



FREMANTLE
COLLEGE



Business Plan

2018-2020

STRENGTH RESPECT SUCCESS

www.fremantlecollege.wa.edu.au



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Business Plan 2018-2020

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Business Plan

2018-2020

Fremantle College is a vibrant and inclusive learning community, delivering excellence in education. Students are encouraged to develop to their full potential and flourish in a caring and friendly environment.

Context:

Officially opened in 2018, Fremantle College provides the young people of the Cockburn and Fremantle region with a school that engages them with the future. An Independent Public School, Fremantle College shares the history of education within the area with South Fremantle Senior High School and Hamilton Senior High School, and is offering new possibilities and opportunities for its students, staff and community.

The population of students within Fremantle College's foundation year is in excess of 1000, and they are representative of Fremantle's diverse, inclusive and vibrant multi-cultural community. The local intake area for

Fremantle College includes 15 primary schools of varying student numbers, which can present planning intricacies for transition programs and extra-curricular promotions. With a greater number of academic and Specialist programs on offer to the students of Fremantle and Cockburn than previously, local families have been empowered to engage more in their children's education and have embraced the opportunity to invest in the new college.

Our Values

Purpose-built facilities, including a Performing Arts Centre and specialist science laboratories, enable students to pursue learning interests in an exceptional learning environment. Fremantle College supports students to achieve in senior school pathways, with access to a state of the art Maritime Trade Training Centre and a broad suite of ATAR courses with experienced and dedicated teaching staff. A range of Specialist programs, in addition to the Gifted and Talented Selective Academic Program, engages students with the Arts, sport and technology, and a whole college focus on STEM learning challenges students with real world experiences and opportunities.

Fremantle College has set high expectations for academic achievement, student behaviour and staff professional development. With an explicit commitment to the Department of Education's High Performance, High Care Strategic Plan, as well as the annual Focus plan, the college is inspiring staff and students to challenge themselves and make a real difference. Interventions to support differentiation and accelerate learning success for every student are observable in every classroom, every day.

Creating a culture in which every student is known and understood as an individual, Fremantle College has introduced Positive Education to enhance students' wellbeing, empowering them to make positive changes throughout their life. Additionally, the PERMAH Framework supports staff and students, instilling a sense of belonging and genuine awareness of overall progress and wellbeing. This Framework underpins Fremantle College's values below:

Fremantle College Teaching and Learning Framework



Fremantle College teachers have committed to achieving excellence in teaching and learning, guided by the college values. Excellence is achieved through:

- Driving our own reflective practice to improve our teaching.
- Harnessing teacher leadership to lead and learn from each other.
- Developing Strategic Teams around areas of this framework to improve our skills for students.

Implementation of this framework by every staff member will ensure we enact our vision by 2020 and beyond.

○ PERSEVERANCE

We believe that resilience and persistence are important skills for dealing with challenges in both life and learning.

○ LEADERSHIP

We believe all people have the capacity to lead others in positive ways to achieve their best. We define leadership as a quality that allows students to be leaders in their own lives, to self-manage and build capacity to lead others.

○ ENTHUSIASM FOR LEARNING

We encourage a love of learning for life, approach every learning situation with enthusiasm and try to master new skills and knowledge in different situations. We are explicit about our teachers demonstrating enthusiasm for their own learning.

○ CURIOSITY

We encourage curious learners, who ask questions, explore, inquire and seek further knowledge about the world.

○ KINDNESS

We value all people in our college community; this means treating each other with empathy and care, and fostering positive emotions.

Priorities

2018-2020

Fremantle College has established Priorities for its opening in 2018, and it is anticipated that targets, as indicated, will be worked towards over a period longer than this inaugural Business Plan. Improvement targets for all Priorities will be progressed through strategies embedded within the following Fremantle College documents:

- Learning Area and Program Operational Plans
- Workforce Development Plan
- Self Review Cycle
- Excellence in Teaching and Learning Framework
- Professional Learning Plan
- Performance Management and Development Plan

Fremantle College has committed to the continued observation and promotion of sustainability measures. Our carbon emissions will be monitored and appropriate initiatives implemented to offset the college's footprint. Student engagement with sustainability is promoted across the college and Learning Areas are encouraged to integrate real world environmental concerns into their learning programs. The college welcomes community investment in its endeavours.

The School Improvement and Accountability Framework - Conceptual Model



○ FREMANTLE COLLEGE PRIORITIES

1. Success for all Students

We believe in articulating high expectations of success for every student, every day. We are committed to encouraging and nurturing creativity, independent thinking and the continued progression of a growth mindset. We do expect a visible increase in student achievement in a range of pathways through the development of engaging and rigorous learning experiences. We will know we have attained Success for all Students when Student Improvement Targets have been met.

2. Effective Teaching and Leadership

We believe that exceptional leadership and teaching will make the difference for every student, every day. We are committed to the rigorous analysis of data to lead the development of highly effective teaching programs and stimulating learning environments. We do expect that all staff will further their own professional knowledge to support the achievement of student outcomes and collegiate collaboration. There is the expectation that our leaders will support the development of professional environments in which our teachers will flourish. We will know we have attained Effective Teaching and Leadership when School Performance Targets have been met.

3. A Flourishing School

We believe that a sustained, positive culture of wellbeing within our college is key to achieving improved student outcomes. We are committed to learning, modelling, teaching and embedding the philosophy of Positive Education into all college practice and community interactions. We do expect that when we focus our energy on supporting staff, students and the community to understand the PERMAH framework, they become leaders in their own lives with opportunity to advance their own wellbeing. We will know we have attained A Flourishing School when School Performance Targets have been met.

Priority 1:

Success For All Students

Student Improvement Targets	Strategies
Years 7 to 9	
<p>In the NAPLAN, the progress achieved by the stable cohort from Year 7 to Year 9 will equal or exceed like schools in each test area.</p>	<ul style="list-style-type: none"> • All learning areas to conduct regular NAPLAN-style activities designed to enhance literacy and numeracy skills and provide feedback to students on tasks • All staff provided with Professional Learning in the analysis and action of NAPLAN data and Response to Intervention (RTI); Learning Areas to use data with their own classes and focus on deficits determined through analysis and identified strategies • Collaborative planning in RTI for Year 7 and Year 8 MESH areas twice per term • Whole college Literacy and Numeracy Strategic Teams established, and will create and disseminate strategies for inclusion in Learning Area Operational Plans
<p>In Year 9, the percentage of students who are above the National Minimum Standard will equal or exceed like schools in each test area.</p>	<ul style="list-style-type: none"> • Targeted support for students at risk • Students in Access program will be provided with specific literacy and numeracy support and specialist teaching • Explicit monitoring of and specific intervention within classes to ensure progress for Indigenous students
<p>Students enrolled in the Gifted & Talented Selective Academic Program will achieve in the top 10% of the college's student cohort in Math, English, Science and HASS.</p>	<ul style="list-style-type: none"> • Gifted & Talented Coordinator to oversee the program operation and student achievement • Student learning will be enhanced through the development of an engaging curriculum, academic rigour and the flexibility to compact and/or accelerate in a creative and collaborative environment • Project based learning opportunities incorporating a STEM focus will be embedded into the Math, English, Science and HASS curriculum • Consistent progress tracking, intervention and differentiation for students by classroom teachers and coordinator • Professional learning for college teaching staff in Gifted & Talented education

