

2024 Annual Implementation Plan

for improving student outcomes

Queenscliff Primary School (1190)



Submitted for review by Mathew McRae (School Principal) on 25 November, 2023 at 11:22 AM
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
<p>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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning growth in Literacy and Numeracy.	Yes	<p>To increase the percentage of students in the top 2 NAPLAN bands in Year 3:</p> <ul style="list-style-type: none"> • Numeracy from 38% (2019) to 45% (2024) • Writing from 54% (2019) to 60% (2024) • Reading from 54% (2019) to 60% (2024) 	<p>To increase the percentage of students in top 2 NAPLAN bands in Year 3 for:- Numeracy from 39% (2022) to 45% (2024)- Writing from 53% (2022) to 57% (2024)- Spelling from 42% (2022) to 46% (2024)- Reading from 73% (2022) to 76% (2024) - SSP Goal Achieved To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 3 for Numeracy from 12% (2022) to 8% (2024)</p>
		<p>To increase percentage of students above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none"> • Numeracy from 18% (2019) to 25% (2024) • Writing from 26% (2019) to 30% (2024) • Reading from 18% (2019) to 25% (2024) 	<p>To increase percentage of Y5 students above NAPLAN Benchmark growth in:- Numeracy from 6% (2021) to 25% (2024)- Writing from 28% (2021) to 30% (2024)- Reading from 22% (2021) to 25% (2024)</p>
		<p>To increase the percentage of students in the top 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> • Numeracy from 9% (2019) to 20% (2024) 	<p>To increase the percentage of students in top 2 NAPLAN bands in Year 5 for:- Numeracy from 33% (2022) to 37% (2024) - SSP Goal</p>

		<ul style="list-style-type: none"> • Writing from 27% (2019) to 32% (2024) • Reading from 27% (2019) to 35% (2024) 	Achieved in 2023- Writing from 33% (2022) to 36% (2024)- Spelling from 40% (2022) to 45% (2024)- Reading from 67% (2022) to 70% (2024) - SSP Goal Achieved To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 5 for Numeracy from 13% (2022) to 8% (2024)
		To increase positive responses on the Staff Opinion Survey factor Professional learning through peer observation from 86% (2019) to 95% (2024).	- To increase positive responses on the Staff Opinion Survey factor Professional learning through peer observation from 14.3% (2023) to 85% (2024).- Use data for curriculum planning from 51.7% (2023) to 73% (2024)Time to share pedagogical content knowledge 42.9% (2023) to 63% (2024)- Feedback from 52% (2023) to 65% (2024)- Moderate assessment tasks together from 14.3% (2023) to 60% (2024)
To strengthen student voice and agency within learning.	Yes	To increase positive responses on the AtoSS factors: <ul style="list-style-type: none"> • Use student feedback to improve practice from 81% (2019) to 90% (2024) • Planned differentiation learning activities from 91% (2019) to 95% (2024) • Student regulation and goal setting from 83% (2019) to 92% (2024) • Student voice and agency from 81% (2019) to 90% (2024) 	To increase positive responses on the AtoSS factors:Student emotional regulation and Student voice and agency from 71% (2023) to 80% (2024) At this school, I help decide things like class activities or rules from 58% (2023) to 70% (2024)I am encouraged to share my ideas/My teacher thinks my ideas are good from 69% (2023) to 75% (2024)
		To increase the percentage positive response on the Parent Opinion Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 88% (2019) to 92% (2024) • Effective teaching from 84% (2019) to 92% (2024) 	To increase the percentage positive response on the Parent Opinion Survey factors:Student voice and agency from 74% (2023) to 88% (2024) Effective teaching from 84% (2019) to 92% (2024)
To enhance the wellbeing of all students.	Yes	To reduce student absence: <ul style="list-style-type: none"> • Average days absent from 20.3 days (2019) to 16 days (2024) 	Percentage of students with >20 days absence from 28% (2023) to 20%

		<ul style="list-style-type: none"> Percentage of students with >20 days absence from 37% (2019) to 20% (2024) 	(2024)Average days absent from 25.4 (2023) to 20.3 (2024)
		<p>To increase positive responses to the AtoSS factor</p> <ul style="list-style-type: none"> Resilience from 81% (2019) to 86% (2024), Sense of confidence from 79% (2019) to 85% (2024), Motivation and Interest from 79% (2019) to 85% (2024). Attitude to attendance from 83% (2019) to 90% (2024) 	<p>Normal Resilience from 63% (2023) to 75% (2024)Sense of Confidence from 86% (2023) to 90% (2024) - SSP Goal Achieved Motivation and Interest from 81% (2023) to 85% (2024)Attitude to Attendance from 86% (2023) to 90% (2024)In the Past 12 Months Bullied from 31% (2023) to 25% (2024)Managing Bullying from 81% (2023) to 86% (2024)Help Seeking from 59% (2023) to 63% (2024)To increase positive responses in the Parent Opinion Survey factor of Managing Bullying (My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours) from 46% (2023) to 65% (2024)</p>

