

2026 Annual Implementation Plan

for improving student outcomes

Coburg West Primary School (3941)



Submitted for review by Mark Colagrande (School Principal) on 02 December, 2025 at 12:33 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 30 January, 2026 at 03:48 PM

Self-evaluation summary

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

Future planning for 2026	<p>We are proud of our students academic achievements overall this year, with NAPLAN data showing consistently high outcomes in targeted areas. Whilst AToSS scores also show an improvement in student Wellbeing and Agency. As this AIP comes to a close, we are working to finalise the next SSP and AIP to guide us forward in improving our outcomes over the next four years. Our focus will aim to improve Writing and Numeracy in NAPLAN, while also continuing to develop accuracy in reporting against the VC2.0. While also continue to increase percentage of positive responses in AToSS and School Staff Survey.</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 learning.	Yes	By 2029, increase the percentage of Year 5 students who achieve NAPLAN Proficiency Level “exceeding” in: (a) Writing from 12% (2024) to 20%. (b) Numeracy from 14% (2024) to 20%.	Develop and embed a school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.	Yes
		By 2029, increase the percentage of students making 'high' relative growth in NAPLAN from grade three to five: (a) Reading from 22% (2025) to 30%. (b) Writing from 26% (2025) to 34%. (c) Numeracy from 7% (2025) to 19%.	Develop the capacity of teachers to collaboratively design and consistently implement learning programs which explicitly build deep levels of thinking and application for all students.	No
		By 2029, increase the percentage of Foundation to Year 6 students working above the expected level according to teacher judgements, against the Victorian Curriculum for: <ul style="list-style-type: none"> • Reading from 44% (2024) to 50%. • Writing from 20% (2024) to 35%. • Mathematics 35% (2025) to 45%. 	Embed systematic assessment practices to obtain and provide feedback on student learning growth and level of achievement.	No
		By 2029, increase the percentage of positive response on the Attitudes to School Survey (AtoSS) in: <ul style="list-style-type: none"> • Stimulated learning from 72% (2024) to 80%. • Motivation and interest from 68% (2024) to 80%. 		

		<p>By 2029, increase the percentage of positive response on the School Staff Survey (SSS) in:</p> <ul style="list-style-type: none"> • Teacher collaboration from 57% (2024) to 70%. • Use student feedback to improve practice from 76% (2024) to 85%. 		
To enrich student wellbeing.	Yes	<p>By 2029, reduce the number of days absent per student per year, from 18 days (2024) to 15 days.</p>	Develop the capacity of leaders and teachers to provide an environment that enables effective learning and fosters wellbeing for every student.	No
		<p>By 2029, increase the percentage of positive response on the AtoSS in:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 69% (2024) to 75%. • Managing bullying from 67% (2024) to 75%. • Student voice and agency from 60% (2024) to 75%. • Sense of connectedness from 67% (2024) to 75%. 	Build learner agency to strengthen student learning and wellbeing through participation, engagement and celebration of growth.	Yes
		<p>By 2029, increase the percentage of positive response on the Parent Opinion Survey (POS) in:</p> <ul style="list-style-type: none"> • Effective teaching from 76% (2024) to 82%. • Student agency and voice from 77% (2024) to 82%. • Managing bullying from 74% (2024) to 82%. 	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.	No

Define actions, evidence of change and tasks

Goal 1	To maximise student learning.	
KIS 1.a	Develop and embed a school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.	
Actions	<ul style="list-style-type: none"> - Build teacher capacity to implement the VTLM 2.0 Elements of Learning. - Strengthen our school culture by keeping everyone focussed on our school vision. 	
Evidence of change	<ul style="list-style-type: none"> - Teachers are using the VTLM 2.0 Elements of Learning consistently in their classroom practice. - Improvement in consistency of practice across the school (especially in Attention, Focus and Regulation) such as routines that support students to focus on their learning, using the VTLM Rubrics as part of Leadership Learning Walks. - Improvement in data sources (Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey) relating to school culture and student engagement. - Review and update the CWPS Instructional Model to align with the Elements of Learning. 	
Tasks	People responsible	
Schedule structured Professional Learning to develop a deeper understanding of the VTLM 2.0 Elements of Learning, with the purpose of implementing practices to improve Attention, Focus and Regulation consistently across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) 	
Gather base line data on the effectiveness of implementation by monitoring practice and documentation using various observational and auditing tools.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	
Embed the practices of an Element of Learning through a PLC Inquiry focus in Semester Two.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders 	
Build on communication strategies to promote, model and embed the school vision, purpose and practices across our school community.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team 	

Goal 2	To enrich student wellbeing.	
KIS 2.b	Build learner agency to strengthen student learning and wellbeing through participation, engagement and celebration of growth.	
Actions	<ul style="list-style-type: none"> - Build staff and student understanding of agency to improve engagement. - Increase understanding across the school of the connection between learning and wellbeing to improve students' achievements. 	
Evidence of change	<ul style="list-style-type: none"> - Improvement in data sources (Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey) relating to student wellbeing and engagement. - Reduction in chronicled behaviours. - Revised planning documentation for all areas of learning and wellbeing to reflect opportunities for improved student agency. - Students develop in their ability to acknowledge and celebrate their learning achievements. 	
Tasks	People responsible	
Embed effective practices for improved Student Agency through PLC Inquiry in Semester One with the support of an Inclusion Outreach Coach.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	
Review, refine and/or develop scope and sequences documents and planners for all curriculum areas ensuring they provide opportunities for student agency.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	

<p>Continue embedding wellbeing (Mental Health) check ins F-6 to ensure every student is supported and assisted to develop their ability in expressing their emotions and managing them with the appropriate strategies.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team
<p>Develop and implement a whole school regulation toolkit, making connections to the VTLM 2.0 Element of Learning of Attention, Focus and Regulation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team
<p>Introduce and implement a Celebration of Learning Event where students share their achievements in learning with the broader school community.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)