

School Strategic Plan 2025-2029

Queenscliff Primary School (1190)



Submitted for review by Mathew McRae (School Principal) on 16 July, 2025 at 11:32 AM

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School vision	Queenscliff Primary School's mission is to provide a stimulating, inclusive and safe learning environment where every student can thrive academically, socially and emotionally. We aim to equip our students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally minded citizens who want to make a positive difference to others, the environment and the world around them. We aim to inspire curiosity, encourage independent thinking and instil a lifelong love of learning. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as positive, resilient and empathetic young adults. Our school's values of integrity, optimism, gratitude and empathy are embedded into our curriculum and wellbeing programs to build resilience, compassion and understanding in our graduates. Students engage in a diverse range of specialist subjects to nurture the discovery of their individual strengths and interests. We firmly believe in the importance of developing well-rounded individuals who are not only academically proficient but also possess strong interpersonal skills, a care for their environment, respect for the First Nations People and their culture, and strong connection to the Queenscliff community. Queenscliff Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability. Queenscliff Primary School's overarching vision statement is: 'Fostering a high-performing learning culture where every student is inspired to achieve their personal best, guided by curiosity, compassion, and a strong sense of community'.
School values	Queenscliff Primary School's vision and values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's values of Integrity, Optimism, Gratitude and Empathy is embedded within the culture, expectations, curriculum and aspirations of students, staff and wider community. Integrity: A commitment to honesty and moral principles. Open to growth, change and new learning. Optimism: The belief that, despite challenges, the future holds opportunities and positive outcomes. Empathy: An ability to understand and share the feelings of others.

	Gratitude: The quality of being thankful and readiness to show appreciation for and to return kindness to others. Underpinning our School's values are the five School Pillars. The Pillars have been co-developed by the community to make the School's Values tangible for students and to foster a common language across staff, students and parents to embed a positive, supportive and inclusive learning environment for all. Show Respect: Always treat others, school property and the environment with care and respect. Right To Learn: Every student has a right to learn and thrive in a supportive learning environment. Safe Spaces: Create a learning environment that is safe for all students to engage in learning and play. Personal Best: Apply effort and persistence to achieve a personal best in all learning tasks and opportunities. Value the Opportunity: Show gratitude, optimism and thankfulness for the learning experiences and opportunities provided by our School.
Context challenges	Queenscliff Primary School's current context includes an enrolment of 169 students with the Student Family Occupation Index (SFOI) rated 'Low'. The staffing profile at Queenscliff Primary School includes a Principal, 1 Assistant Principal, 1 Learning Specialist, 8 full time equivalent (FTE) teachers, 2 part-time equivalent teachers, 8 Education Support staff, including office administration staff. The school offers Performing Arts, Visual Arts, First Nations, Science/STEM and Physical Education as specialist subjects. Teachers deliver a comprehensive curriculum based on agreed Instructional Models for English, Mathematics and Explicit Teaching, reflective of the Victorian Teaching and Learning Model 2.0. In 2024, the school has 0% of students who identify as Aboriginal and Torres Strait Islander background and 7% of students with English as an Additional Language (EAL). The school's key challenges are related to maintaining student enrolments within school capacity due to limitations on school zones, with majority of new housing developments within the Borough of Queenscliff located outside of the School's designated enrolment zone. In addition to this, managing and reducing student absenteeism continues to be a key challenge and focus for the school, with many families choosing to undertake holidays during school term impacting student attendance. The school will continue to explore and embed new measures to educate families about the importance of school attendance to maximise student learning and wellbeing outcomes.
Intent, rationale and focus	Throughout the next four years, Queenscliff Primary School will continue to aim at achieving consistency, rigour and fidelity in the following areas: • Embedding a high expectations culture for learning and wellbeing. A key focus of pedagogical practice, assessment analysis and differentiation will be on 'student growth' due to the high academic performance of students across the school. • Enhance the instructional leadership approach to learning and wellbeing through coaching, peer observations and teacher self-evaluation/reflection practices

- Embed and achieve consistency with the implementation of English, Mathematics and Explicit Teaching Instructional Models, underpinned by the Victorian Teaching and Learning Model 2.0.
- Developing and implementing responsive pedagogical practice.
- Embedding formative assessment practices to inform a data driven approach to learning and wellbeing with a focus on differentiation.
- Develop a school-wide strategy to support student self-confidence and perseverance.
- Building teacher capacity to engage and empower students as learners.
- Sustaining the implementation of the School Wide Positive Behaviour Support (SWPBS) framework.
- Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.

Enhancing the capacity of instructional leadership within the school will be a priority, as this will have the most significant impact on improving teacher practice, confidence and fidelity, enhancing and maximising student outcomes. PLCs will be further refined and developed to enhance teacher capacity to assess student data to inform practice and differentiation, fostering growth in student outcomes.

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Goal 1	Maximise the learning growth of every student.
Target 1.1	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 <i>Placeholder targets will be updated when further data becomes available</i>
Target 1.2	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
Target 1.3	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
Key Improvement Strategy 1.a	

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	Enhance the instructional leadership approach to learning and wellbeing
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to embed and refine the school's instructional models through collaborative processes.
Key Improvement Strategy 1.b 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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Systematically use assessment to analyse learning and wellbeing data to inform differentiated learning

Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen the capabilities of students to be active learners and confident citizens
Target 2.1	By 2029, decrease the overall absence rate of 20+ days from 49% (2024) to 40% or less.
Target 2.2	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
Target 2.3	By 2029, decrease the percentage of students experiencing low resilience in the AtoSS from 31% (2024) to 20% or below.
Target 2.4	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

Key Improvement Strategy 2.a 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	Develop a school-wide strategy to support student self-confidence and perseverance.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capabilities to set challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c 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	Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.

Key Improvement Strategy 2.c

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion