



FREMANTLE
COLLEGE



Business Plan

2021 - 2023

STRENGTH

RESPECT

SUCCESS



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Business Plan 2021-2023

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Business Plan

2021-2023

At Fremantle College we are committed to fostering your child's enthusiasm for learning, and developing their curiosity and leadership. Our high expectations for academic achievement, together with our vibrant, inclusive and supportive learning environment, will ensure your child receives an outstanding education.

At Fremantle College our aim is to unlock and fulfil every student's learning potential. The college's Excellence in Teaching and Learning Framework and Tiers of Intervention Model are embedded in all classrooms. Differentiation practices support students' academic achievement and engagement through the explicit tailoring of experiences to meet the needs of each individual student. Support programs and

structures have been designed to work in tandem with our mainstream curriculum, providing specialised and targeted interventions for students in need.

Our belief in the importance of Positive Education, blending academic learning with students' well-being needs, informs Fremantle College's approach to progressing student outcomes. Drawing on the College Values of Kindness, Leadership and Perseverance, students are encouraged to demonstrate positive attributes within their daily interactions with others, as well as for their individual personal growth.

At Fremantle College we work with our students, preparing them for their future lives and always encouraging Strength, Respect, Success.



Our Vision

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 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 (Positive Education, Emotions, Relationships, Meaning, Accomplishments, Health) 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.

Our Values

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 and themselves in positive ways to achieve their best.

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.

**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.

Priorities

2021 - 2023

Fremantle College established Priorities for its inaugural Business Plan in 2018 and, as these Priorities remain a focus, will continue to work toward them from 2021.

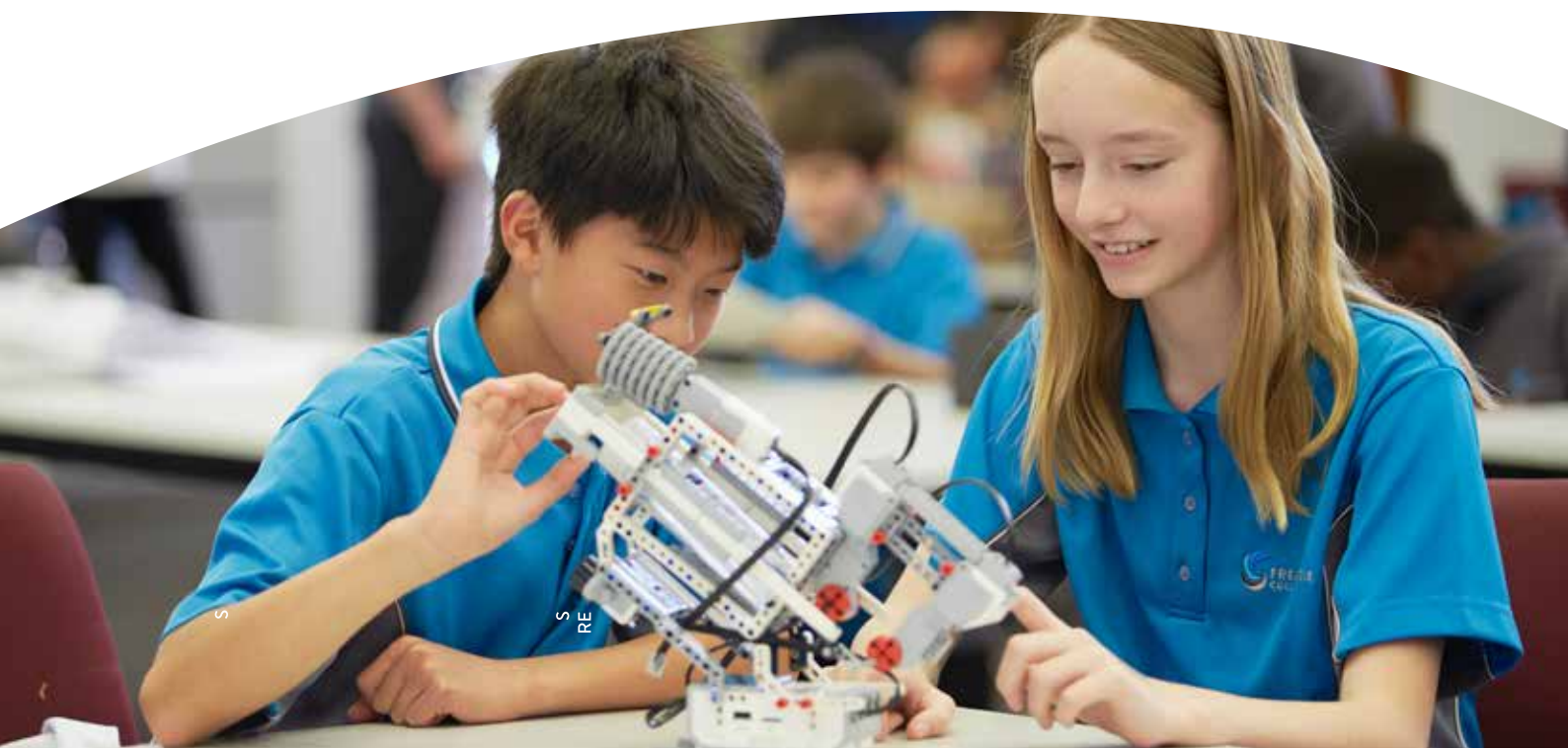
Achievement Targets have been set within each Priority and are identifiable by the Domains from the Public School Review process (ESAT). Strategies have been developed to support the attainment of each Target.

