



RIDGE VIEW
SECONDARY COLLEGE

BELIEVE · ASPIRE · PRIDE

2019 – 2022
Business Plan

About Ridge View Secondary College

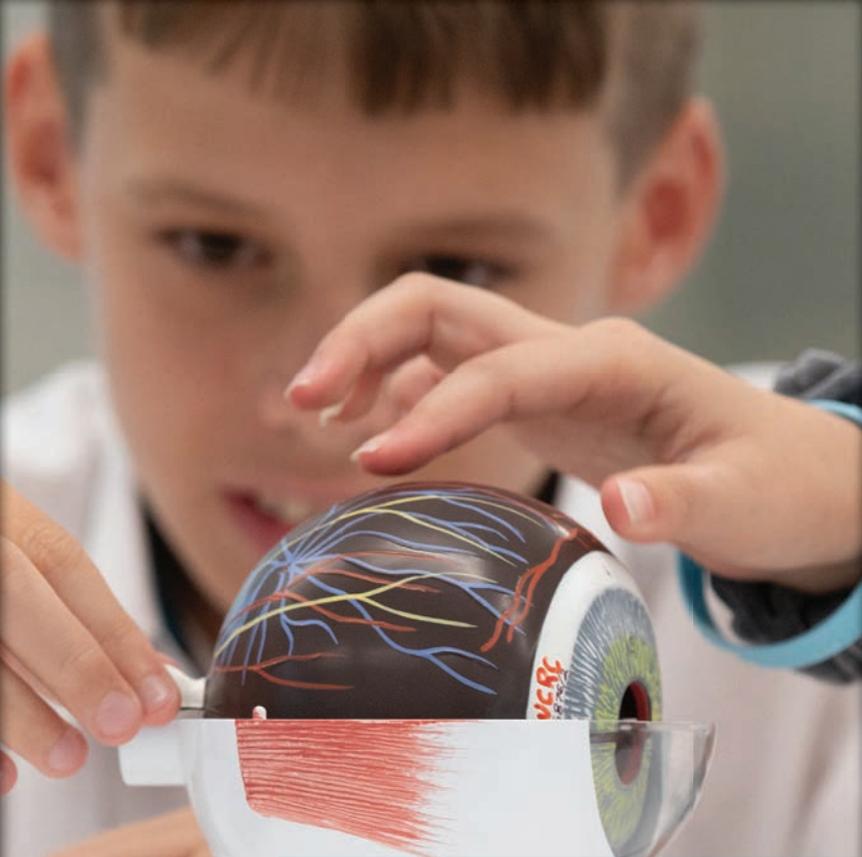
Ridge View Secondary College is a new secondary school and the initial goal is to make a highly successful opening in 2019. We aspire to be a highly exceptional secondary school, which establishes a broad reputation for educational excellence. During the establishment phase considerable planning, organisation, resource development and workforce planning is required to create a stable foundation for ongoing future development. The College's stage one buildings and facilities are remarkable, while the building of the second stage is likely to commence in 2022 ready for 2023. This stage will include general teaching areas and specialist teaching areas e.g. performing arts, commercial kitchen, fitness centre, music rooms and visual arts rooms.

Quality teaching and learning outcomes have been at the forefront for all decision-making. All physical, human and financial resources have been prioritised to achieve the best outcomes for students. A whole of college approach to high impact teaching strategies, learning frameworks and assessment is being fostered and embedded into practice. Professional development during the life of the current business plan is scheduled and designed around those common practices. There is extensive collaboration with Coastal Lakes College as part of a unique partnership with considerable professional development surrounding teaching, learning and assessment. Resources, expertise and practice is also shared between both schools with the aim of delivering high quality education to students in both schools. Partnerships with Baldivis Secondary College and the local primary schools are also essential for continued growth and enhanced opportunities.

High expectations and standards for teaching, learning and conduct have been established and need to be maintained. The Baldivis community has high aspirations and deserves professionalism, client service, high performance and high care.

