

School Strategic Plan 2025-2029

Craigieburn Primary School (4770)



Submitted for review by Bernadette Pizaro (School Principal) on 26 January, 2026 at 03:41 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 27 January, 2026 at 12:55 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Our Vision is for all children to reach their full potential and become effective members of society Craigieburn Primary School - The best in all we do (School logo)
School values	Be Resilient Be Responsible Be Kind Staff Trademark Professional United Caring
Context challenges	<p>In 2026, our students are catered for across 20 classes, and we approx 360 students. Our classes range from Foundation to Year 6 classes. Our school community population is culturally diverse with a Student Family Occupation (SFO) of 0.55</p> <p>Our Staff consist of Principal, 2 x Assistant Principals, 1 x Leading Teacher, 3 x Learning Specialists, 20 x Classroom teachers, 4 x Specialists Subjects and 25 x Education Support staff.</p> <p>Craigieburn Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school values Responsibility, Kindness & Resilience underpin all levels of operation throughout the school, and they are actively promoted through learning and student wellbeing. We believe in a strong community spirit where relationships between students, teachers and families are fostered and supported.</p> <p>We recognise the importance of performance and development, including balancing the needs of the individual and the school's goals. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.</p> <p>Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe</p>

	<p>school environment for our students, enabling individuals to develop their potential as lifelong learners and active members of the community in a changing world.</p> <p>Opportunities for improvement Leadership Reviewing and streamlining leadership structures and portfolios Continuing to strengthen PLCs and monitor the impact. Continuing to build capacity of existing middle leadership through further development and training and for aspiring leaders to take on leadership roles. Exploring options for staff feedback structures including peer observations, coaching and mentoring.</p> <p>Opportunities for improvement Teaching and Learning Continuing to refine and embed implementation of the school’s instructional model in alignment with the Victorian Teaching and Learning Model (VTLM) 2.0 Continuing to refine and embed literacy and numeracy initiatives. Strengthening knowledge of the curriculum as a continuum underpinned by the requirements of the Victorian Curriculum 2.0 Continuing to document curriculum</p> <p>Opportunities for improvement Assessment Continuing to build teachers’ understanding of assessment use and administration Continuing to refine and enhance use of formative assessment for effective differentiation and engagement Improving data literacy and moderation practices to ensure accuracy of teacher judgements to successfully teach and assess students.</p> <p>Opportunities for improvement Engagement Strengthening and embedding the behaviour framework to build consistency of positive behaviour strategies Continuing to refine and consistently enact wellbeing and SEL programs Continuing to strengthen and enhance learning and wellbeing partnerships with parents. Continuing to focus on positive attendance strategies, particularly for priority cohorts.</p>
Intent, rationale and focus	<p>Our school review completed Term 4 2025 recommends the following areas of focus be prioritised in the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Leadership structures and portfolios • PLCs particularly refining and embedding structures and monitoring the impact

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| | <ul style="list-style-type: none">• Middle leadership particularly building capacity of existing leaders and opportunities for aspiring leaders• Coaching, mentoring and peer observations• The instructional model particularly refining implementation in alignment with the Victorian Teaching and Learning Model (VTLM)• Literacy and numeracy initiatives• Curriculum particularly knowledge of the curriculum as a continuum and the requirements of the Victorian Curriculum 2.0• Assessment and data literacy, particularly accuracy of teacher judgements, differentiation, moderation and formative assessment.• Student voice and agency, particularly feedback strategies and structures for setting learning goals• Student Leadership• Students' wellbeing particularly the school's behaviour and tiered approaches• Learning and wellbeing partnerships with parents• Student attendance |
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Goal 1	Improve learning growth for every student in literacy and numeracy
Target 1.1	<p>By 2029 increase the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of:</p> <ul style="list-style-type: none">• Year 3<ul style="list-style-type: none">○ Reading from 50% (2024) to 55%○ Writing from 72% (2024) to 77%○ Numeracy from 55% (2024) to 60%• Year 5<ul style="list-style-type: none">○ Reading from 51% (2024) to 56%○ Writing from 62% (2024) to 67%○ Numeracy from 49% (2024) to 54%
Target 1.2	<p>By 2029 increase the percentage of Year 5 students making NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none">• Reading from XX% in 2025 to XX%*• Numeracy from XX% in 2025 to XX%* <p>*Target placeholder to measure NAPLAN benchmark learning growth from when data are available.</p>
Target 1.3	By 2029, increase the percentage of Year 1-6 students assessed as being 'at or above' expected growth according to teacher judgement against Victorian Curriculum 2.0 in:

	<ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ○ Reading from 69% (Semester 2 2023 to Semester 2 2024) to 74% ○ Writing from 70% (Semester 2 2023 to Semester 2 2024) to 75% • Mathematics from xx% (2025) to xx%* <p>*Target placeholder to measure learning growth according to teacher judgement from when data is available.</p>
<p>Target 1.4</p>	<p>By 2029, improve the percentage of positive endorsement for Year 4-6 students for the following factor on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Stimulated Learning from 75% (2024) to 80%
<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>Review and refine leadership and organisational structures to support the school's improvement agenda.</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>Enhance and embed staff capability to consistently implement agreed teaching and learning practices</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	<p>Build and embed staff capability to consistently use agreed data and assessment practices to inform teaching and learning, at each student's point of need.</p>

student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve student engagement and wellbeing
Target 2.1	<p>By 2029 improve the percentage of positive endorsement for Year 4-6 students for the following factors on the student AtoSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 63% (2024) to 68% • School connectedness' from 65% (2024) to 70% • Managing Bullying from 60% (2024) to 65% • Emotional Awareness and Regulation from 70% (2024) to 75% • Teacher Concern from 75% (2024) to 80% • Respect for Diversity from 61% (2024) to 66%
Target 2.2	By 2029 reduce the percentage of Year F–6 students with 20 or more absent days from 50% (2024) to 44%
Target 2.3	<p>By 2029 improve the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of:</p> <ul style="list-style-type: none"> • Managing Bullying from 68% (2024) to 72% • Student Voice and Agency from 78% (2024) to 82%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Build and develop whole school approach for student voice and agency in writing

<p>pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.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 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>Continue to enhance the school's processes for supporting inclusion and wellbeing</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Continue to build partnerships and engagement with parents, carers and families.</p>

expectations; and a positive, safe and orderly learning environment

Key Improvement Strategy 2.c
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion