

A young woman with dark, curly hair tied back in a ponytail is smiling at the camera. She is wearing a green and white polo shirt with a dark collar that has a small logo. She is holding a tablet or laptop in front of her.

2018

ANNUAL REPORT

FORWARD

The Canning Vale College (CVC) Annual Report highlights the outcomes achieved during the 2018 school year against the targets expressed in the College Business Plan.

This Annual Report does not describe everything that our school does, but focuses on those aspects of school wide improvement directly related to maximising outcomes for students including levels of achievement and wellbeing. Our school operates in the belief that it upholds and promotes personal, academic and social excellence amongst both students and staff. We discourage those influences that work against the attainment of these standards.

Our school's values and beliefs underpin the focus on every student achieving his/her best. Experienced and enthusiastic staff, a strong system of student pastoral care and a comprehensive range of programs all contribute to students at CVC receiving a balanced education with opportunities to pursue their areas of interest.

Last year, 2018, was a year of solid achievement across our Year 12 cohort. The College Board and the CVC staff are proud of the achievements of all our students. We are continuing the upward trend in results consolidating CVC as a High performance High Care school of choice. Many of our achievements in 2018 are listed in our 'Highlights of 2018' (See Appendix 1). Of particular note:

Seventeen (17) Year 12 students were recognised in the School Curriculum and Standards Authority (SCSA) Awards for Excellence for outstanding performance in Year 12.

These awards included:

One (1) Vet Certificate of Excellence,

Four (4) Certificates of Distinction, and

Twelve (12) Certificates of Merit

One CVC student who was also our ATAR Dux scored an amazing ATAR of 98.55.

The CVC Median ATAR score of 73.5 was slightly down on last year however still places CVC in the top 30 Public Schools in the state.

A significant number of our ATAR students achieved excellent results:

Eight (8) students achieved 90-99.9 ATAR – 11.5% of our ATAR cohort

Six (6) students achieved 85-90 ATAR – 8.7% of our ATAR cohort

Ten (10) students achieved 80-85 ATAR – 6.9% of our ATAR cohort

Ten (10) students achieved 75-80 ATAR – 6.9% of our ATAR cohort

Eleven (11) students achieved 70-75 ATAR – 15.9% of our ATAR cohort

This resulted in 65% of our ATAR cohort being eligible for "front door" entry to a University course

Our alternative entry pathways were a highlight with CVC having currently 101 students from the 2018 cohort enrolled at a University although having only 69 students in the ATAR group.

CVC Attainment rate remained very high with 98% of all year 12 students completing their secondary education with either an ATAR (University Entrance Score of above 55) or a Vocational Certificate 2 and our ***Vocational Education and Training Certificate completions*** were close to 100 %. We believe that our College has prepared our graduating students for transition into meaningful post school pathways thereby 'Creating Futures.'



Paul Bottcher
Principal



David Goode
Board Chair

COLLEGE OVERVIEW

Canning Vale College is a comprehensive and inclusive government school established in 2004 with a focus on building a High Performance – High Care culture for our staff and student population.

At CVC, every child matters. Our motto of 'Creating Futures' is achieved by a school wide focus on every child 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.

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, and
- acceptance and tolerance of difference.

Our student numbers have grown over time plateauing in the past two years with approximately 1520 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 ensures that we attract, train and retain a highly competent, professional and dedicated staff.

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, further 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).

The broad Year 11 and 12 Curriculum offerings meet the School Curriculum and Standards Authority (SCSA) syllabus requirements and Vocational Education and Training regulations and cater for multiple pathways and destinations post-secondary schooling. Approximately 40% of students' attempt University Entrance Courses (4 or more ATAR) and 60% undertake General Courses and VET qualifications.

Students are able to take part in one of the following qualifications, coupled with accredited Workplace learning, delivered by Canning Vale College staff who are qualified trainers and assessors through a third party agreement with Registered Training Organisations. Students are also given the opportunity to apply for qualifications from Certificate I to IV delivered by external



training organisations, attend these training organisations and workplaces 1 or 2 days per week. These include South and North Metropolitan TAFE, Motor Trades Association, Master Plumbers/Painters Association, College of Electrical Training. CVC also fully supports students taking part in School based Apprenticeships or Traineeships whilst still completing their secondary schooling.

Our Student Support and Engagement team support curriculum delivery. The team work with students who have learning difficulties or disabilities or who are not achieving the national achievement benchmarks. They support teachers in their classes and deliver intensive Literacy and Numeracy support to students to raise their achievement levels in NAPLAN and OLNA testing. Our Student Support and Engagement team provide essential support to students and parents to assist in re-engaging the student in the learning process. This team is multi-faceted and comprises full time psychologist, chaplain, nurse, youth workers and experienced teaching staff.

Our College offers a range of specialized programs in a variety of curriculum areas. Our Approved Specialist Music program offers both contemporary and classical music opportunities to our students. Enrolment in this program is through a state wide selection process. Upon enrolment, students may apply to our highly successful Visual Art Extension program and our Academic Extension programs. Our STEM program is dynamic and attracting a large number of students. Our College staff offer a diverse range of out of extra-curricular activities catering for students sporting, cultural, design and technology interests as well as additional academic support.

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: Caladenia, Campbell, Canning Vale, Canning Vale Education Support Centre, Excelsior and Ranford. 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. Throughout 2019 we will continue to work towards collaborative and supportive partnerships with our local primary schools with the goal to consolidate ourselves as the 'school of choice' for the local community.

MAJOR FINDINGS FROM THE EXTERNAL IPS SCHOOL REVIEW 2018

Canning Vale College was awarded Independent Public School (IPS) status to begin in 2015. In early 2018, the school participated in an external review, which all IPS schools undertake every 3 years. The IPS reviewers focus on the school's progress against the six key areas of the IPS Delivery and Performance Agreement (DPA) and the school's achievements against the targets and strategies outlined in the school's Business Plan.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required. An agenda for the site visit was negotiated with the Principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit, the reviewers sourced evidence to support the claims through observation and discussion with school leaders, teaching and support staff, board members, parents and students. The evidence provided by the Principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how effective the school staff and school board have been in meeting the commitments of the DPA and Business Plan. The review findings were presented against the six key areas of school operation as outlined in the DPA.

The review findings were overwhelmingly positive with four areas noted for further development.

