

School Strategic Plan 2025-2029

Coburg North Primary School (4543)



Submitted for review by Michelle Tedeschi (School Principal) on 05 October, 2025 at 03:21 PM

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School Strategic Plan - 2025-2029

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School vision	<p>Coburg North Primary School vision is to inspire a welcoming community of engaged, motivated and curious learners who take pride in building the skills and knowledge for lifelong learning and success.</p> <p>Our purpose is to provide an inclusive, caring and rigorous learning environment that engages, motivates and challenges our students to grow academically, socially, emotionally, physically and creatively to achieve their full potential. In addition, while we celebrate diversity, we also acknowledge the importance of First Nations representation and contributions within our community.</p> <p>Many of our students come from families with high educational aspirations. We aim to ensure learning programs are engaging, purposeful and challenging. We are committed to building the core foundations of literacy, numeracy and inquiry, encouraging every child to develop their academic abilities in an inclusive learning environment. Coburg North students are encouraged to achieve their personal best through effort and commitment to improving their skills and knowledge. Trust is fostered to create a safe and challenging learning environment. Achievement, success and effort are acknowledged and celebrated. Students are supported to take responsibility for themselves as learners and to work cooperatively and collaboratively with their peers and the wider school community, developing self-efficacy.</p> <p>Our vision is to acknowledge that each child possesses unique characteristics, and we encourage all students to aspire to excellence by using appropriate supports to meet their diverse needs. Students are challenged through explicit teaching to ensure they become responsible, confident, independent and self-motivated lifelong learners with confidence and resilience. Each student is also supported in developing self-regulation strategies and the autonomy to make decisions and be active participants in their own learning. This is underpinned by the school values of Respect, Responsibility and Resilience, which are integral to our School Wide Positive Behaviour Framework. All students are supported to maximise their full potential.</p> <p>Staff at Coburg North Primary School are supported through rigorous induction and ongoing professional learning to ensure a shared belief in our moral purpose: enabling all students to grow in both learning and wellbeing. Professional learning and team planning are based on collaboration and collective efficacy. Data literacy is central to driving high-quality educational programs, and staff engage in ongoing learning to use data effectively and enhance learning opportunities for all students through differentiation and targeted support.</p> <p>Student, parent and staff relationships are highly valued and fostered, ensuring all feel engaged and connected — a place of belonging. Students who feel safe, challenged and supported by a positive school environment can aspire to be the best they can be. Our vision and values are reflected in our everyday behaviours and attitudes, and are lived by all staff, students and families.</p>
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<p>School values</p>	<p>At Coburg North Primary School, our purpose is to support every student to be literate, numerate, curious, safe and healthy, and to belong to a vibrant and engaged community of staff, family and friends. Our values of Respect, Responsibility and Resilience provide a foundation for all decisions and actions. They guide the way we work together, set shared expectations for behaviour, and help us remain focused on what matters most: every student’s learning, wellbeing and growth.</p> <p>Our Values Respect – We act with kindness, empathy and care so that everyone feels safe, included and valued. Responsibility – We act with integrity, take ownership of our actions, and make positive choices to do and be our best. Resilience – We embrace challenges, learn from our mistakes and use flexible thinking to persist when things are difficult.</p> <p>For Coburg North Primary School to live our values, we ensure: -</p> <ul style="list-style-type: none"> • Staff model our values in their daily teaching and interactions, ensuring consistency across the whole school community. • Students are supported to practise the values in classrooms, in the playground and beyond, through Social and Emotional Learning, School Wide Positive Behaviour Support, and programs such as the Berry Street Education Model and The Resilience Project. • Families are partners in reinforcing our values at home and at school, building a culture of fairness, inclusion and respect. • Decision-making at all levels—from classroom practices to school-wide policies—are guided by our values, ensuring that choices always reflect what is best for student learning and wellbeing. <p>By setting high expectations and building authentic relationships, our values enable curiosity and a love of learning, increase motivation and engagement, and foster a safe and inclusive environment where all students can thrive. Together, Respect, Responsibility and Resilience are the cornerstones of our school culture and our commitment to every child’s success.</p>
<p>Context challenges</p>	<p>Coburg North Primary School is located in the City of Merri-Bek in the northern suburbs of Melbourne, approximately 9 kilometers from the CBD of Melbourne. The school was established in 1937 and provides an inclusive quality education for all students. The school has a well-educated and active parent population and has a strong commitment to sustainability, driven by staff, students, and parents.</p> <p>Contextual challenges the school has had include a large number of leadership and staffing changes over the past 3 years. A number of graduate teachers have been employed during that time. The school has increased the number of</p>

