



CANBERRA  
COLLEGE  
Caring for your future

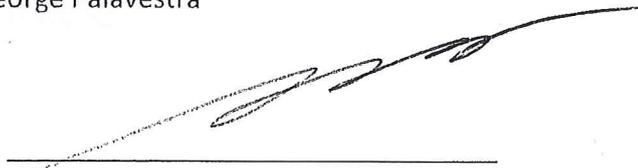
# Canberra College School Strategic Plan 2016-2019 South Weston Network

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## Endorsement by School Principal

Name: George Palavestra

Signed



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Date:

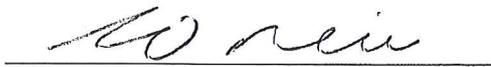
1<sup>st</sup> March 2016

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## Endorsement by School Board Chair

Name: Cathie O'Neill

Signed



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Date:

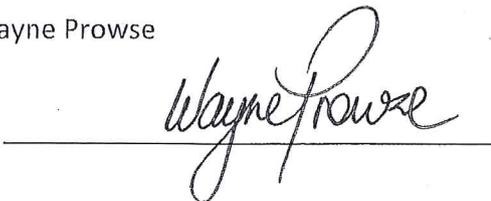
1st March 2016

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## Endorsement by School Network Leader

Name: Wayne Prowse

Signed



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Date:

1st March 2016

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## School Profile

Canberra College is an inclusive learning environment which supports a diverse student population through multiple learning pathways. The college vision, "Caring for your future" is promoted through four main traits, Value Learning, Celebrate Diversity, Embrace Opportunity and Pursue Excellence.

The college priorities for the next 4 years have been determined through a review of evidence and progress over the past 5 years. The college performance over that time was validated by an independent panel of school leaders. Commendations and recommendations made by the panel have informed discussion and negotiations with all stakeholders. Priorities identified have informed planning and targets. Priorities are aligned to national, system and college goals.

Reflective and planning tools are used across the college include:

- National School Improvement Tool, the Safe School Audit tool, AITSL Teacher Standards, National and System Strategic Priorities, BSSS learning and teaching evaluations to inform Annual Action Plans.
- Annual Actions Plan priorities are embedded in the Annual Professional Discussion and Pathways plans of every teacher where targets and measurable outcomes are reported.
- Point in time reviews are undertaken throughout key times of year and formally documented and evaluated to inform progress and set new targets.

## Strategic Priority 1:

Enhance the quality of teaching and learning through systematic and evidence based processes to improve delivery of educational services and outcomes for all students .

### Outcomes to be achieved:

- Improved certification rates
- Increase the AST performance
- Improved interdisciplinary literacy
- Improved interdisciplinary numeracy skills
- Implementation of National Curriculum, plus Science Technology Engineering and Maths

### Targets

By the end of 2019 the college will achieve an:

- Increased number of students awarded the Year 12 Secondary School Certificate from a mean of 371 (2010 to 2014) to 385.
- Increased whole school AST mean performance by 2 points from a mean of 144 (2010 to 2014) to 146.4.
- Improved post literacy screening score on the pre literacy screening test for 85% of Year 11 student cohort.
- Increased student satisfaction that "the school has high expectations in all it does" from a mean of 73 (2009 to 2014) to 80%.
- Increased "staff usage of student data to improve classroom practice" from a mean of 74.5% (2009 to 2014) to 100%.

Key Improvement Strategies	Key Performance Indicators
Embed a systematic, inclusive and quality learning and teaching feedback approach for teachers.	Staff satisfaction on "I receive useful feedback about my work" increased from a mean of 71.8 % (2009 to 2014) to 82.6%.
Support higher levels of differentiation in core classes to better support the	Increase of Student satisfaction responses that "the school has high expectations in all it does" from a mean of 73%

'mainstream majority'	(2009 to 2014) to 80% as indicated through ACTED Satisfaction Survey. Increase in students who complete Year 12 Certification from a mean of 371 (2010 to 2014) to 385.
Consolidate a targeted and data driven whole-school literacy strategy and develop and implement a whole school numeracy strategy.	Literacy benchmark tools developed to provide data for teachers to utilise. 100% of staff utilise student data to improve classroom practice.
Implement Senior Secondary Australian Curriculum.	BSSS approval gained for all course accreditation

## Strategic Priority 2

Review and develop a sustainable school resources model which supports diversity of learning pathways utilising contemporary learning environments.

### Outcomes to be achieved:

- Balanced staffing profile and program offerings aligned to the School Resource Allocation model.
- Increased use of ICT to support learning and communication
- Improved physical environment to enhance contemporary student learning
- Increase the range of individualised pathway options
- Improve digital literacy

### Targets

By the end of 2019 the college will achieve:

- Reduced staffing deficit to below the total of additional external revenues sourced.
- Increased staff participation in “use of learning technologies as an integral part of learning and teaching” from mean of 91% (2010 to 2014) to 98% as indicated through ACTED Satisfaction Survey.
- Increase the number of STEM enrolments linked to industry from a mean of 25 (2013 to 2015) to 45.

