

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Queenscliff Primary School (1190)



Submitted for review by Mathew McRae (School Principal) on 07 November, 2024 at 12:59 PM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 01 April, 2025 at 09:24 AM

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning growth in Literacy and Numeracy.
12-month target 1.1	<p>To increase the percentage of students in the top 2 NAPLAN bands in Year 3:</p> <ul style="list-style-type: none"> - Numeracy 84.2% (2024) to 80% (2025) - Writing 90.9% (2024) to 80% (2025) - Reading 93% (2024) to 87% (2025) - Spelling 77% (2024) to 72% (2025) <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Year 3</p> <ul style="list-style-type: none"> - Reading 3% (2024) to 1 % (2026) - Spelling 0% (2024) to sustain to 2026 - Grammar and Punctuation 3% (2024) to 1% (2026) - Numeracy 3% (2024) to 1% (2026) <p>Year 5:</p> <ul style="list-style-type: none"> - Reading 6% (2024) to 3% (2026) - Spelling 6% (2024) to 3% (2026) - Grammar and Punctuation 3% (2024) to 1% (2026) - Numeracy 0% (2024) to sustain to 2026
12-month target 1.2	<p>NAPLAN Benchmark Growth not available on Panorama.</p> <p>Reading - 81% of students with High or Medium relative growth NAPLAN</p> <p>Numeracy - 87% of students with High or Medium relative growth NAPLAN</p>

12-month target 1.3	<p>To increase the percentage of students in the top 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> - Numeracy 67% (2024) to 75% (2025) - Writing 88.2% (2024) to 85% (2025) - Reading 90% (2024) to 90% (2025) - Spelling 78% (2024) to 80% (2025)
12-month target 1.4	<p>To increase positive responses on the Staff Opinion Survey:</p> <ul style="list-style-type: none"> - Professional learning through peer observation from 44% (2024) to 85% (2025). - Use of data and curriculum planning 89% (2024) to 89% (2025) - Shared pedagogical content knowledge 78% (2024) to 83% (2025) - Student feedback 78% (2024) to 80% (2025) - Moderate assessment tasks together 89% (2024) to 90% (2025)
KIS 1.a Building practice excellence	Enhance teacher capability to improve student learning
Actions	<ol style="list-style-type: none"> 1. Continued opportunities for peer observations using the Quality Teaching Model and school-based practices to build a culture of feedback. 2. Engage with external coaches/specialist to support teacher capacity in teaching writing 3. Develop QPS engagement norms in alignment with explicit teaching approaches and Science of Learning. 4. Explore opportunities for teachers to engage in CoP with network schools aligning to the School's SSP.
Outcomes	<ol style="list-style-type: none"> 1. Develop and sustain a positive feedback culture amongst staff and students. 2. Improved classroom practice aligned with goals developed from peer observations 3. Consistent language 4. Professional learning targeted to specific goals identified by staff from peer observations. 5. Improved teacher knowledge and curriculum planning for writing 6. Develop and sustain a whole school consistent approach to teaching writing 7. Consistency in all classrooms for student engagement and checking for student understanding 8. Calm, structured and organised classrooms 9. Improved teacher knowledge and relationships with network schools and CoP partnerships
Success Indicators	<ol style="list-style-type: none"> 1. Development of teacher goals from peer observations 2. Quality Teaching Model Peer Observation Coding Reflections

	3. Unscheduled Learning Walks/Observations carried out by school leadership 4. Writing curriculum planning and documentation 5. Coaching notes/minutes from professional learning on Writing with coaches 6. Improved results in writing for Year 3 and Year 5 NAPLAN 7. Observed use of the Engagement Norms from peer observations and learning walks 8. QPS Engagement Norms displayed in classrooms and curriculum slideshows 9. Professional learning minutes/resources from CoP participation			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop QPS engagement norms (support Elements of Learning within VTLM 2.0) and engage staff in professional learning focused on 'Explicit Teaching' within the VTLM 2.0 and Science of Learning research.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Continued opportunities for peer observations using the schools revised Instructional Models (VTLM 2.0 embedded) and school-based practices to build a culture of feedback and improved practice.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Engage with external coaches/specialist to support teacher capacity in embedding principles of the Writing Revolution	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$12,000.00

