



CAPE NATURALISTE
COLLEGE

BUSINESS PLAN 2019-2022

LEARNERS TODAY, LEADERS TOMORROW

SCHOOL VISION

CAPE NATURALISTE COLLEGE

has established itself as a school with remarkable results through a culture of excellence in teaching and learning and the promotion of a safe and caring learning environment. This culture continues to be nurtured by a passionate body of staff who work collaboratively and strategically to refine their practice and support students to ensure their needs are met.

The shared belief that 'every student is every person's responsibility' underpins a positive learning environment where students are engaged, resilient and independent members of the community. Learning relationships are valued as critical to both the academic success and holistic personal development of all of our students.



CAPE NATURALISTE COLLEGE

was established in 2008 after extensive consultation with members of the community and that strong community involvement continues to this day. The College began its journey as a middle school, with a strong shared belief in the value of teamwork and a spirit of collaboration that has come to pervade the school ethos. Over time, a visibly strong sense of belonging and pride in the College has grown along with a significant expansion to the breadth and sophistication of the College's ceremonies, extra-curricular activities, musical and sporting events. CNC has consistently shown the resilience to adapt to new challenges while maintaining the essence of its culture.

Throughout this decade-long journey the defining feature of CNC has been the close relationships staff establish with their students and the passion they invest in their academic success and wellbeing. As an Independent Public School the College has been able to selectively build a talented staff that meets the needs and priorities of the college, including highly experienced teachers and new, enthusiastic practitioners. We boast a higher than average percentage of Level 3 teachers at the College and our collaborative nature encourages their sharing of expertise and experience with enthusiastic, younger staff, resulting in optimum outcomes for

SCHOOL CONTEXT

students. The College has been rewarded with consistently positive results for students in both VET and ATAR Pathways and the school being one of four finalists in the 2018 WA Secondary School of the Year Award.

The College's \$32.1 million building program is providing state-of-the-art facilities that, together with our established culture of excellence, represents an opportunity to offer educational opportunities of the highest quality well into the future. Our new facilities will significantly expand and improve Technologies, Health and Physical Education, specialist Science, Visual and Performing Arts areas with enhanced facilities for Music, as well as Media Production and Analysis, an area in which the college has continually achieved outstanding results. In collaboration and consultation with our school and wider community, we look forward to continuing to provide exceptional educational opportunities and outcomes for all of our students.

EXCELLENCE IN TEACHING AND LEARNING

AT CAPE NATURALISTE COLLEGE

we believe teaching and learning is at the heart of everything we do. This is upheld through learning relationships where teachers combine their own skills and knowledge with research-based best practice to design learning experiences that are specific to the individual needs of students.

Staff at CNC have a collaborative culture, sharing best practice and striving for excellence through mastery of content and pedagogy and applying these to rigorous curriculum delivery in the context of cohort, learning area, and student. This ensures that the skills and capacity of each child is a focus of lesson development and delivery.

STRATEGIES

- Develop close learning relationships with all students in order to understand the background, motivations, and skills of each child and design units and lessons according to need.
- Work collaboratively to ensure that staff share a common language and retain high expectations of all students. In sharing best practice, and through common professional development, staff develop the range of teaching strategies needed to focus on positive outcomes for all students.
- Balance the competing demands of delivering curriculum content, having a shared responsibility for literacy, numeracy and ICT and preparing students for a rapidly changing world. In transferring a passion for their Learning Area, staff also ensure that students are equipped with the critical and creative thinking and personal and social skills required for the future.

MEASUREMENT

Staff use data at a school, learning area and individual teacher level to develop and refine programs and strategies, including:

- Graduation rates, Median ATAR scores, university eligibility statistics, moderation data, relative ATAR course performance figures, overall attainment rates and completion rates for Certificate courses.
- School based information through SAIS such as Learning Area grade distributions, Attribute Data and student progression.
- System based measures such as NAPLAN and OLNA.
- A host of qualitative sources, such as focus groups, surveys and integrated feedback processes.



