



Education and Training

DEPARTMENT OF EDUCATION AND TRAINING

ACT COLLEGE BUSINESS PLAN 2007-2009



Message from the Minister

The ACT Government college system was developed as a result of the separation of the ACT education system from NSW in the early 1970s. At the time, it was highly innovative to create a system where the final two years of secondary education were located in purpose-built facilities. The college system has continued over this time to deliver excellent outcomes for young people in the ACT and surrounding regions.

The ACT education system as a whole has a commitment to continuous learning and this has been evident in the college sector. Senior secondary teachers have undertaken regular professional development to maintain the highest quality of teaching and learning. College teachers have contributed significantly to the high regard which the ACT community has for ACT government colleges through their professionalism and innovative practice.

As part of this commitment to continuous improvement, in late 2005 the ACT Government commissioned Atelier Learning Solutions to undertake a review of the ACT government college sector.

The reviewers presented their report at the start of 2006 and made fourteen recommendations about:

- the effectiveness of the current model;
- the suitability and relevance of courses; and
- effective teaching strategies and student support.

The report was referred to a representative group of stakeholders including university academics, educational practitioners and administrators, the Australian Education Union, Canberra Institute of Technology and parent groups for comment. The representative group supported all but two of the recommendations.

I accepted the advice of the representative group and referred the other twelve recommendations to the ACT Department of Education and Training to develop a plan of action in collaboration with college principals.

Throughout 2006 departmental officers and college principals met to discuss this plan.

The *ACT College Business Plan 2007 – 2009* represents the outcome of these discussions.

It identifies the connection between the ACT Department of Education and Training *Strategic Plan 2006 – 09* and the Atelier Review recommendations and incorporates targets, strategies and performance measures for achieving these as required by the review.

The *ACT College Business Plan 2007 – 2009* identifies activities which affect all players in college education. It focuses squarely on improving teaching and learning, ensuring there are pathways for all students in colleges in their journey through the post compulsory years. The *ACT College Business Plan 2007 – 2009* provides us with a framework for ensuring that our already high quality system of education continues to lead Australia into the future.

Thank you to all those whose valuable insights and professional energy have brought us to this exciting point.

Andrew Barr MLA
Minister for Education and Training

ACT Government College Review Recommendations.

Effectiveness of the current model	Suitability and relevance of courses	Effective teaching strategies and student support
<p>1. That the Department of Education and Training develops a strategic agenda for continuous improvement across colleges that incorporates a career and transition framework, with relevant targets and accountability processes.</p>	<p>6. That the development of all courses be undertaken by expert teacher teams, accessing a wide base of understanding about students' educational needs, and available for use in all colleges.</p>	<p>12. That the Department of Education and Training facilitates and supports an action research model of professional learning for college teachers and executive staff.</p>
<p>2. That the Department of Education and Training ensures that colleges are engaged in system-wide initiatives focused on renewal and improvement processes</p>	<p>7. That the Department of Education and Training identifies and addresses systemic impediments that may prevent more extensive and effective collaboration between the ACT college system and CIT in developing and delivering VETiS programs, as an essential part of strategic career and transition initiatives</p>	<p>13. That the Department of Education and Training develops a high school-to-college transition program that provides for the case management of students at risk of not completing a full 13 years of schooling or its equivalent.</p>
<p>3. That the Department of Education and Training establishes appropriate structural linkages between high schools and colleges in order to improve the quality of student transition.</p>	<p>9. That there be a re-conceptualisation of Accredited courses, such that they:</p> <ul style="list-style-type: none"> - have the strongest possible 'authentic' learning component - meet the learning needs of students taking career and transition pathways that do not immediately include university study - complement Vocational courses. 	<p>14. That the Department of Education and Training establishes explicit targets in relation to the implementation of pathways planning in colleges to ensure that students' educational needs are appropriately met.</p>
<p>5. That the Department of Education and Training develops a systemic approach to the range of provision across colleges to ensure that students are able to undertake specialist studies through flexible arrangements.</p>	<p>10. That approaches to assessment in the senior years curriculum give greater emphasis to comparability and to reliable, rigorous and innovative moderation processes.</p>	
	<p>11. That consideration be given to structural arrangements that will enable greater continuity of curriculum provision for students in ACT schools and colleges.</p>	

Recommendations 4 and 8 were not endorsed for action by the reference group.

ACT COLLEGE BUSINESS PLAN 2006 - 2009

DET Strategic Goals 2006-09

1/ Provide high quality education and training that meets the needs of the 21st century.

College Review Recommendations addressed: 1, 3, 5, 6, 10, 13, 14

Targets	Strategies	Performance measures	Time frame
Students who are at risk of non-completion of Secondary education are identified early, and have case management.	<ul style="list-style-type: none"> - Develop career and Transition Framework - Review current student services structures and practices to ensure targets are met. 	<ul style="list-style-type: none"> - Transition Framework is developed and implemented in all colleges. - A greater percentage of students with complex needs are identified, complete Year 12 or equivalent, or have attained employment or are pursuing an alternative pathway. 	Semester 1 2007 Ongoing
Student pathways planning (SPP) is embedded across the curriculum. The ACT College System contributes to the achievement of the ACT Social Plan goals for retention.	<ul style="list-style-type: none"> - Systemic approach to SPP data – destinations survey. - All colleges will trial the Canberra College transition officer model in term 1 2007 - Develop a joint/cooperative approach to supporting year 10 to College transition. - Year 11 transitions survey to be completed, analysed and findings embedded in high school/college plans. 	<ul style="list-style-type: none"> - 85% of student feedback identifies that they value and see meaning in pathways planning. - 90% of student surveys indicate that they are able to see a clear pathway from school to the world of further study and work - The drop off rate between Years 10 and 11 and between Years 11 and 12, or those who are pursuing an alternative pathway has halved. 	Term 1 2007 Evaluate transition officer Semester 2, 2007 for full implementation in 2008.

