

# CANNING



Your Quality Pathway to University



**BUSINESS PLAN**  
**2022 - 2024**



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# CANNING COLLEGE VISION AND VALUES

## VISION

Canning College inspires international students to achieve their academic potential on their pathway to leading universities.

To fulfil its vision, the College will be a leader in the provision of high-quality education programs that encourage excellence, promote critical thinking, develop independent study skills and foster lifelong learning. A supportive and innovative education environment will encourage students to maximise their talents, abilities and skills while maintaining integrity and respecting themselves and others.

The College will provide flexible education opportunities and deliver unique curriculum through a rigorous process of review and development, often conducted in partnership with Western Australian universities. Quality teaching will be provided in a supportive learning environment and the College will employ highly qualified, motivated staff who will use advanced learning technologies.

As an international student only College, the core business of the College is to provide curriculum and services tailored to meet the diverse needs of this unique student group. College activities and resources will support students to live and study successfully and happily in Perth. Professional and committed implementation of the Education Services for Overseas Students (ESOS) Act will enhance the academic and personal well-being and growth of students.

## VALUES

### *Learning*

An understanding that all students have the capacity to gain knowledge, acquire skills and enjoy learning, through a positive approach.

### *Excellence*

A commitment to excellence in academic achievement.

### *Integrity*

High expectations, honesty and trustworthiness in student and staff conduct.

### *Equity*

Inclusive practices to meet the diverse learning needs of students. 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 been the leading provider of international education in the Western Australian school system, public and private, for over 35 years. The College is the State's dedicated provider of education programs for overseas fee-paying students. The College offers a targeted curriculum, unique environment and distinctive operations to meet the needs of international students.

Canning College has established a reputation in many parts of Asia, Africa and across Australia for being a very high quality provider of pathways to university. This reputation is based on College graduates gaining entry to quality degree courses at prestigious universities. For example, in 2020, 69% of Foundation (Year 12) graduates were eligible for entry to the University of Western Australia (ATAR 80). Canning College will continue to focus on being an elite pathway to university for international students. To do so the College will provide educational and managerial practices which are distinctive within the Department of Education.

The importance of international education to WA is highlighted in the following plans and reports which have influenced the development of this Business Plan:

- Economic Contribution of International Education in WA (July 2021)
- Western Australian International Education Recovery and Renewal Plan (Dec 2020)
- Diversify WA Economic Development Framework (July 2019)
- StudyPerth International Education Action Plan 2019-2025
- WA Department of Education International Education Plan 2019-2025

This is a challenging time for the College as an international student only College. International student enrolments across all education sectors in Western Australia have experienced a significant decline due to the global pandemic.

As noted in a StudyPerth-commissioned report on the Economic Contribution of International Education in WA (July 2021), border restrictions are expected to remain in place until at least mid-2022. Consequently, predictions are for further declines in the overall number of international students in WA, especially given the increased onshore opportunities offered in the United Kingdom, United States of America and Canada. The Economic Contribution report predicts a return to late-2020 international student enrolment numbers in WA by around mid-2023. It is important to note that 2020 enrolment numbers across the international education sector in WA had already declined by 6.5% compared to the pre-pandemic levels of 2019.

This plan has been developed to allow the College the flexibility to respond to challenges as they present over the next three years.

## Students

All students enrolled at Canning College are international. They come from many countries across the globe to benefit from the opportunities offered by the College and to gain access to quality universities. Most will be aged from 16 to 20, with a small number of older students.

## Support Services

The College offers a range of support services tailored to the needs of international students. These include:

- Literacy support
- Academic support
- Career guidance
- Health and wellbeing activities
- Accommodation placement

## College Curriculum

Canning College curriculum is designed to offer flexible entry and exit points to meet the needs of international students who can commence studies at the College in February, April, July and October.

Programs offered:

- Western Australian Curriculum: at Year 10 level.
- Western Australian Certificate of Education: at Year 11 and 12 level.
- Western Australian Universities' Foundation Program: owned by the four public universities of Western Australia, this is a Year 12-level university entrance program for international students. Foundations studies provides entry to all Government universities across Australia and in many other countries.
- Diploma of Commerce University of Western Australia Stream and Diploma of Commerce Curtin University Stream: the Diploma provides entry to the second year of Commerce degrees at the respective universities.
- Certificate IV in University Access Program: provides entry to first year university programs with a maximum ATAR requirement of 70. The Certificate IV provides a pathway to courses at Curtin University, Murdoch University and Edith Cowan University.
- International Bridging Programs: provide pathways of various lengths into the College programs listed above. Bridging programs provide academic and English language preparation.

## Packaging of Courses

Canning College has student course packaging arrangements with the University of Western Australia, Curtin University, Murdoch University and University of Notre Dame Australia. This means that Canning can enrol students into a Canning College program which is then packaged with a relevant university degree under one visa. The package arrangement can be extended downwards to encompass intensive language schools including Perth International College of English and Phoenix College. This arrangement saves time and money for students while providing them with a clear curriculum pathway.

