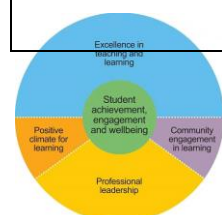


## Cohuna Secondary College Strategic Plan 2021-2024

<b>Endorsement</b>	<b>Re-Endorsement (if a Goal, KIS or Target is changed)</b>	<b>Re-endorsement (if a Goal, KIS or Target is changed)</b>
Principal: Fiona Miller.....	Principal: Fiona Miller date	.....[name].....[date]
School council President : Matt Hawken	School Council: date	.....[name].....[date]
Delegate of the Secretary: Graeme Scoberg ..... [date]	Delegate of the Secretary: Graeme Scoberg [date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Cohuna Secondary College is committed to meeting the educational, social and cultural needs of the students through promoting a caring, supportive and educationally challenging environment. We provide students with the opportunity to maximise their potential through providing a broad range of cultural activities and setting high academic standards. Our priority is to provide a safe, happy and engaging environment with high expectations for all. We work to build strong relationships with students, staff, parents and the wider community.</p>	<p><b>School Motto:</b> 'Excellamus'. Let us excel!  <b>School Purpose:</b> Strive for excellence in all that we do.  <b>Cohuna Secondary College CORE values are:</b> Community, Ownership, Respect and Excellence.</p> <p><b>Community:</b> We look out for each other and support each other, not only within our school community but the greater community in which we live.                  We achieve great things by working together. We treat others with care and compassion.</p> <p><b>Ownership:</b> We accept responsibility for our actions and our behaviour. We strive to achieve our best both individually and as a collective.                  We act as positive role models for others. We are honest and courteous at all times.</p> <p><b>Respect:</b> We respect each other and our environment. Respect involves taking responsibility for both ourselves and others.                  Respect is speaking to and interacting with others in a courteous manner. It is about being honest, reliable and trustworthy.</p> <p><b>Excellence:</b> We value the process of striving for excellence and the desire to produce ones best at all times.                  Excellamus-Let us Excel!</p>	<p>Cohuna Secondary College, with an enrolment of 198, services the rural town of Cohuna and adjacent communities. The curriculum structure from Years 7 to 10 is embedding the Victorian Curriculum, with a broad curriculum offering across all Domain areas. As students progress into the Middle School students begin to choose their subject offerings within the elective program. Year 10 students able to study a VCE or VET subject. There are a myriad of extra curricula opportunities for students across all year levels. These include theatre restaurant, musical productions, involvement in the Advance (Future Leaders) program, Cambodia alternative schoolies and the growth of music and Concert Band. There are camp and excursions programs, a public speaking forum, debating, work experience, special education programs, support for students with disabilities and impairments and inter-school sport.</p> <p>We offer an expansive program in the senior school with a large number of VCE units, VET options as well as offering School-Based Apprenticeships as pathway options, we also offer VCAL and tuition through Distance Education and the Victorian Virtual Learning Network to support the broad range of programs offered in the senior school. We are exceptionally proud of our VCE results as they have been consistently high over many years, with increasing numbers of students achieving study scores of 40+ and the DUX often the highest in the region.