2025 Annual Implementation Plan
for improving student outcomes

Colac Secondary College (8864)

Submitted for review by Skye Bannan (School Principal) on 20 December, 2024 at 12:13 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 03 March, 2025 at 08:43 AM

Self-evaluation summary - 2025

Colac Secondary College (8864)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.		
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.		

	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment		

	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | | |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | | |

| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | | |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | | |

| Assessment | | | |
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Leadership			

Engagement			

Support			

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning growth and achievement through a focus on literacy and numeracy.	Yes	**NAPLAN: Top two bands** to improve the percentage performance from Year 7–9	Year 9 2025 (Reading) - 55% (Exceeding or strong)Year 9 2025 (Writing) - 38% (Exceeding or strong)Year 9 2025 (Numeracy) - 55% (Exceeding or strong)Reduction in students needs additional support in NAPLAN from 4 students in reading and numeracy in 2024

NAPLAN: Top two bands to improve the percentage performance from Year 7–9

NAPLAN top two bands	Year 9 2021	Year 9 2025
Reading	11%	15%
Writing	1%	5%
Numeracy	8%	12%
NAPLAN bottom two bands	Year 9 2021	Year 9 2025
Reading	37%	32%
Writing	57%	50%
Numeracy	26%	22%

NAPLAN growth data: Increase the percentage of students making medium and high growth

	Medium to High growth: At or above

12-month target: Year 9 2025 (Reading) - 82%Year 9 2025 (Numeracy) - 94%

NAPLAN benchmark growth	2021	2025
Reading	65%	70%
Writing	67%	71%
Numeracy	66%	75%

PAT Reading & Numeracy 12 month growth Goal:
- 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%

Numeracy and ReadingYear 7- 75%Year 8- 75%Year 9- 75%Year 10- 75%

		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.	English mean study score 25General Mathematics mean study score 26
		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)	VCE Completion rate 90%VCE VM Completition rate 100%
		SSS increase in positive endorsement:	Collective efficacy - 55%Academic Emphasis - 38%Guaranteed and Viable curriculum - 64%Trust in Colleagues - 79%Instructional Leadership - 53%

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%

To create a whole–school positive climate for learning.	Yes	Attendance data: • 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.	To reduce percentage of students with 20 or more days absence to 45%

POS: To improve the percentage of positive agreement:

POS variables	2021	2025
General satisfaction	63%	80%
Parent participation and involvement	18%	50%
School connectedness	74%	85%

General satisfaction - 57%Parent participation - 42%School Connectedness - 71%

2.3: Student AToSS: To improve the percentage of positive agreement: AToSS variables	2021	2025
Effective teaching time	62%	70%
Sense of connectedness	51%	70%
Teacher concern	39%	50%
Effective classroom behaviour	53%	60%

Effective teaching time - 49%Sense of conectedeness - 35%Teacher concern - 32%Effective Classroom Behaviour - 46%

2.4 SSS: To improve the percentage of positive agreement		
SSS variables	2020	2025
Staff trust in colleagues	36%	60%

Collective efficacy - 55%Academic Emphasis - 38%Guaranteed and Viable curriculum - 64%Trust in Colleagues - 79%Instructional Leadership - 53%

		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%

Goal 1	To improve student learning growth and achievement through a focus on literacy and numeracy.
12-month target 1.1	Year 9 2025 (Reading) - 55% (Exceeding or strong) Year 9 2025 (Writing) - 38% (Exceeding or strong) Year 9 2025 (Numeracy) - 55% (Exceeding or strong) Reduction in students needs additional support in NAPLAN from 4 students in reading and numeracy in 2024
12-month target 1.2	Year 9 2025 (Reading) - 82% Year 9 2025 (Numeracy) - 94%
12-month target 1.3	Numeracy and Reading Year 7- 75% Year 8- 75% Year 9- 75% Year 10- 75%
12-month target 1.4	English mean study score 25 General Mathematics mean study score 26
12-month target 1.5	VCE Completion rate 90% VCE VM Completition rate 100%

12-month target 1.6	Collective efficacy - 55% Academic Emphasis - 38% Guaranteed and Viable curriculum - 64% Trust in Colleagues - 79% Instructional Leadership - 53%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Develop, implement, and monitor an agreed college pedagogical model	Yes
KIS 1.b Excellence in teaching and learning	Document and implement a learning program based on the Victorian Curriculum and senior secondary qualifications.	Yes
KIS 1.c Excellence in teaching and learning	Implement the use of evidence to drive student learning improvement	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our core business at Colac Secondary College is student learning, and we have an unrelenting focus on achieving 12 months learning growth in 12 months for every student. We empower our students to aim and aspire for success and to achieve their individual educational pathways. We promote the development of emotional intelligence for every student so that our students are equipped to become respectful and responsible members of the community. Over the past 18 months we have used best practices in pedagogy to drive improvement in students learning for both reading and numeracy. This has seen excellent growth for both reading and numeracy Naplan data at year 9. We now need to broaden the scope to include writing and other curriculum areas using the science of learning, and explicit and direct instruction practices.	
Goal 2	**To create a whole–school positive climate for learning.**	
12-month target 2.1	To reduce percentage of students with 20 or more days absence to 45%	
12-month target 2.2	General satisfaction - 57% Parent participation - 42% School Connectedness - 71%	