Goal 2	To improve student learning growth in Literacy and Numeracy.
12-month target 2.1-month target	<p>To increase the percentage of students in top 2 NAPLAN bands in Year 3 for:</p> <ul style="list-style-type: none"> Numeracy from 39% (2022) to 45% (2024) Writing from 53% (2022) to 57% (2024) Spelling from 42% (2022) to 46% (2024) Reading from 73% (2022) to 76% (2024) - SSP Goal Achieved <p>To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 3 for Numeracy from 12% (2022) to 8% (2024)</p>
12-month target 2.2-month target	<p>To increase percentage of Y5 students above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none"> Numeracy from 6% (2021) to 25% (2024) Writing from 28% (2021) to 30% (2024) Reading from 22% (2021) to 25% (2024)

12-month target 2.3-month target	<p>To increase the percentage of students in top 2 NAPLAN bands in Year 5 for:</p> <ul style="list-style-type: none"> - Numeracy from 33% (2022) to 37% (2024) - SSP Goal Achieved in 2023 - Writing from 33% (2022) to 36% (2024) - Spelling from 40% (2022) to 45% (2024) - Reading from 67% (2022) to 70% (2024) - SSP Goal Achieved <p>To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 5 for Numeracy from 13% (2022) to 8% (2024)</p>	
12-month target 2.4-month target	<ul style="list-style-type: none"> - To increase positive responses on the Staff Opinion Survey factor Professional learning through peer observation from 14.3% (2023) to 85% (2024). - Use data for curriculum planning from 51.7% (2023) to 73% (2024) <p>Time to share pedagogical content knowledge 42.9% (2023) to 63% (2024)</p> <ul style="list-style-type: none"> - Feedback from 52% (2023) to 65% (2024) - Moderate assessment tasks together from 14.3% (2023) to 60% (2024) 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Excellence in teaching and learning	Enhance teacher capability to improve student learning	Yes
KIS 2.b Excellence in teaching and learning	Develop and embed QPS whole school curriculum	Yes
KIS 2.c Excellence in teaching and learning	Develop whole school approach to assessment, moderation and differentiation.	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 diagnosis of issues requiring particular attention.	<p>Improving teaching and learning practices focused on literacy and numeracy will continue to be a key priority for QPS in 2024. Over the past 2 years, there has been an improvement in the implementation of a whole school instructional model and this is reflected in curriculum planning and classroom practice. In 2023, the teachers engaged in curriculum mapping of the Humanities, Science and Health curriculum to develop a two year scope and sequence to ensure that all aspects of the curriculum are explicitly taught through integrated units. The school is continuing to work towards achieving consistency in the approach to curriculum planning and will look to utilise 'Understanding by Design' curriculum framework to underpin unit planning in 2024.</p> <p>The school has had strong improvements in reading with the SSP goals for Reading NAPLAN results being achieved for Year</p>	

	<p>3 and Year 5, and Year 5 Numeracy NAPLAN. In 2023, QPS consolidated a whole school approach to teaching spelling using SMART Spelling framework and revised and updated the Numeracy Instructional model for implementation in planning in 2024. The QPS Assessment schedule was revised in 2023 and updated to ensure relevant assessments are implemented and so that data can be analysed to inform teaching and learning programs. In 2023, the school leadership initiated the use of SPA Platform to record and analyse student achievement and growth using the identified assessments on the QPS Assessment Schedule. Embedding the Assessment Schedule and uploading this data onto SPA Platform for teacher analysis will continue to be a focus for 2024, with intentions of fostering a culture of data-informed teaching and learning. Assessment moderation, collaboration on team planning and coaching through professional learning was an identified area for improvement based on the School Staff Survey. In 2024, the school aims to implement termly moderation, timetabled PLC sub-school meetings for planning and coaching, and the appointment of a Curriculum Leader (Assistant Principal) to provide curriculum mentoring and coaching to staff. In 2024, the school will implement Little Learners Love Literacy, a structured literacy approach to teaching phonics and reading, for Prep to Year 2 with the intentions of achieving consistency to curriculum and assessment.</p> <p>Numeracy has been identified as a key priority for professional learning in 2024 based on NAPLAN results in 2022 and 2023. The school will continue to embed the revised Numeracy Instructional Model in curriculum planning and use the Curriculum Leader to foster a culture of data analysis with fortnightly planning and coaching sessions. As part of these sessions, teachers will implement pre- and post-assessments for numeracy to inform their curriculum planning. Further to this, one hour a week will be dedicated to explicitly teaching problem solving strategies guided by the development of a problem solving scope and sequence. The school will engage in professional learning to further enhance their understanding of the new Victorian Curriculum for Mathematics and revise and update the QPS Numeracy scope and sequence.</p> <p>The direction of the school has experienced challenges with various changes to school leadership throughout 2023, with the Acting Principal in Semester 1 and the commencement of the substantive Principal in Semester 2. Due to these changes, it has been challenging for the school to implement school-wide peer observations for professional learning and this was reflected in the School Staff Survey. In 2024, the school will implement Quality Teaching Rounds to provide professional learning and framework for professional dialogue with the focus on improving student learning outcomes.</p>
Goal 3	To strengthen student voice and agency within learning.
12-month target 3.1-month target	<p>To increase positive responses on the AtoSS factors:</p> <p>Student emotional regulation and Student voice and agency from 71% (2023) to 80% (2024)</p> <p>At this school, I help decide things like class activities or rules from 58% (2023) to 70% (2024)</p> <p>I am encouraged to share my ideas/My teacher thinks my ideas are good from 69% (2023) to 75% (2024)</p>

