## OUR INTENT

In the ACT every child, young person and adult will benefit from a high quality, accessible education, childcare and training system.

Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

Our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

## OUR INDICATORS

- **Increase the number of high performing students**
  - Increase the proportion of students in the top performance bands for reading, mathematics and science
  - Increase the performance of all students in reading, mathematics and science
  - Increase the proportion of college students achieving at the highest levels in accredited and tertiary courses

- **Reduce the number of students who are not achieving**
  - Reduce the proportion of students performing at or below the national minimum standard for reading and numeracy
  - Halve the gap for Aboriginal and Torres Strait Islander students in reading and numeracy
  - Reduce the proportion of students who do not receive a Year 12 certificate

- **Increase the number of children who benefit from early childhood education and care**
  - Increase the proportion of children participating in quality education and care
  - Increase the proportion of vulnerable and disadvantaged children enrolled in and attending preschool
  - Increase the participation of Aboriginal and Torres Strait Islander children in preschool

- **Increase qualification levels of the ACT Community**
  - Increase aggregate completions of training qualifications
  - Increase commencements of higher level qualifications (Certificate III and above)
  - Increase commencements of higher level qualifications (Certificate III and above) for Aboriginal and Torres Strait Islander people
  - Increase the proportion of young people who have completed Year 12 or attained a Certificate II qualification

## OUR TARGETS

- Year 5 public school NAPLAN reading will be 516
- Year 5 public school NAPLAN numeracy will be 503
- Year 9 public school NAPLAN reading will be 598
- Year 9 public school NAPLAN numeracy will be 595
- 75% apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12
- 30,100 students undertake vocational qualifications
- 89% of year 12 public school students receive a Year 12 Certificate
- 60% of year 12 students receive a nationally recognised vocational qualification
- 4,500 preschool enrolments
- 91.5% attendance of public school students
- 100% of students with disability have an Individual Learning Plan
2015 Action Plan

QUALITY LEARNING

Curriculum, assessment and reporting
- Commence implementation of the Australian curriculum: Geography and the Arts
- Work cross-sectorally to respond to the outcome of the Australian Curriculum Review
- Implement the Student Reporting Policy
- Provide high quality online curriculum resources

Literacy, numeracy and science
- Deliver intensive reading interventions in the early years
- Implement the Principals as Literacy Leaders Program
- Provide advice to teachers and parents on literacy, numeracy and science strategies

Early years education and care services
- Continue to implement the National Quality Framework for Early Childhood
- Provide access to early education and care scholarships

Vocational education and training reform
- Identify and implement new skills and training policy directions for the ACT
- Implement evidence-based strategies to improve the ACT vocational education and training system
- Establish the Trades Skills Centre in Belconnen
- Engage more than 3,000 Canberrans in Skilled Capital funded training to address the ACT’s highest skills needs

INSPRIRATIONAL TEACHING AND LEADERSHIP

Quality teachers
- Ensure teacher education graduates have high quality literacy and numeracy skills
- Reward certification of Highly Accomplished or Lead Teachers
- Implement a system wide framework to support Professional Learning Communities in Schools
- Recruit, retain and reward quality teachers
- Strengthen teacher effectiveness through coaching, mentoring and professional learning
- Utilise national frameworks for teacher performance and development processes

Leadership capacity
- Establish school workforce profiles in all schools
- Strengthen induction, coaching and mentoring for leaders, aspiring leaders and managers
- Further develop the capability of business managers
- Utilise national frameworks for school leader performance and development processes
- Maintain safe workplaces at all Education and Training Directorate sites
- Finalise the review of the Principal structure

Supporting teaching and learning
- Strengthen the capacity of School Networks to identify and share best practice
- Embed quality performance and development practices
- Further develop cultural competency of all staff
- Provide training for respect, equity and diversity

HIGH EXPECTATIONS, HIGH PERFORMANCE

Students at the centre
- Support the transition of public school students to the National Disability Insurance Scheme
- Support the development of the new Child Development Service for vulnerable children at risk of developmental delay
- Further embed Network Student Engagement Teams to support schools
- Implement the Safe and Supportive Schools Policy
- Implement the ACT Public School Food and Drink Policy as part of the ACT Government Healthy Weight Action Plan
- Implement the Outdoor Education and Physical Education and Sport Policies
- Implement a water safety and awareness program for primary students in public schools
- Build the capability of teachers to meet the needs of students, including gifted and talented students, students with learning difficulties and students with English as an Additional Language

Closing the achievement gap for Aboriginal and Torres Strait Islander students
- Provide support to personalise learning, increase pathway opportunities, and year 12 completion
- Develop and implement leadership opportunities and mentoring programs for students
- Promote and support participation in post-school education and training
- Improve attendance of Aboriginal and Torres Strait Islander students
- Implement the Whole of Government Aboriginal and Torres Strait Islander agreement

Needs based funding
- Implement the ACT Student Resource Allocation
- Develop and test funding loadings to ensure equity and transparency in meeting student need

CONNECTING WITH FAMILIES AND THE COMMUNITY

Families as partners
- Strengthen family-led learning and family-school partnerships
- Develop marketing support, advice and resources for schools
- Build the capacity of schools, families and the community to assist young people to plan their future

Community and industry engagement
- Provide regular communication and collaboration opportunities for vocational education and training and early education and care stakeholders
- Implement the Bringing community organisations into schools initiative
- Continue to implement school and community partnerships

REDUCING RED TAPE

- Improve efficiency for registered training organisations to meet contractual obligations
- Streamline policy development to ensure compliance and to better inform schools and the community
- Improve processes for transferring student records between schools at transition points
- Streamline internal processes to better support business outcomes

BUSINESS INNOVATION AND IMPROVEMENT

School performance
- Ensure each school has a plan for year on year improvement
- Further develop strategies to monitor school performance and develop processes for targeted intervention
- Develop consistent processes for quality assurance of all ACT schools
- Establish revised processes for registration of new non-government schools
- Establish a new Ministerial education advisory body

Data for improvement
- Implement the ACT Vocational Education and Training Administration Records System
- Implement new business intelligence tools to improve the use of data to support school and system analysis and evaluation
- Complete the procurement of a new School Administration System

Learning environments
- Open a primary school in Coombs
- Open the new CCCares facility at Canberra College
- Continue to implement sustainability initiatives across the Directorate
- Develop and maintain school infrastructure to support learning and teaching
- Develop the school modernisation program including 10 year asset management plans and school master plans
- Plan and deliver new, and upgrade existing, education, training and care facilities
- Implement wireless upgrades at all Secondary Schools, Colleges and P-10 schools