2026 Annual Implementation Plan

for improving student outcomes

Queenscliff Primary School (1190)

Submitted for review by Mathew McRae (School Principal) on 13 January, 2026 at 01:14 PM
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Self-evaluation summary

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

Future planning for 2026	Overall, the school has continued to show strong growth and improvement following the Review in Term 2. The new SSP has been clearly communicated to all staff and parents. The school has been able to achieve majority of the targets set in the SSP this year and will look to continue to sustain and improve upon this in the coming years. Key areas for focus:- Student Data Analysis with a focus on analysing student growth - in English and Mathematics- Refine and develop the Core Formative Assessment Tasks - Embedding the new Instructional Models into all teaching practice across the school with a focus on the components of VTLM 2.0 Explicit Teaching and Supported Application. - Instructional Coaching - Strengthen middle leadership capability - Strategies to reduce student absence- Programs and initiatives to develop greater student resilience and perseverance - Embedding Writing Revolution Practices in teaching and learning - Sustaining and building upon engagement norms- Exploration of ideas and opportunities to connect students to the community to build avenues for confident citizens- Review and strengthen model of PLCs - Conduct an audit using the PLC Rubric - Explore student goal setting and monitoring processes - whole school approach

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Maximise the learning growth of every student.	Yes	By 2029, increase the percentage of students showing high benchmark growth in NAPLAN for: • Reading from xx% (2026) to xx% or above • Writing from xx% (2026) to xx% or above • Numeracy from xx% (2026) to xx% or above *Placeholder targets will be updated when further data becomes available*	Enhance the instructional leadership approach to learning and wellbeing	Yes
		By 2029, increase the percentage of students above age expected levels in teacher judgements, against the Victorian Curriculum, from Foundation to Year 6 for: • Speaking and listening from 6% (2024) to 20% or above • Mathematics 2.0 from 24% (2024) to 28% or above	Continue to embed and refine the school's instructional models through collaborative processes.	Yes
		By 2029, improve the percentage of positive endorsement for the SSS for the following factors: • Academic emphasis to improve practice from 74% (2024) to 80% or above • Skills to measure impact from 78% (2024) to 82% or above • Understand how to analyse data from 78% (2024) to 82% or above	Systematically use assessment to analyse learning and wellbeing data to inform differentiated learning	No

Strengthen the capabilities of students to be active learners and confident citizens	Yes	By 2029, decrease the overall absence rate of 20+ days from 49% (2024) to 40% or less.	Develop a school-wide strategy to support student self-confidence and perseverance.	Yes
		By 2029, improve the percentage of positive endorsement for the AtoSS factors: • Perseverance 75% (2024) to 80% or above • Sense of confidence 76% (2024) to 80% or above • Teacher concern 73% (2024) to 80% or above • Managing bullying 76% (2024) to 80% or above	Build student capabilities to set challenging learning goals and monitor their own growth.	No
		By 2029, decrease the percentage of students experiencing low resilience in the AtoSS from 31% (2024) to 20% or below.	Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.	Yes
		By 2029, improve the percentage of positive endorsement for the not experiencing bullying factor in the Parent, carer, guardian opinion survey (PCGOS) from 53% (2024) to 65% or above		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.
KIS 1.a	Enhance the instructional leadership approach to learning and wellbeing
Actions	1. Implement coaching to enhance the capacity of instructional leadership with a focus on the school's instructional model and VTLM 2.0 - 'Enabling Learning', 'Supported Application' and 'Explicit Teaching'. 2. The development of clear roles and responsibilities of middle leadership to enhance impact, efficiency and accountability. 3. Opportunities for professional development for middle leaders to enhance understanding and knowledge of VTLM 2.0 and Science of Learning.
Evidence of change	1. Improved teacher confidence and responsiveness to teaching and learning within their classrooms. 2. Frequent 'checks for understanding' evident in all lessons and teachers responding/adapting lessons based on this data. 3. Evidence of key practices within the elements of 'Enabling Learning', 'Supported Application' and 'Explicit Teaching' in curriculum documents and classrooms - with a focus on Positive Classroom Management Strategies, classroom routines, review and revisit, and explicit explanation and modelling. 4. Improved efficiency and impact of middle leaders in enhancing student learning and wellbeing and documentation outlining roles and responsibilities of middle leaders. 5. Elevated results in the School Staff Survey for Academic Emphasis, Skills to Measure Impact and Understand how to Analyse Data. 6. Development of school documentation for 'Review and Revisit', school routines and Opportunities to Respond (PCMS) 7. Embedded Writing Revolution strategies within curriculum programs, observed lessons and enhanced student writing outcomes. 8. Middle Leaders engaging in professional learning related to VTLM 2.0 - 'Enabling Learning', 'Supported Application' and 'Explicit Teaching' - to assist in delivering high quality professional learning to staff and through coaching / learning walks. 9. Documentation of coaching sessions developed by middle leaders - with specific goals and actions related to practices within the elements of 'Enabling Learning', 'Supported Application' and 'Explicit Teaching' of VTLM 2.0.

