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# CANNING COLLEGE VISION, PURPOSE AND VALUES

## VISION

Canning College will be the leader in the provision of high-quality educational programs that encourage excellence, promote critical thinking, develop autonomous study skills and foster lifelong learning for tertiary bound students.

## PURPOSE

Canning College provides a wide range of flexible educational opportunities for both local and international students. Relevant and unique curriculum is created through a rigorous process of review and development, often conducted in partnership with Western Australian universities. Programs are delivered in a supportive adult environment by dedicated staff using world-class facilities and learning technologies, providing diverse pathways to further education or employment.

## VALUES

### *Learning*

A positive approach to lifelong learning and an understanding that all students have the capacity to gain knowledge and skills and to enjoy learning.

### *Excellence*

A commitment to excellence in academic and social achievement by both staff and students.

### *Integrity*

High expectations for staff and student conduct, including honesty and trustworthiness in all activities.

### *Equity*

Inclusive practices to meet the diverse needs of students and to achieve the best possible outcomes for all. A workplace and learning environment that is safe and free of discrimination, abuse or exploitation.

### *Respect*

Behaviour, language and actions that demonstrate a high regard for self and others.

# CONTEXT

## CANNING COLLEGE HAS TWO CORE FUNCTIONS:

1. To provide continuing education and re-entry to education options for local students who have completed the compulsory years of schooling.
2. To provide university entrance programs to international students.

Canning College is the Department of Education's largest provider of students to university. Approximately 350 to 400 Canning students gain entry to university each year.

## COLLEGE CURRICULUM

- Western Australian Certificate of Education (WACE) subjects at Year 11 and Year 12 level
- Western Australian Universities' Foundation Program (WAUFP). A WACE equivalent program for international students owned by the four public universities and managed by the Tertiary Institutions Services Centre
- International bridging programs. These programs offer preparation for international students for entry into the Foundation program
- Diploma of Commerce provides articulation into the second year of Commerce degrees at the University of Western Australia (UWA) and Curtin University
- Certificate IV in Higher Education Studies (Commerce) for international and local students. A pathway into the Canning College Diploma of Commerce or into a range of university courses
- Flying Start. A bridging program into Year 11 for local students
- Curtin Enabling. A bridging program into the first year of Science, Engineering, Health Science and Information Technology degree programs at Curtin University for local students. A Curtin University program delivered by Canning College
- National Training Framework certificate courses in Business and Information Technology
- Short Course programs

## STUDENTS

- Canning College is the Education Department's largest and preferred provider of international education programs to fee paying students
- Canning College enrolls full time and part time local students who have completed the compulsory years of schooling
- Canning College enrolls adult students into a range of short course programs including the Special Tertiary Admissions Test program. Some exceptions are made for students who have completed Year 11
- Approximately three quarters of Canning College students have English as a second language
- Canning College student numbers fluctuate throughout the year as the College provides a variety of entry and exit points for both international and local students
- The majority of students study at Canning College for one or two years and aim to gain entrance to university through one of the multiple pathways provided by the College

## **STAFF**

Canning College employs approximately 60 FTE teaching staff and 33 FTE Corporate Services staff. The Corporate Services staff members are employed as public servants.

The College has an extremely stable permanent staff group complemented by fixed term and casual appointees. The number of fixed term and casual appointments fluctuates during the year due to student commencements in February, April, July and October and to maintain programs delivered during school holidays.

The excellent reputation of Canning College ensures the College's capacity to employ high quality teachers and to have teachers transfer from the private sector to take up employment at the College.

Approximately half of Canning College teaching time is funded by the Department of Education and half is College funded.

## **FLEXIBLE OPERATIONS**

Canning College was established to provide flexible education options for local students who have completed the compulsory years of schooling. The international program was established in 1985 to complement the existing operations of the College.

The College operates some evening classes and a limited range of programs is also offered on weekends. As well as the extended hours of operation, the College is open 52 weeks of the year.

A Casual Salary budget from the Department of Education, and the employment of public servants, enables the flexible operations of the College to be maintained.