TARGETS

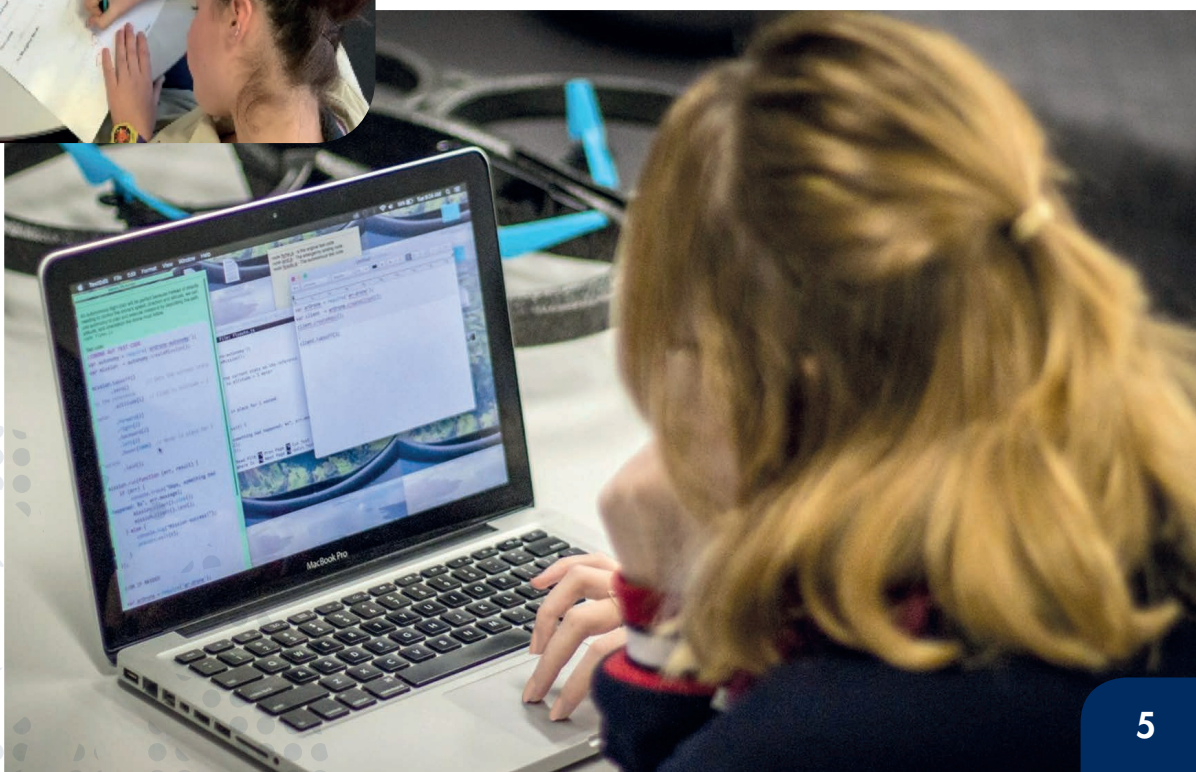
1 WACE/ATAR

- **ATAR**
Median ATAR above like schools and Government schools. Percentage of students for each cohort who attain an ATAR score that equals or exceeds the minimum required for entry to Western Australian universities.
- **VET**
Completion rate equal to or above like schools.
- **GRADUATION**
Graduation rate equal to or above that of the state.

2 NAPLAN – YEAR 7 AND 9

Equal to or above like schools, state and national mean in all 5 categories of NAPLAN testing.

Equal to or above like schools in the area of high progress/high achievement from Year 7 to Year 9 in NAPLAN testing in all 5 categories.



SAFE & CARING LEARNING ENVIRONMENT

AT CAPE NATURALISTE COLLEGE

we seek to promote the supportive learning environment critical to both the academic success and effective personal development of all of our students; an environment where students will be engaged, resilient and independent members of our college community.

Together we work proactively to build effective family and community partnerships that ensure a sense of belonging for all, promote positive student well-being and foster a shared belief that 'every student is every person's responsibility'

STRATEGIES

- Provide student support services to deliver mental health, pastoral care, protective behaviours and psychological support.
- Develop and deliver learning experiences that cater for the needs of all students.
- Differentiate the curriculum for students with specific disabilities using evidence-based instruction tailored to their educational needs.
- Work collaboratively with colleagues, parents, students and the wider community to ensure a common approach to maintaining regular student attendance and maintaining a safe, nurturing and supportive learning environment.
- Increase the knowledge of the history, culture and experiences of Aboriginal people and explicitly use this in classroom practice.
- Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community.

MEASUREMENT

The College recognises that a safe and caring learning environment is a dynamic entity and requires continual monitoring through both formal and informal means. While formal measures give an overview, the shared understanding and dialogue of all staff including student services, teaching and administrative staff provide an ongoing understanding about student welfare. Therefore, staff will use the following measures to gauge and enhance student wellbeing:

- A host of qualitative sources such as focus groups, surveys (eg: National School Opinion Survey) and integrated feedback processes.
- School based information such as Student Attribute Data and suspension, behaviour and withdrawal data.
- Annual graduation, retention and attendance data (including unauthorised absences) relative to like schools.

TARGETS

1 NATIONAL SCHOOLS OPINION SURVEY

- Parent, staff and student group responses to the National School Opinion Survey (NSOS) rate the school at 3.8 or higher on all items (five-point scale) that relate to student wellbeing, resiliency and relationships.

2 FOCUS GROUP FEEDBACK

- Data from focus groups indicate that students respond positively and have a level of satisfaction with regards to implemented programs, which focus on resiliency and effective relationships.

3 ATTENDANCE

- Attendance rate for CNC is equal to or above that of like schools and state average.
- Unauthorised absences percentage is below the South West Education Region target of 26%.





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COLLEGE

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