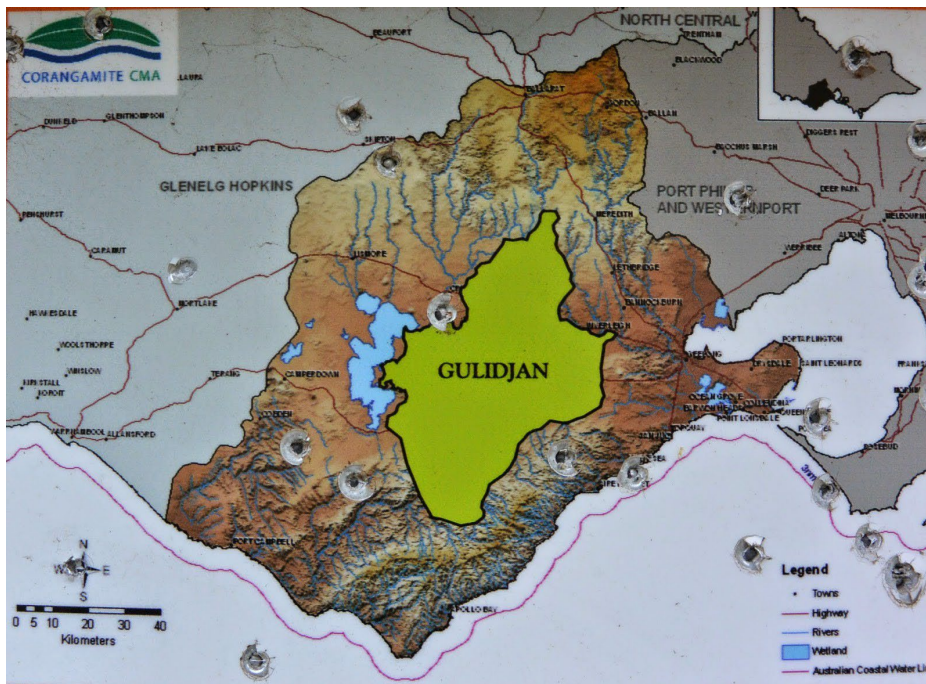




**2024**

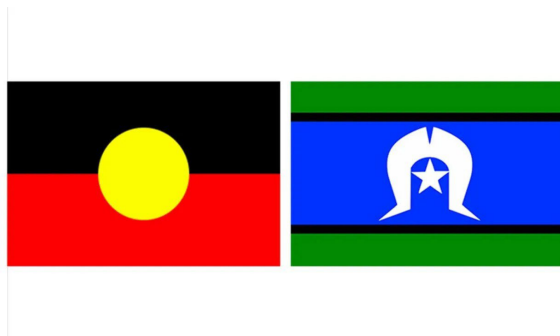
**Strategic  
Direction**



## Acknowledgement of Country

At Colac Secondary College, we acknowledge the Guldjan people as the traditional owners of the land on which we teach and learn and pay our respect to elders past, present and emerging.

We acknowledge the special contribution made to our school by Aboriginal and Torres Strait Islander people and extend a warm welcome to all indigenous community members.



