

2026 Annual Implementation Plan

for improving student outcomes

Coburg North Primary School (4543)



Submitted for review by Michelle Tedeschi (School Principal) on 16 January, 2026 at 09:09 PM
Endorsed by Amanda Busuttil (Senior Education Improvement Leader) on 05 February, 2026 at 05:57 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Emerging	Evolving	Evolving

Future planning for 2026	<p>Our work this year has identified a range of improvements and frameworks required to support effective teacher practice, including: - The need for instructional models- Data literacy frameworks and monitoring tools- PLC inquiry cycles to improve student outcomes AND build teacher practice - AIP activities that are more explicit will enable us to greater monitor our progress - Review of all GVCs We have made growth in our targets for this year. Mapping out our 2025-2029 SSP will clarify direction as we have effectively diagnosed where our school is at. Our future planning will provide:- Role clarity in leadership - School direction - Build middle leader capabilities and build our distributive leadership - Peer observations - Targeted Professional Learning on the instructional model - Differentiation- Implement and embed the VTLM 2.0 - Student learning goals and development of metacognition - Learning visibility that promotes student voice and agency - Attendance improvements through greater communication across the school, increased frequency of monitoring and classroom differentiation practices</p>
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To maximise student literacy and numeracy outcomes	Yes	By 2029 increase the percentage of students in the NAPLAN Strong and Exceeding proficiency levels in: <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%. 	To further develop, document, and embed an agreed Guaranteed and Viable Curriculum in literacy and numeracy.	Yes
		By 2029, Increase the percentage of students making at or above benchmark growth as measured by NAPLAN in: Reading from xx % in 2023- 24 to xxx % Writing from xx % in 2023-2024 to xx % Number from xx % in 2025-2026 to xxx %.	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.	Yes
		By 2029, Increase the percentage of students making high growth, as measured by teacher judgement, in: <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 %. 		
		By 2029, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors: <ul style="list-style-type: none"> • Teaching and Learning- Planning from 76% to 80% 		

		<ul style="list-style-type: none"> Teaching and Learning- Implementation from 76% to 80%. 		
To enhance student wellbeing and engagement	Yes	<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%. 	Further develop a whole-school multi-tiered approach to strengthen inclusion, wellbeing and engagement.	Yes
		<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%. 	Embed a culture of high expectations to enable all students to thrive and flourish.	No
		<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>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>		

Define actions, evidence of change and tasks

Goal 1	To maximise student literacy and numeracy outcomes	
KIS 1.a	To further develop, document, and embed an agreed Guaranteed and Viable Curriculum in literacy and numeracy.	
Actions	<p>Action 1 - Develop sequenced whole school curriculum documentation embedded with VTLM 2.0 to support teachers to deliver the Victorian Curriculum 2.0 with depth and complexity across year levels.</p> <p>Action 2 - Strengthen whole school systems and processes and build teacher capability to collaboratively plan curriculum using whole school documentation to support consistent high quality instructional practice in every classroom.</p>	
Evidence of change	<ul style="list-style-type: none"> - Clear, specific and consistent planning documents for Literacy and Numeracy - Use student outcome data resulting from PLC inquiry cycles (implement terms 2-4) - Translation of collaborative planning into weekly planning documents including adjustments to meet all learner needs. - Demonstrate progression of teacher skills through the coaching and mentoring program - Positive improvement in SSS survey data in planning and implementation - Improvement in student outcomes reducing number of students in NAS in Naplan data 	
Tasks	People responsible	
Strengthen teacher knowledge and pedagogical understanding of VTLM 2.0 through scheduled professional learning sessions, including ongoing monitoring.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	
Implement the VTLM 2.0 through targeted PLC inquiry cycles to ensure consistent, evidence based planning and classroom instruction.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	

Further develop and utilise the coaching and mentoring Steplab Program to monitor the implementation of the VTLM 2.0.	☑ Leadership team
Develop PLC Leaders data literacy skills within scheduled professional learning days to inform the facilitation of weekly collaborative planning.	☑ Assistant principal
Establish curriculum documentation to support the full implementation of the Victorian Curriculum 2.0 by developing the GVC working parties.	☑ Assistant principal
KIS 1.b	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.
Actions	Action 1 - Build a shared understanding of high impact, evidence based instructional practice, to inform the development of an agreed instructional model that supports a consistent approach to teaching and learning
Evidence of change	<ul style="list-style-type: none"> • Establish an agreed plan of action to develop a framework of the instructional model • Clear, specific and consistent planning documents for Literacy and Numeracy
Tasks	People responsible
Exploring/investigate instructional models that align with current practices for our school context.	☑ Leadership team
Explore and audit current practice through – learning walks	☑ Leadership team
Investigate instructional models and best practices by visiting and connecting with high performing schools demonstrating this in our local network	☑ Leadership team
Goal 2	To enhance student wellbeing and engagement
KIS 2.a	Further develop a whole-school multi-tiered approach to strengthen inclusion, wellbeing and engagement.
Actions	Action 1: Develop and deepen our understanding of multi-tiered systems of support (MTSS) Action 2: Build clear roles, processes and procedures to support the whole school delivery of MTSS.
Evidence of change	<ul style="list-style-type: none"> - Observational data of staff implementing PCMS practices in all settings to enable learning - Progression of teachers' understanding of MTSS through coaching and mentoring program

	<ul style="list-style-type: none"> - Reduced minor and major behavioural chronicle data - Improved ATOSS data in Stimulated learning environment, managing bullying, differentiated learning challenge, sense of connectedness - Planning documents that show universal, tier 2 and tier 3 adjustments to enable learning and wellbeing outcomes
Tasks	People responsible
Implement HIWS and PCMS through targeted PLC inquiry cycles to build teacher practice	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team
Align and embed Positive Classroom Management Strategies (PCMS) and VTLM 2.0 within the Steplab instructional coaching model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team
Establish clear role descriptions to enable effective implementation of inclusive wellbeing and engagement supports	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team
Refine current processes for inclusion, wellbeing and engagement reviewing and auditing enabling effective and efficient documentation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team
Investigate best practice in MTSS through exploration of high performing schools (based on school performance data)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team