



# Business Plan 2018-2021



Our College motto "**Creating Futures**" captures our desire for every student to:

**Engage** in meaningful education programs in a safe, encouraging, positive school environment,

Make satisfactory **progress** in their learning,

**Develop** the skills, knowledge and attitudes necessary to **achieve** their potential,

Successfully **transition** into an appropriate post school pathway and

**Contribute** responsibly and positively to society.

*Creating Futures*

## OUR PLAN

This Business Plan outlines the strategic direction for the College for the next 3 year planning cycle. The Business Plan is supported by more specific Operational Plans for our key areas for focus or improvement. These are supported by additional plans specific to learning areas or programs. Each semester the strategies and milestones within all plans are reviewed, revised, developed and re implemented based on a rigorous review of data.

Our strategic direction as outlined in this Business Plan was developed with input and consideration of the following:

- Canning Vale College (CVC) Purpose and Vision statements
- A range of surveys and data sets including student achievement, behaviour and attitude data
- WA Education Department's High Performance High Care Strategic Plan 2016-19 and Focus documents
- Review of the Department's Characteristics of Exemplary Schools
- A thorough review of the preceding CVC Business Plan 2015-2017
- Recommendations from an external school review using the ACER National School Improvement Toolkit
- Input from our School Board, parents, staff and students
- The Principal Delivery and Performance Agreement and associated Department Policy Requirements
- The recommendations from the Department's external Independent Public Schools review

## OUR INTERNAL SELF-ASSESSMENT AND EXTERNAL ACCOUNTABILITY

The College's planning and self-review cycle is rigorous and ongoing. Our Self-assessment incorporates the analysis of data on student performance and the effectiveness of school processes and operations from a variety of sources throughout the year. Disciplined dialogue occurs at all levels with all staff. These discussions and reflections inform our planning and provide targets for improvement on which we act.

Our College improvement cycle contains three essential components. We collaboratively:

- Assess data and other evidence related to student achievement and school operations.
- Develop Plans to improve the standards of student achievement, engagement and wellbeing.
- Act to implement planned strategies.

We use a disciplined dialogue approach to review our progress against the measures included in our plan. The process involves asking ourselves:

- What does the data/evidence tell us (both academic and non-academic)?
- Is this good enough (given our context and the directions outlined in our plans)?
- What areas should be the focus for improvement?
- What will we do to improve in these focus areas?
- How will we know if we have been effective in improving student achievement?

Progress against our Business Plan targets and strategies is reviewed by the College Board bi-annually with a formal Annual Report published at the end of term 1 of each year. As an Independent Public School our planning process itself is regularly reviewed by an external panel.

## THE KEYS TO HIGHLY EFFECTIVE SCHOOLS

The Australian Council for Educational Research have identified 9 attributes of highly effective schools. These attributes also inform our self- reflection and are built in to the strategies within our Business Plan. Effective schools have:

1. An explicit improvement agenda
2. Regular analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systemic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. Effective school-community partnerships

## OUR COLLEGE PURPOSE

Our College motto “Creating Futures” captures our desire for every student to:

- **Engage fully** in meaningful education programs in a safe, encouraging, positive school environment,
- make satisfactory **progress** in their learning,
- **develop** the skills, knowledge and attitudes necessary to **achieve** their potential,
- successfully **transition** into an appropriate post school pathway and
- **contribute** responsibly and positively to society.

## OUR COLLEGE VISION FOR 2021

*At Canning Vale College student learning is at the centre of everything we do. Our dedicated and professional staff demonstrate a ‘can do’ attitude and believe that every student is capable of making progress in their learning given the appropriate teaching and support.*

*Our college is a safe, inclusive and caring place to learn and work with a culture of high performance and high care for all members of our school community. Our college staff, student and parent population is culturally diverse and this rich diversity is acknowledged and celebrated.*

*Our Purpose Statement keeps us focussed on maximising student learning. Teachers utilise the CVC Instructional Design Model to deliver explicit high impact instruction which meet the diverse learning needs of their students. They work collaboratively with each other and seek support from parents, community members, local schools, and tertiary and industry partners to develop education and training programs which provide every student with the opportunity to: engage with their schooling, progress in their learning and achieve their potential. The flexible use of contemporary technologies is an integral part of our teaching, learning and working environment.*

*The National Values for Schooling: respect for oneself, respect for the rights and wellbeing of others, tolerance of diversity and social civic and environmental responsibility: are reflected in the attitudes and behaviour of staff and students at the college.*

*Our student support staff work positively and collaboratively with parents, staff, and outside agencies to deliver targeted intervention and support programs for students who have difficulty with engagement or specific learning needs.*

