

2026 Annual Implementation Plan

for improving student outcomes

Cobden Primary School (0864)



Submitted for review by Jarod Bacon (School Principal) on 08 December, 2025 at 04:45 PM
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 19 January, 2026 at 12:56 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	Evolving	Embedding	Embedding	Evolving

Future planning for 2026	<p>Despite changes in leadership throughout the year, many of our goals and targets were successfully achieved or maintained. Significant progress was made in the wellbeing space, supported by the valuable contribution of our MHIPS Leader. Staff continued to analyse and moderate student assessment data and engaged in a range of professional learning opportunities, including The Playbook Project with Bron Ryrie-Jones, LLC with Emina McLean, and the NLC. In the year ahead, our focus will shift toward refining our school's scope and sequence and strengthening our curriculum planning documentation.</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?
Maximise the learning growth of every student.	Yes	1.1 By 2027, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN: <ul style="list-style-type: none"> • Year 3 reading from 19% (2023) to 25% (2027) • Year 3 writing from 0% (2023) to 25% (2027) • Year 3 numeracy from 0% (2023) to 25% (2027) • Year 5 reading from 24% (2023) to 28% (2027) • Year 5 writing from 17% (2023) to 25% (2027) • Year 5 numeracy from 7% (2023) to 25% (2027) 	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices.	Yes
		By 2027, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in: <ul style="list-style-type: none"> • reading and viewing from 23% (2023) to 15% (2027) • writing from 30% (2023) to 15% (2027) • number and algebra from 29% (2022) to mathematics 15% (2027) 	Develop a distributed leadership model to strengthen the depth and consistency of leadership within the school.	Yes
		By 2027, increase the percentage of students achieving high relative growth according to NAPLAN: <ul style="list-style-type: none"> • reading from the 2023 baseline 11% to 25% (2027) • writing from the 2023 baseline 1% to 25% (2027) • mathematics from baseline x% to x% (2027) Numeracy percentages to be entered when available.	Build staff data literacy and confidence working with student data.	No

		<p>By 2027, increase the percentage positive endorsement in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> • understand how to analyse data from 80% (2023) to 90% (2027) • knowledge of high impact teaching strategies from 70% (2023) to 85% (2027) • professional learning through peer observation from 40% (2023) to 75% (2027) 		
Optimise wellbeing and empower students to be engaged learners and leaders.	Yes	<p>By 2027, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors:</p> <ul style="list-style-type: none"> • self-regulation and goal setting from 75% (2023) to 85% (2027) • student voice and agency from 61% (2023) to 70% (2027) • sense of confidence from 75% (2023) to 80% (2027) • perseverance from 68% (2023) to 75% (2027) • sense of inclusion from 83% (2023) to 87% (2027) 	Strengthen teacher knowledge and practice to activate student voice and agency so students can act as partners in improving outcomes.	No
		<p>By 2027, increase the average school attendance rate from 88.7% (2022) to 93% (2027), as per the Student Attendance Data.</p>	Build student capacity to set challenging learning goals and monitor their own growth.	No
		<p>By 2027, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 73% (2027)</p>	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.	Yes

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.	
KIS 1.a	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices.	
Actions	<ol style="list-style-type: none"> 1. Build collective knowledge of whole-school curriculum planning (Elements of Teaching Planning element, Practice 2) by revising curriculum area plans that sequence knowledge and skills over time (vertical alignment) and establish cross curricula connections and timing (horizontal alignment). 2. Strengthen the delivery of the practices within the Cobden PS Instructional Playbook. 	
Evidence of change	<ol style="list-style-type: none"> 1. A documented whole-school curriculum overview is developed and consistently referenced by staff, outlining curriculum organisation, implementation approaches and agreed time allocations, evidenced through planning documentation audits and staff feedback. 2. Middle leaders and teaching teams demonstrate a shared understanding of vertical and horizontal curriculum alignment, shown through updated curriculum area plans that sequence key knowledge and skills over time, and year-level plans that reflect clear cross-curricular connections and cumulative learning outcomes. 3. Teachers demonstrate a common understanding and increased confidence in using the VTLM 2.0 explicit teaching components (1. Explicit explanation and modelling, 2. Scaffold practice, 3. Monitor Progress), evidenced through peer observations and self reflection tools. 4. Teachers show a shared, consistent understanding and growing proficiency in using the Cobden PS Playbook and its teaching techniques (4 Explicit teaching techniques ,5 check for understanding techniques and 3 review of learning and feedback techniques), as evidenced through peer observations and staff feedback. 	
Tasks	People responsible	
Create a detailed plan including allocation of resources, organisational design and timetabling to provide opportunities for middle leaders to build the whole-school curriculum overview and curriculum area plans.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	

