable achievement was the Arts Showcase Night in Term 4 that brought together the community by showcasing some of the highlights of the year as both a show and exhibition.

Dance/Drama

Although Semester 1 was hindered by the pandemic and the Dance and Drama Performance Night was unable to be presented, this offered students an opportunity to refine their skills in smaller presentations for their peers.

There has been a noticeable growth in the appreciation and exposure to Drama within the school through the Arts Showcase Performance Night and the Drama Club. In Year 7and 8 Drama there were limited A grades in comparison to like schools and DOE, while B grades were high compared to like schools and DOE. D grades matched like schools, however, there were much higher than expected E grades compared to like schools and DOE suggesting a lack of engagement or attendance concerns. In Year 10 there were a high portion of C and D grades compared to like schools but E grades were similar to like schools. Year 9 data showed a large portion of D and E grades compared to like schools and this may relate to career and course counseling as some students enrolled in the course despite a lack of interest in the subject. In Year 7 and 8 Dance there were limited A/B grades in comparison to like schools and DOE. C grades however matched like schools. Unfortunately there were much higher than expected E grades compared to like schools and DOE. Year 10 saw a high portion of A grades compared to like schools. Year 9 data showed a large portion of D and E grades compared to like schools and this may relate to career and course counseling as some students enrolled in the course despite a lack of interest in the subject. Course counseling in the year prior becomes particularly important for Year 10 students given both Dance and Drama are performance based subjects. This means course counseling as soon









Graphic Design

2020 was a productive year for Graphic Design at Southern River College. With many students choosing to return to the subject, which made for a steady increase of student numbers from the previous year. Consistent teachers amongst the year levels have reflected in both positive grades and the level of digital artwork being displayed in the college. Senior school grades showed a significant improvement compared to previous years. Students were able to use their digital portfolios for post- school vocational course entry.

Key Achievements and 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 2020 Arts Showcase.
- Year 11 students, Monique Zampogna artwork was chosen for the college's Arts Showcase event flyer and poster. These were displayed not only on the Facebook community page but around the college as well.
- A growth in numbers for lower school classes compared to the previous two years.
- Students' software ability has increased in the last few years showcased in the Years 9 – 12 works being presented as part of the end of year exhibition.

Music

Some students struggled with academic aspects of the subject, however, they were particularly strong when it came to practical ability. Due to the appropriate class sizes, there was enough time to help many of the students individually, and as a result, we were able to increase their grades up from Es and Ds to C grades. The area for improvement was largely the theoretical content. Attendance for the Year 9 cohort was another area of concern, both in the classroom and with their IMSS lessons. In accordance with the data from like-schools, Southern River College's music program showed similar results across all year groups. Due to staffing changes within the as possible at the commencement of the course needs to occur for students who have not chosen the subject, are at risk of failing or have not completed the course in lower school.

Key Achievements and Highlights

- Grades are progressively getting higher – tied to subject selection
- Focus on Explicit Instruction, grades are showing growth
- Arts Showcase performance was well received
- Involvement in 'R U OK Day' with performances to support Mental Health messages
- Lunchtime performances built the profile of The Arts
- The annual 'Southern River's Got Talent' event occurred in Term 3, led by the student council was a success with a sold out audience.







music subject area, our senior school students completed assessments in a shorter timeframe from the mid-way of term 2 until the end of the year. This resulted in a tight timeline and increased workload for the students, some of which were also completing ATAR at the time. With these factors considered, only 2 students (ATAR students) were unable to complete their Certificate III in Music Industry, however, all others that were relying on the certificate to obtain their WACE completed the course to high standard despite this.

Key Achievements and Highlights

- Many inspire students were involved in community performances, from regular primary school performances with the intention of growing the program, to large scale events like Gozzy Awe in which Southern River College's musicians supported.
- Inspire Music polo shirts were purchased by students and worn at performance nights and events to lift the profile of The Arts.
- Staff band was created and performed for the students.
- Introduction of regular lunchtime concerts and the Arts Showcase.
- Boonderu Program continued with a large cohort of Indigenous students enrolled.

This year our Visual Art students

Visual Arts

have achieved lots of success by winning many art awards and competitions, locally, nationally and internationally. Our students are more confident and motivated in their learning. The skills of the students have developed a lot and this can be seen with the ongoing display of artworks across the school particularly in the library. A few students joined the art classes late during the year and were not able to complete some of the tasks. Some students were also regularly absent and this has impacted their results. Most of those who obtained Grade E had not chosen the subject. Some students were unable to change their options at the beginning of the year, whilst others did not choose to be moved to another option. Among those who obtained Grade E, had not completed Visual Art in the previous year. It is recommended that only students who have passed in Visual Arts in the previous year and are interested in the subject, are allowed to take Visual arts as an elective in Year 10. In Year 7 there were limited A grades in comparison to DOE. Slightly higher compared to like schools, closely matches. D, E grades much higher than both like schools and DOE. B and C grades lower than like and DOE.







Key Achievements and Highlights

- Young Australian Art Awards
- Kiara-Lee Eades was recognised as the 2020 Young Indigenous Artist of the Year
- 20 other awards in the Indigenous Art category
- -Monique Zampogna wins the Senior Computer Art prize
- Willow Rickman Runner-up Senior Drawing





- Paris Barton Runner-up Photography
- Laura Berry Runner- up Senior Painting
- Yolande Frank Art Awards coordinated by United Nations WA Branch. Kobi Philbin Senior School Winner and Maria Shakhina Young Middle School Winner
- Medical Association for Prevention of War Art Awards - Tahlia Giura was named overall winner of while Umair Ahmad's painting was highly commended.
- School Diary Competition. Umair Ahmad overall winner. Jessica Gidman and Jane Idang were also commended
- Home is Where the Art Is. Umair Ahmad as the Overall Winner. Kobi Philbin won the High School category
- Taya Parfitt semi-finalist in the Arts and Culture Category of the 2020 7NEWS Young Achiever Awards.
- City of Bayswater Art Exhibition - Mitchell Rodney, Jacqueline Indich, Bindi Pickett and Chloe Rodney – resulting in some artworks sold
- 2020 Young Originals Exhibition TEN paintings from Southern River College students.
- Meta Exhibition (North Metro TAFE) – Emma-Lee Egan

Media

There was very positive growth in Year 7 media, in particular the A and B grades at 26.7% and 35% respectively. There were limited C grades in comparison to the DoE average, with similar D grades to like schools at 10%. There was a high percentage of E grades at 15%, with teachers reporting that student attendance was a significant contributing factor to these results. In year 8 there were limited A and B grades in comparison to DoE and like schools. Student attributes show there is a limited engagement with some aspects of the subject, particularly behaving appropriately during social and civic activities. Teachers also noted that timetabling of the classes during a Thursday period 5 made it difficult to receive support with behaviour. In Year 9, A and B grades in year 9 were well below like and DoE schools, however, C grades were similar to like schools. Teachers reported that disengagement and attendance were significant factors that affected these results. One teacher delivering the year 9 course is not a qualified media teacher and this may have impacted on student progress. Year 10 media saw high student disengagement with no A and B grades. C grades were similar to like schools. Teachers reported that a lack of resources prevented progress in some areas of the course. In senior school media, the Certificate II in Creative Industries classes all achieved their qualifications. Some students had issues with attendance and submitting work on time, however the positive efforts of the teachers ensured all students demonstrated progress.

Key Achievements and Highlights

- Excursions helped to engage senior school students with potential careers in the Media Industry
- Murdoch Uni excursion provided an opportunity for students to explore further education in Media studies
- Students assisting with school events, setting up, ushering, photography was increased and students are showing more independence and team skills
- All Certificate students achieved the qualification
- Improved photographs and video production from students. Overall quality of media work has been pleasing to see
- Media polo shirts were purchased by students and worn at performance nights and events to lift the profile of The Arts.



MOVING FORWARD

Dance/Drama

- More rigorous career counselling to support students' intended pathways.
- Class lists to be reviewed prior to the new semester to ensure students are in the appropriate course particularly in Years 9 and 10.
- Pre and post-testing continue to be developed and used across all year levels
- Greater use of Connect to support student achievement.
- More performance opportunities introduced into Year 10 classes and increased options for viewing live performances (incursions and excursions)
- Implementation of more formative assessments in addition to summative assessments to support students' achievement of outcomes.
- Continued promotion of interaction between year levels to assist learning
- Continued effort to update course materials to accommodate student needs and industry trends
- Discussions with EALD/TLC and AEP staff to support the increase in students with IEP's
- Upper school pathways promoted through classes and course counseling
- Booklets and changes to questioning style to support lower literacy levels – being completed by teaching staff
- Terminology walls to build knowledge and to assist with literacy.
- Planning and presentation of a school musical.
- Introduce a dance/ drama uniform for performances and excursions/ incursions

Media

- Up skilling of students to operate PAC lighting and sound
- 2021 will see a new course offering in Year 11 General Media given the enrolments that have carried over from Year 10.
- Incursions/excursion to support student engagement and connection to industry
- Terminology walls to build knowledge and to assist with literacy.

Music

- Terminology walls to build knowledge and to assist with literacy.
- Continuation of school bands before and after school as well as Gozzy Awe to support transitions from primary to secondary music programs.
- Planning and presentation of a school musical.
- Refinement of programs and scope and sequence from Years 7-9.
- Certificate III introduced for Year 10s to provide a qualification and achievement of their WACE in the future.



Visual Art

- A new Visual Arts classrooms will benefit students by the end of 2021. Students will have more specialised equipment including pottery wheels which we haven't previously had.
- Continue with Direct Instruction – having student take responsibilities for their own progress
- Take year 11 students to visit art galleries

Graphic Design

- Graphic Design will move to the Technologies area in 2021 to enable collaboration with the programs within that area particularly STEM.





Matthew George
Head of English

In 2020 the English Learning Area team achieved some important goals but also had cause to reflect on areas for improvement.

ENGLISH

Review 2020

- Staffing

In 2020 staff were given roles in co-ordinating the curriculum and assessment for a specific year group and, in senior school, course. Under direction and guidance roles were distributed according to capacity and results from 2019. Coordination roles required staff to ensure that curriculum points were in accordance to the syllabus documents from SCSA and that assessment items were judged according to judging standards appropriate to the mode required in each assessment response in lower school and the grade descriptions in senior school. These roles were overseen by the head of department.

2020 also saw several changes in staff in lower school including temporary staff (short tenure over a term), two leaving and nine staff teaching English outside the learning area or as split classes with English staff.

- OLNA

Overall achievement of OLNA Reading Year 11 in 2020 was 78.5 %, a slight increase on 2019 but not statistically significant. Southern River surpassed Like Schools (76.1%). Overall achievement of OLNA Writing Year 11 in 2020 was 74.5%, a slight increase on 2019 but not statistically significant. Southern River surpassed Like Schools by 4.7%.

Overall achievement of OLNA Reading Year 12 in 2020 was 87.2%, 0.3% lower than in 2019. Southern River surpassed Like Schools (85.3%). Overall achievement in Reading year 12 in 2020 was 91.2%, an increase on 2019 by 3.2%. Southern River surpassed Like Schools by 4.4% (86.8%).