POSITIVE ASPECTS OF THE REPORT

Business Plan

Business plan targets are clear and measurable with strong links to the DPA and operational plan. The plan is well understood and staff are clear about the direction the college is taking to improve student outcomes. There are a series of succinct and practical strategies providing all staff with the means to improve the college's performance in each of the focus areas. The strategies reflect knowledge of research-based best practice and are responsive to the college's context, including specific student cohorts.

Teaching and Learning

The College has enthusiastic and committed administration, teaching and support staff that are highly supportive of the college's ethos and culture and engaged with its improvement agenda. The College employs a number of strategies to encourage better student engagement and achievement. Regular communications with parents through Connect and parent nights as well as a focus on catering for individual students' needs effectively raise expectations around building success at school. In senior school, ongoing student counselling regarding progress towards goal attainment, close tracking and support for students yet to satisfy OLNA requirements and establishing the 90+ group for ATAR students all push students to realise their potential. The senior school (Years 10–12) data has shown improvement across the past three-year business cycle. The College has a considerable number of students requiring specific educational interventions. These students are tracked effectively through to Year 12, with appropriate curriculum offerings and post school pathways.

Performance management is embedded in practice at the College. It is built around the Australian Professional Standards for Teachers and linked directly to the college business plan targets and priorities. All staff are engaged with performance management that is linked to professional learning opportunities. Staff reported their strong support for both the application and outcomes of this work.

Student Performance Monitoring

The College review practices in relation to the business plan targets are excellent. Twice yearly, the business plan targets guide a very thorough process of rigorous self-review. This information is used to inform planning for improvement, and to make any necessary adjustments to the business plan. The College Board and staff are kept fully informed in relation to this work. There was a demonstrated strong college alignment with the requirements prescribed in the DPA.

Developing links with the local primary schools has enhanced data collection on the incoming Year 7 students. The use of Progressive Achievement Tests (PAT) in Year 7, designed to provide more immediate data regarding student achievement levels, is developing. In 2018 and into 2019 the College has introduced and embedded the use of the Customised NAPLAN Analysis Platform to identify and support gaps in student learning and ensure every child is given the best possible opportunity to achieve Band 8 in NAPLAN prior to beginning year 10.

Program Delivery

The College delivers programs designed to meet the needs of all students in accordance with legislative requirements. The Western Australian Curriculum and Assessment Outlines are audited by Associate Principals and heads of learning area. Embedded and well-documented practices ensure the efficient day-to-day operations of the college. Of particular note are the programs and strategies used to cater for the individual needs of students. There are comprehensive safety and welfare policies for students both on-campus and off-site. A culture of care and wellbeing for all students is evident and confirmed in discussions with students, staff and parents. There is a well-established whole-school Positive Behaviour Support framework and documented classroom strategies for creating a positive and supportive environment. Transition protocols have been developed to ease the move from primary to secondary school. The CVC Good Teaching Model is a blueprint for maximising learning and progress for all students and over the second half of 2018 and into 2019 this is a fully implemented Teaching and Learning Framework supported by Classroom Observation processes undertaken by all staff.

Resourcing and Support

Reconfiguring of the administration team has taken place with a re-alignment of roles to facilitate the strategic development of the College- including the appointment of an Associate Principal Curriculum and Student Performance. This has enabled more efficient deployment of senior staff resources as the College looks to improve student outcomes, particularly in the lower secondary years. College financial planning is effectively managed through a consultative budgeting cycle, which is responsive to the resource implications of the twice-yearly reviews. Throughout the year, finances are closely monitored at all levels in the college. Resourcing decisions reflect identified student need. The workforce plan identifies several contextual issues, which have staffing implications, and the workforce planning priorities for 2018–20 are evidence that school leaders have realistic plans to deal with the issues. The reviewers have confidence in the sustainability of resourcing and support.

School Board

The College Board is an effective and coherent group that is representative of the College community and fulfils legal and regulatory membership requirements. The board has committed to a program of College promotion both within the local community and beyond. The commitment and enthusiasm of the board will ensure it is well placed to make important contributions to the next business plan.

AREAS FOR FOCUS (INCLUDED IN THE CURRENT BUSINESS PLAN)

Building assessment literacy, particularly within the learning area leadership team, which will then inform improvements in curriculum planning and delivery and instructional practices.

Improvement in data analysis of student performance in the lower school, and implement effective curriculum and instructional leadership to build the professional competencies of teachers to deliver improved student outcomes. The reconfiguration of the administration team to establish curriculum and pedagogical leadership has been a key step in this area as well as targeted and explicit processes to build capacity of the Level 3 Heads of Learning Area.

Alignment of the distribution of roles and responsibilities within the executive. A reconfiguring of the administration team to establish curriculum and pedagogical leadership has been established. This has enabled the more efficient deployment of senior

staff resources as the College looks to improve student outcomes, particularly in the lower secondary years. Going into 2019 this will include the appointment of a permanent, Level 3 Learning Support Coordinator.

Improvement in NAPLAN data interrogation and implementation of necessary teaching and learning programs to ensure student progress across Years 7–9 reaches comparable like-school levels. Enhancing the College’s capacity to identify student strengths, areas of weakness for Years 7-9 and implement intervention strategies to address areas of concern for individual students. This particular area has included the establishment of the role of Literacy and Numeracy Coordinator from the start of 2019 who will work with a team in targeted, strategic interventions for students who are at or near significant cut-off points such as band 7 NAPLAN, National Minimum Standard (NMS) and Category 2 OLN from 2019.

HOW OUR BUSINESS PLAN WAS DEVELOPED

The CVC Business Plan 2018-2021 is at the beginning of its cycle and was developed with input and consideration of the following:

- Canning Vale College Purpose and Vision statements from previous CVC Strategic plans
- Analysis of CVC surveys and data sets especially student performance, behaviour and attitude data
- WA Education Department’s High Performance High Care Strategic Plan 2016-19
- The suite of WA Education Department’s Focus Documents
- Review of the preceding CVC Business Plans and external reviews
- Input from our School Board, parents, staff and students
- The Principal’s Delivery and Performance Agreement and associated Department Policy Requirements

The CVC Plan also links directly to the Department of Education Plan for Public Schools 2016-2019 *High Performance – High Care* and the *Classroom First* strategy.

Links to the Plan for Public Schools 2016-2019 *High Performance – High Care*

- **Priority One:** Success for all students
- **Priority Two:** High quality teaching
- **Priority Three:** Effective leadership
- **Priority Four:** Strong governance and support

Links to the *Classroom First* Strategy

- A focus on student achievement: success for all
- A classroom orientation: sound teaching
- Context specific: distinctive schools
- Practical support: making it possible
- Meaningful accountability: asking the hard questions
- Public confidence: trusting public schools.