The Fremantle College 2021-2023 Business Plan draws upon the following college documents:

- Report: Public School Review 2021
- Excellence in Teaching and Learning Framework
- Learning Area and Program Operational Plans
- Workforce Development Plan
- Self Review Cycle
- Professional Learning Plan
- Performance Management and Development Plan
- Aboriginal Education Plan

Fremantle College Priorities

1. Success for all Students
2. Effective Teaching and Leadership
3. A Flourishing School



Priority 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 expect a visible increase in student achievement in a range of pathways through the consistent development of engaging and rigorous learning experiences.

We will know we have attained Success for all Students when School Improvement Targets have been met.

| School Performance Targets | Strategies |
|--|--|
| Student Achievement and Progress | |
| By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through NAPLAN pre-qualification or Category 3 in the OLNA will equal or exceed like schools. | <ul style="list-style-type: none"> • GATE, AE, high achieving students, curriculum differentiation to achieve pre-qualification through Year 9 NAPLAN • Targeted interventions for all students, including those who may struggle to achieve standard, to be implemented across the college in all Learning Areas • Pathways program to support students accessing the OLNA • Development of whole school Literacy Improvement Plan • Use of Education Perfect or similar to support OLNA preparation • PAT testing established through MESH Learning Areas • Excellence in Teaching and Learning Framework explicitly references Literacy strategies |
| Retention rate of students in the Gifted & Talented Selective Academic Program and the Academic Excellence Academy progressing to ATAR pathways will exceed 85%. | <ul style="list-style-type: none"> • Target for 2023 • Refined application and selection process for Academic Excellence Academy • Enhanced course design for Gifted and Talented and Academic Excellence Academy to engage and extend • Appointment of L3 Program Coordinator Gifted and Talented |



| | |
|---|--|
| 70% of students in Year 7 to 10 will attain the achievement standard in MESH subjects. | <ul style="list-style-type: none"> D and E grade support strategies implemented across all Learning Areas, including Kitchen Table Classroom Targeted interventions for all students, including those who may struggle to achieve standard, to be implemented across the college in all Learning Areas |
| Year 12 median ATAR and WACE achievement will equal or exceed that of like schools by 2023. | <ul style="list-style-type: none"> Pathways Program designed to support student achievement ATAR Improvement Plan Suite of courses to support WACE attainment |
| Attendance rate for students in the regular attendance category will equal or exceed 60%. | <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 |
| 90% of students (of the cohort figure) will be successfully placed in verified Pathways and programs, to ensure their continued educational and vocational achievement. | <ul style="list-style-type: none"> Consistent use of case management and attendance improvement processes will ensure that alternative pathways are explored with students who are not engaged in formal schooling Investigate the introduction of a dedicated staff role to be developed to focus on alternative programs for students in Year 10 -12, as well as new Voc Links Pathway to develop formal opportunities for SBT, apprenticeship preparation and employment Focus of whole Student Services team to be building and increasing of networks across community to service students who are not WACE identified |

