

2024 Annual Implementation Plan

for improving student outcomes

Lockington Consolidated School (6233)



Submitted for review by James Hodgens (School Principal) on 20 December, 2023 at 01:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To improve the literacy and numeracy outcomes for all students.	Yes	NAPLAN Benchmark Growth By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN • Reading to increase from 73% 2021 to 90% or above • Writing to increase from 71% in 2021 to 90% or above • Spelling to increase from 48% in 2021 to 90% or above • Grammar and Punctuation to increase from 48% in 2021 to 90% or above • Numeracy to increase from 67% in 2021 to 90% or above	Reading Grade 3 Strong or Exceeding 50% Reading Grade 5 Strong or Exceeding 65% Numeracy Grade 3 Strong or Exceeding 60% Numeracy Grade 5 Strong or Exceeding 60%
		Teacher Judgement By 2025 increase the percentage of students across the school (Prep–Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm–referenced/standards–based data sets). • Reading from 92% (2020) to 95% or above • Writing from 83% (2020) to 90% or above • Number and algebra 91% (2020) to 95% or above	Reading 94% at or above Writing 85% at or above Number and Algebra 93% at or above
		By 2025 increase the positive endorsement in the AToSS: • Differentiated learning challenge from 74% to 95%	Differentiated Learning challenge 85%
		SSS By 2025 increase the percentage of positive endorsement in the SSS: • Teaching and learning—Evaluation—Understand how to use data from 70% in 2020 to 90% • Collective responsibility—Academic emphasis from 84% in 2020 to 95%	Teaching and learning—Evaluation—Understand how to use data 85% Collective responsibility—Academic emphasis 90%
To improve student engagement.	No	AToSS By 2025 increase the percentage of positive endorsement in the student AToSS: • Student voice and agency from 66% (2019) to 75% or above • Sense of confidence from 75% (2020) to 82% or above • Differentiated learning challenge from 84% (2020) to 90% or above • Self–regulation and goal setting from 81% (2020) to 87% or above	
		SSS By 2025 increase the percentage of positive endorsement in the SSS: • Use student feedback to improve practice from 80% (2020) to 88% or above • Trust in students and parents from 87% (2020) to 95% or above	

To improve student wellbeing.	Yes	AToSS By 2025 increase the percentage of positive endorsement in the student AToSS: • Sense of inclusion from 84% (2020) to 90% or above • Respect for diversity from 69% (2020) to 77% or above • Sense of connectedness from 77% (2020) to 85% or above • Managing bullying from 73% (2020) to 82% or above	Sense of connectedness to 85%
		POS By 2025 increase the percentage of positive endorsement in the POS: • Managing bullying from 88% (2020) to 94% or above • Not experiencing bullying from 82% (2020) to 90% or above • Participation and Involvement from 71% (2020) to 80% or above	Participation and Involvement to 80% or above
		SSS By 2025 increase the percentage of positive endorsement in the SSS: • Trust in students and parents from 87% (2020) to 92% or above	Trust in students and parents to 90%

Goal 2	To improve the literacy and numeracy outcomes for all students.	
12-month target 2.1-month target	Reading Grade 3 Strong or Exceeding 50% Reading Grade 5 Strong or Exceeding 65% Numeracy Grade 3 Strong or Exceeding 60% Numeracy Grade 5 Strong or Exceeding 60%	
12-month target 2.2-month target	Reading 94% at or above Writing 85% at or above Number and Algebra 93% at or above	
12-month target 2.3-month target	Differentiated Learning challenge 85%	
12-month target 2.4-month target	Teaching and learning—Evaluation—Understand how to use data 85% Collective responsibility—Academic emphasis 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Develop staff capacity to use formative assessment strategies to meet the needs of all students.	No
KIS 2.b Excellence in teaching and learning	Develop a consistent instructional model for literacy and numeracy.	No
KIS 2.c Positive climate for learning	Increase teacher knowledge of of curriculum and pedagogical practices for both literacy and numeracy.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the	We are in our 3rd year of our SSP and for the past two, we have had a large focus on 'wellbeing' and 'student voice'. While we have made pleasing progress in the 'evaluate and diagnose' and also the 'prioritise and set goals' stages of the improvement cycle, embedding the teaching and learning practices will be our major focus for 2024. We now have an established instructional model for numeracy and clarified the different assessments we use and why. Our focus will be on broadening our teachers understanding of the new numeracy curriculum 2.0, along developing our use of HITS and teaching practices within the classroom.	

