

Cobden Technical 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: Rohan Keert 25/6/17[name] [date][name] [date]
School council: Jodie Watson 25/6/17[name] [date][name] [date]
Delegate of the Secretary: Tony Fowler 25/6/17[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Cobden Technical School's ethos is reflected in the initials 'CTS – Committed to Students.... Committed to Success.' We are committed to developing successful outcomes for students, whether in the pursuit of high-level academic achievement or the development of specific vocational skills. These, along with opportunities for sporting, cultural, environmental and artistic involvement, are able to develop in a school with clear, strong connections to the community and industry at both the local and regional level. Cobden Technical School is a place where everyone who wants to learn is welcome and encouraged to strive for success, while appreciating that lifelong learning is enjoyable. We strongly believe that the development of emotional and intellectual intelligence, coupled with an environment where learning is enjoyable, are central to the development of our core values.</p>	<p>The school values were based on the development of the H.E.A.R.T, the head and the hands. The HEART values are Honesty, Excellence, Accountability, Respect and Trust and are posted prominently around the school.</p>	<p>Cobden Technical School serves the town of Cobden and its surrounding dairy farming district and is located about 200 kilometers south west of Melbourne. About half of the school's enrolment was drawn from Cobden Primary School and the remainder were bussed from the surrounding districts. As local farms consolidated, school enrolments in the district were declining.</p> <p>The school's total enrolment this year is 267. The College's Student Family Occupation Index (SFO) in 2016 is .57 which is just below the state average.</p> <p>Opened in 1969, the school was on a large semi-rural site which it shared with the Hampden Specialist School and had extensive playing fields and court areas. The grounds were landscaped and provided undercover and outdoor sitting areas as well as areas for more active recreational pursuits. The core buildings were of a modified Timber Construction style along with a large purpose built trade wing, which had funding allocated for an upgrade. There was also a set of five relocatables which served as the English and Humanities Centre. The school had a relatively new science wing and a dual court gymnasium which was shared with the community and a relocated Primary school building which served as the textiles room.</p> <p>The curriculum at Years 7-10 was based on AusVELS. In Years 7 and 8, the timetable gave students exposure to all eight key learning areas. The rotating timetable allowed students to experience the full range of arts and technology subjects while in Year 7 and again in Year 8. In Year 9 and 10, students undertook a core of subjects within an elective blocking system with the opportunity for students to undertake VCE subjects or advanced technical units. VCE, VET and VCAL programs operated at Years 11 and 12. The Language other than English (LOTE) was Indonesian.</p> <p>The school's staffing and leadership profile was a Principal and one Assistant Principal, two Leading Teachers and 21.4 Effective Full Time (EFT) Classroom Teachers. Overall, there were 6.6 Education Support staff members including the College's team of 1.2 EFT Integration Aides.</p> <p>The school offered an extra curricula program including: instrumental music, camps and excursions, clubs and competitions and inter-school sport. The school had a House system as the basis of its pastoral care program and for intra school activities and competitions. The school had an active student leadership program and a sister school in Indonesia.</p> <p>The School Council helped provide diverse viewpoints and skills to shape the direction of the school.</p> <p>In Term 3 the school completed a detailed self-evaluation in preparation for a Priority Review in Term 4. A detailed analysis of performance with recommendations for improvement were presented to staff and school council. The school has been receptive to the feedback from reviewers and is currently working with a Design Team to develop the 2017-2020 School Strategic Plan.</p>	<p>In 2016 CTS was identified for a Priority Review based on the 2015 threshold data where the school failed to meet 18 of the 38 threshold measures. The key findings of this review were:</p> <ol style="list-style-type: none"> 1. Clarify the identity of the school as either a technical school or secondary college. 2. An agreed and consistent leadership approach which took responsibility for driving change at the school was not apparent. 3. Accountability for the effective implementation of the SSP and AIP from the Principal class leaders through to the classroom teachers was not apparent. 4. Role descriptions did not reflect the personal and collective responsibility for the implementation of the School Strategic Plan and the Annual Implementation Plan. 5. The Performance and Development Review processes did not reinforce the expectation that the school's instructional model would be followed and that Learning Area Leaders and teachers are accountable for student achievement. 6. The school's instructional model or curriculum was not agreed and documented. Learning areas did not develop detailed scope and sequences for their non VCE and VCAL classes that reflected elements of the FISO and the instructional model. 7. The school's resourcing model did not ensure that appropriate intervention and alternative programs to meet the needs of particular students could be funded. It also did not provide the resources to build the capability of both teachers and leaders to implement the school's reform agenda. 8. Despite implementation issues, the new House system was starting to demonstrate its purpose of building higher levels of engagement and connection and to build authentic student leadership and voice in the school. <p>After consideration of these findings the following areas of the Framework for Improving Student Outcomes were identified as key focus areas of this Strategic Plan:</p> <p>Priority 1 - Professional leadership Initiatives</p> <ul style="list-style-type: none"> • Building Leadership Teams • Instructional & shared leadership • Vision, values & culture • Strategic resource management <p>Priority 2 - Excellence in teaching and learning Initiatives</p> <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum Planning and Assessment • Evidence based high impact teaching strategies <p>Priority 3 - Positive Climate for Learning Initiative</p> <ul style="list-style-type: none"> • Setting Expectations and promoting inclusion



