Department of
Education
GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Principal Selection and Placement Pilot

Southern River College
- Schools online report
- School workforce profile report
- Outgoing principal survey report

Contents

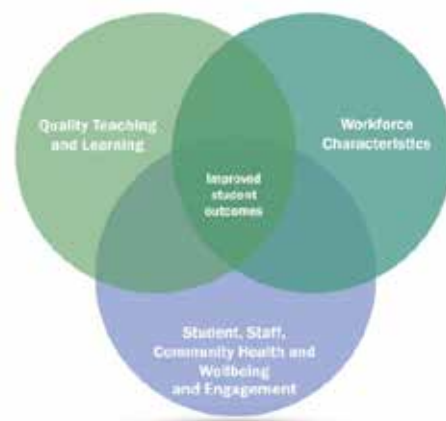# Principal Selection and Placement Pilot

Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes

School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia (det.wa.edu.au)](det.wa.edu.au)

Schools Online - School Report

Contact Information

Code	4121
Name	Southern River College
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	6110
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Phone	08 9391 6500
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School Management

Principal
Sharon Harry

Vice / Deputy Principal
Caradoc Davies
Frank Di Filippo

Manager Corporate Services
Brian Hand

Region Management

Director of Education

Ken Perris
South Metropolitan Education Regional Office

> **Note:**
> Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Welcome on behalf our College community. We trust that your relationship with our College will be a productive and rewarding one over the coming years should you choose to start or continue your secondary education with us.

Our vision for Southern River College is to develop confident and active global citizens by creating opportunities for all students Years 7 to 12 as they progress through their educational pathways. Our College promotes academic excellence and vocational aspirations for our students, celebrates their diversity and fosters their ambitions. The College has an array programs and initiatives, making a real difference to many students and their future aspirations.

Southern River College seeks to create opportunities for all students as they progress through their educational journey. Along with a general education program our educational programs include Academic Enrichment, Vocational Education Program and STEM Enrichment Programs. We support our students cultural and sporting pursuits through our Inspire Programs in Music, Soccer and Netball.

Our College Priorities align with our motto: INSPIRE

- Inspired Students
- Inspiring Teachers
- Inspirational Leaders
- Inspire Community

The College is a Positive Behaviour Support School, promoting values throughout classrooms and our community through practice and use of our values. This has been highly successful in building school culture and community. Our RIVER Values are: Relationships, Identity, Virtues, Excellence and Respect.

Flexibility is the key to Southern River College's ability to support students in achieving their post school destination. Southern River College has a diverse population that is complex yet rewarding as we work together to achieve success for all. We strive to make a difference to each child and we are innovative and creative in our purpose. Our learning areas develop their curriculum programs aligned to the Western Australian Curriculum and Standards.

We recognise that not all students learn at the same levels and provide support programs via our Teaching and Learning Centre (TLC), Literacy and Numeracy Development Classes and our Specialist Autism Extension Program (AEP) for students with high functioning Autism. Our teachers are committed to developing their skills in teaching and learning building the quality of our staff through best practice research.

At Southern River College we want to invest in our student's future by being open to their diversity and aspirations. We achieve this by creating enduring partnerships connecting industry and education together using exemplary practice. We recognise we are part of a global world and apply real world modelling in our classrooms and teaching practice.

For our students to excel we promote academic excellence and vocational aspirations for our students. We want our students to be confident and active citizens.

The College has aligned itself to becoming a Minerals and Energy Academy with a large focus on STEM initiatives and is supported by the Chamber of Minerals and Energy, Chevron Australia, TOLL, The Smith Family, The Petroleum Club, Gosnells Education, Training and Industry Links, The Beacon Foundation, Curtin and UWA Universities. The College is the first school in WA to establish a focus on Minerals and Energy, with 2013 seeing the first intake of students in Year 7 and 10 studying academic, technology and trades areas. Our programs align to the Australian Curriculum, Courses of Study and Skilling WA to help increase participation of young people in the mining and resource sector. Our students have exposure and opportunities beyond the normal curriculum to engage in STEM related fields with industry. Along with this focus our College operates Inspire Programs in Music, Netball and Soccer giving students opportunities to explore the arts and sports.

We are a school that works with our greater community inviting them to be part of our College with the Wood Turners Association Gosnells Group, Southern River Community Garden, P&C, and also School Board based onsite, along with a host of community groups that use the College facilities after hours.

We encourage you to visit our website at www.southernrivercollege.wa.edu.au for further information about becoming a part of our community.

