

2017 School Operating Plan Report

Context:

As a result of the 2014 External Validation process, Canberra High School has continued a focus on the following strategic priorities in 2017: differentiated teaching and learning; effective pedagogical practice; a positive culture of learning and building community partnerships.

To support strategic priorities professional learning was undertaken by all teachers to provide them with tools and the language of how to deliver effective pedagogy within the classroom to create and provide engaging environments for their students. As a result, a shared school pathway goal was created and supported by all staff. Staff were provided the opportunity to have more meaningful and richer discussions about their classroom observations and how this reflects their pedagogical practices and to further promote a positive culture of learning.

The 2016 Annual Operating Plan revised key indicators of success to better reflect when targets are met. Once again in the 2017 Annual Operating Plan key indicators of success and specific actions were discussed with the leadership team ensuring Executive had key roles in ensuring the improvement strategies are met. This has also led to Executive sharing, revising and discussing the plan with their faculties so that there is a clear understanding of faculty responsibility. To ensure wider community involvement in the 2017 Annual Operating Plan the 2016 School Operating Report was shared with both the School Board and Parents and Citizen's meeting to discuss the goals and improvements for 2017.

The successful embedding of BYOD in 2017 and the successful implementation of Google Classrooms has laid the foundations for strengthening community partnerships with our parent and the wider community. The new and improved website means that our parents and community members are provided with relevant and up to date information about the school, its events and programs.

Methodology:

In 2014 the school embarked on a self-evaluation process that involved External Validation, including the school community in the process, and the ACER Review. The National School Improvement Tool (NSIT) was undertaken by the whole staff and staff came up with a consensus of where Canberra High School was in relation to the NSIT.

Some of the areas for development that came out of the NSIT include:

- School goals need to be more widely known and focused, with shared responsibility for achieving school goals.
- Data use is increasing but is still not a consistent practice; time is not set aside for data discussion; staff need more professional learning to improve data literacy skills.
- Professional Learning Community principles need to be implemented further.
- A mentoring program needs to be embedded and professional discussions need to be a consistent part of Professional Pathways.

The 2017 Annual Operating Plan was based on the areas of development as mentioned above. In reviewing the Annual Operating Plan for 2016 it was noted that a number of key indicators of success did not necessarily accurately reflect the targets set for 2016 and beyond. As a result the 2017 Annual Operating Plan revised key indicators of success to better reflect when targets are met. This process was undertaken in a collaborative manner with Executive members having key roles in the process of reflection and refining. The 2017 Annual Operation Plan has ensured that all Executive and staff have key roles in ensuring the key improvement strategies are met. This has also led to Executive members sharing the plan with their faculties so that there is a clear understanding of faculty responsibility. To ensure wider community involvement in the 2017 Annual Operating Plan the 2016 School Operating Report was shared with both the School Board and Parents and Citizens' meeting to discuss the goals and improvements for 2017.

Evaluation of Performance:

Priority 1: Differentiated Teaching and Learning

Targets:

- Increase in student performance in standardised tests and/or common assessment items that is at or above the cohort average for targeted groups.
- Increase in comparative success in achievement of student SMART goals

Progress

In 2017 differentiation has continued to be an important priority for professional learning. Through lesson observations staffs have been able to demonstrate their use of differentiation in the classroom. This has led staff to having increased conversations in regard to differentiation and the methods that they use. This has also been highlighted through the use of Teachable Moments and sharing of effective strategies. During the year continued targeted professional learning and teachable moments were shared with staff to highlight how GAFE can be used to support differentiation in the classroom and to cater for a range of needs. The school has continued exploring the four key questions of Professional Learning Community (PLC). All faculties have now engaged in discussions that address each of the four questions. We have continued the journey of creating and refining SMART goals according to the needs of students and the curriculum they are engaged in. Interventions for both support and extension have continued to be an area of focus particularly with the use of differentiation.

