School Strategic Plan 2024-2028

Cobden Technical School (7088)

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School Strategic Plan - 2024-2028

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School vision	School values, philosophy and vision 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 prides itself on understanding and acknowledging that its students, staff and community are its greatest strength and resource. The strong relationships that exist within the school itself and between the school and the wider community have led to wonderful outcomes. Cobden Technical School is a place where everyone is welcome and encouraged to strive for success while appreciating the importance of lifelong learning. Cobden Technical School's values are represented by the HEART acronym – Honesty, Excellence, Accountability, Respect and Teamwork.
School values	HONESTY Integrity and trustworthiness. EXCELLENCE doing one's best to develop competence and credibility. ACCOUNTABILITY Setting goals and being responsible for one's actions. RESPECT Fairness and equity, understanding and tolerance and inclusion. TEAMWORK Collaborating to achieve common goals.
Context challenges	Cobden Technical School is a dynamic rural secondary school offering VCE, VCE Vocational Major (VM), and VET programs. With strong community connections, well-equipped facilities, and a dedicated wellbeing team, we provide a supportive and enriching environment for all students.

	We are collaborating to strengthened student engagement, and instructional practices. While challenges such as staffing and attendance exist, we are committed to enhancing student learning, wellbeing, and engagement. Moving forward, our key priorities include: ? Embedding consistent teaching and behaviour management strategies ? Strengthening literacy, numeracy, and applied learning ? Increasing student voice and engagement ? Partnering with families to support attendance ? Expanding subject choices and pathways Through strong partnerships with families and the wider community, we are building a positive and engaging learning culture where every student can thrive.
Intent, rationale and focus	Cobden Technical School is committed to improving student learning outcomes, engagement, and wellbeing by providing a high-quality, inclusive education that supports all students to reach their full potential. Our focus is on embedding consistent teaching practices, strengthening student voice and agency, and fostering a culture of high expectations and accountability. We will focus on the following goals: 1. Improving Student Learning Outcomes – Strengthening literacy and numeracy through explicit teaching, consistent use of the instructional model, and improved assessment practices. 2. Enhancing Student Engagement & Wellbeing – Increasing student voice and agency, embedding hands-on and differentiated learning, and ensuring clear and consistent behaviour expectations. Each year, the plan will focus on deepening implementation in these areas, beginning with staff capability-building and curriculum refinement, followed by embedding consistent classroom practices, strengthening student engagement strategies, and consolidating improvements to sustain long-term success. Through these efforts, Cobden Technical School aims to create a dynamic, supportive, and high-achieving learning environment for all students.

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Goal 1	Improve learning outcomes for all students
Target 1.1	By 2028, increase the percentage of students achieving in Reading: • strong or exceeding in NAPLAN (Year 9) from 54% (2024) to 56% • at or above expected growth in teacher judgement (Years 7-10) from 40% (2024) to 61% • at or above NAPLAN benchmark growth from xx% (2025) to xx% (Placeholder target).
Target 1.2	By 2028, increase the percentage of students achieving in Numeracy: • strong or exceeding in NAPLAN (Year 9) from 31% (2024) to 35% • at or above expected growth in teacher judgement (Years 7-10) from 22% (2024) to 30% • at or above NAPLAN benchmark growth from xx% (2025) to xx% (Placeholder target).
Target 1.3	By 2028, increase the percentage of positive endorsement by school staff in School Staff Survey to the factors: • academic emphasis from 30% (2024) to 42% • believe evaluating impact improves practice from 45% (2024) to 70%
Target 1.4	By 2028, increase the percentage of positive endorsement in Attitudes to School Survey, by Years 7 to 9 students to the factors: • stimulated learning from 33% (2024) to 53% • student voice and agency from 27% (2024) to 43%
Key Improvement Strategy 1.a	

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	Collaborate to develop, document and implement whole-school teaching and learning programs, and review the impact of the curriculum.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Build teacher capability to consistently implement and review the impact of the instructional model.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

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	Develop and implement a school-wide approach to data collection and analysis to improve and evaluate student outcomes.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve engagement and wellbeing outcomes for all students.
Target 2.1	By 2028, increase the percentage of positive endorsement in the Attitudes to School Survey, by Years 7 to 9 students to the factors: • sense of connectedness from 37% (2024) to 48% • teacher concern from 25% (2024) to 39%

	• effective classroom behaviour from 39% (2024) to 58% • manage bullying from 37% (2024) to 54%.
Target 2.2	By 2028, maintain the percentage of positive endorsement in the Parent Opinion Survey, by parents to the factors: • teacher communication at 69% (2024) • promote positive behaviour at 82% (2024).
Target 2.3	By 2028, increase the average rate of student attendance from 79% (2024) to 90%.
Key Improvement Strategy 2.a 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 the partnership between staff, students, carers, families and community to create a shared responsibility for students' engagement and wellbeing.
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.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 2.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	Build support and accountability to consistently implement the School Wide Positive Behaviour Support framework.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	