Priority 2:

Effective Teaching & 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. The college will support staff to 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.

| School Performance Targets | | Strategies |
|---|--|------------|
| Teaching Quality | | |
| The Excellence in Teaching and Learning Framework is explicitly referenced in instructional design and fully implemented. | <ul style="list-style-type: none"> National Schools Survey indicators of student satisfaction at or above 3.8 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'. Visible Learning strategies present in all classrooms Enterprise Matrix embedded in lesson planning Effective use of Education Assistants across the college to Plan for Progress | |
| Development and implementation of a cohesive Reflective Practice Model across the college. | <ul style="list-style-type: none"> Develop a Professional Learning team with representation from cross the college Classroom observation models to be trialled within Learning Areas Support staff through on-going delivery of CMS program Framework developed for positive engagement in classroom observation, self-reflection, student feedback and Performance Management. | |



| Leadership | |
|--|---|
| Staff leadership will be developed within the college through strategic programs and tailored professional learning. | <ul style="list-style-type: none"> • Senior Leadership Team to participate in regular and consistent professional learning to support personal and collegiate development • Aspirant leadership program and opportunities offered to teaching staff • Allied professionals engaged in programs to develop and attain leadership opportunities • Provide opportunity to develop capacity of Aboriginal staff within the college • Devise library of professional reading that is readily available to staff |
| Processes and structures will be put in place to support the development of student leadership and voice within college operations and the teaching and learning experience. | <ul style="list-style-type: none"> • National School Survey indicators of student satisfaction of 3.8 or above for 'My school takes students' opinions seriously'. • Student voice is evident in college decision making, including engagement with the College Board. • Development student leadership opportunities within Specialist programs |

Priority 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.

| School Performance Targets | | Strategies |
|---|--|------------|
| Learning Environment | | |
| The college will develop a comprehensive framework to support initiatives with a focus on the health and wellbeing of staff and students. | <ul style="list-style-type: none"> The Be You Framework will be explicit and visible in daily college operations Refinement of the delivery of the Year 7 Flourish program to support the transition to high school Processes implemented to support transition to WACE studies Pathways program successfully implemented for Year 11 and 12 students Explicit strategies to support students who identify LGQTBI Allocate funding to support health and wellbeing and engagement of students Support student perspective on wellbeing through the voice of the Student Council | |
| The college will promote a culturally responsive approach to creating a safe and inclusive learning environment. | <ul style="list-style-type: none"> The Aboriginal Cultural Standards Framework effectively utilised to guide staff practice Review and refine the Aboriginal Education Operational Plan to best suit the needs of the students and college community Draw upon expertise and resources from organisations such as Clontarf Academy and Deadly Sista Girlz Whole school celebrations to acknowledge events such as NAIDOC Week and Harmony Week Embed appropriate cultural awareness activities in Year 7 Big Days In and Flourish | |



| Relationships and Partnerships | |
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| The college will establish consistent processes that are appropriate and respectful to support positive communication and feedback, and college reputation. | <ul style="list-style-type: none"> • Appropriate and consistent use of Connect by teaching staff • Student Services processes and communication • Transition program accessed with the wider community • Maintain appropriate online presence that supports college enterprises • Identify alternative and additional means for gathering parent feedback, both formal and informal |
| Use of Resources | |
| Funding opportunities will be used to tailor the teaching and learning adjustments and pathways for the benefit of students. | <ul style="list-style-type: none"> • Targeted Initiative funding to support learning adjustments for students within the SLP ASD • Targeted initiative funding to support the academic and mental health needs of students within the Gifted and Talented program • Aboriginal students will be supported to engage and achieve through the development of targeted plans • Student Characteristic Funding will be used to provide safe learning environments and resources to encourage a range of opportunities and learning experiences for students not supported through other funding sources to reach their potential. • Targeted Student Services support to assist students identified as at risk • Strategies to support students identified as EALD • Develop comprehensive Information technology plan to progress college resources and support |



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