English Targets Progress

Focus	Strategy	Acheivement
Stronger performing and stable external moderation.	Mt Lawley - informal partnership Use of external marker for all assessments and exams.	
Year 11 ATAR partnership	Arrangement with Melville and TFA network teachers.	
Supporting staff in PD for moderation	Lower school Year 6 and 7 system moderation was postponed for 2020 due to Covid interruptions	
Supporting staff in PD for student performance at ATAR level	Consistent judgements and marking opportunities occurred through networks rather than Ed dept. PD.	
Bloom's: development	LA meetings and reviews of assessment. Requirement for lead teachers to use Bloom's taxonomy guide list for taxonomic levels of questioning	
EALD	PD has been booked for EALD coordinator with a view to examining best practice and strategies for EALD teaching and monitoring of progress.	
Continue common assessment practice	Moderated task marking including a range of moderating practices and collaborative marking (coordinated by HOLA through teacher leads in each cohort).	
Establish and use One Drive	Connect was still the preferred method in 2020.	
Common requirements for lesson structures	Lesson structures and sequences (EI and VL strategies and practices) led through Sione for the department and whole school.	
PD and opportunities: Writing practices	Alternative practice adopted due to restrictions: Cross marking and cross supervision of students in writing assessment and activities.	
Explicit delivery	Explicit vocabulary, reading practices and identification of language features and textual conventions as well as common writing frameworks/scaffolds.	
Increase student participation	Expression of ideas and personal voice in writing/creating tasks in lower school. Assessment tasks reflect this.	
Leadership and community.	Committees and staff leadership roles EALD EI and feedback (VL) practices. English staff on VL, EI, Workload, ICT and EALD committees.	

- Year 7

DATA
NA: 9.8% - Above LIKE and DOE
E: 15.7 % - Above LIKE and DOE
D: 18.6 % - The same as LIKE and above DOE
C: 34.8% - Below LIKE and similar to DOE
B: 8.8 % - Below LIKE and DOE
A: 12.3 % - Above LIKE and similar to DOE
OBSERVATIONS
An increase in NA and E grades in 2020 by 14%. D grades fell 6%. C grades fell by 8%. A grades rose slightly in line with DOE. This represents a general trend of underachievement and poorer performance last year. Staff changes have affected this group. Attendance was another contributing factor, particularly during and post pandemic restrictions.

- Year 8

DATA
NA: 10.5%
E: 23.4%
D: 21.6%
C: 26.3%
B: 7%
A: 11.1%
OBSERVATIONS
An increase in NA and E grades in 2020. D grades fell in comparison. C and B grades also fell below 2019 achievement. A grades increased.
RESPONSE (Year 7 and 8)
Moderation within this group was inconsistently applied due to the contributing factors. In response Cat tasks are assigned in each term. Moderation/cross marking occurring in other assessment tasks for 2021. Staff are assigned to the Education Department's year 6 and 7 moderation initiative for this year and PD has already been booked relating to lower school feedback and TDS writing development years 7-10. Additionally, HOLA meetings will be scheduled with curriculum leaders following assessment marking/CAT tasks (as part of data performance reviews and performance development).

- Year 9

DATA
NA: 11.25%
E: 20.7%
D: 12.1%
C: 32.2%
B: 35.1%
A: 11.5%
OBSERVATIONS
NA and E grades were 8.7% above the 2019 levels. D grades fell approximately the same. C and B grades were similar to 2019 levels and A grades rose slightly.

- Year 10

DATA
NA: 0%
E: 37.3%
D: 18.1%
C: 34.4%
B: 9%
A: 1.2%



Grade Distribution

OBSERVATIONS
NA and E grades rose nearly 20% in 2020. D grades fell accordingly. C grades rose approximately 10%. A grades fell by 3%.
RESPONSE (year 9 and 10)
Moderation in this group was more consistently applied as were CAT tasks. These practices will continue. Submission rates and attendance were contributing factors to the increase in NA and D grades. Engagement factors will be a focus for 2021 (assessment types, access and scaffolding and relevancy and challenge to be prioritised).



- Year 11

DATA
NA: 0%
E: 16%
D: 17.9%
C: 42.9%
B: 13.4%
A: 9.8%
OBSERVATIONS
E and D grades 10% higher than Like Schools, 13.2% higher than DOE. C grades 6.6% lower than Like Schools, 3.9% below DOE. B grades 7.6% below Like Schools, 10.6% below DOE. A grades 4.1% above Like Schools, 1.5% above DOE.
RESPONSE
Moderation and engagement practices require review in 11 General course in 2021. Whilst higher A grades seems pleasing the rest of the data suggests that judgements require review. An arrangement with a partnership school to review assessments and judging is recommended.

- Year 11 ATAR

DATA
NA: 0%
E: 8.7%
D: 13%
C: 60.9%
B: 17.4%
A: 0%
OBSERVATIONS
E grades above both DOE and Like Schools by approximately 7%. D grades similar to DOE and below Like schools. C and B grades similar to both DOE and LIKE Schools. A grades below both comparatives, significantly no A grade awarded
RESPONSE
E and A grades are of concern. Sharing practices with partnership schools and teacher networks seem to have helped with the grade spread between C and B grades. E grades can be addressed through focussed feedback and adopting a practice of feedback follow up (student action and building autonomous feedback practices), similarly a number of students at B level could also benefit from this. Use of work samples can also be used to build autonomous self-assessment and feedback usage.

- Year 12 General

DATA
NA: 0%
E: 8.9%
D: 1.1%
C: 60%
B: 16.7%
A: 13.3%
OBSERVATIONS
E grades are slightly above both DOE and Like School levels. D grades are significantly below both comparatives. C grades are above Like by approximately 5% and DOE by 12%. B grades are below both comparatives (Like 7.9% and DOE 12.2%). A grades are above, slightly.
RESPONSE
Cross marking and moderation was better in this cohort and the student feedback on the tasks and attempts to make them engaging for students was very positive. Submissions relating to E grades is of a concern and attempts to lift top C grades to a B level can be better facilitated with the use of "best practice" response samples (SCSA/ACARA/SRC bank of previous student work).

- Year 12 ATAR

DATA
NA: 0%
E: 0%
D: 4.3%
C: 78.3%
B: 17.4%
A: 0%
OBSERVATIONS
D and E grades are below Like and DOE levels. C grades exceed Like and DOE levels (9.1% Like, 21.4% DOE). B grades are below both comparatives. No A grade was awarded.

RESPONSE
The use of external networks and PD (when available due to Covid) has helped improve the consistency of awarded grades and value of the data. 2020 saw a significant improvement in the scaled score. Continued improvement is expected as year 11ATAR adopts similar methods.

OLNA

- Year 11

READING DATA
Q: 31.5%
Pass: 47%
Cat 2: 15.4%
Cat 1: 4.0%
NSA: 2.0%
OBSERVATIONS
An improvement in pre-qualified numbers but achievement numbers slightly increased overall. Overall CAT1/2 numbers fell slightly. We are slightly behind Like Schools in reading achievement in year 11.
WRITING DATA
Q: 13.4%
Pass: 61.1%
Cat 2: 16.8%
Cat 1: 6.7%
NSA: 2.0%
OBSERVATIONS
Slight improvements in writing achievement for 2020 over 2019. CAT 1 students rose slightly. Compared to Like Schools SRC has more prequalified students in year 11.
WRITING AND READING RESPONSE
Some improvement is pleasing. However, approximately 20% of students are still not achieving reading standard by the end of year 11. Student's attending the OLNA classes



have seen improvement. OLNA classes and interventions in 2021 (OLNA coordinator and in class interventions based on individual diagnostics reports) has been adopted. EALD General English provides access to an at risk group to facilitate this.

Non achievement rises to almost 29% in writing, though almost 6% of them are NSA.

- Year 12

WRITING DATA

Q: 18.4%

Pass: 68.8%

Cat 2: 9.6%

Cat 1: 1.6%

NSA:1.6%

OBSERVATIONS

Very little variance between 2019 and 2020 in Writing. SRC slightly out performs Like Schools with fewer NSA CAT 1 students. CAT 2 achievement is higher at SRC.

READING DATA

Q: 32%

Pass: 59.2%

Cat 2: 7.2%

Cat 1: 0.8%

NSA: 0.8%

OBSERVATIONS

Year 12 reading achievement has improved slightly and remained comparatively similar in other categories. SRC slightly outperforms Like Schools, with less CAT 2 achievement being the biggest area of improvement.

RESPONSE

Year 12 achievement of reading and writing OLNA is pleasing and NSA CAT1 and CAT2 are below like schools. OLNA interventions have a saturation effect from year 11 and year 12. A coordinated approach (as outlined previously) should further reduce the non-attainment levels to below 3%.

School Targets

INSPIRING TEACHERS: Staff using CMS and VL strategies in classrooms consistently. Use of profile data to inform classroom planning and practice. Use of external markers and networks to assist judging standards and assessment (ATAR).

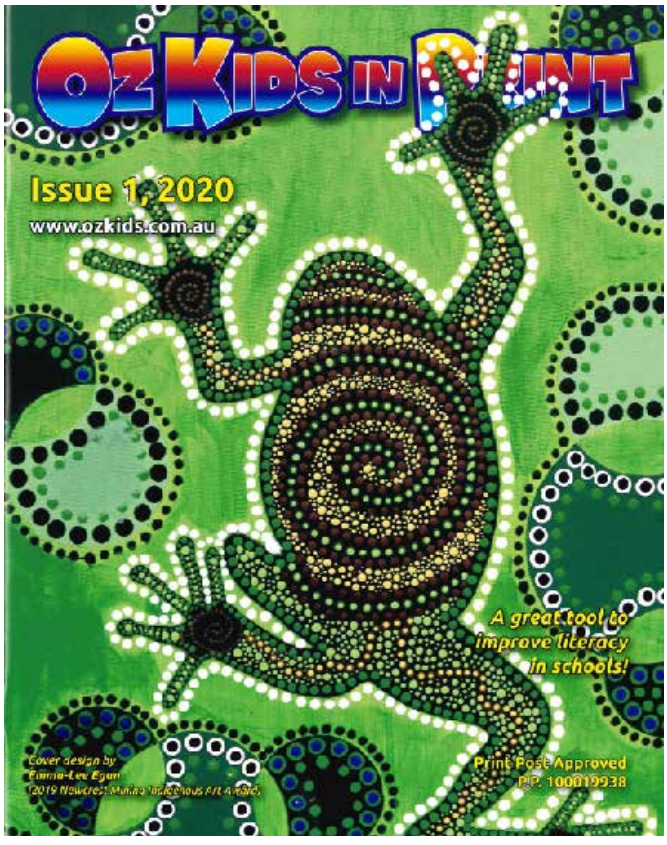
INSPIRING STUDENTS: Provision of English guide books in senior school. Explicit teaching of vocabulary and reading/writing processes. Using Blooms and SOLO taxonomies in assessment and reviewing assessment.

INSPRING COMMUNITY: Use of Connect and Compass to communicate task submission dates and linking parents to feedback on student work. Use of reward points (house points) to recognise student efforts and RIVER values.

INSPIRATIONAL LEADERS: Course coordinators established (lead teachers). English staff involved in facilitating whole school priorities in best practice teaching.

Successes and Celebrations

- Collaborated on annual WABIAD program. Helping to raise over $535,000 for Kids Cancer Project.
- Establishing “away from school” learning and support.
- Gosnells Writer’s Circle publication, Showcase, submissions.
- Maintaining OLNA achievement.







Rozmeri Cole
Head of Technologies

In 2020 the Technologies staff strived to help students to achieve in their selected courses, especially with several staff changes and disruptions due to building programs and Covid. Covid made 2020 a challenging year with online lesson delivery especially in Technologies with the practical aspects of courses. The new STEM/Mechatronics room opened provided a state of the art facility for our students. Further improvements to the D& T area began towards the end of the year for completion in 2021.