12-month target 3.2-month target	To increase the percentage positive response on the Parent Opinion Survey factors: Student voice and agency from 74% (2023) to 88% (2024) Effective teaching from 84% (2019) to 92% (2024)	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Excellence in teaching and learning	Build staff capacity in voice and agency	No
KIS 3.b Community engagement in learning	Improve communication between the school and students and families	Yes
KIS 3.c Positive climate for learning	Enable students to provide feedback on their learning progress	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.	<p>The school will continue to build and improve communication between the school, students and families to foster increased student voice and agency. In Semester 2, 2023 the school implemented a new method of communication with parents by providing a termly calendar outlining key events and a curriculum term overview. In Semester 2, the school commenced a Ride, Walk and Scoot Day which was held termly and this was led and coordinated by students with the support of parents and school leadership. This initiative will continue in 2024 to strengthen the relationship between parents, students and school. QPS student leaders represented the school at community events and coordinated a range of events, including Rainbow Day, Footy Day and Athletics Day. In 2023, QPS student and school leaders collaborated with two other schools in the Borough to deliver a community event, Embrace Kids, focusing on positive body image and wellbeing. The student leaders coordinated a viewing of the Embrace Kids documentary and one-day workshop focused on wellbeing, body image and respect with other schools' leaders. In 2024, the school will continue to explore opportunities to collaborate with neighbouring schools and to provide opportunities for student voice and leadership.</p> <p>A key priority for QPS in 2024, based on the Parent Opinion Survey data and AtoSS results, will be aimed at enhancing parent understanding of wellbeing, literacy and numeracy. The school will deliver parent information sessions at the beginning of the year by class teachers, and provide workshops with intentions of upskilling parents in supporting their child at home with literacy and numeracy. The school will engage with community organisations to provide seminars and workshops focused on wellbeing, bullying, cyber-safety and help-seeking. The school will engage parent volunteers/helpers in the classroom for Prep and Year 1, and deliver professional learning to volunteers on their role in the classroom.</p>	

	<p>In 2024, the school will re-design the School's website with a new provider to allow for parents and students to be more actively informed about teaching and learning, and school events. The school will continue to use Compass as the main form of communication between parents and school, and has 100% of parents engaging and using of the platform. In 2024, the school will look to streamline communication to parents regarding excursions and events.</p> <p>The school will continue to build the capacity of student voice and agency with the roles of student leaders in the school. Student leaders will engage in regularly mentoring sessions with staff members to upskill their leadership capabilities and to plan whole school events, foster a House culture and organise community fundraisers. The mentoring sessions will also provide an opportunity for student leaders to express their concerns or ideas with school leadership to improving the school. Students leaders will participate in GRIP Leadership Program in 2024.</p>
Goal 4	To enhance the wellbeing of all students.
12-month target 4.1-month target	Percentage of students with >20 days absence from 28% (2023) to 20% (2024) Average days absent from 25.4 (2023) to 20.3 (2024)
12-month target 4.2-month target	<p>Normal Resilience from 63% (2023) to 75% (2024) Sense of Confidence from 86% (2023) to 90% (2024) - SSP Goal Achieved Motivation and Interest from 81% (2023) to 85% (2024) Attitude to Attendance from 86% (2023) to 90% (2024) In the Past 12 Months Bullied from 31% (2023) to 25% (2024) Managing Bullying from 81% (2023) to 86% (2024) Help Seeking from 59% (2023) to 63% (2024)</p> <p>To increase positive responses in the Parent Opinion Survey factor of Managing Bullying (My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours) from 46% (2023) to 65% (2024)</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 4.a Community engagement in learning	Enhance accuracy of attendance and absence data Yes
KIS 4.b Community engagement in learning	Enhance communication with parents about the impact of absenteeism on learning No