Data and conclusions from the 2017 review, analysis of the three years’ progress and findings from the February 2018 Department of Education Services Review have informed the new CVC Business Plan for 2018-2021.

Our College Business Plan is structured around four focus areas:

1. Successful Engaged Students
2. Effective Quality Teaching
3. Quality Leadership and Governance
4. Positive Productive Partnerships

A series of succinct and practical strategies provide college staff with the means to improve the college's performance in each of the focus areas. The strategies reflect knowledge of research-based best practice and are responsive to the college's context, including specific student cohorts.

CANNING VALE COLLEGE STRATEGIC SELF REVIEW AND IMPROVEMENT PLANNING CYCLE

Our College improvement cycle contains three essential components. Depending on the availability of data sets, every 6 or 12 months, we collaboratively:

- Assess and review data and other evidence related to student achievement and school operations
- Develop or refine plans at the school and team level to improve the standards of student achievement
- Integrate team plans into teacher planning and training
- Act to implement planned strategies

The reflection and adjustment cycle incorporates:

- Staff accounting to their performance managers for their performance and the performance of their students via team and individual biennial performance development cycles
- Each semester priority / program / faculty leaders accounting for the progress on targets in their operational plans and the results of students in their area to their Executive Team performance manager and adjust strategies as required
- The Executive Team collating team report data and reviewing whole school data then accounting to the College Board on semester progress against targets and strategies in the Business Plan and adjust strategies where necessary
- The College Board and Principal accounting to the community via an Annual Report as a public summary of the progress on the Business Plan and associated Operational Plans for the previous year

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

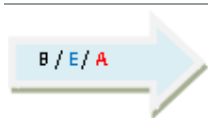
- What does the data/evidence tell us (both academic and non-academic)?
- Is this good enough (given our context and the directions outlined in our plans)?
- What areas should be the focus for improvement?
- What will we do to improve in these focus areas?
- How will we know if we have been effective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

STRUCTURE OF THE REVIEW OF BUSINESS PLAN TARGETS

The Canning Vale College Annual Report highlights the outcomes achieved during the 2018 school year against the performance targets expressed in the College Business Plan. This report presents information under each of these four Key Business Plan Focus Area headings noting progress and achievement against our Business Plan Targets and major strategies in the following format:

- What strategies were implemented for that focus area (what we did)
- What the data tells us about our achievement of the plan's targets (what we achieved)

PERFORMANCE TARGETS



In expressing our performance targets, we use the format:

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.

FOCUS AREA 1: SUCCESSFUL ENGAGED STUDENTS

WHAT WE DID IN 2018 TO DEVELOP SUCCESSFUL ENGAGED STUDENTS

- Our staff continually promotes a safe, positive and inclusive school culture with high expectations of performance and behaviour. There is regular promotion and recognition of academic, sporting and community achievements by students with achievements widely publicised
- Whole School Behaviour management policy and processes were reviewed and workshopped with all staff
- Student attendance monitoring and case management was reviewed and enhanced
- Resilience, Cyber safety and protective behaviours programs, plus road safety and preventing alcohol-related trauma were conducted for lower school cohorts. Introduction of 'Aussie Optimism' in Year 7 Health program to enhance resilience
- Student Support and Engagement staff maintained their presence within the school grounds at every transition, recess, lunch and after school to ensure positive student behaviour and safe environment at all times
- Community links with external support agencies were further developed to provide support for Students at Educational Risk (SAER) as well as ensure continued effective case management
- Staff and student council and Year 9 cyber safety leaders implemented a peer support program
- Communication processes to parents were refined to further improve attendance and positive behaviours
- Continued recognising positive student behaviour through Star of the Week program
- Consistent messages of high expectations and positive behaviours were delivered to all students via weekly student assemblies
- The student transition processes from Primary to Secondary was enhanced and strong links with the primary schools and Year 6 parents were developed
- The local shopping centre is supporting 'Keeping Kids in School' initiative by refusing to serve students during school hours. Signs were made for shopkeepers to display their support
- Individual Behaviour and learning plans, learning plans and escalation plans were developed for individual students at educational risk (SAER). This support has contributed to the decrease in the number of students suspended during 2018
- The rebranding of our Student Services team to Student Support and Engagement has defined a more fully rounded service to our students to support their engagement in school
- The near completion of the new Student Support block to enhance the fully rounded student service offered at CVC

FOCUS AREA 2: EFFECTIVE QUALITY TEACHING

WHAT WE DID IN 2018 TO PROMOTE HIGH QUALITY TEACHING AND LEARNING

- Provide ongoing Professional Learning opportunities for our teaching staff with a focus on the development of middle leaders and leadership growth
- Reinforced the focus of targeted professional learning on evidence-based areas of Effective Teaching with the use of evidence based practices and the introduction of the CVC Teaching and Learning Framework supported with whole school classroom observation strategies
- Strengthen teacher collaboration with the implementation of a peer observation program to increase teacher capacity in the key focus areas for effective teaching
- Peer observations will expand in 2019 to include observations focusing on High Impact Teaching Strategies as described in the CVC Teaching and Learning Framework
- Broadened our professional learning community to incorporate our local primary schools with links being explored through STEM, Science, Languages, Music, Visual Arts, Circus and Academic Extension programs
- In collaboration with Heads of Learning Area, key staff were identified to build their behaviour management capacity and trained Classroom Management Coaches deployed to work with individual teachers to build their effectiveness in the classroom comprising 85% of staff having been involved in CMS training at the time of writing
- Continued to provide 'point of need' professional learning to building teacher capacity to utilise Learning Technologies especially regarding the student iPad program

WHAT WE ACHIEVED AGAINST OUR PERFORMANCE TARGETS FOR MAINTAINING EFFECTIVE QUALITY TEACHING

TARGET 1: ATTAINMENT

By 2021:

90% / 96% plus / 100%

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

	Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (% of WACE eligible)		
	2018	2017	2016
School	205 (98%)	259 (99%)	221 (99%)
Like schools	96%	98%	98%
Public schools	96%	96%	98%

REFLECTIONS

- We exceeded our expected target of 96% in the first year and will address this target for adjustment upwards
- 99% of our VET students completed a Certificate II or higher
- Individual monitoring and tracking of students was refined across all pathways with teacher mentors allocated to support potential high achievers throughout years 11 and 12

TARGET 2: WACE

By 2021:

90% / 95% plus / 100%

of Year 12 students will achieve a WACE.

