



CAPE NATURALISTE  
COLLEGE

INDEPENDENT PUBLIC SCHOOL

# Business Plan

## 2023-2025

Learners today, leaders tomorrow.





## ACKNOWLEDGEMENT OF COUNTRY

Cape Naturaliste College (Kweridjiningap) is located on Wardandi Boodja, part of the Noongar Nation. We respectfully acknowledge the Wardandi-Bibelmen or Saltwater people as the traditional custodians of the land, waterways, skies and community of this region we call home; where we live, work and kaadadj (learn) together.

Our College is located on Yebble Drive, a name that recognises and honours local Noongar man, Mr Samuel Isaacs, who was pivotal in the heroic rescue of 1876 in which he and Ms Grace Bussell rescued 54 passengers from the shipwrecked SS Georgette at Redgate Beach.

In recognition of his actions, Yebble (Mr Isaacs' Aboriginal name) became the first Aboriginal person to receive a land grant in Western Australia. We celebrate the connection our College has with Yebble and the local Wardandi-Bibelmen people as we seek to preserve and promote ancient and shared histories in our community.

We offer our respect to Elders past, present and emerging, and acknowledge the Aboriginal and Torres Strait Islander people as the custodians of the longest surviving and continuing culture on earth.



## OUR VISION

At Cape Naturaliste College, our vision is to strive for Excellence in Teaching and Learning while providing a Safe and Caring Environment. We will grow and develop close learning relationships that engage every child in all aspects of their school journey. We will create diverse opportunities to prepare students for their futures and honour our values of Respect, Responsibility and Success.

## PURPOSE OF THE BUSINESS PLAN

This Business Plan articulates the broad plan for improvement of our College over the next three years (2023-2025) and has been developed in consultation with our students, staff and College Board.

The Business Plan is supported by Operational Plans that outline planned action and targets annually and reflect progress towards the overall strategic direction of the College.

The priorities have been developed through a thorough self-assessment process involving stakeholders in our College and external validation. Strong accountability to our community and our wider education system is demonstrated through an ongoing process of review and self-assessment, which includes the frequent review of system student performance data, school data and results and qualitative data collection of the College culture and performance, such as our focus group surveys.

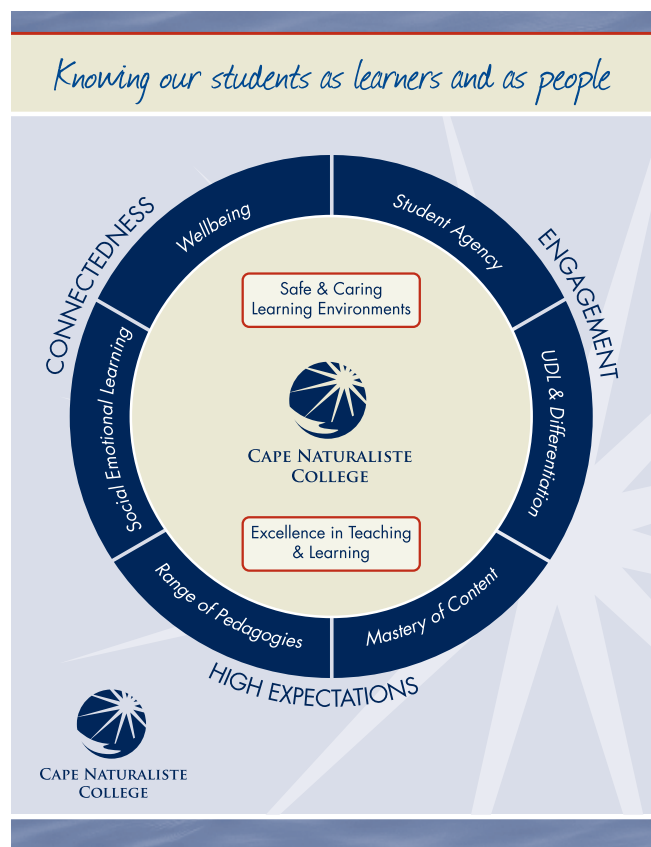


## TEACHING & LEARNING MODEL

The Excellence in Teaching and Learning priority sits alongside the Safe and Caring Learning Environments as the bedrock of the College's culture.

