



ACT EDUCATION AND TRAINING DIRECTORATE

2012-13 Priorities

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Our vision

Our vision is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Our values

Honesty

- We do what we say we'll do and respond appropriately when the unexpected occurs
- We take responsibility and are accountable for our decisions and actions
- We engage genuinely with the community, managing the resources entrusted to us honestly and responsibly

Excellence

- We look for ways to continuously improve our services and skills
- We are open to change and new ideas from all sources

Fairness

- We work openly and share information to reach shared goals
- We take on board other views when solving problems and welcome feedback on how we can do things better

Respect

- We take pride in our work
- We value the contribution of others
- We relate to colleagues and clients in a fair, decent and professional manner

2012-13 Overarching Performance Measures

Learning and Teaching

- The proportion of children in their year before full-time schooling enrolled in an Early Childhood Education Program is at least 94 percent.
- The proportion of children enrolled in an Early Childhood Education Program available for 15 hours a week is at least 75 percent.

- The proportion of year 12 public school students who receive a Year 12 Certificate is at least 89 percent.
- Mean achievement scores of students in years 3, 5, 7 and 9 in reading, writing and numeracy meet the targets in the 2012-13 Budget Paper 4.
- Mean achievement scores of Aboriginal and Torres Strait Islander students in years 3, 5, 7 and 9 in reading, writing and numeracy meet the targets in the 2012-13 Budget Paper 4.

School Environment

- The school attendance rate in public schools, years 1 to 10, is at least 93 percent.
- The proportion of students who are satisfied with their education is at least 82.5 percent.
- Individual Learning Plans are completed for 100 percent of students in special and mainstream schools who access special education services.
- At least 85 percent of year 10 students proceed to public secondary college education.

Student Pathways and Transitions

- At least 92.8 percent of public school year 12 graduates are employed or studying six months after completing year 12.
- At least 50 percent of year 12 students receive a Tertiary Entrance Statement.
- At least 60 percent of year 12 students receive a nationally recognised vocational qualification.
- The proportion of apprentices who are satisfied with their training under Australian Apprenticeships is at least 80 percent.
- Retention of existing workers training towards a qualification under additional programs is at least 85 percent.

Leadership and Corporate Support

- The proportion of parents and carers who are satisfied with education provided at their public school is at least 88 percent.
- The proportion of staff retained within the Directorate is at least 92 percent.

2012-13 Key Actions

Learning and Teaching

Strengthening curriculum practices

Our key actions are to:

- Implement the Australian Curriculum in identified learning areas
- Assess and report student progress using the Australian Curriculum Achievement Standards
- Implement the National Quality Framework for Early Childhood in all preschools
- Personalise learning by differentiating the curriculum and using flexible curriculum delivery
- Provide student-centred, inclusive and industry standard vocational education and training programs.

Raising standards in literacy and numeracy

Our key actions are to:

- Use data to identify student need and implement targeted programs to improve student learning

- Further strengthen literacy and numeracy leadership
- Use coaching and mentoring to increase teacher capacity.

Closing the learning and achievement gap for Aboriginal and Torres Strait Islander students

Our key actions are to:

- Use personalised learning strategies for all Aboriginal and Torres Strait Islander students
- Increase pathway opportunities and year 12 completion rates of Aboriginal and Torres Strait Islander students with particular focus on transition planning
- Support and promote Aboriginal and Torres Strait Islander students to participate in post-school education and training
- Strengthen data systems and analysis to further improve Aboriginal and Torres Strait Islander student achievement and attendance.

Improving teaching standards

Our key actions are to:

- Support all schools to use the National Professional Standards for Teachers for feedback and reflection on performance
- Enhance teacher capability to adopt new ways of teaching and learning including the use of new technologies
- Build teacher understanding and capacity in responding to the learning needs of students from diverse cultural backgrounds.

School Environment

Building excellence in disability education

Our key actions are to:

- Build teacher capacity to develop and implement individualised learning plans for all students with a disability
- Provide professional learning that targets cooperative and collaborative team approaches to supporting students with disabilities
- Ensure students with a disability have a clear support strategy in place at all transition points
- Support and promote people with a disability to participate in post-school options, including vocational education and training.

Improving school environments to support contemporary teaching and learning

Our key actions are to:

- Implement a single education network (SchoolsNET) in all ACT public schools
- Support students to use their personal mobile technologies to enhance their learning
- Design, construct and upgrade schools by:
 - opening Franklin Early Childhood School and Bonner Primary School
 - completing the expansion of Red Hill, Majura, Macgregor and Duffy Primary Schools
 - completing the upgrade of fire protection at every school
 - completing the installation of solar powered generation systems at all schools
 - completing the Tuggeranong Sustainable Living Trade Training Centre.

Engaging students

Our key actions are to:

- Maximise opportunities for students to participate in and influence their learning programs
- Implement whole school approaches to student wellbeing and positive school cultures
- Strengthen data systems and analysis to improve participation, attendance and retention of disengaged and at risk students.

Student Pathways and Transitions

Improving secondary education in ACT public schools

Our key actions are to:

- Review and refine the School Improvement Strategy to take into account the specific context of secondary school environments
- Support innovative teaching in classrooms and across schools through the sharing of best practice.

Supporting successful transitions for all students

Our key actions are to:

- Strengthen the engagement of students, parents and carers in transition planning
- Develop and deliver a case management approach for young people at risk to increase retention and attendance in education
- Support the Re-engaging Youth Network Boards to develop partnerships
- Improve school and system monitoring and analysis of student participation and attendance.

Improving skills and workforce development

Our key actions are to:

- Strengthen our relationship with all training providers through improved management systems
- Implement skills reform initiatives to ensure greater quality, transparency, efficiency and access to training in the ACT
- Develop an evidence-based forecasting model to ensure flexible and responsive management of VET
- Support the Learning Capital Council to provide timely advice to government on tertiary education
- Implement the VET in Schools Strategic Plan
- Improve access to career education and guidance.

Leadership and Corporate Support

Strengthening leadership and system support

Our key actions are to:

- Use the National Professional Standard for Principals for feedback and reflection with school leaders
- Strengthen induction, coaching and mentoring for school leaders and managers
- Advance improvement in management and use of data
- Further develop transparency in school funding

- Support school leaders to implement new HR processes.

Strengthening culture and values

Our key actions are to:

- Support all staff in their development
- Ensure every employee receives effective, continuous and constructive feedback
- Support and promote respect, equity and diversity in our workplaces
- Support all staff to further develop cultural competency.

Fostering productive partnerships with families and key stakeholders

Our key actions are to:

- Strengthen opportunities for parents and carers to influence their children's learning programs and contribute to education more broadly
- Engage with business and community partners, government agencies and other education providers to expand educational and training opportunities
- Increase opportunities for Aboriginal and Torres Strait Islander people to contribute to decision making in education and training.