	Eligible Year 12 Students	Percentage Achieving WACE
2018	188	90%
2017	265	90%
2016	224	94%

REFLECTIONS

- Achieved baseline target and working towards aspirational target through whole school priorities and interventions
- Individual student tracking, intervention strategies and support will continue to be provided for students from year 7-12 will ultimately contribute to improvements in this area

TARGET 3: MEDIAN ATAR

By 2021 the median ATAR score for CVC will be:

70 / equal to state / equal to like schools (minus GATE)

	2018	2017	2016
Median ATAR	73.5	78.48	70.75
Public School Median	79	78	78

REFLECTIONS

- Although performance is slightly down on last year, we have still exceeded our baseline target and with increasing emphasis on academic rigour and raising expectations expect to see improvements in this space

TARGET 4: ATAR TRICILES

By 2021 the percentage of students in the top ATAR tricile is

17% / increases / greater than like schools

	2018	2017	2016
Top 33%	17%	20%	16%
Middle 33%	32%	41%	29%
Bottom 33%	35%	40%	55%

REFLECTIONS

- ATAR performance has seen a trend toward the lower tricile from the middle – strategies in place to focus on course counselling to ensure the students are entering appropriate courses

- A continued focus on strategies to improve student ATAR performance will be evident with a focus on academic excellence and individual student tracking and support for high achievers is to be continued
- Intervention strategies: 90+ Club for students predicting an ATAR score of 90+ and a seminar schedule for Year 12 ATAR students will continue
- Close monitoring and progress of student achievement – follow up appointments with students' post exams to review pathway plans will continue
- There will be a renewed focus on lower school academic program - awareness and curriculum differentiation

TARGET 5: YEAR 12 GENERAL COURSE GRADES

By 2021: The % A-C Grades in Year 12 General Courses is
Data Set SAIS Report (available November)

maintained / equal to State / equal to like schools (minus gate)

REFLECTIONS

- The % A-C grades at CVC is at 70% which is equal to the state figure
- A continued focus on the rigour of General courses and ensuring course counselling for appropriate pathways is maintained is paramount

TARGET 6: YEAR 12 VET CERTIFICATE COMPLETION RATE

By 2021: The Completion rate of VET certificates is

92% / 96% / 100%

REFLECTIONS

- The completion rate for VET at CVC for 2018 is 90.1%
- This result slightly below our benchmark and supports our goals to ensure every student completes any certificate that they begin. It is important to note that any student who leaves school has their data remain with the group which can skew the data

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

By 2021: NAPLAN progress and achievement from year 7-9 will be
(NB: Ed Support and NOAs removed) Data set: SAIS Progress & Achievement chart (available August)

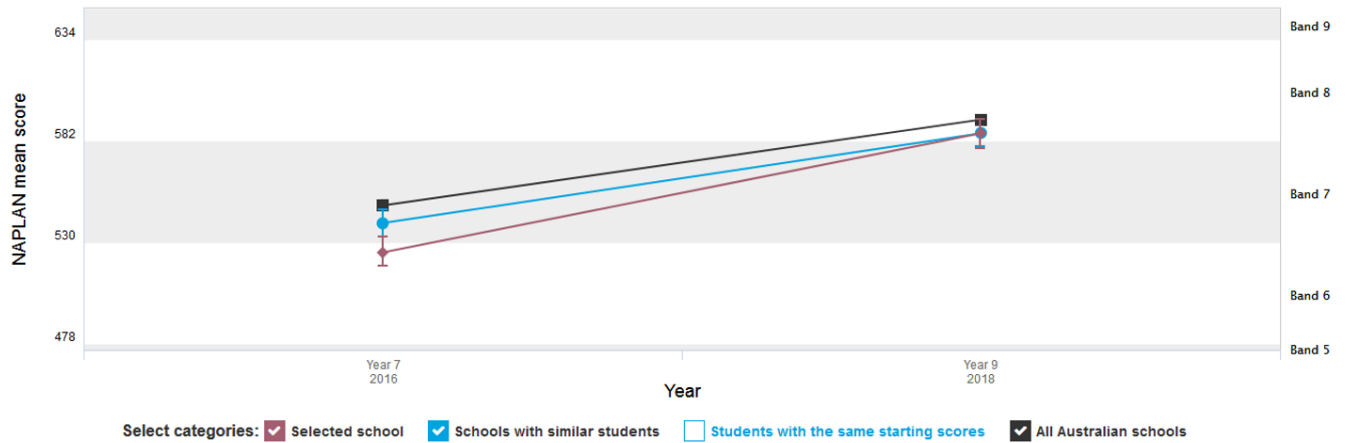
equal to state / greater than state / equal to like schools

REFLECTIONS

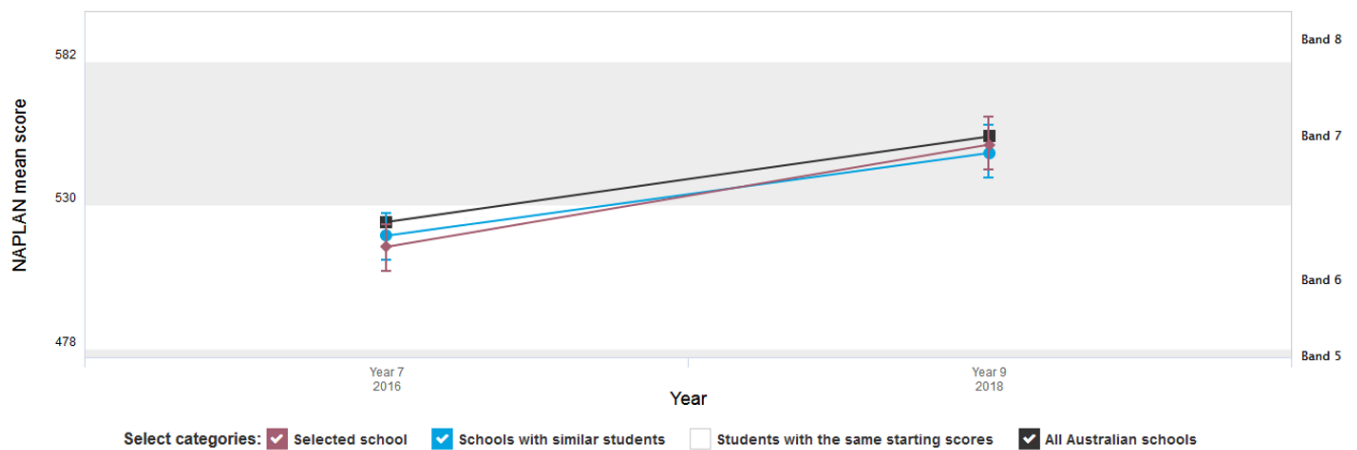
The progress and achievement in NAPLAN remains a priority for the College. The employment of a Literacy/Numeracy Coordinator as well as a team to support group and individual interventions will see a further improvement in this space

The following graphs show student gain demonstrating the change in results for students who have taken consecutive NAPLAN tests at the same school. We can see from the graphs the impact the school has had on student progress over time and celebrate this with a highlight on the gains made in reading and writing in particular

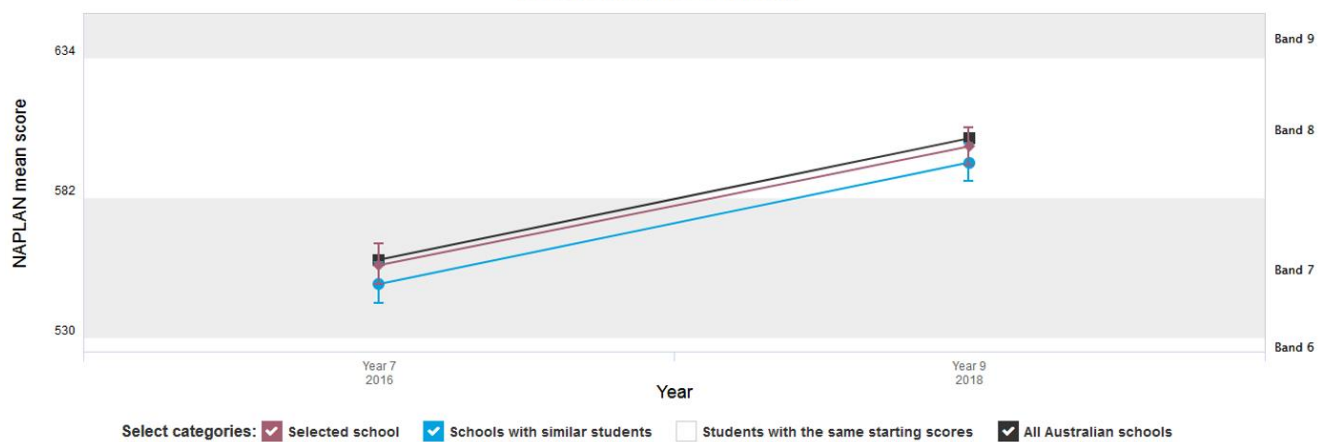
Year 7-9 Reading 2016-2018 Average



Year 7-9 Writing 2016-2018 Average



Year 7-9 Numeracy 2016-2018 Average



TARGET 8: LITERACY AND NUMERACY (OLNA STANDARDS)

By 2021: Percentage of students who achieve OLNA standards by the end of Year 12 is:

Data Set: OLNA report Y12 (available November)

92% / greater than 95% / 100%

REFLECTIONS

- 96% of CVC students achieved OLNA standards by the end of Year 12 in 2018. This is greater than our expected improvement over 3 years which is extremely positive. Recommend we amend this target upwards going forward
- The work undertaken to improve the NAPLAN progress and achievement across the college will have a significant impact on OLNA achievement across the college

TARGET 9: ATTENDANCE

By 2021: Raise the Percentage of students that attend regularly (90+%) to

Data Set: Student Attendance reporting via Portal (available weekly)

70% / greater than state/ equal to like

REFLECTIONS

- Regular attendance at CVC in 2018 was 69.4% compared with like schools at 67.6% and the state at 62%
- Total attendance at CVC in 2018 was 90.6% exceeding like and state schools at 90.2% and state at 87.6%
- Parents are continually encouraged to not remove their children from school for overseas holidays during school time as this has a negative impact on student learning
- Attendance monitoring strategies and interventions are a continued focus to keep as many students as possible engaged in meaningful education. These figures indicate that our attendance strategies are effective and should continue to be supported in 2019

TARGET 10: POST SCHOOL DESTINATIONS

By 2021:

95% / greater than 95% / 100%

of our students: will reach planned post school destinations.

	Post School 2018 cohort
University	47.2%
TAFE	25.1%
Apprentice	3.4%
Traineeship	1.7%
Other Training	0.7%
Employment	9.7%
Employment Assistance	4.1%
Other	1.5%
Deferred Study/Training	6.0%
Total	100%

REFLECTIONS

- The majority of CVC students achieved their desired destination entering University or TAFE
- Continue to refine the student and parent information and counselling process surrounding career and pathway suitability
- Continue to support access to University for students who may not be on an ATAR pathway

TARGET 11: ORDERLY ENGAGING CLASSROOM ENVIRONMENT

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

75% / increasing / 95%

	2018	2017	2016
Students	70%	67%	62%
Parents	85%	85%	81%
Staff	85%	82%	96%

REFLECTIONS

- Embedding the CVC Good Teaching model and common classroom practices
- Staff working with colleagues in the Classroom Observation Process to ensure high quality effective teaching
- 85% of staff trained in CMS with at least one CAT trainer in each Learning Area to support staff
- The embedding of Tiers of Intervention model so that staff know their students and how they learn

FOCUS AREA 3: HIGH QUALITY LEADERSHIP

WHAT WE DID IN 2018 TO PROMOTE HIGH QUALITY LEADERSHIP AND GOVERNANCE

- Continue to adhere to the requirement in the Delivery and Performance Agreement (DPA) for resource utilisation
- Working with members of the School Board to increase their effectiveness including participation in School Board Chair training
- Continue to use the flexibility in the One Line Budget to support and enhance student learning by balancing allocations between physical and human resources
- Reviewed the current Business Plan with Staff including refining the college self-review processes and align planning at all levels. Commenced follow-up review of College planning and operations to assess the college against the National Schools Improvement Toolkit
- Leadership development plan created including a program to provide opportunities for mentorship for leader aspirants.
- Introduced a leadership development rubric, which was introduced to performance discussions between Associate Principals and Heads of Learning/ Team leaders to build leadership capacity
- Reviewed roles within the school to devolve operational functions to others to create more capacity for strategic leadership across the Executive Team
- Engagement of the Executive in the 'Leading Schools Improvement Program' to drive the improvement journey
- All Level 3 Heads of Learning area have undertaken the 'Leading School Improvement Program for Teams' to drive the improvement into the classrooms
- Continued to build the capacity of non-teaching support staff to ensure succession planning in key roles