Programs

Department Endorsed Programs

Aboriginal Tutorial Assistance Scheme

Student Numbers (as at 2022 Semester 1)

Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	190	187	202	153	117	109		958

Sex

	Kin	PPR	Pri	Sec	Total
Male				532	532
Female				426	426
Total				**958**	**958**

Student Number Trends (based on 2022 Semester 1 Census Data)
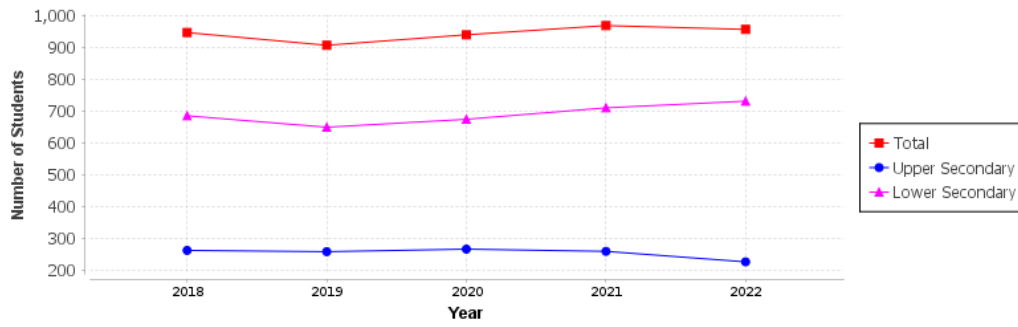
2022 Semester 1

	2018	2019	2020	2021	2022
Lower Secondary	686	650	675	711	732
Upper Secondary	262	258	266	259	226
Total	948	908	941	970	958

Note:
The graph and table include only full-time students

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	8	8.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	14	14.0	0

	No	FTE	AB'L
Level 3 Teachers	1	1.0	0
Other Teaching Staff	60	57.0	0
Total Teaching Staff	61	58.0	0

	No	FTE	AB'L
Clerical / Administrative	12	10.5	0
Gardening / Maintenance	3	3.0	0
Instructional	2	2.0	1
Other Allied Professionals	15	11.8	0
Total Allied Professionals	32	27.3	1

	No	FTE	AB'L
Total	**107**	**99.3**	**1**

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

NAPLAN Numeracy					
2018		**2019**		**2021**	
Year 7	**Year 9**	**Year 7**	**Year 9**	**Year 7**	**Year 9**
Above NMS	61%	69%	64%	62%	67%	66%
At NMS	35%	21%	24%	35%	25%	29%
Below NMS	4%	10%	12%	3%	8%	5%

NAPLAN Reading					
2018		**2019**		**2021**	
Year 7	**Year 9**	**Year 7**	**Year 9**	**Year 7**	**Year 9**
Above NMS	47%	63%	62%	65%	65%	60%
At NMS	30%	24%	23%	21%	20%	21%
Below NMS	23%	13%	15%	14%	15%	18%

NAPLAN Writing					
2018		**2019**		**2021**	
Year 7	**Year 9**	**Year 7**	**Year 9**	**Year 7**	**Year 9**
Above NMS	38%	43%	45%	32%	61%	58%
At NMS	33%	22%	28%	25%	24%	19%
Below NMS	29%	36%	28%	42%	15%	23%

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	$9,245,626.00
Student and School Characteristics	$2,104,068.43
Disability Adjustments	$0.00
Targeted Initiatives	$849,122.57
Operational Response Allocation	$25,374.67
Regional Allocation	$29,458.62
Total 2022	**$12,253,650.29**
Transition Adjustment	$0.00
Total After Transition Adjustment	**$12,253,650.29**

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	**Above Threshold**	
Year 7	190	0	$1,801,770.00
Year 8	187	0	$1,773,321.00
Year 9	202	0	$1,915,566.00
Year 10	153	0	$1,450,899.00
Year 11	117	0	$1,192,815.00
Year 12	109	0	$1,111,255.00
Total	**958**	**0**	**$9,245,626.00**

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	100	$212,080.77
Disability	189	$982,151.47
English as an Additional Language or Dialect	23	$67,344.00
Social Disadvantage	547	$553,241.69
Sub Total		**$1,814,817.93**
School Characteristics		
Enrolment-Linked Base		$289,250.50
Locality		$0.00
Sub Total		**$289,250.50**
Total		**$2,104,068.43**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	$11,479.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$55,451.61
Targeted Initiative: In School State Funded Chaplaincy Program	$22,519.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$11,648.96
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$11,648.96
Targeted Initiative: Specialist Career Practitioners	$59,387.03
Targeted Initiative: Specialist Learning Programs for Autism Spectrum Disorder	$454,937.50
Targeted Initiative: VET delivered to secondary students	$222,049.02
Total	**$849,122.57**

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	$25,374.67
Total	**$25,374.67**

Regional Allocation (Detail)

	Amount
Regional Allocation: South Metro Regional Network	$29,458.62
Total	$29,458.62

Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.