At the beginning of the year the Curriculum Executive engaged in discussions with the executive teachers from each faculty regarding their implementation of the Australian Curriculum. It was identified that faculties are at various stages of progress with regards to the implementation of the National Curriculum. Faculties that were involved with Stage One of the rollout have progressed well at aligning the course content with the content descriptors from the National Curriculum and incorporating the Achievement Standards into their assessment practices. Other faculties have only begun the transition to National Curriculum much more recently, and the Curriculum Executive has identified a number of faculties to focus on supporting with the rollout of National Curriculum in 2018. Priorities will include working with these faculty executive and faculty teams to identify how the Achievement Standards will be assessed, as well as how they can be used in conjunction with content descriptors to scope and sequence units of work. This process has begun across two faculties, with the Curriculum Executive working with teachers from other faculties on scope and sequencing documents, unit outlines and marking rubrics.

In Mathematics all assessment is differentiated to allow students to demonstrate their level of understanding. Utilisation of an online program "mathspace" has also meant individualised learning and tasks for all students, allowing students to access support and content at an appropriate level which may differ depending on the topic being studied. Faculty discussions and professional development has also led to sharing and implementation of open ended tasks which encourage students to increase engagement by allowing an entry point to all students and success within the task regardless of level.

The Science faculty works together to develop shared assessment items that offer differentiation across all ability levels. This sees the streamed classes completing at level tasks with optional extension opportunities for students. Providing students this opportunity allows them to compare their level of attainment to students operating at a higher level of achievement. Recently we have offered Inspire students that opportunity to complete an inquiry project that is in-lieu of a more traditional research assignment. This allows Inspire students to individually design and complete a practical scientific investigation and use research to compare their results to the wider scientific community. This offers more authentic experiences for the G&T students, as their work is building on the research and findings of the broader scientific community. Differentiation occurs on a day to day basis in the classroom and the faculty are developing a range of resources and tasks that allow students at all ability levels to work on developing their skills in their zone of

proximal development. This day to day task differentiation improves the confidence of all students to complete tasks independently and stretch their skills in an achievable manner. The use of formative assessment allows Science teachers to identify areas requiring intervention and the data obtained through online platforms like KAHOOT have provided invaluable information when designing and implementing targeted intervention.

There are several stages at which English curriculum and assessment are differentiated to best meet the needs of all students. Initially, the streaming of classes assists in the differentiation of content. All major assessment tasks are differentiated to either support or extend students, depending on the nature of the class. The differentiation of assessment tasks is also reflected in rubrics. The frequent use of Google Docs facilitates the effective and timely drafting of work, which is supporting students of all abilities to improve. There are many strategies in place to support students, including GAFE (particularly Google Read and Write), scaffolding and templates, literacy mentors, reading texts aloud to students, and providing alternative assessments to students who have difficulty with particular elements of their literacy. Open-ended assessment tasks, especially in the creative fields, are used to extend students, and give them the freedom to reflect their knowledge and understanding in original ways. Students are also given opportunities to select the texts they study, which assists in both the extension and support of individuals. External competitions are also offered to students of all abilities who wish to challenge themselves.

In SOSE there has been a strong focus this year on how curriculum and assessment can be differentiated and modified to better engage students and support their learning. In particular, a range of scaffolds, such as source booklets for students who need extra support locating sources, step-by-step research booklets, and 'chunked' assignments were developed and used across year levels and SOSE subjects. Additionally, most assignments offer students a range of choices regarding topics and presentation formats. Another initiative has been to use GAFE to provide all students with assignment templates that they are to complete their assignments on. This has enabled teachers to continuously monitor the progress of students on assessment tasks and provide ongoing feedback to students electronically throughout the assignment process. This teaching strategy was shared by one of the SOSE teachers at a whole-staff 'teachable moment'. All teachers have developed and maintained data records of all students' progress against the Achievement standards. SOSE Help has continued to run for three lunch-hours a week during the assessment period.

In Languages all major assessment tasks are differentiated and allow students to access the curriculum at their own language entry point. Students have access to online programs including Language Perfect to improve language fluency. Extension opportunities are offered for those students with a language background. Interventions were put into place for students 10% below the class average. These included scaffolding, differentiated assessment, Google classroom support, and teacher's individual coaching/tutoring. Discussions within faculty show that increased use of ICT has improved engagement and student outcomes. Newer ICT programs included Kahoot, Quizlet, Padlet and Plicker. Testing using Google Forms also allowed for quicker feedback to students on their progress.

The Arts faculty continued to gather data and evidence for the interventions (support and extension) that Arts teachers make as part of their teaching practice, with a view to building an Arts profile of students within the faculty. The data provides a way of communicating student information as they move between arts disciplines as well as documenting evidence and information for moderation, reports and feedback to parents. Intervention measures for support included: using GAFE, scaffolded tasks, adjusting ability groups, peer mentoring, modified assessment, goal setting, enlisting parental support. Extension and enrichment interventions included: external competitions, extended assessment tasks, performance opportunities.

Arts staff shared differentiation/formative strategies and ideas during KLA faculty meetings, adding to the information shared at staff meetings, on the Teachable Moments classroom page, and the school-wide professional learning

sessions. Arts faculty meetings included feedback and discussion relating to Visual Thinking Strategies, a program to promote critical and higher order thinking, and sharing of differentiated assessment tasks.

The Technology faculty approach differentiation on a daily basis by setting well thought out briefs and a series of interlinked tasks that allows student to succeed, backed up by additional support where necessary. These are done through Differentiation by task – setting different tasks for students of different abilities; Differentiation by support – giving more help to certain students within the group; and Differentiation by outcome – setting open-ended tasks and allowing student response at different levels. We continue to collect faculty data and evidence to provide interventions and extensions where required. Through evidence based teaching and learning, the Technology staff have utilised the Great Teaching by Design strategies as a resource to plan, collaborate, design and implement a strong culture of learning. Professional Learning breakout sessions earlier in the year have enabled the Technology staff to implement activities such as Breakout box, Kahootz, Quizlet and Paddlet in their lessons. Differentiation has been shared in our faculty through Staff Teachable moments and PL sessions; faculty and network meeting discussions; Google classroom platforms; scaffolding and moderating work. The opening of workshop during lunchtime sessions continues to occur on a weekly basis for 1 on 1 support, and for students to complete work if required. A strong focus in 2018 will be to further explore and trial out Virtual Reality technology in our Technology and VET subjects to support interventions. Faculty discussions around data collection will be reviewed in 2018 with the alignment of units to National Curriculum for Technologies and the implementation of VET subjects through the Trades Skills Centre. A strong focus will be around end of unit surveys, student climate surveys, and learner engagement surveys capturing student voice.

Faculty discussions in SHAPE (Sport Health and Physical Education) regularly incorporated components of differentiation. Effective use of data and observational feedback form the basis for such discussions with the emphasis on exploring best practice for meeting the individual needs of students. In the practical domain, differentiation typically involves manipulation of core movements or adjustments to the speed or accuracy of an activity or skill. Individual needs can also be tactically addressed through strategic placement of students into groups to support or extend their needs. SHAPE documents consist of several elements of differentiation including scaffolding of theoretical assessment items, inspire options for higher achievers and assessment rubrics for students to monitor their levels of achievement.

The school continues to support our Indigenous students through various programmes targeted at supporting our students. These programmes include the Indigenous Mentoring Programme which is where a small group of teachers mentor our Indigenous students. Every single Indigenous student in our school has a teacher mentor allocated to them and they are responsible for checking on their academic progress, attendance, social/emotional interactions and wellbeing. The teacher mentor also develops with the student their individual Personal Learning Plan. This is developed in conjunction with parents/carers so that the family is involved. The Personal Learning Plan is reviewed in term 3 and any adjustments are made at that time to ensure that the student is supported. The Indigenous Art Programme is another initiative run by the school and we find that this programme helps us have 'buy in' with our Indigenous H/W Club which is run every Wednesday after school. This programme is in place to assist students specifically with their assessments, Homework, class work and any assignment work. The small team of teachers volunteer on a roster system to tutor the students each Wednesday. This programme ensures the success of the students and encourages them to complete and hand in their work. Much of the work through the programmes aims to close the gap and support the individual needs of the students.

