

School Strategic Plan 2021-2025

Colac Secondary College (8864)



Submitted for review by Shane Elevato (School Principal) on 13 December, 2022 at 11:40 AM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 13 December, 2022 at 11:43 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	<p>The vision of Colac Secondary College is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, performing arts, music, public speaking, student leadership, technology and the arts. There is an emphasis on developing optimistic, resourceful and resilient global citizens for the future.</p> <p>The College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiated curriculum approach supports students in their learning growth.</p> <p>We are committed to building students' potential for success and wellbeing through strong mentoring partnerships that emphasise all aspects of life that relate to the holistic development of a students' talents, interests and goals. We pride ourselves in providing an environment that is conducive to each child achieving their personal potential. Student wellbeing is seen as critical in empowering students with the social and emotional competencies to experience success and happiness in their lives. A comprehensive student wellbeing structure is in place throughout the College that focuses on student care. These teams coordinate a series of inclusive programs that build student self-worth, personal identity and relationships of mutual respect. We effectively monitor and compassionately support students at all levels of the College in regard to their individual and collective wellbeing needs.</p> <p>Colac Secondary College is a student-centered learning community that offers exciting and extensive pathways to facilitate 21st Century learning.</p> <p>VISION FOR STUDENTS Colac Secondary College students:</p> <ul style="list-style-type: none">• are innovative, adaptive and resilient learners, curious of the environment around them• are motivated lifelong learners who strive to reach their full potential• are socially responsible, being respectful, compassionate and tolerant for others• are literate, numerate and technologically capable; able to adapt to a rapidly changing world• work collaboratively to solve problems with a positive growth mindset
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	<p>MISSION OF STAFF</p> <p>Colac Secondary College staff will work collaboratively for students' success by providing:</p> <ul style="list-style-type: none"> • a supportive framework focused on mentoring and the promotion of success • opportunities for student voice and the development of a range of leadership capabilities • a belief in the learning capacity of all students • a broad, challenging, dynamic and authentic learning setting • a safe learning environment based on the college values • an innovative ICT rich learning space, which is supported by research based best teaching practice.
School values	<p>Colac Secondary College prides itself on the educational opportunities delivered for students, as we nurture the development of socially respectful and responsible global citizens. We empower our students to strive for success and excellence in their educational, vocational and personal pathways. We ensure that emotional wellbeing is developed within every child, and that they leave the College equipped to become active, positive members of the community.</p> <p>Our college values are:</p> <ul style="list-style-type: none"> - Respect: Treating ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others. - Honesty: Acting ethically, ensuring consistency between words and actions - Achievement: Being dedicated to learning and reaching our goals - Responsibility: Taking ownership of our behaviour and actions, contributing in a positive way
Context challenges	<p>Colac Secondary College is a co-educational secondary college located in the regional rural city of Colac, 150 kilometres south-west of Melbourne. The college is an amalgamation of Colac High School and Colac College. The college was renamed Colac Secondary College in 2008. The history of both schools goes back over 140 years.</p> <p>The college facilities include standalone learning communities at Years 7–9 and Years 10/11/12, the Colac Community Library and Learning Centre, and specialist learning centres that focus on Science, Agriculture, Art and Technology, Performing Arts and Food Technology. Other school facilities include sporting fields, the Bluewater Fitness centre and a Trade Training Centre that offers Automotive, Building and Construction.</p> <p>The college currently maintains an annual enrolment of approximately 490 students. The enrolment has been variable throughout the college's history, however a slight upward trend has been noticed in recent years. The variability of enrolment numbers has at times created challenges with regard to school budget and maintaining a workforce of</p>