TECHNOLOGIES

Reflecting on recommendations made many of them were achieved. Results in the delayed EST were the best ever and staff felt having it later in the term contributed to student's understandings of the subject. TV's where placed in all D&T rooms to enable staff to deliver EI lessons in workshops, this occurred late in the year so staff have yet to utilise these. Some that were not fully achieved was raising student awareness of career pathways which will become a focus in 2021. During Term 4 a lot of work was done to bring consistencies to all of the Technologies contexts. Work was done, for implementation in 2021, on common design process proforma and rubrics, including student's self-reflections. Staff also planned to deliver careers within each context in 2021. Graphics Design will be making the move from Arts to Technologies in 2021.

Performance Data

In reviewing that data for 2020 the majority of individual subjects had improved results in Semester 2, however, it should be noted that Covid impacted on Semester 1 results. Also a factor to consider in that Years 7 to 9 there are different students each semester and class dynamics can also be a factor. Data analysis was conducted each semester and senior school classes also interrogated their box and whisker results to evaluate their courses.

In Semester 2 Technologies as a whole performed comparably with like schools with some differences. Of note is that in all year groups our students achieved more B's than like schools. In Year 7 our results had improved considerably from 2019 and in Year 8 it was the opposite with a drop in some results. Year 9 students has more A's, B's and E's than like schools. Year 10's were at like schools with A's and more B's and E's. There is a distinct pattern which needs to be addressed with the number of students achieving E's in some of our subjects along with helping more 'B' students to achieve A's. Year 11 and 12 subject generally performed to the same level as like schools, noting that in some of our subjects we had all students achieve a 'C' or higher.



Highlights

Digital Technologies - The Year 7's produced challenging Maths quizzes and the Year 8's created engaging endangered species games in Scratch. The Year 9 and 10 classes produced a range of games in Scratch, Game Maker and Minecraft. Coder Dojo classes resumed in Term 3 with participants working through Raspberry Pi coding lessons.

Textiles - The Year 8's learnt how to tie dye and design pillowcases and the Year 9's created their own keyrings and T-shirts. Both year groups developed their sewing machine skills and developed sustainable items, such as producing bags or bucket hats from old denim jeans.

Food Technologies - Students completed various tasks including, a cupcake decorating competition and designing and producing vegetable tarts, nutritious burgers and healthy meals for different demographic groups. The annual Year 11 Bake-off competition again proved to be a successful engaging event for all involved.

Childcare - The Year 12's held a Cultural Celebration Event with foods and children's activities from 12 countries. They also ran a care project with Perth Children's Hospital. The Year 11's managed playgroups inviting families each week to participate in student designed activities. They also created a library



display, produced original story books and prepared educational activities to support National Children's Book Week.

Childcare - The Year 10's designed unique children's products from recyclable materials. They also made giveaways and managed activities to promote RUOK Day and Harmony Week. Year 9's thoroughly enjoyed making foods for families in need when the Covid restrictions were being felt in the community and they gained experience managing a children's community event.

Design & Technology - In Materials, the Year 7's produced toolboxes, toy cars and were introduced to technical drawing. The Year 8's created toolboxes, birdhouses and further enhanced their technical drawing skills.

Design & Technology - In Woodwork, the Year 9's produced spice racks and toy trucks. The Year 10's constructed LED lamp stands and small coffee tables. The Year 11's manufactured small side tables and chests of drawers. The Year 12's produced wood cabinets and a variety of folding chairs.

Design & Technology - In Metalwork, the Year 9 's created metal stick figures, the Year 10's constructed metal toolboxes and folding shovels, and the Year 11's manufactured portable camp stoves and weathervanes. The Senior School classes focused on industry skills, particularly welding processes, and had the opportunity to attain their construction Industry 'White Card'.

Design & Technology - Mechatronics students produced model elevators and programmable board games. The Year 12's completed a project including technical drawings, prototyping and production using 3D printers and a laser



Recommendations for 2021

Inspire students:

- Review of tasks and their delivery to improve student engagement.
- Planning a new Building and Construction course for Years 9 to 12 to engage our students in skill and knowledge development in trades.
- Planning new courses in Year 9 and Year 10 to address some of you more disengaged students. The class (name TBC) will aim to develop students' self-esteem and care, focussing on topics such as self-care, diet, hair, makeup, fashion etc. The Year 10 course will also be delivered with a Certificate I in Leadership.
- Investigate and plan for a cross curricula Cyber Security pathway.
- Staff will develop IEPS for support students at education risk
- Careers activities/tasks will be in every subject and where possible complemented with guest speakers/presenters.
- A careers/skills display will be created in the Technologies foyer to immerse students in skills, pathways and careers for all Technologies subjects.
- The Coder Dojo will continue to develop building our links with our feeder primary school students and their parents.

Inspiring Teachers:

- Increase in STEM and digital technologies activities within courses
- Targeted peer observations will occur in triads focusing on improving their teaching impact.
- Ongoing biannual data analysis will occur to reflect on and improve subject delivery
- Staff will conduct pre and post surveys to gauge student progression in their subjects
- Staff will engage and utilise CMS strategies within learning area meetings and their classes. There will be a focus strategy every 3 weeks.
- Staff will use the common design process proforma utilising CMS strategies.
- Staff will develop and utilise restorative practice skills.
- Staff will use common rubrics based on judging standards and subject specific skills rubrics giving a common standard and consistently between all contexts.
- Regular moderation will occur during learning area meetings. Utilising the peer observation triads three items of work will be provided to all staff to mark and moderation will occur at the learning area meeting.
- EST's will be peer marked.

Inspire Culture:

- Staff will actively promote the House system by awarding House points and assisting/partaking in House activities
- Focus on improving staff wellbeing and promote team culture.
- Biannual review of data to monitor student achievement and to identify strategies to address areas for concern
- Performance Development is completed annually for all staff and staff are supported in growing their potential by alignment to areas of interest.

Inspirational Community:

- Delivery of programs which build positive communication and partnerships with families
- Develop a strong partnership with the Wood Turners.
- Development of a bush tucker section in the SRC Community Garden
- Identifying and arranging guest speakers for various contexts to develop partnerships and foster student's career pathway knowledge.
- Further development of partnerships with child care centres.
- Textiles partnership - develop links with Kanyana Wildlife Rehabilitation Centre
- Research Djinda Ngardak Program and if suitable apply for 2022.
- Join the Tucker Bush Schools Program and decide on how to be implanted within Food Technology curriculum. Links with Community Garden and NAIDOC Week



#1 Bestseller





Brad Francis
Head of Health & Physical Education

2020 began with a lot of promise. We welcomed back Mrs Joanne Murray from maternity leave on a part-time basis (0.6FTE) and Mr Cameron Edwards who joined our Inspire Soccer program, with a wealth of experience behind him, having represented Australia in the Under 21's. As well we saw Mr Jamie Warman (Year 8) and Mr Duncan Finlay (Year 9) begin their new roles as year coordinators respectively.

HEALTH & PHYSICAL EDUCATION

Term one saw Southern River College participate in two interschool competitions; Senior Boys Cricket and Senior Boys Basketball. The basketball boys had played 4 games and were undefeated at the time. However, the sudden announcement of the coronavirus pandemic worldwide, mid March, saw a chain reaction which ultimately witnessed the cancellation or modification of all sporting events (school, community, state and interstate), for the remainder of the year.

With the panic of the pandemic becoming very real in late March, early April, term two saw no sport, other than limited (non-contact sport) physical education lessons. And, with the possibility of lockdowns, the Health and Physical Education staff eagerly took up the challenge to prepare for online learning. All HPE staff learnt how to Zoom, WebEx, Google Doc, Microsoft Team, Vimeo, Chat and more. We accepted that the 'new normal' was about to become our 'new reality'. The forced professional development shaped new skills and knowledge within the Health and Physical Education staff, which will benefit our technological growth into the future. This time also imagined the birth of our new Volleyball Club, which had a membership of over 70 students spread from Year 7-12. Thanks to Ms Crystal Diep and Mr Jamie









Warman who coordinated the club.

During term three saw Mr Patrick Warr become acting Head of Health and Physical Education. It also saw some normalities of life return, abet some restrictions on space, number of people and personal hygiene requirements. Our main event we were able to run very successfully was the House Athletics Carnival, with Kabi crowned 2020 champions. We also farewelled our Year 12's, who began life at Southern River College as our first Year 7 intake and exit as our COVID cohort. Their journey has left many fond memories of their involvement in Health and Physical Education over the last 6 years.

Term four become a hectic term as many events began to return. With the same covid restrictions in place, Southern River College was able to participate in the Year 7-10 Interschool Athletics Carnival Black Division, coming a gallant second in October. Well done to the following students whose performances were recognised:

1. Imani Buregeya – Year 8 Boys: Runner Up Champion
2. Codee-Leigh Garth – Year 8 Girls: Equal Runner Up Champion
3. Bridget Hunt – Year 9 Girls: Equal Third Place
4. Lennox Sanderson – Year 10 Boys: Runner Up Champion
5. April McNamara – Year 10 Girls: Third Place

The result of all our students' performances in 2020, Southern River College in 2021 has been promoted to 'F' Division. First time we have made the Year 7-12 athletic interschool carnivals.

WAIS also attended Southern River College, to test and measure invited students to identify individuals who might have the physical and emotional traits to participate in the wide range of programs, in preparation for 2024 and 2028 Olympics and Commonwealth Games. Finally, 2020 concluded with the annual Inspire Soccer South West Camp at Busselton, attended by 20 students. Thanks to Mr Aiden Gustavino, Mr Cameron Edwards and Mr Patrick Warr (Soccer Coordinator).

Over the course of 2020, Health and Physical Education has continued its focus on our curriculum delivery on using the Explicit Teaching Model. With the reduction of lower school Health Education to one lesson per week, staff have worked collaboratively throughout the year to create a robust and engaging curriculum using this model. Health team leaders have coordinated the role out of lessons and assessments to help lessen staff and class variances in data. However, staff are still encouraged to differentiate their lesson structure and delivery to adjust for class needs. This will be a continued effort, as we refine and adapt to the pedagogical direction the college is heading in 2021.

2020 will forever be remembered for many things. But in the end, we in Health and Physical Education wish everyone to be safe and hope those who return in 2021 to be ready for an exciting year.

Senior School

ATAR

Year 12 ATAR Physical Education Studies – Mr Warr

2019 SAIS DATA

School Course Mean 59.1%	State Schools 63.55%	State WACE Mean 53.69%
Practical Score Mean 58.3%	Like Schools 63.45%	Like WACE Mean 47.13%
Written Score Mean 59.5%	SRC 59.10% (63.40%)	SRC WACE Mean 48.12%
Sem 2 Exam Mean 56.7% (51.57%)		

Year 12 ATAR PES

	A	B	C	ABC%	D	E	DE%
PES	0	5	5	90.9	0	1	9.09

Year 12 data is very consistent with both Like and DoE school. The grades between 2019 and 2020 suggest there has been movement upwards, with 5 B grades this year, against 0 B grades in 2019. There is now some significant discrimination occurring. However, our results were skewed due to one student's non-participation in the WACE exams. Removal of that result would have seen a SRC PES WACE mean of 51.57%, the first time our ATAR PES record a mean over 50%, which would have been significantly better than like schools.

Our practical exam results showed marked improvement, which was the result of a term 3 volleyball network coordinated by Willeton SHS, which had our students playing and competing against other WACE volleyball listed students, whilst being mock assessed. Feedback from those sessions were given back to students immediately. We continued supplementing this with devoted Volleyball practice every Friday afterschool, against staff and invited students. Also noted our top WACE practical exam student, competed in Netball with an 80% achievement. This demonstrates that it is critical to attract students with a community-based sports profile, that will greatly benefit them in those practical exams in Year 12.

