



DARLING RANGE
— SPORTS COLLEGE —

BUSINESS PLAN
2021–2024



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 is Western Australia's first and only specialist sport college and currently has nine high performance sport programs in AFL, Athletics, Baseball, Basketball, Netball, Rugby League, Soccer, Swimming and Triathlon. Running parallel with these programs is our strong academic approach that provides students with opportunities to maximise their learning, achieve their potential and transition into meaningful post school pathways.

Our enthusiastic and passionate teachers utilise best possible classroom practice to create both safe, supportive and inclusive learning environments thus promoting a culture of high performance. Our Explicit Instructional Model, 'The Darling Range Way', supports our teachers with an evidence based lesson structure that promotes clear routines and habits within the lesson to support students' academic achievement.

We are a Positive Behaviour School and our focus is on rewarding and encouraging positive behaviours and attitudes. Our Standards: Proud, Polite, Prepared, Punctual and Productive outline the expectations of all students, staff, parents and community members and acts as our foundation to success.

At Darling Range Sports College we have a strong commitment to offer meaningful pathways for all students towards their successful future. The opening of our new multi-million dollar Technology and STEM facilities, which provides us with a state of the art commercial kitchen, STEM labs, mechatronics lab and workshops, enhances our ability to offer pathways to VET qualifications. Our focus on STEM skills and the new Work Capabilities will provide our students with the skills, knowledge and real world experiences to become highly competent young adults in the ever changing and competitive world they face. Now with the likelihood of a new Performing Arts Centre and an anticipated overhaul of the Arts facilities, we will also be able to offer strong pathways through the performing and visual arts.

The College Business Plan 2021-2024 provides strategic direction for improvement and aligns with the Building on Strength – Future directions for the WA public school system, Every Student, Every Classroom, Every day – Strategic directions 2020-2024 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.



Rob Lawson
Principal

OUR STANDARDS

Darling Range Sports College is a Positive Behaviour Support school. Our standards established by the College community 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 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.



INTEGRITY

We act in the best interest of students and the community at all times. We are accountable, honest and have strong ethical and moral principles.



EQUITY

We strive for learning and working environments that are free from racism, discrimination, bullying, abuse or exploitation. We believe in more than one path to success and our purpose is to help every child find theirs.



VOICE

We attentively listen to each other and encourage honest and respectful expression of ideas and diversity of thought. We empower the voice of students to be partners in their education.



TRUTH-TELLING

We create culturally safe learning and work environments and culturally responsive services free from racism and discrimination.



TEAMWORK

We champion trust and inclusivity. We recognise the importance of collaboration to help students achieve their best.



CARE

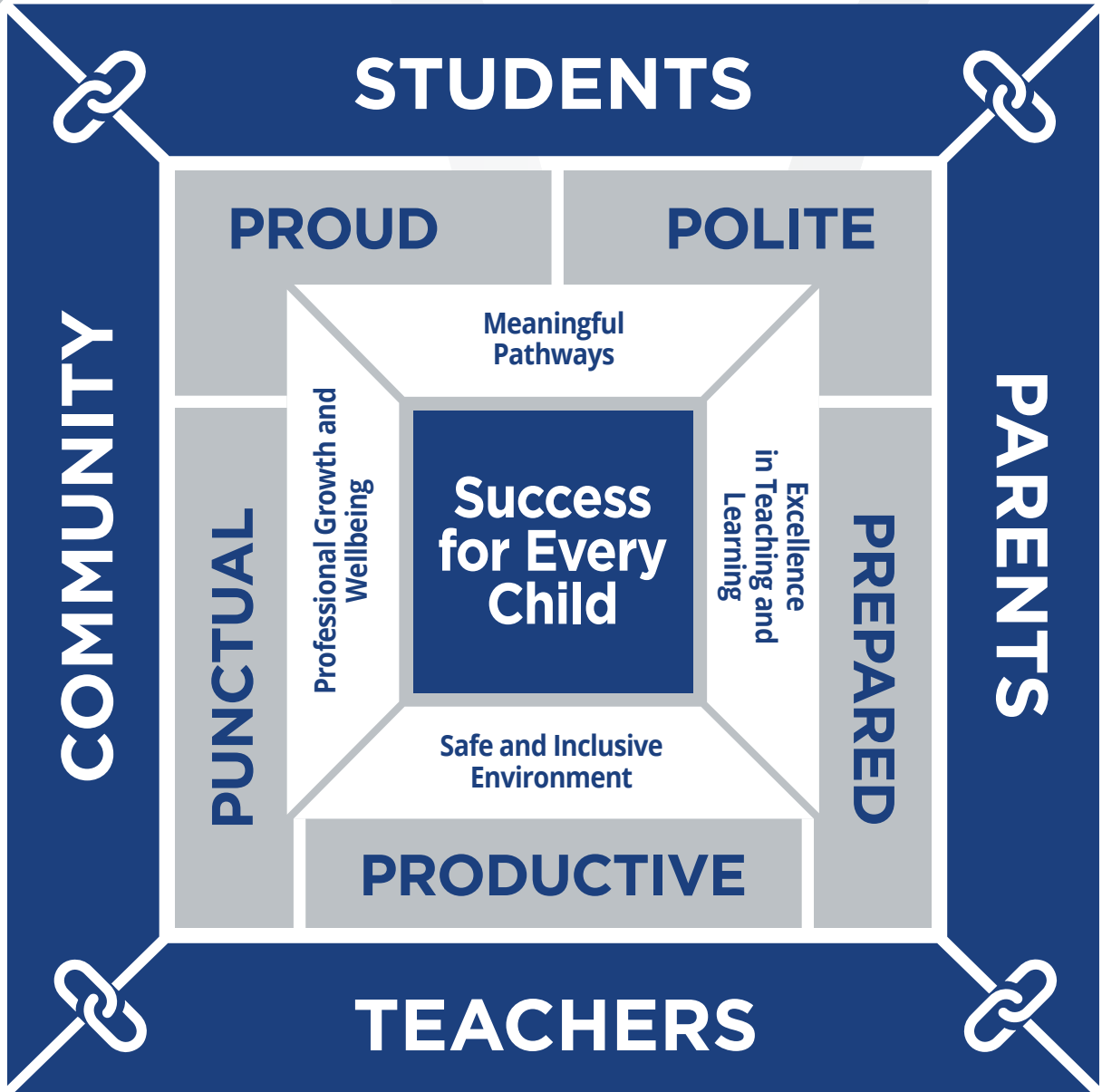
We practice mutual respect and accept our responsibility to develop and maintain appropriate relationships. We strive to keep ourselves, others and our resources safe.