<p>KIS 4.c Positive climate for learning</p>	<p>Embed Respectful Relationships and School Wide Positive Behaviours across the school community.</p>	<p>Yes</p>
<p>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.</p>	<p>In 2023, QPS began the process of implementing Classroom Systems training for School Wide Positive Behaviours (SWPBS). Three staff members who are part of the QPS SWPBS team, attended the SWPBS Classroom Systems training and developed a SWPBS Action Plan to inform key actions and strategies for 2024. The staff members conducted a self-evaluation of the progress QPS has made in embedding the SWPBS framework as a Tier 1 approach to wellbeing. In Semester 2, the Behaviour Matrix was revised by staff and simplified. Five pillars were identified that underpin the QPS School Values - (Show Respect, Value the Opportunity, Safe Spaces, Personal Best and Right to Learn). The intentions for the development of the pillars were to develop a common language for staff and students to foster positive behaviours. In Term 4, a Pillars Scope and Sequence was trialled which involved whole school participation in having a weekly focus on one of the School's pillars. Classes engage in explicit teaching of the pillars through engaging mini-lessons throughout the week.</p> <p>Due to an increased negative behaviours in the classroom and school yard, the QPS Behaviour Flowchart was reviewed, revised and updated to ensure consistency across the school. Significant adjustments were made to the playground to address this rise in data, with the development of zones for improved supervision of students, additional yard duty teachers at recess and lunch as well as structured games with the support of ES staff members. In 2023, a Pulse subscription was added on Compass to use as a method for collecting data on student behaviours. The Compass Chronicle templates (method of teacher record keeping for student behaviour) were updated to align with the Behaviour Flowchart and new playground zones so that data can be collected and analysed using Pulse with greater accuracy. The analysis of this data will be a priority in 2024 in staff meetings so that the school is responsive to student behaviours and can put further Tier 2 processes and strategies in place to support positive behaviour. In 2024, all staff will engage in SWPBS Classroom Systems training delivered by the SWPBS Team.</p> <p>In 2023, the school has prioritised seeking Tier 3 support for students in need and have had successful Profile outcomes resulting in additional funding to the school, and as a result the school has employed further ES staff. The funding will be used to provide further professional development on neurodivergent learners in 2024 to upskill teachers and ES staff. All staff have improved their knowledge in the development of Individual Education Plans and have engaged in professional learning in SMART goal setting. In 2024, the school will prioritise Tier 2 support systems to address student needs, including, development of Learning Profiles, whole school award systems, small group wellbeing workshops, professional development for staff for additional needs, disability and inclusion supports. In 2024, the school will implement the Student Resource Team (SRT), comprised of the Wellbeing, Disability and Inclusion Leader (Learning Specialist) and the Curriculum Leader (Assistant Principal) who will meet with individual teachers to review data and IEPs, discuss adjustments and implementation of support strategies to address Tier 2 needs. This process will aim to also provide further professional learning to staff, connect Student Support Services to students in need and a method to continually monitor student needs (Tier 2 and Tier 3).</p> <p>The School has improved the processes for addressing student absence. Compass notifications are sent to parents in a timely manner to ensure absences are explained and with intentions of promoting punctuality and student attendance. The School</p>	

has improved its processes in roll marking. Based on school attendance data, in 2024, the school will implement engaging activities prior to school starting to increase student attendance (for example, running club, yoga, treasure hunt, dance clubs). The school will continue to inform parents about the importance of school attendance in newsletters and at Parent Information evenings.

In analysing Parent Opinion Survey data and AtoSS results, the school has identified bullying and developing student resilience as key priorities. The school has engaged in Song Room to provide performing arts and wellbeing workshops throughout Semester 1 in 2024 and will implement a whole school approach to addressing bullying (E.g. Bullying No Way or Bullying Stoppers).

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning growth in Literacy and Numeracy.
12-month target 2.1 target	To increase percentage of Y5 students above NAPLAN Benchmark growth in: - Numeracy from 6% (2021) to 25% (2024) - Writing from 28% (2021) to 30% (2024) - Reading from 22% (2021) to 25% (2024)
12-month target 2.2 target	To increase the percentage of students in top 2 NAPLAN bands in Year 3 for: - Numeracy from 39% (2022) to 45% (2024) - Writing from 53% (2022) to 57% (2024) - Spelling from 42% (2022) to 46% (2024) - Reading from 73% (2022) to 76% (2024) - SSP Goal Achieved To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 3 for Numeracy from 12% (2022) to 8% (2024)
12-month target 2.3 target	To increase the percentage of students in top 2 NAPLAN bands in Year 5 for: - Numeracy from 33% (2022) to 37% (2024) - SSP Goal Achieved in 2023 - Writing from 33% (2022) to 36% (2024) - Spelling from 40% (2022) to 45% (2024) - Reading from 67% (2022) to 70% (2024) - SSP Goal Achieved To reduce the percentage of students in the bottom 2 NAPLAN bands in Year 5 for Numeracy from 13% (2022) to 8% (2024)
12-month target 2.4 target	- To increase positive responses on the Staff Opinion Survey factor Professional learning through peer observation from 14.3% (2023) to 85% (2024). - Use data for curriculum planning from 51.7% (2023) to 73% (2024) Time to share pedagogical content knowledge 42.9% (2023) to 63% (2024) - Feedback from 52% (2023) to 65% (2024) - Moderate assessment tasks together from 14.3% (2023) to 60% (2024)
KIS 2.a Building practice excellence	Enhance teacher capability to improve student learning