*The college enjoys a positive reputation in the community and uses multiple platforms to regularly celebrate the high level of achievements of both students and staff in academic, sporting and cultural pursuits. The college regularly celebrates its extensive program of extra-curricular activities which enriches the education program at the college. The college is a school of choice and this is reflected in enrolment and recruitment patterns.*

*Quality effective leadership is developed, shared and distributed across the college and all leaders are united in achieving the vision for CVC. Our School Board actively promotes and supports the College. The Board works closely with the college executive leaders to maintain a focus on high quality education which meets the needs and expectations of our school community.*

## COLLEGE VALUES

Our College culture of Respect is built on the National Values for Schooling. They are:

- respect for oneself
- respect and concern for the rights and welfare of others
- respect for the environment
- social and civic responsibility
- pursuit of knowledge, striving to achieve potential
- acceptance and tolerance of difference

CVC was established in 2004 with a focus on building a High Performance – High Care culture for our staff and student population. Our student numbers have grown over time plateauing in the past 2 years with approximately 1600 student from Years 7-12. Our student population represents over 50 nationalities and reflects the rich cultural diversity of the Canning Vale community.

We value all students at CVC and celebrate the achievement of potential at all levels. Many CVC students achieve high levels of success at the state, national and international level across the full range of academic, sporting, artistic and vocational pursuits both whilst at school and after they transition to their chosen pathway.

Our dedicated and professional workforce comprises over 200 staff across all of the areas of operation of the College. A comprehensive workforce plan aims to attract, train and retain a highly competent, professional and dedicated workforce. Our staff professional learning program is comprehensive and continuing to evolve to match the changing needs of our staff and students. Our teaching staff deliver a diversified curriculum which caters for the full range of post school pathways: University, Training or employment. Our curriculum and training programs meet the requirements of the Western Australian Curriculum (Years 7-10) and the Western Australian Certificate of Education and the Australian Qualifications Framework for our Vocational Programs (Years 11-12).

Curriculum delivery is supported by our Student Engagement and Support (SES) team. The SES team work with students who have barriers to engagement and/or learning or who are not achieving the national literacy or numeracy achievement benchmarks. This specialist team supports teachers in their classes and deliver intensive Literacy and Numeracy support to students to raise their achievement levels in NAPLAN and OLNA testing. Members of the team provide essential support to students and parents to assist in re-engagement in the learning process. This team is multi-faceted and comprises full time psychologist, chaplain, nurse, youth workers and experienced mainstream and Education Support teaching staff and leaders.

Our College also offers a range of specialised programs in a variety of curriculum areas. Our Specialist Music program offers both contemporary and classical music opportunities to our students. Enrolment in this program is through a state-wide selection process. In boundary students can also apply to our highly successful Visual Art Extension program and our 'A +' Academic Extension program. Our College staff also offer a diverse range of out of class/extra-curricular activities catering for students sporting, cultural, performance and technology interests.

Our College has developed numerous productive and ongoing partnerships with other schools, external agencies, universities, and training and education providers to enhance our ability to cater for the diverse needs of our student population.

We value our strong relationships with our partner primary schools: Canning Vale, Canning Vale Education Support Centre, Caladenia, Campbell, Ranford and Excelsior. We continue to work closely with each school to develop shared effective teaching practice, and to ensure a seamless transition process from Primary to Secondary education.



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Paul Bottcher  
Principal



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David Goode  
Board Chair

### 1. SUCCESSFUL ENGAGED STUDENTS

**STRATEGIC INTENT:** Canning Vale College will provide a positive, safe and inclusive environment that focuses on developing the whole child socially, emotionally and academically. We aim to create and maintain the conditions which enable all students to maximise learning progress, achieve their potential and successfully enter an appropriate post school pathway.

Every student will:

- Attend regularly and engage productively in meaningful education programs.
- Contribute to the maintenance of a safe, inclusive and positive school environment.
- Work to achieve satisfactory progress in their learning.
- Develop the skills, knowledge and attitudes necessary to achieve their potential and contribute responsibly and positively to society.
- Successfully transition into an appropriate post school pathway.

We will:

- Maintain a safe, orderly, welcoming, inclusive and supportive school environment where respectful relationships are widespread.
- Deliver a high quality engaging and effective teaching program that meets the needs of all students.
- Provide opportunities to promote and recognise positive student behaviour and build positive, productive relationships with students and the wider community.
- Implement pastoral care, social and emotional and careers programs and interventions to address the diverse needs of our students.
- Maintain monitoring and refine intervention processes that maximise student attendance, academic success and student well-being.
- Consolidate Primary transition processes to maximise student transition successes.

### 2. EFFECTIVE QUALITY TEACHING

**STRATEGIC INTENT:** At Canning Vale College all staff engage in meaningful conversations about their performance and its development. They regularly reflect on their effectiveness and seek multiple sources of evidence, feedback and support to enhance their performance. We aim to develop a highly effective dedicated teaching workforce who monitor and maximise learning for all students by adapting their teaching and learning programs according to need.

Our teachers will:

- Build positive relationships with their students and know where students are on the learning continuum and adapt their teaching to meet student needs.
- Create and maintain welcoming, orderly, inclusive classroom environments.
- Review student performance data to know their impact on student learning and identify learning gaps.
- Plan and teach in accordance with the CVC Teaching & Learning Framework incorporating high impact Explicit Teaching strategies.
- Develop coherent teaching programs that meet the needs of their students and the requirements of the Western Australian Curriculum Outline and the Western Australian Certificate of Education.
- Work collaboratively with support staff to better meet individual student needs.
- Create contemporary learning environments through the use of learning technology.
- Communicate progress concerns to parents as soon as they become evident using agreed communication platforms.
- Collaborate by sharing expertise, experience and knowledge as part of our CVC professional learning community.
- Build their capacity by engaging with professional learning that is connected to their performance development plans and the directions of the College.
- Reflect against the Australian Institute for Teaching and School Leadership (AITSL) Teacher Standards and seek feedback from the observations of peers and leaders to improve practice.

Non-teaching staff will:

- Value their role in supporting directly or indirectly the teaching and learning process and will be accountable for their areas of responsibility.



### 3. QUALITY LEADERSHIP AND GOVERNANCE

#### **STRATEGIC INTENT:**

The intent of this plan is to promote high quality leadership that supports high quality teaching, quality governance and successful students. In particular, the plan will support the achievement of business and operation plan targets meet the expectations of the IPS Delivery Performance Agreement and support improvement. Quality effective leadership is developed, shared and distributed across the college and all staff and School Board members are united in their efforts to achieve the high performance – high care vision and purpose for CVC.

Our leaders will:

- Promote a school wide belief that all students can learn given the right teaching and supports.
- Develop and maintain the conditions which create and sustain high expectations and high quality teaching and learning for all students.
- Ensure that there is an explicit improvement agenda which is clearly articulated in the College Business Plan and is widely understood and shared across the school community.
- Ensure that plans and strategies to achieve strategic and operational goals and targets are evidence based, reviewed and adjusted regularly and understood and shared across the school community.
- Effectively manage and utilise the physical, fiscal and human resources available to build the schools capacity to improve student outcomes.
- Ensure all policy and procedures comply with Department and legislative requirements
- Develop aspirant leaders to enhance the effectiveness of the College and ensure succession planning for the future.
- Encourage and support innovation in Teaching & Learning practices which lead to improved outcomes for students.

### 4. POSITIVE PRODUCTIVE PARTNERSHIPS

#### **STRATEGIC INTENT:**

The purpose of this plan is to develop and maintain partnerships that provide access to expertise, experience and/or resources not available within the school to enhance student outcomes and the school's standing in the community.

We will:

- Actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses, community organisations and agencies.
- Establish strategic partnerships to address identified student needs which provide access to experiences, support, intellectual and/or physical resources not available within the school.
- Ensure all partners are committed to the common purposes and goals of enhancing student engagement, success and wellbeing.
- Establish procedures to monitor and evaluate the intended impacts of the school's partnerships.
- Develop partnerships with pre-service teacher training provider universities to enhance recruitment and professional learning opportunities.
- Build positive relationships with schools in the Nicholson Network to enhance our reputation as a high performance – high care school of choice.

## PERFORMANCE TARGETS

### Format of Performance Targets in the CVC Business Plan

In expressing our performance targets, we use the format:

