



Education and Training

## **ACT Department of Education and Training**

### **Schools Directorate**

#### **Business Plan**

**2009**

The Schools Directorate is responsible and accountable for leading, supporting, supervising and monitoring the operation and management of schools to ensure quality educational programs are delivered, which result in improved student outcomes, and government policies and strategies are successfully implemented. It provides advice to schools and the community regarding school policies, procedures and accountability requirements and financial management. The School Directors provide educational leadership to the school sectors (college, high school and primary school sectors), in collaboration with principals, to strengthen the capacity and profile of those sectors. They also work strategically with schools and principals on: cluster development, principal selection and appraisal and the implementation of the school review and development processes.

### Key Deliverables

The Schools Directorate will work towards the achievement of our vision: To deliver a sustainable world class education and training system that will significantly add to the economic, social and cultural well being of the people in the ACT.

In implementing this vision the Schools' Directorate is guided by four strategic goals and, within these goals, the following strategic priorities:

#### **Strategic Goal 1: Provide high quality education and training to meet the needs of the 21<sup>st</sup> century**

##### **Priorities**

Ensure education and training opportunities are tailored to meet each student's needs  
 Improved relationships between Schools and the Directorate  
 Increase the level of student retention and participation  
 Provide quality learning environments which are safe, secure and inclusive  
 Focus on high quality teaching in every classroom  
 Monitor, analyse and report student achievement and progress to students, parents, carers and community

#### **Strategic Goal 2: Shape and lead education and training**

##### **Priorities**

Develop and deliver a high quality curriculum framework for all students  
 Strengthen the capacity of teachers and leaders to further develop their professional knowledge, skill and practice  
 Increase the capacity of students, teachers and staff to effectively use emerging technologies  
 Exceed the expectations of our stakeholders

#### **Strategic Goal 3: Building communication, collaboration and partnerships**

##### **Priorities**

Establish a culture of information sharing and innovation  
 Strengthen links and understandings across areas within the Department to facilitate student support, transitions and collaborations  
 Strengthen partnerships and cultivate external relationships through positive representation  
 Form strategic partnerships to deliver expanded learning opportunities  
 Work with parents and carers to provide the best possible outcomes for children and young people  
 Implement the ACT Government's commitment to colour codes and dress standards in public schools

#### **Strategic Goal 4: Strengthen organisational capacity**

##### **Priorities**

Ensure alignment of legislation, procedures, policies and practice  
 Increase the use of evidence based practice to enhance policy and practice  
 Provide an environment that respects, supports and develops the capacity and capabilities of our people.  
 Develop a broad understanding of the importance of good governance  
 Improve strategies to attract and retain staff

Priorities	Key Deliverables	Actions
<b>Goal 1</b>		
Ensure education and training opportunities are tailored to meet each student's needs	School based programs meet the needs of students	Broker solutions/pathways for all students Identify opportunities for innovative practice
	Improve relationships between Schools and the Directorate.	Directorate activities positively support schools Timely responses to schools and parent's initiated concerns Acknowledgment of school efforts regarding programs and initiatives To advocate for schools and support them in their endeavours
	Effective partnership with stakeholders	Work in partnership with other directorates to work with sectors Directorates meet on a regular basis to share sector and cluster plans. Directors discuss priorities and how to support each other

<b>Priorities</b>	<b>Key Deliverables</b>	<b>Actions</b>
<p>Improve the learning outcomes of all students, and in particular, those of Indigenous students</p>	<p>All indigenous students have an achievable Personal Learning Plan</p> <p>School leadership initiatives focusing on Indigenous student outcomes</p> <p>All students with disabilities have ILP's</p> <p>Literacy &amp; numeracy targets are set</p> <p>High expectations are in place for all students</p>	<p>That schools have developed all Personal Pathway Plans</p> <p>Support professional learning to principals to enhance their knowledge and understanding of issues impacting on positive outcomes for Indigenous students</p> <p>Principal Appraisals include literacy and numeracy targets for their school</p> <p>Individual indigenous student outcomes are set in reading, writing and numeracy</p>
<p>Increase the level of student retention and participation</p>	<p>Student engagement, attendance and retention are maximised</p>	<p>Ensure that schools manage attendance and enrolment process</p> <p>Identify, support and promote effective transition process</p>

