

2022 Annual Report to the School Community

School Name: Colac Secondary College (8864)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 08 May 2023 at 03:19 PM by Shane Elevato (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 19 May 2023 at 11:34 AM by Sallee Sell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Colac Secondary College is a Year 7-12 co-educational school in the regional rural city of Colac, 150 kilometres south west of Melbourne. Our school became the only government secondary college in our town on January 1st 2008 after the amalgamation of Colac Technical College and Colac High School. Government education in Colac has over 140 year history.

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 and 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 differentiated curriculum supports students in their learning individual 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 student's talents, interests and goals. We pride ourselves on 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.

Colac Secondary College is a student-centered learning community that offers exciting and extensive pathways to facilitate 21st century learning. The school community is arranged into two distinct Learning Communities; Year 7 to Year 9 Community (middle Years), and the Year 10 to 12 Community (Senior School). These communities cater for the different developmental stages of learning and provide an environment where students work with other individuals of similar age and have similar learning needs. Our school structure will ensure that as students grow and develop throughout their educational journey they will be able to access the individualised programs that will cater for their needs and ensure a suitable pathway into further education or employment. Colac Secondary College aims to provide a safe and supportive community where respect, diversity and pride are valued by all. The College links with families and the community to provide a wide variety of extra curricula activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, debating and public speaking, cultural and artistic achievement.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, the focus was on and development of key improvement strategies for the area of 'Excellence in Teaching and Learning' with Key Learning Area teams working through PLC cycles and a focus on curriculum development & assessment. This saw the development and successful continuation of AVID in every subject in Year 7-10. All students were given an 'AVID' pack, supplied by the College, that contained all the required learning materials for each subject. Significant resources were dedicated to developing the capabilities of the leadership team to build an effective learning improvement culture. Numerous resources and approaches to content-delivery and assessment were explored and consequently lead to the development of new ways of differentiating the curriculum.

In 2022 the College appointed a second Assistant Principal to lead teaching and learning across the College. The core work in this role included developing and delivering a series of professional learning sessions to enhance the capacity of teachers and to ensure a consistent pedagogical approach throughout the College. This position also offered increased support to Learning Stream Leaders as we focussed on our Annual Implementation goal of documenting and implementing a learning program based on the Victorian Curriculum and senior secondary qualifications.

Key improvement strategies actioned in 2022 that supported positive learning outcomes included: auditing curriculum strands in all key learning areas; auditing curriculum documentation for consistency; documenting the curriculum in an agreed format using OneNote; and actioning steps to ensure greater teacher connectedness and consistency in course delivery and assessment

practices. This work led to the development of a highly visible, guaranteed and viable curriculum.

The College has achieved strong student outcomes in the senior school with a successful VCE completion rate of 94% (up from 92% in 2021), VET units of competence satisfactorily completed were 72% (up from 42% in 2021) and VCAL satisfactory completion credits at 76% (up from 61% in 2021). These results were the outcome of actioning several key improvement strategies in the senior school including: enhancements to the senior study centre; expanded use of Edrolo; targeted pathways discussions; appointment of staff with subject expertise; the explicit teaching of study skills; supporting students to work with greater autonomy and self-regulation during independent study time.

The College has achieved consistent results in NAPLAN with an increase in the number of Year 9 students in the top 2 bands. For Year 9 Reading 15% of students were in the top 2 bands (up from 11% in 2021 and higher than both similar schools and network schools) and in writing 5% of students were in the top 2 bands (up from 1% in 2021). Growth was unable to be measured due to NAPLAN not being administered during the 2020 pandemic.

Raised expectations of teachers and students in every class developed from consultation with teachers and students. This led to the development of two key documents, 'Staff at CSC will...' and the '5 Non-Negotiables in Every Class'. These documents are visible throughout the college and regularly referred to as the guiding principles that will lead to increased student learning outcomes.

Wellbeing

Our student Attitudes to School Survey results have continued to demonstrate improvement and are above similar schools and state averages in many measures.

The CSC key strategies to support the elements of wellbeing included: the expansion of our flexible learning programs integrated across learning areas of the College to better cater for a wide variety of student wellbeing needs, particularly during remote learning periods; an extension of focus on values education and wellbeing support online strategies across the school; a targeted approach to evolve strategies to support Year Level Manager roles across all communities to build effective working teams and high quality learning focused relationships with students; further development of strong relationships with our feeder primary schools as a cluster based group; a greater focus on structured leadership programs and initiatives, particularly when onsite, for students across Year 7 – 12; improvement to the physical environment to support the way that spaces are used in relation to the safety and wellbeing of students.

