

2026 Annual Implementation Plan

for improving student outcomes

Lockwood South Primary School (0385)



Submitted for review by Adam Torney (School Principal) on 23 January, 2026 at 09:58 AM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 29 January, 2026 at 09:21 AM

Self-evaluation summary

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

Future planning for 2026	Staffing, and timetabling.
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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 achievement and learning growth of every student, particularly in literacy and numeracy.	Yes	Individual students at Year 3 in the NAPLAN top two bands for Reading and Writing in 2022, 2023, and 2024 will maintain the top two bands when in Year 5. (In 2022, two students in top two bands for Reading, one student for Writing, one student for Numeracy)	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.	Yes
		Individual students at Year 3 in the NAPLAN bottom two bands for Reading, Writing, Numeracy in 2022, 2023, and 2024 will make at least two bands growth in at least one domain by Year 5 (in 2022, no students in bottom two bands for Reading, Writing or Numeracy. In 2021, one student in bottom two bands for Reading, Writing and Numeracy)	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.	No
		By 2026, increase the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6): <ul style="list-style-type: none"> • Reading and viewing from 80% (in 2021) to 88% • Writing from 83% (in 2021) to 88% • Number and algebra from 83% (in 2021) to 88% 		
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Use evidence to inform teaching practice from 50% (in 2021) to 75% • Use data for curriculum planning from 50% (in 2021) to 75% 		

		<ul style="list-style-type: none"> Moderate assessment tasks together from 50% (in 2021) to 75% 		
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> Stimulated learning from 78% (in 2022) to 85% Motivation and interest from 69% (in 2022) to 85% 		
<p>Improve student wellbeing and learner agency to empower students to become self-regulating, independent learners.</p>	<p>Yes</p>	<p>By 2026, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors:</p> <ul style="list-style-type: none"> Student voice and agency from 79% (in 2022) to 85% Sense of confidence from 72% (in 2022) to 85% Perseverance from 67% (in 2022) to 85% Resilience from 78% (in 2022) to 85% 	<p>Strengthen teacher knowledge and practice to activate learner agency so students can act as partners in improving outcomes.</p>	<p>No</p>
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> Use student feedback to improve practice from 50% (in 2021) to 75% Professional learning through peer observation from 0% (in 2021) to 75% Collaborate to scaffold student learning from 50% (in 2021) to 75% 	<p>Embed the whole school approach to health, wellbeing, inclusion and engagement.</p>	<p>Yes</p>
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>School pride</i> from 85 per cent (2021) to 95 per cent.</p>		

Define actions, evidence of change and tasks

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.	
KIS 1.a	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.	
Actions	<ol style="list-style-type: none"> 1. Implement a whole-school data plan outlining assessment tools, timelines, purpose and responsibilities. 2. Establish consistent data entry, storage and analysis protocols across the school. 3. Embed regular, structured data conversations in PLCs/team meetings using an agreed inquiry cycle. 	
Evidence of change	<p>Action 1:</p> <ul style="list-style-type: none"> - A documented assessment plan is endorsed and used consistently across all year levels. - Teachers administer agreed assessments according to the timeline. - Teachers can articulate the purpose of each assessment and how it informs teaching. - Assessment duplication is reduced and processes are streamlined. - Staff feedback shows improved clarity and confidence in assessment expectations. <p>Action 2:</p> <ul style="list-style-type: none"> - All teachers enter data accurately and on time into the Elastik, and Compass. - Data dashboards or data walls display complete, current student progress information. - Teacher judgements show improved alignment with triangulated data. - Reduction in missing data sets across year levels. - Leadership and teachers can easily access reliable data for planning and monitoring. <p>Action 3:</p> <ul style="list-style-type: none"> - PLC agendas and minutes show consistent use of the data-inquiry protocol. - Teachers bring relevant evidence (work samples, formative assessments, error analyses) to data discussions. - Teachers identify student misconceptions, priority cohorts and next steps for instruction. - PLCs set measurable short-term goals and evaluate progress within the cycle. - Classroom practice shows increased evidence of differentiated instruction. - Teachers demonstrate stronger understanding of curriculum progressions and learning needs. 	
Tasks	People responsible	
Term 1 - Create A whole school assessment schedule and plan. - PLC Meetings	<input checked="" type="checkbox"/> All staff	

- Develop Whole school planning Template -Creation of an agreed Numeracy instruction		
Term 2 - Embed Whole school planning Template - Embed agreed Numeracy instruction.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal
Term 3 - Embed Whole school planning Template - Embed agreed Numeracy instruction.		<input checked="" type="checkbox"/> All staff
Goal 2	Improve student wellbeing and learner agency to empower students to become self-regulating, independent learners.	
KIS 2.b	Embed the whole school approach to health, wellbeing, inclusion and engagement.	
Actions	Action 1: - Embed the school's agreed wellbeing framework School-Wide Positive Behaviour Support, inline with the Resilience project. Action 2: - Ensure explicit teaching of social-emotional learning through a documented, whole-school scope and sequence.	
Evidence of change	Action 1: - The SWPBS expectations and school values are explicitly taught and visible across all learning environments and yard spaces. - Teachers implement consistent behaviour expectations, routines, and reinforcement systems across the school. Action 2: - A documented scope and sequence for social and emotional learning is implemented consistently across all year levels. - Teachers deliver explicit social and emotional lessons (e.g., weekly TRP sessions) aligned to the scope and sequence.	
Tasks		People responsible
Refine and redevelopment of Student engagement and wellbeing handbook		<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal

Creation of Scope and Sequence that incorporates SWPBS, RRRR, and the Resilience program.

- Mental health and wellbeing leader
- Principal