RIDGE VIEW
SECONDARY COLLEGE

BELIEVE · ASPIRE · PRIDE

2023 – 2025 Business Plan

About Ridge View Secondary College

Ridge View Secondary College opened in 2019 with a Year 7 cohort of students. Progressively each year, an additional year level is added until the first group of Year 12 students in 2024 when the college is expected to have a total enrolment around 1200 students. While the college's priorities are appropriately focussed on quality teaching and learning outcomes, it is also necessary to recognise the unique circumstances and challenges associated with increasing a cohort each year. Effective workforce planning and the ongoing recruitment of new staff with a balance of experience and specialisation is critical to ongoing success.

Similarly, the establishment of additional resources needed for new programs, buildings and facilities also requires considerable and careful planning. Whilst the first Year 11 cohort does not commence until 2023, all the preparations for senior schooling will occur in the first year of this business plan, necessitating a significant presence within the plan.

This is the college's second business plan and is designed to consolidate on the achievements made in the first planning cycle, while also incorporating future directions associated with moving into a senior schooling environment. In the final year of the previous business plan, a thorough review was undertaken and included input from the College Board, the Senior Leadership Group, all staff, the Student Council and parents. The consistent belief was that the college had met or exceeded most key performance indicators, however there were some common areas identified for further development and inclusion in the next business plan cycle:

- Further consolidation and embedding of the college values.
- Strengthening and further developing partnerships with the community.
- Building a stronger House System that then forms the foundations for a positive culture within the college.
- Establishing very targeted and strategic induction programs for all new staff in order to maintain the whole of college priorities and expectations.
- To further develop our peer observation programs and instructional coaching program to help teachers develop their practice and to become great teachers.
- Developing the knowledge and skills of staff in using evidence and data to reflect upon their practice and to plan for their professional growth.
- To further build upon our implementation of the Aboriginal Cultural Standards in close partnership with all schools in the Karnup Network.

Quality teaching and learning outcomes remain 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 teaching strategies, learning frameworks and assessment is being fostered and embedded into practice. Professional development during the life of this business plan will continue to be designed around those common practices. Partnerships with local primary schools, secondary schools in the Karnup Network, agencies supporting the needs of students, industry groups (including Svitzer and OSM Maritime) and community groups are targeted for expansion.

High expectations and standards for teaching, learning and conduct have been well established and are a recognised characteristic of the college.

A great deal of work has been done to establish a positive college culture based upon the college motto, core beliefs and values. This is something that has been seeded and grown, but now needs to be nurtured over time. Good citizenship, quality student leadership, student connection to the college along with a sense of belonging are closely associated with college culture.

The college heavily relies upon evidenced based practice and decision-making. In the first three years since opening, available data has been limited and it has been difficult to identify any trending. Year 9 NAPLAN results in 2021 provided the first opportunity for some longitudinal data comparison and to measure the progress of students from years 7-9. The results were very promising with the cohort sitting in the in the High Progress quadrant. The results were above “Like Schools” and were the highest among all schools in the Rockingham and Peel regions. In 2023, new testing schedules were introduced which means a new baseline will be created. Progress data will therefore be unavailable until 2025.

In 2021, approximately 45% of the year 9 students prequalified for OLNA in each test based on their NAPLAN result in Year 9. Over the life of this business plan more data will become available through further NAPLAN and OLNA test results and eventually Year 12 performance data.

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

Values only have credibility and currency when 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.***

Three core values are embedded into all aspects of college life:

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

Strategies:

- Further embed whole of college approaches to teaching, learning and assessment based upon "High Impact Teaching Strategies" and embedded formative assessment, including TeachWell.
- Maintain ongoing professional development and training targeting common teaching and learning frameworks and High Impact Teaching Strategies.
- 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.
- Continuing development of the Academic Enrichment Pathway and the Literacy Support programs to meet targeted needs. Adapt programs to align with Year 10 and senior school needs.
- Ongoing training and development in the application of embedded formative assessment approaches to further enhance student learning and understanding with the goal to activate students as owners of their own learning.
- Facilitate rigorous 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 development using TEEL (Topic Sentence, Evidence, Explanation, Linking Sentence); CUPS (Capitalisation, Understanding, Punctuation, Spelling); DEAR (Drop Everything And Read) and SRA Reading Laboratory.
- Planning, preparation, implementation of senior school pathways and courses in line with student needs and career opportunities.
- Design and implementation of the Upper School Assessment Policy and course programs, ensuring both compliance and student achievement.
- Design and implementation of effective parent information programs, student counselling processes and pathway selection processes.
- Staged implementation and delivery of Vocational Education offerings and opportunities.

Targets and Milestones:

- Means scores in each NAPLAN test are favourably comparable to like schools and are above other public schools in the Rockingham/Peel region.
- "High" progress stable cohort (Year 7 to Year 9) based on DoE comparative data. Please note that due to new NAPLAN proficiency levels, this data cannot be determined until 2025.
- 35% of Year 9 students prequalify for OLNA by achieving above the minimum NAPLAN score for OLNA prequalification.
- 60% of students qualify for OLNA in Year 10.
- 100% of students pass OLNA by Year 12.
- 100% of eligible Year 12 students achieve the WACE.
- Median ATAR between 75-80.