into writing approaches and implementation of the VTLM 2.0 within the Reading approach at QPS			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Explore opportunities for teachers to engage in CoP with network schools aligning to implementation of VTLM 2.0 implementation - connected with a focus on Reading Approach (F-2, 3-6)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Curriculum planning and assessment	Develop and embed QPS whole school curriculum			
Actions	<ol style="list-style-type: none"> 1. Review and update QPS Instructional Models with the integration of the Victorian Teaching and Learning Model 2.0 (VTLM). 2. Embed the new Victorian Mathematics and English Curriculum 2.0 using the QPS Scope and Sequence 3. Continue consolidate and embed the F-2 systematic and structured reading program 4. Continue to develop curriculum resources and teacher capability for teaching Problem Solving in Numeracy 5. Develop a QPS Book Spine aligned with Integrated Studies units that is comprised of quality literature texts 6. Embed whole school consistency teaching fluency and daily review practices in Mathematics 			
Outcomes	<ol style="list-style-type: none"> 1. Improved teacher knowledge and pedagogy with a focus on explicit teaching and checking for understanding. 2. Enhance clarity and understanding of the VTLM and QPS Instructional Model 3. Consistency in classroom practice from Prep to Year 6 4. Fosters a clear structure and expectations for learning for students 5. Alignment with curriculum planning, assessment and reporting using the new English and Mathematics curriculum 6. Enhanced teacher knowledge and understanding of the English and Mathematics curriculum 7. Improved student learning outcomes in literacy and numeracy 8. Dedicated time allocated for explicit, systematic teaching of phonics and reading. 9. Development and expansion of Problem Solving resources. 10. Improved teacher confidence in teaching and assessing problem solving. 11. Enhanced student confidence in engaging in problem solving 12. Students exposed to quality literature aligned with Integrated Units - strengthening literacy skills 13. Teachers embedding daily reviews and fluency practice during Mathematics lessons. 			

Success Indicators	1. Updated Instructional Model for Literacy and Numeracy 2. Updated scope and sequence with the new English and Mathematics curriculums 3. New content descriptors from English and Mathematics Curriculums evident in teacher unit planners. 4. Assessment data collection of student outcomes - literacy and numeracy 5. Slide decks of resources for each year level aligned with Problem Solving scope and sequence 6. Completed QPS Book Spine 7. Slide deck and curriculum resources reflecting fluency and daily review. 8. Evidence of fluency and daily review in teacher unit planners. 9. Semester 1 and Semester 2 reports reflecting new English and Mathematics curriculum. 10. Staff meeting and PLC minutes			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update QPS Instructional Models with the integration of the Victorian Teaching and Learning Model 2.0 (VTLM). Support teachers to gain an understanding of the new instructional models (embedded VTLM) with a focus on 'Explicit Teaching' as a priority within the Elements of Teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed the new Victorian Mathematics and English Curriculum 2.0 using the QPS Scope and Sequence	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue consolidate and embed the F-2 systematic and structured reading program and Year 3-6 Literacy approach	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to develop curriculum resources and teacher capability for teaching Problem Solving in Numeracy	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop a QPS Book Spine aligned with Integrated Studies units that is comprised of quality literature texts	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Embed whole school consistency teaching fluency and daily review practices in Mathematics (connected with Elements of Learning within the VTLM 2.0 - Retrieval Practice)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Evaluating impact on learning	Develop whole school approach to assessment, moderation and differentiation.			
Actions	1. Development of quality, core formative assessment tasks for each unit of Mathematics (Prep to Year 6) - vocabulary, fluency, reasoning and problem solving assessed. 2. Consolidate whole school assessment practices for the 'Big Six' in Literacy 3. Improve data collection and analysis practices 4. Enhance whole school moderation practices for Writing 5. Embed progress monitoring assessment practices for Numeracy			
Outcomes	1. Improved teacher understanding and knowledge of the Mathematics curriculum. 2. Quality assessment tasks developed by teachers prior to planning their unit 3. Alignment with Core Assessment Tasks to Unit Planners and outlined lessons of key skills and knowledge 4. Consistency in assessment template and structure for Mathematics Prep to Year 6 5. All elements of the 'Big Six' will be assessed throughout the year and reviewed to identify student learning needs or extension 6. Improved practice in the collection of student assessment data 7. Assessment data collated in a timely and structured manner, as a result, data obtained will be accurate and used to			

