2026 Annual Implementation Plan

for improving student outcomes

Lockington Consolidated School (6233)

Submitted for review by Lisa Duffy (School Principal) on 23 February, 2026 at 07:59 AM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 13 March, 2026 at 03:53 PM

Self-evaluation summary

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

Future planning for 2026	Our school has implemented significant changes in 2025, and whilst some were approaches specifically related to our AIP/SSP, others were in direct response to changes to the Victorian Curriculum. Our progress this year has been a deliberate shift to concentrating on the structure and content of our Literacy Block. This was with the intent of bringing about change to align with Victoria's Approach to Reading and the need to begin to look at and understand VTLM 2.0. It is too early to tell if the changes we have made have had an impact on student learning outcomes. Our school underwent at Whole School Review in Term 4 and therefore we will not be necessarily selecting the Goals and Key Improvement Strategies from our existing Strategic Plan.

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?
Optimise learning growth for all students	Yes	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.*	Review and adapt the instructional model, aligned with current research and evidence-based practice across all learning areas.	No
		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%	Build staff data literacy to accurately determine student need and engage in responsive teaching	Yes
		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%	Develop a consistent approach to curriculum planning and documentation across the school	No

		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%		
Optimise wellbeing outcomes for every student	Yes	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%	Strengthen, document and embed multi-tiered systems of support that enhance student wellbeing, learning, engagement and inclusion.	Yes
		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%	Build staff capability to respond to the learning and wellbeing needs of individual students	No
		By 2029, maintain or improve the percentage of students having 20+ absences per year at 33% or below (2024)		

Define actions, evidence of change and tasks

Goal 1	Optimise learning growth for all students
KIS 1.b	Build staff data literacy to accurately determine student need and engage in responsive teaching
Actions	1. Strengthen approaches for the collection and recording of formative and summative student learning data. 2. Build Staff capability and confidence to interpret student learning data and strengthen skills for the use of data to inform teaching practices.
Evidence of change	School Staff Survey results to improve from 2025 data in the areas of "Understand how to analyse data", "Monitor effectiveness using data" and "Understand how to use formative assessment. Observable Behaviours - Documented learning walks, Data sets being referenced and used to drive planning in Weekly PLC Planning Sessions. Artefacts - DIBLES data (whole school), Whole school and individual teacher data sets, VTLM Rubric (self ratings to increase from baseline for formative/summative assessment and feedback and for responsive teaching). Outcomes - Student learning growth to show medium/high growth. Learning Architecture - Professional learning meeting schedule, Observation timetables, Team planning timetables.

Tasks	**People responsible**
Upskill all teaching staff in the use of DIBLES assessments and data tracking for all assessments used.	☑ Leading teacher(s)
Develop common whole school assessments.	☑ Leading teacher(s) ☑ Principal
Professional learning meetings to analyse data from common whole school assessments and to group students and set goals. (Including Writing moderation, EA numeracy, DIBLES and Spelling).	☑ Leading teacher(s) ☑ Principal

Leading Teacher/Principal to attend PLC planning meetings to assist with the planned collection, recording and use of student learning data.	☑ Leading teacher(s) ☑ Principal
Analysis of the VTLM 2.0 Practice Guide for Explicit Teaching (monitor progress and explicit explanation and modelling) with a lens of what this looks like in the classroom and for teachers to set personal goals.	☑ Principal ☑ Teacher(s)
PLC Inquiry cycles to evaluate impact on student learning/achievement.	☑ Leading teacher(s) ☑ Principal ☑ Teacher(s)
Classroom observations and learning walks to observe explicit teaching.	☑ Leading teacher(s) ☑ Principal ☑ Teacher(s)
School visits to observe teaching practice and how student progress is monitored.	☑ Leading teacher(s) ☑ Principal

Goal 2	Optimise wellbeing outcomes for every student
KIS 2.a	Strengthen, document and embed multi-tiered systems of support that enhance student wellbeing, learning, engagement and inclusion.
Actions	1. Work with the Inclusion Outreach Coach to identify the effectiveness of current Tier 2 and Tier 3 supports and identify gaps or ineffective past practices. 2. Strengthen processes, staff capability and further develop staff confidence to implement a multi-tiered approach to inclusion, wellbeing and engagement for all students.
Evidence of change	Survey - Baseline survey results (own school survey) from teachers and parents to show an overall improvement with satisfaction of the processes and an understanding of IEP's and SSG meetings.

	Observable Behaviours - Consistency across classrooms (evidenced by walk throughs). Artefacts - IOC Action Plan, Minutes from staff and ES Professional Learning, IEP documentation (aligned with departmental guidelines and best practice) Outcomes - Increased teacher and ES confidence (self reported) to support student wellbeing. Improved ATOS results for Self-Regulation, School Connectedness, Sense of Belonging, Inclusion and Respect for Diversity. Improved POS results for Student Safety & Wellbeing, Student Engagement and Learning Environment. Learning Architecture - SWPBS Matrix, SWPBS rewards system (documented).

Tasks	**People responsible**
Wellbeing Leader to engage weekly with Inclusion Outreach Coach (IOC) as part of the IOC program and staff to engage over first semester with coaching and professional learning tasks/sessions.	☑ All staff ☑ Mental health and wellbeing leader
Classroom walkthroughs focused on Tier 1, 2 and 3 supports/practices.	☑ Mental health and wellbeing leader
Regular meetings with ES staff to discuss levels of support and offer further learning and advice.	☑ Principal
SWPBS Matrix and rewards system is reviewed, revised and implemented.	☑ All staff ☑ Student leadership coordinator
Review and refine documentation and processes for identifying and supporting Tier 2 and 3 students and communicate these to staff.	☑ Mental health and wellbeing leader ☑ Principal
Co-design (IOC/staff) universal practices for Tier 1, 2 & 3 supports as part of professional learning sessions.	☑ All staff ☑ Mental health and wellbeing leader ☑ Principal
Look at case studies and problem solve in learning teams during Professional Learning sessions.	☑ All staff ☑ Mental health and wellbeing leader

	☑ Principal