*Director of Education, Sharyn O'Neill with Principal of Canning College, Alan Genoni and the Minister for Education, Peter Collier. Presentation of a Top Government School Award 2012.*

## **PARTNERSHIPS WITH PERTH UNIVERSITIES**

The success of Canning College is partly built on extensive relationships established with Curtin University, the University of Western Australia, Murdoch University and Edith Cowan University. These partnerships provide Canning with a unique curriculum profile to benefit both local and international students.

Partnerships with the universities also provide co-marketing in the international arena, scholarships to Canning College students, shared student accommodation with Curtin University and the representation of the two universities on the Canning College Board. Canning College is the only international pathway provider in Western Australia to have simplified student visa framework arrangements with all four public universities.

Canning College will continue to build university partnerships during the life of this agreement for the benefit of local students and to further enhance the recognition of Canning College in the international arena.

## **PARTNERS IN INTERNATIONAL EDUCATION**

- Study Perth – Study Perth is the umbrella organisation for the marketing of Perth as an international education destination with services provided to both private and public educators. Study Perth is housed on the grounds of Canning College
- TAFE International Western Australia
- International Education Association of Australia
- Council for International Students of Western Australia
- Western Australian trade offices
- International education agents
- Schools and universities in market countries
- Western Australian public universities
- Australian Homestay Network and Homestay Families
- Vickery House

## **COLLEGE PLANNING AND ACCOUNTABILITY**

1. The College publishes a three year business plan which outlines key strategic directions.
2. The College works to an ongoing cycle of planning and review. This is represented through an annual operational plan and annual report.
3. Canning College planning responds to key Department of Education planning and policy, to College audit and review findings, and to the needs of the diverse student population.



# **MAJOR INITIATIVES AND CHALLENGES**

## **2016 – 2019**

The initiatives and challenges outlined below are appropriately responded to in planning for College priorities, through the Workforce Management Plan and through the College Board and committee structure:

1. To maintain curriculum relevance by continuing to build partnerships with Western Australian universities to provide relevant and appropriately accredited curriculum pathways for young adults.
2. To maintain and grow enrolments in an era of significantly increased competition for university bound international and local students.
3. To maintain the prudent financial management practices in implementation of the Department of Education's Student Centred Funding Model and to most effectively manage and report on the funding arrangements of Canning College which are unique within the Department of Education.
4. To continue to cater effectively to the culturally diverse Canning College student community, the members of which have extremely variable academic backgrounds.
5. To strongly promote and achieve high levels of student attendance across all College programs as an essential requirement for academic success.
6. To effectively manage staff turnover as highly skilled and experienced College staff members retire from education during the life of the present College plan.

# PRIORITIES AND KEY STRATEGIES 2016 – 2019

Over the three years of the present plan, Canning College will implement three major focus areas:

- To maximise student learning opportunities
- To continue to develop and promote Canning College as an active learning community
- To provide appropriate resources for an innovative adult learning environment

Planning for the three focus areas is managed by College committees responsible for implementation of the related priorities and strategies outlined below.

Financial resources indicated for each priority are for the 2016 calendar year. Similar allocations will be made for each subsequent year of the business plan, dependent upon the annual College Budget.

## **ACADEMIC SUPPORT**

Enhance students' performance by providing appropriate academic support.

### ***Strategies***

- Provide academic orientation workshops
- Deliver a range of 'transition to study' activities in all courses in weeks 1-4
- Provide students with a range of academic support workshops
  - All year – literacy and study skills delivered through the literacy workshops
  - Term 2 and 3 – course specific workshops
- Allocate staff to the Learning Centre to provide 1:1 support
- Promote and implement the Academic Support Program
  - With the support of learning area planning
  - Diary, enrolment, newsletters, posters
  - StudentPortal
- Monitor student performance and interview students at targeted times throughout the year
- Teachers and advisors to identify individual students who require specific support and use a variety of strategies to engage students in the Academic Support Program
- Develop and review appropriate student support materials and resources

- Monitor attendance records of all students and provide early intervention for students whose attendance is unsatisfactory
- Review the Academic Support Program and impact upon student performance

***Annual Resource Allocation***

- \$14,000 from the School Support Programs resource allocation to enable Academic Support strategies

## **LITERACY**

Develop English literacy standards across the curriculum. Improve students' proficiency in the use of the English language enabling them to progress and better participate in their chosen courses.

### **Strategies**

- The Literacy Support Teacher will work across all learning areas to develop a multi-strategy, cross curricular approach to literacy issues. Examples of strategies include: the delivery of a program of Academic Support workshops; the provision of support to teachers; the maintenance of the Literacy page on the StudentPortal; the promotion and delivery of literacy based activities throughout the year
- The Literacy Support Teacher will provide support to individuals and small groups of students who are either self or teacher referred
- The Literacy Committee will implement the *Canning College Literacy Policy* by monitoring, measuring and evaluating Learning Area Literacy plans and by the provision of staff professional learning and support materials

### **Annual Resource Allocation**

- Literacy Support Teacher 0.2 FTE
- \$3,000 for implementation of literacy strategies

## **LEARNING TECHNOLOGIES**

Prepare students for the innovation and knowledge economy of the 21<sup>st</sup> century by providing them with access to ICT resources that will encourage participation, engagement and achievement in education.

### **Strategies**

- Provide equitable access to ICT resources that will enable students to improve their individual learning outcomes
- Encourage students to use College ICT resources such as the computers in the Library learning area, the Library stack area and the open access area in the Computing Centre
- Encourage staff and students to use StudentPortal to enhance learning, collaboration and communication
- Encourage students to make effective use of system resources such as Office 365
- Provide stable reliable infrastructure that will enable student mobile devices to connect to the College wireless network
- Encourage students to use mobile devices to support their individual learning needs, both within and outside of the classroom
- Encourage teachers to engage in professional learning programs to improve their ICT skills and their capacity to apply ICT effectively in the classroom

- Provide everyone who uses technology within the College with support and encouragement to increase their involvement with the use of technology
- Monitor technological change and keep staff abreast of developments, their implications and their potential value

***Annual Resource Allocation***

- Learning Technologies Coordinator 0.6 FTE
- IT Support staff 2 FTE
- \$87,500 for computers and related technology for staff and student use

## **STUDENT SERVICES**

Enhance student experiences through quality academic advice, recreational activities and personal/emotional support initiatives.

### **Strategies**

- Continue to provide career counselling and university/state training providers entrance guidance
- Continue developing enrolment procedures and advice for students, in response to the ongoing changes that are made to both WACE requirements and university entrance
- Support the provision of Academic Support initiatives at the College
- Provide health and wellbeing guidance for students
- Provide recreation opportunities for students
- Encourage Student Council involvement

### **Annual Resource Allocation**

- \$7,000 for the operation of the Student Services area
- \$4,400 for the provision of recreational activities and equipment
- Student Services Manager 0.60 FTE
- Psychologist 0.40 FTE
- Recreation Officer 1.00 FTE
- Student Advisors – Local 0.80 FTE
- Student Advisors – International 1.60 FTE
- Student Advisors – UniDirect 0.40 FTE
- Student Advisors – Curtin Enabling 0.40 FTE
- Accommodation Officers 0.72 FTE

## **CURRICULUM DEVELOPMENT**

Develop and support high quality curriculum initiatives which provide curriculum access opportunities appropriate to the diverse Canning College student population.

### **Strategies**

- Implement appropriate WAUFP, WACE and Flying Start courses
- Continued implementation of Online Literacy and Numeracy assessment
- Continue negotiations with Western Australian Universities for the development of a Diploma of Science
- Explore and expand the pathways within the Certificate IV HEPS to include a Science and Humanities Stream

- Develop appropriate curriculum and pedagogy for the China Schools' Link Program
- Refine and enhance the General Course offerings for non ATAR students including the provision of a suitable VET certificate
- Incorporate appropriate accreditation in all College curriculum pathways
- Plan for the implementation of Phase 3 of the Australian Curriculum
- Review and develop the Sport and Recreation program delivered in partnership with Sports Education Development Australia
- Maintain and build curriculum links with Western Australian universities
- Curriculum leaders appointed to all College learning areas and pathways

### ***Annual Resource Allocation***

- \$2,000 for curriculum development
- \$6,000 for continuing national accreditation

### **PROFESSIONAL LEARNING**

Provide for the effective professional learning of all staff. Professional learning will support the College performance management processes.