Priority 2 : Effective Pedagogical Practices

Targets:

- A skill increase in the pedagogical practice of teachers within the Teacher Standards.
- There is an increased positive score by students in the questions around engagement in the School Satisfaction survey.

Progress

Teachable Moments has continued to be an important part of pedagogical practices at Canberra High School. These year staffs have shared best practice of formative assessment but there has also been a greater emphasis on effective and engaging pedagogy through the lense of GAFE. The teachable moments have continued to be recorded on the school's teachable moments Google Classroom, enabling staff to access the activities and tools at any time. Through professional learning staff have actively engaged in GAFE and in particular Google Classroom. 100% of staff have a Google Classroom for each of their subject areas. Staffs have readily engaged with not only the use of Google Classrooms but also different applications and software that Google offers to assist with delivery of pedagogy. Breakout sessions were offered to staffs this year that were all examples of engaging pedagogy. The breakout sessions included Kahoot and Quizlet, Google Read and Write an effective tool for the classroom, Padlet, Canberra High School Escape box, Goobrics and flubaroo and Screencasting. Staffs were able to attend a number of sessions across a number of weeks. Each session highlighted the application how it can be used effectively in the classroom but also its applications in regards to useful formative assessment.

To further complement this, all staff this year were provided with a school wide professional pathways goal *"To demonstrate an understanding of effective teaching methods and that a high priority is given to evidence based teaching strategies, including explicit instruction to maximise student learning. Be able to demonstrate the outcome/impact of this process."* Further to this staffs were provided with examples of evidence to discuss as their pathways meetings to support them in their discussion. As a result, pathways discussions have been more targeted and directed toward the use of effective pedagogy. Staffs have had to reflect and share examples through their pathways and at faculty meetings. This has also led to an increase in the number of staff sharing teachable moments. The professional learning at the beginning of the year had a strong focus on evidence based teaching strategies. Through the use of the Great Teaching By Design modules the focus was Learning Intentions and Success Criteria, Quality Feedback, High Expectations, Response to Individual Needs and Student Engagement in the classroom. Staff worked collaboratively to discuss, reflect and embed the ideas and thoughts behind the areas discussed. this culminated in staff working in groups to create a teachable moment that highlighted one of the areas discussed during the professional learning but also the School plan priorities. Each group presented their teachable moment to staff and was also added to the Teachable Moments classroom as examples of effective pedagogy.

Survey data from PLC sessions showed that faculties were discussing the Effective Pedagogical Practices as part of their regular meetings. All faculties showed a focus on formative assessment and a majority of faculties looked at differentiation, feedback to students and ICT teaching strategies. Faculties also participated in various content specific learning such as Parliamentary workshops, CSIRO Discovery Centre, Canberra Maths Association conference, Portrait Gallery Visual Thinking strategies, ACTATE conference, VET courses and various other professional learning.

Lesson Observations were conducted each semester by all teaching staff. Staffs were encouraged to find their own observation partner or the Executive Teacher: Professional Practice allocated a partner based on the availability of their line off to observe each other. Staffs were encouraged to use one of three proformas available to them, with most using the 5 Minute Lesson Plan to complete written feedback. Staff Meeting time was allocated in each semester, for a verbal feedback session to allow teacher classroom development and pedagogical goal development. 95% of staff were present in each session. At least half an hour of feedback time was given for each session. Feedback focused on 4 main areas: Congruence, Events and Behaviours, Analysis and Planning for the future. Staffs are encouraged to use this feedback to develop professional learning goals.

Two staff meeting sessions were devoted to the AITSL Classroom Continuum. The first session was a reminder of the continuum and its progression from Graduate to Lead. Staff worked in groups to correctly identify what areas were Graduate, Proficient and Highly Accomplished. The second session asked staff to focus on a lesson observation from the

AITSL website on illustrations of practice and then to place the lesson on the continuum based on the evidence. Staff were encouraged to refer to the AITSL illustrations of practice as a frame of reference for their own professional development in pedagogical practices.