Priority #2 - Effective Partnerships

Strategies:

- Continue to foster collaboration and partnerships with schools in the Karnup Network.
- Forming strong partnerships with the local primary schools. Promoting a broader and longer-term view of transition support.
- Promoting alignment of processes and the sharing of data.
- Developing community partnerships with support agencies, local business, industry and community groups.
- Developing stronger links with tertiary providers including TAFE.
- Enhancing connections with local Aboriginal Elders and further development of the cultural plan.

Targets and Milestones:

- National Opinion Survey Parent and Staff data shows an increase in the percentage that strongly agree that the college has a strong relationship with the local community.
- Progress is evident in all standards of the Aboriginal Cultural Standards Framework continuum.

Priority #3 - Positive College Culture

Strategies:

- Highly organised planning, preparation and consultation as the college moves into senior schooling.
- Further embedding of core values captured within the college motto and beliefs. The values need to be highly visible and referred to often. Drive to come from students as well as staff.
- Maintain the positive reputation for professionalism, excellence, quality education, high student support and client service.
- Effectively plan and implement student wellbeing and support services that are sustainable and targeted towards student needs, while remaining within the realistic and accepted role of schools.
- Strengthen the Good Standing Policy and processes by providing more incentive to maintain Good Standing and progress to Advanced Standing. Establish clear processes and communication.
- Further emphasis on the House System as an ongoing and developing student wellbeing and support system. Student leadership and voice is fostered.

Targets and Milestones:

- National Opinion Survey student data shows an increase in the percentage of students that agree or strongly agree that the college values are embedded.
- Good Standing is maintained by 90% of students
- 50% of students' progress to Advanced Standing

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

Relationships & Partnerships	Learning Environment	Leadership	Use of Resources	Teaching Quality	Student Achievement & Progress
Staff actively promote the college motto, values and culture, whilst students demonstrate their understanding and application of them. The college culture is founded on professionalism and respectful relationships (We are Family). Communications and partnerships with parents are regular, effective and positive. Staff are collaborative and actively involved in the college development processes, review process and decision-making. An annual self-review cycle is clearly implemented and includes all levels of governance. Partnerships with local primary schools and schools in the Karnup Network remain strong and productive and focussed on collaboration.	A positive college culture is evident. Students feel connected, safe and supported. The college motto and values are embedded into practice and actively promoted by students. The college climate is orderly, inclusive, culturally responsive and respectful. All staff consider themselves to be pastoral carers and student wellbeing and support providers. Students at educational risk are effectively identified, referred for support and intervention plans are developed with students and parents. The Ridge View Roadmap to Classroom Success is applied by staff and acknowledged by students. Effective wellbeing, support and intervention structures and processes are in place and are sustainable.	The college's vision, culture, motto and core values are known and shared within and across the college community. The Business Plan drives college development and practice. Learning area strategic plans and performance development plans are highly aligned to the Business Plan. There is an authentic drive to achieve best practice in education. Expectations are high, professionalism is demonstrated at all times. Professional learning is based upon the Teacher Planner – high quality teaching strategies; embedded formative assessment and classroom management practices. Performance development of staff is planned for, well structured and meaningful. It is designed to promote self-reflection and professional growth.	The SCF funding is distributed effectively and in accordance with college priorities and system requirements. Additional resources are allocated to support students with literacy gaps; other SAER issues; gifted students. College budgets are transparent and endorsed by the College Board and Finance Committee. Cost centre managers are all informed and trained. Workforce planning is driven by the business plan and evidence identified needs.	Quality teaching, learning and assessment is the highest priority. All decisions regarding resource allocation, professional development and workforce planning are made with quality teaching, learning and assessment at the forefront. A culture of high expectations and standards is embedded in the college culture. The Ridge View Roadmap to Classroom Success is implemented at a whole of college level. Authentic self-reflection practices, professional collaboration and peer observation practices implemented. Instructional coaching is further developed. All teachers can benefit from coaching, but the approach differs with experience. College staff are expected to report on their effectiveness using evidence to do so.	Rigorous interrogation of data and evidence to promote improvement and to make informed planning and development decisions. Differentiated programs (LNS, Academic Enrichment) are developed to meet student needs as identified through data analysis. Whole of college implementation of embedded formative assessment for years 7-10. Senior school assessment is compliant with SCSA. Embedded formative assessment and responsive teaching approaches are maintained to promote learning. College moderation practices are frequent. Learning areas regularly compare student work, discuss achievement standards and compare work to achieve comparability.

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

Relationships & Partnerships	Learning Environment	Leadership	Use of Resources	Teaching Quality	Student Achievement & Progress
Effective partnerships are established and developed with local government, community, agencies, tertiary providers, TAFE, RTOs, business and industry. The College Board is trained, active, informed and effective in governance and support of the college. Culturally responsive practices with Aboriginal students, their families and communities are valued and implemented.	The House System contributes to college climate and the student support process. Student leadership and voice is fostered through the House System. Good Standing is maintained by 90% of students, while 50% of students progress to Advanced Standing.	Effective induction of new staff. This is critical in maintaining the college direction, expectations, ethos and values. All staff participate in the induction of new staff. Further implementation of the Aboriginal Cultural Standards Framework . The planning for senior schooling (courses, assessment, offerings, counselling) is thorough and effectively lead. Data and evidence drives improvement and growth at every level.			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. The Drop Everything and Read (DEAR) program is trialled for Year 7 students to promote and improve reading.