Year 11 ATAR Health Studies – Mr Francis/Ms Diep

2019 SAIS DATA

School Course Mean 59.3%	Like Schools -%	State Mean -%
Sem 2 Exam Mean 51.5%		

Year 11 ATAR Health Studies

	A	B	C	ABC%	D	E	DE%
Health	0	4	2	66.7	3	0	33.3

This data can be misleading. With a small group, we had 2 students whose performances comprised the group; when they failed to submit assessments or had low performances in exams. We had one genuine student with EALD





















issues, who only missed reaching 50% (47.9%). He was supported with extra attention and literacy help throughout the year.

Moving forward into 2021 this group has a strong cohesive appearance, and is likely to be involved in a Small Group Moderation set in 2021, which should assist them with their assessment structure and understanding of the performance requirements needed for WACE.

LA Plan 2020 Targets

Both PES and Health Studies has had plenty work directed at current top sets of Year 10 cohorts. The goal has been to achieve both Year 11 and Year 12 ATAR PES and Health Studies classes at the same time. Our sustainability is critical in this area, if we hope that students want to do our subjects in the future.

Our current planning is now intrinsically linked to the future pathways of all students and supported by increased resourcing, improved connections to high achieving schools and involvement with SCSA through moderations, syllabus audits and examiner roles. It is pleasing to note that each succesive PES group has increased its mean score. But our goal is to achieve that magic 50%. Next year's ATAR Health Studies goal is to better the 46.72% from 2018 inaugural year.

GENERAL

Year 12

Classes	A	B	C	ABC%	D	E	DE%
PES (3)	9	12	38	80.82	9	5	19.18
Health St (2)	10	13	9	86.48	2	3	13.52
OE (1)	1	4	3	100	0	0	0

Cert II Sports Coach (2)	Competent	Not Competent
South Metro TAFE	26	2

GENERAL

Year 11

Classes	A	B	C	ABC%	D	E	DE%
PES (3)	0	7	24	72.22	8	7	27.73
Health St (2)	4	13	13	78.94	1	7	21.06
OE (0)	-	-	-	-	-	-	-

Cert II Sports Coach (1)	Competent - On Track	Not Competent - At Risk
I-VET	13	9

The transition into Year 11 is difficult with many. Understanding it requires increased rigour and the need to become independent learners is for some a challenging concept. No EST in 2020 brought about changes in assessment models in both Year 11 and Year 12 by creating our own Internal Set Test (IST). This still allowed us to measure the Year 12 cohort, against data from previous years. The promising outcome was with the increased pretesting and training, our final results was that the Year 12's would have made significant improvements had the test been taken in a normal year. With the Year 11's also being exposed to similar conditions, hopefully the stress and anxieties can be lessened to some degree and give them the self-confidence to accept the challenge of the EST in 2021.

LA Plan 2020 Targets

The key is to fundamentally make Year 11 PES, Health St, OE and Cert II Sports Coaching relevant and accessible, especially those who have yet passed the OLNA. In HPE we have identified many as visual learners and students who need to learn, how to learn concepts. Key aspects about note taking, keywords, jargon, spelling and comprehending content will be the focus for 2021. If some mastery is achieved through Year 11, then the progression into Year 12 hopefully will be more manageable and tangible to achieve a passing grade at its conclusion.

The Year 10 cohort data has shown no improvement from 2018. However, the rigour and demand in the Health program has be much higher, with the aim of producing Senior School capable students for 2020. Much emphasis has been place on health and physical literacy, to instil the necessary components for Health and Physial Education senior subjects. This backward mapping exercise at the end of 2018, identified areas of focus which has helped strengthen our curriculum. And in conjunction with a battery of better planned assessments, the 2019 data does look better than just on face value. The cohort was also exposed to streaming, both physically and academically. This allowed higher achieving classes to extend the boundaries of the curriculum. This is evident in the 10.5 set who had three students not achieve the benchmark in a class of 23.

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

Lower School 7 - 10

Health Education

2020

	A	B	C	ABC%	D	E	DE%
Year 10	12	20	23	32.73	26	87	67.27
Year 9	6	18	42	39.05	38	65	60.95
Year 8	11	23	56	52.32	24	58	47.68
Year 7	15	47	72	69.07	31	29	30.93

Health Education was reduced to 1 session/week in 2020. As a result, we had to adjust our Health scope and sequence documents to accommodate our new arrangement. With the threat of COVID arriving in term two, the HPE staff quickly and effectively engaged with emerging digital environment to plan and deliver quality lessons if any sudden lockdown arrangements occurred. The collaboration and effort by the HPE staff should be highly commended in what was a stressful period for everyone.

Moving forward, its noted that the level of achievement in both Year 9 and 10 needs greater scrutiny. The key is to deliver lessons and content that have meaningful connections to students and utilise technologies in a way HPE can contribute to

the digital skill sets required in the 21st century.

Focus for 2020 were:

- Develop comprehensive but specifically targeted Scope and Sequence Health documents for Year 7-10
- Continue to improve and diversify our assessment schedule to accommodate different learning styles
- Build upon the higher order thinking skills key focus is targeted towards Year 9 and 10
- Continue to build readable health assessments that all have explicit and clear marking keys for students
- Continue to refine our Explicit Learning ethos (Do nows, success criteria, learning intentions and exit passes)
- Build, use and record health literacy
- Moderate across classes to ensure effect is consistent throughout cohort
- To use more embedded technology within Health curriculum. Eg. Online learning

Physical Education
2020

	A	B	C	ABC%	D	E	DE%
YEAR 10	4	47	60	59.67	25	50	40.33
YEAR 9	1	30	70	59.76	36	32	40.24
YEAR 8	5	35	96	79.06	20	16	20.94
YEAR 7	7	60	106	84.80	22	9	15.20

Engagement is the key message which this data shows. It begins well in Year 7 but then tapers dramatically as we approach Year 9 and Year 10. Reasons for the decline can be many, however the key aspect is to ensure we need to market Physical Education as something which 40% of students want to do. The move towards single sex classes, targeted competitive streams, alternative programs that focus on fitness, body image or self-esteem seriously need consideration to ensure each student meets their physical activity targets and/or goals. Student feedback and voice through polls or surveys is genuinely needed to determine how best to fill the missing link in student participation.

An exciting development that emerged in 2020, was the popularity of Volleyball across all year groups. The establishment of a Volleyball Club afterschool attracted over 70 students every session. Therefore, planning for infrastructure and curriculum

Key Achievements

options (ie. Inspire Volleyball) is the obvious next step, leading into 2021 and beyond.
Due to COVID-19 all sport ceased in March 2020. Some restrictions lifted in Term 3. However, all Interschool Sport carnivals and competitions were cancelled for 2020.

Term 1

- Senior Boys Basketball Team – undefeated after 4 round
- Senior Boys Cricket Team – unfortunately lost all 5 matches (round robin)

Term 2

- No events – COVID pandemic

Term 3

- Keys 4 Life Pre-driver Education Program (Year 10 students)
- College Athletics Carnival – Kabi House Champions
- National Health and Physical Education Day
- Year 11 Outdoor Education – Canoeing Camp

Term 4

- Interschool Athletics Carnival – 2nd Black Division
- End of Year Soccer Camp - Busselton

Moving Forward

- Commence the planning and development on next Learning Area Plan 2021-23.
- Maintain focus on our longitudinal planning to continue our improvement and refinement of our curriculum materials. Our key focus moving forward is engagement opportunities and investigate best practice from other schools. Aim is to radically reduce our over-represented bottom end students in D/E grades in Year 9 and 10.
- Continue shaping and building up the Year 10 capacities to increase selection into HPE ATAR courses – Physical Education Studies and Health Studies. Goal is to get both ATAR courses operating in 2021.
- Monitor assessments so it meets the continuing demands of all students.
- Develop systematic approach to cross moderation of all classes within cohorts. Instil into HPE the need to make this part of the whole student feedback process.
- INSPIRE Soccer and Netball marketing materials reflect new directions. Continue with the visits to local primary schools and encourage the development of an INSPIRE SOCCER/ NETBALL sports uniform top.
- Investigate opportunity to create INSPIRE VOLLEYBALL in Year 9 and Year 10 on the option lines.
- Investigate volleyball infrastructure; the cost to create beach volleyball court and at least 2 outdoor (grass) volleyball courts
- Continue to build Volleyball Club and invest them into interschool competitions and carnivals.
- Identify a space to create a 'fitness centre'. An aspect we lost when moving from old gymnasium to new pavilion.
- Build a local area network with local feeder primary schools HPE staff to share and support them with HPE material and services













INSPIRE PROGRAMS

Inspire Soccer

Soccer	A	B	C	ABC%	D	E	DE%
Year 10	0	7	10	85	2	1	15
Year 9	0	3	17	80	4	1	20
Year 8	2	10	9	95.45	1	0	4.55
Year 7	1	13	13	93.1	2	0	6.9

Soccer Program Summary

- Fourth year of implementation of FFA's National Football Curriculum and updated training methodologies provided by Football Federation Australia's coaching programs.
- Coach and former professional player Cameron Edwards joined the College, bringing his wealth of experience to the role. He has recently completed his FFA C License and will look to add the B License in the near future.
- Supporting Coach Aiden Gustavino identified to attend Community Coaching Programs OR gain C License accreditation in 2021.
- Mapping program assessments to SCSA practical exams in senior school, therefore preparing the soccer students for practical examination conditions and requirements in both General and ATAR pathways in Year 11 and 12.
- There are 24 former Soccer Program students who have enrolled in General or ATAR Physical Education Studies in upper school for 2021.
- Moderately successful year with regards to attendance and behaviour:

a. High levels of engagement and minimal levels of negative behaviour in Year 7 and 8 classes however some difficulty with the Year 9 and 10 classes.

b. Consideration given to students remaining in program despite poor behaviour, as behaviour and engagement at the College deteriorates without it.

c. Future planning needs to readdress current behaviour contract and outline the specific processes and consequences that can be applied.

d. Coordinator and HOLA to continue to take responsibility for the application of probation periods and removal of students where necessary, and to provide greater assistance to supporting coaches where behavioural issues are prevalent.

Despite COVID, several competitions and events still ran. All were attended by a significant percentage of our soccer students which continued to build engagement with the school community and adding value to their educational experiences. We were able to attend one lightning carnival before the COVID shutdown, competed in three modified SSWA competitions, took the Year 10's on their Beach Sessions, hosted the annual Futsal Night, and transported 20 students on the South West Soccer Camp to Busselton in late December.