diagnosis of issues requiring particular attention.	In Literacy, we want to once again prioritise the already established systems and structures we have in place for both reading and writing, and once again build the capacity and consistency in which these are being applied at our school. This will include an increased focus on our moderation processes, data analysis and using this to inform our planning so that every student is catered for.	
Goal 4	To improve student wellbeing.	
12-month target 4.1-month target	Sense of connectedness to 85%	
12-month target 4.2-month target	Participation and Involvement to 80% or above	
12-month target 4.3-month target	Trust in students and parents to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	To consistently implement school wide wellbeing approaches into everyday practice to support all students to thrive.	Yes
KIS 4.c Community engagement in learning	To strengthen and broaden relationships with parents, carers and local health care providers.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have now embedded the Resilience Project into our overall approach to improving wellbeing outcomes for our students. Despite this we still have increasing pockets of students that are experiencing anxiety and school refusal and out SATS results across most areas require some attention. We want to keep using the embedded systems and structures to continue to identify, plan for and implement effective practices to target areas of need.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve the literacy and numeracy outcomes for all students.			
12-month target 2.1 target	Reading Grade 3 Strong or Exceeding 50% Reading Grade 5 Strong or Exceeding 65% Numeracy Grade 3 Strong or Exceeding 60% Numeracy Grade 5 Strong or Exceeding 60%			
12-month target 2.2 target	Reading 94% at or above Writing 85% at or above Number and Algebra 93% at or above			
12-month target 2.3 target	Differentiated Learning challenge 85%			
12-month target 2.4 target	Teaching and learning—Evaluation—Understand how to use data 85% Collective responsibility—Academic emphasis 90%			
KIS 2.c Empowering students and building school pride	Increase teacher knowledge of curriculum and pedagogical practices for both literacy and numeracy.			
Actions	- Build staff capacity in assessment and differentiation in order to identify and meet students individual learning needs. - Evolve literacy and numeracy moderation practices to help inform teachers planning and improve their capacity to differentiate their lessons.			
Outcomes	- Leaders will support staff to build assessment and differentiation practices through providing time, professional learning and peer observation. - Teachers will be able to confidently and accurately identify student learning needs for all of their students. - All students will have access to point of need learning activities.			
Success Indicators	- Evidence of documentation and data from formative and summative assessments. - Evidence and documentation of students learning goals and achievement. - Staff perception survey results in “School Climate - Academic Emphasis” to increase from 75% to 85%. - Staff perception survey results in “Teaching & Learning (Practice Improvement) - Professional Learning through peer observations” to increase from 70% to 80%.			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Conduct internal learning walks to monitor the implementation and consistency of reading conferences and goal setting.	☒ Leading teacher(s) ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Regularly privilege time in the meeting schedule to allow staff opportunity to moderate both literacy and numeracy data, to help better inform their planning of differentiated lessons.	☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Leading teacher to support staff in building their teaching capacity by modelling or coaching through peer observations.	☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Leading teacher to support staff in building staff capacity of teaching the core mathematical strategies into the ‘fluency’ component of our lesson structure.	☒ Leadership team	☐ PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	☒ Other funding will be used
Hold a curriculum/ professional practice day where teachers will be provided time to create and plan applied learning opportunities to connect numeracy to real-life events.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 4	To improve student wellbeing.			
12-month target 4.1 target	Sense of connectedness to 85%			
12-month target 4.2 target	Participation and Involvement to 80% or above			
12-month target 4.3 target	Trust in students and parents to 90%			
KIS 4.a Health and wellbeing	To consistently implement school wide wellbeing approaches into everyday practice to support all students to thrive.			
Actions	Source quality evidence based professional learning in the area of student anxiety and school refusal. Continue to embed the systems and structures that ensure wellbeing is regularly monitored and addressed.			
Outcomes	Our students will continue to develop resilience which will result in less absenteeism. Our staff will be aware of and respond to student wellbeing concerns in a timely manner.			
Success Indicators	Records of weekly wellbeing check ins using the Pivot tool. Cases/Xuno attendance data showing decreasing levels of absenteeism compared to 2023 Meeting schedule will have documented "pulse checks" for wellbeing.			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Seek professional learning on anxiety and School Refusal.	☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Continue to "pulse check" the Resilience to ensure all staff have the knowlede and skills to implement it in their classrooms.	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Use the weekly Pivot Wellbeing check to identify students who require support.	☒ All staff	☐ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Continue to triage students who require a DIP and support staff to effectively cater for students with ASD.	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$61,462.30	\$61,000.00	\$462.30
Disability Inclusion Tier 2 Funding	\$102,214.04	\$94,223.00	\$7,991.04
Schools Mental Health Fund and Menu	\$30,753.25	\$8,500.00	\$22,253.25
Total	\$194,429.59	\$163,723.00	\$30,706.59