Priorities	Key Deliverables	Actions
	<p>Improved public confidence</p> <p>Improved student outcomes</p> <p>Sectors share a common vision, purpose and goals.</p>	<p>Refine sector business plans:</p> <ol style="list-style-type: none"> <li>1. College</li> <li>2. High school</li> <li>3. Primary</li> </ol> <p>Colleges: Support and monitor Moving Forward &amp; Connect 10. Professional learning in quality teaching initiative Implement priorities of ACT College Business Plan</p> <p>High schools: Support and monitor Pastoral care &amp; Achievement Centres. Full implementation of the <i>Every Chance to Learn</i> curriculum framework. Enhancement of vocational education programs Professional learning in quality teaching initiative</p> <p>Primary schools: Full implementation of the <i>every chance to learn</i></p> <p>A planning and mentoring process involving the director and the executive director</p>
<p>Provide for quality learning environments which are safe, secure and inclusive</p>	<p>Policy and operational support and advice to schools</p> <p>That ACT Government initiatives to support schools by strengthening suspensions are commenced in schools</p>	<p>Monitor student welfare and OH&amp;S practices</p> <p>Provide facilitation, mediation and conflict resolution services to schools and their communities</p> <p>Develop and refine policies that effect operational matters in schools</p> <p>Implement priorities around Achievement Centres and Connect 10 Programs, Pastoral Care teachers in schools</p>

<b>Priorities</b>	<b>Key Deliverables</b>	<b>Actions</b>
Focus on high quality teaching in every classroom	Quality teaching and learning model implemented in all schools	<p>Schools work to close the gap and value add for all students</p> <p>Schools nurture gifted and talented students</p> <p>Monitor quality teaching through the review and appraisal processes.</p> <p>Raise awareness and understanding of quality teaching and learning as a departmental priority</p> <p>Support the cluster model of embedding the Quality Teaching Framework.</p> <p>Gifted and talented policies developed in each school.</p>
Monitor, analyse and report student achievement and progress to students, parents, carers and community.	<p>Quality board reports which meet compliance requirements</p> <p>Schools implement school improvement.</p> <p>Schools value add in literacy and numeracy as an integral part of school improvement and report as part of school report process</p>	<p>Monitor, verify and ratify board reports</p> <p>Monitor schools' processes of assessment and reporting</p> <p>School specific literacy and numeracy targets are set with SIP support taking account of NAPLAN and PIPS data.</p>
<b>Goal 2</b>		
Develop and deliver a high quality curriculum framework for all students	<p>The new curriculum is embedded in all schools P-10</p> <p>Relevant and engaging curriculum at all levels</p>	Support and monitor the development of high quality curriculum through principal appraisals, school review and cluster/district/sector work

<b>Priorities</b>	<b>Key Deliverables</b>	<b>Actions</b>
Strengthen the capacity of teachers and leaders to further develop their professional knowledge, skill and practice	Recognition by school leaders that educational leadership around teaching and learning and evidence based practice is their priority	<p>Conduct and promote professional dialogue, training, coaching and mentoring at cluster, sector, district, principal and leader meetings</p> <p>Monitor educational leadership practices through principal appraisal and school review</p> <p>Conduct principal selection focussing on educational leadership</p> <p>Model educational leadership throughout districts</p> <p>Implement priorities of ACT College Business Plan</p>
Increase the capacity of students, teachers and staff to effectively use emerging technologies	Emerging technologies are embedded in practice	<p>Identify and promote schools that demonstrate best practice of embedding emerging technologies in teaching and learning</p> <p>Contribute to policy regarding ICT across schools</p> <p>Support the implementation of the “Smart schools, smart students” initiative.</p>
Exceed the expectations of our stakeholders	Satisfaction of stakeholders with directorate operations	Action all tasks in a timely manner in accordance with procedures and guidelines.