</p> <p>Our college has an SFOE of 0.4637 and has stayed at this level for many years. This would indicate a level of financial independence with our families, however the recent downturn in the dairy industry, high cost and availability of water and previous drought would indicate that this will be a challenge for our families in the future. Enrolment trends over the four years of the current strategic plan have seen a decline in student numbers. This is a further indication of the level of rural decline our community is experiencing.</p> <p>Our college currently has a staffing profile of 21 teaching staff, 9 Education Support staff, an Assistant Principal and a Principal. We also have a part time School Chaplain and a Social Worker onsite. Our Leadership team is made up of the Principal and Assistant Principal, two Learning Specialists and a Leading Teacher. The leadership portfolio of each of these team members is based around strategic priorities of the college. Staff work in Professional Learning Communities to continue to develop their expertise in teaching and learning and to implement the College Instructional Teaching and Learning Model.</p>	<p><b>MISSION</b>                  Cohuna Secondary College's mission is to provide students with the best possible foundation in life through a well-rounded education.</p> <p><b>OBJECTIVE</b>                  Cohuna Secondary College's objective is to ensure all students leave our school well prepared for life beyond the school gates.</p> <p>The Panel identified Literacy and Numeracy as areas requiring focus for the next School Strategic Plan. At present, the curriculum planning does not analyse and address the full range of learning needs of individual students providing coherence and continuity across all learning areas and capabilities and stages of learning. The panel identified a need for consistency of practice across the college to ensure that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Through our PLC framework staff will continue to analyse data to pinpoint and build from point of need for individuals, student cohorts and groups of students. We need to put in a structure of a cycle of planning, teaching and assessment using evidence-based strategies.</p> <p>Over the next four years the School Improvement Team will plan and work with staff through our PLC structure on using and evaluating the effectiveness of High Impact Teaching Strategies (HITS) to refine curriculum, pedagogy and programs and to plan for further improvement. Synchronously we will develop student agency, and staff knowledge and expertise, to build a distinctly clear and identifiable thread between the curriculum standards, learning goals, learning activities and assessment strategies.</p> <p>The panel identified the need to give students more voice and agency in their learning. We will to continue to improve the building of authentic partnerships between student and teacher so that students have genuine input and feedback into the curriculum to improve their learning. This will help students to self-regulate their learning and to actively challenge themselves. Further staff development of student voice and agency will contribute to empowering all students to reach their full potential.</p> <p>The panel identified that we needed to explicitly teach concepts around respectful relationships and ensure the community is part of this learning. The schools behaviour management and restorative practices need to be refreshed so that there is consistency across the college and is clearly understood by all stakeholders. With the appointment of a Leading Teacher of Wellbeing we can focus on evaluating and updating our wellbeing and safety practices. Working together with parent/carers and families we will develop students' social and emotional skills in self-managing their behaviour. The work to embed the school's Vision and CORE values, and actively practiced, as part of everyday behaviours will continue.</p>