# Colac Secondary College AIP Goals 2024

<p><b>Strategic Plan Goal 1: To improve student learning growth and achievement through a focus on literacy and numeracy.</b></p>	<p><b>Strategic Plan Goal 2: To create a whole school positive climate for learning.</b></p>
<p><b>FISO 2.0 Core Element: Teaching and Learning</b></p>	<p><b>FISO 2.0 Core Element: Engagement</b></p>
<p><b>AIP KIS 2.a:</b> Develop, implement, and monitor an agreed college pedagogical model.</p> <p><b>AIP KIS 2.c:</b> Implement the use of evidence to drive student learning improvement.</p>	<p><b>AIP KIS 3.a:</b> Develop a school vision and implement values that informs the college culture and supports student engagement.</p> <p><b>AIP KIS 3.c:</b> Raise aspirations and improve outcomes through building relationships that connect the community with the college.</p>
<p><b>AIP Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage Andy Jones (Huddle Learning Systems) to support Learning Specialists and Learning Stream Leaders leadership development</li> <li>• Implementation of whole school pedagogical model reflecting best teaching practice and including high impact teaching strategies</li> <li>• Development of agreed and effective instructional strategies curated in a learning playbook</li> <li>• Establish PLC protocols to address challenges of practice</li> <li>• Professional learning schedule to support implementation of pedagogical model</li> <li>• Classroom observations focusing on pedagogical model</li> <li>• Action Year 7-10 literacy improvement program</li> <li>• Develop and action Year 7-10 numeracy improvement program</li> <li>• Tutor Learning Initiative to focus on literacy &amp; numeracy intervention for identified students</li> <li>• Enhance vocational pathways in the senior school and promote vocational major with senior students</li> <li>• Disability Inclusion Leader to lead development of IEPs for all funded students with advice on best teaching strategies</li> <li>• Year 7 transition and IEP manager to develop IEPs for tier 2 year 7 students</li> <li>• Indigenous education leader to lead development of IEPs for all Aboriginal &amp; Torres Strait Islander students</li> <li>• Focus on increasing classroom engagement through leadership team learning walks</li> <li>• Increase Principal class presence in classrooms to support and celebrate teaching &amp; learning</li> <li>• Document and implement a consistent approach to curriculum design</li> <li>• Design developmental rubrics to improve student assessment and feedback</li> </ul>	<p><b>AIP Actions:</b></p> <ul style="list-style-type: none"> <li>• Relaunch 'Colac Secondary College Vision &amp; Values' statements</li> <li>• Engage Andy Jones (Huddle Learning Systems) to support Leading Teacher leadership development and early career leaders</li> <li>• Implement Barwon Area leadership team initiatives for attendance and engagement improvement</li> <li>• Use of data to inform fortnightly student engagement and wellbeing meetings</li> <li>• Develop homegroup program and weekly extended pastoral care sessions (SPICE) incorporating Zones of regulation</li> <li>• Wellbeing sessions delivered by wellbeing team to each year level</li> <li>• Documentation of SPICE curriculum including incorporation of respectful relationships and consent curriculum</li> <li>• Enhancements to Attendance Officer role and Attendance response protocols and processes</li> <li>• Disability Inclusion Leader to complete Tier 2 &amp; 3 funding applications and lead fortnightly disability inclusion meetings</li> <li>• Bell time restructure to shorten school day and reduced break times</li> <li>• Create opportunities to invite parents onto campus to celebrate learning</li> <li>• Berry street model professional development and form a school implementation team</li> <li>• IEP week each semester</li> <li>• High impact wellbeing strategies</li> <li>• Effective teaching and learning practices to create safe and orderly environments</li> <li>• Development of a wellbeing and engagement playbook including ritual and routines established to support College Vision and Values</li> </ul>



## Colac Secondary College Logo, Mission, Vision & Values

### Colac Secondary College School Motto

*Aim .... Aspire .... Achieve*

#### MISSION STATEMENT

The mission 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.

The College values of;

- ▶ Respect
- ▶ Honesty
- ▶ Achievement
- ▶ Responsibility

..... guide our fundamental principles of action across all areas of the school.

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 differentiating curriculum approach supports students in their learning growth.

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 regarding their individual and collective wellbeing needs.

**Colac Secondary College** is a student-centered learning community that offers exciting and extensive pathways to facilitate 21<sup>st</sup> Century learning.

# Colac Secondary College Logo, Mission, Vision & Values

## MORAL PURPOSE

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.

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### VISION FOR STUDENTS

#### Colac Secondary College students...

- 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

### MISSION OF STAFF

#### Colac Secondary College staff ... will work collaboratively for students' success by providing...

- 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.

COLLEGE COMMUNITY VALUES	DESCRIPTORS
Respect	Treating ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others.
Achievement	Being dedicated to learning and reaching our goals.
Honesty	Acting ethically, ensuring consistency between words and actions.
Responsibility	Taking ownership of our behaviour and actions, contributing in a positive way.

