



DARLING RANGE
SPORTS COLLEGE

BUSINESS PLAN
2018 – 2020



VISION STATEMENT

Darling Range Sports College aims to develop a school community that encourages resilience and independence. Staff are fully committed to supporting students in their academic, sporting and career ambitions by maintaining the highest standards of teaching and learning. Fundamental to the college is that students leave school as happy, confident and hardworking young adults.

OUR CONTEXT

Darling Range Sports College (DRSC) is Western Australia's only specialist sports school and currently has seven high performance sport programs – Athletics, Australian Rules Football (AFL), Baseball, Basketball, Netball, Soccer (Football) and Swimming. This unique context provides opportunities for talented athletes to successfully combine their academic studies and sporting commitments to pursue pathways to university, further training, or employment. The College is widely recognised throughout the state as the leader in the development and innovation of sport education.

All students are provided with a rich school experience and teaching and learning activities are differentiated to suit the needs, strengths and interest of learners. Other programs include the Academic Challenge and Enrichment Studies (ACES) Program, a program of academic excellence which caters for academically talented students, as well as a Music Program that is offered through the School of Instrumental Music. The College also has successful Art, Drama, Performing Arts, Photography and Vocational Education and Training programs that extend beyond the classroom to provide opportunities for students to engage with new technologies and to connect with the wider community.

Darling Range Sports College is an active member of the Darling Range Learning Community (DRLC) and works in collaboration with local partner primary schools. The DRLC is proactive in developing teachers across the community to provide knowledge and skills to our students that will support them throughout their years of schooling. Enrolments to Darling Range Sports College are not confined to our partner primary schools. It is a school of choice for those wanting access to elite sport coaching and facilities, plus a range of successful academic and vocational pathways. Every year Darling Range Sports College attracts students from over fifty primary schools across the Perth metropolitan area.

The College Business Plan 2018 - 2020 provides strategic direction for improvement and aligns with the Department of Education Strategic Plan for Western Australian Public Schools 2016 - 2019 and annual 'Focus' documentation for schools. The College acknowledges the need to be dynamic and responsive to the challenges of modern education and the needs of the community.

OUR VALUES

Darling Range Sports College upholds and endorses the Department of Education's core values. In stating these values, we acknowledge that words alone are not sufficient: it is actions based on these values that are important.



LEARNING

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.



EXCELLENCE

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.



EQUITY

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.



CARE

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.





DARE TO DREAM PLAN TO SUCCEED

BE PART OF THE DRSC TEAM

Darling Range Sports College students are encouraged to follow their dreams, plan to succeed and persevere to attain their goals. Staff are committed to ensuring that teaching, learning and daily practices maintain high standards to support students in this endeavour.

We are all part of the Darling Range Sports College Team, demonstrating respect, acknowledging the achievements of others and being accountable for our actions in ensuring the Darling Range Sports College Team achieves the highest outcomes possible.





OUR STANDARDS

Darling Range Sports College is a Positive Behaviour Support school. Our core standards established by the college community are "The Five Ps". These expectations apply to all members of the Darling Range Sports College Team – students, teachers, support staff and parents. These standards are our foundation to success.



PROUD

We expect all members of the DRSC Team to take pride in our College and to respect the people and the environment.



POLITE

We expect all members of the DRSC Team to demonstrate appropriate behaviours to promote a positive and supportive learning environment.



PREPARED

We expect all members of the DRSC Team to be ready and organised to ensure every opportunity for success.



PUNCTUAL

We expect all members of the DRSC Team to be present, on time and actively engaged to maximise opportunities for success.



PRODUCTIVE

We expect all members of the DRSC Team to work to the best of their ability at all times and continually strive for success.

OUR PLANNING MODEL



IMPROVEMENT TARGETS

SENIOR SCHOOL ACADEMIC PERFORMANCE (YEAR 10, 11 AND 12)

- Median ATAR is equal to or higher than Like Schools in Year 12
- At least 90% Student Attainment Rate (55+ ATAR and/or Certificate II) in Year 12
- The Grade Point Average (GPA) for -
 - Year 11 and 12 non-ATAR courses is equal to or higher than Like Schools
 - Year 10 Learning Area courses is equal to or higher than Like Schools
- At least 90% of students achieve the OLNA WACE standard by the end of Year 12.