Priority 3: A positive culture of learning

Targets:

- Increase in proportion of student satisfaction related to student voice in student satisfaction survey.

Progress

The school staff diary clearly outlines for staff the school priorities, it is communicated on each page of the diary but also in the expectations of staff at Canberra High School. To complement this, professional learning plan created for 2017 had a strong focus on the key priorities, Effective Pedagogical Practices. There has been a systematic approach to addressing each of the priorities. In 2015 the focus of professional learning was formative assessment and the use of formative assessment to support SMART goals determined by each faculty. In 2016 although we continued to share formative assessment best practice examples, the focus shifted to then using that formative assessment data to provide interventions in the form of differentiation. In 2017 the focus has been on effective pedagogical practices and in particular an emphasis on the use of Great Teaching by Design modules that were released by the department.

To further support professional learning in the effective use of student learning data the Professional Practice Executive teacher conducted regular Masterclasses for staff and in particular New Educators addressing a range of subjects which included data use. These included lesson observations and SMART data, QTM and rubric writing and differentiation for support and extension.

Part of the role of the literacy coordinator is to not only provide staff with effective literacy strategies but also to analyse SMART data for NAPLAN feedback. The literacy coordinator again this year provided staff with professional learning on how to manipulate and analyse the data of those students in their classes. Staff was provided evidence of areas of weakness and strength. The NAPLAN data is also uploaded to our student database, that contains information about grade history, previous NAPLAN results and other information and data that may be of use to teachers. According to the satisfaction survey 93% of teachers at this school use results from system testing and system processes to inform planning, this is a 7% increase from the 2016 survey results.

An indicator of success for this key improvement strategy was an increase in the percentage of student satisfaction related to “My teachers motivate me to learn and My school takes students opinions seriously.” Although we again did not meet the whole of the targets set we, did increase by 3% for “My school takes student’s opinions seriously”. This is as a result of improving student voice at Canberra High School. The restructure of SRC to provide greater voice and leadership particularly for year 7 and 8 students has ensured students have more leadership opportunities in the younger year levels. The leadership groups both in year 9 and year 10, continue to allow students to liaise with their peers to ensure that they are working on activities that students want and need. This has also expanded to include other leadership opportunities such as the Sound and Lighting Team who are now responsible for the running of assemblies and many other major events in the school. There has also been a change to the process of how School Captains are nominated. This includes students attending leadership workshops, organising an interview with the principal, and completing an application that addresses the school's CARES values. This year we had over 30 students nominate to take part in the School Captain process and resulted in creating a second LEAD ACE class to accommodate the number of students who were looking to take on leadership roles.

All teachers each year are provided with an Australian Curriculum grade summary by year level, this enables executive to facilitate a discussion with teachers about students who require support and those that require further extension. This information is also used by the GATLO teacher to assess students for the inspire program and support existing students.

In 2018 the professional Learning focus is revising the Australian Curriculum particular with a lense of differentiation and the use of technology in the classroom. This is particularly important given the Education Minister's decision to rollout chromebooks for al high school students. As a result we are participating in professional learning with EduTech.

Priority 4: School Community Partnerships

Targets:

- An increase in the percentage of parents agreeing to the degree to which they feel connected to the school.
- Increase the number of relevant community partnerships that support student learning.

Progress

In the Can is a Google Site that informs staff weekly of the happening around the school. It also is a space that highlights important documents that could be tailored to the needs of the school. An important element of the site is the school's priorities are highlighted on the opening page. This means that every time a staff member opens the site they are greeted with the school priorities and important celebrations and announcements for staff. It also highlights the Professional Learning agenda, Staff Meeting agenda and all staff have easy access to the school plan and annual operational plan. As a result 100% of staff are presented with school priorities daily as it is also the site to see daily notices and staffing. Staffs have access to the professional learning plan and the staff meeting agenda, which clearly links the school priorities to items that are presented to staff along with expectations for staff to follow up.