Performance Data

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

- 31 students in Year 7
- 28 students in Year 8
- 24 students in Year 9
- 23 students in Year 10

a. 2 previous Soccer Program students moved into ATAR Physical Education Studies in 2021, following on from 3 in 2019 and 4 in 2018 (there was no Year 11 ATPES in 2020)

b. 22 previous Soccer Program students enrolled in General Physical Education in Year 11 or in Year 12 in 2021

Comparison of Gen. Physical Education vs. Soccer Program standards:
General PE Data

	A	B	C	ABC%	D	E	DE%
Year 10	4	47	60	59.67	25	50	40.33
Year 9	1	30	70	59.76	36	32	40.24
Year 8	5	35	96	79.06	20	16	20.94
Year 7	7	60	106	84.80	22	9	15.20

Soccer (Practical) Data

	A	B	C	ABC%	D	E	DE%
Year 10	0	7	10	85	2	1	15
Year 9	0	3	17	80	4	1	20
Year 8	2	10	9	95.45	1	0	4.55
Year 7	1	13	13	93.1	2	0	6.9

Comparison of Practical Achievement Standards

- There are 25.33% more ABC grades in the Year 10 Soccer class when compared with the Year 10 cohort (and therefore 25.33% less DE grades)
- There are 20.24% more ABC grades in the Year 9 Soccer class when compared with the Year 9 cohort (and therefore 20.24% less DE grades)
- There are 16.39% more ABC grades in the Year 8 Soccer class when compared with the Year 8 cohort (and therefore 8.3% less DE grades)
- There are 8.3% more ABC grades in the Year 7 Soccer class when compared with the Year 7 cohort (and therefore 8.3% less DE grades)
- A positive total average of 17.57% more ABC grades across all Soccer Program classes, which is to be expected from a sports program for high achievers. We would like that average to be above 20% in 2021 and will look at measures to reduce the number of D

Key Achievements

- Performance data suggests all Soccer classes are outperforming their general counterparts across the cohorts.
- Continued upskilling of coaches to AFC B and C Licenses.
- Five Year 7 students were selected to play in the Year 8 team, whilst two Year 9 students and four Year 10 students were selected to play in the Year 11/12 team in the SSWA competitions.
- All competitions and excursions have been attended by large amounts of students, continually building engagement with our community and adding value to their SRC experience.

Moving Forward

- With the success of the soccer and netball trials in 2019 and 2020, coupled with the new facilities at the school, we are starting to attract more capable students to our sports programs, to compete more evenly with the several like-schools in the area (e.g. Lynwood, Kelmscott, Darling Range)

a. The profile of the more capable students includes having prior experience in the sport, or similar, and regularly playing community sport outside of school hours

- In 2020 we have established a community partnership with the Edmund Rice Centre, who will begin to run in early 2021, free soccer coaching clinics. They will be moving to our college oval to use our facilities on Tuesday afternoons. This will extend many our students and provide much needed training time for those that cannot play community sport for many reasons (such as cost, travel etc.).
- Whilst numbers are increasing in lower school, there has been a decline in performance and engagement in Year 10, and this is predicted to continue for a number of reasons, including competition from other sports (General PE and volleyball)
- This has been offset in Year 10 in the past, with the Soccer Program (and Netball Program) falling on the option line, meaning students get to continue with the program and participate in general physical education, something that had been a success and possible option that could be considered in the future.







Inspire Netball

Netball	A	B	C	ABC%	D	E	DE%
Year 10	1	5	11	62.9	5	5	37.1
Year 9	1	3	5	52.9	3	5	47.1
Year 8	2	2	14	85.7	1	2	14.3
Year 7	0	3	17	83.3	3	1	16.6

Performance Data

2020 saw a variety of highs and lows for Southern River College as the Inspire Netball Program took shape into a locally recognised program for aspiring athletes. In 2020 we saw the program expand with our largest cohort ever recorded, with the current year 7's class at a staggering 31 class size. A further improvement on current numbers within the lower school and promising a continued line of success into 2021. We had a record 5 students from the netball program move into the ATAR Physical Education Studies course for 2021, doubling the record set in 2016.

The premier competition aligned with like schools (SSWA High Schools Cup) showed promising numbers turning up to trials however, despite the COVID 19 restrictions being lifted 2 weeks prior to the competition Southern River College was unable to send teams to the competition.

Community links with feeder Primary Schools continued with the Year 8 class being invited to organize, coach, umpire and manage a Bletchley Park Primary School netball tournament. Allowing us to engage further within the community and promote the strong members of our program.





Moving Forward

There are promising signs of the Inspire Netball Program interest within students as class sizes continue to stay strong as each year passes. Male intakes continue as we have male students in both year 7 and 8 continuing their work within the program.

Along with the Soccer Inspire Program, Netball will work hard to compete with Physical Education to increase number in 2021. Netball will focus our efforts on producing 3 students every year for the ATAR Physical Education Studies to ensure that the academia of the school will continue. We will continue to focus on mentoring students individually in the hopes of continuing individual success into our aspiring leaders and athletes.

For 2021 we will hopefully return to the Gold Coast with the promise of the restrictions lessening throughout the year within the nation. In the meantime, the possibility of rekindling the Tri tournament (Byford, Thornlie and SRC) will hopefully keep our students fit and motivated to participate in Netball for 2021.







#1 Bestseller





Daniel Grayce
Head of Humanities & Social Sciences

HUMANITIES & SOCIAL SCIENCES

Business Plan 2018-2020 reflection

Increase numbers of students selecting HASS Senior School Subjects - There has been an increase in students choosing HASS senior school subjects for students going into Year 11 in 2021 with ATAR Ancient History, ATAR Business management and Enterprise, and Philosophy and Ethics as new additions to SRC. Additionally, there has been an increased number of students seeking a HASS VET pathway. This can be attributed to a strong push through 2020 to increase engagement and participation for year 10 students in HASS.

Partnerships - HASS has maintained establish partnerships with other schools, particularly, John Curtin College of the Arts and Perth Modern School. This has aided in preparation for teaching new subjects in 2021, as well as in assessment creation and content delivery during 2020.

Assessments - Common assessments are used throughout lower school 7-10. These assessments undergo internal moderation, at least once per topic covered. Common terminology is used throughout the HASS subject area to best prepare students for senior school requirements. HASS assessments are backwards mapped to senior school curriculum. Assessments are being revised to be more skills-focused to ensure engagement with content and real-world application.

Visible Learning (VL) and Explicit Instruction (EI) - All HASS teachers using VL and EI for lessons. This has been promoted and modeled through various professional development sessions as well as LA









meeting times. Mandatory pre-testing and post-testing for each unit of work in 7-10 is undertaken as a formal process across all HASS classes. This data is then used to track progress as well as inform differentiation. Additionally, the pre and post testing helps students to build resilience while instilling a growth mindset.

Leadership – Four HASS teachers have been chosen to be 'year leaders' for HASS subjects 7-10. These leaders have the responsibility for the creation, revision, and distribution of assessments to other HASS teachers.

Committees – HASS is represented in the majority of comities throughout SRC with exemplified in the work done with the ICT and STEM committees.

2020 Cohort Reflections

Year 10 2020 trends: The number of students not achieving a 'C' grade result or above remains high at approximately 40%. Throughout 2020 there was a focus of engagement and real-world application of skills. Unfortunately, frequent disruptions from issues such as Covid-19 lead to increased non submission of assessment tasks which negatively impacted pass rates.

Year 10 2021 focus: Assessment tasks will be refined to ensure they align with SCSA guidelines, promote engagement, and maintain focus on real-world application. There will be a reduction / removal of take-home research assessment tasks. For students who are not engaged in school, these take-home tasks are significantly lowering grades, despite the same students otherwise being able to engage and demonstrate knowledge through in-class assessments.

Year 9 2020 trends: A significant reduction in 'A', 'B' and 'C' results in Semester 2 2020 compared to Semester 2 2019. 2019 data was assessed to be inflated and assessments too easy. The assessments were restructured in 2020 and were likely pitched too high resulting in lower results. Further evidence supporting this assessment is that this cohort of students performed at a much higher level during their time in Year 8.

Year 9 2021 focus: All assessment tasks are being rewritten to align with SCSA and judging standards. Similarly, to year 10, there is a focus on real-world application and demonstration of skills to promote engagement. With a skills focus (paragraph and essay structure, source analysis etc.) these students will be better equipped for success in Year 10 and senior school.

Year 8 2020 trends: Overall very positive results with grade distributions closely aligning to DOE results.

Year 8 2021 focus: Results form 2019 and 2020 both show the year 8 cohort performing well. The topic programs are sequenced well, and assessments are engaging. In order to maintain this positive momentum, both programs and assessments will be refined to ensure they continue to align with judging standards and SCSA requirements.

Year 7 2020 trends: While 'A' and 'B' results are fairly similar to DOE results, there is a significant drop-off in 'C' results (25% lower than DOE) which shift to 'E' (10% higher than DOE).

Year 7 2021 focus: There is a wide range of abilities of students who will be in Year 7 at SRC in 2021. To best aid these students, strong differentiation will be a focus to help low achieving students engage with content and achieve a 'C' grade minimum. As with all lower school classes, programs and assessments are to be refined to ensure validity.

Senior School

2020 ATAR: Due to low pick-up, the currently run ATAR subjects (Geography, Modern History and Politics and Law) will not be continued for 2021. Despite low numbers, 100% of students who studied HASS ATAR subjects in Year 12 achieved a 'C' result or higher.

2020 General: Overall very positive with strong results for the majority of courses, as well as a growing number of students choosing General HASS subjects.

General Career and Enterprise Y11 - two classes ran with one performing significantly better than the other. This is likely due to the difference in experience levels between the two teachers. Between the two classes, approximately 70% of students passed this subject.

General Business Management and Enterprise Y11 - showed very positive results with 80% of students achieving a 'C' or higher.

General Career and Enterprise Y12 – again, showed strong results with 80% of students achieving a 'C' or higher.

General Business Management and Enterprise Y12 – very high performing subject with 93% of students achieving a 'C' grade or higher. To ensure validity, in 2021 a strong moderation process will be in place.

Key Directions for 2021

Build capacity for quality leadership – due to a large number of staff teaching HASS and in another subject area, as well as not having taught HASS before, there are staff who will likely struggle to effectively deliver the HASS curriculum. In order to combat this issue, Year Leaders will be given extra responsibility to liaise with teachers who will be delivering content in their assigned year group. The Year leaders will ensure all teachers know the content they are expected to deliver, the key concepts and skills the students will need to demonstrate, share resources and promote ways to make content more engaging for students. This will not only ensure content is delivered to a high standard but continue to promote leadership in the HASS LA.

Year 9 assessments and engagement – as per the Year 10 focus of 2020, in 2021 we will aim to promote engagement in HASS for the Year 9 cohort with the aim of increasing participation, assessment submissions and results.

Senior school subjects – As previously stated, 2021 will have three new senior school subjects. These subjects will have a focus of moderation, planning and professional development for their teachers.

Critical thinking and 21st century skills – Continue to incorporate these skills into various programs and concepts throughout the year.

Ensure differentiation – Year leaders will work with the HoLA to create meaningful differentiation for both high and low achieving students to promote engagement and to help students to achieve a passing grade.















Cheryl Andrade

Head of Mathematics

The impact of coronavirus in 2020 forced us into remote learning, with its many challenges. As our teachers switched to technological platforms, we provided new opportunities for our students to try out different modes of education. While we had some successes, it was evident that the lack of face-to- face delivery and contact with our students, impacted heavily on their progress in the Mathematics Learning Area.

MATHEMATICS

The staff remained dedicated to providing diverse teaching and learning opportunities for our students but parents, and students, know firsthand the high cost of the prolonged period of remote learning. Students struggled to learn more difficult concepts, and in some cases lacked the resilience to remain motivated and engaged in their learning. This was particularly evident in student performance in our more challenging ATAR courses.