In 2022 the College successfully appointed an additional social worker under the Mental Health Practitioners in Schools program. This is in addition to two existing social workers, a school nurse and a doctor two days per week.

The college takes attendance at school very seriously and developed new approaches to supporting students and families to improve school attendance. We appointed an education support role for attendance administration and relaunched the 'Every Day Counts' information through regular parent and student communication.

To enhance the development of a positive climate for learning, we reviewed and refined the 'Stations & Actions' student management process. We established a series of classroom protocols that every staff member will adhere to as well as developing the '5 Non-Negotiables for Every Classroom' designed to ensure all students are 'ready to learn'.

Colac Secondary College continues to develop the components of the Respectful Relationships program. An extensive whole school approach through year level teams will be needed to ensure this education is reaching all students and their families.

Engagement

Throughout the 2022 school year, we continued to support our school culture of learning by introducing a range of support programs across all areas of the school. The focus of these programs was to further evolve the link and engagement to learning by continuing to develop a growth mindset in all our students.

In 2022, we worked to further develop the language associated with building greater engagement in aspects of school life - academic, wellbeing, social and co-curricular opportunities. We were effective in implementing this strategy which led to an improved student engagement environment related to the following elements; refined and improved consistency with the classroom use of the Student Engagement Framework (Stations and Actions); the Development of agreed strategies that promote personal and group cohorts that align to our school values; greater teacher capacity to better engage students through contemporary pedagogical practice; further enhancement of a wide range of engagement programs that focus on learning; targeting support and extension for identified students.

At CSC, we have spent a great amount of energy reviewing and enhancing transition practices into and across all stages of 7-12 during the year, as well as supporting students as they move into post secondary pathways. This will continue to be a major focus of the college moving forward to ensure our students feel connected and confident as they move through their secondary years of schooling.

The disability inclusion team in conjunction with our learning community leaders have identified Tier 2 and 3 students. These students have received additional supports including IEPs, SSGs and differentiated teaching in the classroom. This has resulted in a noticeable shift from a stand-alone welfare approach to a holistic approach with the major emphasis on addressing individual learning needs. Further improvement to our exit destination data has continued to be a priority focus and we continue to retain an increasing number of Year 10 and 11 students into Year 12.

During 2022, the college in partnership with a number of community support agencies, further developed our re-engagement in learning strategy, with a specific focus on vulnerable students and their families. The main focus of this work was to implement strategies to address the FISO domains as well as to break the link between social disadvantage reduced schooling outcomes.

Financial performance

The College is currently in a sound financial position which supports us to achieve the objectives of our School Strategic Plan. We continue to allocate funds and develop new opportunities and community partnerships that provide long term viability for a number of our key improvement strategies all of which are aligned to the college Annual Implementation Plan. CSC supports funding to our Trade Training Centre programs which run in partnership with The Gordon TAFE.

Another significant opportunity for students is the provision of a variety of fitness and sporting opportunities through the onsite Blue Water fitness centre (managed by the Colac Otway Shire) as well as our Sporting Pathways program and AFL Academy.

The college proactively addresses the extensive and ongoing maintenance requirements of the school, as well as partially funding the costs of school community ventures linked to the cricket oval and sporting complex. In 2022 the college also invested in the design of significant landscaping works, internal classroom refurbishment and the purchase of updated furniture and resources, particularly in our senior centre. Each year we continue to align financial resources to assist with our long-term planning for the improvement of literacy, numeracy and welfare outcomes for students at all levels.

For more detailed information regarding our school please visit our website at <https://www.colac-sc.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 495 students were enrolled at this school in 2022, 237 female and 258 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

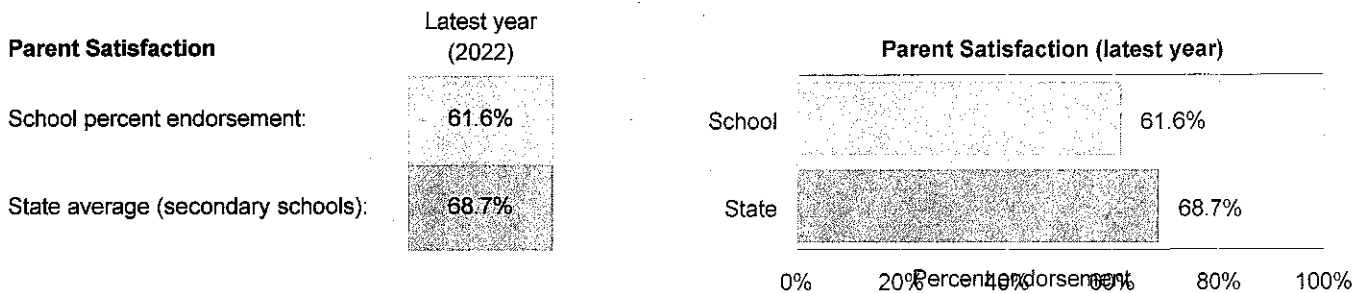
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

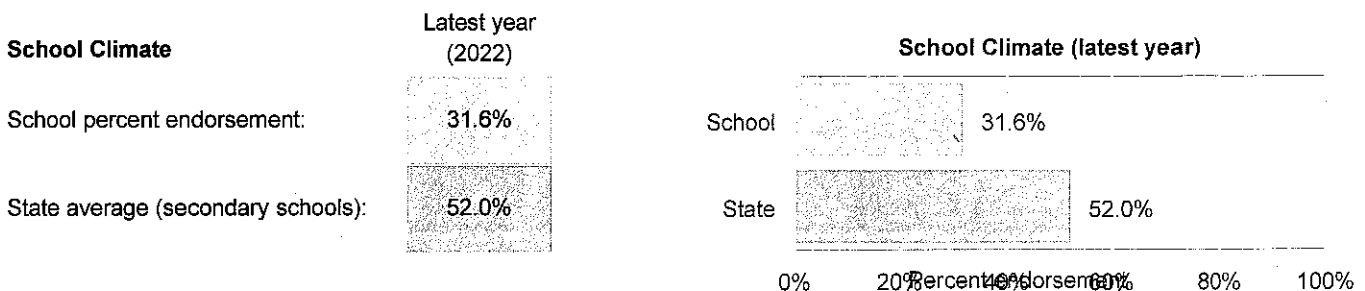


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

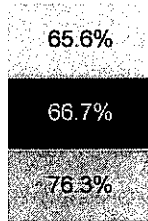
**English
Years 7 to 10**

School percent of students at or above age expected standards:

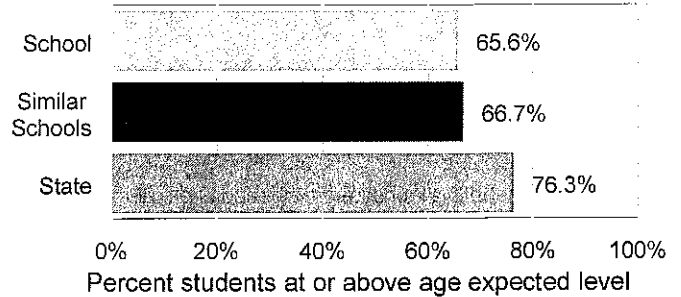
Similar Schools average:

State average:

Latest year
(2022)



**English (latest year)
Years 7 to 10**



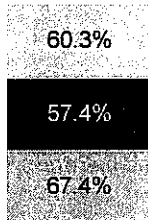
**Mathematics
Years 7 to 10**

School percent of students at or above age expected standards:

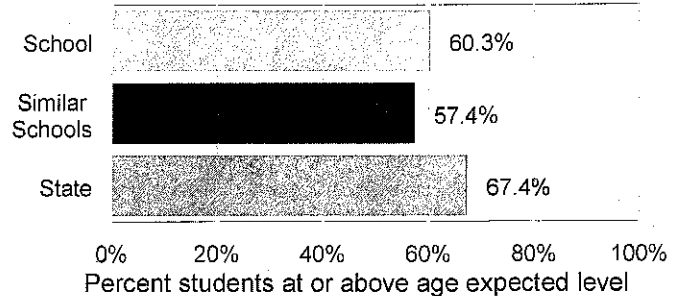
Similar Schools average:

State average:

Latest year
(2022)



**Mathematics (latest year)
Years 7 to 10**



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

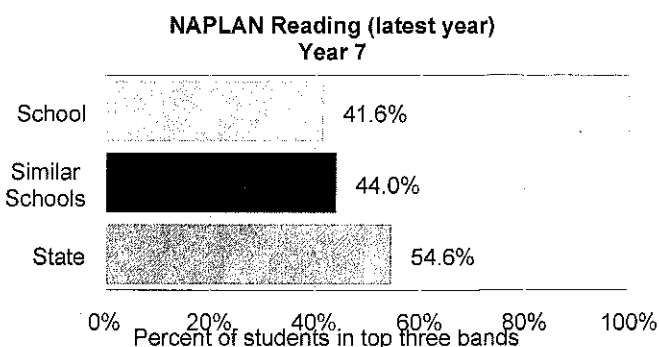
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

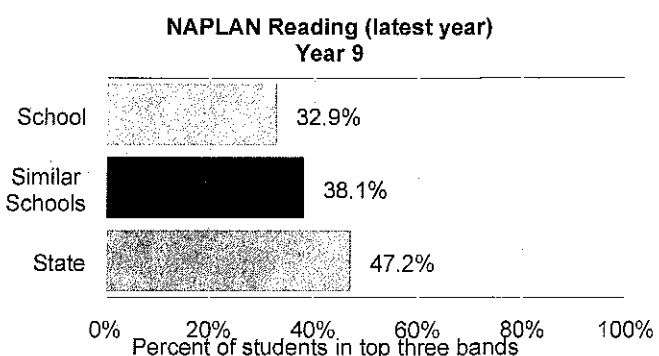
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.6%	41.0%
Similar Schools average:	44.0%	45.5%
State average:	54.6%	55.3%



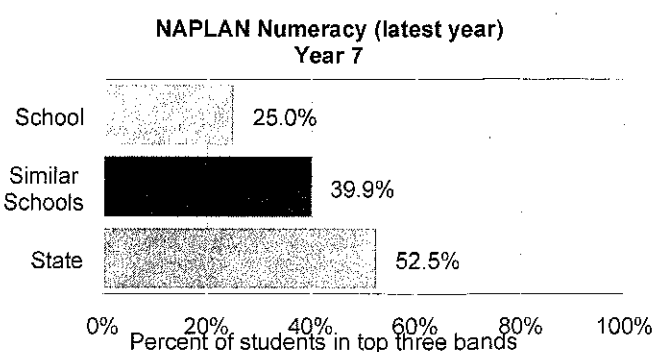
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.9%	31.5%
Similar Schools average:	38.1%	36.7%
State average:	47.2%	46.0%



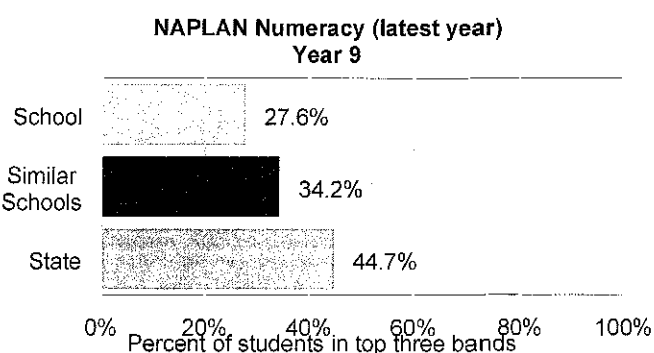
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	41.3%
Similar Schools average:	39.9%	43.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.6%	32.5%
Similar Schools average:	34.2%	34.7%
State average:	44.7%	45.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Certificate of Education (VCE)

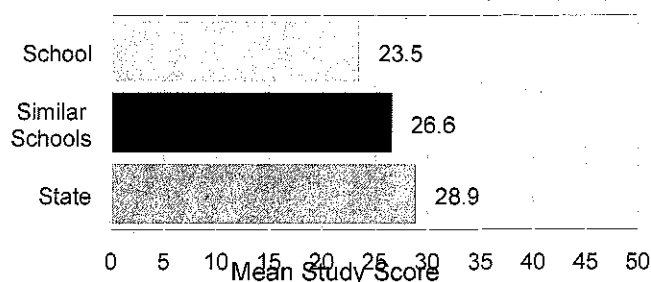
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	23.5	24.2
Similar Schools average:	26.6	26.8
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

94%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

21%

VET units of competence satisfactorily completed in 2022:

72%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

76%

WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

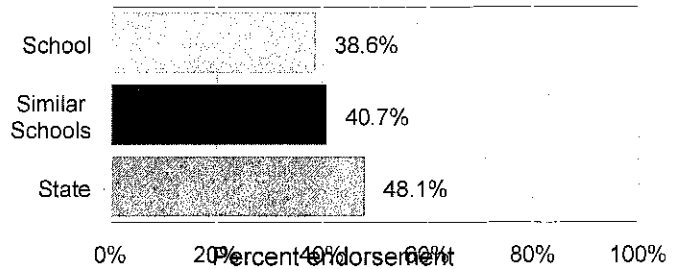
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	38.6%	50.6%
Similar Schools average:	40.7%	46.2%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12