	inform planning. 8. Greater consistency in teacher judgements and capabilities for assessing student writing 9. Numeracy achievement and growth will be regularly monitored by teachers and leadership to inform intervention 10. Structured processes developed for QPS data collection			
Success Indicators	1. Quality, rich formative assessment tasks developed for Prep to Year 6 for Mathematics using the new Mathematics Curriculum. 2. Revised Assessment Schedule with specific timelines and outlining data collection processes 3. Assessment Schedules embedded in whole school calendar 4. Minutes and rubrics completed from Moderation meetings 5. Collection of data and progress monitoring notes/assessments for Numeracy 6. Evidence in curriculum planning of teacher's using data from progress monitoring assessments to inform teaching programs			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of quality, core formative assessment tasks for each unit of Mathematics (Prep to Year 6) - vocabulary, fluency, reasoning and problem solving assessed.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Consolidate whole school assessment practices for the 'Big Six' in Literacy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Improve data collection and analysis practices	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Enhance whole school moderation practices for Writing adopting approaches from the Writing Revolution.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Literacy leader		to: Term 4	
Embed progress monitoring assessment practices for Numeracy - Acadience	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To enhance the wellbeing of all students.			
12-month target 3.1	To reduce student absence: - Average days absent from 23.4 (2024) to 18 days (2025) - Percentage of students with >20 days absence from 36% (2024) to 20% (2025)			
12-month target 3.2	To increase positive responses to the AtoSS factor - Resilience from 69% (2024) to 83% (2025) - Sense of confidence from 76% (2024) to 82% (2025) - Motivation and Interest from 87% (2024) to 89% (2025) - Attitude to attendance from 83% (2024) to 87% (2025)			
KIS 3.a Building communities	Enhance accuracy of attendance and absence data			
Actions	<ol style="list-style-type: none"> 1. Introduce Breakfast Club to targeted families to improve attendance 2. Streamline School's process for following up student absence 3. Continue to strengthen Huff and Puff program 4. Parent wellbeing education sessions - related to school refusal, resilience and attendance 5. Implement targeted initiatives to support specific student's transition to school and attendance 			
Outcomes	<ol style="list-style-type: none"> 1. Improved student attendance data 2. Reduced 'Unexplained Absences' recorded on Compass 3. Improved parent understanding of strategies to support their child's wellbeing and school attendance 4. High attendance in Huff and Puff 5. Ongoing communication to families about the importance of school attendance 			

	6. Follow up from the school regarding 'unexplained absences' 7. Reduction in students who experience school refusal or challenges in transitioning to school 8. Families feel a greater sense of support and connectedness to the school			
Success Indicators	1. Attendance records at Breakfast Club 2. Accurate attendance data 3. Reduction in 'unexplained absences' on Compass 4. Attendance records for students participating in Huff and Puff 5. QPS Attendance Record keeping 6. Newsletter items related to the importance of attendance termly 7. Resources and documentation from Parent Wellbeing education sessions 8. Goals documented in IEPs for specific students related to their engagement			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce Breakfast Club to targeted families to improve attendance	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Streamline School's process for following up student absence	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Continue to strengthen Huff and Puff program		<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,700.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Parent wellbeing education sessions - related to school refusal, resilience and attendance		<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement targeted initiatives to support specific student's transition to school and attendance		<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 3.b Parents and carers as partners	Enhance communication with parents about the impact of absenteeism on learning				
Actions	1. Embed components of High Expectation Relationships and HIES through professional learning with staff 2. Newsletter items and assembly announcements regarding school events, class items, wellbeing information and attendance 3. Termly parent calendars and curriculum overviews 4. Daily notifications through Compass regarding student attendance and absences, as well as school follow-up phone				

	calls 5. Class Representatives to meet with school leadership termly to improve school-home communication			
Outcomes	1. Improved teacher student relationships 2. Reduction in student absences or 'unexplained leave' 3. Improved parent knowledge about the connection between school attendance and learning outcomes. 4. Improved sense of connectedness and community between school/home			
Success Indicators	1. Newsletter articles and assembly items from regarding attendance and student wellbeing 2. Minutes from professional learning regarding High Expectation Relationships PL 3. Compass records of absence notifications 4. Curriculum overviews and parent calendars 5. Class Representative Meeting minutes termly			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed components of High Expectation Relationships and HIES through professional learning with staff (Connected with 'Enabling Learning' within the VTLM 2.0)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Newsletter items and assembly announcements regarding school events, class items, wellbeing information and attendance	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued to deliver Termly parent calendars and curriculum overviews	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Daily notifications through Compass regarding student attendance and absences, as well as school follow-up phone calls	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Class Representatives to meet with School Leadership termly to improve school-home communication	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
KIS 3.c Health and wellbeing	Embed Respectful Relationships and School Wide Positive Behaviours across the school community.			
Actions	<ol style="list-style-type: none"> 1. Embed Term 2 Bullying curriculum focus into Prep to Year 2 wellbeing lessons 2. Consolidate QPS Morning Routine and SWPBS Classroom Systems Training practices 3. Introduce High Impact Engagement Strategies - Unconditional Positive Regard and Relationship Building - connected to staff, student and parents 4. Embed updated Respectful Relationship curriculum and scope and sequence 5. Deliver professional learning related to the Respectful Relationships curriculum to all staff 6. Consolidate Classroom Environment Structures and Organisation (Tier 1) 7. Deliver and embed the Engoori Process to all staff to build a trusting, positive and relational school culture 8. Termly Student Feedback on Teacher Practice Surveys (Student Voice) 9. Introduce Student Voice Feedback Books in all classroom Prep to Year 6 10. Provide opportunities for students to participate in community engagement (e.g. Embrace, charity fundraisers, Literary Festival) 11. Continue to build and strengthen House culture by implementing House Wellbeing and Connection workshops 12. Introduce a 'Building Confidence in Girls' program to target specific students with wellbeing concerns 13. Continue to provide Student Leadership opportunities (SRC, Student Leadership) 14. Prep to Year 2 and Year 3-6 Musical Performances 15. Embed a Student Wellbeing Leader role for a Year 6 student 			

