8864 Colac Secondary College Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		**Re-Endorsement** (if a Goal, KIS or Target is changed)	**Re-endorsement** (if a Goal, KIS or Target is changed)
Principal: [date]	Simon Dewar	.....[name] [date]	.....[name] ..... [date]
School council: [date]	Paula Riches	.....[name] [date]	.....[name] ..... [date]
Delegate of the Secretary: [date]	Brendan Bush	.....[name] [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
[Drafting Note (DN): 100 word limit]	• Respect • Responsibility • Doing Your Best • Honesty	• With 500 students and as the only Government School in Colac, our challenge is to cater for all learners and ensure curriculum offerings and extra-curricula programs are diverse	• According to our School review in 2017, the school is well positioned to embark on its next stage of improvement. Improvements in Student Engagement and Well-being have set a strong foundation for improving teaching and learning.

Four-year goals **(for improving student achievement, engagement and wellbeing)**	**Improvement Priorities, Initiatives and/or Dimensions**	**Key improvement strategies**	**Targets** **(for improving student achievement, engagement and wellbeing)**
Develop an agreed instructional model and framework to guide teachers and foster consistent teaching and learning practices across the school	Excellence in teaching and learning: • Building practice excellence • Curriculum Planning and Assessment • Build understanding of collaboration and how it looks in high-performing schools Professional Leadership: • Building Leadership Teams	• Implement the 'High Impact Teaching Strategies' framework from DET • Develop a whole school curriculum plan with a specific focus on writing • Embed Peer Observations and Classroom Observations across the school • Enhance and embed the CAT process focusing on the quality of the task and clear assessment rubrics for students • Align the Victorian Curriculum as the centre of planning, teaching, assessment and reporting • Develop a whole-school approach to Term, Unit and Lesson planning in line with 21st Century planning and teaching practices • Ensure accountability in planning through professional development, exploring planning requirements in high-performing schools • Explore formative assessment techniques • Ensure PD&P goals are individualized to foster growth in teaching and learning practice • To develop a professional culture which identifies trends in education, locally and internationally, which can be implemented in the school and develop a school culture of exploration and review.	**NAPLAN Relative Growth** The percentage of students from year 7 to 9 with low relative growth for writing, reading, and numeracy is reduced to below 25% [illegible] The percentage of students from year 7 to 9 with high relative growth for writing, reading and numeracy is increased to above 25% [illegible]

	2016	2017	2018	2019	2020
Reading	27%	26.33	25.66	24.99	24.3%
Writing	25%	24.38	23.76	23.14	22.5%
Number	29%	28.73	28.01	27.28	26.1%

	2016	2017	2018	2019	2020
Reading	19%	19.5	19.95	20.43	20.9%
Writing	34.4%	35.26	36.12	36.98	37.84%
Number	8.1%	8.3	8.5	8.7	8.91%

