

School Strategic Plan 2020-2024

Coburg West Primary School (3941)



Submitted for review by Mark Colagrande (School Principal) on 28 March, 2022 at 11:58 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 28 March, 2022 at 12:57 PM

Endorsed by Mel Gangemi (School Council President) on 26 April, 2022 at 11:25 PM

School Strategic Plan - 2020-2024

Coburg West Primary School (3941)

School vision	At Coburg West Primary School our community of lifelong learners are preparing for their future. Learning experiences encourage us to think critically, creatively and problem solve, whilst demonstrating academic excellence. Our school supports students to be engaged in an inclusive, safe and respectful learning environment of global citizens.
School values	We are Learners We are Safe We Care About Each Other We are Respectful
Context challenges	The 2019 Foundation Cohort is a particularly complicated one with as many as 20 out of 73 with additional needs. This will be our 2022 Grade 3 group. The pandemic has impacted on the learning of our students. Many learning benchmarks have not been reached as our learning continuity has been interrupted. The Tutor Learning Initiative was very successful in targeting those students who fell behind due to the an inability to engage in remote and flexible learning.
Intent, rationale and focus	High learning growth in Literacy and Numeracy and improved student agency. This is important because a more consistent school wide approach to teaching and learning, using the agreed upon Instructional Model to reduce variability from class to class. By building teacher knowledge of the Victorian Curriculum and learning progressions, along with developing student agency and increasing engagement to make learning more visible for all stakeholders (teachers, students and parents.) Understanding the content more fully helps align Teacher judgements more accurately with other data sets (NAPLAN). 1) Review the agreed Instructional Model. 2) Improving staff's knowledge of the VTLM, Victorian Curriculum and learning progressions. 3) Developing more collaborative planning with an emphasis on engagement and differentiation. 4) Making the learning visible by building student awareness of their own progress (learning progressions) leading to greater student agency and successful goal setting. 5) Celebrating student progress by improving communication in order to strengthen home-school partnerships.

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Goal 1	To improve Literacy outcomes for all students.
Target 1.1	Increase Teacher Judgement, Above expected level, in Year 3 Reading from 38 percent in 2019 to 60 percent in 2024.
Target 1.2	Increase Teacher Judgement, Above expected level, in Year 3 Writing from 19 percent in 2019 to 50 percent in 2024.
Target 1.3	Increase NAPLAN Year 5 Writing top two bands from 26 percent in 2019 to 35 percent in 2024.
Target 1.4	Increase the percentage of students meeting and above Benchmark Growth in (Year 3-5) NAPLAN Reading from 71 percent in 2019 to 85 percent in 2024.
Key Improvement Strategy 1.a Building practice excellence	Develop and embed an agreed Instructional Model.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity and knowledge of high impact teaching strategies.

Key Improvement Strategy 1.c Building practice excellence	Strengthen PLC practices, processes, protocols and norms.
Goal 2	To improve Numeracy outcomes for all students.
Target 2.1	Reduce difference between males and females in the Top two bands in NAPLAN Numeracy, from 13 per cent in 2019 to less than 10 percent in 2024.
Target 2.2	Increase Victorian Curriculum Teacher Judgement above expected level in Year 3 Numeracy (Number and Algebra) from 31 percent in 2019 to 45 per cent in 2024.
Target 2.3	Increase NAPLAN top two bands Year 5 Numeracy from 34 per cent in 2019 to 41 percent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed consistent, rigorous and collaborative planning structures, processes and practices.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to deliver engaging and inclusive numeracy teaching practices.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop, document and embed learning progressions which are shared with students.
Goal 3	Develop authentic Student Agency in their own learning.

Target 3.1	Increase Student Voice and Agency factor in the AToSS from 57 percent in 2020 to 65 percent in 2024.
Target 3.2	Increase Teacher communication factor in the Parent Opinion Survey from 52 percent positive in 2020 to 65 percent in 2024.
Target 3.3	Increase Academic Emphasis in Staff Opinion Survey from 67 percent positive in 2020 to 80 percent in 2024.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop teacher knowledge of structures, processes and practices that promote and support student agency.
Key Improvement Strategy 3.b Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum including Capabilities.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen home school communication and partnerships.