School Strategic Plan 2025-2029

Lockington Consolidated School (6233)

Submitted for review by Lisa Duffy (School Principal) on 15 January, 2026 at 09:39 AM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 12 February, 2026 at 08:32 AM
Endorsed by Michelle Johns (School Council President) on 12 February, 2026 at 10:51 AM

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School vision	Lockington Consolidated School is dedicated to fostering a safe, inclusive and dynamic learning community where every student is inspired, challenged and supported to achieve their personal best. We empower students to think critically and creatively, and to make a positive impact in their community and the wider world.
School values	Our core values - Community, Curiosity, Courage and Creativity, guide everything we do at Lockington Consolidated School. These values shape a safe, happy and stimulating environment that empowers every student to thrive, think boldly and contribute positively to their world.
Context challenges	The Review Panel noted that small cohort sizes can result in some volatility in the data for aspects such as NAPLAN as well as Student, Staff and Parent/Caregiver Surveys. In reference to NAPLAN results, Relative Growth between Years 3 and 5 needed to be strengthened. All literacy relative growth data measures were below state and similar school averages. Similarly, Teacher Judgement Growth shows too many students with low growth for both English and Mathematics. The percentage of students working at or above expected levels in Number and Algebra has been in decline and ensuring we take steps to reverse this trend is one of our challenges. We need to make sure that our students are provided the teaching and learning necessary to achieve high and medium growth and this will be a key area for focus and change. The panel noted that the implementation of the new English curriculum had been a key focus for literacy during 2025. Leadership structures had been designed and implemented to support the development and implementation of the English 2.0 curriculum across the school. This was noted by the panel as work that will continue into the next SSP period; the challenge being ensuring that practices are aligned with the VTLM 2.0, are evidence based, and include sequentially organised outcomes across the entire school. A further challenge will be ensuring that the teaching and learning approaches that occur in the P-2 space are built upon in subsequent year levels so that student outcomes for reading, phonics, grammar and vocabulary, writing, and speaking and listening are maximised for all students. The panel noted that an opportunity for improvement existed in the Leadership space to ensure that observations, modelling and coaching of teaching practices were re-established and that clarification of consistent teaching and learning expectations to ensure consistency and evidence based practice, occurred across all curriculum areas; the challenge will be ensuring staff engagement with, and responsiveness to, the reintroduction of these practices. The panel noted that opportunities for ensuring the appropriate level of challenge for students working at or above the expected level was an area for improvement and increasing teacher knowledge, skills and confidence to appropriately do this will

	be a challenge. With an increase in students enrolling that are in need of additional supports due to diagnosis (or pending diagnosis), trauma, socio-economic factors and wellbeing concerns, there are challenges to ensure we are appropriately supporting these students and their families as well as liaising with appropriate agencies.
Intent, rationale and focus	The school review panel recommended the following areas of focus be prioritised in the next School Strategic Plan: Embed whole school approaches to improve wellbeing Refine and embed a consistent approach using evidence to inform practice aligned with the VTLM 2.0 Embed assessment practices and strategies to inform planning, teaching and learning. Our school's intent is to optimise the learning growth for all students by way of implementing consistent approaches to planning, teaching and learning and assessment across the whole school that will, in turn, increase student learning outcomes and in particular, learning growth. We aim to further increase the percentage of students working at or above the expected levels in Reading & Viewing and Writing and in particular Numeracy. We intend to continue to optimise wellbeing outcomes for every student by way of building upon and strengthening our approaches to Wellbeing and Inclusion. The above intents are important in order to ensure that our staff provide all of our students with learning opportunities that are evidence based, effective, sequential and differentiated and in turn maximise learning growth. The rationale for our key directions include: The analysis of NAPLAN results, teacher judgment data and survey feedback highlighted the need to continue prioritising literacy and numeracy outcomes in the next strategic plan. The panel identified that ongoing work is required to provide staff with clarity regarding curriculum documentation and the use of assessment to inform curriculum planning and instruction to drive student learning. An analysis of key wellbeing data sets and discussions with key stakeholders informed the panel's opinion that a continued focus on wellbeing outcomes should be a priority in the next strategic plan. The panel identified wellbeing, inclusion and engagement as the key areas through which the school should measure its progress. The school is prioritising the collection, analysis and use of data to inform teaching and assessments. The data will then be used as a basis for strengthening teacher practice by way of differentiated and targeted teaching that not only meets the needs of those students working at the level expected, but supports those who are below and extends those above. This data will be both summative and formative with teachers increasing their knowledge and skills over time to confidently and accurately collect and analyse the data. In subsequent years, we will further develop the staff understanding and use of the VTLM 2.0 and adapt our Instructional Model (for all learning areas) to align with, and support the VTML 2.0. Our approach to curriculum planning and associated documentation across the school will be a main focus in years two and three of our Strategic Plan. Once we have an established school wide approach to the