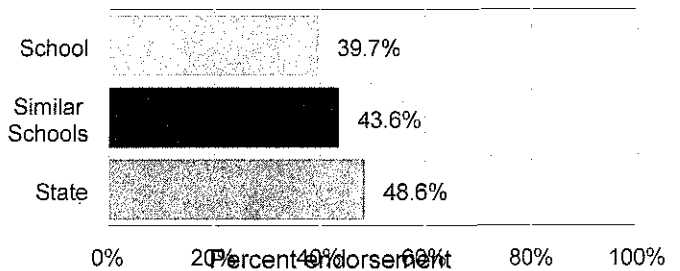
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	39.7%	53.8%
Similar Schools average:	43.6%	49.3%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12



ENGAGEMENT

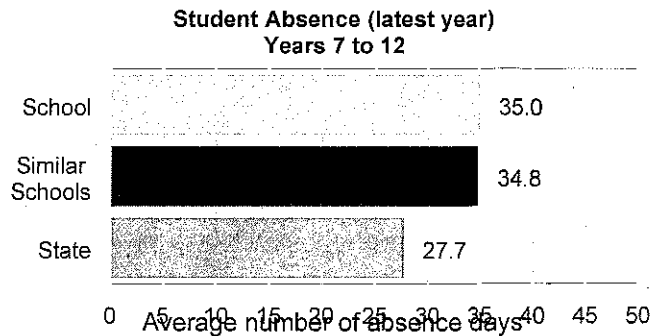
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	35.0	33.3
Similar Schools average:	34.8	27.8
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

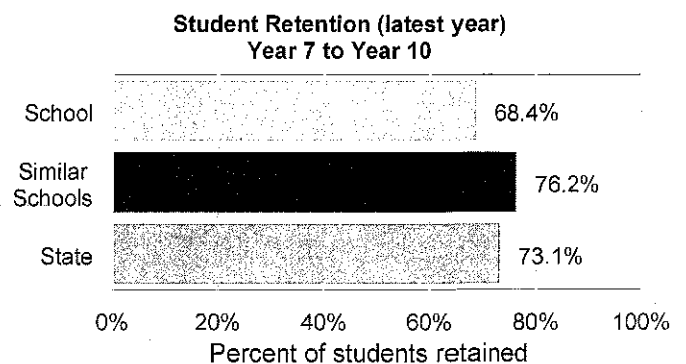
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	79%	78%	85%	83%	90%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	68.4%	73.4%
Similar Schools average:	76.2%	76.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Students exiting to further studies or full-time employment

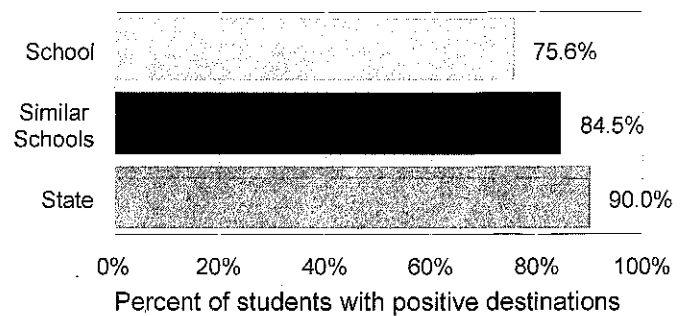
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	75.6%	80.1%
Similar Schools average:	84.5%	83.1%
State average:	90.0%	89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,184,673
Government Provided DET Grants	\$1,656,311
Government Grants Commonwealth	\$4,473
Government Grants State	\$6,688
Revenue Other	\$80,741
Locally Raised Funds	\$386,566
Capital Grants	\$0
Total Operating Revenue	\$9,319,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$726,929
Equity (Catch Up)	\$79,044
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$805,972

Expenditure	Actual
Student Resource Package ²	\$6,426,261
Adjustments	\$0
Books & Publications	\$2,044
Camps/Excursions/Activities	\$125,982
Communication Costs	\$11,521
Consumables	\$199,928
Miscellaneous Expense ³	\$92,618
Professional Development	\$27,006
Equipment/Maintenance/Hire	\$338,444
Property Services	\$384,823
Salaries & Allowances ⁴	\$271,835
Support Services	\$414,549
Trading & Fundraising	\$144,394
Motor Vehicle Expenses	\$3,996
Travel & Subsistence	\$818
Utilities	\$120,523
Total Operating Expenditure	\$8,564,742
Net Operating Surplus/-Deficit	\$754,712
Asset Acquisitions	\$110,249

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,760,431
Official Account	\$36,188
Other Accounts	\$0
Total Funds Available	\$1,796,619
Financial Commitments	
Financial Commitments	Actual
Operating Reserve	\$328,041
Other Recurrent Expenditure	\$20,185
Provision Accounts	\$13,069
Funds Received in Advance	\$0
School Based Programs	\$405,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$600,000
Maintenance - Buildings/Grounds < 12 months	\$310,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$60,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,796,794

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.