The school is aware that not every household has ready access to a computer or devices so the school has endeavoured to use a variety of communication methods to maintain effective communication between students, teaching staff and parents/guardians. The traditional methods of communication such as newsletters, parent teacher interviews, school diaries, daily announcements for students and updated website information are all still being used. As new technologies become available the school has been exploring and developing new methods of communication which are both efficient, convenient and user friendly for parents. This has seen the introduction of using Google Classrooms and the use of parent notifications, using email as a primary source of contact has become the norm as parents are able to use the generic education email address for each of their child's teachers, the use of SMS to notify parents of student absences is also a daily occurrence and the use of Google calendar has become a staple go to for all teaching and support staff. With the new announcement of every High school student receiving a Chromebook in 2018 means that we will continue the journey of effective use of technology in the classroom and at home. In the 2017 satisfaction survey parents response to "computer technology is an integral part of learning and teaching at my child's school" was 95% satisfaction this is an increase of 9% from the previous year's satisfaction survey. This indicates that parents are are supportive and happy with how the school is integrating technology and communicating via technology with our parent community.

Traditionally Canberra High School has enjoyed a very positive relationship with a variety of different community based organisations. We pride ourselves on the positive partnerships that we have forged and our aim is to continue to foster the excellent community relations we have built over the years. In the student support section of the school alone, there is a wealth of community partnerships that exist. In the wider school there are a variety of partnerships that have been developed through necessity, interest, changing needs of the students and professional learning. In order to

ensure that we meet the needs of the students we developed a list of all of the existing community partnerships that were current and then did a stocktake on the number of students who were accessing the activities/programmes to evaluate the effectiveness of what was being offered and whether we were meeting the needs of the students. When we compiled the list of current community partnerships, we were surprised by the number of contacts we have developed over the years. Every semester we survey the whole school staff to ascertain what the needs are in the school and then try and offer community based activities and programmes that are relevant and appropriate for the students to ensure that we meet their ever changing needs. Currently depending on the particular activity or programme we use a referral process so that every student in the school has access to programmes that are being offered. Referrals can be made by students, parents, teaching staff or student support staff. Our aim is to ensure that students are referred to the right programme that will benefit them on a personal level or complement their learning. Whilst we recognise that some community partnerships will be long lived, there are others that have a shelf life and these are usually the ones that have been implemented especially to meet individual specific needs. The student support team continually assesses the validity and efficacy of the community partnerships that we have in order to remain current and meet the needs of our student population. As the needs of the students change, so too will our community partnerships.

Partnerships that promote improved student engagement include excursions (CIT infrastructure and resources), challenges/competitions (ie. CIT Bridge Challenge), training courses for students & staff (Asbestos Awareness, Construction Induction and Cert II WHS in Construction training, Cert 1 in Construction).

Networking opportunities are provided through partnership such as Registered Training Organisations (RTO's), colleges assisting with existing Vocational certificates and newly established VET courses in Construction and Hospitality. A new partnership was formed with Canberra Institute of Technology (CIT) in 2015 in particular with the Building & Construction Department as a result of VET in Schools and the implementation of the Belconnen Regional Trades Skills Centre (BRTSC). 2017 has seen a strengthening in partnerships with CIT with networks beginning to be created in courses such as Hospitality and Engineering and in particular link in with the Vocational courses in Construction and Hospitality and the STEM elective.

Vocational Education programs are offered as electives for students in Years 9 and 10 in the areas of Construction Pathways, Hospitality and Information Technology at Canberra High School. Students have the opportunity to work towards achieving a Statement of Attainment in these areas providing a pathway to a Certificate 1 qualification. The new infrastructures and resources provided with the Trade Skills Centre have ensured that students have access to quality learning environments.