**B / E / A**

**B** – Benchmark, this at the lowest end of our improvement expectations.

**E** – Expected Improvement Target after 3 years i.e. by 2021.

**A** - Aspirational target for when the expected target is met early.

#### TARGET 1: ATTAINMENT

**By 2021:**

**90% / 96% / 100%**

**of Year 12 students will leave CVC with either a Certificate 2 or an ATAR greater than 55.**

*Data set: End of year WACE Report*

#### TARGET 2: WACE

**By 2021:**

**90% / 95% / 100%**

**of Year 12 students will achieve a WACE.**

*Data set: End of year WACE Report*

#### TARGET 3: MEDIAN ATAR

**By 2021: the median ATAR score for CVC will be**

**70 / equal to State / equal to like schools (minus GATE)**

*Data set: End of year WACE Report*

#### TARGET 4: ATAR TRICILES

**By 2021: The % of students in the top and middle ATAR tricile is**

**17% / increasing / equal to like schools (minus GATE)**

*Data set: End of year WACE Report*

#### TARGET 5: YEAR 12 GENERAL COURSE GRADES

**By 2021: The % A-C Grades in Year 12 General Courses is**

**increasing / equal to State / equal to like schools (minus GATE)**

*Data set: SAIS Report*

#### TARGET 6: YEAR 12 VET CERTIFICATE COMPLETION RATE

**By 2021: The Completion rate of VET certificates is**

**92% / 96% / 100%**

*Data set: End of year WACE Report*

TARGET 7: LITERACY AND NUMERACY (NAPLAN RELATIVE ACHIEVEMENT & PROGRESS) **TARGET UNDER REVIEW**

**By 2021: NAPLAN progress and achievement from year 7-9 will be**

equal to state / greater than state / equal to like schools

*(NB: Ed Support and NOAs removed)*

*Data set: SAIS Progress & Achievement chart*

TARGET 8: LITERACY AND NUMERACY (OLNA STANDARDS)

**By 2021: The % of students who achieve OLNA standards by the end of Year 12 is:**

92% / greater than 95% / 100%

*Data set: OLNA Report Y12*

TARGET 9: ATTENDANCE

**By 2021: Raise the “Regular Attendance” (90+%) of students to**

70% / greater than state/ equal to like

*Data set: Student Attendance reporting via Portal (available weekly)*

TARGET 10: POST SCHOOL DESTINATIONS

**By 2021:**

95% / greater than 95% / 100%

**of our students will reach planned post school destinations.**

*Data set: Student Destination Survey*

TARGET 11: ORDERLY ENGAGING CLASSROOM ENVIRONMENT

**By 2021: The % of students, parents and staff who feel behaviour is positively managed is**

75% / increasing / 95%

*Data set: National School Survey Tool*



AITSL	Australian Institute for Teaching & School Leadership
Teacher Standards	Nationally agreed set of standards to describe effective teaching practices. <a href="http://www.trb.wa.gov.au">www.trb.wa.gov.au</a>
Explicit Teaching	A method of teaching which makes clear the purpose of learning and scaffolds the steps to mastery.
ATAR	Australian Tertiary Admission Rank. This ranking derives from a combination of student's year 12 course marks and their final external ATAR Exams. It provides a score to be eligible for University selection. More information is available at the TISC website. <a href="http://www.tisc.edu.au">www.tisc.edu.au</a>
SCSA	The School Curriculum and Standards Authority (SCSA) prescribe and monitor the curriculum taught for all year levels at all schools in WA. They are also responsible for the setting, conducting and marking of the ATAR examinations. <a href="http://www.scsa.wa.edu.au">www.scsa.wa.edu.au</a>
TISC	Tertiary Institutions Services Centre. TISC receives and processes applications for admission to the Universities in WA. TISC doesn't select applicants, assess qualifications or decide eligibility for admission - the universities do this. <a href="http://www.tisc.edu.au">www.tisc.edu.au</a>
WACE	Western Australian Certificate of Education. This certification is provided to those students who qualify at the end of year 12. There are several criteria to gain a WACE. <a href="https://senior-secondary.scsa.wa.edu.au">https://senior-secondary.scsa.wa.edu.au</a>
NAPLAN	National Assessment Program for Literacy & Numeracy. National testing conducted once per year for students in years 3,5,7 & 9. Student achievement is reported in bands. High achievers generally achieve band 8 or above in year 9. Students who achieve band 8 do not need to sit for the OLNA tests in years 10-12.
OLNA	Online Literacy and Numeracy Assessment. The Online Literacy and Numeracy Assessment is designed for secondary students to successfully meet the minimum standard of literacy and numeracy which aligns with band 8 in NAPLAN. To successfully obtain a Western Australian Certificate of Education, minimum standards of literacy and numeracy must be achieved. The assessment occurs each year in March and September for young people in Years 10, 11 and 12. Once participants have passed the minimum standard, they are no longer required to sit the assessment again. There are six opportunities to pass this assessment.
VET	Vocational Education and Training. In these programs students, usually in years 10 to 12, are working towards either full qualifications or individual Units of Competence (UoC) while enrolled at school. Often, a student's program also includes a component of workplace learning (WPL) where the student is able to apply and practice the industry skills in a real workplace. For schools to deliver these programs they must meet multiple criteria based around facilities, equipment and staff qualifications and experience.