## 2024 Principal Class Leadership Roles

BUSINESS MANAGER	ASSISTANT PRINCIPAL Teaching & Learning	ASSISTANT PRINCIPAL College Operations	ASSISTANT PRINCIPAL Wellbeing & Engagement
<ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Insurance</li> <li>• Stakeholders &amp; Community Partnerships</li> <li>• TTC Committee of Management</li> <li>• Council finance sub-Committee</li> <li>• Workcover administra2on</li> <li>• ICT budget</li> <li>• Staffing budget/credit alloca2on</li> <li>• SRP credit/staffing reconcilia2on</li> <li>• College workforce plan development</li> <li>• EOY financial procedures</li> <li>• Budget forecas2ng for curriculum development</li> <li>• PD budget</li> <li>• School Council administration</li> <li>• Canteen</li> <li>• HR &amp; payroll management</li> <li>• Joint use agreements</li> <li>• Facilities hire</li> <li>• Contracts and MOUs</li> <li>• Funding application support</li> <li>• VSBA project liaison (financial overview)</li> <li>• Maintenance financial management</li> <li>• Policy implementation</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attendance at meetings for whole staff, PCC, Leadership, Executive, School Council and Finance Sub-Committee</li> </ul> <p>Other duties as negotiated with the principal</p>	<ul style="list-style-type: none"> <li>• SSP &amp; AIP development</li> <li>• Learning Streams</li> <li>• AVID implementa2on</li> <li>• Assessment</li> <li>• Reports</li> <li>• Disability Inclusion Support - IEPs</li> <li>• Disability Inclusion applications</li> <li>• Support for Learning Stream Leaders</li> <li>• NAPLAN implementation</li> <li>• PAT implementa2on</li> <li>• Learning data analysis (NAPLAN, PAT, etc.)</li> <li>• VCAA Data Analysis</li> <li>• Senior School Reforms</li> <li>• VCE Leadership</li> <li>• VET management</li> <li>• Literacy improvement</li> <li>• Numeracy improvement</li> <li>• MYLNS</li> <li>• Tutor Learning Ini2a2ve</li> <li>• Curriculum resource purchase &amp; management</li> <li>• Book lists</li> <li>• Pedagogical model</li> <li>• Classroom observa2on leadership</li> <li>• HOL support</li> <li>• Preservice Teacher coordina2on</li> <li>• New staff induc2on</li> <li>• Network curriculum ini2a2ves</li> <li>• Network Communi2es of Prac2ce (learning, Project 22, CoPs, etc)</li> <li>• PLCs manager &amp; support</li> <li>• Year level handbooks</li> <li>• Policy implementa2on</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attendance at mee2ngs for whole staff, PCC, Leadership, Execu2ve, School Council</li> <li>• Chair of Teaching &amp; Learning Sub-Committee of Council</li> <li>• Chair of Curriculum Committee</li> <li>• Other duties as negotiated with the principal</li> </ul>	<ul style="list-style-type: none"> <li>• SSP &amp; AIP development</li> <li>• Scheduled Maintenance Program</li> <li>• Emergency Management Plan</li> <li>• Building program</li> <li>• AIMS Manager</li> <li>• VSBA Liaison</li> <li>• Daily Organisa2on</li> <li>• Timetable</li> <li>• Subject selec2on process</li> <li>• Yard duty</li> <li>• College Calendar</li> <li>• Events, Camps, Excursions &amp; Incursions</li> <li>• Interschool sport</li> <li>• ICT infrastructure</li> <li>• Security infrastructure</li> <li>• Emergency procedures</li> <li>• OHS compliance</li> <li>• College assemblies</li> <li>• College Awards Night</li> <li>• College Open Night</li> <li>• P/T/S Conferences</li> <li>• Open Night</li> <li>• Graduation</li> <li>• School photos</li> <li>• Immunisa2ons</li> <li>• College magazine</li> <li>• End of Year activities</li> <li>• Study planners &amp; staff chronicles</li> <li>• Staff handbook</li> <li>• PD approvals</li> <li>• Policy implementa2on</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attendance at mee2ngs for whole staff, PCC, Leadership, Execu2ve, School Council, VSBA</li> <li>• Chair of Grounds and Facili2es Sub-Committee of Council</li> <li>• Other duties as negotiated with the principal</li> </ul>	<ul style="list-style-type: none"> <li>• SSP &amp; AIP development</li> <li>• Student wellbeing</li> <li>• Student engagement</li> <li>• Student behaviour management 7-12</li> <li>• Attendance</li> <li>• Wellbeing programs (external presenters)</li> <li>• Disability Inclusion Support ti Wellbeing</li> <li>• Transi2on ti 6 into 7</li> <li>• College tours</li> <li>• Enrolments</li> <li>• Suspensions</li> <li>• Shire Youth Officer liaison</li> <li>• Police in Schools liaison</li> <li>• Transition to senior</li> <li>• Student Leadership - SRC, School Captains</li> <li>• SWPB</li> <li>• Respectful Relationships</li> <li>• Attitude to School Survey</li> <li>• Restora2ve prac2ces</li> <li>• Standout group</li> <li>• FLO liaison (Youth+, GOALS)</li> <li>• Indigenous student support</li> <li>• Network Communi2es of Prac2ce (engagement)</li> <li>• Student informa2on package</li> <li>• Attitude to School Survey implementa2on &amp; data</li> <li>• Policy implementa2on</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attendance at parent meetings, post-suspension meetings and behaviour review conferences</li> <li>• Attendance at mee2ngs for whole staff, PCC, Leadership, Execu2ve, School Council and Teaching &amp; Learning Sub-Committee</li> <li>• Chair of Engagement Team and Wellbeing Team</li> <li>• Other duties as negotiated with the principal</li> </ul>