- Embedding the use of an online parent, student, and staff communication tools, for example, CONNECT, SEQTA
- Implemented staff well-being program including the provision of PL around staff self-care
- Begin the implementation of ACSF across the College to increase cultural awareness and work towards becoming a culturally responsive school

FOCUS AREA 4: POSITIVE PRODUCTIVE PARTNERSHIPS

WHAT WE DID IN 2018 TO DEVELOP EFFECTIVE INTERNAL AND EXTERNAL RELATIONSHIPS

- Implemented marketing and communication plans through the Marketing and Communications Officer
- Embedded the use of CONNECT for all parents to increase access to student achievement information
- Enhanced SEQTA's parent communication tool to make teacher/parent communication more simple
- Website has been updated and redesigned to enable multiple platform viewing
- Facebook page enhancing communication to parents – as well as managed Facebook pages for communicating with specific student groups
- Increased the usage of electronic communications screens for student communication
- Conducted numerous parent information evenings on a variety of topics including enrolments, course selection, mental health, cyber safety
- Produced CVC 2018 Highlights brochure to reinforce and acknowledging CVC as local school of choice
- Simplified internal communication using SEQTA software, staff iPads and CONNECT communities
- Built stronger connections with local primary schools, including AP visiting Primary School, the introduction of the CVC roadshow, primary students attending the high school for workshops in Art and Science, plus refining year 6-7 transition in consultation with Primary school leaders, teachers and parents
- Refocussed on developing partnerships with many external agencies to enhance opportunities for our students

APPENDIX 1 - 2018 SNAPSHOT – AN OVERVIEW OF SOME OF OUR 2018 ACHIEVEMENTS

Canning Vale College provides a diverse range of opportunities for students to engage in academic, sporting, cultural and creative pursuits across a broad range of interest areas.

- Crystle Challenger, Circus Coordinator crowned WA VET Trainer of the Year & Australian VET Trainer of the Year at the Australian Training Awards in Sydney. Miss Challenger was the only finalist to work in a senior high school
- Crystle Challenger, Circus Coordinator selected to present her research into 'The Creative Habits of Mind and the effects of Discovery Learning on STEAM Education' at The Second International Conference on Transformative Education Research and Sustainable Development (TERSD) 2018 in Nepal and had her research published in the Transformative Education Research and Sustainable Development international journal
- Science Teacher Emily Edwards published in the science journal 'Nature'
- PE Teacher Miss Evans represents the Australian Hockeyroos' women's team at the Four Nations Women's Ibaraki International Hockey Tournament in Osaka, Japan
- Indonesian teacher Mr Snyder receives Professional Teaching Council of WA (PTCWA) Outstanding Professional Services Award in recognition of his role as President of the Westralian Indonesian Language Teacher's Association
- Head of Learning Areas undertake Leading School Improvement, leadership and personal development course
- One of our founding staff members and long term Associate Principal Peter Rudrum wins the Principalship of Atwell College. We all wish Peter the very best in this new role
- Over 100 students awarded in Honours Club – a celebration of our high achievers in Years 7 to 10, who have acquired a minimum of 6 A grades
- 3 Cadet students represent CVC at 2018 Youth Futures Conference – Duke of Edinburgh
- Two CVC Esports teams compete in the Flaktest Esports Gaming Tournament. Team CVC Overwatch were crowned the overall winners of Flaktest Gaming Overwatch Tournament
- Esports team CVC Overwatch invited to compete at the 'Invitational' knockout National Tournament and defeat Greenwood College to become 2018 Regional League National Champions
- Australian Maths Competition Year 7 to 12— 1 high distinction and 16 distinctions awarded
- Year 7 and 8 students represent CVC at the First Lego League Regional Challenge and win Core Values Award for teamwork
- Year 8 Maths & Science classes combine to partake in a number of STEM based projects throughout Term 4
- ICAS Competition Testing: Maths Year 7-12—13 distinctions, 26 credits, 6 merits and 14 participations awarded
- Science hosted Year 5 students from our local Primary Schools as part of a STEM Science Outreach Program
- The Science department hosted the annual Earth and Environmental Science showcase with 15 teachers from across the state in attendance along with presenters from Earth Science
- 15 Year 7 and 8 English students excel at the two-day academic extracurricular World Scholar's Cup and were invited to participate in the global round of the competition
- 6 English students in Years 7 and 8 compete in the WA Youth Slam poetry competition. 3 students make the finals
- 5 English students in Years 7 and 8 compete in the Rostrum Voice of Youth public speaking competition and one student was a semi finalist
- ICAS Competition Testing: Writing Year 7-10—1 high distinction, 5 distinctions, 11 credits and 4 merits awarded. Yr 8 Nouvelle Tamilalagan and Yr 12 Soong-Ping Teh were awarded medals for achieving in the top 1 & 2% of participants in Australia. English Year 11-12—1 high distinction, 4 distinctions, 16 credits and 9 merits awarded
- HASS teachers secure 2018 waste wise school accreditation
- Year 8 A+ HASS students receive waterwise accreditation plaque and certificate from the Water Corporation
- Tej Balasubramani (Year 10) commended from the Premier for Premier's ANZAC History Competition entry
- Year 7-9 students participate in Australian History Competition—6 high distinctions awarded