Leadership team explore all four VTLM explicit teaching guides and engage in professional reading through AERO, to build deep understanding of the components (1. Explicit explanation and modelling, 2. Scaffold practice, 3. Monitor Progress)		<input checked="" type="checkbox"/> School improvement team
Develop a Cobden PS Instructional Playbook professional learning plan with links to VTLM 2.0 Elements of Teaching, Explicit Teaching (1. Explicit explanation and modelling, 2. Scaffold practice, 3. Monitor Progress).		<input checked="" type="checkbox"/> School improvement team
Develop a detailed plan for staged delivery of the Cobden PS Playbook, including allocation of resources, organisational design, timetabling, staffing and meeting schedules.		<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team
KIS 1.b	Develop a distributed leadership model to strengthen the depth and consistency of leadership within the school.	
Actions	1. To refine organisational structures and middle leadership practices to drive continual improvement.	
Evidence of change	1. Learning Specialist role, middle leader responsibilities and meeting structures support adult learning and collaboration, and reviewed bi-termly.	
Tasks	People responsible	
SIT will use the School Impact Model, with a focus on mid-level leadership practices, to build and apply knowledge of organisational structures and processes that support continuous school improvement.	<input checked="" type="checkbox"/> School improvement team	
SIT explore all three VTLM 2.0 Planning Strategies and engage in school visits and network CoPs to develop a whole school curriculum plan.	<input checked="" type="checkbox"/> School improvement team	
SIT leaders will lead whole-school PLC inquiry cycles focussing on data analysis and moderated assessment practices.	<input checked="" type="checkbox"/> School improvement team	
Strengthen SIT leaders' knowledge of evidence based instructional approaches relevant to their areas, including the F–2 reading approach, LLC modules, the Science of Reading for literacy leaders, and the Grattan Report Maths Guarantee and departmental guidance for numeracy leaders.	<input checked="" type="checkbox"/> School improvement team	

SIT will engage with the AITSL 'Australian Professional Standards for Middle Leaders' as a core professional reading to deepen understanding of effective middle-leadership practices and to support ongoing school improvement.	<input checked="" type="checkbox"/> School improvement team
Goal 2	Optimise wellbeing and empower students to be engaged learners and leaders.
KIS 2.c	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.
Actions	1. Strengthen the whole-school approach to student wellbeing through embedding SWPBS.
Evidence of change	<p>1. Teachers consistently and confidently teach the Cobden PS expected behaviours and matrix, as shown through planning documentation, observations and staff feedback.</p> <p>2. Teachers demonstrate a common understanding and increased confidence in utilising positive classroom management strategies (3. Encouraging Expected Behaviours, 4. Discouraging Inappropriate Behaviour), evidenced by increased positive chronicles entered on Compass, peer observations and improved/maintained student attendance data.</p>
Tasks	People responsible
Develop a detailed plan for exploration of the positive classroom management strategies, including allocation of resources, organisational design, timetabling, staffing and meeting schedules.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team
MHiPS Leader implements a structured process to support, coach and monitor teachers in the explicit teaching of expected behaviours, ensuring consistency and accountability across all classrooms.	<input checked="" type="checkbox"/> Mental health and wellbeing leader