The priority has evolved into a quiver and craft owned and maintained by staff who then can access a range of pedagogies to enable the mastery of content. Combining these two elements creates a common language which acknowledges that College staff are highly skilled professionals with their own knowledge and capacity to adapt the supported pedagogies to their own context.

Based on the strong relationships they form with students and a working knowledge of each class, differentiation is a key aspect of teaching and learning to ensure that every student can achieve to their potential. Underpinned by a culture of High Expectations that is upheld by all staff, the quiver provides a range of best-practice teaching strategies fitting the context of the College. The craft component, meanwhile, empowers teachers to look at their profession holistically and engage with both the Australian Curriculum's Cross-Curricular Priorities and broader connections to students' lives.



## VALUES

In learning spaces, College grounds and the wider community we will be our best by choosing:



### RESPECT

Act with consideration and maturity, showing kindness and compassion for students and staff. Accepting the individuality of all members of the College community and demonstrate care and awareness for the College environment.

### SUCCESS

Tackle all challenges to learning in a positive fashion using a growth mindset. Take ownership of our learning and use feedback to reflect and grow.

### RESPONSIBILITY

Act with thoughtfulness and integrity in all aspects of school life. Be accountable for our own actions and continually strive to achieve our personal best. Be active problem solvers and resolve differences in constructive and meaningful ways.









## PRIORITY 1

### EXCELLENCE IN TEACHING & LEARNING

#### FOCUS AREA 1

##### **Strategic and effective literacy and numeracy practices.**

At Cape Naturaliste College, our aim is to enable students to access, engage with and succeed in the literacy and numeracy requirements across all subject areas in preparation for success in secondary school. We recognise that all teachers across all Learning Areas are teachers of literacy and numeracy and, as such, we aim to foster a culture of collaborative action. Through the development of a teacher toolkit and a whole school approach, all staff in the CNC community are accountable in supporting our students' fundamental literacy and numeracy needs for life beyond the classroom.

#### STRATEGIES

- Develop and embed Whole of School Literacy and Numeracy plans with agreed frameworks, to ensure staff share a common language, strategies and responsibility.
- Allocate resources to support literacy and numeracy development, specific to the individual needs of students.
- Implement and review academic programs and interventions to ensure student improvement and resource allocation accountability.

#### FOCUS AREA 2

##### **An engaged and effective staff.**

Staff at Cape Naturaliste College have a high sense of professional engagement with their craft of teaching and a belief in their collective ability to make a positive difference to every student's achievement. College staff are highly supportive of their students and colleagues by maintaining high expectations and a deep-seated belief in the power of quality pedagogy to enhance student learning.

All staff retain connectedness and belonging to the school which comes through in the high sense of Collective Teacher Efficacy they report. Engaging and targeted Professional Learning forms the basis of bringing College staff together and supporting them to develop their practice effectively.

#### STRATEGIES

- All staff undertake and share Professional Learning at a state-wide, whole school and learning area level to develop a common language on effective teaching strategies.
- A quiver of teaching strategies developed and reviewed by staff in Professional Learning and peer observation enabling teachers to select and adapt best practice pedagogy according to their own knowledge, needs and context.
- Regular and compulsory staff participation and collaboration in Professional Learning Communities throughout the year to guide the ongoing strategic direction and initiatives of the school.

### FOCUS AREA 3

#### **High levels of student engagement and accountability.**

At Cape Naturaliste College we have a common understanding that high quality teaching and learning are vital to creating a culture of student engagement, achievement and wellbeing. The College recognises that all staff play an integral role in student engagement to achieve success and to accommodate student interest, strengths and aspirations for their future education, training and employment.