	<p>Education Support (ES) staff on its workforce over the past 2 years and now has 10 ES staff timetabled into classrooms.</p> <p>Coburg North Primary School's key challenges and areas of focus from the School Review include:-</p> <ul style="list-style-type: none"> • Literacy and numeracy growth, with a focus on improving differentiation • Further development and documentation of the school Guaranteed and Viable Curriculum through structured literacy and numeracy models • Further developments of the School Wide Positive Behaviours Support (SWPBS) program
<p>Intent, rationale and focus</p>	<p>Coburg North Primary School's intention is to aim to improve student learning growth and achievement in literacy and numeracy, strengthen student agency in learning, and build a safe, inclusive and engaging school culture that supports wellbeing and connectedness. We will embed a whole-school structured literacy and numeracy model encompassing a guaranteed and viable curriculum reflecting evidence-based high-impact practices, ensuring that every student is challenged, supported and able to thrive.</p> <p>Our school review highlighted that while literacy and numeracy outcomes have remained stable, the proportion of students achieving high growth has declined, and the number of students achieving low growth has increased slightly. This shows a need to strengthen teaching practice to extend both students requiring additional support and those achieving above expected levels. The next four years will be focussed on building teacher capabilities being a school that values the importance of lifelong learners for all staff and students.</p> <p>Student agency and voice remain areas for improvement, with limited opportunities for students to consistently influence their learning and provide feedback. This is important for engagement and motivation, particularly as our student body diversifies.</p> <p>Wellbeing has been a focus, and our SWPBS framework has established a strong foundation. Continued attention to building positive relationships, consistency of practice and student connectedness is essential to support learning growth.</p> <p>Embedding a documented, consistent whole-school structured literacy model aligned with the VTLM 2.0, and supporting staff through targeted professional learning and feedback, will ensure high-quality teaching and equitable outcomes for all students.</p> <p>Over the next four years the school will map a structure that will not only build foundations but will enable the school to consolidate and embed the work towards our targets. For the first two years an emphasis on explicit teaching and a consistent approach to the VTLM 2.0 through regular high quality professional learning and coaching will strengthen teacher practice and feedback opportunities. As well, an aim to strengthen targeted support and extension in literacy and</p>

numeracy, ensuring growth for students at all levels will also be focussed and embedding and refining SWPBS to ensure consistent school-wide practices that support positive behaviour and wellbeing.

To consolidate and embed the next two years, the school will focus on consistently implementing the structured literacy model across all learning areas. Using opportunities to strengthen student agency, leadership and voice to ensure all students are active partners in their learning and extending intervention programs to challenge and support all learners including high achievers. In addition to this, continuing to strengthen family and community partnerships to support learning and wellbeing.

Whilst professional learning and developing a guaranteed and viable curriculum through structured literacy and numeracy are the drivers for school improvement, learning growth, student agency and wellbeing will be focussed byproducts of these drivers.

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Goal 1	To maximise student literacy and numeracy outcomes
Target 1.1	<p>By 2029 increase the percentage of students in the NAPLAN Strong and Exceeding proficiency levels in:</p> <ul style="list-style-type: none"> • Reading at year 3 from 78% in 2024 to 85% • Writing at year 3 from 79% in 2024 to 85% • Number at year 3 from 79% in 2024 to 85% • Reading at year 5 from 86% in 2024 to 90% • Writing at year 5 from 70% in 2024 to 78% • Number at year 5 from 70% in 2024 to 78%.
Target 1.2	<p>By 2029, Increase the percentage of students making at or above benchmark growth as measured by NAPLAN in:</p> <p>Reading from xx % in 2023- 24 to xxx % Writing from xx % in 2023-2024 to xx % Number from xx % in 2025-2026 to xxx %.</p>
Target 1.3	<p>By 2029, Increase the percentage of students making high growth, as measured by teacher judgement, in:</p> <ul style="list-style-type: none"> • Reading from 10% in 2023- 24 to 15% • Writing from 8% in 2023- 24 to 15% • Mathematics from xx % in 2024-25 to xx %.
Target 1.4	<p>By 2029, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:</p> <ul style="list-style-type: none"> • Teaching and Learning- Planning from 76% to 80% • Teaching and Learning- Implementation from 76% to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian	To further develop, document, and embed an agreed Guaranteed and Viable Curriculum in literacy and numeracy.

<p>Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>To continue to develop and embed a whole school instructional model for the teaching of Literacy and Numeracy to enable consistent, high-quality instruction in every classroom.</p>
<p>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</p>	
<p>Key Improvement Strategy 1.b</p>	

<p>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>Goal 2</p>	<p>To enhance student wellbeing and engagement</p>
<p>Target 2.1</p>	<p>By 2029, the percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support from 67% in 2024 to 72% • Confidence and resilience from 64% in 2024 to 70%.
<p>Target 2.2</p>	<p>By 2029, the percentage of Year 4-6 students responding positively to the Attitudes to School Survey (AtoSS) will increase in the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning environment from 67% in 2024 to 75% • Managing bullying from 53% in 2024 to 60% • Differentiated learning challenge from 73% in 2024 to 82% • Sense of Connectedness from 58% in 2024 to 68%.
<p>Target 2.3</p>	<p>By 2029, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the academic emphasis factor from 53% in 2024 to 60%.</p>
<p>Target 2.4</p>	<p>By 2029 increase the percentage of year F to 6 students who are absent 20 days or less from 64% in 2024 to 67%.</p>
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop a whole-school multi-tiered approach to strengthen inclusion, wellbeing and engagement.</p>

<p>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</p>	
<p>Key Improvement Strategy 2.a 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.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>Embed a culture of high expectations to enable all students to thrive and flourish.</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>	