## Curriculum Development - Canning College as a Registered Training Organisation

Canning College develops curriculum in its capacity as a Registered Training Organisation. In this process the College collaborates with the Training Accreditation Council and the Australian Skills and Qualifications Authority to develop appropriate university entrance programs for international students. Such programs include the Diploma of Commerce, providing entry to second year university studies, and the Certificate IV in University Access Program.

## Literacy Focus

All college curriculum has a strong focus on the literacy requirements unique to international students to enhance their academic outcomes. Providing literacy support is a key strategy to prepare the unique and diverse international student population of the College for university.

## Online Delivery of Courses

Canning College introduced online delivery of some courses in July 2020 in response to travel restrictions due to the global pandemic. This was then expanded to include all programs at the beginning of 2021. This was a crucial shift for the College. The decision was made to adopt a synchronous learning model, where most classes include both onshore and offshore students. The offshore students follow the same timetable as if they were present on campus and the lessons are live streamed.

## Flexible Operations

To provide a full service to the international market, Canning College is open 52 weeks of the year. To support these operations Corporate Services staff members are employed as public servants.

To meet the needs of international students and of educational systems from which Canning College recruits, the College offers multiple entry and exit points to academic programs.

## **College Resourcing**

Canning College operates under a unique financial model within the Department of Education. The College does not receive per student funding from the Department of Education. International student fees provide the income to resource the College.

## **Partnerships with Western Australian Universities**

The success of the Canning College international program is partly built on extensive partnerships with the Western Australian public universities. These partnerships support a unique curriculum profile to meet the needs of international students.

Collaboration with the universities also provides co-marketing opportunities in the international arena, scholarships to Canning College graduates, curriculum packaging arrangements, shared accommodation with Curtin University and the representation of Curtin University and the University of Western Australia on the Canning College Board.

Canning College will continue to build university partnerships to further enhance the reputation of the College and to develop the opportunities available to students.

## **Partnerships in International Education**

The following organisations and individuals are significant partners for Canning College in the delivery of high quality international education programs and services:

- Austrade
- Australian Department of Education and Training
- Australian Homestay Network, homestay families and Vickery House
- Council for International Students of Western Australia
- Department for Jobs, Tourism, Science and Innovation
- Department of Education (WA)
- Education agents
- International Education Association of Australia
- School Curriculum and Standards Authority
- Schools and universities in market countries
- StudyPerth
- Tertiary Institutions Service Centre
- Western Australian universities
- Western Australian Trade Offices

## **Marketing, Recruitment and Agent Management**

Canning College markets its programs to prospective students in a wide range of source countries. The annual recruitment plan outlines the range of activities undertaken to recruit students.

The College works closely with a number of education agents and since 2020 has managed these agents directly rather than in conjunction with TIWA.

## **Regulatory Framework**

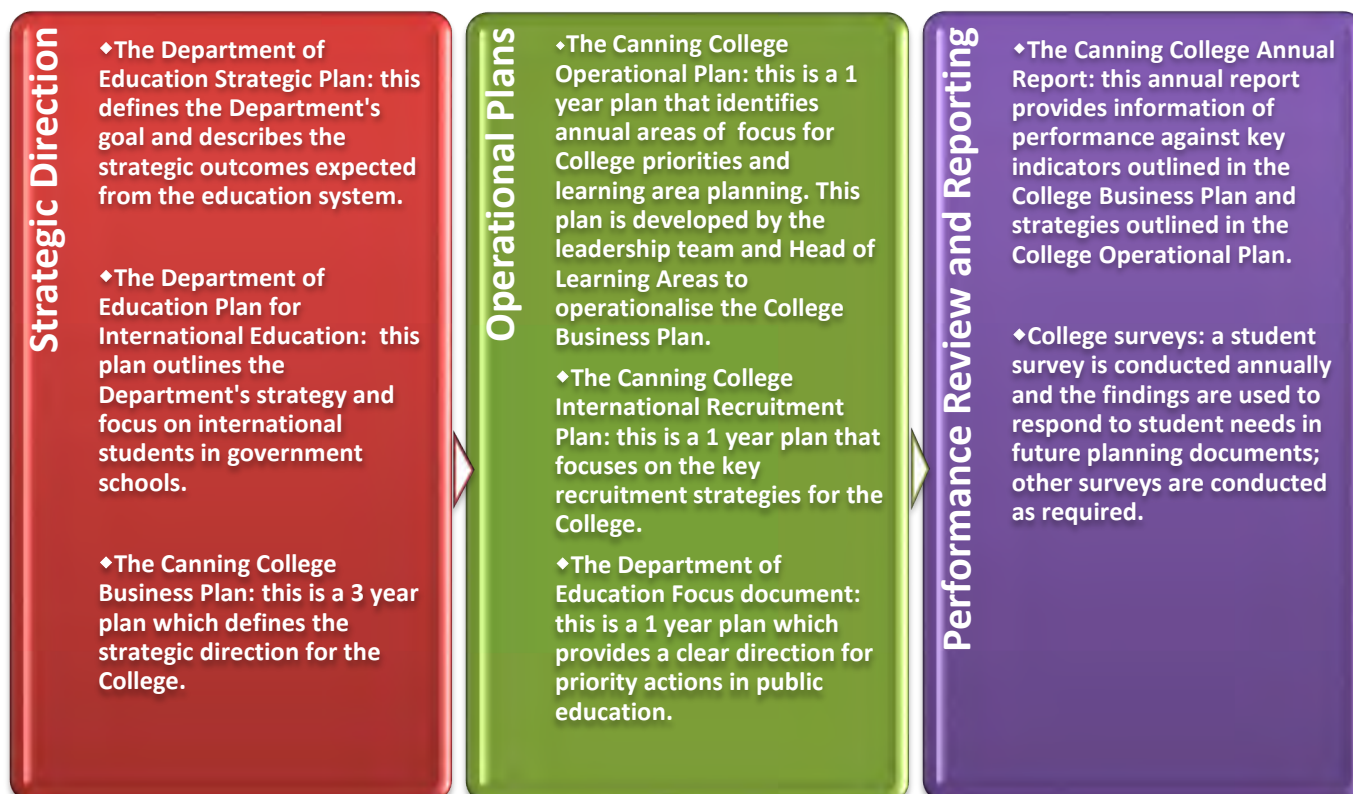
As a provider of quality pathways to university for international students the college works within the following regulatory frameworks:

- Department of Education (WA) – School Education Act 1999
- ESOS Act 2000 and National Code 2018
- Australian Department of Education and Training
  - Tuition Protection Service
  - Commonwealth Register of Institutions and Courses for Overseas Students
- Australian Department of Home Affairs
- Australian Skills Quality Authority
- Training Accreditation Council



# COLLEGE PLANNING AND ACCOUNTABILITY 2022 - 2024

1. The College works to an ongoing cycle of planning and review. This is represented through an annual operational plan and annual report.
2. 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.



# PRIORITIES 2022 - 2024

## QUALITY TEACHING

Enhance the capacity of staff through professional learning, performance management, and collaborative teaching strategies.

Engage staff in high quality and targeted professional learning to enhance quality teaching and learning.

Promote an environment which strengthens and supports quality teaching, learning and leadership aspirations of staff.

## INTERNATIONAL OPERATIONS

Develop and strengthen the College's International Program and provide Department of Education leadership in international education.

Explore new methods of recruitment and marketing that promote sustainability and growth in the international program whilst continuing to maintain and strengthen relationships with key stakeholders such as universities, education agents and ELICOS providers, to ensure a seamless pathway to university for students.

Uphold the reputation of the College by ensuring that all education services provided to international students meet national standards and comply with Western Australian and national regulations.

## STUDENT ACHIEVEMENT AND PROGRESS

Maintain a high level of student performance leading to university entrance by providing targeted initiatives for the diverse international student population at the College.

Enhance the delivery of a comprehensive curriculum appropriate to the needs of international students, both offshore and onshore, and the provision of appropriate pathways to university.

Use student achievement and progress data to inform teaching and learning strategies.

## LEARNING ENVIRONMENT

Provide a safe and supportive learning environment, through targeted academic advice, co-curriculum activities and personal/emotional support initiatives, which is responsive to the learning needs of students.

Engage students by providing strong support and care services and a range of student experience opportunities.

Enhance students' performance and attendance via a range of strategies which include identifying students at risk and providing literacy and academic support.

# PERFORMANCE TARGETS 2022 - 2024

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:

(It is assumed that the College will be operating under normal conditions by the beginning of 2024)

## TARGETS FOR YEAR 12 WAUFP/WACE STUDENTS

<i>Description</i>	<i>Target</i>
The median ATAR/CPS* achieved for students in the WACE/WAUFP program.	ATAR 90 (CPS 70%)
The percentage of students who achieve an ATAR of 70 (CPS of 53) or above being the minimum requirement for entrance to a university in Western Australia.	85.0%
The percentage of students who meet the university entrance English requirement.	90.0%
*Comparison of CPS (combined percentage score) to ATAR (Australian Tertiary Admission Rank) is based on TISC conversion tables <a href="https://www.tisc.edu.au/static/guide/waufp.tisc">https://www.tisc.edu.au/static/guide/waufp.tisc</a>	

## TARGETS FOR YEAR 11 WACE STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of students who achieve a course average of 50% or above.	80.0%
The percentage of students who achieve 50% or above in their literacy course.	80.0%

## TARGETS FOR YEAR 10 STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of students who achieve a course average of 50% or above.	85.0%
The percentage of students who achieve 50% or above in their literacy course.	80.0%

## TARGETS FOR CERTIFICATE IV in UAP STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of Certificate IV in UAP students who achieve the qualification.	100.0%

## TARGETS FOR DIPLOMA OF COMMERCE STUDENTS

<i>Description</i>	<i>Target</i>
The percentage of Diploma students who achieve the Diploma qualification by intake year.	100.0%

## RETENTION RATE TARGET

<i>Description</i>	<i>Target</i>
The retention rate for all students in the College.	95.0%

## SUCCESS RATE TARGET

<i>Description</i>	<i>Target</i>
The overall success <sup>#</sup> rate for all students in the College	95.0%
<sup>#</sup> Success defined as students who have successfully completed their program or are continuing study at the College.	



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