Actions	<ul style="list-style-type: none"> - Implementation of Peer Observations using the Quality Teaching Model - Implementation of 'Understanding by Design' curriculum planning - Development of GRASP assessment tasks for integrated units - Appointment of TLI Leader and TLI literacy and numeracy intervention - Staff engagement in professional learning on students with additional needs (Tier 2) - Staff engagement in professional learning on data analysis using SPA Platform 			
Outcomes	<ul style="list-style-type: none"> - Improved teacher practice and pedagogy using Quality Teaching framework - Teachers will engage in professional dialogue - Consistency in curriculum planning and improved level of understanding of 'Backwards by Design' planning - Enriched summative assessment tasks - Students will gain a deeper understanding of concepts in integrated units - Improved student outcomes for students participating in TLI program - Enhanced level of staff understanding of Tier 2 student needs - Development of a culture of data informed teaching and learning - Common language for staff to use when providing feedback on observations - Improved level of staff confidence and engagement in professional learning to support classroom practice 			
Success Indicators	<ul style="list-style-type: none"> - Peer Observation notes and feedback - TLI curriculum planning - Student data through formative and summative assessments - Assessment tasks using the GRASP framework - Curriculum planning and templates to reflect 'Understanding by Design' framework - Professional development slides and workshop notes - Improved level of adjustments in curriculum planning to meet Tier 2 needs - Assessment data on SPA Platform 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of Peer Observations using the Quality Teaching Model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used

Implementation of 'Understanding by Design' curriculum planning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of GRASP assessment tasks for integrated units	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appointment of TLI Leader and TLI literacy and numeracy intervention	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,500.00
Staff engagement in professional learning on students with additional needs (Tier 2)	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Staff engagement in professional learning on data analysis using SPA Platform	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
KIS 2.b Curriculum planning and assessment	Develop and embed QPS whole school curriculum			
Actions	<ul style="list-style-type: none"> - Embed the revised Numeracy Instructional Model into curriculum planning and classroom practice - Development of a Problem Solving Scope and Sequence Prep-Year 6 - Begin to embed the new Victorian Mathematics Curriculum into QPS Scope and Sequence and curriculum planning - Implementation of Little Learners Love Literacy, an explicit and sequential literacy approach for Prep to Year 2 			