### STRATEGIES

- Enhance student agency within the school by implementing strategies identified by staff from the review of student academic and behavioural data, student focus groups and surveys.
- Provide a diverse range of academic and vocational pathways to ensure that the future career aspirations and learning needs of all students are met.
- Implement whole school behaviour, attendance and engagement strategies by maintaining an open line of communication between staff, students and families whilst ensuring all stakeholders know and have access to our school's policies and procedures.



## PRIORITY 2

# A SAFE AND CARING LEARNING ENVIRONMENT

### FOCUS AREA 1

#### **An inclusive and culturally responsive College.**

Cape Naturaliste College embraces all students and is growing the ways that students of diverse ethnicities, gender, sexuality and neurology strengthen their sense of connectedness to the school. Student voice and agency allows for the College to reflect the interests and needs of our student cohorts. The College works with the Aboriginal Cultural Standards Framework in acknowledging that staff and students come with an array of experiences and capacities and we have a responsibility for our collective progress.

### STRATEGIES

- Promote and celebrate the diversity of the school community by teaching a wide range of texts and topics with varied representations of groups, whilst modelling respect, kindness and compassion to foster an inclusive culture.
- All staff undertake targeted Professional Learning to establish a common inclusive language that assists staff in developing and maintaining safe and caring environments.
- Implement our Indigenous Education strategy across all learning areas through regular monitoring and the ongoing development of authentic and collaborative relationships with Indigenous students, families and ATSI groups to inform effective teaching and learning.

### FOCUS AREA 2

#### **Connectedness and Student Wellbeing.**

For a student to be truly engaged in their learning, they must participate socially, academically and intellectually in their schooling and staff across the College strive to provide an environment where all students can achieve their own personal success. We recognise the evidence-based link between connectedness and student wellbeing and purposefully foster a culture of high care, based on mutually respectful, positive and ongoing relationships between all stakeholders.

### STRATEGIES

- Promote student voice and wellbeing across the College community by encouraging student and family participation in focus groups, events and wider school networks that foster positive relationships and celebrate student success.
- Implement early intervention and complex case management to support vulnerable students through school services and external agencies to ensure a safe and caring learning environment for all.
- Model, promote and reinforce resilience together with positive mental, emotional, social and physical health in our whole school practices and approaches.





## TARGETS

We aim to link our working knowledge of students and their individual stories with a strong grasp of schoolwide data. Targets and measurements have a central role in informing school decision making alongside a comprehensive understanding of each cohort and pathways to improve individual student outcomes.

At Cape Naturaliste College our targets are interrelated. By providing a safe and caring learning environment, we develop a culture of excellence in Teaching and Learning where a strong sense of belonging enables students to achieve their potential.

These targets will be measured by the following:

- WACE Achievement rates are better than “like schools”.
- Median ATAR scores and participation rates are better than “like schools”.
- VET Qualification completion rates are better than “like schools”.
- Destination data indicates successful pathways for all students.
- Grade distributions are equal to, or higher than, “like schools”.
- NAPLAN achievement and progress are equal to, or above, “like schools” in all 5 NAPLAN categories (Year 7 and 9).
- Both the percentage of students pre-qualifying for OLNA, and the percentage achieving OLNA by the end of Year 12, exceeds “like schools”.
- Staff surveys and focus groups report a high sense of Collective Teacher Efficacy and high expectations of teaching and learning.
- Attendance rates are better than “like schools” (95%).
- Student, staff and community surveys and focus groups indicate high levels of connectedness and a safe and inclusive College environment.
- Our First Nations students and families report high levels of connectedness to the College through regular focus group sessions.







## RESOURCES

College resources are allocated to ensure they reflect the broad priorities embedded in the plan. Resources to support our strategic initiatives can include teacher and support time (FTE), contingency budgets, professional development, teacher relief budgets and the allocation of time on agendas for PLC meetings, Learning Area and whole school meetings and on Professional Development Days.

By linking and aligning our priorities with all aspects of the College operations, we have been able to maximise the efficient use of resources to ensure priorities are funded to effectively support the strategic intentions of the College.

Resources are allocated at all levels within the College, including within Learning Areas/cost centres and across whole school staffing and budgeting processes.









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