Activities and milestones – Total Budget

Activities and milestones	Budget
Seek professional learning on anxiety and School Refusal.	\$2,000.00
Use the weekly Pivot Wellbeing check to identify students who require support.	\$2,000.00
Totals	\$4,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Seek professional learning on anxiety and School Refusal.	from: Term 1 to: Term 4	\$4,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties
Use the weekly Pivot Wellbeing check to identify students who require support.	from: Term 1 to: Term 4	\$2,000.00	☒ Teaching and learning programs and resources
Totals		\$6,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
SPAIDES	\$18,223.00
Prep Support	\$54,000.00
Wellbeing Leader (out of class 0.6)	\$70,000.00
Resilience Project	\$2,000.00
SWPBS Rewards Shop	\$2,000.00
One to One Ipad program	\$7,000.00
Grade 1/2 classroom support	\$0.00
Totals	\$153,223.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
SPAIDES	from: Term 1 to: Term 4		
Prep Support	from: Term 1 to: Term 4	\$54,000.00	☑ School-based staffing
Wellbeing Leader (out of class 0.6)	from: Term 1 to: Term 4		
Resilience Project	from: Term 1 to: Term 4		
SWPBS Rewards Shop	from: Term 1 to: Term 4		
One to One Ipad program	from: Term 1	\$7,000.00	☑ Teaching and learning programs and resources

	to: Term 4		
Grade 1/2 classroom support	from: Term 1 to: Term 4	\$0.00	☒ School-based staffing
Totals		\$61,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
SPAIDES	from: Term 1 to: Term 4	\$18,223.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties
Prep Support	from: Term 1 to: Term 4		
Wellbeing Leader (out of class 0.6)	from: Term 1 to: Term 4	\$70,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties ☒ Professional learning for school-based staff
Resilience Project	from: Term 1 to: Term 4		
SWPBS Rewards Shop	from: Term 1 to: Term 4		
One to One Ipad program	from: Term 1 to: Term 4		
Grade 1/2 classroom support	from: Term 1 to: Term 4		
Totals		\$88,223.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
SPAIDES	from: Term 1 to: Term 4		
Prep Support	from: Term 1 to: Term 4		
Wellbeing Leader (out of class 0.6)	from: Term 1 to: Term 4		
Resilience Project	from: Term 1 to: Term 4	\$6,500.00	☒ The Resilience Project
SWPBS Rewards Shop	from: Term 1 to: Term 4	\$2,000.00	☒ Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
One to One Ipad program	from: Term 1 to: Term 4		
Grade 1/2 classroom support	from: Term 1 to: Term 4		
Totals		\$8,500.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Seek professional learning on anxiety and School Refusal.	☒ Wellbeing team	from: Term 1 to: Term 4	☒ Curriculum development	☒ Professional practice day	☒ Departmental resources Bianca Pratt visiting teacher	☒ Off-site Regional Office