FREMANTLE
COLLEGE

Business Plan
2024 - 2026

STRENGTH RESPECT SUCCESS

www.fremantlecollege.wa.edu.au

Artwork by Ilona McGuire, Bibbulmun Noongar and Kungarakan (First Nations Australia) conceptual artist

Represented in this design are the tools used by the local Whadjuk People of Walyalup (Fremantle) region to survive, thrive and live in abundance for millennia, since the Dreaming. The wanna (women's digging stick) is a tool used for empowerment, guidance and leadership. The coolamon is a gathering and cradling tool used for nurturing and abundance. The three kylie (boomerangs) seen have specific purposes, some for fishing, hunting, fighting or music. Fremantle College's motto of strength, respect and success align with the ancient wisdom of the local Whadjuk Noongar culture that worked in a cyclical pattern with each other and the environment to ensure the strength of the people, the respect for others and the environment as well as successful lives lead by lifelong learning and curiosity. The graphic depicts the circular motion of these tools in a pattern together that centres music and ceremony at the heart, surrounded by People, moving and dancing together on country.

Our Vision

We are a vibrant and inclusive learning community, providing high-quality education, in both academic excellence and the well-being of students.

We encourage our students to grow and develop to their fullest potential in a caring and friendly environment that celebrates diversity and fosters inclusion. By emphasizing the importance of our college values, we inspire our students to think critically, embrace diverse perspectives, and develop the skills and knowledge to engage with the world in meaningful ways.

Our Motto

STRENGTH RESPECT SUCCESS

Strength

A strong character is an essential component of personal growth and development, as it provides the foundation for building positive relationships, making ethical decisions, and contributing to society in a meaningful way.

Respect

Respect is a fundamental value that involves treating others with dignity, consideration, and appreciation. It involves recognizing the inherent worth and value of all individuals, regardless of their background, culture, or beliefs.

Success

Ultimately, success is a personal journey that involves setting and achieving meaningful goals, being true to oneself, and making a positive impact on others and the world around us.

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.

Leadership, Kindness and Curiosity drive our Enthusiasm for Learning!

Business Plan Priorities

PRIORITY 1 : SUCCESS FOR ALL STUDENTS

We believe in articulating high expectation of success for every student every day. We are committed to encouraging and nurturing creativity, independent thinking and the continues progressions 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.

TARGETS 1.1

By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through NAPLAN prequalification or Category 3 in the OLNA will equal or exceed like schools.

Strategies

- Identified students provided with differentiated support to achieve pre-qualification through Year 9 NAPLAN, including dedicated classes and intervention programs.
- Excellence in Teaching and Learning Framework outlines interventions and strategies to be implemented across the college for all students to achieve the standard.
- Individual education plans are developed for identified students so they can be provided with extra support in class to access the curriculum.

TARGETS 1.2

All students in Year 7 to 10 are supported to attain the achievement standard or above in subjects.

Strategies

- Planning and intervention for the academic growth of all students to be implemented across the college in all learning areas.
- Learning skills (Metacognition) program explicitly taught from Year 7 – 12 in all learning areas.
- Further develop strategies to celebrate the achievement and success of all students.
- Student individual success criteria and attainment strategies implemented across all learning areas and alternative education programs.

TARGET 1.3

All students are supported to achieve the system expectations for regular attendance.

Strategies

- Develop flexible pathways, to ensure every student is engaged, connected and positive about their learning.
- Positive student recognition for achievement of attendance targets, such as 100% attendance and individual improvement.
- Embed consistent use of the Student Attendance Toolkit and strong Student Services processes to support students and families with attendance and engagement.
- Promote positive relationships with staff, peers, parents and the community to encourage regular attendance.

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TARGETS 1.4

Student achievement goals and pathways are developed with students and parents and align with students' respective achievement standards.

Students will be successfully positioned for a career or higher education option of their choice through the provision of an appropriate educational pathway

Strategies

- Provide pathways and programs designed to support individual aspirations, student achievement and future goals.
- Consistent use of case management, planning and clear success criteria are used to ensure a range of options and pathways are explored with students and parents.
- Focus on development of relationships and partnerships to provide diverse and meaningful pathways for students.
- Career Education Programs incorporated to inspire and ignite awareness of the pathways and opportunities that exist.

PRIORITY 2 : EXCELLENCE IN 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. 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.

TARGETS 2.1

The Excellence in Teaching and Learning Framework outlines our expectations for classroom practice and is supported by implementation of best practice instructional strategies.

