School Strategic Plan 2025-2029

Coatesville Primary School (4712)

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School vision	To nurture the educational journey of all within the school community, so that we "Aspire Higher" through engaging and relevant inquiry-based curriculum that empowers us to be internationally-minded lifelong learners. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and peaceful world through intercultural understanding and respect.
School values	ACHIEVEMENT- Striving to do our best, reaching our goals and celebrating our successes. HARMONY- Acknowledging and valuing individual differences and actively contributing towards a safe and caring environment. RESPONSIBILITY- Taking ownership of our behaviour and actions and setting a positive example to others. COOPERATION- Working together, communicating effectively and supporting each other in a positive manner. RESPECT- Maintaining integrity by being honest and courteous at all times and acknowledging the beliefs and rights of others.
Context challenges	Curriculum and Policy Alignment The school is navigating significant system reform, including alignment of its instructional model with the Victorian Teaching and Learning Model (VTLM 2.0) and implementation of the Victorian Curriculum 2.0, while managing increased departmental priorities and compliance expectations. Consistency of Practice and Differentiation Classroom observations and staff feedback highlight the need to strengthen consistency in the delivery of the instructional model and to embed differentiated teaching practices that ensure appropriate challenge and growth for all students. Collaboration and Professional Learning While PLC structures are embedded, staff survey data suggests that time and workload pressures constrain deep collaborative planning. Reinvigorating professional collaboration and coaching will be essential to sustain collective

	efficacy and instructional quality.
	Student Agency and Engagement Student feedback indicates a desire for greater voice, choice and ownership in learning. Strengthening learner agency, goal setting and feedback processes will be central to enhancing engagement and academic challenge. **Wellbeing and Inclusion** Consistent implementation of wellbeing programs and targeted supports remains a priority as student needs increase in complexity. Continued focus on inclusion, emotional literacy and proactive wellbeing practices will be key to sustaining positive outcomes for all students.
Intent, rationale and focus	What is the school trying to achieve? (Intent) Coatesville Primary School aims to further strengthen student achievement, engagement and wellbeing through a coherent and evidence-informed approach to teaching, learning and care. The school's intent is to ensure that every student experiences challenge, agency and success within a calm, inclusive and intellectually stimulating environment that reflects the values of the International Baccalaureate Primary Years Programme and the school motto, Aspire Higher. Why is this important? (Rationale) The recent school review confirmed high levels of student achievement in literacy and numeracy, a strong culture of care and positive community engagement. However, it also identified variation in the delivery of the instructional model, the need for deeper differentiation and the opportunity to build greater learner agency and engagement. Strengthening consistency of practice, data-informed teaching and student ownership of learning will ensure that all students continue to make strong progress and develop the confidence, curiosity and resilience required for lifelong learning. What are you prioritising? How will the Strategic Plan unfold over four years? (Focus) Over the next four years, the Strategic Plan will focus on: Aligning the school's instructional model with the Victorian Teaching and Learning Model 2.0 to ensure shared language, clarity and precision in practice. Building teacher capacity to use assessment data to identify point-of-need teaching and monitor student learning growth. Deepening student agency and leadership to enhance engagement, motivation and voice in learning.

	Strengthening a consistent, tiered approach to student wellbeing and inclusion, integrating universal, targeted and intensive supports.
	The Strategic Plan will unfold through a staged and deliberate approach:
	Years 1–2: Realignment and consolidation – refinement of instructional model, curriculum mapping and assessment practices.
	Years 2–3: Deep implementation – embedding consistent pedagogical approaches, coaching, peer observation and collaborative PLC inquiry cycles.
	Years 3–4: Extension and innovation – strengthening learner agency, student leadership, wellbeing frameworks and sustained staff development to drive continuous improvement.

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Goal 1	Improve student learning outcomes in literacy and numeracy.

Target 1.1	By 2029, increase the percentage of students achieving in the Exceeding NAPLAN proficiency level in:
	
	• Year 3
	    o Reading from 39% (2025) to 45%.
	    o Writing from 14% (2025) to 22%.
	    o Numeracy from 34% (2025) to 40%.
	• Year 5
	    o Reading from 36% (2025) to 42%.
	    o Writing from 21% (2025) to 29%.
	    o Numeracy from 41% (2025) to 45%.

Target 1.2	By 2029, maintain or increase the percentage of Year 5 students demonstrating high and medium growth in NAPLAN for: • Reading at 85% (2025). • Writing from 77% (2025) to 80%. • Numeracy at 82% (2025).
Target 1.3	By 2029, maintain or increase the percentage of F to 6 students making 12 months learning growth or greater (according to Teacher Judgement, Semester 2, against the Victorian Curriculum 2.0):

	• Reading & viewing at 89% (2024).
	• Writing from 83% (2024) to 86%.
	• *Maths 2 from xx% (2025) to xx%.
	*Placeholder target to be confirmed when Maths 2 baseline data available (anticipated 2025).

Target 1.4	By 2029, maintain or increase the percentage of positive endorsement by staff in the School Staff Survey (SSS) for the factors of:
	
	• School Leadership module
	    ○ Instructional leadership at 84% (2024).
	• School Climate module
	    ○ Collective focus on student learning at 91% (2024).
	• Teaching and Learning - Planning module
	    ○ Plan differentiated learning activities at 94% (2024).
	• Teaching and Learning – Evaluation module
	    ○ Understand and analyse data from 80% (2024) to 86%.
	    ○ Use student feedback to improve practice from 72% (2024) to 75%.
	• Teaching and Learning – Practice improvement module
	    ○ Professional learning through peer observation from 52% (2024) to 65%.

Target 1.5	By 2029, increase the percentage of positive endorsement in the student Attitudes to School Survey (AtoSS) for the factors of: • Stimulated learning from 78% (2025) to 84%. • Student voice and agency from 67% (2025) to 73%.

• Motivation and interest from 75% (2025) to 81%.	
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	Review and refine the instructional model in line with the VTLM 2.0.
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.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use assessment data to identify point of need teaching and monitor student learning growth.
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	

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	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance learner agency and leadership to strengthen participation and engagement in their learning.
Goal 2	Improve student wellbeing outcomes.
Target 2.1	By 2029, increase the level of positive endorsements for factors of the Attitudes to School Survey: • School connectedness from 76% (2025) to 82%. • Managing bullying from 76% (2025) to 82%. • Emotional awareness and regulation 73% (2025) to 80%.
Target 2.2	By 2029, increase the level of positive endorsement for factors of the School Staff Survey: • Teaching and Learning – Practice improvement module o Seek feedback to improve practice from 62% (2024) to 70%.
Target 2.3	By 2029, maintain the 2024 students with 95% or higher attendance rate of 30%.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Promote, engage and develop practices that enhance students' mental health, physical health and social-emotional wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine the whole school wellbeing framework to ensure consistency of universal, targeted and intensive support.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	