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.

OUR MODEL FOR SUCCESS





KEY OBJECTIVE

1



PATHWAYS

We are committed to success for every child. To achieve this success, we provide meaningful pathways for all students.

TARGETS

- Engage in early pathway planning in Years 7-10 to transition through education successfully.
- Build on STEM skills and the new 'Work Capabilities' to prepare students for their successful future.
- Every senior school student is enrolled in at least one STEM course.
- Every senior school student is enrolled in a nationally recognised qualification.
- Every Aboriginal student achieves WACE or successfully transitions to a meaningful alternative pathway.

STRATEGIES

- Number of partnerships to be maintained or expanded to maximise the support for student opportunities and/or aspirations.
- Timely use of data to match appropriate pathways in each year group.
- Sustainable ATAR program on offer for all students to choose from.
- Implementing career curriculum development into lower school.
- Continue to offer STEM electives and clear pathways to appropriate senior school subjects.
- Continue to implement targeted approaches to engage students at risk.

KEY OBJECTIVE

2

TO PROVIDE TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

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

TARGETS

- All students experience a consistent, high quality approach to classroom learning as measured by application of the Darling Range Way (EI) and use of Classroom Management Strategies (CMS).
- Develop a College wide Literacy and Numeracy Framework for inclusion into Learning Area Planning.
- High Progress High Achievement score for stable cohort in Year 9 NAPLAN.
- An annual average decline in OLN Category 1 and 2 students.
- The Grade Point Average measuring Year 7-10 achievement is higher than Like Schools.
- Median ATAR is higher than Like Schools.
- 75% of Year 12 students who choose a University pathway are accepted into University.
- WACE achievement is higher than Like Schools.

STRATEGIES

- Minimum of 80% of teaching staff trained in CMS and at least one CAT trainer on staff.
- The Darling Range Way is evident in all classrooms and staff continue to share good practice at learning area and whole staff level.
- All teaching staff participate in moderation for Years 7-12.
- Staff will commit to Professional Learning opportunities targeting Teaching and Learning best practice.
- Establish a Literacy and Numeracy committee with a representative from all Learning Areas to facilitate a whole school approach to improving student literacy and numeracy.
- Use NCCD information to best resource classrooms to improve teaching and learning for all students.
- Aim to provide a Focus class in Year 7-10 to ensure success for every child.
- Establishment of a post school tracking tool to collect data on Year 12 students.

KEY OBJECTIVE

3

TO PROVIDE A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

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

TARGETS

- Aboriginal students to feel a sense of belonging and connection as measured by majority of WHITS survey.
- Aboriginal student attendance higher than Like Schools in the Regular category.
- Whole school student attendance higher than Like Schools in the Regular category.
- Continue to build cultural responsiveness as measured by an annual progression along the Aboriginal Cultural Standards Framework continuum.
- Over 70% of students and parents/guardians communicate that students feel safe at this school as measured by the National Schools Opinion Survey.
- College Standards are embedded across the College community.

STRATEGIES

- Culturally significant events, activities and programs promoted and presented throughout the year.
- Retain AIEO skilled staff.
- Annual use of SOCS/WHITS/NSOS of students, staff and parents.
- Measure progress of attendance figures.
- Measure progress along the PBS program journey.

KEY OBJECTIVE

4

TO PROVIDE SUPPORT FOR STAFF PROFESSIONAL GROWTH AND WELLBEING

We have a culture of planning, review, reflection and staff development to improve professional practice.

TARGETS

- Staff wellbeing continues to be a priority and is measured annually by SOCS and staff surveys.
- The College prioritises a model of reflective practice that maximises teacher impact on students learning and wellbeing.
- The College pursues a whole school Leadership Development Plan that meets the needs of all College Staff.
- College wide Performance Management processes to build the capacity of all staff to meet the needs of the College.
- Continued resourcing of Just Entered Teaching (JET) position with specific focus and support for graduates and TFAs.

STRATEGIES

- Targeted professional learning for staff to enhance their capacity and effectiveness as identified in the Performance Management process.
- Collection of student feedback to support teacher reflective practice through student surveys.
- Senior Teacher roles and responsibilities aligned, documented and shared.
- Future leader identification and development.





DARLING RANGE
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