Southern River College

Five Year Profile: 2018 – 2022   **Extracted as at PAYDAY: 07/07/2022**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Southern River College Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Southern River College as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:
Leadership: principal, deputy principal
HOLA/Coordinators;
Teachers: classroom teachers;
Education Assistants: education assistants (mainstream, education support), AIEOs;
Admin: school officers, manager corporate services, business managers and school corporate staff;
Cleaners;
Gardeners; and
Other: library officers, network support officers, technical officers, school psychologists
and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	4	4.0	0	0.0	4	4.0
HOLA/Coordinator	15	15.0	1	1.0	16	16.0
Teacher	54	51.9	3	3.0	57	54.9
Education Support EAs	9	9.0	0	0.0	9	9.0
AIEO	1	1.0	0	0.0	1	1.0
Admin	18	15.5	1	1.0	19	16.5
Cleaner	10	7.1	0	0.0	10	7.1
Gardener	2	2.0	0	0.0	2	2.0
Other	19	16.0	1	1.0	20	17.0
Total	**132**	**121.5**	**6**	**6.0**	**138**	**127.5**

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups

Total Headcount   Total FTE
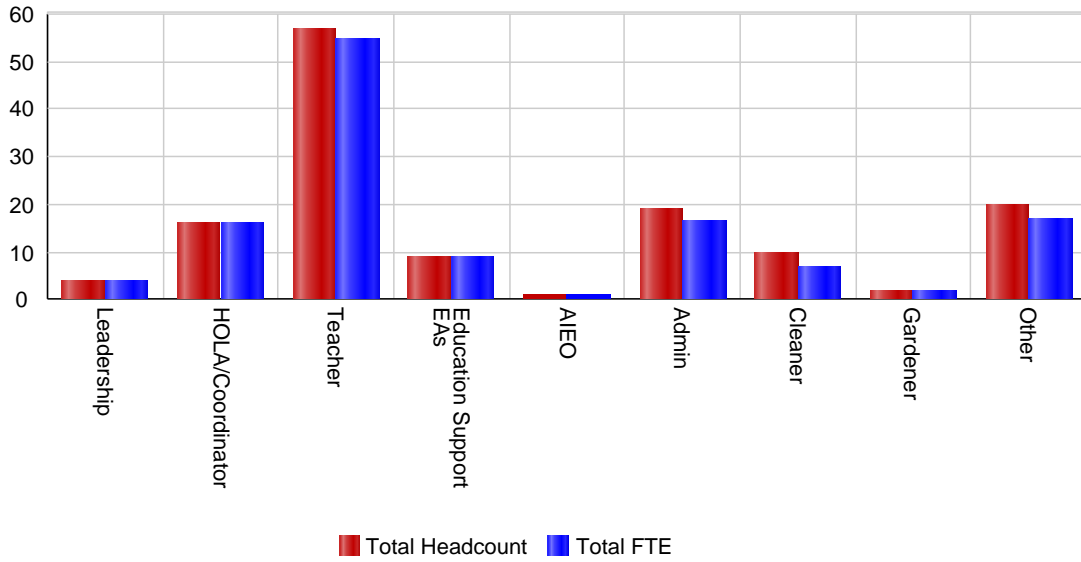
2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

Table 2 Total employment FTE and headcount 2018-2022

Year	Headcount	FTE
2018	139	126.2
2019	136	126.2
2020	141	132.3
2021	138	126.8
2022	138	127.5

Figure 2 illustrates the above data.

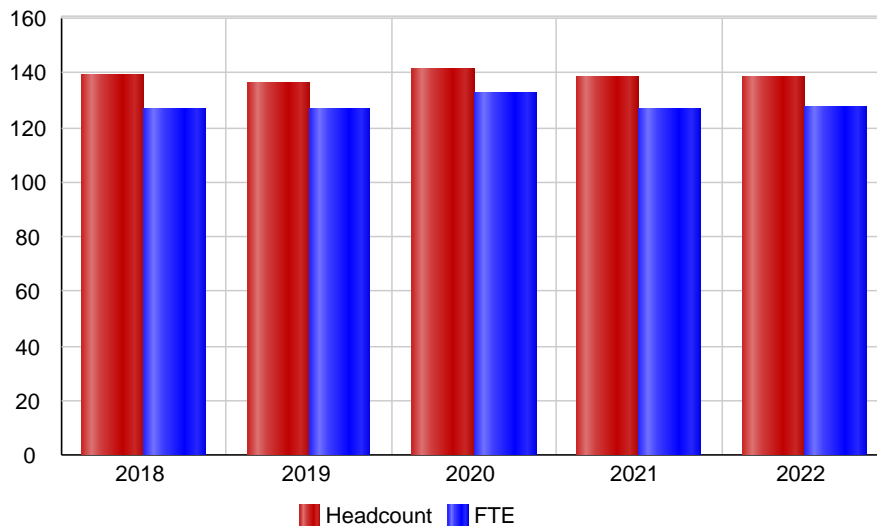**Figure 2 Total employment FTE and headcount 2018-2022**