	<p>experienced teachers in the higher salary ranges.</p> <p>The college provides education to a lower social economic community with a SFOE (Student Family Occupation and Education) index of 0.5693 in 2021. Approximately 60% of the college community are in the bottom quartile of the Index of Community Socio-Educational Advantage (ICSEA).</p> <p>The college staffing profile is comprised of three principal class, approximately 50 teaching staff and 27 education support (ES) staff. The staffing profile has changed considerably in the last three years with a significant number of retirements of long servicing teachers and support staff. This has resulted in an increased number of early to mid career teachers joining the team at Colac Secondary College, including multiple graduate teachers each year for the last three years.</p> <p>The curriculum structure embeds the Victorian Curriculum. Year 10 students can study a Victorian Certificate of Education (VCE) or Vocational Education and Training (VET) subject. The college operates three programs in the senior school:</p> <ul style="list-style-type: none"> • VCE • VET units - these units are offered to students by the college and across a cluster at a local school • Victorian Certificate of Applied Learning (VCAL) <p>There are specialist activities in sport, performing arts, music, public speaking, student leadership, technology and the arts. There is a sporting pathways program linked to the Regional Institute of Sport for high performing students. Performing Arts is linked to a community theatre company.</p> <p>Parent involvement is strongly encouraged, the college council is active and understands the focus of the college. The college links with families and the community to provide extra curricula activities and leadership opportunities for students, celebration of diversity and encourages performances in the areas of leadership, academic achievement, Science, Technology, Environment and Mathematics (STEM) focused on female participation, sport, performing arts, debating and public speaking, cultural and artistic achievement.</p>
Intent, rationale and focus	<p>Colac Secondary College intends to maintain two key priorities over the next Strategic Plan: to create a whole school positive climate for learning; and to improve student learning growth in literacy and numeracy.</p> <p>At present, the college does not have a clearly understood vision that has been agreed upon by all staff and stakeholders. There is work to be done around redefining our vision and values to ensure we have a sense of understanding and ownership by our whole community. This new vision and values statement will reflect the intent of the college and align with our key work during the life of next strategic plan.</p>

We want to improve our connections within the school community and between the school and the extended community, including local industry and employers, to address the destinations and aspirations of students leaving school. Part of this will include strategies to retain more students at school for longer and reduce the number of early school leavers seeking low-level employment.

The college also intends to prioritise the development and implementation of a consistent approach to school-wide positive behaviour where all students and staff feel empowered to work together to create a calm and orderly learning environment where respectful interactions between all school community members is a clear expectation.

We plan to improve student attendance through increased engagement and wellbeing supports. We will increase communication with parents and carers on this issue to raise community awareness of the importance of regular school attendance in maximising student learning outcomes.

Over the last three years, the college has seen some improvement in various measures of student learning growth in literacy and numeracy. These outcomes were not always consistent and work will done to consolidate and extend on improvement. To achieve this we will focus on the development, implementation and monitoring of a pedagogical model that embeds high impact teaching strategies. To support this, we will use multiple data sources to measure and analyse the impact of the new pedagogical model on student learning growth. A consistent approach to curriculum documentation across all subjects and year levels using an agreed pro forma that will be filed in an easily accessible digital platform will form the foundation of a strong curriculum that is broad in scope and deep in focus.

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Goal 1	To improve student learning growth and achievement through a focus on literacy and numeracy.													
Target 1.1	NAPLAN: Top two bands to improve the percentage performance from Year 7–9													
	<table> <tr> <th>NAPLAN top two bands</th><th>Year 9 2021</th><th>Year 9 2025</th></tr> <tr> <td>Reading</td><td>11%</td><td>15%</td></tr> <tr> <td>Writing</td><td>1%</td><td>5%</td></tr> <tr> <td>Numeracy</td><td>8%</td><td>12%</td></tr> </table>	NAPLAN top two bands	Year 9 2021	Year 9 2025	Reading	11%	15%	Writing	1%	5%	Numeracy	8%	12%	
NAPLAN top two bands	Year 9 2021	Year 9 2025												
Reading	11%	15%												
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	<table> <tr> <th>NAPLAN bottom two bands</th><th>Year 9 2021</th><th>Year 9 2025</th></tr> <tr> <td>Reading</td><td>37%</td><td>32%</td></tr> <tr> <td>Writing</td><td>57%</td><td>50%</td></tr> <tr> <td>Numeracy</td><td>26%</td><td>22%</td></tr> </table>	NAPLAN bottom two bands	Year 9 2021	Year 9 2025	Reading	37%	32%	Writing	57%	50%	Numeracy	26%	22%	
NAPLAN bottom two bands	Year 9 2021	Year 9 2025												
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Target 1.2	NAPLAN growth data: Increase the percentage of students making medium and high growth													
	<table> <tr> <th rowspan="2">NAPLAN benchmark growth</th><th colspan="2">Medium to High growth: At or above</th></tr> <tr> <th>2021</th><th>2025</th></tr> <tr> <td>Reading</td><td>65%</td><td>70%</td></tr> </table>	NAPLAN benchmark growth	Medium to High growth: At or above		2021	2025	Reading	65%	70%					
NAPLAN benchmark growth	Medium to High growth: At or above													
	2021	2025												
Reading	65%	70%												

