

Coburg West Primary School (3941)
Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Mark Colagrande..... 16/8/2017[name].....[date][name].....[date]
School council: Sean Powell 16/8/2017[name].....[date][name].....[date]
Delegate of the Secretary: Tony Privitelli [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Coburg West Primary School is committed to Excellence in Education. Our school community strives to provide a stimulating, tolerant, understanding and sustainable environment, in which all students can reach their full potential.	The school values are embedded in daily practice and enhance the already fine qualities that our students present daily. The values are; Respect, Honesty, Endeavour, Friendliness, Responsibility and Co-operation.	Coburg West Primary School, is located 9 kilometres north of Melbourne in an established residential area. The school boasts a range of facilities within an attractive setting to provide a pleasant and supportive environment that promotes student learning. The closest neighbouring primary schools are Pascoe Vale South, St Fidelis, Pascoe Vale, Coburg North, Coburg, Moreland and Brunswick North West. There is a current enrolment of 504 students, across 21 classes structured to compliment the Victorian Curriculum with stand-alone Foundation classes and composite classes at grade 1/2 level, grade 3/4 level and grade 5/6 level. Of the Grade 6 students exiting our school in 2016, the majority went to Brunswick Secondary College, followed by Coburg and Strathmore Secondary Colleges. With the remaining spread across various government and non-government secondary colleges. Teachers plan cooperatively at all year levels and in curriculum teams of Literacy, Numeracy, Digital Technologies and Welfare. The school receives invaluable support from its parent community, especially from the School Council members and the PFA. Parents are supportive of their children’s learning and assist in a number of school programs.	Our school is aiming to deliver a high quality of teaching and learning experiences, which engage all students and assist them achieving the best possible student outcomes they can. This is important as our students all have the potential to achieve and it is our obligation to them to ensure that we provide the best possible opportunities enabling them each to succeed. Our priorities over the next four years are to ensure every child achieves high learning growth, while student voice and agency are evident in their learning and authentic local and global partnerships are established. Over the life of this Strategic Plan, these priorities will evolve and become imbedded, forming the basis of all that we do in our teaching and learning programs, across the whole school.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
1.) To achieve high learning growth for every student in Literacy and Numeracy.	Excellence in teaching and learning <i>Building practice excellence</i>	Build upon a Leadership Framework that supports distributed leadership and continues to develop staff capacity.	Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80.
		Build teacher capability in effectively using data to inform planning and delivery of differentiated classroom instruction.	By 2020, the number of students achieving High Learning Gain in NAPLAN Numeracy will reach or exceed 25%. By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools.
		Build teacher’s knowledge of the Victorian Curriculum to enhance teacher confidence in reporting.	By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum.
2.) To build student voice and agency in learning.	Positive Climate for Learning <i>Empowering students and building school pride</i>	Build a stimulating learning environment, utilizing contemporary pedagogy and embedded learning technologies. <ul style="list-style-type: none"> Increase student self-tracking of progress and setting of learning goals Increase opportunities for student directed learning 	By 2020, the Student Attitudes to School survey data will indicate that the proportion of positive responses relating to Stimulated Learning, as well as Student Voice and Agency, will be at or above the 75 th percentile.
3.) To build authentic partnerships between the students, staff, parents and the broader community.	Community engagement in learning <i>Building Communities</i>	Enhance the parent school relationship by building consistent and accessible whole school communication.	By 2020, the Parent Opinion Survey will indicate that the Mean Factor Scores for Approachability and General Satisfaction will be at or above School Type.
		Instigate student collaborative action within the local community and beyond to promote global citizenship.	Students’ positive responses regarding Stimulated Learning will have increased to at least the 75 th percentile as measured by the Attitudes to School Survey, by 2020. The Student Motivation aspect of the Parent Opinion Survey will also have increased to match School Type.
		Promote greater parental engagement and involvement in student learning.	By 2020, the Parent Input element of School Climate will shift to match or exceed the score of same school type, as measured by the Parent Opinion Survey.