Framework for Improving Student Outcomes

Published: February 2016



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)																					
Build the capacity of ALL staff to develop a culture of review, responsibility and shared accountability for school improvement.	Professional leadership <ul style="list-style-type: none"> Building Leadership Teams Instructional & shared leadership Vision, values & culture Strategic resource management 	Build leadership capability to lead school improvement with a specific focus on building a safe, purposeful, inclusive, collaborative and challenging learning environment for all learners. ^{2,3,4,5} Build leadership capability to utilise the Improvement Cycle to embed a professional learning framework that ensures a line of sight between the Strategic Plan, the Annual Implementation Plans, and Performance & Development plans. ^{3,5} Develop a school vision that takes into account the need to equip students with the 21 st century knowledge, skills and capabilities to be successful lifelong learners so that they can access meaningful pathways in a contemporary economy. ^{1,7}	Staff Opinion Survey – percentage endorsement <table border="1"> <thead> <tr> <th>Based on 2015 percentages</th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>55.7%</td> <td>70%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>45.7%</td> <td>70%</td> </tr> <tr> <td colspan="3">Following benchmarks based on 2017 off-cycle survey</td> </tr> <tr> <td>Leading change</td> <td>60%</td> <td>70%</td> </tr> <tr> <td>Visibility</td> <td>52%</td> <td>60%</td> </tr> <tr> <td>Leaders' support for change</td> <td>61%</td> <td>70%</td> </tr> </tbody> </table>	Based on 2015 percentages	Benchmark	Target	Collective responsibility	55.7%	70%	Collective focus on student learning	45.7%	70%	Following benchmarks based on 2017 off-cycle survey			Leading change	60%	70%	Visibility	52%	60%	Leaders' support for change	61%	70%
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Build the capacity of all teachers to consistently apply evidence based high impact teaching strategies so that all students achieve appropriate learning growth in Literacy and Numeracy.	Excellence in teaching and learning <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning and Assessment 	Develop an agreed instructional model incorporating high impact teaching strategies that is implemented rigorously by all staff. ^{5,6} Develop a guaranteed and viable curriculum that is implemented rigorously by all staff. ^{3,5,6}	Staff Opinion Survey – percentage endorsement <table border="1"> <thead> <tr> <th>Based on 2015 percentages</th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>31.6%</td> <td>50%</td> </tr> <tr> <td>Collaboration</td> <td>60%</td> <td>65%</td> </tr> </tbody> </table>	Based on 2015 percentages	Benchmark	Target	Collective efficacy	31.6%	50%	Collaboration	60%	65%												
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	<ul style="list-style-type: none"> Evidence based high impact teaching strategies Professional leadership Instructional & shared leadership 	<p>Implement a PLC framework across all levels of the school to:</p> <ul style="list-style-type: none"> build teacher capability to identify, collaboratively plan, teach and report on each student's point of learning (POL).⁶ ensure consistent practices associated with the identification, collaboratively planning, teaching and reporting on each student's point of learning (POL).^{2,3,6} 	<table border="1"> <tr><td>Academic Emphasis</td><td>22.9%</td><td>45%</td></tr> <tr><td>Guaranteed & viable curriculum</td><td>40.6%</td><td>55%</td></tr> <tr><td colspan="3">Following benchmarks based on 2017 off-cycle survey</td></tr> <tr><td>Instructional leadership</td><td>36%</td><td>50%</td></tr> <tr><td>Intellectual stimulation</td><td>52%</td><td>60%</td></tr> <tr><td>Teaching & Learning module mean</td><td>54%</td><td>74%</td></tr> </table> <p>NAPLAN 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<p>Enable and empower students to grow and learn (both personally and academically) in a culture that promotes positive relationships, student opportunities and places students at the centre of learning experiences.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Setting Expectations and promoting inclusion 	<p>Develop an agreed and documented approach to behaviour management that is implemented consistently by all staff.^{2,3,4}</p> <p>Develop an agreed and documented framework of behaviour, attitudes and high expectations based on the school vision and values that is implemented by all stakeholders.^{1,2,3,4,5}</p>	<p>Staff Opinion Survey – percentage endorsement</p> <table border="1"> <thead> <tr> <th>Based on 2015 percentages</th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr><td>Shielding & buffering</td><td>25%</td><td>40%</td></tr> </tbody> </table> <p>Parent Opinion Survey – component mean scores</p> <table border="1"> <thead> <tr> <th>Based on 2015 scores</th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> </tbody> </table>	Based on 2015 percentages	Benchmark	Target	Shielding & buffering	25%	40%	Based on 2015 scores	Benchmark	Target																																																																																																																																																																																																					
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Strengthen the House System by developing the skills and capabilities of staff to build higher levels of engagement, and to build authentic student leadership and voice across the school. 7

School connectedness	5.12	5.87
Student motivation	5.15	5.69
Behaviour management	5.16	5.6
Classroom behaviour	3.21	4.3

Attendance

Average absence days – all absence types

Based on 2015 data	Benchmark	Target
Year 7	12.9	12
Year 8	17.6	15
Year 9	20.8	16
Year 10	16.0	15
Year 11	13.4	13
Year 12	13.1	13
All	15.6	14

Average absence days - unapproved

Based on 2015 data	Benchmark	Target
Year 7	8.1	0
Year 8	10.6	5
Year 9	11.9	5
Year 10	9.8	4
Year 11	8.5	0
Year 12	9.1	0
All	9.6	2.3