Headcount   FTE

Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	4	100%	0%
HOLA/Coordinator	16	100%	0%
Teacher	57	81%	19%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	9	100%	0%
AIEO	1	100%	0%
Admin	19	68%	32%
Cleaner	10	10%	90%
Gardener	2	100%	0%
Other	20	70%	30%
Total	**138**		

Table 3 identifies the current proportion of full time employees for each occupational group.
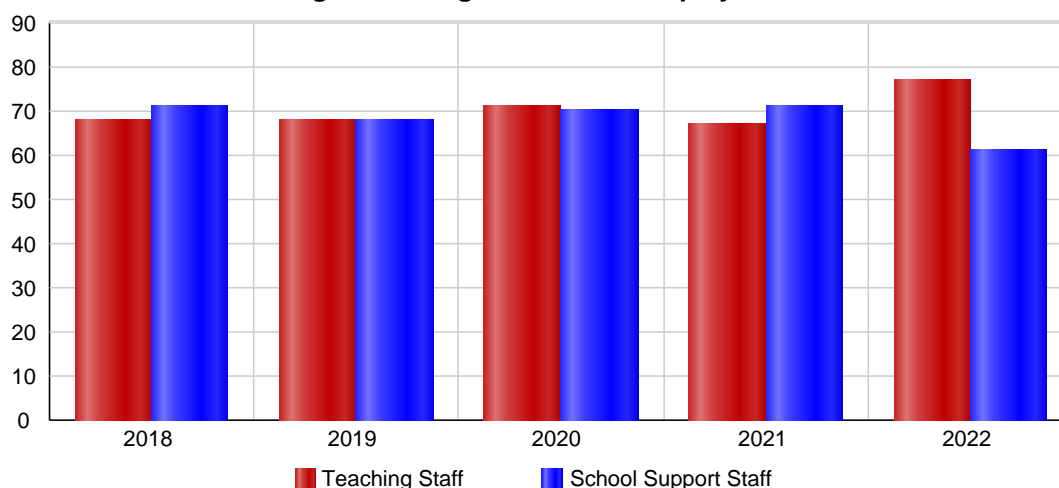
Figure 3 Categories of staff employment

Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	139	68	71	945
2019	136	68	68	906
2020	141	71	70	939
2021	138	67	71	968
2022	138	77	61	958

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend
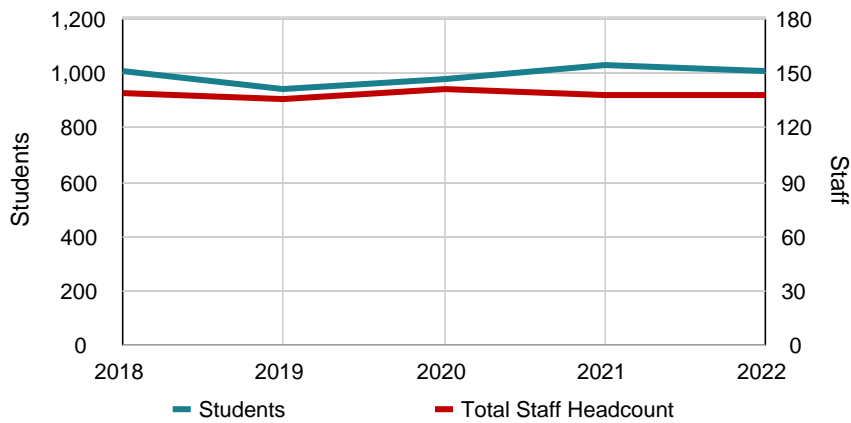
3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Southern River College using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	51	88	32	36	19	52
2019	48	88	36	32	12	56
2020	51	90	37	34	14	56
2021	48	90	30	37	18	53
2022	47	91	31	46	16	45

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	47.6	78.6	31.4	33.4	16.2	45.2
2019	44.9	81.3	34.5	29.9	10.4	51.4
2020	49.2	83.1	36.8	32.7	12.4	50.4
2021	45.0	81.8	29.2	35.4	15.8	46.4
2022	44.8	82.7	30.7	44.2	14.1	38.5

