

School Strategic Plan 2025-2029

Coburg West Primary School (3941)



Submitted for review by Mark Colagrande (School Principal) on 11 November, 2025 at 10:13 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 13 November, 2025 at 06:19 PM
Awaiting endorsement by School Council President

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<p>School vision</p>	<p>At CWPS, we are a connected community where lifelong learners discover their full potential and grow together through curiosity, creativity and critical thinking.</p>
<p>School values</p>	<p>We foster an inclusive, safe, and respectful environment where every learner is empowered to develop resilience, empathy, and agency.</p> <p>We support students to become adaptable, confident global citizens ready to thrive in an ever-changing world through engaging learning grounded in cultural respect and enhanced by technology.</p> <p>We are always guided by our core school values: We are LEARNERS We are RESPECTFUL We are SAFE We CARE</p>
<p>Context challenges</p>	<p>As of 2025 Coburg West Primary School has 1 percent of students having English as an Additional Language (EAL) and 1 percent identifying as Aboriginal and/or Torres Strait Islander, the population still reflects a diverse and inclusive community with high socio-economic backgrounds. This is reflected in the school's Student Family Occupation and Education index (SFOE) of 0.0915, with CWPS valued as LOW, indicating that we have a low level of socio-educational disadvantage across our school community. The absence rate of students not attending school for more than 20 days has increased to over 26%, with much of this being due to family vacations during the school term. Across our school there are also 3% of students who are classified as either in Out of Home Care or Equity funded at Levels 1 and 2. The proportion of students identified with a disability is increasing with 15% of students recorded in the NCCD, with more to be reviewed.</p> <p>There are more than 3% of students participating in the VHAP, and additional extension programs are being provided for other students in the areas of maths and STEM.</p>

	<p>We also have 3% of students participating in the TLI for English and Maths, while additional support programs are being provided for more students in reading and number.</p>
<p>Intent, rationale and focus</p>	<p>Intent:</p> <ul style="list-style-type: none"> • Building the capacity of teachers to provide stimulating learning experiences for students. • A focus on assessment practices and feedback to students. • Further developing student wellbeing and inclusion initiatives. • Student voice, leadership and learner agency in the classroom. <p>Rationale:</p> <p>We aim to develop a comprehensive and cohesive school wide approach to teaching and learning across all aspects of the curriculum.</p> <p>We aim to use evidence based practices and data driven strategies to review and refine our approaches to enable greater differentiation and challenge at students point of need.</p> <p>We aim to develop student understanding of how they can achieve their personal best in both academic, social and emotional learning.</p> <p>Focus:</p> <p>We are prioritising a whole school approach to support - eg VTLM 2.0, VC2.0, DI Model, PLC practices,</p>

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Goal 1	To maximise student learning.
Target 1.1	By 2029, increase the percentage of Year 5 students who achieve NAPLAN Proficiency Level “exceeding” in: (a) Writing from 12% (2024) to 20%. (b) Numeracy from 14% (2024) to 20%.
Target 1.2	By 2029, increase the percentage of students making 'high' relative growth in NAPLAN from grade three to five: (a) Reading from 22% (2025) to 30%. (b) Writing from 26% (2025) to 34%. (c) Numeracy from 7% (2025) to 19%.
Target 1.3	By 2029, increase the percentage of Foundation to Year 6 students working above the expected level according to teacher judgements, against the Victorian Curriculum for: <ul style="list-style-type: none">• Reading from 44% (2024) to 50%.• Writing from 20% (2024) to 35%.• Mathematics 35% (2025) to 45%.
Target 1.4	By 2029, increase the percentage of positive response on the Attitudes to School Survey (AtoSS) in: <ul style="list-style-type: none">• Stimulated learning from 72% (2024) to 80%.• Motivation and interest from 68% (2024) to 80%.

Target 1.5	<p>By 2029, increase the percentage of positive response on the School Staff Survey (SSS) in:</p> <ul style="list-style-type: none"> • Teacher collaboration from 57% (2024) to 70%. • Use student feedback to improve practice from 76% (2024) to 85%.
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	Develop and embed a school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.
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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high	Develop the capacity of teachers to collaboratively design and consistently implement learning programs which explicitly build deep levels of thinking and application for all students.

expectations; and a positive, safe and orderly learning environment	
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.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	Embed systematic assessment practices to obtain and provide feedback on student learning growth and level of achievement.
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	To enrich student wellbeing.
Target 2.1	By 2029, reduce the number of days absent per student per year, from 18 days (2024) to 15 days.
Target 2.2	By 2029, increase the percentage of positive response on the AtoSS in: <ul style="list-style-type: none"> • Emotional awareness and regulation from 69% (2024) to 75%.

	<ul style="list-style-type: none"> • Managing bullying from 67% (2024) to 75%. • Student voice and agency from 60% (2024) to 75%. • Sense of connectedness from 67% (2024) to 75%.
Target 2.3	<p>By 2029, increase the percentage of positive response on the Parent Opinion Survey (POS) in:</p> <ul style="list-style-type: none"> • Effective teaching from 76% (2024) to 82%. • Student agency and voice from 77% (2024) to 82%. • Managing bullying from 74% (2024) to 82%.
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	Develop the capacity of leaders and teachers to provide an environment that enables effective learning and fosters wellbeing for every student.
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	

<p>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</p>	<p>Build learner agency to strengthen student learning and wellbeing through participation, engagement and celebration of growth.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing and inclusion.</p>