<b>Goal 3</b>		
Establish a culture of information sharing and innovation	Collaborative work amongst and with schools to develop quality outcomes	Promote cluster, sector and district activities to strengthen the delivery of quality student outcomes

Priorities	Key Deliverables	Actions
Strengthen links and understandings across areas within the Department to facilitate student support, transitions and collaborations	Effective partnerships with other areas	Consult and liaise with appropriate areas within the Department including schools
	Primary & High School sector priorities in this area are met	Transition activities as identified are identified.
	ACT College Business Plan priorities in this area are met	Identified actions to support transition are actioned. Transition Working Party continues to operate and monitors transition process and makes recommendations to further improve. Moving Forward priority in this area is supported.
	Cross sector transition plan is developed	Facilitate and support the development of a transition process from K to post school.
Strengthen partnerships and cultivate external relationships through positive representation	<p>Effective partnerships with external stakeholders</p> <p>Departmental and Schools RAPs</p>	<p>Ensure effective representation, and liaise with external stakeholders to achieve directorate outcomes.</p> <p>Work collaboratively to develop RAP focus group discussions with key stakeholders within the Department, Indigenous and non-Indigenous staff</p>

	Department represented on national and local committees	Contribute to cross agency integrated service initiatives
Form strategic partnerships to deliver expanded learning opportunities	Enhanced learning opportunities are available through strategic partnerships	Identify opportunities for strategic partnerships Maintain and strengthen existing partnerships
Work with parents and carers to provide the best possible outcomes for children and young people.	The provision of high quality customer service and stronger partnerships with parents and carers.	Facilitate, encourage and support schools to enhance school and community relationships Respond to parental concerns and issues Facilitate communication and training meetings for board chairs
<b>Goal 4</b>		
Ensure alignment of legislation, procedures, policies and practice	Compliance of Directorate and schools with requirements	Support, monitor and report schools' compliance with requirements Inform principals of their obligations and facilitate training where appropriate Ensure Departmental policies support the schools' capacity to comply Review School Directorate policies in line with the DET review schedule

	ACT Government commitment to colour codes and dress standards in Public Schools	Dress standards developed  Discussion paper is developed to facilitate each school community to develop a school uniform and dress code policy
Increase the use of evidence based practice to enhance policy and practice	Establish and support evidence based practice  Ensure schools are aware of and implementing programs to achieve targets in the COAG agenda e.g. Literacy, Numeracy, Low SES & Indigenous targets.	Focus on improving understanding and use of evidence based practice through principal appraisals, school review and cluster/district/sector activities  Ensure that set SIP targets are monitored through principal appraisal  School Improvement process addresses COAG agenda's
Provide an environment that respects, supports and develops the capacity and capabilities of our people	Quality professional learning targeted to needs of different groups	Facilitate communication and meetings for Board Chairs  Coordinate principals meetings Promote and support cluster networks and professional learning for leadership and quality teaching
	Values of the Department are embedded within the Directorate	Provide opportunities for staff development as part of performance management planning  Provide internal training
Develop a broad understanding of the importance of good governance	Good governance of schools promoted and supported  Governance charters are developed for collaborative activities	Facilitate Board Chair meetings  Support principals in leading and managing their schools  Charters are monitored for Birrigai/Tidbinbilla partnership; ANU

		Secondary College program; Erindale Active Leisure Centre Board.
Improve strategies to attract and retain staff.	<p>Appropriately skilled staff recruited at all levels</p> <p>Support principals to build and maintain positive working relationships with their staff</p>	<p>Support, develop and mentor staff</p> <p>Assist schools to resolve issues</p> <p>Strengthen cluster, district and sector networks</p> <p>Refine the principal selection process</p> <p>Provide advice to HR about school needs</p>