MIDDLE SCHOOL ACADEMIC PERFORMANCE (YEAR 7, 8 AND 9)

- The Grade Point Average (GPA) of Year 7 to 9 courses are equal to or higher than Like Schools
- Improve NAPLAN student progress and achievement (from Year 7 to Year 9) compared to Like Schools in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

SPORT ACADEMY PERFORMANCE

- The Grade Point Average (GPA) of students and student cohorts participating in specialist sport programs is equal to or above the previous year
- Maintain a positive trend in student state and national representation equal to or higher than the previous year.

STUDENT ATTENDANCE

- The regular attendance (90% plus) rate for all year groups is equal to or higher than 60%.

STUDENT WELL-BEING

- Improve well-being of Darling Range Sports College students as measured by the Curtin Climate Survey.

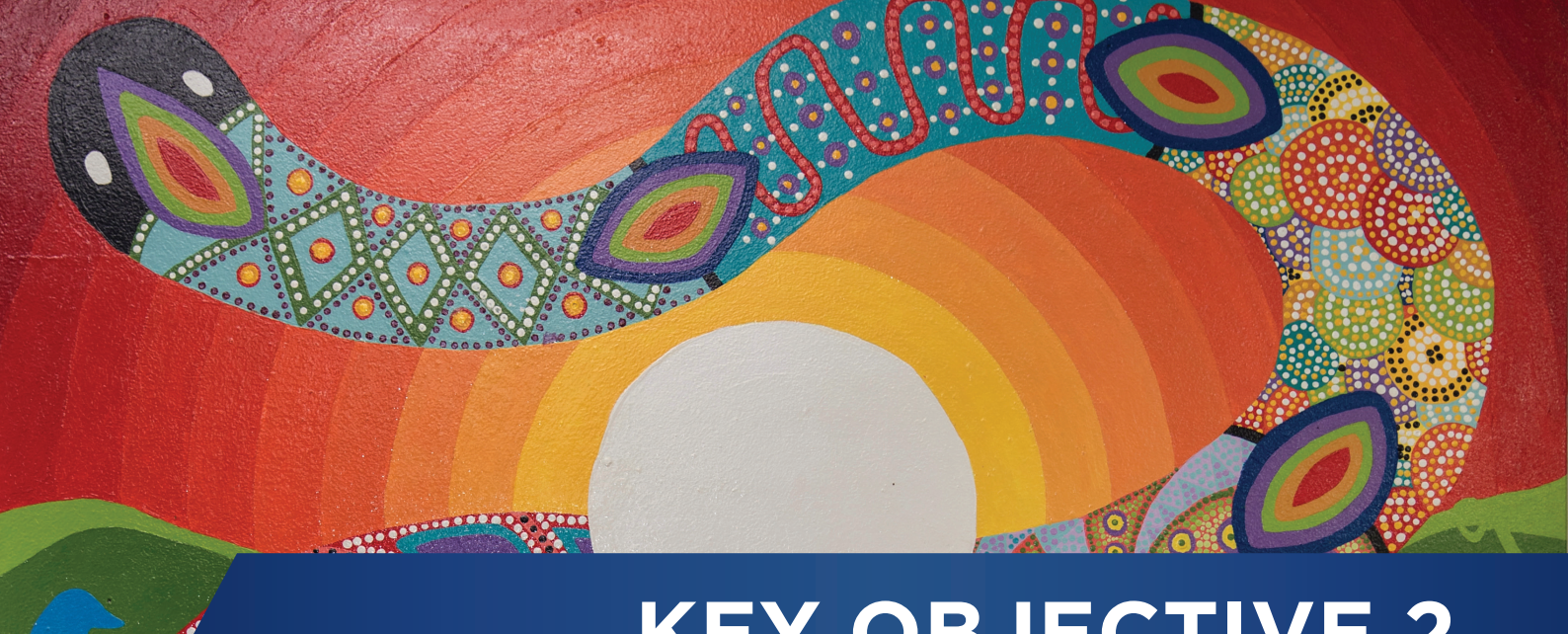


KEY OBJECTIVE 1

QUALITY TEACHING AND LEARNING

We are committed to, and accountable for, delivering quality teaching and learning programs to improve outcomes for our students.