Establishing a positive college culture based upon core beliefs and values is one of the major challenges. In a new college, this must be seeded, grown and nurtured over time. We will refer to "our brand" when conversing with students and also talk about what we stand for. Good citizenship, quality student leadership, student connection to the college along with a sense of belonging are closely associated with college culture.

Modern day schools rely upon quality data to inform them on student performance and to develop future improvement targets. There will not be a lot of progress data available during the first business plan cycle. Bench mark data, including previous school grades, NAPLAN data and a range of other data sources have been used for the purpose of establishing benchmarks and to inform initial planning. A complication will be the continued rapid population growth within Baldivis and therefore the growth in college enrolments. Each year group cohort is predicted to grow considerably over time which will therefore influence the nature of each group and the reliability of their associated data benchmarks.



Our Vision

To be an exceptionally successful secondary college, which is a source of pride for the entire community.
To be a college that works in partnership with parents and the broader community in guiding, educating, fostering self-belief and inspiring our students to achieve their dreams.

Our Values

The inquiry and exploration of core values commenced in 2018 during the Ridge View Secondary College planning year. Primary school students were involved in activities and discussion aimed at identifying what was important in their eyes. Further work with students is intended during the foundation year of the college and indeed through the life of this business plan.

Values only have credibility and currency where the entire college community and especially students, embrace and advance them. Core values will evolve further over time and are certain to influence the college culture. They are also entwined with the college motto **Believe, Aspire, Pride.**

Preliminary work however has been able to identify three emerging core values:

I can be a Champion

This value is about every student's potential to succeed at school and life. It recognises that all students have different skills and abilities and it is important to explore those abilities and to celebrate them.

We all Matter

This value is about tolerance, empathy, acceptance. It is about recognising individual difference and respecting everyone regardless of those differences. It reinforces the importance of ethics, morals and good manners.

We are Family

This value refers to the importance of caring for and supporting one another. We stand together, we look out for each other and we share in our successes and sometimes failures. We aim for our students to feel like they belong to the college family, rather than just go to a school.

Our Priorities & The Strategies To Achieve

Priority #1 - Quality Teaching , Learning & Assessment

- Establish a whole of college approach to teaching, learning and assessment based upon “High Impact Teaching Strategies” and embedded formative assessment.
- Establish through ongoing professional development and training common teaching and learning frameworks.
- A Teacher Planner is provided to all teachers with whole of college strategies detailed and explained to guide classroom practice. The Teacher Planner forms the basis of professional development over the three-year cycle of the Business Plan.
- Targeted education programs which are purpose linked; include appropriate intervention; and embed appropriate assessments.
- Teachers are trained to use embedded formative assessment approaches to further enhance student learning, understanding and skills.
- Facilitate rigorous within and beyond college moderation practices, to ensure common understanding of achievement standards and to make consistent and comparable decisions regarding grading.
- Develop a whole of college approach and responsibility for literacy and numeracy teaching.

Priority #2 - Forming Effective Partnerships

- Collaborating with Coastal Lakes College wherever there is benefit to students, staff or to the colleges in general. Joint school development days; general staff meetings; joint Executive and Leadership Group meetings are set on the college calendar. Professional development and collaboration around teaching, learning and assessment are the primary focus, while distributed leadership, effective use of shared resources and workload distribution are other benefits.
- Forming strong partnerships with the local primary schools. Promoting a longer term view of transition support e.g. years rather than just for Yr6. Support of local primary school programs, activities and events through shared resources.
- Forming effective partnerships with Baldivis Secondary College where appropriate e.g. moderation, mentor programs, resources.
- Developing community partnerships with support agencies, business and community groups.

Priority #3 - Create A Positive College Culture

- Highly effective planning to ensure a successful opening year then maintained or built on each year thereafter.
- Embedded core values which capture the college motto and beliefs. Core values need to genuinely resonate with students, be known by students and be reinforced by the actions of students and staff.
- Develop a broad and positive reputation for excellence, quality education, high student support and client service.
- Develop a whole of school approach to pastoral care and student support.

How Will We Know? Targets and Evidence

Year 9 NAPLAN results in 2021 will present the first opportunity for longitudinal data comparison, where measuring the progress of students from years 7-9 will be possible. Our aim will be to fall in the High Progress quadrant.