Tasks	People responsible
Implement coaching to enhance the capacity of instructional leadership with a focus on the school's instructional model and VTLM 2.0 - 'Enabling Learning', 'Supported Application' and 'Explicit Teaching'.	☑ Leadership team ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader
Development of clear roles and responsibilities for middle leadership to maximise impact and efficiency	☑ Leadership team
Professional development for middle leaders to enhance understanding and knowledge of VTLM 2.0 and Science of Learning.	☑ Principal
Development of documentation and processes for the delivery of coaching program - specific goals and actions linked to the VTLM 2.0 and classroom practice.	☑ Principal

KIS 1.b	Continue to embed and refine the school's instructional models through collaborative processes.
Actions	1. Deliver quality professional learning to teachers focused on the elements of 'Enabling Learning', 'Supported Application' and 'Explicit Teaching' within the VTLM 2.0 2. Continue to embed peer observations and introduce 'Learning Walks' as method for specific and targeted feedback to based on the school's instructional models and VTLM 2.0. 3. Review and alignment of GRASP Tasks to the Victorian Curriculum skills and school's Scope and Sequence documents to provide authentic opportunities to apply learning and building mastery - 'Supported Application'. 4. Implement termly 'Data Dives' during PLC meetings to monitor student progress and achievement, with a focus on numeracy and writing. 5. Embed formative assessment practices and assessment data monitoring for Numeracy
Evidence of change	1. Evidence of key practices within the elements of 'Enabling Learning', 'Supported Application' and 'Explicit Teaching' in curriculum documents and classrooms - with a focus on Positive Classroom Management Strategies, classroom routines, review and revisit, and explicit explanation and modelling. 2. Improved teacher confidence and capacity with implementing school's instructional models and VTLM 2.0. 3. Development of school-based documents for Peer Observations and Learning Walks with a focus on feedback for improved practice.

	4. Development of a GRASP Tasks scope and sequence document Prep-Year 6 outlining core assessments tasks that enable application of learning and building of mastery and aligned with core-knowledge units of work. 5. Teacher collaboration and analysis of student data and assessment tasks to monitor progress in numeracy and writing. 6. Curriculum documentation will have evidence of teachers planning for 'checks for understanding', worked examples for modelling, use of examples and non-examples, extension and challenges, and content presented in small, concise steps.

Tasks	People responsible
Development of QPS Handbook for Classroom Procedures and Routines (Positive Classroom Management Strategy - Enabling Learning - VTLM 2.0)	☑ All staff ☑ Leadership team
Review and embed Opportunities to Respond practices through professional learning and peer observations (whiteboards, cold calling, choral responses, gestures) - Positive Classroom Management Strategy - Enabling Learning - VLM 2.0	☑ All staff ☑ Leadership team
Embed school wides practices and routines for Revisit and Review (retrieval practice) to identify what, why and how knowledge is reviewed (Supported Application - Revisit and Review) through documentation, Learning Walks and coaching.	☑ Leadership team ☑ Numeracy leader
Review and align GRASP Tasks for knowledge rich units linked to Victorian Curriculum skills to provide opportunities for students to apply learning, build mastery - through Open Ended Task Scope and Sequence reflecting skills and methods for application.	☑ All staff ☑ Leadership team
Continue to embed and review the development of one-page Summative Mathematics Assessments based on the Mathematics 2.0 Curriculum.	☑ Numeracy leader
Development of a Talking and Listening Assessment and Rubric for Prep to Year 6 to support Teacher Judgements.	☑ Literacy leader
Coaching, professional learning and Learning Walks focused on 'Explicit Explanation and Modelling' (VTLM 2.0) - explaining material in concise, small steps, modelling with worked examples, demonstrate and think alouds and to embed the use of examples and non-examples across all curriculum areas.	☑ All staff ☑ Leadership team

Introduce and embed practices for 'Checking for Understanding' during explicit teach and guided practice phases of the Instructional Models to foster responsive teaching (Explicit explanation and modelling - VTLM 2.0)	☑ All staff ☑ Leadership team
Continue to embed Writing Revolution strategies within curriculum planning and classroom instruction for teaching writing skills through professional learning and coaching.	☑ Literacy leader
Implement termly 'Data Dives' and moderation practices during PLC meetings to monitor student progress and achievement, with a focus on numeracy and writing.	☑ Leadership team
Continue to embed peer observations and introduce 'Learning Walks' as method for specific and targeted feedback to based on the school's instructional models and VTLM 2.0. Create school-based documents outlining the processes for Learning Walks.	☑ Leadership team
Continue to embed Maths Olympiad and Maths Explorer program for selected students for enrichment opportunities.	☑ Leadership team
Embed formative assessment practices and assessment data monitoring for Numeracy	☑ Numeracy leader
Implement strategies to promote greater student confidence and positive attitude towards Numeracy across the school	☑ Numeracy leader

Goal 2	Strengthen the capabilities of students to be active learners and confident citizens
KIS 2.a	Develop a school-wide strategy to support student self-confidence and perseverance.
Actions	1. Implement new processes for monitoring and evaluating student absence staff within the leadership team (weekly) and school staff (termly). 2. Embed House Meetings with frequency within a term with the focus on experiences and learning to be on perseverance, self-confidence and building student resilience. 3. Development of a Student Wellbeing Team who will assist in planning for a school-wide strategy for improving students' confidence and perseverance. 4. Embedding Doug Lemov's strategy of 'Show Call' and a common language/phrase across the whole school for perseverance and accepting failures/mistakes as opportunities to learn.