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2018	9
2019	7
2020	6
2021	7
2022	8

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2018	1
2019	1
2020	0
2021	0
2022	0

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

Table 7 Comparison of age profile data

|	2018			2022		
	All Staff	**Teaching Staff**	**School Support Staff**	**All Staff**	**Teaching Staff**	**School Support Staff**
Under 25	14	5	9	14	5	9
25 to 34	48	27	21	42	27	15
35 to 44	19	10	9	25	15	10
45 to 54	35	15	20	29	16	13
55 to 59	12	6	6	12	5	7
60 to 64	8	4	4	9	6	3
65 to 69	2	1	1	5	2	3
70 and over	1	0	1	2	1	1

5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2018 to 2022

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2018	40.8	39.2	41.9	41.5	40.3
2019	40.5	39.2	41.5	41.5	39.9
2020	41.3	39	42.9	42	40.9
2021	43	41.3	44.2	43.3	42.8
2022	42	41.2	42.7	41.7	42.2

Figure 5 Average age of teaching and school support staff members 2018 to 2022
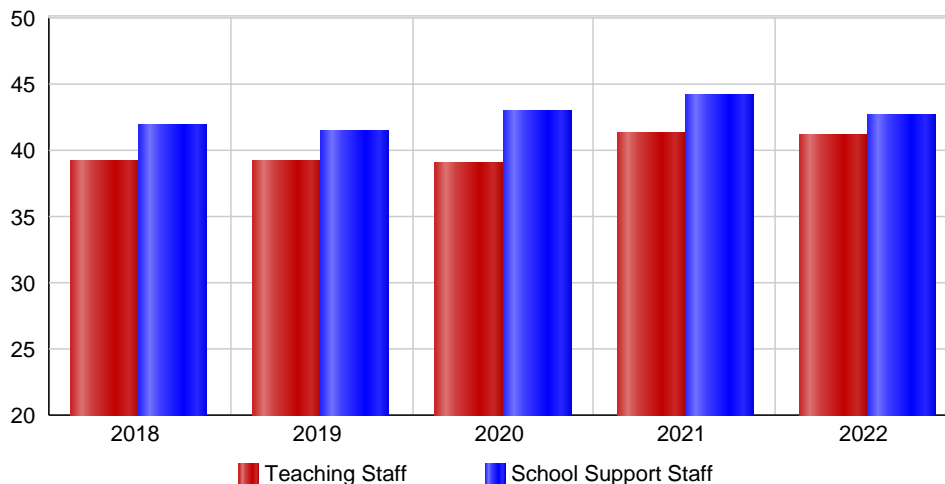
6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2018 to 2022

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	2	2.0	22	19.5	0	0.0
2019	2	2.0	23	21.0	0	0.0
2020	2	2.0	22	19.8	0	0.0
2021	2	2.0	23	21.1	0	0.0
2022	1	1.0	25	22.9	2	2.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Southern River College. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

| Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2018	299.8	343.2	166.9	12.3
2019	277.7	306.6	186.5	12.0
2020	484	335.7	51.7	12.6
2021	514.9	364.3	7.5	13.4

7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2018	211.1	255	1	7.8
2019	217	238.9	13	7.9
2020	220.6	252.4	3.8	7.7
2021	176.8	222.4	13	6.8

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

Figure 6 Sick and Personal Carers leave trends 2018 to 2022

Legend:
- Average Sick/Carers leave per Teaching Staff FTE
- Average Sick/Carers leave per School Support Staff FTE
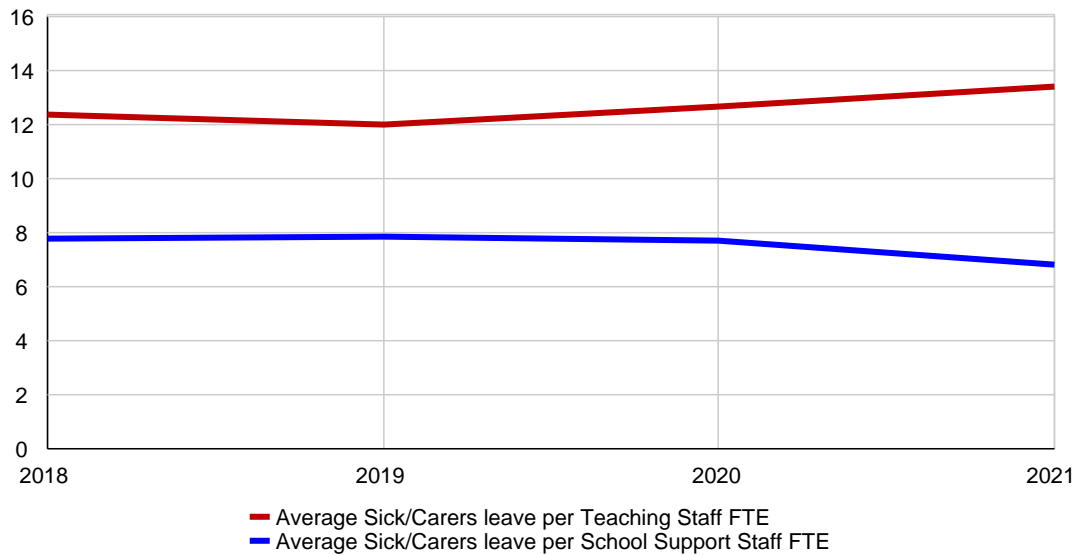
8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2018	9	6	3	33.3	6.6%
2019	18	9	9	36.7	13.4%
2020	13	7	6	40.9	9.3%
2021	19	6	13	38.5	13.7%
Total	**59**	**28**	**31**		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.
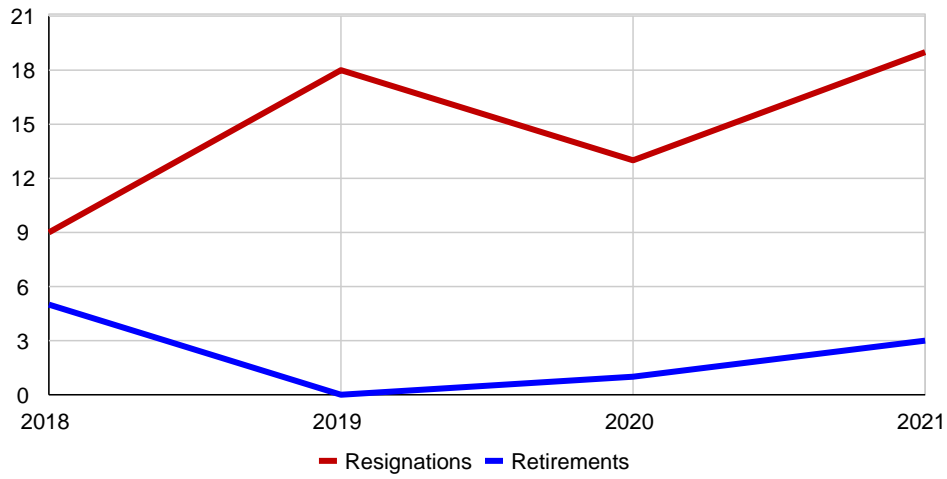
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2018	5	2	3	59.0	3.6%
2019	0	0	0		0.0%
2020	1	1	0	64.1	0.7%
2021	3	1	2	62.2	2.2%
Total	**9**	**4**	**5**		

Figure 7 Comparison resignation and retirement numbers

8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	1	1.0	2	2.0	0	0.0	0	0.0
HOLA/Coordinator	2	2.0	0	0.0	0	0.0	1	1.0
Teacher	2	2.0	4	3.8	2	2.0	0	0.0
Education Support EAs	2	2.0	0	0.0	0	0.0	0	0.0
Admin	1	1.0	1	0.8	1	1.0	1	0.2
Cleaner	1	0.8	2	1.4	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	2	2.0	0	0.0
Other	3	2.6	0	0.0	0	0.0	0	0.0
Total	**12**	**11.4**	**9**	**8.0**	**5**	**5.0**	**2**	**1.2**

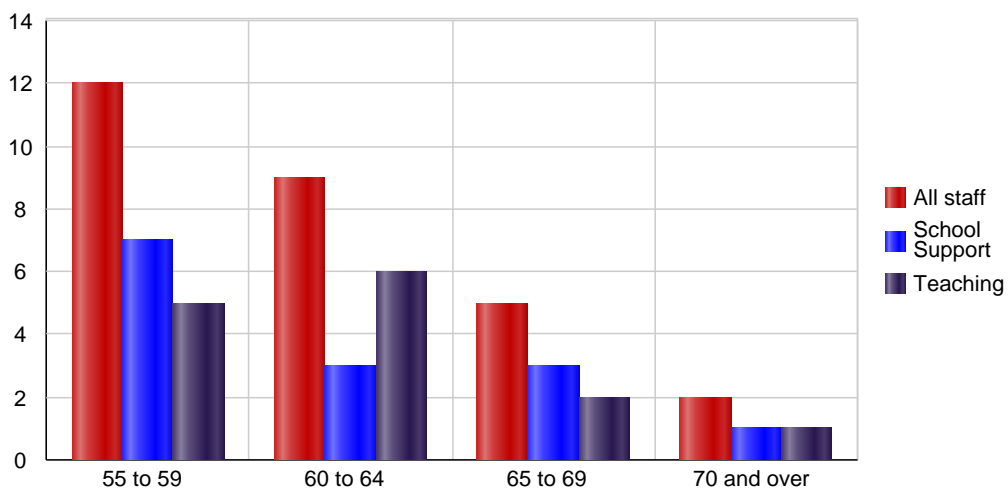**Figure 8 Potential retirements as per age group**

Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	49	9	84%	16%
2019	53	6	90%	10%
2020	53	6	90%	10%
2021	54	1	98%	2%
2022	53	8	87%	13%

Figure 9 Employment Class (Teachers)
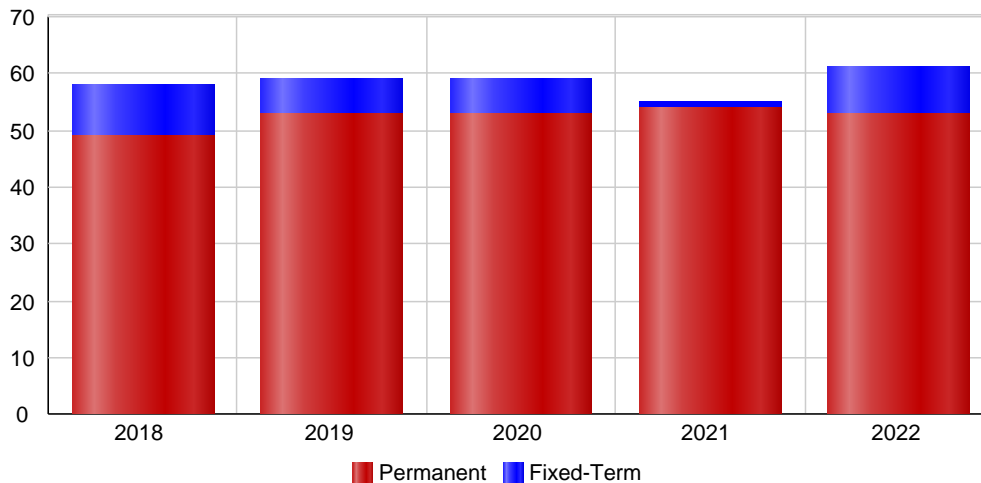
Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	54	17	77%	24%
2021	55	16	77%	23%
2022	44	17	72%	28%
2018	47	24	66%	34%
2019	50	19	74%	28%

**Figure 9a Employment Class (School Support)**
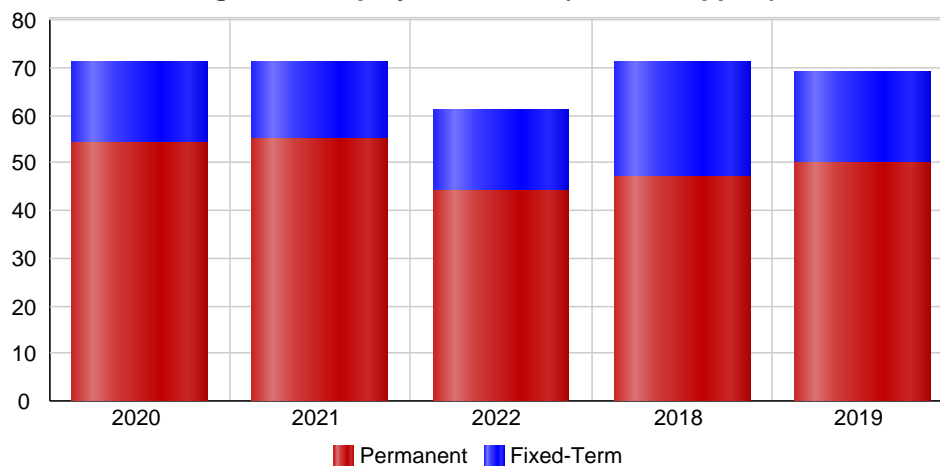
9.1 Pay Grade

Table 16 provides the pay grade of teachers at Southern River College and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	1	0.9	8	7.5	45	42.6
2019	1	1.0	7	6.7	46	42.7
2020	0	0.0	8	7.6	47	45.9
2021	1	1.0	10	9.6	39	37.0
2022	2	2.0	10	9.3	46	44.6