### ***Strategies***

- Provide professional learning about classroom observation, collaboration, feedback and coaching
- Provide professional learning about contemporary teaching practice
- Support staff who wish to participate in professional learning regarding leadership
- Provide professional learning to support the Literacy priority
- Provide professional learning to support the Academic Support priority
- Support staff who need to undertake professional learning to maintain their Certificate IV in Workplace Training and Assessment qualification
- Provide professional learning to support the use of ICT in the classroom
- Offer professional learning that enables staff to understand the needs of, and issues facing international and local students
- Encourage staff to attend overseas study tours

- Encourage and support staff to attend subject area conferences and professional learning activities conducted by learning area professional organisations
- Encourage and support staff to undertake professional learning relevant to their roles at the College and to their performance management implementation
- Support staff who wish to complete first aid training

### **Annual Resource Allocation**

- \$25,000 for professional development of staff

## **INTERNATIONAL PROGRAM**

To develop and improve the Canning College International Program and provide Department of Education leadership in international education.

### **Strategies**

- Investigate the possibility of developing offshore education programs – WA Universities' Foundation Program
- To enable more staff flexibility, ensure all International Office staff can use the databases and receive training on PRISMS
- Develop and maintain relationships with international partners to enhance the international reputation of Canning College
- Develop the Canning College international marketing program in the Independent Public School context
- Implement the current requirements of the Education Services for Overseas Students Act and National Code, the Tuition Protection Service and Simplified Student Visa Framework
- Provide the highest quality student services and support to international students including accommodation and welfare arrangements for students under 18 years of age
- Develop partnerships with international centres at key WA providers – universities, TAFE International WA and quality ELICOS providers
- Develop appropriate curriculum and pathways for international students in conjunction with WA universities
- To provide international marketing services designed to enable Canning College to be successfully promoted in the highly competitive international education industry

### **Annual Resource Allocation**

- Corporate Services Staff in the International Office 5.12 FTE
- Corporate Services Staff in the Uni Direct Office 0.87 FTE
- International funds to support marketing operations
- International funds to provide for the operation of the International Office



## **MARKETING AND PROMOTIONS**

Promote the diverse number of educational pathways available at the College for both local and international students in a unique study environment.

### ***Strategies***

- Provide international marketing services which enable Canning College to be successful in the highly competitive international education arena
- Investigate and implement new promotion and advertising methods to attract local and international students
- Enhance the image and profile of Canning College
- Market the academic support strategies available to local students returning to education
- Market the benefits of the multicultural campus that is Canning College
- Continue to develop the use of new media in local and international marketing
- Develop relationships with migrant and refugee agencies to promote the College's ESL courses
- Liaise with Career Advisors and Counsellors from local high schools informing them of the programs offered by the College
- Explore emerging trends in social media which can be used to promote the College to both local and international students

### ***Annual Resource Allocation***

- International funds for international marketing program
- \$110,000 for local advertising and promotion
- 0.2 FTE marketing time

# PERFORMANCE TARGETS 2016 – 2019

A range of quantitative and qualitative data will be analysed through College annual reporting processes to provide contextual information for discussion of achievement against the following performance targets:

## TARGETS FOR ALL YEAR 12 WACE ATAR STUDENTS (LOCAL AND INTERNATIONAL)

<i>Description</i>	<i>Target</i>
The percentage of WACE students who are 18 years of age or younger who achieve an ATAR above 55.	80.0%
The percentage of all WACE students who achieve an ATAR above 55 which is the Department of Education benchmark for success.	75.0%
The percentage of WACE students who achieve an ATAR above 80 which is the minimum entrance score for UWA.	32.0%
The median ATAR achieved by Canning College students.	75.0
The percentage of Canning College students to achieve a final scaled score in their WACE literacy course equal to or higher than the state mean.	30.0%
The percentage of students who meet the literacy requirement for university entrance by final scaled score in their WACE Literacy course.	60.0%
The percentage of international students in the WACE program who meet the 50% in EALD tertiary entrance English requirement.	85.0%
The retention rate in the WACE February Start program as at August Census date.	70.0%
The retention rate in the WACE April Start program as at August Census date.	70.0%
The percentage of students who indicate that because of their experiences at the College they plan to continue learning.	90.0%