	<ul style="list-style-type: none"> - Staff engagement in Science of Language and Reading (SOLAR) professional development - Embed SMART Spelling approach Year 2-6 - Development of a scope and sequence for Humanities, Science, Health and Technology using the Victorian Curriculum - Teachers will engage in professional development to embed First Nations perspectives into integrated units of work 			
Outcomes	<ul style="list-style-type: none"> - Consistency in curriculum planning and classroom practice for numeracy - Explicit and sequential teaching of Problem Solving for 1 hour a week - Numeracy programs will reflect the new Mathematics curriculum in preparation for 2025 - Consistent approach for teaching literacy (Prep to Year 2, Year 2 to Year 6) - Improved teacher understanding of literacy and learner development - Engagement in professional development and dialogue - Improved student outcomes in numeracy and literacy - Learning programs will reflect the Victorian Curriculum - Alignment of whole school curriculum - Enhanced level of understanding of First Nations perspectives for staff, students and parents 			
Success Indicators	<ul style="list-style-type: none"> - Development of Problem Solving Scope and Sequence - Development of Humanities, Science, Health and Technology Scope and Sequence - Minutes from PLC meetings - Staff surveys and feedback from SOLAR professional development - Teacher feedback from peer observations - Improved student outcomes reflected in PAT Assessments, PM Benchmarks, Dibels and formative assessments - ES staff feedback surveys - Numeracy scope and sequence to reflect new Mathematics curriculum - First Nations perspectives embedded into curriculum programs 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed the revised Numeracy Instructional Model into curriculum planning and classroom practice	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of a Problem Solving Scope and Sequence Prep-Year 6	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Numeracy leader		to: Term 4	
Begin to embed the new Victorian Mathematics Curriculum into QPS Scope and Sequence and curriculum planning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of Little Learners Love Literacy, an explicit and sequential literacy approach for Prep to Year 2	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff engagement in Science of Language and Reading (SOLAR) professional development	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed SMART Spelling approach Year 2-6	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of a scope and sequence for Humanities, Science, Health and Technology using the Victorian Curriculum	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will engage in professional development to embed First Nations perspectives into integrated units of work	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 2.c Evaluating impact on learning	Develop whole school approach to assessment, moderation and differentiation.
Actions	<ul style="list-style-type: none"> - Fortnightly coaching sessions with teachers coordinated by Curriculum Leader focused on assessment, planning and differentiation for numeracy - Embedding whole-school formative assessment practices for writing and numeracy - Termly moderation in PLCs for Writing and Numeracy - Problem Solving - Data delving professional learning sessions using SPA Platform and summative assessment data - Administration of pre- and post-tests for Numeracy units to inform teaching and learning programs - Revise and update IEP template and process for developing SMART goals for students requiring differentiation - Embedding differentiation and adjustments as evidence in curriculum planning - Implementation of the new whole school assessment schedule - Uploading assessment schedule data onto SPA Platform for staff analysis - ES staff will engage in professional learning focused on literacy and numeracy
Outcomes	<ul style="list-style-type: none"> - Teachers will have greater response to data to inform their teaching and learning programs - Teachers will engage in professional dialogue in teams with Curriculum Leader - Improved student results in numeracy and writing - Greater consistency in teacher judgements from moderation process - Teachers will have a deeper understanding of student needs using data to inform their practice - Teachers will feel supported by leadership with the delivery of their curriculum through the coaching process - Alignment of whole-school formative assessment practices and a common language will be developed - IEPs will be streamlined, user-friendly and accurately reflect a student's needs, adjustments and goals - Whole school consistency will be achieved with the implementation of a formal assessment schedule overseen by the Curriculum Leader and PLC Leaders - Teachers will be able to monitor student progress and growth through analysis and professional learning using SPA Platform - ES Staff will have a deeper understanding of supporting students with literacy and numeracy
Success Indicators	<ul style="list-style-type: none"> - Curriculum programs will reflect adjustments and differentiation - Minutes from fortnightly coaching sessions - Formative assessment data collated and analysed throughout the year - Administration of pre- and post-tests - IEP Template - Development of IEPs for students requiring Tier 2 adjustments and differentiation - Professional learning slideshows - Rubrics for Writing and Problem Solving rubrics

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Fortnightly coaching sessions with teachers coordinated by Curriculum Leader focused on assessment, planning and differentiation for numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embedding whole-school formative assessment practices for writing and numeracy	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Termly moderation in PLCs for Writing and Numeracy - Problem Solving	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Data delving professional learning sessions using SPA Platform and summative assessment data	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Administration of pre- and post-tests for Numeracy units to inform teaching and learning programs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Revise and update IEP template and process for developing SMART goals for students requiring differentiation	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Embedding differentiation and adjustments as evidence in curriculum planning	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of the new whole school assessment schedule	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Uploading assessment schedule data onto SPA Platform for staff analysis	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ES staff will engage in professional learning focused on literacy and numeracy	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	To strengthen student voice and agency within learning.			
12-month target 3.1 target	To increase positive responses on the AtoSS factors: Student emotional regulation and Student voice and agency from 71% (2023) to 80% (2024) At this school, I help decide things like class activities or rules from 58% (2023) to 70% (2024) I am encouraged to share my ideas/My teacher thinks my ideas are good from 69% (2023) to 75% (2024)			
12-month target 3.2 target	To increase the percentage positive response on the Parent Opinion Survey factors: Student voice and agency from 74% (2023) to 88% (2024) Effective teaching from 84% (2019) to 92% (2024)			