## 2024 Leading Teacher and Learning Specialist Roles

LEADING TEACHER STUDENT WELLBEING & ENGAGEMENT Year 7-9	LEADING TEACHER STUDENT WELLBEING & ENGAGEMENT Year 10-12	LEADING TEACHER DISABILITY INCLUSION Year 7-12	LEARNING SPECIALIST Literacy	LEARNING SPECIALIST Numeracy
<ul style="list-style-type: none"> <li>• AIP implementation</li> <li>• Year 7 Orientation Day</li> <li>• Transition visits to all feeder primary schools</li> <li>• Preparation of transition packages</li> <li>• Support Year 7 Information Evening organisation</li> <li>• Year 6 Teachers afternoon tea</li> <li>• Year 8 Course Selection and transition process</li> <li>• Year 9 Course Selection and transition process</li> <li>• Year 7ti9 camps and activities</li> <li>• Year 7ti9 assemblies</li> <li>• Management of SWPBS program</li> <li>• Management of Restorative Practices &amp; Inclusion programs</li> <li>• Student behaviour management</li> <li>• Parent meetings</li> <li>• Supported transitions (in &amp; out)</li> <li>• Transition to post-secondary pathways</li> <li>• Senior study skill support</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attend SSGs as needed</li> <li>• Attend post suspension meetings</li> <li>• Attend behaviour review conferences</li> <li>• Member of Engagement Team</li> <li>• Reports to the Assistant Principal Wellbeing &amp; Engagement</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• AIP implementation</li> <li>• Year 10 Course Selection and transition process</li> <li>• Year 11 Course Selection and transition process</li> <li>• Year 12 Course Selection and transition process</li> <li>• Year 10ti12 camps and activities</li> <li>• Year 10ti12 assemblies</li> <li>• Management of SWPBS program</li> <li>• Management of Restorative Practices &amp; Inclusion programs</li> <li>• Student behaviour management</li> <li>• Parent meetings</li> <li>• Supported transitions (in &amp; out)</li> <li>• Transition to post-secondary pathways</li> <li>• Senior study skill support</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attend SSGs as needed</li> <li>• Attend network and cluster meetings ti VCE, VM, senior school initiatives</li> <li>• Attend post suspension meetings</li> <li>• Attend behaviour review conferences</li> <li>• Member of Engagement Team</li> <li>• Reports to the Assistant Principal Wellbeing &amp; Engagement</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• AIP implementation</li> <li>• Management of DI team</li> <li>• DI funding applications</li> <li>• Learning Support staff development</li> <li>• DI student management support</li> <li>• PSDMS administration</li> <li>• SSG chair &amp; coordination</li> <li>• Learning data for DI students</li> <li>• DI resource management</li> <li>• ILP development for DI students</li> <li>• DI MYLNS &amp; TLI support coordination</li> <li>• DI student withdrawal support</li> <li>• DI student transition support</li> <li>• External student assessment</li> <li>• SSS network liaison</li> <li>• PDP Team Leader</li> <li>• PLC Leader</li> <li>• Attend network and cluster meetings - Disability Inclusion initiatives</li> <li>• Attend post suspension meetings (DI)</li> <li>• Attend behaviour review conferences (DI)</li> <li>• Member of Engagement Team</li> <li>• Reports to the Assistant Principal Wellbeing &amp; Engagement</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• AIP implementation</li> <li>• PLC Leader</li> <li>• Lead literacy improvement across the college</li> <li>• Literacy support program implementation</li> <li>• Network and system literacy priorities</li> <li>• Attend network literacy meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Implement NAPLAN, PAT &amp; other testing platforms</li> <li>• Learning data collation &amp; analysis</li> <li>• Attend SSGs as required</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Leadership meetings</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• PDP Team Leader</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• AIP implementation</li> <li>• PLC Leader</li> <li>• Lead numeracy improvement across the college</li> <li>• Numeracy support program implementation</li> <li>• Network and system numeracy priorities</li> <li>• Attend network numeracy meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Implement NAPLAN, PAT &amp; other testing platforms</li> <li>• Learning data collation &amp; analysis</li> <li>• Attend SSGs as required</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Leadership meetings</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• PDP Team Leader</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>