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2018 and 2022
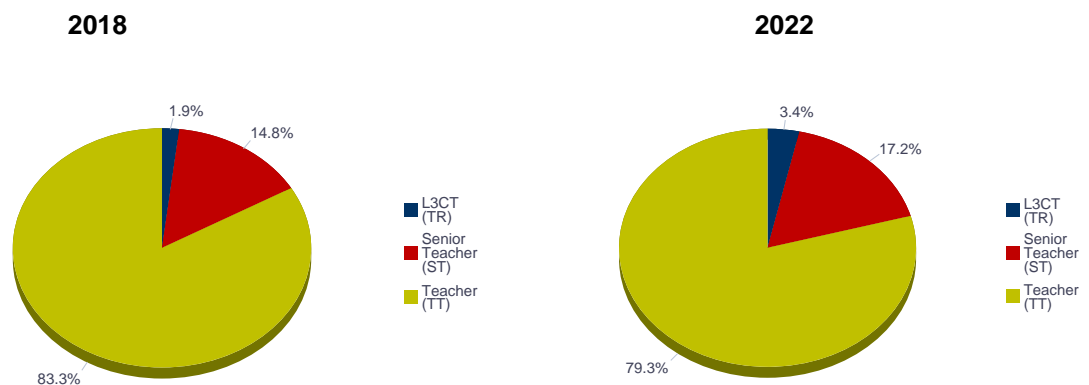
10.1 Accrued Leave as at   07/07/2022

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	23	16	39

Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2022	0	4	4
Next Accrual in 2023	3	4	7

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	9	9
Between 20 and 40	0	2	2
More than 40	0	1	1

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	1	1	2

Student, Staff and Community Health and Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:
- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

Outgoing Principal's handover survey report:
Southern River College

Whole school approaches/programs
The top five of the school's key programs or approaches
EDI Stanford Design Learning Model HITS Visible Learning Cars and Stars for low literacy and numeracy

Targeted programs
School-based programs that target specific groups of students
Inspire Programs | Music | Netball| Volleyball| Soccer| SALP| STEM | Academic

Professional learning
Most recent whole-school professional learning activities
Impact Cycle Visible Learning Iris Connect Growth coaching Berry Street

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership		1	

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1			1		
School breakfast club	1		N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen	1	1	1	1	1
School breakfast club	1	1		1	1

Parent education
Triple P Be You Vaping The Fathering Project

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	2
Community representatives	4
Other	2

Voluntary contributions In 2021	% received
$55	33.1%

Capital works projects	
Are there any capital works projects in progress?	New arts centre just completed. Basketball area
Are there any capital works projects pending in the next 18 months?	no
Have any capital works applications been submitted and awaiting a decision?	Oval facility currently still in negotiation.

Community based committees, excluding the Council/Board that this school operates
SES Cadets Wirrpanda Foundation Be You School Plus - STEM Community Garden TAFE Auspicing onsite - Electrotechnology, nursing, carpentry

Deed of Licence Agreements
Bethany Worship Centre   25/02/2022   25/02/2024 Assoc of Great China   3/05/2020   2/05/2022 WA Kendo Renmei   6/07/2020   5/07/2022 The Tamil Association of WA   23/02/2022   31/12/2023 Kajukenbo WA   23/02/2022   31/12/2023 Woodturners   25/02/2021   24/02/2023

Sponsorship arrangements
nil

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

Four things that the school is doing well
1. The Southern River College Pedagogical Framework defines what high quality teaching looks like within the college and guides an evidence-based approach to curriculum delivery in every learning area. The framework supports consistency in curriculum delivery for staff and students.
2. A distributed leadership model, focused on instructional leadership and pedagogy, creates opportunities for teacher leaders to meet, with a focus on best practice, sharing and building capacity of leadership in understanding processes for developing teachers' pedagogical practice.
3. The college actively engages community groups, making it a community hub that provides mutually beneficial opportunities for both community members and the college.
4. A restructuring of the student services team into the Wellbeing Centre and River Road Centre has improved the capacity of the college to support student behaviour and wellbeing. The two-team structure enables the Wellbeing Centre team to focus on positive school culture initiatives and case management of Tier 1 and 2 students, with the River Road Centre team providing intensive support to students with complex needs.

Recommendations:

Four areas that would benefit from further improvement
1. Continue to strengthen staff moderation and capacity to use data to analyse, review progress and guide planning.
2. Continue to focus on embedding processes for staff to gain student feedback and voice in the learningprocess.
3. Continue to develop the college's facility improvement agenda and build upon current planning.
4. Continue to progress a growth coaching culture and mentoring of middle and senior management to support and enhance leadership development.