Key Performance Area	Strategies of Improvement
Academic Challenge and Enrichment Studies (ACES) Program	<ul style="list-style-type: none"> • Provide a learning environment based on academic rigour and promotion of success • Continue to develop and maintain university and community partnerships.
Career Education	<ul style="list-style-type: none"> • Student Individual Pathway Plans (IPPs) in Years 7 – 12 • Continue to maintain and build on community partnerships.
Literacy and Numeracy	<ul style="list-style-type: none"> • Continued implementation of literacy and numeracy improvement plans • Continued implementation of whole school 'Reading Program' • Utilisation of online NAPLAN and OLN resources that inform individual student support plans.
Consistent and timely communication to students and the wider community	<ul style="list-style-type: none"> • Enhance the use of Connect for students, parents and teachers • Continue to use innovative technology to report student progress.
Senior School ATAR and WACE Performance	<ul style="list-style-type: none"> • Continue to refine and implement ATAR improvement plan.
STEM	<ul style="list-style-type: none"> • Implementation of STEM whole-school plan • Inquiry based model of learning introduced and embedded into 'The Darling Range Way' Explicit Instruction model.
Technology in the classroom	<ul style="list-style-type: none"> • Continued implementation of BYOD Student On-line Policy and use of technology in the classroom.
'The Darling Range Way' Explicit Instruction Model	<ul style="list-style-type: none"> • Continued implementation of 'The Darling Range Way' strategic plan • Create the Darling Range Sports College Teaching and Learning Handbook for distribution to all staff.
Use of data to inform classroom and whole-school planning decisions	<ul style="list-style-type: none"> • Teachers continue to use Data Analysis and Management (DAM) files to inform classroom planning decisions and differentiation of curriculum • Teachers use NAPLAN data in Years 7 and 9 to inform teacher judgement.



KEY OBJECTIVE 2

TO PROVIDE A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

We will provide a positive and inclusive school and learning environment where students are supported to achieve their goals.

Key Performance Area	Strategies of Improvement
Aboriginal Education	<ul style="list-style-type: none">• School self-assessment in line with Aboriginal Cultural Standards Framework and plan for improvement
Positive Learning Environment	<ul style="list-style-type: none">• Continued implementation of Positive Behaviour Support (PBS) program• Audit and refinement of student rewards program• Restorative practices to continue to be utilised by teaching and support staff.
Student Attendance	<ul style="list-style-type: none">• Implementation of student attendance plan using the attendance tool kit
Student Leadership	<ul style="list-style-type: none">• Student leadership plan created to align Student Council, Sports Academy and Peer Mentors.
Student Well-being and Resilience	<ul style="list-style-type: none">• Audit current programs and strategies to inform a plan to promote student well-being and resilience• Administer annual What's Happening in This School (WHITS) Survey to assess attitudinal, structural and cultural processes in the College.



KEY OBJECTIVE 3

TO PROVIDE SUPPORT FOR STAFF PROFESSIONAL GROWTH AND WELLBEING

We will build a culture of planning, review, reflection and staff development to improve professional practice and student outcomes.