## 2024 Learning Stream Leader Roles

LEARNING STREAM LEADER Languages	LEARNING STREAM LEADER STEM	LEARNING STREAM LEADER Art & Design	LEARNING STREAM LEADER Performance
<ul style="list-style-type: none"> <li>• Lead the development of the language's curriculum 7-12</li> <li>• PLC Leader</li> <li>• Lead Languages teacher team</li> <li>• Network &amp; system learning priorities</li> <li>• Agenda and Minute meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the development of the STEM curriculum 7-12</li> <li>• PLC Leader</li> <li>• Lead STEM teacher team</li> <li>• Network &amp; system learning priorities</li> <li>• Agenda and Minute meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the development of the Art &amp; Design curriculum 7-12</li> <li>• PLC Leader</li> <li>• Lead Art &amp; Technology teacher team</li> <li>• Network &amp; system learning priorities</li> <li>• Agenda and Minute meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the development of the Performance curriculum 7-12</li> <li>• PLC Leader</li> <li>• Lead Performance teacher team</li> <li>• Network &amp; system learning priorities</li> <li>• Agenda and Minute meetings</li> <li>• Oversee course documentation &amp; updates</li> <li>• Peer observations</li> <li>• Curriculum audits</li> <li>• Oversee moderation</li> <li>• Ensure consistency of assessment and reporting</li> <li>• Budget management</li> <li>• Resource purchasing</li> <li>• Booklists</li> <li>• Attend Curriculum Committee meetings</li> <li>• Source relevant PD for team members</li> <li>• Other tasks as required by the executive team</li> <li>• Reports to the Assistant Principal Teaching &amp; Learning</li> <li>• Other duties as negotiated with the Principal team</li> </ul>

# 2024 Teams

Principal class officers (PCO)		
<b>Principal</b> <b>Assistant Principal: Teaching &amp; Learning</b> <b>Assistant Principal: Wellbeing &amp; Engagement</b> <b>Assistant Principal: College Operations</b> <b>Business Manager</b>		
Principal		
<b>Leadership Team / SIT:</b> Assistant Principal: T & L Assistant Principal: W & E Assistant Principal: College Ops Leading Teacher: Year 10-12 Leading Teacher: Year 7-9 Learning Teacher: Disability Inclusion Learning Specialist: Literacy Learning Specialist: Numeracy Additional 4 positions for staff with PORs (EOI)	<b>Principal's Consultative Committee:</b> Assistant Principal: T & L Assistant Principal: W & E Assistant Principal: College Ops Business Manager Teacher Rep (x2) AEU Rep (x2) ES Rep (x2)	<b>School Council:</b> President (Parent) Vice President (Parent) Executive Officer (Principal) Treasurer Parents x3 Staff x2 Students x2 Coopt (non-voting) x2 (AP, BM)
Assistant Principal Teaching & Learning	Assistant Principal Wellbeing & Engagement	Assistant Principal College Operations
<b>Curriculum Committee:</b> Learning Specialists x2 Leading Teacher Disability Inc. Learning Stream Leaders x4 (Art & Technology, Languages, Performance, STEM)  <b>Council Sub-Committee:</b> Teaching & Learning  <b>Learning Streams:</b> To rotate between meetings	<b>Engagement Team:</b> Leading Teachers x3 Year Level Leaders x6  <b>Wellbeing Team:</b> Psychologist Social Workers x2 Nurse Doctor Leading Teacher Disability Inc.  <b>Attendance Team:</b> Leading Teachers x 2 Social Workers x2 Attendance Officer Barwon Bridges Rep.	<b>Facilities Team:</b> Business Manager Facilities Officer  <b>OHS Committee</b> Principal Business Manager Facilities Officer Staff Representatives x2  <b>Events Team</b> Business Manager Daily Organiser ICT Leader  <b>Council Sub-Committee:</b> Finance  <b>Council Sub-Committee:</b> Facilities
Learning Stream Leaders	Leading Teachers	
<b>Art &amp; Technology</b> Relevant Teaching Staff  <b>Languages</b> Relevant Teaching Staff  <b>Performance</b> Relevant Teaching Staff  <b>STEM</b> Relevant Teaching Staff	<b>Year 10-12:</b> Relevant Year Level Leaders Relevant Teaching Staff  <b>Year 7-9:</b> Relevant Year Level Leaders Relevant Teaching Staff	