## TARGETS FOR YEAR 12 FOUNDATION (WAUFP) STUDENTS (INTERNATIONAL)

<i>Description</i>	<i>Target</i>
The percentage of international students enrolled in the Foundation program who achieve a combined percentage score of 63 (ATAR 80) or above being the minimum entrance requirement	60.0%
The percentage of international students enrolled in the Foundation program who achieve a CPS of 50 (ATAR 60) or above being the minimum requirement for entrance to a university in Western Australia.	75.0%
The average combined percentage score for students in the Western Australian Universities' Foundation Program.	61.0% (ATAR 75)
The percentage of students in the Western Australian Universities Foundation Program who meet the 50% in ELACS tertiary entrance English requirement.	80.0%
The retention rate for WAUFP February Start students as at August Census date.	80.0%
The retention rate for WAUFP April Start students as at August Census date.	80.0%
The retention rate for mid-year WAUFP students as at the end of the course. This is the group that graduated in July of the report year.	80.0%

The percentage of international students who indicate that because of their experiences at the College they plan to continue learning.	85.0%
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### TARGETS FOR ALL YEAR 11 LOCAL WACE STUDENTS

<i>Description</i>	<i>Target</i>
The retention rate in the Year 11 WACE February Start program as at August Census date.	70.0%
The percentage of Canning College local students who receive 50% or above in Unit 2 of their WACE literacy course.	60.0%
The percentage of students who indicate that because of their experiences at the College they plan to continue learning.	90.0%

### TARGETS FOR ALL YEAR 11 INTERNATIONAL WACE STUDENTS

<i>Description</i>	<i>Target</i>
The retention rate in the Year 11 WACE February Start program as at August Census date.	70.0%
The retention rate in the Year 11 WACE April Start program as at August Census date.	70.0%
The percentage of Canning College international students who receive 50% or above in Unit 2 of their WACE literacy course.	60.0%
The percentage of students who indicate that because of their experiences at the College they plan to continue learning.	90.0%

### TARGETS FOR FLYING START ESL STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of students who achieve a C grade or better in their Flying Start ESL course.	90.0%
The percentage of Flying Start ESL students whose level of literacy improves by at least half a grade. This is for students enrolled at the College for a minimum of 6 months.	80.0%
The percentage of Flying Start ESL students whose level of numeracy improves by at least half a grade. This is for students enrolled at the College for a minimum of 6 months.	80.0%
The retention rate in the Flying Start ESL program as at August Census date.	70.0%
The percentage of Flying Start ESL students who indicate that because of their experiences at the College they plan to continue learning.	85.0%

### TARGETS FOR FLYING START STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of students who achieve a C grade or better in their Flying Start English course.	90.0%
The percentage of Flying Start students whose level of literacy improves by at least half a grade. This is for students enrolled at the College for a minimum of 6 months.	80.0%
The percentage of Flying Start students whose level of numeracy improves by at least half a grade. This is for students enrolled at the College for a minimum of 6 months.	80.0%
The retention rate in the Flying Start program as at August Census date.	70.0%
The percentage of Flying Start students who indicate that because of their experiences at the College they plan to continue learning.	85.0%

### TARGETS FOR DIPLOMA OF COMMERCE STUDENTS

<i>Description</i>	<i>Target</i>
The retention rate in the Diploma program.	85.0%
The percentage of Diploma students who complete and transfer to university.	85.0%
The percentage of Diploma students who indicate that because of their experience at the College they plan to continue learning.	90.0%

### TARGETS FOR CERTIFICATE IV HEPS STUDENTS

<i>Description</i>	<i>Target</i>
The retention rate in the Certificate IV HEPS program.	75.0%
The percentage of Certificate IV HEPS students who achieve the Certificate IV qualification.	80.0%
The percentage of Certificate IV HEPS students who complete and transfer to the Canning College Diploma of Commerce program.	80.0%
The percentage of Certificate IV HEPS students who indicate that because of their experience at the College they plan to continue learning.	90.0%