Key Performance Area	Strategies of Improvement
Growth Coaching	<ul style="list-style-type: none"> Learning/Program Areas to use a GROWTH Coaching model to further develop resourcing and skills using 'The Darling Range Way' Explicit Instruction Model Aspirant leaders to complete GROWTH Coaching modules.
Learning Area Coaching	<ul style="list-style-type: none"> Learning areas to continue to engage with learning area coaching in the components of 'The Darling Range Way' and differentiation of curriculum.
Staff Leadership	<ul style="list-style-type: none"> Development of a professional learning plan for the school leadership team based on AITSL 360° feedback Identification of potential school leaders and aspirants to provide them with mentorship, targeted professional learning and practical training opportunities.
Targeted Professional Learning	<ul style="list-style-type: none"> As part of their Performance Improvement Plans, staff will identify areas of improvement based on AITSL Teaching Practice Continuum and self-reflection.
Staff Well-being	<ul style="list-style-type: none"> Establishment of a Wellness Committee Audit staff well-being initiatives and create an implementation framework.
Teacher Reflective Practice	<ul style="list-style-type: none"> Continued implementation of classroom and peer observation as part of 'The Darling Range Way' strategic plan Teachers to utilise SWIVL technology to record and reflect upon lesson segments using observation checklists Classroom Climate Questionnaire (CCQ) will be utilised to endorse quality teaching and to promote teacher reflection.

OVERVIEW OF SELF ASSESSMENT PROCESS

Darling Range Sports College Business Plan 2018 - 2020

Key Objective 1, 2 and 3 Operational Plans

Learning Area / Program Area Operational Plans

Classroom planning and reflective practices

On-going monitoring using system and performance data and report of progress to the School Board

Semester One Internal Self-Assessment from Learning Areas and Program Areas

Adjustment to Operational Plans based on Semester One Internal Self-Assessment

On-going monitoring using system and performance data and report of progress to the School Board

End of year Internal Self-Assessment from Learning Areas, Program Areas and Key Objective Committees

Internal Self-Assessment informs planning decisions and 'College Focus' for the following year

Darling Range Sports College undertakes rigorous internal and external self-assessment that results in judgements about the standards of student and teacher achievement, as well as the effectiveness of school processes in maximising student outcomes.

This process is continuous and its reflective nature ensures that financial and human resources can be linked to school community and Department of Education initiatives.

At a learning area and classroom level, every teacher at Darling Range Sports College maintains a Data Analysis and Management (DAM) file to ensure teachers know individual student and group capabilities. This targeted use of data informs learning area and classroom planning to ensure students are engaged in a relevant curriculum that is suited to their needs, strengths and interests.

Darling Range Sports College is committed to establishing and maintaining a culture that promotes learning – for students and staff. At all levels of planning, assessing and implementation, we have embedded a reflective practice that is based on the expectation that all students will learn successfully.

THE DARLING RANGE SPORTS COLLEGE BOARD

I have been Chairperson of the Darling Range Sports College Board since the College gained Independent Public School (IPS) status in 2015.

At the beginning of 2018 the Department of Education Services Review will be undertaken following our first three years as an IPS. The review will measure the College's performance against the Delivery and Performance Agreement (DPA), as well as the 2015 – 2017 Business Plan and aligned strategic direction. I have full confidence in the College achieving a positive review.

As part of the Board's operations and governance, we fully endorse the future vision, strategic direction and implementation strategies of the 2018 – 2020 Business Plan. This plan has been established in collaboration and consultation with the School Board, wider school community, as well staff and students from Darling Range Sports College.

Mr Andrew Jeakings
CHAIRPERSON





GLOSSARY

ACES: Academic Challenge and Enrichment Studies. **AITSL:** Australian Institute for Teaching and School Leadership. **ATAR:** Australian Tertiary Admission Rank. **BYOD:** Bring Your Own Device. **Certificate Courses:** TAFE courses delivered onsite (auspiced) or externally at TAFE campuses, or a Registered Training Organisation (RTO). **CONNECT:** Department of Education's information communication tool. **Grade Point Average (GPA):** A student or cohort average based on a points scale (A=5, B=4, C=3, D=2, E=1). **ICT:** Information Communication Technology. **NAPLAN:** National Assessment Program – Literacy and Numeracy. **OLNA:** Online Literacy and Numeracy Assessment. **STEM:** Science, Technology, Engineering and Mathematics. **"The Darling Range Way":** An explicit instruction model aimed at transferring student knowledge from short-term to long-term memory. **VET:** Vocational Education and Training. **WACE:** Western Australian Certificate of Education.







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