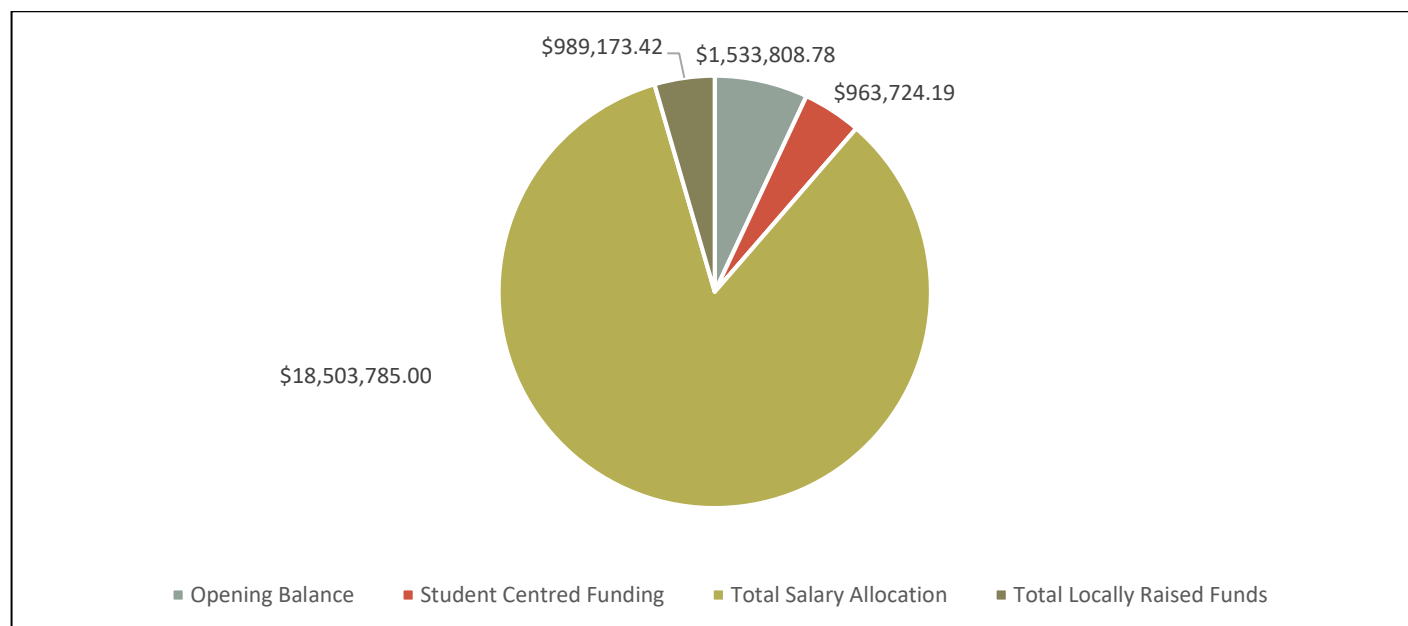
- Year 10-12 students participate in National Geography Competition—4 distinctions and 2 high distinctions awarded
- Year 9 HASS students collect old unused mobile, phone batteries and charges for recycling
- Year 10 Business students crowned as having ‘best water saving solution’ at the Just Start It Pitch event
- Year 12 Business classes design and produce invites, place cards and certificates for the Year 12 ball
- CVC senior boys and girls A grade volleyball teams participate in the State Championships, with the boys making it to the semi-finals and girls placing 2nd in the grand final
- Year 8 girls’ netball team finish in 2nd place at the inter-school zone carnival
- Year 9 girls’ netball team finish in 1st (B team) and 2nd (A team) place at the inter-school zone carnival
- Interschool Athletics Carnival—Year 9 Katie Mobilia and Year 10 Bake Pritchard win Individual Champion medals
- Languages department identified for their excellence in languages education and were awarded ‘Lead Language School’ status
- Four Year 8 students awarded runner up in the Kompetisi Klip-Klip 2018 state-wide short film competition for Indonesian Language students. Dewi Tobing, Consul-General of the Republic of Indonesia in Perth visits CVC to present certificates
- Year 8 Nouvelle Tamilalagan and Josie Wood win the Modern Languages Teachers Association of WA (MLTAWA) Side-by-Side competition in the Year 7-8 Italian division
- 3 Year 11 Italian students go on exchange to Italy
- 15 Italian students in Year 10-12 made final preparations to attend Italy Study Tour in January 2019 with teacher Miss Rawlings
- Certificate II Music students put on four night performances throughout the year, Certificate III students also put on four performances
- Junior Concert Band—performed an afternoon tea performance for parents
- Year 8 – 11 Concert Band—formal performance during the evening
- Vocal Students—formal performance twice throughout the year
- Year 7 and 8 Specialist Music classes performed to parents
- CVC hosted the Contemporary Guitar Festival for IMMS with several bands of CVC students performing in the festival
- CVC hosted a collaborative music making day with feeder Primary schools Campbell, Harrisdale, Canning Vale and Caladenia
- Students performed at various school events including assemblies and graduation
- Music department started up a String Program
- Students performed for their peers at numerous recess and lunch performances in the music foyer
- 15 Visual Art Extension students from Years 10, 11 & 12 attended a workshop with renowned West Australian Artist and Black Swan Finalist, Andy Quilty
- Year 12 students Lili-Mai Greenslade and Gabriel Dowling selected to study an intensive short course at Edith Cowan University’s (ECU) School of Contemporary Arts
- City of Gosnells Community Art Exhibition — students selected to exhibit
- Atwell Youth Awards—Year 12 student Rebecca Yu won the Special Challenge—Recycled Materials Category. 6 Year 8 students won the Collaborative Art Award and Year 10 student Lucas Tan received a highly commended certificate in the Year 10 category
- 2018 Shaun Tan Award for Young Artists—Four Year 7 students had their work on display
- St George’s Exhibition—Features artwork from two Year 12 students Noorfatima Iqbal and Jiabin Zhang
- Young Originals Exhibition - Features artwork from Year 8 student Jamie Beck and Year 11 student D’Abrande Ngoka
- META Exhibition—Features artwork from Year 11 students Clarissa Lee and Xinyi Yan
- HyperVision Exhibition—Features artwork from Year 12 students Tamia Paulse & Richard Nguyen, and Year 11 students William Spann