Performance Data

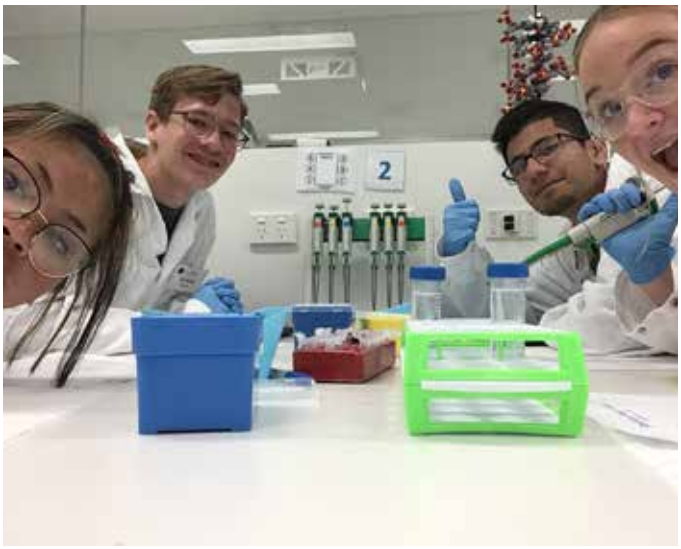
In ATAR Mathematics Methods and ATAR Mathematics Applications, our performance which had been well above Like schools for 3 years, dropped marginally below the Like Schools Mean score in 2020.

In Mathematics Essentials (General) we remained above Like schools at the top end, but dropped to poor performance at the lower end.

We had made steady improvement from 2017 in the OLNA Numeracy achievement, but our WACE eligible students dropped from 93% to 91% in 2020. Performance in Years 11 and 12 OLNA remained above Like Schools, but our OLNA longitudinal achievement was below Like schools in Year 10.

Students in Years 7 & 9, were not required to sit their NAPLAN tests in 2020 due to COVID, but on a positive note, a number of our students in Year 9 sat the OLNA tests, with 52 students prequalifying in this cohort.

Our Year 7 and Year 8 data showed substantial improvement at the top end with students performing well above Like Schools, but the high level of D and E grades in these classes, also emphasised a level of disengagement at the lower end. This disengagement was amplified in Years 9 and 10, with many students performing poorly across the cohort.







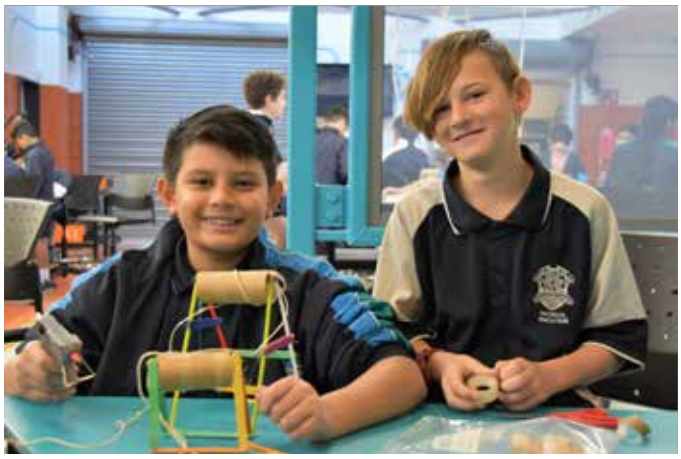




Key Achievements

Some of our Learning Area achievements and highlights in 2020 include the following:

- In line with our Learning Area priority - to train and encourage our students to be collaborative, creative, critical thinkers and encourage their understanding of digital technologies - we encouraged participation in the Bebras Challenges offered by the CSIRO. Our first batch of Year 8 students participated in the Challenge in 2020, and proudly received their Certificates at the end of the year.
- Education Perfect and Mathspace programs were provided for our students as extra support which increased the engagement in Mathematics for some of our students – one of them even received a Bronze medal from Education Perfect for outstanding performance!
- While incursions and excursions were limited due to COVID regulations, we managed to bring in staff from BHP to discuss the importance of Mathematical skills for employment in the Mining sector. This was an eye opener for some of our students, and teachers noted increased engagement in class after the visit.
- A group of students were again provided with the opportunity to complete their Certificate 1 in Financial Literacy in Year 10, sponsored by the Smith family, and all enrolled students were proud recipients of their Certificates on completion of the course.











Moving Forward

Based on data analysis of student performance, we developed a three-pronged approach for academic success and engagement, as highlighted in our Learning Area Plan. Along with significant pedagogical changes, we have moved towards more accountability, training and support for our Maths teachers, and improved diagnostic testing and analysis to support our students into the future.

Interrogation of data is used to prepare meaningful programs, and to identify student subgroups ie. EALD students, Aboriginal students or students at educational risk. Teachers work with the Pedagogy Centre to inform analysis, review programs and processes and develop targetted intervention strategies for identified students, backtracking the curriculum to meet individual student need.

Staff demonstrate the use of effective teaching and learning strategies through our Visible Learning platform, where pedagogies are shared and modelled, peer observed and assessed according to the AITSL standards, and feedback is given and received, in an environment of trust and collaboration. Our focus also includes building on curriculum based partnerships with our feeder primary schools, to share information and pedagogy. We have also increased our focus on e-learning and online tools, specifically for differentiating the curriculum and creating a more engaging and inclusive learning environment. Increasingly, teachers also use plenaries and formative assessment strategies to gather student feedback and inform their planning.

Finally and most importantly, we continue to value and build our relationships with our parents, who are integral to our purpose of successfully engaging and supporting our students to be confident and engaged learners, and outstanding young adults who act as positive and active role models in the school and wider community. We thank our parents for their support in the past and continue to look forward to rewarding partnerships in the future.











Robert Forte

Head of Science

2020 was a year like no other. We wrote the first chapter on COVID-19 and it is one that we will remember for the rest of our lives. A year where students, teachers, and the community had to suddenly adapt to a new way of life, including that of continuing to provide and receive a quality education. This was our foundational year of teaching in our newly renovated Science Laboratories. Staff and students rapidly adapted to lessons delivered online via WEBEX, even including virtual lab experiments streamed to students at home!

SCIENCE

During 2020, the Science Learning Area worked cohesively towards achieving progress in multiple foci.

The Science Department continued to strengthen its resource and support bank to ensure a high standard of consistency of pedagogy in every Science classroom. All assessment tasks were once again reviewed through a process to ensure their authenticity to the SCSA Judging Standards for each Year Group. The use of Explicit Teaching continued its development in the Science department with a focus on checking for student understanding centered around the College's exciting development in Visible Learning. Multiple staff members (including myself) were able to be developed by the Teachwell Masterclass Series in High-Impact Instruction. Many valuable strategies to improve student participation from this series were immediately implemented in Southern River College Science classes.

The integration of formative assessment practices in all Science classes, so that teachers can provide timely feedback on student progress and achievement, was identified as a strong focus. During 2020 we trialed the use of 'Zipgrade' linked to frequent mini tests in our Year 7-10 Science classes. With the software, staff are able to rapidly evaluate where the 'gaps' are in their individual student and whole class knowledge to ensure that swift intervention can be applied. As a result, this has been completely programmed into our revised assessment schedule for 2021.

The new Science options in Years 9 and 10 were implemented to foster student engagement and interest in Science. In Year 9, the electives were Forensic Science and Edible Science. In Year 10,









the electives were Psychology and Mission to Mars. At the conclusion of 2020, a review of these electives towards their proposed purpose was conducted. As a result, they were not scheduled for 2021 classes.

Increasing student excursions and incursions in the Learning Area were initially hindered due to COVID and restrictions. A greater focus has been placed on them to increase student understanding and explanations of the natural world, and to assist in developing a passion for the subject.

Performance Data

In lower school Science at Southern River College:

Our Year 7 cohort evidenced an 11% reduction of students receiving a D or E grade compared to 2019. Our results are positive in comparison to our like schools with the data closely mirroring.

Our Year 8 cohort evidenced a 7.5% reduction of students receiving a D or E grade compared to 2019. We were slightly lagging compared to our like schools with a -10% comparison in students achieving A or B grades in Science.

Our Year 9 data evidenced a 10% reduction in D and E grades in comparison to 2019. Though compared to Like Schools our data demonstrated that we have a higher number of students receiving D and E grades (6%) and less students achieving A, B, and C grades (17%).

Our Year 10 data is of greatest concern in our Year 7-10 data set. We demonstrated a 10% reduction in historical (2019) D and E grades. Compared to like schools, we demonstrated a higher number of students receiving a D or E grade (10% higher) and less students achieving a satisfactory mark (ABC) in Year 10 Science (15% lower than Like Schools)

In upper school Science at Southern River College:

In comparison to our like schools, Chemistry and Human Biology demonstrated a larger tail end at Southern River College. Physics is unable to be compared due to a sample size under 10 students. Our ATAR 12 Science students did not perform as expected in their final exams in comparison to our school data leading to a focus on senior school moderation during 2021. Integrated Science (Year 12) evidenced an 86.4% pass rate for students (compared to a 73.2% pass rate for like schools).

Key Achievements

- A celebration to Science staff and their students for their ability to rapidly adapt under the conditions of a COVID lockdown.
- The Science Labs are beginning to 'come to life' after staff spent numerous hours ensuring that they evidence a positive and safe learning environment.
- Science Week: 'Big Blue: Future Innovations for our Oceans' was celebrated by staff and students. Students were able to attend virtual excursions hosted by Murdoch University and ChemCentre, engage in Science quizzes, venture around the school on a Science Week scavenger hunt, investigate genetics in a DNA Zoo, and to finish it all off they were treated to a liquid nitrogen science show by our lovely scientist and teacher Miss Silva.
- Students were engaged with new Science options classes than ran in our Year 9 and 10 cohorts. Students were treated to Edible Science, Forensic Science, Psychology and Mission to Mars. Our students have responded positively to our pedagogy, with increased interest in our Science courses at the General and ATAR level, leading to the planning and introduction of ATAR Psychology and the Certificate II in Permaculture for 2021.

Moving Forward

The Science is Department is looking forward to moving forward with a range of fantastic objectives to improve student outcomes in 2021 linking with the College's Business Plan.

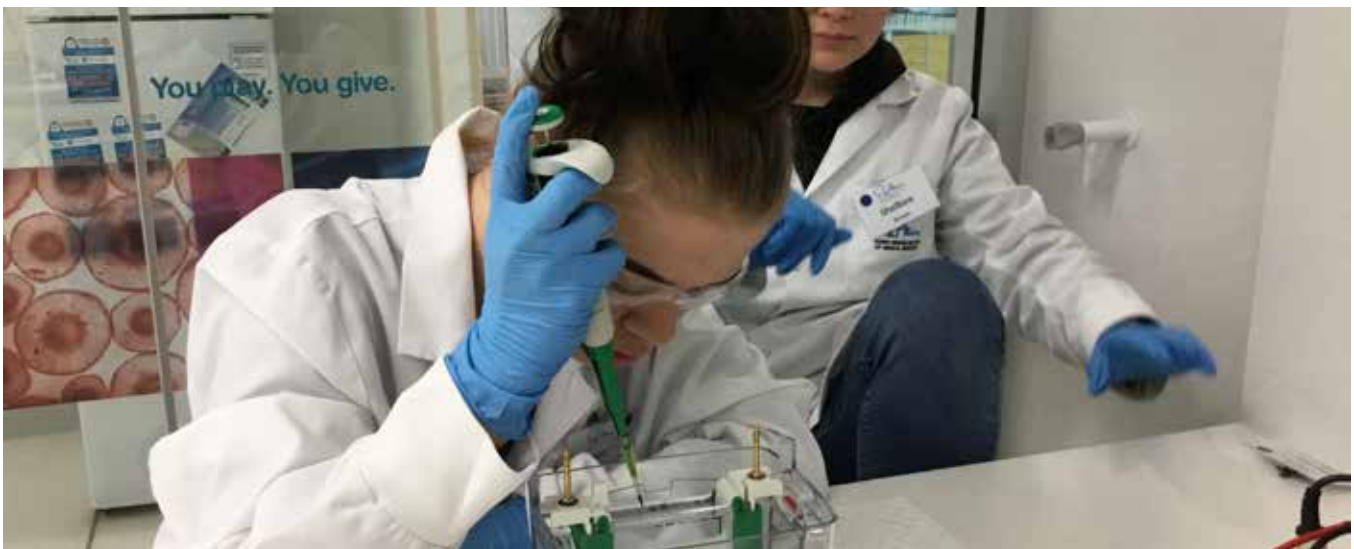
Student outcomes were impacted in 2020 by poor student attendance, which became more evident toward Year 10. We want students to engage with Science (understanding the nature of their Universe) not only in lower school but also in upper school. We aim to increase students choosing Science by providing a greater exposure to Science Careers in the classroom through our teaching and with an increase in speakers from industry. We are aiming to host attendance reward event in our department for students who are demonstrating exceptional attendance to Science. We understand that missing school can increase a student's anxiety to return to the classroom, so we are hosting after-school sessions for students to come and catch up on what they have missed – or to get help on topics they are struggling with.

