**School Strategic Plan 2023-2027**

Cohuna Consolidated School (6211)



Submitted for review by Valerie Lobry (School Principal) on 15 December, 2023 at 11:42 AM  
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 15 December, 2023 at 11:43 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2023-2027**

Cohuna Consolidated School (6211)

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| School vision | To empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners. This will assist them to participate in and contribute to the global world and practice the core values of the school. |
| School values | Cohuna Consolidated School’s Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values –  Caring: Caring for ourselves, others & the environment Commitment: Commitment to learning Success: Success for the future |
| Context challenges | Current context: Location and history: Cohuna Consolidated School is located in the Gannawarra Shire approximately 300 kilometres from the Melbourne Central Business District.  The school was established in 1948 with children and buildings from Daltons Bridge, McMillan’s, Cohuna Estate, Gannawarra, Horfield and Burkes Bridge. Milnes Bridge School pupils also joined Cohuna Consolidated School in 1955 and Mead School pupils joined in 1992. The school started at the King George Street site and moved to its current site after a new building was completed in 1978. School facilities: The school facilities include one main building with central open spaces, an indoor Multi-purpose Room, Art Room, Music Room and Library. The grounds include two separate adventure playgrounds, one undercover basketball court, two netball courts and an oval. Enrolments: Enrolments at the time of the review was 150 students. Over the past four years, enrolments increased by 20 students due to new families moving into the area or families returning to Cohuna after the Covid years. The school has a small but growing proportion of students with English as an additional language.  SFO and SFOE: The Student Family Occupation Student Family Occupation Education (SFOE) index was 0.4034 in 2023 and the Student Family occupation (SFO) index was medium.  Staff Profile: the school employs 10 Teachers (EFT 8.5), one Tutor (0.2), 6 ES staff (EFT 4.8) and one Principal.  Curriculum: The school provides an approved curriculum based on the Victorian Curriculum which is differentiated to meet student needs as per the Cohuna Consolidated School Curriculum Framework Policy. Cohuna Consolidated School caters to a diverse student population by offering an extensive Specialist program (Physical Education, Art, Music, ICT and French). The school accesses specialist services from Swan Hill including a Psychologist, Speech Pathologist, Social Worker and Visiting Teacher (SSS). The school also employs an Art Therapist (new in 2023) and provides access for other Allied health professionals as required (OTs, physio and speech therapist). A vast program of camps and extra-curricular activities is also well established.  Community Engagement: the school benefits greatly from a very supportive Parent's Club and School Council, with additional volunteers where possible. Key Challenges: - To provide structures and processes to strengthen teacher collaboration and collective efficacy - To develop an agreed and consistently implemented instructional model - To embed evidence-informed curriculum planning - To embed High Impact Teaching Strategies in teaching practice.  - To create structures for regular feedback for staff and students |
| Intent, rationale and focus | Goal 1 Rationale: the panel agreed that the school had a range of strategies and approaches in place to support students’ learning and achievement. It heard that teachers collected and used data in their curriculum planning, but this remained an area that could be strengthened. Curriculum planning and delivery also remained areas for improvement, with teacher collaboration and sharing of resources, observations and feedback on practice, and a guaranteed, coherent Foundation to Year 6 learning journey for students still developing.  Goal 2 Rationale: the panel agreed that the school had a range of strategies, programs and approaches in place to support students’ wellbeing and engagement. The panel recommended that the school could further strengthen its wellbeing practices by ensuring there was clarity around how the available tiered supports meshed within a whole school plan, and also maximise students’ agency through increased cognitive engagement and opportunities to demonstrate their learning in real-world contexts. |

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| Goal 1 | To maximise students' learning growth and achievement. |
| Target 1.1 | Teacher Judgements (Growth)  By 2027, increase the percentage of students (Years 1 to 6) making the expected, or above expected learning growth over a twelve-month period in:   * Reading and Viewing from 77.5 percent (S2 2022) to at or above 85 percent * Writing from 75 percent (S2 2022) to at or above 85 percent * Number and Algebra from 78 percent (S2 2022) to at or above 85 percent |
| Target 1.2 | NAPLAN Proficiency Levels  By 2027, increase the percentage of students achieving in the Exceeding proficiency level in NAPLAN for:   * Year 3 Reading from 14 percent (2023) to 20 percent * Year 5 Reading from16 percent (2023) to 20 percent * Year 3 Numeracy from 5 percent (2023) to 20 percent * Year 5 Numeracy from10 percent (2023) to 20 percent   \*This target may require revision once NAPLAN trend data in the Proficiency Levels becomes available. |
| Target 1.3 | School Staff Survey  By 2027, increase the levels of positive endorsement for the following factors:   * Staff trust in colleagues from 56 percent (2023) to at least 75 percent * Teacher collaboration from 70 percent (2023) to at least 80 percent * Guaranteed and viable curriculum from 75 percent (2023) to at least 85 percent * Collective responsibility from 78 percent (2023) to at least 85 percent |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build all teachers’ capability to implement an agreed, evidence-based instructional model, with a focus on the High Impact Teaching Strategies. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Using best practice, design, document and deliver a data-informed, guaranteed curriculum program. |
| Key Improvement Strategy 1.b 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.c 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 | Strengthen structures and practices to promote a positive culture of collaboration, continuous improvement, trust and collective responsibility. |
| Goal 2 | To maximise students’ wellbeing and engagement in learning. |
| Target 2.1 | Absences  By 2027, decrease the average unapproved absences per student from 10.5 days (2022) to less than 5 days. |
| Target 2.2 | Attitudes to School Survey  By 2027, maintain or increase the level of positive endorsement for the following factors:  Teacher concern from 79 percent (2023) to 85 percent  Student voice and agency at or above 79 percent (2023)  High resilience (in the Brief Resilience Scale) from 0 percent (2023) to 20 percent |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Document and embed responsive and tiered practices that support all students’ learning growth, wellbeing and inclusion. |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop consistent practices that promote student agency and cognitive engagement across the school. |
| Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |