

# School Review Report 2019–2023 Cycle



Cobram Secondary College

7725

North Eastern Victoria Region

Review Dates:

Validation Day: 17 June 2019

Fieldwork Day/s: 25 June 2019 and 24 July 2019

Final Panel Day: 29 July 2019

<b>School Principal</b>	<b>Name: Kimberley Tempest</b>
<b>School Council President</b>	<b>Name: Warrick Higgins</b>
<b>Senior Education Improvement Leader</b>	<b>Name: Wendy Larcombe</b>
<b>School Reviewer</b>	<b>Name: Cheryl Chapple</b> <b>Review company: Monash</b>
<b>Challenge Partner 1</b>	<b>Name: Harold Cheung</b>
<b>Challenge Partner 2</b>	<b>Name: Matthew Knight</b>

## Melbourne Feb-20

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# CONTENTS

<b>1. PUBLIC SECTION</b> .....	<b>3</b>
<b>1.1 SCHOOL CONTEXT</b> .....	<b>3</b>
<b>1.2 SCHOOL HIGHLIGHTS</b> .....	<b>4</b>
<b>1.3 SUMMARY OF KEY REVIEW FINDINGS</b> .....	<b>6</b>
<b>1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP</b> .....	<b>7</b>
<b>2. CONFIDENTIAL SECTION</b> .....	Error! Bookmark not defined.
<b>2.1 SUMMARY OF PERFORMANCE AGAINST THE SSP</b> .....	Error! Bookmark not defined.
<b>2.2 KEY ACHIEVEMENTS AGAINST SSP AND AIP TARGETS</b> .....	Error! Bookmark not defined.
<b>2.3 KEY CHALLENGES AGAINST SSP AND AIP TARGETS</b> .....	Error! Bookmark not defined.
<b>2.4 FIELDWORK FINDINGS</b> .....	Error! Bookmark not defined.
<b>2.5 OTHER SIGNIFICANT FINDINGS AND CONSIDERATIONS</b> .....	Error! Bookmark not defined.
<b>2.6 ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT</b> .....	Error! Bookmark not defined.
<b>2.7 KEY DIRECTIONS FOR THE NEXT SSP – GOALS, TARGETS AND KIS</b> .....	Error! Bookmark not defined.
<b>Appendix 1: Terms of Reference and Methodology</b> .....	Error! Bookmark not defined.
<b>Appendix 2: Minimum Standards for School Registration, including Child Safe Standards: Reviewer Assessment Report</b> .....	<b>26</b>

# 1. Public section

(Following acceptance of the final report by School Council, the Public section of the Report is to be uploaded to the school's website). Remove this message before uploading.

## 1.1 SCHOOL CONTEXT

<b>Location and history</b>	Cobram Secondary College (Cobram SC) is located in the town of Cobram, situated in the Moira Shire which is part of the Hume Region of Victoria, approximately 255 kilometres from the Melbourne Central Business District. The school was founded in 1962.
<b>School facilities</b>	The school has three main buildings, an indoor multi-purpose hall, a library and a reading area which are all surrounded by gardens and passive seating areas. The grounds include two separate ovals, basketball and netball courts.
<b>Enrolments</b>	Enrolments at the time of the review were approximately 370 students. Over the past four years, enrolments decreased by 37 students.
<b>SFO and SFOE</b>	The Student Family Occupation (SFO) index was 0.58 and the Student Family Occupation Education (SFOE) index was 0.52 in 2017–18.
<b>Staff profile</b>	The staffing profile of Cobram SC includes a Principal and Assistant Principal, 29.3 teachers, 13.3 full time equivalent Education Support (ES) staff and a qualified school nurse.
<b>Curriculum</b>	The school provides an approved curriculum framework differentiated to meet student needs from Years 7–10. The school offers ADVANCE at Year 10 and both Victorian Certificate of Applied Learning (VCAL) and Victorian Certificate of Education (VCE) at Years 11 and 12. The school has a focus on reading across the school and provides daily independent reading from Years 7–11.
<b>Additional information</b>	The school provides an instrumental music program.

## 1.2 SCHOOL & COMMUNITY HIGHLIGHTS

### Highlight 1

<b>Title:</b> Range of Programs	<b>Framework for Improving Student Outcomes (FISO) Priority:</b> Positive climate for learning Community engagement in learning	<b>Dimension:</b> Empowering students and building school pride Building communities
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The Panel validated a key school community highlight as:

Cobram SC's provision of student experiences focusing on leadership development, team building and engagement with community partners. In particular:

- The Year 10 ADVANCE leadership program implemented in partnership with the Country Fire Authority (CFA) explicitly taught leadership traits and students achieved the Duke of Edinburgh Award.
- The Year 9 'Build a Voice' elective taught community participation and collaboration.
- School Captain and Sport House Captain leadership positions led to representation on the Student Representative Council (SRC), the Moira Junior Shire Council and School Council. Students were trained with resources from VicSRC and the Moira Shire Council staff. Demonstration of the school's commitment to student voice saw the School Captains as active participants on the School Review Panel. The Panel acknowledged their valuable input. There were also bus captains and band captains
- Participation in the United Nations Model Convention, debating activities and competitions, the National Youth Science Forum and Computer Club activities
- Development of the Farm Garden and café in conjunction with Cobram Rotary Club, Cobram Youth Foundation, and School Focus Youth Service.
- Individual and team sport opportunities led to representation at state level in badminton, soccer, table tennis, volleyball, athletics swimming and cross country.
- Both student and parent focus groups endorsed the range of programs and leadership opportunities as a highlight.

### Highlight 2

<b>Title:</b> Music Program	<b>Framework for Improving Student Outcomes (FISO) Priority:</b> Positive climate for learning	<b>Dimension:</b> Empowering students and building school pride
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The Panel agreed a key highlight was:

- Cobram SC's classroom and instrumental music and vocals program. Students studied core music in Year 7 and an elective in Year 9. Music performance was offered at VCE level.
- Experimentation with different instruments and creation of original music compositions demonstrated the school's commitment to developing student voice and agency
- Students elected to take up music group or individual tuition in brass, woodwind, percussion and vocals and were encouraged to participate in a variety of ensembles and bands
- The ensembles included two levels of concert bands, jazz and voice and they performed throughout the community.
- Some students pursued examinations with the Australian Music Examinations Board, VCE Solo performances and auditions for the Victorian State School Spectacular.
- Parents and students feedback identified teamwork, creativity and increasing social and personal development as benefits and staff suggested it as a highlight.

### Highlight 3

<b>Title:</b> Reading Initiative	<b>Framework for Improving Student Outcomes (FISO) Priority:</b> Excellence in teaching and learning Positive climate for learning	<b>Dimension:</b> Building Practice Excellence Empowering students and building school pride
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The Panel validated a key highlight as:

- Cobram SC's focus on reading, resulting in improved 2018 National Assessment Program–Literacy and Numeracy (NAPLAN) relative growth higher than the Victorian and national average.
- All staff undertook professional learning in explicit instruction of reading comprehension strategies and student conferencing
- Independent reading was timetabled daily for students Year 7–11 demonstrating a commitment to the importance of reading
- Students set personal goals, self-assessed and reflected, demonstrating a commitment to learner agency
- Intervention was targeted for 'at-risk' Year 8 students
- Students reported positive feedback, as demonstrated by comments like: 'I'm dyslexic... I used to be afraid of words...I'm not afraid anymore', 'I like starting with reading because it starts my mind thinking without being pushed into it... it's like when you go into (names subject) and you have to start straight away... here, our thinking starts with reading.'

## 1.3 SUMMARY OF KEY REVIEW FINDINGS

### Performance against the School Strategic Plan (SSP) goals

#### SSP Goal 1:

The 2016–19 SSP for Cobram SC set a goal to improve the learning growth of every student with a focus on literacy and numeracy. The Panel found that the school partially met this goal, with two of the three targets partially met and one not met.

#### SSP Goal 2:

The second goal was to enhance active student engagement in their learning with a differentiated curriculum to stimulate and challenge all students. The Panel found that the school partially met this goal with one of the two targets partially met and one not met.

#### SSP Goal 3:

The third goal was to create a supportive learning community which nurtures the social and emotional development of all students. The Panel found that the school partially met this goal, with two of the three targets partially met and one not met.

### Findings against the Terms of Reference (ToR) Focus Questions

**ToR Focus Question 1:** In what ways is the curriculum program structured to enable learning that is personalised for individual students, cohorts and groups whilst still ensuring the curriculum is guaranteed and viable?

The Panel found the curriculum organisational structure enabled a guaranteed and viable curriculum for all students within a core and elective structure. However there had been little modelling of quality curriculum development and documentation and little oversight of the consistency and accountability around planning. The responsibility for this was an issue the school was working to resolve with a reallocation of leadership positions and roles.

**ToR Focus Question 2:** To what extent have classroom teaching practices such as:

- the use of assessment data to inform differentiated teaching at students point of need
- the consistent application of the instructional model and
- feedback to students

impacted on student learning outcomes, engagement and aspirations?

The Panel found little evidence of differentiated teaching at students' point of need and noted the school's participation in the Department of Education and Training (DET) professional learning, Semester 2, 2019 to improve this. The Panel also found the implementation of the instructional model and effective use of feedback was inconsistent across the school however the Panel agreed there were some examples of effective instruction that leaders, through a range of strategies could make visible and use as teaching models for others.

**ToR Focus Question 3:** What strategies and processes are in place to develop learner agency that encourages metacognition and inquiring minds and results in independent and self-regulating learners who can track and monitor their own learning growth?

The Panel agreed this was emerging work for the school as there were currently limited opportunities for students to develop learner agency. Illuminate (the school's daily independent reading program) had proved to be a positive experience for students and staff in this area and leaders recognised this and planned to extend this work through the next SSP period

## 1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next SSP:

- Literacy, particularly Writing and Numeracy.
- Instructional practice across all domains
- Collaborative planning and assessment
- Attendance, particularly targeting students with 20–30 days absence
- Student voice and learner agency
- High expectations
- Positive climate for learning