

School Strategic Plan 2020-2024

Coburg High School (8849)



Submitted for review by Brent Houghton (School Principal) on 21 May, 2021 at 09:19 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 24 May, 2021 at 06:04 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	Coburg High School fosters student voice and agency and equips them with skills for lifelong learning. We empower students to thrive in a complex and changing global society. Coburg High School is an interconnected community hub that serves the diverse needs of our students.
School values	<p>We have four core values that underpin our expected behaviours, policies, practices, communication and decision-making at Coburg High School:</p> <p>Excellence We strive to do our best and to continually improve in our learning and our work;</p> <p>Integrity We are honest, open, trustworthy and ethical;</p> <p>Curiosity We are lifelong learners who take a brave and inquisitive approach to the world around us;</p> <p>Community We respect the rights of others, celebrate our diversity, and contribute to building an inclusive and thriving school and community.</p>
Context challenges	<p>Coburg High School is located in the City of Moreland in the northern suburbs of Melbourne, approximately eight kilometres from the Melbourne central business district. The original Coburg High School, located on the southern side of Bell Street, was founded in 1916 and closed in the 1990s. At the commencement of the 2015 school year the school transitioned to full Year 7–12 curriculum provision after some eight years as a standalone senior campus. 2020 saw the first cohort of Year 12 students complete their secondary education at Coburg HS after enrolling as Year 7s in 2015. The school has now grown from 265 students in 2015 to a total of 1049 students from Years 7–12. This rapid growth has required the school to respond with significant staff recruitment and induction over the plan period. The School Review Panel acknowledged that through this period the school has established and strengthened a positive culture of collective responsibility, cooperation and high levels of staff trust.</p> <p>We anticipate that student numbers will continue to grow over the next four years, which will mean a need for increased and improved facilities and a continued emphasis on strong induction of new staff. A core challenge in the face of growth and the changing nature of senior secondary education are the physical resources required to meet the needs of a diverse student community across general, specialist and vocational learning.</p>

	<p>Coburg High School is structured around a sub-school system with the student support team responsible for the engagement and wellbeing of all students. The dedicated wellbeing team has two counsellors, a mental health practitioner, school medical officer and two school based private psychologists. Coburg HS is a School-Wide Positive Behaviours school, Respectful Relationships lead school and adheres to the tenets of restorative justice. The school has undertaken significant work in establishing an online curriculum management system called Coburg Online Google Sites (COGS). Alongside the development of the COGS to establish a guaranteed and viable curriculum, the school has adopted an instructional model with the acronym GANAG. This model has the key components of goal setting (G), accessing prior knowledge (A), introducing new information (N), applying the new information (A) and finally reviewing the goal (G). Our challenge is to continue to embed the application of High-Impact Teaching Strategies (HITS) within the instructional model paradigm, underpinned by a comprehensive program of professional learning to ensure that strategies are implemented with rigour and fidelity.</p>
<p>Intent, rationale and focus</p>	<p>Coburg High School aims to be an exemplar public school for the young people of our local community. Our aim is to ensure our students have high learning growth, are socially engaged and participate in rich experiences both in and out of the classroom. Our students will make positive contributions and go on to lead rewarding, healthy and happy lives.</p> <p>To make this happen, over the next four years, we will continue to embed our instructional model (GANAG) and review our online curriculum (COGS). We will increase our understanding of how to best teach literacy across all subject areas and review our teaching of numeracy. Teachers will increase their data literacy and build their understanding of how to differentiate their instruction so they are teaching students at their point of need. We will identify ways for students to become more engaged in their own learning and to develop ways in which they can set and reflect upon meaningful goals for themselves. We will review our current approaches to building the resilience and wellbeing in our young people.</p>

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Goal 1	To maximise learning growth for all students.
Target 1.1	<p>NAPLAN Benchmark Growth</p> <p>By 2024, increase the percentage of Year 9 students above benchmark NAPLAN growth.</p> <ul style="list-style-type: none">● Reading to 25 or above (from 20 in 2019)● Writing to 25 or above (from 19 in 2019)● Numeracy to 20 or above (from 13 in 2019) <p>By 2024, decrease the percentage of Year 9 students below benchmark NAPLAN growth.</p> <ul style="list-style-type: none">● Reading to 20 or below (from 31 in 2019)● Writing to 20 or below (from 23 in 2019)● Numeracy to 20 or below (from 43 in 2019)
Target 1.2	<p>Victorian Curriculum teacher judgements</p> <p>By 2024 increase the percentage Year 7 and 9 students being judged at being at or above expected level for:</p> <p>Year 7</p> <ul style="list-style-type: none">● Reading and Viewing: to 90 or above (from 84 in 2019)● Writing: to 90 or above (from 83 in 2019)● Mathematics: Number and Algebra to 80 or above (from 58 in 2019)

	<p>Year 9</p> <ul style="list-style-type: none"> ● Reading and Viewing: to 90 or above (from 79 in 2019) ● Writing: to 75 or above (from 50 in 2019) ● Mathematics: Number and Algebra to 90 or above (from 76 in 2019)
Target 1.3	<p>VCE Outcomes</p> <p>By 2024 increase the percentage of students achieving a score of 37 or higher in English from 8 in 2020 to 12 in 2024</p>
Key Improvement Strategy 1.a Building practice excellence	Strengthen the data literacy and assessment knowledge and skills of all teachers.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build the consistent application of the school's instructional model and embed HITS
Key Improvement Strategy 1.c Building practice excellence	Build and implement a whole school literacy and numeracy teaching strategy.
Goal 2	Empower students to have voice and become active agents in their learning
Target 2.1	<p>Student opinion as shown in the AToSS</p> <p>By 2024, the overall per cent positive responses score on the AToSS for Years 7–10 will be:</p> <ul style="list-style-type: none"> ● Effort—70 or above (from 59 in 2019)

	<ul style="list-style-type: none"> ● Motivation and interest—65 or above (from 53 in 2019) ● Student voice and agency—46 or above (from 36 in 2019) ● Self-regulation and goal setting—63 or above (from 53 in 2019)
Target 2.2	<p>Staff opinion as shown on the SSS</p> <p>By 2024, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> ● Promote student ownership of learning goals—60 or above (from 41 in 2019) ● Believe that student engagement is the key to learning—90 or above (from 71 in 2019)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole of school approach to activating student voice and agency in the classroom.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher and student partnerships in curriculum development in teaching, learning and assessment practices.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Share student learning data routinely so learning growth and progress are monitored and visible to all.
Goal 3	Improve the resilience and wellbeing of all students.
Target 3.1	<p>Student opinion as shown in the AToSS.</p> <p>By 2024, the overall per cent positive responses score on the AToSS will be:</p>

	<ul style="list-style-type: none"> ● Resilience—70 or above (from 61 in 2019) ● Learner confidence—62 or above (from 56 in 2019)
Target 3.2	<p>Parent opinion as shown in the Parent Opinion Survey (POS)</p> <p>By 2024, the overall percent positive responses score on the POS will be:</p> <ul style="list-style-type: none"> ● Confidence and resilience skills—90 or above (from 83 in 2019)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop and implement a whole school strategy to increase students' self-management, confidence and resilience.
Key Improvement Strategy 3.b Health and wellbeing	Continue working across the whole school and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.
Key Improvement Strategy 3.c Health and wellbeing	Embed a whole school action plan to improve student attendance.