KIS 3.b Building communities	Improve communication between the school and students and families			
Actions	<ul style="list-style-type: none"> - Parent information sessions at the beginning of the year with classroom teachers. - Literacy and Numeracy parent information sessions throughout the year. - Morning engagement activities prior to school commencing coordinated by student leaders and staff. - Provide termly parent calendar and curriculum overviews. - Redesign the school website to increase parent and student engagement. - Students presenting and celebrating their work at school assemblies. - Staff to communicate with parents when their children are going to receive awards at assemblies. - Implementation of the Student Leadership Mentoring Program with a staff member. - Student leaders collaborating with other local schools to organise community events. - Opportunities for parents to be volunteers in the Prep and Year 1 classroom to assist with literacy and numeracy learning activities. 			
Outcomes	<ul style="list-style-type: none"> - Improved parent, teacher, and student communication. - Students will feel a greater sense of connectedness. - Students will have opportunities to lead school-wide events and activities, and a platform to communicate ideas and concerns. - A greater sense of student pride and confidence. - Improved parent attendance at assemblies. - Improved parent and student engagement with the school website. 			
Success Indicators	<ul style="list-style-type: none"> - Records of attendance at parent information sessions and morning activities. - Increased traffic data on school website. - Record of parent attendance at assemblies - Minutes from student leadership meetings - Events run by student leadership - Correspondence between neighbouring schools (emails, meeting minutes) - Improved results on Parent Opinion Survey (Student Voice and Agency) - Improved results on AtoSS (Student Voice and Agency) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Parent information sessions at the beginning of the year with classroom teachers.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	
Literacy and Numeracy parent information sessions.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Morning engagement activities coordinated by student leaders and staff.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide termly parent calendar and curriculum overviews	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Redesign the QPS school website	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Students presenting and celebrating their work at school assemblies. Staff to communicate with parents when their children are going to receive awards at assemblies	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of the Student Leadership Mentoring Program with a staff member	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Student leaders collaborating with other local schools to organise community events (e.g. EMBRACE)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Parent volunteers to assist with Literacy and Numeracy learning activities in the Prep and Year 1 classrooms	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 4	To enhance the wellbeing of all students.			
12-month target 4.1 target	Percentage of students with >20 days absence from 28% (2023) to 20% (2024) Average days absent from 25.4 (2023) to 20.3 (2024)			
12-month target 4.2 target	<p>Normal Resilience from 63% (2023) to 75% (2024) Sense of Confidence from 86% (2023) to 90% (2024) - SSP Goal Achieved Motivation and Interest from 81% (2023) to 85% (2024) Attitude to Attendance from 86% (2023) to 90% (2024) In the Past 12 Months Bullied from 31% (2023) to 25% (2024) Managing Bullying from 81% (2023) to 86% (2024) Help Seeking from 59% (2023) to 63% (2024)</p> <p>To increase positive responses in the Parent Opinion Survey factor of Managing Bullying (My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours) from 46% (2023) to 65% (2024)</p>			
KIS 4.a Building communities	Enhance accuracy of attendance and absence data			
Actions	<ul style="list-style-type: none"> - Development and implementation of activities before school (e.g. running club, dance sessions, yoga, walkathons, fitness circuits) - Further adjust whole school processes for teacher's marking attendance, teacher follow-up and parent notifications of absences. - Improve communication and education about the importance of attendance to students and parents through class activities, parent information sessions, newsletters. - New school rewards system and house points will be connected with student attendance. - Professional development and school expectations of marking attendance for staff, including specialists and CRTs. 			

Outcomes	<ul style="list-style-type: none"> - Improved student attendance - Improved explained absences for student attendance - Parents and students will be more informed of the importance of school attendance. - Enhanced level of student engagement and excitement to attend school. - Improved parent-teacher communication - Students will feel a greater sense of connectedness and sense of community, which will enhance overall student wellbeing 			
Success Indicators	<ul style="list-style-type: none"> - Compass attendance data - Attendance data and 'Staying in Education' dashboard on Panorama - Termly wellbeing check-in survey - Teacher communication with parents via email and compass when a student is absent - Attendance records of students participating in morning activities before school - AtoSS Data - connectedness, attitudes to attendance, motivation and interest, resilience - Parent Opinion Survey - school communication, participation and involvement 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development and implementation of activities before school (e.g. running club, dance sessions, yoga, walkathons, fitness circuits)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Further adjust whole school processes for attendance recordkeeping and follow-up for student absences	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Opportunities to educate students and parents about the importance of school attendance (newsletters, parent information sessions, classroom activities)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
New school rewards system and house points will be connected with student attendance.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
KIS 4.c Health and wellbeing	Embed Respectful Relationships and School Wide Positive Behaviours across the school community.			
Actions	<ul style="list-style-type: none"> - Appointment of a Leader of Wellbeing, Disability and Inclusion (Learning Specialist) who will continue to lead whole school implementation of RR and SWPBS. - Review and update school-wide reward systems for all students - Development of a strong House culture to foster positive wellbeing and will be connected with the school-wide rewards systems. - SWPBS Team will deliver Classroom Systems professional learning for staff - Development of the Student Resource Team (SRT) as a measure for Tier 2 and Tier 3 supports - Provide further professional learning to teachers on Respectful Relationships curriculum - Review and update the Wellbeing Overview for the school (RR curriculum, SWPBS, Pillars) - Implementation of Song Room for Semester 1 for Year 3-4 - Termly Wellbeing Check-Ins for students to monitor students' at risk - Staff will engage in Mental Health in Primary Schools training through the University of Melbourne - Implement a school-wide approach to addressing and managing bullying (Bullying No Way, Bullying Stoppers) - Implement whole school events for Reconciliation Week and NAIDOC Week 			
Outcomes	<ul style="list-style-type: none"> - Leaders facilitate professional learning for teachers to build their capacity to deliver high impact strategies to enhance student wellbeing at a Tier 1 level. - Improved student knowledge and strategies in ways to identify and manage bullying behaviours. - Teachers will engage in professional dialogue and be connected with supports to address Tier 2 and Tier 3 through the SRT. - Increased student confidence in approaching school staff when confronted with a concern or bullying behaviour. - Enhanced level of student and staff connectedness to the school through house spirit - Improved teacher understanding and level of confidence in the teaching of the Respectful Relationships. - Greater consistency in teacher approach in setting up classroom expectations and procedures using the SWPBS framework - Enhanced teacher knowledge of Mental Health 			
Success Indicators	<ul style="list-style-type: none"> - Pulse Data (reduced negative behaviours in the classroom and playground) - Minutes from Staff Meetings and Professional Learning seminars - AToSS data will improve in the areas of Resilience, Sense of Confidence and Motivation and Interest - Minutes from SRT Meetings - IEPs will be monitored and measured on Compass - Student adjustments outlined in curriculum planning 			