### **TARGETS FOR CURTIN ENABLING STUDENTS**

<i>Description</i>	<i>Target</i>
The percentage of Enabling students who receive an undergraduate offer from Curtin University. This is a percentage of all students who complete the course.	60.0%
The retention rate in Curtin Enabling including students who transfer to other Canning College programs.	70.0%
The percentage of students who indicate that because of their experience at the College they plan to continue learning.	90.0%

### **TARGETS FOR SEDA STUDENTS**

<i>Description</i>	<i>Target</i>
The percentage of Year 12 SEDA students who graduate.	90.0%
The percentage of Year 11 SEDA students who progress to Year 12.	90.0%
The retention rate in the SEDA program as at August Census date.	85.0%
The percentage of Canning College students who receive 50% or above in Unit 2 of their WACE literacy course.	90.0%
The percentage of students who indicate that because of their experiences in the SEDA program they plan to continue learning.	70.0%

### **TARGETS FOR SHORT COURSE AND ONE DAY COURSE STUDENTS**

<i>Description</i>	<i>Target</i>
The percentage of Short Course students who indicate that because of their experiences at the College they plan to continue learning.	85.0%
The percentage of One Day Course students who indicate that because of their experiences at the College they plan to continue learning.	85.0%

# **2016 COLLEGE REVIEW – FINDINGS AND ACTIONS**

2016 review of Canning College by the Department of Education Services resulted in the following commendations and recommendations:

## **COMMENDATIONS:**

**The following commendations support the College's claims of significant strengths and areas of demonstrated improvement:**

- The College's commitment to the development of learning programs where curriculum engagement is customised to accommodate not only the students' academic performance but their social, emotional and developmental needs
- The strong culture of nurture within an adult learning community
- The high level of professional commitment among staff, strong collegial support and flexible collaborative practice which contribute to the quality of the diverse range of programs provided for each student
- The role of the Principal and executive team in guiding the College through an extensive process of self-review resulting in improvements in teaching and learning practices
- Self-review that is systemic, collaborative and rigorous with purposeful data collection and analysis leading to improved professional practice
- The degree of innovative practice which is further enhanced through quality distributed leadership to support collaborative teams in implementing operational plans and engaging in opportunities for ongoing professional growth
- The development of strong well-established partnerships that provide significant opportunities for students
- The quality of the Board and its efforts in pursuing high standards and opportunities for all students

## **RECOMMENDATIONS:**

**The following recommendations are made to add value to the College's improvement and review processes:**

- Set specific academic achievement targets within individual learning areas to support the overall goals of the College
- Monitor the final results of students accessing Canning College support services to effectively measure the effectiveness of the strategies employed





**2016 CANNING COLLEGE STUDENTS**

**2016 CANNING COLLEGE STUDENTS**

# COLLEGE BOARD MEMBERS 2016 – 2019

## **CHAIRPERSON**

**Dr Bruce Mackintosh**

Adjunct Associate Professor

Honorary Research Fellow, University of Western Australia

## **DEPUTY CHAIRPERSON**

**Mr John Tidman, MAIE, NZEA**

Blake Emergency Services, Manager, Australasia & Pacific Rim

## **COMMUNITY MEMBERS**

**Hon. Kate Doust MLC**

Deputy Leader of the Opposition in the Legislative Council

Shadow Minister for Industrial Relations; Commerce; Small Business;

Trade; Electoral Affairs

Member for South Metropolitan Region

**Hon. Steve Irons**

Federal Member for Swan

House of Representatives

Liberal Party of Australia

**Dr. Nick Letch**

Director of Academic Programs

Business School, University of Western Australia

**Professor Vanessa Chang**

Director Digital Learning and Design

Curtin Learning and Teaching School, Curtin University

**Mrs Tania Fernihough**

Parent of past students

## **COLLEGE MEMBERS**

*Principal*

**Alan Genoni**

Principal, Canning College

*(ex officio)*

*Executive Officer*

**Wayne Axford**

Deputy Principal, Canning College

*(ex officio)*

*Lecturing Staff*

**David Baird**

**Lisa De'Ceglie**

**Sue Stephenson**

*Corporate Services Staff*

**Shabnum Ismailjee**