# Strategic Plan Data Monitoring

**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

NAPLAN top two bands Yr 9	2021	2022	2023 TRAGET	2024	2025
Reading	11%	15%	15%		15%
Writing	1%	5%	5%		5%
Numeracy	8%	5%	9%		12%
NAPLAN bottom two bands Yr 9	2021				2025
Reading	37%	40%	35%		32%
Writing	57%	60%	55%		50%
Numeracy	26%	36%	24%		22%

## Target 1.2

**NAPLAN growth data:** Increase the percentage of year 9 students making medium and high growth

NAPLAN benchmark growth	Medium to High growth: At or above					
	2021	2022	2023	2023 TARGET	2024	2025
Reading	65%	N/A	68%	66%	70%	70%
Writing	67%	N/A	NA	68%	NA	71%
Numeracy	66%	N/A	67%	67%	70%	75%

# Strategic Plan Data Monitoring

## Target 1.3

PAT Reading & Numeracy 12 month growth Goal:

- Annual increase of students in each year level demonstrating minimum of 12 months growth in 12 months between annual (November) PAT Testing in Reading & Numeracy from 2021:

Numeracy	% 12 Months or Higher Growth in 12 Months				
	2021	2022	2023 TARGET	2024	2025
Year 7	36%	41%	60%		<b>75%</b>
Year 8	65%	58%	60%		<b>75%</b>
Year 9	42%	50%	60%		<b>75%</b>
Year 10	62%	71%	75%		<b>75%</b>

Reading	% 12 Months or Higher Growth in 12 Months				
	2021	2022	2023	2024	2025
Year 7	64%	42%	60%		<b>75%</b>
Year 8	61%	56%	60%		<b>75%</b>
Year 9	61%	47%	60%		<b>75%</b>
Year 10	41%	44%	60%		<b>75%</b>

## 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.

	VCE English	VCE Further Maths
2021	23.7	25.1
2022	21.77	26.72
2023	26.26	25.83
2024	<b>27</b>	<b>26</b>
2025	<b>25</b>	<b>26.5</b>

# Strategic Plan Data Monitoring

## 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).

**TBC**

## Target 1.6

**SSS increase in positive endorsement:**

SSS variables	2020	2022	2023	2024 Target	2025
Collective efficacy	26%	24%	45%	50%	50%
Academic emphasis	21%	19%	29%	40%	50%
Guaranteed and viable curriculum	22%	37%	59%	65%	70%
Use pedagogical model	4%	27%	38%	60%	70%
Use data for curriculum planning	9%	22%	47%	60%	70%

# Strategic Plan Data Monitoring

## Goal 2: To create a whole-school positive climate for learning.

### Target 2.1

#### 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.

#### Absences ⓘ



#### 20 or more absent days students in 2022 (%) ⓘ

For students in Year 7 - 12

**53%**  
Your school

**54%**  
Similar schools

**62%**  
Network

**44%**  
State

#### Absent day breakdown (5 years) ⓘ

For students in Year 7 - 12



#### Average absence breakdown (5 years) ⓘ

For students in Year 7 - 12

	2019	2020	2021	2022	2023 YTD <span>ⓘ</span>
All absences	30.5	32.0	35.9	35.0	36.2
Unapproved absences	18.3	24.2	22.7	17.6	17.3
Attendance rate	84.7%	83.5%	82.0%	82.3%	81.7%

# Strategic Plan Data Monitoring

## Target 2.2

**POS: To improve the percentage of positive agreement:**

POS variables	2021	2022	2023	2024 Target	2025
General satisfaction	63%	67%	76%	78%	80%
Parent participation and involvement	18%	57%	66%	70%	50%
School connectedness	74%	73%	79%	80%	85%

