



ERINDALE COLLEGE Strategic Plan 2016-2019 Tuggeranong Network



Endorsement by School Principal

Name: Michael Hall

Signed



Date:

16/6/16

Endorsement by School Board Chair

Name: Paul Styles

Signed



Date:

16/6/2015

Endorsement by School Network Leader

Name: Kerrie Heath

Signed



Date:

16/6/2015



Strategic Plan

Context

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex (EERC). This complex provides access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open during the day and evening. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool and fully equipped gym.

The college adopts an academy structure in which curriculum and special programs are grouped. By belonging to an Academy students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum for the particular area of interest.

In 2015, Erindale College underwent *External Validation* which documents the school's reflections on the school plans, reports and evidence regarding school improvement as well as the improvement process itself. The following extract provides insight for the next Strategic Plan.

The Year 12 cohort has decreased by one-third, from 341 in 2011 to 226 in 2015. Despite this decrease in overall numbers, the percentage of students achieving an ACT Year 12 Certificate has increased. In 2011 only 72.7 percent of students were awarded the certificate compared to 85.8 percent in 2014. In 2012 and 2013, this percentage exceeded 90 percent.

There has been a decline in the percentage of year 12 students receiving an Australian Tertiary Admission Rank (ATAR) and this translated into a downward trend in percentages of students securing an ATAR over 80 or over 65, which are the main round cut-offs for the Australian National University and the University of Canberra respectively. The median ATAR has remained stable.

There has been a significant increase in the number of students engaging in Australian School-based Apprenticeships (ASbAs) with 76 students engaged in this pathway in the two years (2013/2014) compared with only 16 students in the previous two-year period (2011/2012).

Post-college destination data for the period 2011 to 2014 shows increasing proportions of Year 12 graduates attending the Canberra Institute of Technology or other registered training providers. This growth is larger than that for the ACT as a whole. Erindale College students are also being employed at a rate greater than for the other colleges in the ACT.

The college population over the last four years has also skewed towards a 60:40 percent male to female enrolment. The percentage of English as an additional language or dialect (EALD) students has been similar over this period. However, the number of Aboriginal and Torres Strait Islander students has increased and this may be attributed to the implementation of successful strategies in the Mindyigari Centre.

The numbers of students enrolled in the Talented Sports Program (TSP) has increased significantly since 2012 with 40 percent of total enrolments in 2015 coming from TSP.

The college has created further specialist programs and multiple pathways for students over the last two years. This package of programs now includes:

- Talented Sports Program
- SUMMIT program, a program in Mathematics and Science for talented year 10 students
- 'Big Picture' Academy
- Mindyigari Centre
- Tuggeranong Sustainable Living Trades Training Centre
- Cambridge International Education;
- And in 2016, the Talented Dance Program will be added.



Strategic Plan

Our Vision

To graduate world-class learners who will succeed in a changing global environment.
To support every student to get to where they want to go!

Our mission

We aim to create a culture of high expectations in learning and teaching with strong evidence of student achievement. We will enrich our learning community and culture so that people are empowered as learners; leaders; and responsible, healthy citizens. We will provide students with a diversity of learning pathways for a contemporary future. We will do this in strong partnership with families, community and community agencies, business and industry.

College Values

Erindale College community values

- ✓ Quality teaching and flexible learning across a comprehensive, contemporary curriculum
- ✓ Excellence in achievement, creativity and independent thinking
- ✓ Respectful relationships
- ✓ Safe, supportive and nurturing social and physical environments
- ✓ Effective networks and constructive and rewarding partnerships
- ✓ A futures-orientation to learning, teaching and community.

Our Priorities

Priority 1:

Create a culture of high expectation in learning and teaching with strong evidence of student achievement.

Theories of Action

- If teachers continue to improve their Professional Learning Communities* collaboration, then characteristics within the 'outstanding' rating of the domains of the NSIT will be clearly evident at EC
- If EC teachers display the practices inherent in
 - *Targeted Teaching* Report**, and
 - *Quality Teaching Model****then teacher practice and student achievement will improve.
- If EC students engage in mapping, tracking, reflecting upon and celebrating their learning, then they will have improved learning outcomes.

Desired Outcomes

- Erindale College teachers display leading professional practice; enrich their practice through engagement in professional learning communities and 'targeted teaching' with a particular focus upon evaluating their practice through an evidence-based approach.
- Erindale College executive team has clear strategies for evaluating and enhancing teacher practice using the National School Improvement Tool as a guide.
- Erindale College students map and track their learning goals and reflect upon and celebrate their learning achievements.

* <http://bul.sagepub.com/content/99/1/5.full.pdf+html>

** 'Targeted Teaching: How better use of data can improve student learning' (Goss & Hunter July 2015) Grattan Institute: <http://grattan.edu.au/report/targeted-teaching-how-better-use-of-data-can-improve-student-learning/>

*** <https://index.ed.act.edu.au/teaching-and-engagement/resources-for-teachers/pedagogy-p-12.html#p2>



Strategic Plan

Priority 2:

Create a learning community with a diversity of life pathways for students.

Theories of Action

- If EC provides a diverse range of educational pathways, then students will be able to select appropriate specialist programs to develop their strengths to achieve their aspirations.
- If the curriculum choice at EC is relevant, rigorous and engaging, then students will be able to develop their academic profile to improve their post-college pathways.

Desired Outcomes

- Erindale College students have available to them a diverse range of educational pathways that come with outstanding support services to ensure they are provided with a foundation for their preferred career path.
- Erindale College offers a contemporary, comprehensive, targeted curriculum relevant to the current and future life options of its students.

Each year, the college community will review progress using documented targets and key improvement strategies. The *National School Improvement Tool* and a range of empirical methods will inform this review process. We collaborate with our stakeholders in setting the strategic direction of the college. For 2015-2019, the college will seek to strengthen its effectiveness and performance in the following focus areas:

- ✓ Student academic outcomes
- ✓ Student wellbeing outcomes
- ✓ Staff growth and development
- ✓ Engagement with our community of stakeholders.

These focus areas align with the ACT Education Directorate Strategic Plan 2014-2017 *Education Capital: Leading the Nation*. In this plan, the priorities listed below inform the college Strategic Plan;

- ✓ Quality learning,
- ✓ Inspirational teaching and leadership,
- ✓ High expectations, high performance,
- ✓ Connecting with families and the community.



Strategic Plan

Strategic Priority 1:

Create a culture of high expectation in learning and teaching with strong evidence of student achievement.

Outcomes to be achieved:

- Erindale College teachers display leading professional practice; enrich their practice through engagement in professional learning communities and ‘targeted teaching’; and evaluate their practice through an evidence-based approach.
- Erindale College executive team has clear strategies for evaluating and enhancing teacher practice and student performance using the National School Improvement Tool (NSIT) as a guide.
- Erindale College students map and track their learning goals and reflect upon and celebrate their learning achievements.

Targets

By the end of 2019 the college will achieve:

- *Outstanding* ratings in self and review team validation against the NSIT with evidence that PLCs are designing, implementing, leading reflection upon, and self-regulating teacher practice.
- Three percentage points above all-college’s response rates in system surveys for staff and students relating to *expectations, motivations, feedback, satisfaction, safety and communication*.
- Verified Senior Secondary Certificate outcomes for the college
 - a five point increase in the median ATAR above 2015 level
 - an increase each year of the percentage of students with an ATAR above 65.
- Annual improvement in the Grade Distribution (BSSS) for Accredited package students.
- Annual improvement in post-college data for tertiary education or training; and employment,.

Key Improvement Strategies	Key Performance Indicators
Executive staff will lead PLC and Academy development in the <i>Targeted Teaching (TT)</i> and <i>Quality Teaching Model (QTm)</i> practices.	<ul style="list-style-type: none"> ▪ A framework for PLC activity guides practice. ▪ Executive teachers can confirm teacher expertise in TT and QTm with evidence of student learning improvement in their APD’s with senior executive staff.
Teachers will continue to improve their Professional Learning Communities collaboration in PLCs of <ul style="list-style-type: none"> ▪ Literacy ▪ Teacher Improvement ▪ Know Every Student (KES) 	<ul style="list-style-type: none"> ▪ PLCs will engage in rigorous practices as defined by the Erindale College Framework for PLCs. ▪ Characteristics within the ‘outstanding’ rating of the NSIT will be clearly evident at the conclusion of this plan. ▪ Teachers are confident collectors and analysts of student performance and wellbeing data to inform practice.
Teachers will engage in action learning around the fundamentals outlined in <ul style="list-style-type: none"> ▪ <i>Targeted Teaching (TT)</i> Report, and ▪ <i>Quality Teaching Model (QTm)</i> for their teaching discipline/s. 	<ul style="list-style-type: none"> ▪ Teachers use TT and QTm to inform their professional work and identify their evidence in Professional Pathways Plans. ▪ Academy teaching teams can describe, demonstrate and reflect upon their action learning in terms of their teaching effectiveness in semester professional showcase events.
KES PLC members will research, then design, implement, monitor and review a model for EC students practicing mapping, tracking, reflecting upon and celebrating their learning.	<ul style="list-style-type: none"> ▪ Students map and track their learning goals and reflect upon and celebrate their learning achievements. ▪ ED system and EC selected data sets display annual improvement about ‘high expectations’. ▪ Student feedback mechanisms including system satisfaction data on ‘receiving feedback on my learning’ display improving trends annually.



Strategic Plan

Strategic Priority 2:

Create a learning community with a diversity of life pathways for students through a range of specialist programs.

Desired Outcomes

- Erindale College students have available to them a diverse range of educational pathways that come with outstanding support services to ensure they are provided with a foundation for a fulfilling future.
- Erindale College offers a contemporary, comprehensive, targeted BSSS curriculum relevant to the current and future life options of its students.

Targets

By the end of 2019 the college will achieve:

- Student satisfaction levels above the ACT average.
- Increased apparent retention and completion rates compared to 2015 levels.
- Increased proportion of Aboriginal and Torres Strait Islander students graduating.
- Annual improvement in post-college data sets show compared to 2015 levels in
 - Employment
 - University entry
 - Enrolments in CIT or other training organisations.

Key Improvement Strategies	Key Performance Indicators
Staff, students and parent/carers will collaborate to review and renew the range of educational pathways available at EC.	<ul style="list-style-type: none"> ▪ Targeted programs undergo explicit evaluations on a rostered approach and recommendations implemented. ▪ Tuggeranong Network Sustainable Living Trades Training Centre undergoes a full review of its governance and operations with evidence of improved student achievement in Vocational Education and Training.
Mindyigari Centre is reviewed and an improvement plan implemented.	<ul style="list-style-type: none"> ▪ An improved model is designed wherein all staff knows, tracks, intervenes, supports and celebrates the graduation of all ATSI students. ▪ Post-college data indicates successful transitions to further education, training or employment.
A strategic review of the BSSS 'A' accredited curriculum package at EC will be conducted and recommendations made for refinements.	<ul style="list-style-type: none"> ▪ A relevant, rigorous and engaging BSSS 'A' accredited curriculum package is available to students. ▪ System and EC selected data sets show increased satisfaction rates.