	5. Implementation of building students' confidence program titled 'Connecting Kids' for selected students. 6. Introduce Growth Mindset Framework and embed into school culture to foster perseverance and resilience.
Evidence of change	1. Improved school attendance - 20+ days from 31% (2025) to 26% (2026). 2. Development of school documentation for monitoring and tracking student attendance data, and actions undertaken by teachers and school leadership to support improved school attendance. 3. Documentation for learning experiences and activities in House Meetings with a focus on self-confidence, perseverance and resilience. 4. Improved results for self-confidence, low resilience, managing bullying and perseverance in AtoSS. 5. Development of a whole-school strategy for building student self-confidence and perseverance. 6. Evidence of students' willingness to persevere from class observations and work samples. 7. Classroom displays and 'Yeti' stamp and Yeti mascot evident in classrooms and staff engaging in professional learning about fixed and growth mindsets - to embed whole school language and approach.

Tasks	People responsible
Weekly check-in meetings to review attendance data at leadership meetings, and to determine actions to follow up and monitor.	☑ Leadership team
Termly attendance data review with class teachers during PLC meetings	☑ Assistant principal ☑ Learning specialist(s)
Termly House Meetings focused on perseverance, building resilience, growth mindset and confidence.	☑ All staff ☑ Leadership team
Focused communication on perseverance, growth mindset and resilience through newsletter articles, assembly speeches and parent workshops.	☑ Leadership team
Implementation of 'Connecting Kids' program focused on building student resilience and self-confidence for selected students based on data/observations from professional conversations and Student Resource Team meetings.	☑ Learning specialist(s)
Implementation of 'Staff/Student Mentor Groups' focused on every staff member building strong connections with a group of identified students (outside of their classroom) to strengthen students' connection to school and another trusted adult.	☑ Leadership team

Continue to embed of Doug Lemov's 'Show Call' classroom practice focused on providing feedback to students on their learning and to foster a growth mindset - viewing mistakes or failures as opportunities to learn.	☑ All staff ☑ School leadership team
Introduce a Growth Mindset Framework to foster resilience and perseverance from Prep-Year 6 - through staff professional learning, classroom displays, resources and student awards (Yeti Stamps).	☑ Leadership team ☑ Learning specialist(s)
Development of Wellbeing and Inclusion Team to lead the implementation of key actions for perseverance and building students resilience.	☑ Learning specialist(s)

KIS 2.c	Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.
Actions	1. Deliver high quality parent information sessions, newsletter items and themes within assemblies focused on resilience, perseverance and how to support literacy and numeracy development. 2. Continue to embed school volunteer program with parents, community members volunteering at school events, in classrooms and excursions. 3. Provide authentic opportunities for students to be contributing, confident citizens with the local and wider community, connecting these opportunities to learning within the classroom through GRASP tasks. 4. School leadership meeting with Class Reps termly to strengthen communication. 5. Development of an 'Arts and Community Engagement' committee. 6. School events and community partnership events - including Embrace, Nippers, Art Show, Queenscliff Music Festival, Arcare, parent information nights/workshops.
Evidence of change	1. Evidence of parent information presentations and workshops focused on resilience, perseverance, literacy and numeracy. 2. Parents, school community members involvement in the school and documented through school sign-in processes and attendance at School Volunteer training. 3. Students improved sense of connectedness, belonging and attendance at school reflected through absence data and AtoSS. 4. Evidence of student involvement in community events and activities through excursions on Compass and curriculum documentation.

Tasks	People responsible
Continue to strengthen school events and community partnerships to provide opportunities for students to be contributing, confident members of the community - including Embrace Schools Initiative, Nippers, Art Show, Queenscliff Music Festival, Arcare visits, Lightning Premiership Sporting Competitions, Sporting Schools Coaches, Literary Festival, Christmas Concert, Police Cybersafety Workshops, Lighting of the Christmas Tree event, parent information nights/workshops.	☑ All staff ☑ Leadership team
Embed and strengthen the QPS Year 6 to 7 Transition Support Plan.	☑ Learning specialist(s)
Continue to deliver School Volunteer Training to increase parent/community involvement within classrooms, events and excursions.	☑ Leadership team
Development of an Arts and Community Engagement Committee comprised of teachers and leadership team to support and lead community partnership and explore new opportunities.	☑ All staff ☑ Leadership team
Continue to embed termly Parent Class Representative meetings with school leadership team.	☑ Leadership team