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<td>Create a whole school professional learning plan that will build staff capacity through collaboration and team work.</td>
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<td>• Establish and embed effective Professional Learning Communities (PLC's)
• Ensure all Professional Learning is aligned with College wide goals and areas of focus e.g Literacy or Numeracy, 'High Impact Teaching Strategies'
• Embed Team Planning Practices and collaboration across PLC's
• Undertake professional learning that focusses on best practice being implemented at other schools
• Move planning from Individual to shared within year levels to ensure consistency across classes.
• To further develop the documentation of the curriculum in each subject and the clarity with which the specified outcomes and assessment processes are outlined for students.</td>
<td>Staff Opinion Survey
• The percentage of whole school endorsement on the following School Staff Survey Modules
<table>
<tr><th>Component</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>Collective Responsibility</td><td>45.5%</td><td>46.63</td><td>47.76</td><td>48.89</td><td>50.05%</td></tr>
<tr><td>Teacher Collaboration</td><td>42.6%</td><td>43.7</td><td>44.8</td><td>45.9</td><td>46.86%</td></tr>
<tr><td>Staff trust in colleagues</td><td>56.4%</td><td>57.81</td><td>59.22</td><td>60.63</td><td>62.04%</td></tr>
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<td>Embed the use of student performance data to review curriculum delivery, differentiate teaching and learning and track student achievement across the school.</td>
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<td>• Improve the quality and consistency of curriculum and assessment
• Use student data to inform decision making and guide curriculum development
• Build the capacity of VCE teachers to understand VCE data and use it to inform teaching
• Undertake consistent formative assessment practices across the school through a variety of strategies
• Embed the use of student data in Parent Teacher Interviews, individual goal setting within the classroom and in the Subject Selection process
• Develop a rigorous process for promotion to the next year level and/or the approval process to study a subject in the next level
• Continue to provide staff with access to professional learning in the effective use of data to influence learning and teaching
• Establish minimum expectations for staff with the application of data for their learning and teaching programs
• Audit teachers planning and procedures relating to the use of data for teaching and learning.
• Embed the use of data in discussion at Leadership and Curriculum Team Meetings</td>
<td>VCE, ATAR & Study Scores
The percentage of VCE study scores, 40 and above is increased to:
<table>
<tr><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>2.8%</td><td>2.86</td><td>2.92</td><td>2.98</td><td>3.03</td></tr>
</table>
The mean study score in all subjects is increased to:
<table>
<tr><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>24.25</td><td>24.86</td><td>25.47</td><td>26.08</td><td>26.7</td></tr>
</table>
The mean study score in English s is increased to:
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<tr><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>23.44</td><td>24.03</td><td>24.62</td><td>25.21</td><td>25.78</td></tr>
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<td>Ensure there is a culture of high expectations for students with a focus on student learning</td>
<td>Positive climate for learning:
• Setting Expectations and Promoting Inclusion</td>
<td>• Develop students motivation to become independent learners
• Ensure students have a voice in their learning and the creation of their learning program
• Document and share the assessment schedule with students ensuring they have understanding and ownership over the importance of assessment
• Establish an integrated approach to value adding to build student capacity as they progress through the School
• Enhance enrichment and extension programs
• Create opportunities to fully extend students in the Senior School</td>
<td>School Connectedness
• School connectedness is increased every year over 4 years on the student attitudes to school survey.
<table>
<tr><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>3.38</td><td>3.47</td><td>3.56</td><td>3.65</td><td>3.72</td></tr>
</table>
Learning Confidence
• Learning confidence is increased on the student attitudes to school survey.
<table>
<tr><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>3.56</td><td>3.67</td><td>3.78</td><td>3.89</td><td>4.01</td></tr>
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- Teacher Empathy is increased every year over 4 years on the student attitudes to school survey

2016	2017	2018	2019	2020

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<td>Develop a comprehensive communication strategy to link learning to the home and the wider community</td>
<td>Community Engagement in Learning:
• Building Communities</td>
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- Implement ongoing reporting to provide regular feedback to parent on their child's achievement and learning goals.
- Develop active participation from parents in their child's leaning
- Engage community to support learning programs across the school
- Ensure the wider community understands the importance of Colac SC as a school that focuses on learning and academic achievement

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Attendance

- Average absence rates across the school are reduced:

2016	2017	2018	2019	2020
33.99	33.15	32.31	31.47	30.63

Parent Opinion Survey

- General Satisfaction on the Parent Opinion Survey is increased.

2016	2017	2018	2019	2020
2.1	2.15	2.2	2.25	2.31

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<td>Implement and embed the School Wide Positive Behaviour Framework across the school</td>
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- Implement the SWPB evidence-based framework for preventing and responding to behaviour.
- Create a positive school climate, a culture of student competence and an open, responsive management system.
- Develop intervention practices and organisational systems for establishing a positive school culture, learning and teaching environment and the individual behaviour supports needed to achieve academic and social success for all students.

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Student Relationships

- Student safety is increased every year over 4 years on the student attitudes to school survey

2016	2017	2018	2019	2020
4.14	4.24	4.34	4.44	4.55

- Classroom behaviour is increased every year over 4 years on the student attitudes to school survey

2016	2017	2018	2019	2020
2.84	2.91	2.98	3.05	3.12

Connectedness to School

- School connectedness is increased every year over 4 years on the student attitudes to school survey.

2016	2017	2018	2019	2020
3.38	3.46	3.54	3.62	3.72

Student Motivation

- Student Motivation is increased on the student attitudes to school survey.

2016	2017	2018	2019	2020
4.04	4.14	4.24	4.34	4.442

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