	collection and application of data to inform teaching and a strong instructional model that is consistent throughout our school, we can focus on ensuring that teachers use a consistent and effective approach to curriculum planning and documentation to ensure that students are being supported and extended in their learning across the school and that learning is sequential. In the areas of Wellbeing and Engagement, the school is prioritising the establishment of consistent systems and structures for the implementation and monitoring of student wellbeing, inclusion and agency. The school aims to ensure that staff build their knowledge of inclusive practices, how to make adjustments to cater for student learning and wellbeing needs ,and the consistent documentation related to these practices. In our first year of the plan we will ensure that staff receive expert coaching and professional learning in the Wellbeing, Engagement and Inclusion space; this will be partly achieved by using an Inclusion Outreach Coach and acting upon their findings and advice. In subsequent years, we will apply this knowledge to ensure that our documentation (for Individual Education Plans, referrals and Disability Inclusion Profiles) is strengthened so that we can have consistent multi-tiered systems to ensure the best possible outcomes for our students. We will continue to engage with outside agencies and programs that will enhance the staff capability to respond to the needs of individual students.

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Goal 1	Optimise learning growth for all students
Target 1.1	By 2029, increase the percentage students with meeting or above benchmark growth in NAPLAN from Year 3 to year 5 in: • Reading from XX% (2026) to XX% • Writing from XX% (2026) to XX% • Numeracy from XX% (2026) to XX% *Placeholder - SEIL and Principal to decide on Benchmark Growth targets using 2026 data as a baseline.*
Target 1.2	By 2029, increase the percentage of students achieving in the strong or exceeding proficiency levels in NAPLAN in: • Year 3 Reading from 58% (2025) to 70% • Year 5 Reading from 47% (2025) to 70% • Year 5 Writing from 53% (2025) to 70% • Year 3 Numeracy from 63% (2025) to 70% • Year 5 Numeracy from 53% (2025) to 70%
Target 1.3	By 2029, increase the percentage of positive endorsement on the School Staff Survey for the following factors: • Understand how to analyse data from 44% (2025) to 75% • Use pedagogical model from 63% (2025) to 88%

	• Professional learning through peer observation from 38% (2025) to 55% • Use data for curriculum planning from 78% (2025) to 85%
Target 1.4	By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey in the factors Differentiated learning challenge from 75% (2025) to 85%
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	Review and adapt the instructional model, aligned with current research and evidence-based practice across all learning areas.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect	Build staff data literacy to accurately determine student need and engage in responsive teaching

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c 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	Develop a consistent approach to curriculum planning and documentation across the school
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Optimise wellbeing outcomes for every student
Target 2.1	By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors: • Teacher concern from 62% (2025) to 75% • Sense of inclusion from 83% (2025) to 90%
Target 2.2	By 2029, increase the percentage of positive endorsement on the School Staff Survey for the following factors: • Support growth and learning of the whole student from 56% (2025) to 85% • Professional learning to improve practice from 78% (2025) to 85%
Target 2.3	By 2029, maintain or improve the percentage of students having 20+ absences per year at 33% or below (2024)
Key Improvement Strategy 2.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	Strengthen, document and embed multi-tiered systems of support that enhance student wellbeing, learning, engagement and inclusion.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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	Build staff capability to respond to the learning and wellbeing needs of individual students
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	