## Target 2.3

2.3: Student AToSS: To improve the percentage of positive agreement: AToSS variables	2021	2022	2023	2024 Target	2025
Effective teaching time	62%	54%	57%	60%	70%
Sense of connectedness	51%	39%	39%	50%	70%
Teacher concern	39%	32%	37%	40%	50%
Effective classroom behaviour	53%	45%	48%	52%	60%

## Target 2.4

2.4 SSS: To improve the percentage of positive agreement	2020	2022	2023	2024 Target	2025
Staff trust in colleagues	36%	54%	77%	78%	60%
Believe student engagement is the key to learning	43%	68%	82%	83%	70%
Collective responsibility for student learning	36%	46%	71%	72%	60%
Support learning and growth of whole student	9%	19%	65%	66%	50%



# ***Staff at CSC will...***

- **Show unconditional positive regard to all students**
- **Be on time for every lesson**
- **Be prepared for every lesson**
- **Take the roll for every class**
- **Address uniform issues with individual students**
- **Manage student lateness to class**
- **Ensure the curriculum is relevant and differentiated**
- **Implement 'Stations & Actions' as it's written**
- **Challenge all disrespectful language**
- **Take a restorative approach when things go wrong**
- **Keep all students engaged up to the bell**
- **Ensure the room is clean and tidy before leaving**
- **Lock classroom doors when you leave**

***By doing these things consistently we are supporting our students, supporting other staff and empowering ourselves!***



# 5 non- negotiables for every class

**These are the expectations of every student in every class!**

## **Be ready to learn**

Bring all your books, pens, device and materials. Be on time! Be in uniform!

## **Be a respectful listener**

Support your teachers and your peers when they speak.

## **Be an active learner**

Use all your class time to engage in all learning tasks.

## **Be courteous to all people**

Speak kindly and positively to everyone using appropriate language at all times.

## **Be responsible for your environment**

Leave every space better than you find it!

# Pastoral Care at Colac Secondary College

## Homerooms

Pastoral care of students is the responsibility of every staff member at Colac Secondary College. One of our core pastoral care supports is having students commence every day in their morning homegroup. The staff working in homegroups are there to ensure every student starts the school day 'ready to learn' by taking a supportive and caring approach.

Our morning homerooms will run for eleven minutes with an additional five minutes for transition to period one classes. During this 5 minutes of transition time, staff members may use this time for further consultation and support of individual students.

The **morning routine** for homerooms should include:

- Welcome every student into the room
- Have students seated and listening
- Mark the roll on Compass
- Read the daily bulletin
- Follow up individual student absences
- Check and manage student uniform
- Share reminders about upcoming activities (excursions, camps, etc.)
- Tidy and clean the room with students, reporting any damage
- Ensure students have the correct resources to be 'ready to learn'
- Ensure students know their daily timetable and activities

Other **fun activities** to consider (time permitting) include:

- Getting to know each other- student profiles, games, team building, etc.
- News and views (presenting and discussing topical news stories)
- Trivia and puzzles
- Create a pet photo wall and other displays
- Show and tell - even secondary kids love this!
- Tell a joke - school appropriate!
- Footy tips, sports sweeps, etc.
- Start a book club - a great way to engage with English texts
- Mindfulness activities - meditation, movement
- Watch an inspirational video such as a TED talk
- Fitness, stretching and movement
- Talk time, walk & talk - informal chats with classmates
- Celebrate class birthdays

## SPICE - Self-development / Pathways / Interdependent learning / Community / Emotions & Engagement

SPICE is a single, 55 minute session every week and will run like a year level assembly. SPICE will be managed by Leading Teachers and Year Level Coordinators (when possible). Other staff may be allocated a support role during SPICE sessions. SPICE will also be a time when guest presenters are invited in to work with students on a diverse range of topics.

During SPICE, students will be presented with a range of relevant and interesting focus topics. These will include (but not limited to):

- Respectful Relations curriculum
- Wellbeing seminars
- Study skills and work habits
- Personal development
- Team building
- Community connections
- Social justice
- Pathway conversations
- Subject selection processes

<i>S-Self development</i>	<i>P- Pathways</i>	<i>I- Interdependent Learning</i>	<i>C- Community</i>	<i>E-Emotions and engagement</i>
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