

Canberra High School

Belconnen



School Strategic Plan 2025-2027

Our vision, mission and values

Vision

Canberra High School is a diverse community of independent learners who are equipped with the skills and attitudes to become confident, creative and active citizens

Mission

We will do this by:

- engaging in challenging and innovative learning
- modelling and nurturing respectful relationships
- fostering curiosity and a growth mindset
- providing a range of pathways for students to succeed

Values

C – community

A – attitude

R – respect

E – excellence

S – safety

Our improvement priorities

Priority 1: To improve student self-management

The statement below details our vision for how this priority will impact student outcomes.

Students will improve their self-management skills, enhancing their ability to take ownership of their learning, leading to better academic performance. When students manage their time effectively, set goals, and monitor their progress, they become more organised and focused. This helps them prioritise tasks, meet deadlines, evaluate suitability and effectiveness of goals and stay on top of assignments, which reduces stress and increases productivity. As a result, they can engage more deeply with the material, leading to improved understanding and higher achievement in school.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase in percentage of students who 'consistently' demonstrate one or more capability/work habits in Self-Awareness and Self-Management.	Personal and Social Capability in end of semester student reports	Baseline to be determined term 2, 2025.

Perception data

Target or measure	Source	Starting point
Increase in percentage of students who agree/strongly agree they receive feedback from their teacher to help them manage their time effectively, set goals, and monitor their progress.	School-based student survey	Baseline to be determined in semester 2, 2025.
Increase in percentage of students who agree/strongly agree 'Teachers give useful feedback'.	Annual Satisfaction and Climate Survey	54.5% average of last 5 years results.

Target or measure	Source	Starting point
Increase the percentage of students who agree/strongly agree they can effectively prioritise tasks, meet deadlines, and stay on top of assignments.	School-based student survey	Baseline to be determined in semester 2, 2025.
Increase the percentage of students who agree/strongly agree they 'are being equipped with the capabilities to learn and live successfully'.	Annual Satisfaction and Climate Survey	59.32% average of last 5 years results.
Increase the percentage of students who agree/strongly agree 'Digital technologies help me manage my school work'.	Annual Satisfaction and Climate Survey	72.5% average of last 5 years results.
Increase the percentage of teachers who agree/strongly agree they feel confident in supporting students to manage their time effectively, set goals and monitor their progress.	School-based teacher survey	Baseline to be determined semester 1 2025.
Increase the percentage of students with strong Resilience to 28.95%. This target was set by taking the highest score for the school over the past 5 years. Resilience is generally thought of as a positive adaptation after a stressful or adverse situation	Annual Satisfaction and Climate Survey	25.86% average of last 5 years results

School process data

Target or measure	Source	Starting point
<p>Increase the average proficiency level of staff to provide effective feedback to students.</p>	<p>School-based classroom observations based on the Classroom Practice Continuum of the AITSL standard 5.2 “Provide feedback to students on their learning (1= Beginning, 2= Proficient, 3= High accomplished, 4=Lead)</p>	<p>Baseline to be determined in semester 1 2025.</p>
<p>Increase average self-evaluation from ‘evolving’ to ‘embedding’ in <i>Empowering students and building school pride</i>.</p>	<p>PLC Maturity Matrix</p>	<p>‘Evolving’ in semester 2 2024.</p>

Our key improvement strategies

- Strategy 1:** Develop shared understanding of what we mean by student self-management and its value.
- Strategy 2:** Develop a school-wide definition of student agency and agree on its value.
- Strategy 3:** Consistent, evidence-based rubrics used in all learning areas.
- Strategy 4:** Embed goal setting with and by students into our shared pedagogical approach.
- Strategy 5:** To build expertise in metacognitive learning strategies.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and Board Chair.

Principal

Name: *Janine Waters*

Date: 19/12/2024

Executive Education Leader

Name: Sam Seton

Date: 29/01/2025

Board Chair

Name: Andrew Mann



Date: 19/12/2024