

Cohuna Secondary College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Stephen Brain [date] [name] [date] [name] [date]
School council: Andrew Rigg [date] [name] [date] [name] [date]
Delegate of the Secretary: Graeme Scoberg [date] [name] [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 that provides 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 of student behaviour. We aim to build strong relationships amongst students, staff, parents and the wider community.</p>	<p>School Motto: ‘Excellamus’. School Purpose: Strive for excellence in all that we do. School Values:</p> <ul style="list-style-type: none"> • Listen attentively • Do our work promptly • Speak thoughtfully • Appreciate people’s differences 	<p>Cohuna Secondary College, with an enrolment of 235, services the rural town of Cohuna and adjacent communities. NAPLAN results have been consistently strong for many years and current NAPLAN growth data reflects very positively on programs delivered at the college. 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.</p> <p>Our college has an SFOE of 0.4 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 would indicate that this will be a challenge for our families in the future. LGA measures of the ICSEA scale would indicate that our college is not as financially independent as may be expected by our SFOE figure.</p> <p>Enrolment trends over the four years of the current strategic plan have been very positive with the college growing to as high as 280 students, however current enrolments have dropped to 235. 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 30.4 EFT teaching staff of 21.68 with 6.72 ES staff, an Assistant Principal and a Principal. Our Leadership team is made up of the Principal and Assistant Principal, three leading teachers and the Business Manager. The leadership portfolio of each of these team members is based around strategic priorities of the college.</p>	<p>Intent- Our core body of work will revolve around developing enhanced student outcomes across all sectors of the ‘Excellence in Teaching and Learning’ component of the FISO initiative.</p> <p>Rationale- Our previous review recognised that we had some very favourable data sets across the college, however in order to go from very good data to excellent data we would need to focus explicitly on improving teaching and learning outcomes further.</p> <p>Focus- We will also focus on lifting ATSS data relating to student safety as there was an anomaly regarding this data in the previous review. As a result, our college will work toward better understanding such data through the FISO lens of ‘Positive Climate for Learning’. Working closely with students, families and the staff and triangulating a range of data sets to establish a clearer understanding of this data we will be able to move existing data sets forward.</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>Student Achievement Reinforcing, explicitly, the relationship between effective teaching and student learning growth in the context of a teaching and learning model/framework where the principles of agreed good teaching practice are developed.</p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> • Building practice excellence • Evaluating Impact on learning • Evidence based High Impact teaching Strategies 	<ul style="list-style-type: none"> • embedding agreed school-wide approaches to instructional practice through enhanced professional learning • embedding high expectations in relation to professional culture and performance, including highly effective teaching • Pre and Post testing <ul style="list-style-type: none"> ○ Every class to have implemented pre and Post-testing by the end of the current strategic Plan • As part of the learning Architecture framework a process of investigation, development and implementation has occurred regarding Pre and Post testing • Provide ongoing feedback processes for students and families • embedding high level use of data to enhance individual learning growth • supporting growth in teacher capacity to use assessment as, for and of learning • Domain leaders to be driving improved teaching and learning in their areas • All staff to be developed with regard to data analysis • All staff to link relevance of data to their specific subject area, particularly with a focus on developing skill sets. • Feedback <ul style="list-style-type: none"> ○ Reports to focus specifically on student growth ○ Reports to be reflective of the ongoing nature of assessment. 	<ul style="list-style-type: none"> • NAPLAN growth results regarding Writing, Reading and Numeracy from Year 7-9 in “High Growth” to be: • Numeracy 40% • Writing 30% • Reading 30% • Average VCE study score to be 30 by the end of the Strategic Plan cycle • On Demand growth to be at 0.5 each semester across all year levels • On Demand testing implemented and embedded three times over the course of the year at Year level 7-10
		<ul style="list-style-type: none"> • To develop curriculum documentation that is reflective of the evolving nature of change regarding Learning Architecture <ul style="list-style-type: none"> ○ develop an implementation plan for the teaching and learning framework that values consistency in application • develop an effective, research-based teaching and learning framework that: <ul style="list-style-type: none"> • reflects the input of staff and the voice of students • is agreed to and owned by staff 	<ul style="list-style-type: none"> • Curriculum documentation to be reflective of the evolving nature of change regarding the learning architecture • Teaching and Learning Framework in place reflective of educational research with students at the centre by: <ul style="list-style-type: none"> ○ Classroom observations documented ○ Artefacts evident in classrooms reflective of the learning framework and there is evidence of it being used



