

School Strategic Plan 2023-2027

Cobden Primary School (0864)



Submitted for review by Jarod Bacon (School Principal) on 18 December, 2023 at 03:26 PM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 19 December, 2023 at 10:45 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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School vision	Cobden Primary School's vision is to develop confident, creative and responsible students through participation in a safe, friendly and supportive learning environment.
School values	<p>Cobden Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Cobden Primary School's mission is to promote and develop lifelong learners who are working to become socially competent individuals who contribute to the broader community.</p> <p>Cobden Primary School's values are Care, Respect and Excellence. We care for others, demonstrate kindness and take every opportunity to help others that may be in need. We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We strive for excellence, which means trying our hardest and doing our best.</p>
Context challenges	<p>Cobden Primary School (CPS) is located in South-Western Victoria and is 200 kilometres from Melbourne. The school was founded in 1865. The school grounds include, five main buildings, basketball/netball court, 2 play spaces/adventure playgrounds, asphalt areas, garden beds, and an oval (bottom field). The school also owns the local RSL hall that is situated across the road from the site.</p> <p>Enrolments at the time of the review were 148 students. The Student Family Occupation (SFO) index was 0.4880 and the Student Family Occupation Education (SFOE) index was 0.4509 in 2022. The staffing profile of CPS includes a principal, 1 learning specialist, 10 full time equivalent teachers, and 5 full time equivalent Education Support (ES) staff. Students also have access to a school counsellor.</p> <p>The school provides an accredited Out of School Hours Care program, offers student leadership opportunities for Year 6s, and a breakfast club (operated on Tuesday and Thursday mornings) to support student wellbeing and engagement. The panel agreed that a continued focus on student wellbeing was a priority. Enabling student voice and agency was also recommended across all year levels.</p>

<p>Intent, rationale and focus</p>	<ol style="list-style-type: none"> 1. Maximise the learning growth of every student The panel recommended a continued focus on data informed teaching and learning for individual students to support improved learning outcomes for all students. The panel supported a goal focusing on learning in reading, writing and mathematics. <ol style="list-style-type: none"> a. Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices. b. Develop a distributed leadership program to strengthen the depth and consistency of leadership within the school. c. Build staff data literacy and confidence working with student data. 2. Optimise wellbeing and empower students to be engaged learners and leaders. The panel determined that a goal focused on the engagement and wellbeing of students through focusing on empowering students as learners, would support a collaborative and cohesive school response to improve overall academic and social/emotional student learning outcomes. <ol style="list-style-type: none"> a. Strengthen teacher knowledge and practice to activate student voice and agency so students can act as partners in improving outcomes. b. Build student capacity to set challenging learning goals and monitor their own growth. c. Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.
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Goal 1	Maximise the learning growth of every student.
Target 1.1	<p>1.1 By 2027, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN:</p> <ul style="list-style-type: none">• Year 3 reading from 19% (2023) to 25% (2027)• Year 3 writing from 0% (2023) to 25% (2027)• Year 3 numeracy from 0% (2023) to 25% (2027)• Year 5 reading from 24% (2023) to 28% (2027)• Year 5 writing from 17% (2023) to 25% (2027)• Year 5 numeracy from 7% (2023) to 25% (2027)
Target 1.2	<p>By 2027, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in:</p> <ul style="list-style-type: none">• reading and viewing from 24% (2023) to 15% (2027)• writing from 19% (2023) to 15% (2027)• number and algebra from 17% (2023) to 13% (2027)
Target 1.3	<p>By 2027, increase the percentage of students achieving high benchmark growth according to NAPLAN:</p> <ul style="list-style-type: none">• reading from the 2023 baseline X% to 25% (2027)• writing from the 2023 baseline X% to 25% (2027)• numeracy the 2023 baseline X% to 25% (2027) <p>Baseline percentages to be confirmed</p>

Target 1.4	<p>By 2027, increase the percentage positive endorsement in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> • understand how to analyse data from 80% (2023) to 90% (2027) • knowledge of high impact teaching strategies from 70% (2023) to 85% (2027) • professional learning through peer observation from 40% (2023) to 75% (2027)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop a distributed leadership model to strengthen the depth and consistency of leadership within the school.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build staff data literacy and confidence working with student data.

growth, attainment and wellbeing capabilities	
Goal 2	Optimise wellbeing and empower students to be engaged learners and leaders.
Target 2.1	<p>By 2027, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors:</p> <ul style="list-style-type: none"> • self-regulation and goal setting from 75% (2023) to 85% (2027) • student voice and agency from 61% (2023) to 70% (2027) • sense of confidence from 75% (2023) to 80% (2027) • perseverance from 68% (2023) to 75% (2027) • sense of inclusion from 83% (2023) to 87% (2027)
Target 2.2	By 2027, increase the average school attendance rate from 88.7% (2022) to 93% (2027), as per the Student Attendance Data.
Target 2.3	By 2027, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 73% (2027)
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and agency so students can act as partners in improving outcomes.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.