Strategies

- Teaching and Learning (T&L) Committee is comprised of representatives from each department who work collaboratively to support the Excellence in Teaching and Learning Framework.
- Teaching and Learning Committee develops an annual Strategic Plan to establish direction, resourcing and budget for our whole school approach to Teaching and Learning.
- T&L Committee to develop a scope and sequence for integration of student learning centred teaching strategies.
- Best practice teaching and learning strategies as communicated by the T&L Committee evident in all classrooms.
- The Excellence in Teaching and Learning Framework expectations are explicitly communicated in staff induction processes.
- Effective use of Education Assistants across the college to Plan for Progress.

TARGETS 2.2

Development and implementation of The Excellence in Professional Development Framework to ensure that staff have access to appropriate and individualised opportunities for professional growth.

Strategies

- Develop a Professional Learning System to track and provide opportunities for PL.
- Staff have regular access to professional learning opportunities with coaching and support to implement their learning.
- Classroom Observation and Feedback Model.
- Support staff through on-going delivery of CMS program.
- Framework developed for positive engagement in classroom observation, self-reflection, student feedback and Performance Management.
- Devise library of professional reading that is readily available to staff.

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TARGETS 2.3

Development and implementation of the Excellence in Leadership Framework to establish a cohesive approach to building the capacity for effective and distributed leadership.

Strategies

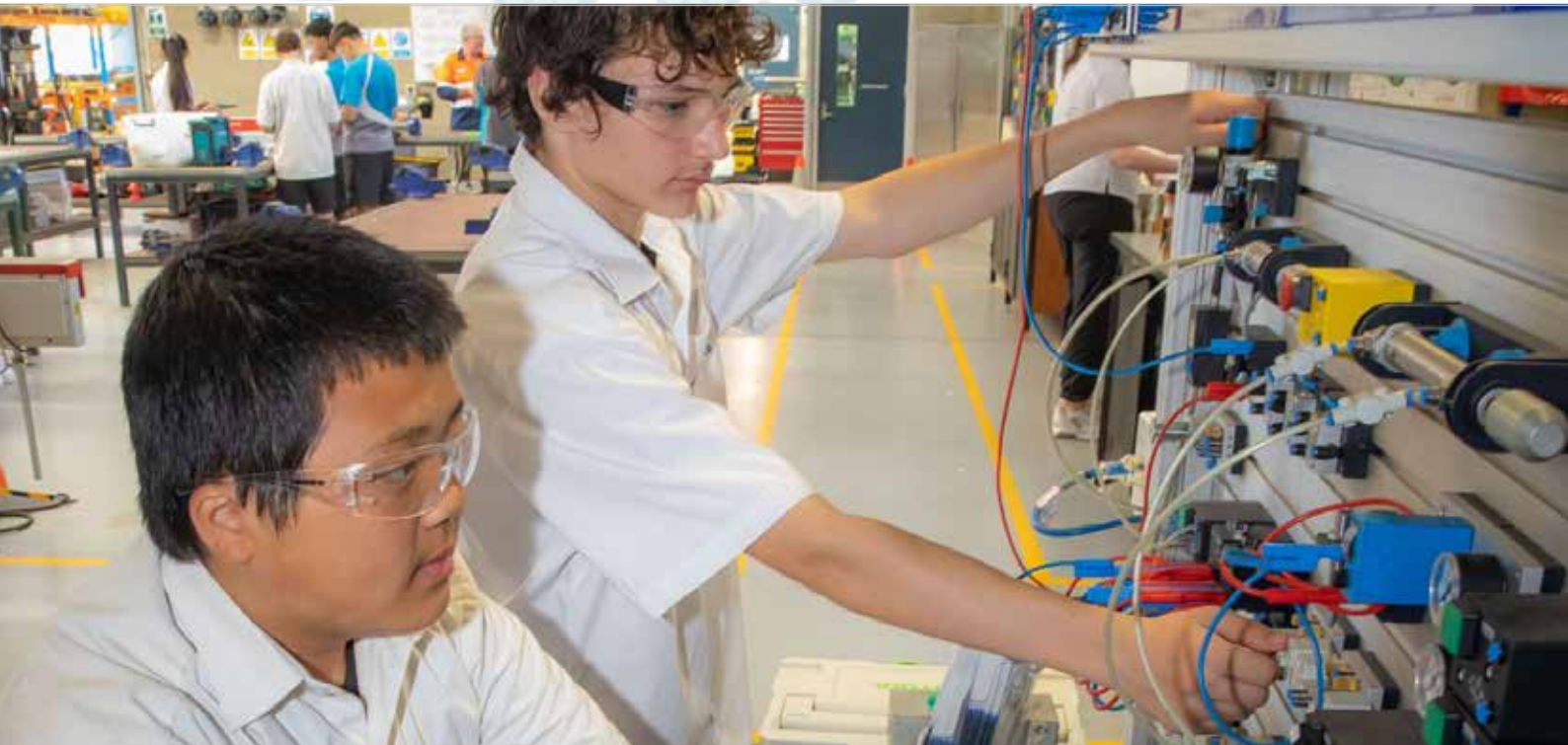
- Framework establishes clear understanding of the expectations for leaders at the college.
- Senior Leadership Team to participate in regular and consistent professional learning to support personal and collegiate development.
- Aspirant leadership program and opportunities offered to teaching staff.
- Allied professionals engaged in programs to develop and attain leadership opportunities.
- Provide opportunity to develop capacity of Aboriginal staff within the college.