Outcomes	<ol style="list-style-type: none"> 1. Improved level of student confidence, connectedness and resilience 2. Students, parents and teachers will have a deeper understanding of bullying - identifying and strategies to manage 3. Consistent whole-school routines for the start of the school day 4. Consistent approaches to managing behaviour - using the SWPBS Pillars. QPS Pillars will be focused on daily by classroom teachers. 5. Improved teacher and student relationships - trust, connection and understanding 6. All teachers will be using the updated Respectful Relationships resources to teach wellbeing 7. Clearly organised, structured classrooms that are clutter free and align with the QPS Classroom Organisation criteria 8. Clear understanding of school staff strengths as a team after following the Engoori Process - agreed norms and expectations for working together to build positive and trusting relationships. 9. Teachers will be able to respond to student feedback to improve the delivery of curriculum, quality of relationships and classroom practices. 10. Students will have improved student agency and voice in providing feedback to teachers termly 11. Students will have opportunities to connect with other student leaders within the community and connect with local organisations and charities. 12. Opportunities for students lead initiatives and programs promoting student voice and agency 13. Improved level of confidence in girls 14. Continued sense of teamwork, collaboration and pastoral care through the House culture
Success Indicators	<ol style="list-style-type: none"> 1. Unit plans and curriculum on bullying 2. Reduction in student chronicles of incidents on Compass 3. Observations of Morning Routine and evidence of the Pillars being prioritised and explored daily through Walk Throughs 4. Minutes from professional learning on Respectful Relationships 5. Curriculum Overviews will have evidence of the Respectful Relationships curriculum/lessons 6. Engoori Strengths Poster displayed in staff 7. Staff completing the Aus Identities survey 8. Student Feedback Books and survey results termly 9. Emails, meeting minutes, photos and assembly items from community events (Embrace, Literary Festival) 10. Framework for High Expectation Relationships 11. Assembly scripts and minutes from Student Leader meetings 12. Photos and minute meetings from planning for the Performing Arts Festival for Prep to Year 2 and QPS Musical for Year 3 to 6 13. Curriculum program for 'Confidence in Girls' program 14. Timetabled House Meetings

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed Term 2 Bullying curriculum focus into Prep to Year 2 wellbeing lessons	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Consolidate QPS Morning Routine, Positive Classroom Management Strategies and SWPBS Classroom Systems Training practices (Connected with the 'Enabling Learning' of VTLM 2.0)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Introduce High Impact Engagement Strategies - Unconditional Positive Regard and Relationship Building - connected to staff, student and parents	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed updated Respectful Relationship curriculum and scope and sequence	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used

Deliver professional learning related to the Respectful Relationships curriculum to all staff	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Consolidate Classroom Environment Structures and Organisation (Tier 1) connected to the Elements of Learning of the VTLM 2.0	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver and embed the Engoori Process to all staff to build a trusting, positive and relational school culture	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Termly Student Feedback on Teacher Practice Surveys (Student Voice)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Introduce Student Voice Feedback Books in all classroom Prep to Year 6	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Provide opportunities for students to participate in community engagement (e.g. Embrace, charity fundraisers, Literary Festival)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Continue to build and strengthen House culture by implementing House Wellbeing and Connection workshops	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Introduce a 'Building Confidence / Empowering Girls' program to target specific students	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Continue to provide Student Leadership opportunities (SRC, Student Leadership)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prep to Year 2 and Year 3-6 Musical Performances	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items <input checked="" type="checkbox"/> Other funding will be used
Embed a Student Wellbeing Leader role for a Year 6 student	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appointment of Learning Specialist to lead School Wide Positive Behaviour (Tier 1 and Tier 2) approaches and coordinate SSG and IEP implementation across school. Provide feedback and support to teachers on Tier 2 adjustments and accomodations.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,380.47 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used