At the commencement of the 2017 school year, part of the rationalisation initiative by the Education Directorate was to decrease in the number of College based Registered Training Organisation (RTO). From January 2017 the facilitating RTO for the Belconnen Network Schools became the University of Canberra Lake Ginninderra College, now known as BelWorks (Registered Training Organisations (RTO) 88005 quality assurance process, consistent with National Standards for RTO's 4.1 and 5.4). Canberra High School community links with local colleges, CIT and local businesses is enhanced by our involvement with BelWorks, enabling possibilities and increase in pathways that are provided for our senior students. Our school continues to work in partnership through Third Party Agreements with University of Canberra Lake Ginninderra College, Melba Copland College and Hawker College for successful course development and delivery of VET courses at CHS. The total number of students accessing VET programs and gaining certificates has increased dramatically as evidenced from the ACT Certification System (ACS) data over the last 2 years.

As a part of continuous improvement cycle, CHS VET staff went through a thorough teacher audit and compliance interview process with CIT solutions consultants' mid-way through this year. This process reviewed, highlighted areas for improvement, made recommendations and provided guidance for future planning in relation to the delivery and compliance of VET at CHS. VET staff has since undergone qualification upgrade, completion of mapping matrix aligning

qualifications to the units of competency delivered, and reviewed course delivery and assessment tasks in their relevant fields. Successful commencement and completion of VET training occurred in 2017 in the following areas: Cert IV in Training & Assessment, Cert III in Hospitality, Cert II in Construction, and Cert II in Automotive Engineering. Some of these trainings are ongoing and is due to be completed by the end of 2018.

Through building strong partnership with the CIT, we have pioneered learning programs and interschool competitions based around VET Construction and STEM Education to improve student outcomes. CHS staff worked collaboratively with CIT in the development of the Engineering Bridge Challenge for all ACT High Schools in 2016, which further evolved to an Advanced Bridge Challenge being offered at Colleges this year. Other learning programs developed and strengthened over the last 2 years include White Card & Asbestos Awareness training, Online WHS course, surveying courses, CIT excursions and concreting incursions. We are currently exploring Virtual Reality (VR) programs with CIT using Google Expedition Kits in the construction industry and implementing this in 2018.

Our annual Arts & Technology Showcase promotes and strengthens links between the school and a variety of organisations and institutions in the Canberra community. Since its inception in 2010, the Gala Concert has been launched by a guest speaker, sharing expertise, experience and pedagogical research pertinent to the arts & technology learning domain. Organisations and institutions in previous years have included the National Gallery of Australia, Questacon, the CIT and the ACT Instrumental Music Program. In 2017, arts staff established a link with the National Portrait Gallery and a program called Visual Thinking Strategies, which promotes higher order and critical thinking skills. Arts staff participated in professional learning and arranged a successful excursion for senior students prior to inviting the coordinators of the program to launch the Showcase. It is anticipated that the links with the Portrait Gallery will extend into 2018, as arts staff intend to complete further VTS training with a view to implementing the strategies more fully in the visual arts classroom, and to present a whole staff professional learning session later in the year.

Our partnership with CIT was further strengthened by inviting the Director of the College of Technology and Design at CIT as the guest speaker to officially open the 2016 Arts and Technology showcase. Launching the show case gave the opportunity to further demonstrate the importance and value of partnerships between schools and vocational education institutions and to celebrate the opening of the Trades Skills Centre facility at CHS during the year. This enhanced links and connections with VET learning programs and STEM education for students and providing training opportunities for staff in Construction and Hospitality in particular. This also provided scope and opportunities for our students to further explore future pathways in other fields in Design & Technology, Arts and Music Education.

Links with Bunnings have further strengthened through their continuous support with the Arts & Technology showcase and offering the Trade up for Trade program in VET Construction and other special learning programs at our school allowing students to build on their skills and knowledge and providing Work Experience (WEX) opportunities. With our schools WEX and Australian School Based Apprenticeships (ASBA) program – for local business in particular, partnering with our school contributed to better vocational outcomes for students, including more realistic perceptions of post-school study and career options, better access to training and paid work, industry-based expertise, a recognised qualification, better knowledge of occupational health and safety issues, and improved employability skills. Partnerships created with these organisations have allowed for improved student engagement, improved academic outcomes, enhanced wellbeing and broadened vocational options and skills.

There is continued partnership and networking with the local (University of Canberra, ACU) and interstate universities in relation to the Professional Experience Teaching Placements program offered at our school