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)
<p><b>Student Achievement</b>                  Goal 1 All students achieve maximum learning growth in all subjects with a shared focus on Literacy and Numeracy</p>	<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment</li> <li>Building practice excellence</li> <li>Evaluating Impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>Develop a consistent whole school approach to teaching and learning</li> <li>Establish a collaborative practice culture across the school</li> <li>Build the capacity of staff to collect, analyse and apply evidence in their teaching</li> </ul>	<p>Target 1.1</p> <ul style="list-style-type: none"> <li>All students will show at least 12 months growth for 12 months teaching/achieve the learning goals in their ILP.</li> </ul> <p>Target 1.2</p> <ul style="list-style-type: none"> <li>Each year the mean VCE study score will be 30 or above.</li> </ul> <p>Target 1.3</p> <p><b>Teaching and Learning module</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>- 2024 target at or above 75% - 2019 benchmark 59%</li> </ul>



			<ul style="list-style-type: none"> <li>Implementation</li> <li>- 2024 target at or above 75% - 2019 benchmark 58%</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>- 2024 target at or above 75% - 2019 benchmark 51%</li> </ul>	
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>All students are actively engaged in their learning</li> </ul>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li><i>Empowering students and building school pride</i></li> <li><i>Parents and carers as partners</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop student agency in their learning</li> <li>Foster student voice in classes and throughout the school</li> <li>Develop close partnerships between school and home</li> </ul>	<p>Target 2.1</p> <p><b>Attitudes to School Survey (AToSS):</b></p> <ul style="list-style-type: none"> <li>Sense of Connectedness</li> <li>- 2024 target at or above 60% - 2019 benchmark 40%</li> <li>Student Voice and Agency</li> <li>- 2024 target at or above 60% - 2019 benchmark 41%</li> <li>Motivation and Interest</li> <li>- 2024 target at or above 60% - 2019 benchmark 54%</li> <li>Stimulated learning</li> <li>- 2024 target at or above 60% - 2019 benchmark 54%</li> </ul>	
				<p>Target 2.2</p> <p><b>SSS:</b></p> <ul style="list-style-type: none"> <li>Parent and Community Involvement</li> <li>- 2024 target at or above 75% - 2019 benchmark 62%</li> <li>Use student feedback to improve practice</li> <li>- 2024 target at or above 80% - 2019 benchmark 56%</li> <li>Believe student engagement is key to learning</li> <li>- 2024 target at or above 90% - 2019 benchmark 75%</li> <li>Promote student ownership of learning goals</li> <li>- 2024 target at or above 80% - 2019 benchmark 56%</li> <li>Support learning growth of whole student</li> <li>- 2024 target at or above 80% - 2019 benchmark 63%</li> </ul>
				<p>Target 2.3</p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Reduce the absence of 30+ days' absence from 25 per cent to at or below 15 per cent</li> </ul>
			<p>Target 2.4</p> <p><b>Parent Opinion Survey (POS):</b></p> <ul style="list-style-type: none"> <li>Student motivation and support</li> <li>- 2024 target at or above 80% - 2019 benchmark 66%</li> <li>Student connectedness</li> <li>- 2024 target at or above 85% - 2019 benchmark 78%</li> <li>Student agency and voice</li> <li>- 2024 target at or above 85% - 2019 benchmark 84%</li> <li>Teacher communication</li> <li>- 2024 target at or above 85% - 2019 benchmark 78%</li> <li>Parent participation and involvement</li> <li>- 2024 target at or above 90% - 2019 benchmark 89%</li> </ul>	
<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>To maximise the wellbeing of all students</li> </ul>	<p><b>Community engagement in learning</b></p> <ul style="list-style-type: none"> <li><b>Setting expectations and promoting inclusion</b></li> <li><b>Intellectual engagement and self awareness</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a whole school approach to behavior management</li> <li>Build students' knowledge, understanding and management of self</li> </ul>	<p>Target 3.1</p> <ul style="list-style-type: none"> <li>Managing bullying</li> <li>- 2024 target at or above 80% - 2019 benchmark 50%</li> <li>Respect for diversity</li> <li>- 2024 target at or above 65% - 2019 benchmark 43%</li> <li>Student connectedness</li> <li>- 2024 target at or above 65% - 2019 benchmark 40%</li> <li>Sense of confidence</li> <li>- 2024 target at or above 70% - 2019 benchmark 58%</li> <li>Classroom behaviour</li> <li>- 2024 target at or above 60% - 2019 benchmark 46%</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>- 2024 target at or above 70% - 2019 benchmark 59%</li> </ul>	
				<p>Target 3.2</p> <p><b>POS:</b></p> <ul style="list-style-type: none"> <li>School Connectedness</li> <li>- 2024 target at or above 90% - 2019 benchmark 79%</li> <li>School pride and confidence</li> <li>- 2024 target at or above 90% - 2019 benchmark 83%</li> <li>Confidence and resilience skills</li> <li>- 2024 target at or above 90% - 2019 benchmark 81%</li> </ul>



			<ul style="list-style-type: none"> <li>Managing bullying - 2024 target at or above 90% - 2019 benchmark 76%</li> <li>Promoting positive behaviour - 2024 target at or above 90% - 2019 benchmark 88%</li> </ul>
			<p>Target 3.3 SSS:</p> <ul style="list-style-type: none"> <li>Collective responsibility - 2024 target at or above 70% - 2019 benchmark 58%</li> </ul> <p>Trust in students and parents - 2024 target at or above 55% - 2019 benchmark 35%</p>