Years 10 to 12	
By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through pre-qualification or Category 3 in the OLN will equal or exceed like schools.	<ul style="list-style-type: none"> Specialist group of students at risk of not attaining Category 3 in the OLN to work with staff on literacy and numeracy skills during timetabled session such as period 25 Whole college monitoring of literacy and numeracy to enable early identification and intervention of targeted groups and individuals Strategies to build literacy and numeracy embedded in all classes across the college
The WACE achievement rate for Year 12 will equal or exceed like schools.	<ul style="list-style-type: none"> Elevate program to be implemented at the start of every year for all year groups and linked to teacher training Appropriate course counselling processes embedded and monitoring of student progress throughout Year 11 and Year 12 Assessments to be constructed with marks breakdown for all aspects of tasks, marking key provided and results to be uploaded to Connect within specified time frame as per college Assessment Policy
ATAR participation rate will match the capability rate from Year 9 NAPLAN achievement data by 2020.	<ul style="list-style-type: none"> Student activities offered that highlight the opportunities provided through ATAR pathways eg. guest speaker programs, university visits, business networks, etc Consistent tracking of students undertaking an ATAR pathway from time of Year 10 subject selection Mentoring program embedded across the college
Year 12 median ATAR will equal that of like schools by 2020.	<ul style="list-style-type: none"> New Year 10 curriculum implemented within Learning Areas to progress students to Year 11 and 12 ATAR courses Position Year 10 to closely reflect the rigour of Upper School, including similar styled assessment tasks, increased expectations and teaching of foundation skills required in Year 11 Embedding of study skills through Learning Areas and classrooms, including assessment reflection
Whole School	
The whole school attendance average will equal or exceed the state school average and there will be improvements in the Regular Attendance category each year.	<ul style="list-style-type: none"> Embed consistent use of the Department of Education's Student Attendance Toolkit to ensure compliance Consistent monitoring of Indigenous student attendance to attain equal or greater average than like schools Positive student recognition for achievement of attendance targets, such as 100% attendance Strong Student Services processes involving monitoring, follow-up and communication to parents and staff regarding attendance, with a focus on reducing unexplained absences Accurate and timely completion of the legal requirement of attendance is to be followed by all teachers through the implementation and support in Academy use

Priority 2:

Effective Teaching & Leadership

School Improvement Targets	Strategies
Teaching	
<p>The Excellence in Teaching and Learning Framework is implemented in all classes.</p>	<ul style="list-style-type: none"> • All staff have performance and development goals relating to the Fremantle College Excellence in Teaching and Learning Framework • The Fremantle College Excellence in Teaching & Learning Framework is embedded in all Learning Area Operational Plans • Teachers will have access to effective feedback on implementation of the Excellence in Teaching and Learning Framework through classroom observation and Performance Management • Professional Learning Plan for the college for 2018-2020 will focus on developing our collective capacity in areas of the Framework, and be supporting our classroom observation model • University partnerships will be sought to provide support in embedding the latest research and industry findings
<p>All Learning Areas will design and implement appropriate assessment outlines, programs and assessment tasks.</p>	<ul style="list-style-type: none"> • All Learning Areas are compliant with current SCSA requirements and in line with the WACAO • Programs, assessment outlines and templates are created and updated in line with the Fremantle College Assessment Policy • Learning Area Manuals will be created to support team operation • Professional learning provided to teachers on appropriate design and implementation through Learning Areas • Planning for Progress (Response to Intervention) implemented across the college to provide inclusivity and opportunity for all students across the three tiers of intervention • College calendar to reflect assessment requirements of all courses • A STEM focus will be initiated across Learning Areas, with professional learning to support staff
<p>National Schools Survey indicates student satisfaction as 3.8 or above for 'My teachers motivate me to learn', 'My teachers expect me to do my best', and 'My teachers provide me with useful feedback about my school work'.</p>	<ul style="list-style-type: none"> • Learning Areas plan for specific strategies to address the survey criteria of student motivation, expectations and feedback • Staff regularly seek student feedback on programs of work and college events • Learning Area strategies based on Positive Education will be evident in classes to support student achievement and wellbeing

Teaching Continued	
<p>All staff will commit to improving the quality of teaching and learning through the college's reflective practice model in order to achieve consistent improvement within the proficiency stages of the AITSL Australian Professional Standards for Teachers.</p>	<ul style="list-style-type: none"> • Embedded through the Performance Management and Development process and reviewed annually • Provide staff with training opportunities to develop leadership skills, knowledge and understandings as typified in the AITSL Standards for Teachers and Principals • The appointment of a Teaching & Learning Coordinator to work with all staff to be explored in 2018 • Feedback on the AITSL Standards and support actioned to enable staff to meet the performance needs of the college is to occur, with support clearly outlined • Professional learning on effective reflective practice to be made available to all staff
Leadership	
<p>The college Senior Leadership will demonstrate increasing proficiency of the Professional Practices within the AITSL Australian Professional Standards for Principals.</p>	<ul style="list-style-type: none"> • Structured line management framework devised to support the development of leadership and staff accountability • Professional learning provided on the domains of the Principal Standards on the AITSL leadership standards • Use self-reflection in context of the AITSL standards in Performance Management for all leadership
<p>Consistent and accountable Performance Management processes are embedded in every Learning Area, and aligned with the AITSL Standards.</p>	<ul style="list-style-type: none"> • Staff are provided with feedback to support achievement of goals within Performance Management Plan • Provision of relevant professional learning for continued effective classroom practice • Performance Management will be relevant and contribute meaningfully to each individual staff member's professional development • Annual timeline process implemented for all Performance Management processes • Performance Management processes are in place that adhere to the Department of Education Performance Management Policy
<p>Processes and structures will be put in place to support the development of student leadership and voice, and student satisfaction of 3.8 or above will be indicated on the National Schools Survey 'My school takes students' opinions seriously'.</p>	<ul style="list-style-type: none"> • Promoted through the delivery of programs, as well as in-school and extra-curricular opportunities. • Student Representative Council and Student Voice structure implemented and embedded transparently within the structure of the college • Student representation (Head Boy and Head Girl) on the College Board • Regular positive media promotion from Student Representative Council • Leadership training offered to students and opportunities to lead across and outside of the school

Priority 3:

A Flourishing School

School Performance Targets	Strategies
Wellbeing	
<p>The PERMAH Framework will be used by staff and students to support the wellbeing of themselves and others.</p>	<ul style="list-style-type: none"> • All Learning Area Operational Plans to include two strategies for the implementation of PERMAH within their classrooms • Health and wellbeing strategies to be implemented for the support of college staff • Rotation of duty roster each term to enable greater opportunity for positive collegial interaction • Induction for students will include an introduction to Positive Education and the Fremantle College Wellbeing Framework
<p>National Schools Survey indicates student satisfaction as 3.8 or above for 'I feel safe at my school', 'Student behaviour is well managed at my school' and 'I like being at my school'.</p>	<ul style="list-style-type: none"> • All teachers demonstrate professionalism through modelling of punctuality and appropriate behaviour • Implementation of college behaviour policy and associated supporting strategies • Opportunities for peer observation of effective behaviour management practitioners
Community Partnerships	
<p>Develop partnerships with primary schools that will increase the number of students transitioning to Fremantle College.</p>	<ul style="list-style-type: none"> • Development of primary engagement programs throughout the school year to promote Specialist Programs and Academies • Implementation of comprehensive orientation program for Year 6 students • Promotional visits, social media use, Specialist Programs communication, newsletters and regular contact maintained with primary schools • Fremantle College student ambassadors to regularly showcase their achievements in school programs throughout the wider community • Investigate Network school professional learning opportunities



Community Partnerships Continued	
<p>Deliver and maintain excellent facilities and grounds to meet the needs of the learning community.</p>	<ul style="list-style-type: none"> • Continue the development of school buildings and grounds to best support the school and local community • Conduct regular surveys • Form a Buildings and Works committee
<p>Establish a strong and effective College Board that contributes positively to the outcomes of the college.</p>	<ul style="list-style-type: none"> • Build a strong governance model and effective College Board • Ensure breadth of depth of Board members to best support the needs of the college • Public celebration of and communication from the Fremantle College Board
<p>Promote opportunities for students through a range of effective corporate, industry and community partnerships.</p>	<ul style="list-style-type: none"> • Build and promote connections with tertiary institutions • Develop an Alumni for local business leaders with affiliation from previous high schools to offer opportunities for students and staff • Partnerships and industry links established to further develop the Trade Training Centre Engineering Pathways Program



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