		<ul style="list-style-type: none"> identifies the practice across the College that profiles: <ul style="list-style-type: none"> a culture of high expectations personalised learning underpinning learning growth develop a staged professional learning model that supports whole school implementation, sharing of experience, and review for effect Develop a whole school professional development plan relating to improved teaching and learning 	<ul style="list-style-type: none"> Linked to P and D process Student voice/parent/student interview developed Staff Opinion data lifted regarding (professional academic rigour) into the 70th percentile across all areas across the state and to average above 60% positive responses across the college Student voice to be developed by: <ul style="list-style-type: none"> Understanding Learning Styles to develop a path forward for each student Developing surveys that improve student voice Student learning conference (1-1 feedback) ATSS outcomes lifting across all areas by a full quartile Learning Confidence has lifted by a full quartile Whole college Professional Development Plan documented to target college wide priorities
Engagement <ul style="list-style-type: none"> Building the understanding of, and implement a process for, improved student engagement across the College. Ensure that the college context for establishing and sustaining positive teacher/student relationships is evident and based on authentic student voice in the planning, resourcing and the practice of teaching and learning, including assessment. 	Positive Climate for Learning <ul style="list-style-type: none"> Intellectual Engagement and self-awareness 	Building the understanding of, and implement a process for, improved student engagement across the College supported by: <ul style="list-style-type: none"> explicitly nurturing and sustaining a supportive school environment that seeks to engage each student academically, socially, emotional and personally embedding authentic student voice in terms of: <ul style="list-style-type: none"> understanding and ownership and use of learning growth data, being active in conversations about curriculum and preferred learning styles and activities planning the next steps for individual learning growth unpacking and owning AtSS and other related survey data ensuring that restorative practice is consistently implemented across the College to guarantee equity for each student in the learning environment. 	Connectedness to school figures <ul style="list-style-type: none"> 7-9 from 44% Positive to 55% positive by the end of the Strategic Plan 10-12 from 27% positive to 40% positive by the end of the Strategic Plan Connectedness to peers figures <ul style="list-style-type: none"> 7-9 from 57% positive to 65% positive by the end of the Strategic Plan cycle. 10-12 from 49% positive to 55% positive by the end of the Strategic Plan cycle Learning confidence figures <ul style="list-style-type: none"> 7-9 from 49% positive to 55% positive by the end of the Strategic Plan cycle 10-12 from 41% positive to 55% positive by the end of the Strategic Plan cycle
		Engagement: Values <ul style="list-style-type: none"> redefine/develop College values statements in terms of what it is to be a student, staff member or parent align College values to restorative practices and explicitly relate them to the consistent application of College wide behavior management protocols develop staff capacity to build strong relationships with students, and to model characteristics of positive relationships 	<ul style="list-style-type: none"> New Values document in place and being used as part of core school business Classroom behaviour figures <ul style="list-style-type: none"> 7-9 from 22% positive to 40% positive by the end of the Strategic Plan cycle. 10-12 from 26% positive to 40% positive by the end of the Strategic Plan cycle
		Student Voice: Engagement <ul style="list-style-type: none"> continue to refine and expand the College's student leadership program investigate the circumstances for the negative trends emerging in AtSS Student Wellbeing and Student Relationships factors use multiple sources and approaches to promote, value and benefit from authentic student voice across a range of College develop a College wide model for transforming the status and the incidence of authentic student voice in each classroom monitor the extent to which increased student voice has a positive impact on individual student learning, engagement, wellbeing and resilience. 	<ul style="list-style-type: none"> Improved student safety factors <ul style="list-style-type: none"> 7-9 from 51% positive 60% positive by the end of the strategic Plan cycle 10-12 from 67% positive to 75% positive by the end of the Strategic Plan cycle Embed a process of classroom feedback across the college (staff to student and student to staff) Improved stimulating learning data factors <ul style="list-style-type: none"> 7-9 from 32% to 50% by the end of the Strategic Plan cycle 10-12 from 19% to 35%