- Outside the Frame Awards— Features artwork from 6 students. Year 11 Megan Reid wins the Printmaking award
- City of Canning Awards—Year 11 William Spann wins Mixed Media Youth Category award for his Self Portrait
- Year 11 Certificate II Design (Fashion) students have their Shibori clothing/ homewares displayed at the Whitely Fish Bowl
- 2019 Year 12 Perspectives Exhibition—Year 12 students Tamia Paulse & Richard Nguyen selected to exhibit
- Visual Art Extension students partake in extracurricular classes every Wednesday after school, and produce amazing work with a variety of professional artists and tutors, from printmaking to portraits to textural paintings
- CVC Arts Exhibition—held at HQ Gallery in Leederville, showcasing some of the best artwork created by our students
- Southern Perspectives Exhibition—Year 12 students Noorfatima Iqbal and Breanna Quayle have their work displayed
- CVC Act Belong Commit Circus Troupe performed in the South of the Swan Festival, YOHFEST, Channel 7 RAC Christmas Pageant and went on a country tour to perform at Djidi Djidi Aboriginal School in Eaton, Bunbury
- The CVC Circus Troupe performed 'There is a Place for Us' at the Perth Fringe World Festival— the only public school accepted into the festival
- Year 12 Joshua Norwell accepted in to the highly competitive and prestigious 2019 Bachelor Program with the National Institute of Circus Arts
- Year 12 Emani Montgomery gains employment with Cirquest Circus School in 2019
- Year 12 Leighton Beanland gains employment with Joseph Aston Circus in 2019
- Dance students performed at the South of Swan Dance Festival at Octagon Theatre UWA and at YOHFEST
- Year 10 Emma Pearcey and Kya Bitmead and their Peppermint Dance Company team win a bid to represent Australia at the United State All Star Federation Cheerleading & Dance World Championships
- CVC partnered with 257 organisations to provide work placement to 463 students in Years 10, 11 and 12
- CVC hosts Career Expo for staff and parents - attended by WA universities, TAFEs, education and industry training providers
- 23 ICT students attend the Big Day In information technology careers conference at Curtin University

APPENDIX 2 - FINANCIAL INFORMATION FOR 2018

INCOME

Total Funds Available \$21,990,491.39



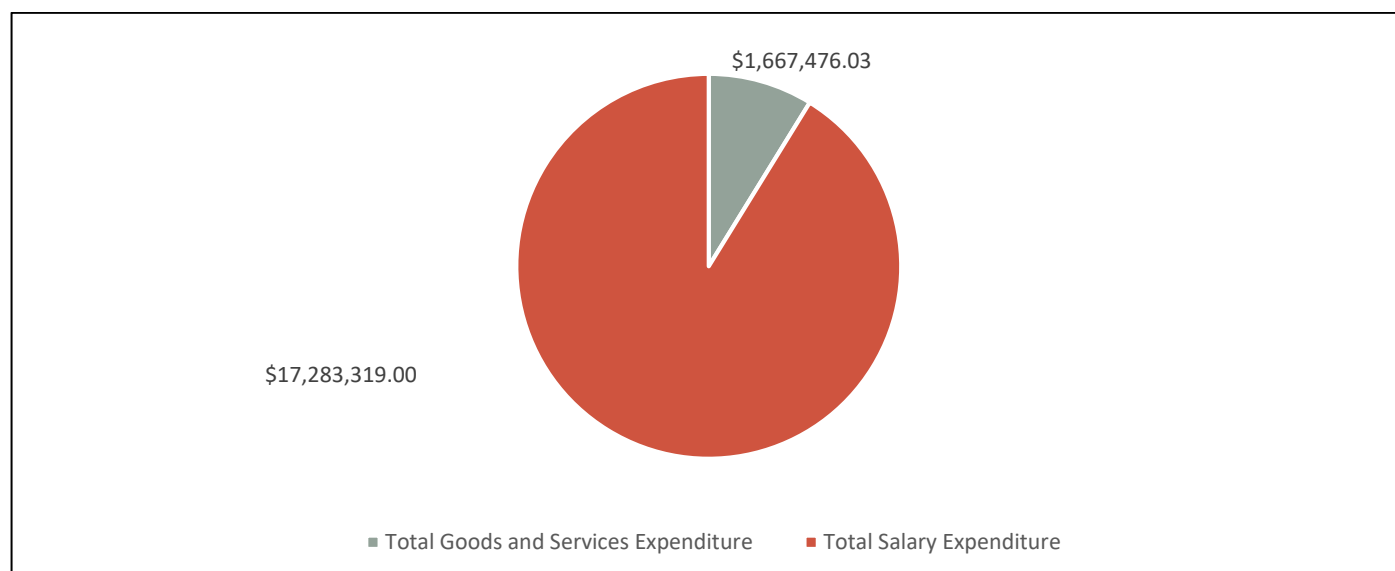
Total Locally Raised Funds 2017	\$989,173.42
Voluntary Contributions	\$122,881.70
Charges	\$475,212.56
Fees for Facilities Hire	\$12,231.82
Fundraising/Donations/Sponsorships	\$100,948.38
Commonwealth Govt. Revenues	-
Other state govt/local government	\$47,255.00
Revenue from CO, Regional Office and Other schools	\$6,258.24
Other revenues	\$188,241.27
Transfers from Reserve	\$36,144.45

APPENDIX 2 - FINANCIAL INFORMATION FOR 2018

EXPENDITURE

Cash Position 2018	
Bank Balance	\$4,059,618.29
General Fund Balance	\$1,819,230.36
Asset Replacement Reserves	\$2,218,839.25
Suspense Accounts	\$30,215.68
Cash Advances	\$850.00
Tax position	\$7,817.00

TOTAL EXPENDITURE \$18,950,795.03



Goods and Services Expenditure	\$1,667,476.03
Administration	\$99,430.90
Lease payments	\$48,741.46
Utilities, Facilities and Maintenance	\$466,373.78
Buildings, Property and Equipment	\$231,932.78
Curriculum and Student Services	\$678,307.40
Professional Development	\$70,398.35
Transfer to Reserves	\$7,136.36
Other Expenditure	\$65,154.80

APPENDIX 3 - STAFF INFORMATION 2018 – as at Census Date

	Number	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate Principals	3	3.0	0
Heads of Learning	12	12.0	0
Total Administration Staff	17	17.00	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	99	91.4	2
Total Teaching Staff	100	92.4	2
School Support Staff			
Clerical / Administrative	15	13.6	0
Gardening / Maintenance	3	1.6	0
Other Non-Teaching Staff and Education Assistants	42	36.6	1
Total School Support Staff	63	54.8	1
Total	177	161.2	3

APPENDIX 4 - ENROLMENT INFORMATION FOR 2018

ENROLMENT TREND

Student numbers increased slightly in 2017 from the previous year but 2018 experienced a slight reduction in numbers. This may be attributed to the opening of a new High School in the Harrisdale area.

	2018	2017	2016
Lower Secondary	1062	1141	1088
Upper Secondary	501	514	543
Total	1563	1655	1631

STUDENT NUMBERS AS AT SEMESTER 2 2018

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	223	284	291	264	286	215	1563

	Total
Male	807
Female	756
Total	1563

Canning Vale College is becoming a multicultural campus that is a true reflection of the diversity of the Canning Vale community. There are students from 50 different countries of birth that make up the CVC community.

Students Place of Birth