Our Pedagogy is always at our forefront. We are aiming to continue to develop our high-quality resource and assessment bank to ensure that students are receiving access to high quality material. We are seeking to review and implement thorough moderation of student assessment in Years 7-10 to ensure student results are being judged accurately. We are developing our approach towards Visible Learning by increasing both staff and student self-reflections, preserving excellent student work samples to use to assist future students (what a good one looks like), and by investigating how we can make student learning more visible within Science.

Keeping up to date with professional knowledge enables educators to develop the knowledge and skills they need to address students' learning challenges. Science Staff are being trained weekly in new Instructional Strategies, Classroom Management strategies, and evidence based educational research within our curriculum focused Learning Area meetings.

We are also stepping up our communication with our Southern River College families. Parents and Guardians will have more frequent communication from teachers and the Head of Learning Area to ensure they are up to date with their child's progress but also what exciting things are happening within their child's classrooms.

The Science Department and I look forward to 2021 and the exciting challenges it will present.



Priority Four



INSPIRE COMMUNITY

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



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

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



2019 FOCUS AREAS

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





David Toothill
Head of VET

VOCATIONAL EDUCATION & TRAINING

Business Plan 2018 - 2020

Target 2

Increase the number of student's successfully pursuing academic pathways from 22% in 2017 to 30% and a medium ATAR of 65% plus by 2020.

VET provides a one-year Certificate II in Business targeted to ATAR students, both to broaden their area of study and school experience and to ensure students have 4 C equivalency WACE points if they exit the ATAR program at the end of year 11.

Target 3

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

In 2020 85% of year 12 student had engaged in a VET course during year 11 or 12.

The percentage of students undertaking higher-level certificate III qualifications nearly doubled increased from 4% to 7%.

The percentage of students that did not achieve their qualification declined from previous years, and was the lowest rate on statistical record for Southern River College.

7% of students of students achieved two VET qualifications and 2% of students achieved three. This is a decline on previous years.

Target 5

Achievement of Aboriginal attainment is equal to or higher in WACE and ATAR mediums with students achieving meaningful pathways to employ-









ment or further education.

9 Aboriginal graduates in 2020 had enrolled in a total of 10 VET qualifications during their schooling. 80% of those qualifications were successfully achieved.

Nine Certificate II qualifications

One Certificate III qualification

Two completed as ASBTs

Target 6

National and school surveys show improved levels of satisfaction in school culture, leadership and organisational health based on the surveyed opinions of teachers, parents and students.

RTOs collect survey data from students of course satisfaction. Anecdotally – Southern River College students are satisfied with the quality of VET courses and course delivery at the College.

Target 7

Increase regular attendance to 60% across all cohorts and improve attendance drop off from semester 1 to semester 2 by 5% by 2020.

VET department has conducted a review of VET offerings in 2020 to ascertain course popularity and completion rates. New courses offered for 2021 and other qualifications no longer offered. Aim to provide more engaging courses that will improve attendance and curtail drop off across semesters.

Recommendations from 2019

1. New pathways toward WACE achievement means that VET courses are no longer necessary for students to achieve WACE. Our goal is to retain VET numbers proportionate to cohort size.
2. We aim to establish the groundwork for new courses in 2021. Prospective courses include; Certificate II Permaculture, Certificate II Cooking, Barista certification, and Responsible Service of Alcohol (RSA) certification. There is high demand in industry for young workers in fields as those above, but often require applicants to hold relevant qualifications and certificates for application eligibility.
3. Engage with a broader range of business to host students for workplace learning, with a focus on placing students in businesses that have demonstrable career pathways post-school.
4. VET enrolment numbers reduced from 2019 to 2020, from 98 students to 91. However, the amount of qualifications enrolled into remained steady, from 103 in 2019 to 102 in 2020. While less students undertook a VET pathway, those that did engaged deeper with VET. The enrolments in 2021 have improved.
5. Permaculture has been established as a new course offered at Southern River College in 2021, incorporating the 21st Century Skills and Knowledge of sustainable design sought by employers. Staff were trained and capacity to deliver developed during 2020. Barista and RSA courses were not arranged due to COVID-19. Facilities for Certificate II in Hospitality have not yet been established for delivery.
6. The ADWPL program was severely hindered by COVID-19. Department restrictions prevented students from being placed for a significant period of time, and reluctance by employers once restrictions lifted were an obstacle. This recommendation is being carried over to 2021. Connections are being sought with large companies that can offer employment opportunities to participating students upon completion.

Performance Data

2021 (year 12 only) (in progress)

104 VET students – 116 Cohort (89%)

109 qualification enrolments

Certificate II – 99

Certificate III – 10



Longitudinal Comparative Data

2020 (year 12 only)	2019 (year 12 only)	2018 (year 12 only)	2017
• 91 VET students / 116 cohort (78%) • 102 qualification enrolments • 83 achieved qualifications (83.84%) • 100% full-qualification enrolments • Certificate II – 92 • Certificate III – 10 • Traineeship – 5 (ASBT 2)	• 98 VET students / 103 cohort (95%) • 103 qualification enrolments • 93 achievements (90.29%) • 98% full qualification enrolment • Certificate II – 96 • Certificate III - 9 • Traineeship – 1 (ASBT – 0)	• 136 VET students / 116 cohort • 150 qualification enrolments • 102 achieved qualifications (68%) • 100% full qualification enrolments • Certificate II – 141 • Certificate III – 9 • Traineeship – 3 (ASBT – 0)	• 124 VET students / 102 cohort • 168 qualification enrolments • 107 achieved qualifications (63%) • 98% full qualification enrolments • Certificate II – 151 • Certificate III – 16 • Traineeships – 23 (2 ASBT)

Response to Key Findings

As the amount of certificate IIIs and SBTs have decreased, the attainment rate has increased.

The percentage of students who enrolled in a VET qualification that successfully completed it reduced in 2020 (83.84%) from 2019 (90%). This reflects the difficulties of COVID-19, and includes students who changed courses, withdrew from courses, or exited the school.
While the rates of successful completion reduced, the 2020 statistics are still a significant improvement from 2017 (63%) and 2018 (68%).

Year 12s engaged with VET pathways have increased in 2021, reflecting the emphasis on promoting VET in school despite the new WACE pathway that does not require VET or ATAR to be undertaken.

The percentage of ASBTs being undertaken has increased, reflecting Target 5 of the 2018 – 2020 Business Plan





STUDENT SERVICES



ATTENDANCE

Data shows significant decline in regular attendance and unauthorised attendance. Factors may include COVID19 as attributing to the change due to the disruption to Semester 1. 2020 data was not reported on due to the COVID19 pandemic.

Targets moving forward

1. Reduce moderate and severe attendance rate by 5+%
2. Reduce moderate and severe attendance rates for years 9 to 11 by 5+%
3. Improve girls moderate and severe attendance rate by 5+%
4. Improve Aboriginal student moderate and severe attendance rate by 5+%
5. Increase regular attendance by 5+% across all cohorts 2020-2022
6. Reduce unauthorised absences by 5+% across all cohorts 2020-2022.
7. Reduce attendance drop off from semester 1 to semester 2 by 5% across all cohorts 2020-2022
8. Increase whole school attendance to 90% by 2022









ALL STUDENTS

Table 1: Attendance and Absence Type by Collection Period for SOUTHERN RIVER COLLEGE

Collection Period	2014 Sem 1	2015 Sem 1	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1	2021 Sem 1*
Attendance Rate	85.8%	86.4%	86.7%	88.0%	87.6%	85.9%	86.5%*
Regular Attendance	52.3%	56.5%	58.8%	60.9%	62.0%	57.3%	60.9%*
Authorised Absence	43.1%	37.3%	37.5%	44.9%	49.2%	46.0%	37.1%*
Unauthorised Absence	56.9%	62.7%	62.5%	55.1%	50.8%	54.0%	62.9%*

* indicates that data is not final. Note that the Absences are proportions of half days in each category.

SUSPENSION AND REVIEW

Overview Sem 1 2020

Students Suspended	Unique Enrol-ments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
112	1004	11.2	208	455.0	2.2

Overview Sem 1 2019

Students Suspended	Unique Enrol-ments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
115	957	12.0	285	641.0	2.2

TRANSFORMATION OF STUDENT SERVICE AREA - A CASE FOR CHANGE:

In 2020 Southern River College conducted a review of its student's service model and looked at ways to integrate some aspects of a Full Service Model into its school. Our data showed that despite best intentions and a strong team that the model similar to most school's models of operation in this area we were not meeting the need of the students and school community. Our data represents the roles and duties of Year Coordinators and Managers and Support teams.

On investigation of our data and current structures, we noted the number of issues being dealt with by the student services team. Most of this was reactional to behaviour. The existing model utilised a team of people who work with a number of issues across the school, ranging from behavioural, mental health, engagement, attendance, gate keeper and positive interactions. Behaviour being the major focus. The statement put to the school community was: We can keep doing what we are doing and we will keep getting what we have. Our data over several years showed little shift despite good intentions.
We were not having an opportunity to target the positive things we knew would make a difference to our school culture and our students. Aligned to the roles of our Year Coordinator and Managers four areas of focus were looked at in the light of the about areas of need. Behavioural Support, Attendance and Engagment, Student Postive Incentatives and Celebrations. Our review found nearly 80% of the time was spent on behavioural issues. Something needed to shift. Aligned to the government's plan to Creating Strong Communities, Building our Strength and Every Day Matters; Southern River College saw the need to explore our context review current practices, roles and purpose of our current Student Services System.

Areas identified for support based on our Mission Australia Surveys, SARs, School Opinion Surveys and UWA Mental Health Research and SIS Behaviour Data were:

- Aboriginal Students
- Student at Educational Risk
- Complex Behaviours
- Stress and Mental Health
- Protective Behaviours
- Equity and Discrimination
- Behaviour Support Teacher and Student Support
- Attendance and Engagement
- Curriculum Support Teacher and Student Efficacy
- Celebration and Positive Incentives
- Transitional Points.

Tier 3 students and their families, along with supporting the needs of all students in our schools via a Wellness Model structure.

Roles and priorities were re-developed with our workforce planning and the beginning of our new structures emerged in Term 4 2020.

THE WELLBEING CENTRE OVERVIEW
The Wellbeing Centre supports the culture and pastoral care of students and staff aligned to the government's plan creating strong communities and link to Building on Strength targeting three areas:

THE RIVER ROAD CENTRE caters for complex behaviours supporting students who require Tier 3 interventions and case management.