	Writing	67%	71%
	Numeracy	66%	75%
Target 1.3	PAT Reading & Numeracy 12 month growth Goal: <ul style="list-style-type: none"> Annual increase of students in each year level demonstrating 12 months growth or more in 12 months between annual (November) PAT Testing in Reading & Numeracy from 2021: 		
	Numeracy		
	Cohort	% of students demonstrating 12 months growth in 12 months 2021	Target % of students demonstrating 12 months growth in 12 months 2025
	Year 7	36%	75%
	Year 8	65%	75%
	Year 9	42%	75%
	Year 10	62%	75%
	Reading		
	Cohort	% of students demonstrating 12 months growth in 12 months 2021	Target % of students demonstrating 12 months growth in 12 months 2025
	Year 7	64%	75%
	Year 8	61%	75%
	Year 9	61%	75%
	Year 10	41%	75%

Target 1.4	VCE: To increase the mean score in English each year from 23.7 in 2020 to 25 in 2025 and Further Mathematics from 25.1 in 2020 to 26.5 in 2025.																		
Target 1.5	Vocational Specialisation Certificate: Literacy and Numeracy units to show improvement in completion and achievement each year from baseline data determined in 2023. (Victorian Certificate of Applied Learning [VCAL] completion rate 2020 40 per cent)																		
Target 1.6	<div>SSS increase in positive endorsement:</div> <table><tr><th>SSS variables</th><th>2020</th><th>2025</th></tr><tr><td>Collective efficacy</td><td>26%</td><td>50%</td></tr><tr><td>Academic emphasis</td><td>21%</td><td>50%</td></tr><tr><td>Guaranteed and viable curriculum</td><td>22%</td><td>70%</td></tr><tr><td>Use pedagogical model</td><td>4%</td><td>70%</td></tr><tr><td>Use data for curriculum planning</td><td>9%</td><td>70%</td></tr></table>	SSS variables	2020	2025	Collective efficacy	26%	50%	Academic emphasis	21%	50%	Guaranteed and viable curriculum	22%	70%	Use pedagogical model	4%	70%	Use data for curriculum planning	9%	70%
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Key Improvement Strategy 1.a Building practice excellence	Develop, implement, and monitor an agreed college pedagogical model																		

Key Improvement Strategy 1.b Curriculum planning and assessment	Document and implement a learning program based on the Victorian Curriculum and senior secondary qualifications.														
Key Improvement Strategy 1.c Evaluating impact on learning	Implement the use of evidence to drive student learning improvement														
Goal 2	To create a whole–school positive climate for learning.														
Target 2.1	Attendance data: <ul style="list-style-type: none">To reduce percentage of students with 20 or more days absent to 35% in 2025 from 42% in 2019.To reduce the average number of days absent per student to 25 in 2025 from 30 in 2019.														
Target 2.2	POS: To improve the percentage of positive agreement: <table><tr><th>POS variables</th><th>2021</th><th>2025</th></tr><tr><td>General satisfaction</td><td>63%</td><td>80%</td></tr><tr><td>Parent participation and involvement</td><td>18%</td><td>50%</td></tr><tr><td>School connectedness</td><td>74%</td><td>85%</td></tr></table>			POS variables	2021	2025	General satisfaction	63%	80%	Parent participation and involvement	18%	50%	School connectedness	74%	85%
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Target 2.3	2.3: Student AToSS: To improve the percentage of positive agreement: <table><tr><th>AToSS variables</th><th>2021</th><th>2025</th></tr><tr><td>Effective teaching time</td><td>62%</td><td>70%</td></tr><tr><td>Sense of connectedness</td><td>51%</td><td>70%</td></tr></table>			AToSS variables	2021	2025	Effective teaching time	62%	70%	Sense of connectedness	51%	70%			
AToSS variables	2021	2025													
Effective teaching time	62%	70%													
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	Teacher concern	39%	50%
	Effective classroom behaviour	53%	60%
Target 2.4	2.4 SSS: To improve the percentage of positive agreement		
	SSS variables	2020	2025
	Staff trust in colleagues	36%	60%
	Believe student engagement is the key to learning	43%	70%
	Collective responsibility for student learning	36%	60%
	Support learning and growth of whole student	9%	50%
Key Improvement Strategy 2.a Vision, values and culture	To develop a school vision and implement values that informs the college culture and supports student engagement.		
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To develop and implement a consistent approach to school-wide positive behaviours.		
Key Improvement Strategy 2.c Building communities	To raise aspirations and improve outcomes through building relationships that connect the community with the college.		