High level of progress Year 7 to Year 9 NAPLAN for the stable cohort against like schools and Australian school
(ref: Schools Online).

Parent, student and staff surveys and other feedback strategies will be important sources for review about the first three years of the college opening (KPI's) and achievement against the college priorities. Other data sources including SAIS; First Cut; Schools Online; OSI; RTP will provide useful benchmark data for planning.



College Self-Review Categories - Key Performance Indicators (KPI's)

Relationships & Partnerships	Learning Environment	Leadership	Use of Resources	Teaching Quality	Student Achievement & Progress
<p>Staff understand and actively promote the college motto, values and culture.</p> <p>Staff are actively involved in the college development processes and decision-making.</p> <p>An annual self-review cycle is clearly implemented and includes all levels of governance.</p> <p>In the final year of this business plan, effective partnerships and programs would have been established with BSC; and partner primary schools.</p> <p>The partnership with CLC remains strong with continuation of joint initiatives and strategies where they benefit students and staff at both colleges.</p> <p>Effective partnerships being developed with local community agencies.</p> <p>The College Board is trained, active and effective in governance, support of the college and in the college development process.</p>	<p>Creation of a positive college culture is our third priority. It is essential that we establish a safe, orderly and inclusive college based upon having distributed belief and acceptance of core values.</p> <p>A whole of college approach to positive classroom management, behaviour support and student care is established. All staff consider themselves to be pastoral carers and student service providers.</p> <p>Quality intervention and support processes are in place and effectively implemented.</p> <p>A vertical house system, unique in that its links to student values and interests is implemented and developing. Student leadership is fostered and enabled through the house system.</p>	<p>The college's vision, culture, motto and core values are known and shared by the college community. Our "brand" is valued and transparent. At all levels our direction is known and supported.</p> <p>The Business Plan drives college development and practice. Learning area strategic plans and performance development plans are highly aligned to the Business Plan.</p> <p>There is an authentic drive to achieve best practice in education. Expectations are high, professionalism is demonstrated at all times.</p> <p>Professional learning is based upon the Teacher Planner – high quality teaching strategies; embedded formative assessment and classroom management practices (three-year plan).</p> <p>Performance development of staff is planned for, well structured and meaningful. It is designed to promote self-reflection and professional growth.</p> <p>Quality induction of new staff is critical in maintaining the college expectations, ethos and values. A train the trainer model has been implemented so that all staff are able to induct and train new staff. Work has commenced on implementing The Aboriginal Cultural Standards Framework.</p>	<p>The use of the Establishment Grant is effectively planned over the first three years of the college. Teaching and learning prioritises resource acquisition.</p> <p>The SCFM funding is distributed effectively and in accordance with college priorities and system requirements.</p> <p>Additional resources are allocated to support students with literacy and numeracy gaps; other SAER issues; gifted students.</p> <p>College budgets are transparent and endorsed by the College Board and Finance Committee. Cost centre managers are all informed and trained.</p>	<p>Quality teaching, learning and assessment has the highest priority. All decisions regarding resource allocation, professional development and workforce planning are made with quality teaching, learning and assessment at the forefront.</p> <p>A culture of high expectations and standards is embedded in the college culture.</p> <p>Authentic self-reflection practices, professional sharing through peer observation and quality performance development processes are structured and effective.</p> <p>College staff are expected to report on their effectiveness using evidence to do so.</p> <p>Collaboration is embedded into practice between RVSC and CLC and across Learning Areas within the college.</p>	<p>Interrogation of data and sourcing evidence to help make informed planning and development decisions are an accepted practise and rigorous.</p> <p>Understanding of the purpose of assessment for years 7-9 is achieved. Within and across school moderation practices are frequent. Learning areas regularly compare student work, discuss achievement standards and compare work to achieve comparability.</p> <p>Teachers use RTP data; SAIS data; NAPLAN data; PAT Testing and other data sources to establish benchmarks, plan for student improvement and to evaluate their teaching effectiveness.</p>