2. The CENTRE FOR PEDAGOGY targets: CMS and PBS practices, aligned to Visible Learning.

3. THE WELLBEING CENTRE and team targets positive culture aligned to pastoral care activities, celebration and sense of place.



FINANCIAL OVERVIEW

Southern River College's main income for 2020 was once again derived from Student Centered Funding, making up nearly 63.5% of the College's income for the year. Locally raised funds have made up only a 36.5% of the College's income. Our locally raised funds have been derived from mainly from Fees and Charges, with Fees from facilities hire, Voluntary Contributions, and donations making up a very small portion.

COVID-19 Had a significant impact on our collections early in the year, however, we experienced a strong recovery in the latter part of the year. A big thank you to all the parents/guardians who have paid their child's voluntary contributions as these funds go towards purchasing much needed resources around the school. Once again, the College administration has worked very closely with parents to ensure that fees and charges are paid by having multiple options available for parents to choose the best payment options that suit their financial situation. Many parents have entered into payment plans which has successfully assisted both the College and themselves. We also work with parents/guardians by offering Cash Payment, Centrepay, credit card payment, EFTPOS, direct debit and QKR online payments available.

Southern River College spent a large proportion of our cash budget on Curriculum and Student Services at over 28 percent. These funds were strategically planned in the 2019 and 2020 budgets to support the priorities as set out in the College's Business Plan. We also spent close to 32% on upgrades to Buildings, Property and Equipment to improve our learning environment and online delivery of courses. Our utility costs also consume a significant proportion of our budget and we have plans in place to reduce these from 2021 onwards through switching to more sustainable consumption, such as recycling, installing solar panels and water tanks.

PRIORITY ONE: INSPIRED STUDENTS

Budgets put in place to support programs for primary school engagement, enrichment programs, Inspire programs. Funding support for aboriginal enrichment programs and which link to the Aboriginal Cultural Framework continued to be supported in the 2020 cash budget.

The college continues to fund our Teaching and Learning Centre, to assist students who fall below the NAPLAN benchmarks to achieve the numeracy and literacy standards.

The STEM and SALP budgets were further prioritised to support Priority One in achieving set targets and support our student development and integration. VET courses made up 3% of our cash budget, assisting students to obtain work skills.

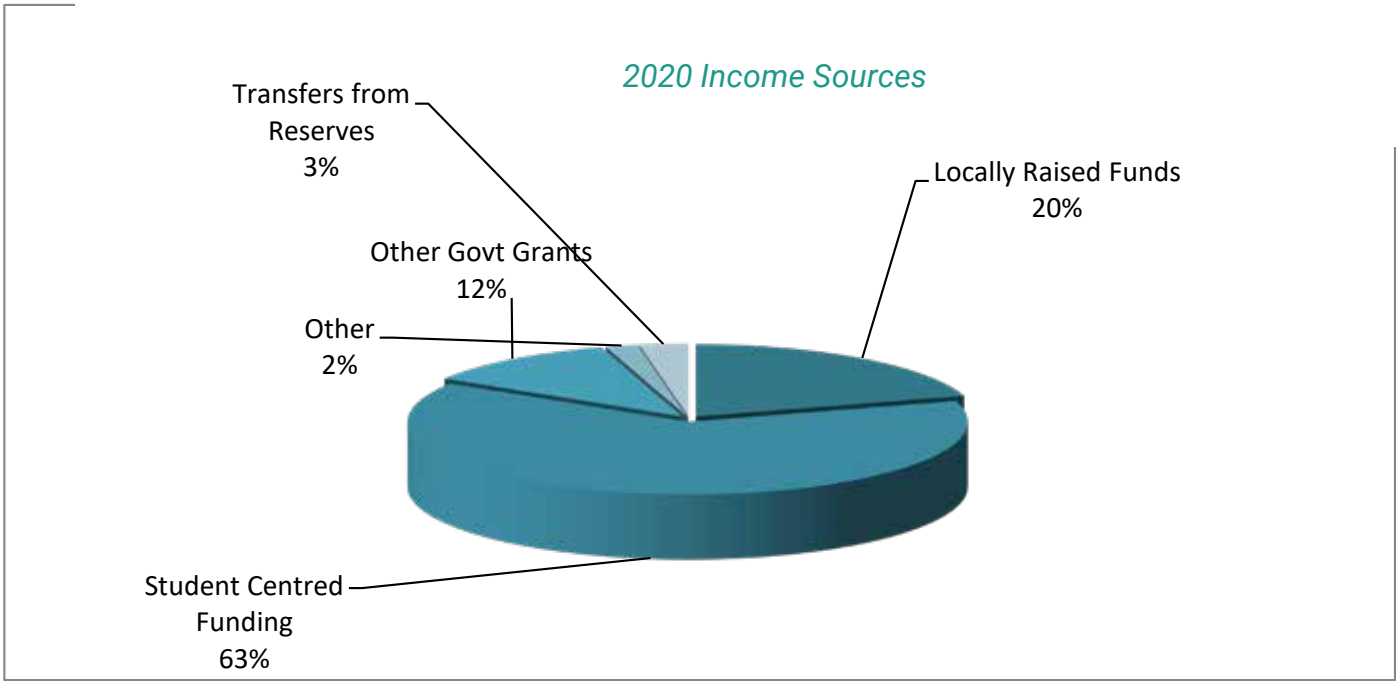
Learning Area budgets also made up a significant chunk of these funds as the college continues to support the objectives of each of these areas.

PRIORITY TWO: INSPIRING TEACHERS

Explicit Instruction continued throughout 2020 and ongoing support continues for this priority. Teacher development has been an ongoing focus for the year, with both internal and external professional development and mentoring. Professional Learning made up almost 5% of the college's expenditure. This range of budgets supports all of the college's priorities and also assists with support of our Teach for Australia teachers and upskilling of non-teaching staff so they can provide high quality support to teaching staff.

Time for coaching and mentoring to help achieve this priority was once again provided for in the staffing budget as relief staff were provided to take classes to facilitate this practice. We have reviewed all areas of our business plan and taken steps to include these priorities in all learning areas' daily practice.

FINANICAL OVERVIEW - INCOME



PRIORITY THREE: INSPIRATIONAL LEADERS

The Professional Learning Budget was again boosted in 2020 to support this priority. Budgets were set to support Level 3 and Senior Teachers to achieve training through the Institute of Professional Learning and the MCS was enrolled at the Leadership Institute. Level 3 and Senior Teachers also had access to funds to support training in classroom observation, Leading School Improvement, Annual Reporting and Development of Learning Area Plans. Future leaders in all areas of the school were also identified and opportunities to attend appropriate professional development were provided.

PRIORITY FOUR: INSPIRE COMMUNITY

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

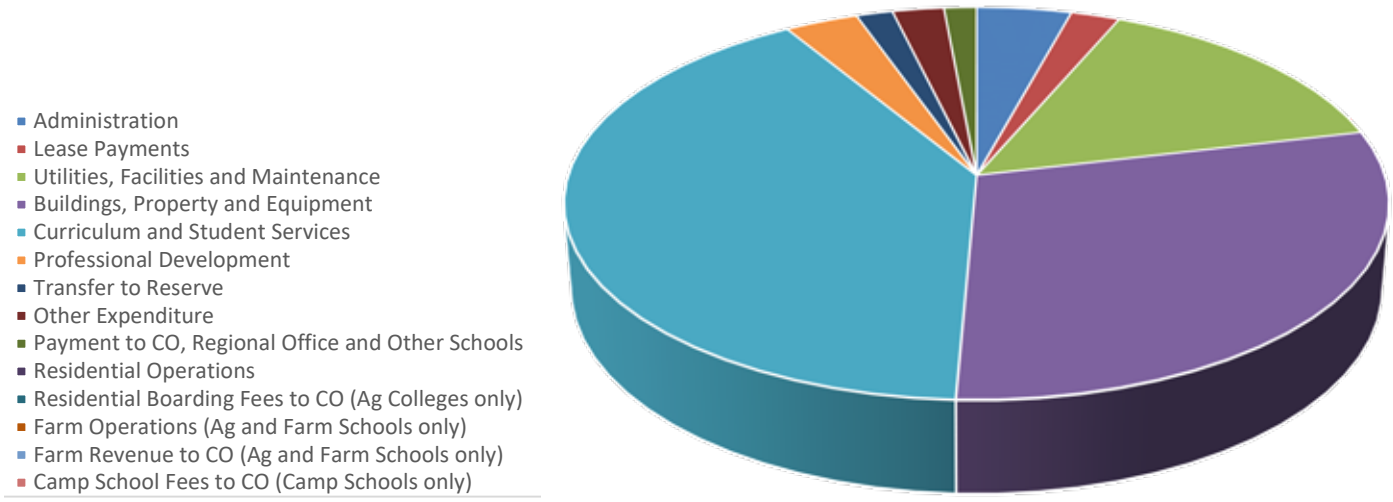
The College self-funded a major renovation to our Student Services block, which is now our Wellbeing Centre. This will further help support our priority one. We also self-funded further Design and Technology upgrades in 2020, with support from the WA Government stimulus program. Funds for this supported renovation of several classrooms, our spray booth and dust extraction equipment, Design and Technology equipment & resources as well as equipment and resources for our STEM focus, including virtual reality gear, 3D scanning and 3D printing. This initiative again made up a significant proportion of the 32% in the college's 2020 expenditure with the previously dysfunctional areas being revitalised. We also funded a new parkour playground for our Specialist Autism Learning Program, which is due to be completed in 2021.

Salaries for Southern River College were strategically planned and monitored throughout 2020 and all roles were reviewed. Due to COVID, we were required to monitor our costs very closely, as revenue was significantly down. The total amount charged for the calendar year was 69.1% of budget, with only $304,270 carried forward into 2021.

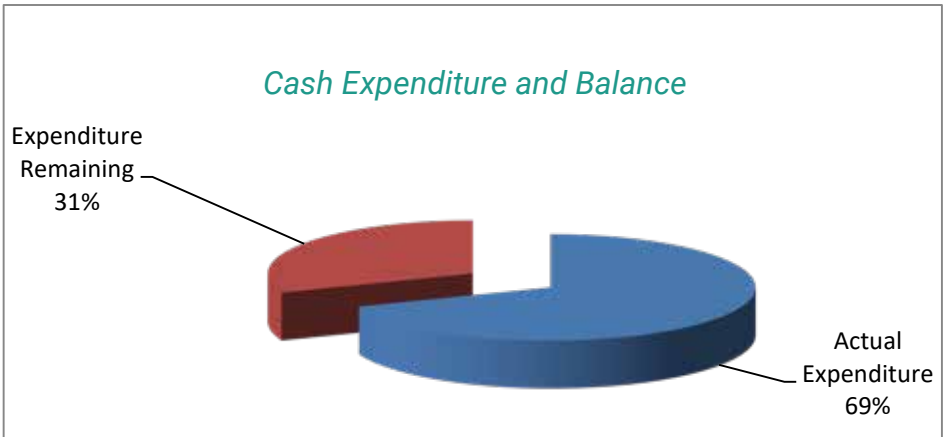
In 2020, Southern River College was not required to meet the minimum expenditure requirement for the college's One Line Budget as set out in the Funding Agreement by the Department of Education, however we still successfully exceeded this requirement. This was achieved through careful planning and monitoring of the cash and salaries budgets throughout the year.

FINANCIAL OVERVIEW -EXPENDITURE

Goods and Services - Current Expenditure Budget



Cash Expenditure and Balance





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