**School Strategic Plan 2020-2024**

Cobram Primary School (6209)



Submitted for review by Matthew Knight (School Principal) on 20 July, 2020 at 09:42 AM  
Endorsed by Barbara OBrien (Senior Education Improvement Leader) on 21 July, 2020 at 08:47 PM  
Endorsed by John Bovalina (School Council President) on 27 July, 2020 at 10:21 AM

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| School vision | At Cobram Primary School we provide a first-class education that focusses on every student and their individual needs. Cobram Primary School is a vibrant school community that provides a safe and supportive learning environment that facilitates individualised learning and promotes excellence. Our objective is for students to leave grade six literate, numerate and worldly so that they can thrive in a global society. |
| School values | The core values of RESPECT and HIGH EXPECTATIONS supports the teaching and learning programs throughout the school, guide relationships and form the foundation of our school community.  At Cobram Primary School our core values are:  Respect  By showing respect for others including adults and fellow students we treat them the way we would like to be treated. By showing respect we have high regard for everyone's feelings, wishes and rights. By showing respect for ourselves as learners we will do our best and be successful learners. By showing respect for our peers, we assist each other by sharing our knowledge, to do our best and be successful learners.   High Expectations  By having high expectations we give ourselves and our peers increased opportunities to learn, to reach our full potential. By having high expectations we commit to trying our best at all things. By having high expectations we embrace a growth mindset and have a positive attitude towards our learning and our daily challenges. By having high expectations we have a belief that anything is possible. |
| Context challenges | Cobram, population 6,000, is a small town on the banks of the Murray River. It is 255 kilometres North East of Melbourne and 62 kilometres north of the large regional centre of Shepparton. Cobram is surrounded by dairy farms, vineyards and orchards. Cobram Primary School is situated on a large site close to the centre of the town. The site boasts an oval, netball and basketball courts, two covered adventure play areas and extensively covered passive play areas.  At Cobram Primary School we believe that every child has the right and the ability to learn and succeed. Our mantra is Effort = Reward.  We have around 200 students across 10 classes. Every class in the school conducts a Reader's Workshop from 9:00 am - 10:00 am without interruption. This is followed by our Writers Workshop and our Numeracy Block is after recess. Our Humanities subjects are covered in the afternoons.   Our school has significant enablers to success including: • practice excellence in the area of curriculum planning and assessment documents • distributive leadership • embedded evidence-based instructional model that enables consistency in whole-school approaches to improving student learning  • high level of student engagement and the positive climate for learning • promotion of student agency  • whole school wellbeing focus including, but not limited to our mindfulness curriculum coordinated by a qualified Social Worker    Our school faces additional barriers to success including: • the need for broader levels of community engagement in student learning  • low educational aspirations of families • low levels of learning preparedness as evidenced in AEDC • external events impacting on social-emotional development |
| Intent, rationale and focus | INTENT At Cobram Primary School we strive to achieve the best possible outcomes for all students. We believe all students can learn and be successful. RATIONALE Our school is fully committed to ensuring all students achieve and are successful. We refuse to make excuses - our students deserve nothing less than our best.  FOCUS The following are our key directions for the Strategic Plan: • learning growth in all dimensions of Literacy and Numeracy • evidence-based targeted teaching through the use of data • teacher effectiveness and modelled excellence • student engagement and motivation  • student voice and agency |

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| Goal 1 | Maximise student outcomes in literacy. |
| Target 1.1 | By 2023, increase percentage of students achieving above benchmark growth in NAPLAN to the following: Reading from 36% (2019) to 41% (2023)  Writing from 21% (2019) to 30% (2023) |
| Target 1.2 | By 2023, increase 2 year moving average NAPLAN top two bands in the following:  Year 3: Reading from 42% (2019) to 47% (2023)              Writing from 46% (2019) to 51% (2023)  Year 5: Reading from 38.5% (2019) to 44% (2023)              Writing from 12.5% (2019) to 20% (2023) |
| Target 1.3 | By 2023, increase the percentage of students at and above the expected level as measured by teacher judgements in:  Reading from 85% (2019) to 90% (2023) Writing from 81% (2019) to 85% (2023) |
| Target 1.4 | By 2023, increase the positive endorsement of staff opinion survey in the following area:  Collective efficacy from 81% (2029) to 85% (2023) |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Strengthen the capability of individual teachers and teams to analyse and use literacy data to plan for the learning needs of all students. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Continue to build teacher capability to differentiate teaching to enable challenge and progress for every student. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Challenge and support teachers to collaboratively design, document and implement a deep and individualised curriculum. |
| Goal 2 | Maximise student outcomes in numeracy. |
| Target 2.1 | By 2023, maintain the average NAPLAN at and above benchmark growth rate to the following:  Numeracy at 90% (2019) & (2023) |
| Target 2.2 | By 2023, increase 2 year moving average NAPLAN top two bands in Numeracy:    Year 3 from 34% (2019) to 40% (2023)    Year 5 from 38% (2019) to 40% (2023) |
| Target 2.3 | By 2023, increase the percentage of students at and above the expected level in Victorian Curriculum -teacher judgements in Number and Algebra from 78% (2019) to 85% (2023) |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Strengthen the capacity of individual teachers and teams to analyse and use numeracy data to plan for the learning needs of all students. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Continue to build teacher capability to differentiate teaching to enable challenge and progress for every student. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Challenge and support teachers to collaboratively to design, document and implement deep and individualised curriculum. |
| Goal 3 | Maximise student wellbeing and engagement in their learning. |
| Target 3.1 | Drafting note: please consider whether a 2-4%/ increase is an aspirational target for a four year SSP.  By 2023, increase the percentage positive endorsement in Attitudes to School Survey (AToSS) in the following factors:  *Resilience* from 85% (2019) to above 90% (2023) *Student agency* from 86% (2019) to above 88% (2023) *Self-regulation* and *goal setting* from 90% (2019) to 92% (2023) *Sense of connectedness* from 89% (2019 to above 90% (2023) |
| Target 3.2 | By 2023 increase the percentage positive endorsement in Parent Opinion Survey (POS) in:  Student agency and voice from 86% (2019) to above 90% (2023) and  maintain *Stimulating learning* at 96% or above (2023) |
| Target 3.3 | By 2023, decrease the average days of absent from 19.1 (2019) to 15.0 (2023) |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Empower students and build student agency in their learning. |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Build teacher capability to embed student agency strategies within the classroom. |
| Key Improvement Strategy 3.c Intellectual engagement and self-awareness | Implement strategies to support students to be reflective, questioning and self-monitoring learners. |
| Key Improvement Strategy 3.d Setting expectations and promoting inclusion | Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers. |