12-month target 2.3	Effective teaching time - 49% Sense of conectedeness - 35% Teacher concern - 32% Effective Classroom Behaviour - 46%	
12-month target 2.4	Collective efficacy - 55% Academic Emphasis - 38% Guaranteed and Viable curriculum - 64% Trust in Colleagues - 79% Instructional Leadership - 53%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Professional leadership	To develop a school vision and implement values that informs the college culture and supports student engagement.	Yes
KIS 2.b Positive climate for learning	To develop and implement a consistent approach to school–wide positive behaviours.	Yes
KIS 2.c Community engagement in learning	To raise aspirations and improve outcomes through building relationships that connect the community with the college.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In order to improve student learning outcomes we need to improve student connectedness and engagement. Both AtoS survey and attendance data indicate a disconnect between school and our students. AtoS data is on a 5 year decline despite huge improvements in data from Compass such as the number of negative chronicle entries and a reduction in external suspensions. The school has established a safe and orderly environment. We will now focus on establishing consistent routines and practices.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning growth and achievement through a focus on literacy and numeracy.
12-month target 1.1	Year 9 2025 (Reading) - 55% (Exceeding or strong) Year 9 2025 (Writing) - 38% (Exceeding or strong) Year 9 2025 (Numeracy) - 55% (Exceeding or strong) Reduction in students needs additional support in NAPLAN from 4 students in reading and numeracy in 2024
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12-month target 1.4	English mean study score 25 General Mathematics mean study score 26
12-month target 1.5	VCE Completion rate 90% VCE VM Completition rate 100%
12-month target 1.6	Collective efficacy - 55% Academic Emphasis - 38% Guaranteed and Viable curriculum - 64% Trust in Colleagues - 79% Instructional Leadership - 53%
KIS 1.a	Develop, implement, and monitor an agreed college pedagogical model

Building practice excellence	
Actions	Increasing timetabled English classes at Year 7 and 8 from 4 sessions per week to 5 sessions per week (extra 55 minutes per week); Adding an extra teacher for English and Maths at years 7, 8, 9, 10; Timetabling whole year-level groups at the same time for English and Maths; Timetabling English and Maths for morning sessions; Instructional coaching using StepLab platform; Whole school literacy PD with Emina McLean; VCE English tutor to target year 11 and 12 students;
Outcomes	Increase in student learning growth as indicated by targets for Naplan at year 9 and PAT Years 7-10; Improved consistency of practice between teachers; All school improvement team as instructional coaches;
Success Indicators	StepLab coaching platform Naplan targets PAT Targets

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
StepLab	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
English Tutor	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$48,000.00 ☑ Other funding will be used

Additional teacher Maths and English Years 7-10	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$180,954.00 ☑ Other funding will be used

KIS 1.b Curriculum planning and assessment	Document and implement a learning program based on the Victorian Curriculum and senior secondary qualifications.

Actions	Graduate profile development; Backwards by design curriculum design framework; OneNote Template design; Learning stream leaders participate in PL to implement Victorian Curriculum 2.0; Whole learning stream planning days throughout the year;
Outcomes	Documented viable and guaranteed curriculum across all learning streams; Focus on increasing classroom engagement through implementation of a rich and rigorous curriculum; Develop and action Year 7-10 literacy improvement program; Develop and action Year 7-10 numeracy improvement program;
Success Indicators	OneNote with completed documenation Increase in AtoSS domain effective teaching practice for cognitive engagement

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Learning stream leaders participate in PL to implement Victorian Curriculum 2.0; (CRT release)	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Other funding will be used

Whole Learning stream planning days each term (CRT release across the year)	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

KIS 1.c Evaluating impact on learning	Implement the use of evidence to drive student learning improvement

Actions	Selena Fisk Professional development; Development of a Data plan; Compass Insights Design developmental rubrics to improve student assessment and feedback Moderation week each term All staff to complete Pivot perception survey with at least two classes
Outcomes	Teachers to have a better understanding of the individual student; Teachers to be able to address learning at point of need; Developmental rubrics to improve student assessment and feedback; Improved moderation framework; Increased understanding of student perception and improved teacher-student relations
Success Indicators	Increase in AtoSS domain effective teaching practice for cognitive engagement - differentiated learning challenge; Decrease number of students with low growth in both reading and numeracy; Meeting schedule that reflects priorities; Pivot data

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Selena Fisk PD	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