<p>Quality learning and teaching is evident in all classrooms</p>	<ul style="list-style-type: none"> - Colleges use <i>Teachers the key to student success</i> as the driver for quality teaching. - Continue AGQTP (2006-2009) 	<ul style="list-style-type: none"> - Teachers' programs explicitly articulate the elements of quality pedagogy being employed in their unit lessons. - Students report a higher level of satisfaction with the quality of learning and teaching being delivered in every classroom. 	<p>Ongoing</p>
<p>College and high school teachers teach across the sectors.</p>	<ul style="list-style-type: none"> - Establish a system wide working party to develop policy about course credit for Year 10 into senior years, examine the relevance of the Year 10 Certificate. - Benchmark cross sector participation of teachers and college teachers with recent High School experience and develop strategies to enhance collaborative opportunities - 	<ul style="list-style-type: none"> - Increased numbers of teachers teach and operate across the sectors. - Increased instances of flexible options for teaching and operating across the sectors. - 15% of students gain credit for Year 10 courses as preliminary credit in their senior years. 	<p>2009</p>
<p>High school teachers are involved in college course development</p>	<p>Benchmark current activity with regard to cross sectoral participation in course writing and development.</p>	<p>20% of courses have been developed in collaboration between colleges and high schools</p>	<p>End 2009</p>

<p>All courses delivered in the college sector are challenging, engaging and connected to student needs and interests.</p>	<ul style="list-style-type: none"> - Broaden and deepen vocational programs and options available to students - Establish a common Year 11/12 course incorporating student pathway, study support , pastoral care and citizenship. - Review A courses in each college - Establish ICT best practice in colleges through a collaborative approach. 	<ul style="list-style-type: none"> - Student feedback verifies that their learning is meaningful, challenging, engaging and connected to student need and interests and future pathways. - Student feedback identifies that A courses are meaningful. 	<p>2007-2009</p> <p>2007-2008 Ongoing</p>
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2/ Shape and lead education and training.

College Review Recommendations addressed: 6, 9, 11, 12

Targets	Strategies	Performance Measures	Time frame
Action inquiry and learning, connected to system priorities, is a focus of professional development for college teachers	Professional learning within and across colleges exposes all teachers to a range of pedagogical practices including an action inquiry model	Increased evidence of college teacher's engagement in action learning.	Ongoing
Executive teachers see educational leadership as their primary role.	<ul style="list-style-type: none"> - Quality teaching based on <i>Teachers the key to student success</i> is a pathway priority. - Pedagogical improvement is led by School Leaders B and C. - System wide Professional development is provided for executive level teachers around educational leadership. 	Teacher feedback identifies that executive teachers take the educational leadership role in their faculties and in the college.	2007

3/ Build communication, collaboration and partnerships

College Review Recommendations addressed: 1, 3, 9, 10, 14

Targets	Strategies	Performance Measures	Time frame
An operational agreement is drafted between the CIT and the Department to identify and articulate opportunities and define procedural arrangements.	Establish a working party to develop CIT operational agreement including: joint course writing, course credit/ articulation, CIT central courses model, staff exchange/ shadowing.	<ul style="list-style-type: none"> - Increased numbers of students access CIT and VET pathways. - Increased number of courses receiving credit transfer with CIT 	Commence discussions in 2007
Opportunities to enhance the relationship between the college system and the broader educational and business community are identified, fostered and acted upon.	<ul style="list-style-type: none"> - Establish a committee to map and foster current links with universities, business and broader education community to identify areas for enhancement. - Collect benchmark data required to meet performance measures. 	<ul style="list-style-type: none"> - Student feedback identifies that they are aware of broad range of pathway options. - Student feedback identifies that they value the opportunities which have been provided to connect with the broader (local, national, international) world of education and business. - Increase in the level of activity and opportunities made available through the broader business and education community. 	

All colleges to maintain RTO status	Develop cross college collaboration with regard to RTO registration and external validation	RTO status is maintained	2007
Students complete their Year 11 and 12 courses in flexible ways and in flexible locations	Identify and develop collaborative activities across colleges	<ul style="list-style-type: none"> - An increased percentage of students are accessing courses across sites in order to study in specialist areas. - ANU Secondary College continues to attract students. - Increased common arrangements exist across colleges. 	Ongoing

4/ Strengthen organisational capacity

College Review Recommendations addressed: 1, 2, 12

Targets	Strategies	Performance measures	Time frame
Colleges are driven by a systems approach under the umbrella of the ACT College Business Plan 2006 - 2009.	Improve collection and collation of data to improve the capacity of colleges to meet targets identified in the ACT College Business Plan 2006 – 2009. Explore participation in a trial of Transformation of Learning tool.	<ul style="list-style-type: none"> - College plans, principal appraisals, teacher professional pathways reflect the priorities of the ACT College Business Plan 2006 – 2009 - Identify achievement targets and performance measures for these. 	<p>Developed end 2006</p> <p>Trial in Brindabella Collegiate 2007</p>
Colleges work collaboratively to market public education across the ACT.	Develop a joint marketing approach.	Government college education remains the system of choice by the ACT community.	Agreement to commence beginning 2007.