TARGETS 2.4

All students are given the opportunity to enhance and develop leadership skills

Strategies

- Student Leaders nominated and elected by peers are supported by dedicated staff to run the Student Council.
- Student voice is evident in college decision making, including engagement with the College Board.
- Development of student leadership opportunities within Specialist programs.
- 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.



PRIORITY 3 : A FLOURISHING SCHOOL

Our College is committed to nurturing a sustained and positive culture of well-being, recognising its crucial role in improving student outcomes. Our commitment lies in embracing and promoting the principles of Positive Education throughout all aspects of school life. By focusing our efforts on equipping staff, students, and the community with a comprehensive understanding of the Positive Education framework, we aim to empower them as leaders in their own lives and provide ample opportunities for students to demonstrate the College values.

TARGETS 3.1

The college will develop a comprehensive framework that promotes Positive Education outcomes & enhance the health and well-being of both staff and students.

Strategies

- Deliver training and workshops for staff and students on Positive Education practices, mental health awareness, and effective support strategies.
- Collaborate with external organisations, mental health professionals, and wellbeing experts to bring valuable resources and workshops to the college community.
- Develop metrics to measure the impact of Positive Education practices and wellbeing initiatives. Regularly assess progress and gather feedback for refinement.
- Positive Education Committee to establish dedicated programs and initiatives that empower students to develop life skills, manage stress, foster positive relationships, and cultivate a growth mindset.
- Positive Education Committee to develop a social-emotional learning program from Years 7 – 10 that supports the development of a positive College culture.
- Provide opportunities for staff to contribute to whole school planning and operations to support workload efficiencies and staff well-being.
- Develop, implement and monitor a whole school approach to reinforce positive behaviour.
- Develop and implement pastoral care processes that utilises the expertise of allied and specialised staff.
- Reinforce mechanisms that allow student voice to provide feedback and input in school operations and strategic plans.

TARGET 3.2

The college will establish coherent procedures aimed at fostering effective communication and facilitating constructive feedback

Strategies

- Develop and integrate the positive education framework into the curriculum, incorporating relevant discussions, projects, and activities that emphasise their importance.
- Provide opportunities for students to learn strategies to support their social and emotional well-being enabling improved student growth mindset.
- Implement a system for recognising and acknowledging individuals who exemplify the school values, fostering a positive culture of appreciation and gratitude.
- Establish mechanisms for collecting feedback from students, parents, and staff to assess effectiveness of school actions.
- Create opportunities to share the success of our students with the local community to foster positive relationships.
- Regularly communicate and reinforce the school values and positive education framework with the school community.

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TARGETS 3.3

The college will deliver engaging & relevant learning programs that utilise community partnerships to effectively support students' post school aspirations.

Strategies

- Establish partnerships with service providers, community organisations, local government and businesses, to the benefit of individual students and the broader learning programs.
- Collaborate with the community to assess their needs and identify relevant real-world examples that can be integrated into the curriculum aimed at ensuring learning programs align with the local context.
- Develop and establish reliable communication systems within the school, with families and stakeholders.
- Implement measures to seek parent and community feedback regarding satisfaction with school operations. Feedback is acted on to build a positive school reputation.
- Develop positive partnerships with the Fremantle College partner schools via a collaborative transition plan.
- New links are made with Industry partners to create a variety of potential workplaces in a variety of Industries for students to engage in.
- Establish and maintain relationships with Community Partners to ensure sustainable employment opportunities for both students and industry.

TARGETS 3.4

The college will create a safe and inclusive learning environment by promoting a culturally responsive and inclusive learning environment that acknowledges our diverse student population.

Strategies

- Implement culturally inclusive practices with reference to the Aboriginal Cultural Standards Framework.
- Develop targeted plans for Aboriginal students that support engagement and achievement.
- Develop staff understanding of respectful relationships and culturally responsive practices with Aboriginal students, their families and communities to address the needs of students and the expectations of communities.
- Develop the functions and impact of the Student Council.
- Provide individualised support for students at educational risk and identified needs.
- Advance individualised approaches to enhance learning experiences for students with Autism Spectrum Disorder (ASD).
- Develop a framework that supports the academic and mental health needs of students within the Gifted and Talented program.
- Develop and implement targeted supports for students identified as English as an additional Language/Dialect (EALD).