	<ul style="list-style-type: none"> - Development of Learning Profiles for Tier 3 students - Handover Documentation from teachers between years - Development of QPS Wellbeing, Disability and Inclusion processes - Written feedback from peer observations about classroom systems and processes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appointment of a Leader of Wellbeing, Disability and Inclusion (Learning Specialist) who will continue to lead whole school implementation of RR and SWPBS	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Other funding will be used
Review and update school-wide reward systems for all students and develop strong House culture	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
SWPBS Team to deliver Classroom Systems training to all staff	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Development of the Student Resource Team (Curriculum Leader and Wellbeing Leader) and the development of QPS Wellbeing, Disability and Inclusion processes handbook	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of Song Room for students in Year 3-4	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$14,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implementation of school-wide bullying program (Bullying No Way or Bullying Stoppers) including professional learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will engage in Mental Health in Primary Schools training through the University of Melbourne	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Implementation of the termly Wellbeing Check-ins conducted by teachers to identify and monitor students at risk	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Ongoing review of Compass Pulse and Chronicle data to inform Tier 2 responses to negative behaviours and to improve school wellbeing practices.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing professional development for staff on Respectful Relationships curriculum	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Implement whole school events for Reconciliation Week and NAIDOC Week	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
---	---	--	----------------------------------	---

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,823.10	\$6,000.00	\$2,823.10
Disability Inclusion Tier 2 Funding	\$84,694.24	\$10,000.00	\$74,694.24
Schools Mental Health Fund and Menu	\$30,753.25	\$19,000.00	\$11,753.25
Total	\$124,270.59	\$35,000.00	\$89,270.59

Activities and milestones – Total Budget

Activities and milestones	Budget
Staff engagement in professional learning on students with additional needs (Tier 2)	\$10,000.00
Morning engagement activities coordinated by student leaders and staff.	\$4,000.00
Implementation of Song Room for students in Year 3-4	\$14,000.00
Implementation of school-wide bullying program (Bullying No Way or Bullying Stoppers) including professional learning.	\$5,000.00
Implement whole school events for Reconciliation Week and NAIDOC Week	\$2,000.00
Totals	\$35,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Morning engagement activities coordinated by student leaders and staff.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement whole school events for Reconciliation Week and NAIDOC Week	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$6,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staff engagement in professional learning on students with additional needs (Tier 2)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$10,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of Song Room for students in Year 3-4	from: Term 1	\$14,000.00	

	to: Term 2		
Implementation of school-wide bullying program (Bullying No Way or Bullying Stoppers) including professional learning.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Bully Stoppers (free)
Totals		\$19,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implementation of Peer Observations using the Quality Teaching Model	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Implementation of 'Understanding by Design' curriculum planning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Staff engagement in professional learning on students with additional needs (Tier 2)	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Staff engagement in professional learning on data analysis using SPA Platform	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Begin to embed the new Victorian Mathematics Curriculum into QPS Scope and Sequence and curriculum planning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implementation of Little Learners Love Literacy, an explicit and sequential literacy approach for Prep to Year 2	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Little Learners Love Literacy Consultant	<input checked="" type="checkbox"/> On-site
Staff engagement in Science of Language and Reading (SOLAR) professional development	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants SOLAR Labs - La Trobe University	<input checked="" type="checkbox"/> On-site
Teachers will engage in professional development to embed First Nations perspectives into integrated units of work	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Fortnightly coaching sessions with teachers coordinated by Curriculum Leader focused on assessment, planning and differentiation for numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
ES staff will engage in professional learning focused on literacy and numeracy	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

SWPBS Team to deliver Classroom Systems training to all staff	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Staff will engage in Mental Health in Primary Schools training through the University of Melbourne	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants University of Melbourne	<input checked="" type="checkbox"/> On-site
Ongoing professional development for staff on Respectful Relationships curriculum	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site