Key Improvement Strategies	Key Performance Indicators
Prepare for the SRA and review the college's financial position and processes. Creation of a Finance committee to monitor and provide feedback.	Completion of SRA Transition Plan resulting in <ul style="list-style-type: none"> <li>• an increase in revenue raising ventures,</li> <li>• a decrease in teacher funded non-teaching roles</li> <li>• a review of specialty course offering to establish long term viability.</li> </ul> NSIT 4 – Appropriate use of Resources reflects a minimum rating of high for all stakeholders.
Develop and implement an ICT plan to reflect system and local IT infrastructure upgrades and needs. Appropriate budget submission made to the Finance committee and School Board.	ICT plan developed and monitored by ICT Advisory Committee. Parent satisfaction survey data for “computer technology is an integral part of learning and teaching at my child's school” increased from a mean of 72.6% (2009 to 2014) to 80%
Build capacity of teachers to utilise ICT as a teaching and communication tool.	100% of teaching staff utilise Google Apps for Education as a base platform for sharing unit information, resources and assessment.
Expand the range of contemporary pathways, including Training, CIT and Portfolio entrance to University.	Increase the number of students who gained a vocational qualification from 40 in 2014 to 65. Increase the number of students gaining university entrance by portfolio from a mean of 1 (2009 to 2014) to a mean of 5. .

Develop and expand Science Technology, Engineering and Mathematics (STEM) learning opportunities across the college.	Increase the number of STEM enrolments linked to industry from a mean of 25 (2013 to 2015) to 45..
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### Strategic Priority 3

Develop a college culture that values and reinforces wellbeing, strengthens community connectedness to support student and staff performance.

#### Outcomes to be achieved:

- Improved motivation to learn
- Improved understanding by the whole community of the approach to supporting students
- Increase community confidence in the college
- Expand the range and quality of the communication between stakeholders
- Achievement of staff and students celebrated explicitly

#### Targets

By the end of 2019 the college will achieve:

- Increased “effectiveness of stakeholder communications” by at least 10 percent. Teacher mean 68 (2009-2014) to 74.8%, Parent mean 75.6% (2009-2014) to 83.2%, Students mean 62.3% (2009-2014) to 68.5% as indicated through ACTED Satisfaction Survey.
- Increased parent and student satisfaction in “the school has high expectations in everything it does” by 10 percent. Parent mean 74% (2009 to 2014) to 81.4%, Students mean 73.5% (2009 to 2014) to 80.4% as indicated through ACTED Satisfaction Survey.
- Increase support networks, resources and wellbeing of all stakeholders by 10 percentage points.
- Increase motivation to achieve by 20 percent through more explicit celebration of student and teacher achievements. Students mean 62% (2009 to 2014) to 74.4%, Teachers mean 68.2% (2009 to 2014) to 88%, and Parents mean 65.8% (20109 to 2014) to 79% as indicated through ACTED Satisfaction Survey.

Key Improvement Strategies	Key Performance Indicators
Create a shared vision for the college. Develop a learner profile as part of that vision.	Increase “the school has high expectations in everything it does” from Parent mean 74% (2009 to 2014) to 81.4%, Students mean 73.5% (2009 to 2014) to 80.4%
Invigorate college wellbeing practices for all stakeholders by building and supporting productive relationships and pathways	Respectful interactions result in a reduction in student interventions. Parent and student satisfaction surveys reflect an improvement of 10% in “student behavior is well managed” Parent mean of 67% (2009 to 2014) to 73.7%, Student mean of 62% (200 to 2014) to 68.6%.
Develop wellbeing strategies utilising Mindmatters and Safe Schools frameworks to support connectedness to the college.	Certification as a Mindmatters school completed. Celebration of staff and student achievement survey responses increased Students mean 62% (2009 to 2014) to 74.4%, Teachers mean 68.2% (2009 to 2014) to 88%, and Parents mean 65.8% (20109 to 2014) to 79% as indicated through ACTED Satisfaction Survey..
Review and strengthen administrative processes and procedures to support teachers and induct new staff.	Induction handbooks revised and published in multiple modes. Staff satisfaction survey “there is effective communication amongst staff” increased from a mean of 68.8% (2009 to 2014) to 79%.
Develop protocols and resources to enable parents support the learning of their	Parent survey data on “Communication between this school and Parents and Carers is effective” increased

students.	from a mean of 73.3% (2009-2014) to 80.6% as indicated through ACTED Satisfaction Survey. .
Improve processes and content of communications with all stakeholders, allowing for two way communication	Multi modal platforms for disseminating information, policies, practices and support structures developed. "Parents and Carers enquiries are responded to appropriately by the school" reflect an improvement from a mean of 73.3% (2009 to 2014) to 81%,