Pivot perception survey		☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$6,500.00
Goal 2	To create a whole–school positive climate for learning.				
12-month target 2.1	To reduce percentage of students with 20 or more days absence to 45%				
12-month target 2.2	General satisfaction - 57% Parent participation - 42% School Connectedness - 71%				
12-month target 2.3	Effective teaching time - 49% Sense of conectedeness - 35% Teacher concern - 32% Effective Classroom Behaviour - 46%				
12-month target 2.4	Collective efficacy - 55% Academic Emphasis - 38% Guaranteed and Viable curriculum - 64% Trust in Colleagues - 79% Instructional Leadership - 53%				
KIS 2.a Vision, values and culture	To develop a school vision and implement values that informs the college culture and supports student engagement.				
Actions	Classroom Mastery program professional development for all staff; All staff to complete Pivot perception survey with at least two classes; Development of rituals and routines established to support the College Vision and Values; Parent invites to College events such as whole school assemblies, sports days, celebrations events School awards based on school values; Paint Compass green each term to encourage positive recognition				

Outcomes	Improved AtoSS data sets; Improved Family engagement; Reduction in action chronicle entries; Calm and safe classroom environment
Success Indicators	Increase positive endorsement in AtoSS domain effective teaching practice for cognitive engagement, and learner characteristics and disposition; Reduced negative chronicle entries; Increase family participation in events

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Classroom Mastery PD SIT team (CRT release)	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Classroom Mastery PD	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used

KIS 2.b Setting expectations and promoting inclusion	To develop and implement a consistent approach to school–wide positive behaviours.
Actions	Homegroup program and weekly extended pastoral care sessions (SPICE) incorporating Zones of regulation and Berry Street Educational Model (BSEM) principles; Documentation of a Behaviour curriculum using Classroom Mastery; Berry street model professional development and form a school implementation team; Effective teaching and learning practices to create safe and orderly environments through professional development and

	coaching using Classroom Mastery Program and StepLab				
Outcomes	All staff will have completed BSEM professional development Teaching staff will have completed Classroom Mastery professional development; BSEM and Classroom Mastery implementation plan will be documented; Improved AtoSS data sets;				
Success Indicators	Increase positive endorsement in AtoSS domain learner characteristics and disposition, and school safety; Reduced negative chronicle entries;				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
BSEM training	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$6,349.41 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$575,459.72	$85,000.00	$490,459.72
Disability Inclusion Tier 2 Funding	$260,899.95	$261,000.00	-$100.05
Schools Mental Health Fund and Menu	$54,665.10	$10,000.00	$44,665.10
Total	**$891,024.77**	**$356,000.00**	**$535,024.77**

Activities and milestones – Total Budget

Activities and milestones	Budget
StepLab	$5,000.00
Whole Learning stream planning days each term (CRT release across the year)	$50,000.00
Selena Fisk PD	$10,000.00
Classroom Mastery PD SIT team (CRT release)	$5,000.00
Classroom Mastery PD	$15,000.00
BSEM training	$6,349.41
Totals	**$91,349.41**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
StepLab	from: Term 1 to: Term 4	$5,000.00	☑ Professional development (excluding CRT costs and new FTE)
Whole Learning stream planning days each term (CRT release across the year)	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ CRT
Selena Fisk PD	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)
Classroom Mastery PD SIT team (CRT release)	from: Term 1 to: Term 4	$5,000.00	☑ Professional development (excluding CRT costs and new FTE)
Classroom Mastery PD	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		**$85,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
BSEM training	from: Term 1 to: Term 4	$10,000.00	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** o Activity-based non-consumables (equipment hire, etc) o Build staff capacity (conference, course, seminar)
Totals		$10,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support officers employed to support tier 2 students	$261,000.00
Totals	$261,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Education Support officers employed to support tier 2 students	from: Term 1 to: Term 4		

Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Education Support officers employed to support tier 2 students	from: Term 1 to: Term 4	$261,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		$261,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Education Support officers employed to support tier 2 students	from: Term 1 to: Term 4		
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
StepLab	☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ External consultants StepLab	☑ Off-site Melbourne
Learning stream leaders participate in PL to implement Victorian Curriculum 2.0; (CRT release)	☑ Assistant principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network professional learning	☑ VCAA curriculum specialist	☑ Off-site Geelong Victorian Academy Leadership and Teaching
Whole Learning stream planning days each term (CRT release across the year)	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Pedagogical Model	☑ On-site
Pivot perception survey	☑ All staff	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

Classroom Mastery PD SIT team (CRT release)	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Classroom Mastery	☑ On-site
Classroom Mastery PD	☑ Assistant principal	from: Term 1 to: Term 4	☑ Preparation	☑ Whole school pupil free day	☑ External consultants Classroom Mastery	☑ On-site
BSEM training	☑ Principal	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants BSEM	☑ On-site