**Annual Implementation Plan - 2024**

**Select annual goals and KIS**

Colac Secondary College (8864)



Submitted for review by Skye Bannan (School Principal) on 28 February, 2024 at 12:48 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 28 February, 2024 at 01:31 PM
Awaiting endorsement by School Council President

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal**In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities |  |
| 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

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| **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% |

 | Increase the percentage of Year 9 students in strong and exceeding 46% in Naplan Reading.  |
| **NAPLAN growth data:** Increase the percentage of students making medium and high growth

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| **NAPLAN benchmark growth** | **Medium to High growth: At or above** |
| **2021** | **2025** |
| **Reading** | 65% | 70% |
| **Writing** | 67% | 71% |
| **Numeracy** | 66% | 75% |

 | NAPLAN growth is unable to be measured due to a change in scale. |
| **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:

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| 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% |

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| 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% |

   | Increase the percentage of students making 2 points growth in 12 months PAT adaptive Reading and Maths. |
| **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.    | Increase the mean score in English from 21.77 and Further Mathematics from 26.72 |
| **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) | Increase Year 12 completion of VCE Vocational Major to 100% |
| **SSS increase in positive endorsement:**

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| **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% |

 | Increase collective efficacy from 45% to 50% and academic emphasis from 29% to 40% |
| 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 the number of students with 20 or more days absent to 45% in 2024 |
| **POS: To improve the percentage of positive agreement:**

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

 | To improve parent participation and involvement from 66% to 70% |
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| **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% |

 | To improve percentage of positive agreement in sense of connectedness and teacher concern |
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| **2.4 SSS: To improve the percentage of positive agreement** |  |  |
| **SSS variables** | **2020** | **2025** |
| Staff trust in colleagues | 36% | 60% |
| Believe student engagement is the key to learning | 43% | 70% |
| Collective responsibility for student learning  | 36% | 60% |
| Support learning and growth of whole student | 9% | 50% |

 | To improve the percentage of positive agreement by 5% across all 4 variables |

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| **Goal 2** | **To improve student learning growth and achievement through a focus on literacy and numeracy.** |
| 12-month target 2.1-month target | Increase the percentage of Year 9 students in strong and exceeding 46% in Naplan Reading.  |
| 12-month target 2.2-month target | NAPLAN growth is unable to be measured due to a change in scale. |
| 12-month target 2.3-month target | Increase the percentage of students making 2 points growth in 12 months PAT adaptive Reading and Maths. |
| 12-month target 2.4-month target | Increase the mean score in English from 21.77 and Further Mathematics from 26.72 |
| 12-month target 2.5-month target | Increase Year 12 completion of VCE Vocational Major to 100% |
| 12-month target 2.6-month target | Increase collective efficacy from 45% to 50% and academic emphasis from 29% to 40% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 2.a**Excellence in teaching and learning | Develop, implement, and monitor an agreed college pedagogical model | Yes |
| **KIS 2.b**Excellence in teaching and learning | Document and implement a learning program based on the Victorian Curriculum and senior secondary qualifications. | No |
| **KIS 2.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. | In 2023 we have made an excellent start on the development of a college-wide pedagogical model. Therefore, our next step is to focus on high-quality, consistent delivery of our curriculum through the implementation and monitoring of an agreed college-wide approach to pedagogical practice.  |
| **Goal 3** | **To create a whole–school positive climate for learning.**  |
| 12-month target 3.1-month target | To reduce the number of students with 20 or more days absent to 45% in 2024 |
| 12-month target 3.2-month target | To improve parent participation and involvement from 66% to 70% |
| 12-month target 3.3-month target | To improve percentage of positive agreement in sense of connectedness and teacher concern |
| 12-month target 3.4-month target | To improve the percentage of positive agreement by 5% across all 4 variables |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 3.a**Professional leadership | To develop a school vision and implement values that informs the college culture and supports student engagement. | Yes |
| **KIS 3.b**Positive climate for learning | To develop and implement a consistent approach to school–wide positive behaviours.  | No |
| **KIS 3.c**Community engagement in learning | To raise aspirations and improve outcomes through building relationships that connect the community with the college. | 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. | This KIS was commenced in 2022. In 2023 we saw marked improvement in the School Staff Survey data targets, we did not see improvement in the Student Attitude to School Survey data targets. We have had a small reduction in student absences. Therefore we believe there are more actions to be undertaken for this KIS before we are ready to move on.  |