

School Strategic Plan 2020-2023

Cobden Primary School (0864)



Submitted for review by Peter Lee (School Principal) on 31 January, 2020 at 10:41 AM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 03 February, 2020 at 03:41 PM

Endorsed by Craig Hanks (School Council President) on 05 February, 2020 at 09:01 AM

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<p>School vision</p>	<p>VISION FOR LEARNING All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.</p>
<p>School values</p>	<p>VALUES STATEMENT Cobden Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p>
<p>Context challenges</p>	<p>Cobden Primary School (Cobden PS) is located in the township of Cobden, approximately 205 kilometres from Melbourne in the Corangamite Shire. The school was established in 1865. The school grounds include an historic main building which provides an administration area, four classrooms, a computer laboratory and a library. An additional modern building provides four classroom spaces. Two additional classrooms are located in a relocatable building. A separate building provides a teaching and learning space for science, art and music. The school grounds include an oval, netball and basketball courts and two playground equipment areas. The school also has access to a small hall adjacent to the school grounds. Enrolments at the time of the review were approximately 171 students. Over the past four years, enrolments decreased by 19 students. The Student Family Occupation (SFO) index was 0.52 in 2018 and the Student Family Occupation Education (SFOE) index was 0.46 in 2018–19. The staffing profile of Cobden PS includes a principal, 13 teachers and five Education Support (ES) staff, including a business</p>

	<p>manager.</p> <p>The school provides an approved curriculum framework aligned with the Victorian Curriculum and differentiated to meet student needs.</p> <p>In 2019, specialist programs are provided in Indonesian language, science and physical education.</p> <p>Student learning and wellbeing are supported by a Department of Education and Training (DET) network psychologist and a speech pathologist.</p> <p>The school implemented an instructional model, lesson structure and assessment schedule for writing. The lesson structure incorporated high impact teaching strategies. A whole school writing scope and sequence and program was developed, documented and implemented with a focus on developing students' knowledge and skills to write in a range of genres. A Prep to Year 6 schedule for the teaching of writing genres was established for each term. Individual writing goals and rubrics were also documented. A criterion scale was used as a reference for students to self-evaluate their writing. Teachers moderated students' writing as a whole school team. In 2018, teacher judgement data indicated that student achievement in Writing was not as strong as Reading for any year level.</p> <p>The Panel noted that the school had not developed and documented a scope and sequence or instructional program for speaking and listening. During focus group discussions teachers commented on the links between students' oral language and writing. They suggested that strengthening the oral literacy of students, particularly in the early years of schooling, would support improved student outcomes in writing.</p> <p>The Panel agreed that the development, documentation and consistent implementation of a whole school approach to developing students oral literacy was not evident and was a barrier to improving students' writing skills.</p>
<p>Intent, rationale and focus</p>	<p>1. To improve the learning growth of every student in literacy and numeracy.</p> <p>NAPLAN and teacher judgement data indicated that the students achieved expected or above learning growth for reading, writing and numeracy. The Panel agreed building teachers' capacity to implement high impact instructional practices would support the school to continue to improve each student's literacy and numeracy learning growth.</p> <p>a Build teacher capacity to use high impact teaching strategies through professional learning, peer observation and feedback. (BPE)</p> <p>b Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. (BPE)</p> <p>2. To improve the engagement and involvement of all students in their learning.</p> <p>In 2019, AToSS data indicated that the percentage of positive endorsement for the Student voice and agency survey factor was 66 per cent. This was relatively low compared to other survey factors.</p> <p>a Develop a learning climate that promotes challenge, engagement and curiosity. (IESA)</p> <p>b Build teacher capacity to activate student voice and agency within the classroom, school and community. (ESBSP)</p> <p>3. To improve the social and emotional well-being of students.</p> <p>In 2019, AToSS data indicated that the percentage of positive endorsement for Sense of inclusion, Respect for diversity and Managing bullying declined. Respect for diversity was at the 48th percentile relative to Victorian government schools</p>

	<p>a Strengthen strategies and programs that build partnerships between staff, students and parents that support student's learning, wellbeing and resilience. (PCP)</p> <p>b Develop and implement strategies to strengthen students' social skills and build positive relationships with their peers. (SEPI)</p>
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Goal 1	Improve the learning growth of every student in literacy and numeracy
Target 1.1	<p>By 2023, increase the percentage of student's making above benchmark growth:</p> <ul style="list-style-type: none">• Reading—79% (2019) to 80% (2023)• Writing—30% (2019) to 40% (2023)• Numeracy—25% (2019) to 40% (2023)
Target 1.2	<p>During 2020–23, increase the percentage of students in the top two NAPLAN bands in reading, writing and numeracy as each matched cohort progresses from Year 3 to Year 5.</p>
Target 1.3	<p>By 2023, improve or maintain the three year average percentage of Prep to Year 6 students making one year's learning growth according to teacher judgements of achievement against the Victorian Curriculum:</p> <ul style="list-style-type: none">• Reading & Viewing—94% (2018) to 95% (2023)• Writing—88% (2018) to 93% (2023)• Number & Algebra—92% (2018) to 95% (2023)• Measurement & Geometry—93% (2018) to 95% (2023)• Statistics & Probability—95% (2018) to 95% (2023)

Target 1.4	By 2023, increase the percentage of positive endorsement on the SSS for the following factor: Professional learning through peer observation—18% (2019) to 80% (2023)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to use high impact teaching strategies through professional learning, peer observation and feedback
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student
Goal 2	Improve the engagement and involvement of all students in their learning
Target 2.1	By 2023, increase the percentage of positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency—66% (2019) to 80% (2023) • Differentiated learning challenge—88% (2019) to 95% (2023) • Motivation & interest—80% (2019) to 90% (2023) • Attitudes to attendance—84% (2019) to 90% (2023)
Target 2.2	By 2023, increase the percentage of positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> • Stimulating learning environment—82% (2019) to 90% (2023) • Effective teaching—84% (2019) to 90% (2023)

Target 2.3	By 2023, reduce the percentage of students with 20 + days absence per year from 22 per cent (2018) to 15 per cent (2023).
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement and curiosity
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom, school and community
Goal 3	Improve the social and emotional wellbeing of students
Target 3.1	By 2023, increase the percentage of positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Sense of inclusion—89% (2019) to 95% (2023) • Respect for diversity—78% (2019) to 90% (2023) • Managing bullying—80 % (2019) to 90% (2023)
Target 3.2	By 2023, increase the percentage of positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> • Teacher communication—79% (2019) to 90% (2023) • School improvement—84% (2019) to 90% (2023)

Target 3.3	<p>By 2023, increase the percentage of positive endorsement on the SSS for the following factor:</p> <ul style="list-style-type: none"> • Trust in students and parents—62% (2019) to 80% (2023)
Key Improvement Strategy 3.a Parents and carers as partners	Strengthen strategies and programs that build partnerships between staff, students and parents that support student’s learning, wellbeing and resilience
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop and implement strategies to strengthen students’ social skills and build positive relationships with their peers