

# Peregian Springs State School

## Annual Implementation Plan 2025

### Our Vision

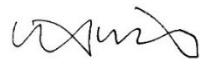
We love our school! It is a dynamic learning community. We are respectful in our relationships.  
We value choice and the right to be safe. Learning for today and tomorrow!



**Principal  
Name:**

Victoria Anstey

**Signature:  
Date:**

  
29/11/2024

**P&C Chair  
Name:**

Stuart Long


**Signature:  
Date:**

  
29/11/2024

**School Council Chair  
Name:**

Kristy Ratten

**Signature:  
Date:**

  
04/12/2024

**School Supervisor  
Name:** David Hillhouse

  
Date: 21/02/2025

## Culture and inclusion: To value student, parent, community and stakeholder voice in our approach to teaching and learning.

Strategic development areas		Student practice	Staff practice	Leader practice
Inclusive cultures	<b>First Nations</b>	<ul style="list-style-type: none"> <li>I look for ways to share my learning about local history, culture and language with others.</li> <li>I find out about our local First Nations language, history and stories.</li> </ul>	<ul style="list-style-type: none"> <li>I find opportunities to authentically embed Indigenous perspectives and First Nations culture into unit planning e.g. utilising the 8 Aboriginal ways of learning.</li> <li>I look for ways to share my learning about local history, culture and language with others.</li> <li>I use First Nations student voice to support team planning and differentiate learning.</li> <li>I set learning goals with First Nations students within my classroom relevant to their learning and development.</li> <li>I investigate elements for creating culturally safe spaces.</li> </ul>	<ul style="list-style-type: none"> <li>I support First Nations knowledge and language opportunities, including renaming of school sports houses, engaging with First Nation elders and/or Traditional Owners.</li> <li>I investigate the creation of a school-specific Acknowledgement of Country and cultural storyboards.</li> <li>I investigate elements for creating culturally safe spaces.</li> <li>I look for ways to connect with First Nation families and opportunities for them to engage with school events.</li> <li>I share practice and knowledge of First Nations culture to support transitions.</li> </ul>
	<b>Intentionally valuing culture</b>	<ul style="list-style-type: none"> <li>I share stories about my cultural background.</li> <li>I respect all cultures and individual differences within our school and community.</li> <li>I have a willingness to learn about different cultures.</li> <li>I value the Japanese culture and learn Japanese language in my classroom.</li> <li>I practise Japanese language skills and share them with my family.</li> <li>I participate in multicultural events and activities within my school.</li> </ul>	<ul style="list-style-type: none"> <li>I model and promote cultural inclusivity.</li> <li>I find opportunities to include a range of cultures into teaching and learning, including making connections with families.</li> <li>I am mindful of the culture of families and students when designing learning opportunities and celebrations.</li> <li>I value the Japanese culture and learn Japanese language in my classroom.</li> <li>I support EAL/D students to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>I model and promote cultural inclusivity.</li> <li>I support school multicultural celebrations, such as Harmony Day, Multicultural Month and Japanese Children's Day.</li> <li>I promote cultural awareness within the school, including on school tours and with new enrolments.</li> <li>I support the creation of cultural activities, e.g. Lunch clubs</li> <li>I build capacity within support staff with EAL/D resources and support strategies.</li> <li>I investigate ways to communicate with families of EAL/D students i.e. translated documents, emails, Snapshot etc</li> </ul>
Collegial Connections	<b>Collaboration and feedback</b>	<ul style="list-style-type: none"> <li>I seek and use feedback to improve my work.</li> <li>I learn how to be a Collaborator.</li> <li>I give kind, specific and helpful feedback to my peers</li> <li>I share my ideas with others (Junior Leaders)</li> <li>I give feedback to my peers (Junior Leaders)</li> </ul>	<ul style="list-style-type: none"> <li>I engage with the Collegial Connections Framework to support my professional growth.</li> <li>I seek opportunities to receive feedback in ways that meet my own learning needs.</li> <li>I am confident to give and receive feedback when working with colleagues.</li> <li>I participate and support my colleagues in PLCs, Focus groups, vertical sharing, reverse mentoring and Wonder Walks.</li> <li>I look for ways to collaborate with staff across year levels, specialist and all learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>I support and model opportunities for staff to engage with the Collegial Connections Framework.</li> <li>I investigate how staff prefer to engage with feedback cycles and to receive acknowledgment.</li> <li>I support staff with giving and receiving feedback that is kind, specific, helpful and timely.</li> <li>I use the APDP process to ensure that staff access feedback opportunities from the Collegial Connections Framework.</li> <li>I continue to support the development of PLC Facilitators.</li> <li>I schedule opportunities for staff to collaborate.</li> </ul>

Performance indicators	<b>Baseline data</b> School Opinion Survey 2024 <ul style="list-style-type: none"> <li><b>Parents and caregivers:</b> 88.8% The school has a strong sense of community</li> <li><b>Students:</b> 85.6% I feel accepted by other students at my school.</li> <li><b>Staff:</b> 94.3% I receive useful feedback about my work at this school</li> </ul>	<b>6 month target (end of Semester 1, 2025):</b>	<b>12 month target</b> School Opinion Survey 2025 <ul style="list-style-type: none"> <li><b>Parents and caregivers:</b> 90% The school has a strong sense of community</li> <li><b>Students:</b> 90% I feel accepted by other students at my school.</li> <li><b>Staff:</b> 96% I receive useful feedback about my work at this school</li> </ul>

**Wellbeing and engagement:** To support staff and student wellbeing and engagement to establish a strong foundation for learning.

Strategic development areas		Student practice	Staff practice	Leader practice
Wellbeing	<b>Our wellbeing</b>	<ul style="list-style-type: none"> <li>• I always show gratitude to all staff, students and community members.</li> <li>• I present manners and show respect to my teachers at all times.</li> <li>• I care about my classmates and teachers (Junior Leaders)</li> </ul>	<ul style="list-style-type: none"> <li>• I look after my own wellbeing.</li> <li>• I model ways to prioritise self-care and take care of my own wellbeing.</li> <li>• I seek support for my own and others' well-being.</li> <li>• I take time to build quality relationships.</li> <li>• I set clear and consistent communication (including electronic) boundaries with families.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate with families at the start of the year regarding appropriate communication protocols.</li> <li>• I explore ways to minimise staff email traffic.</li> <li>• I model ways to prioritise self-care and take care of my own wellbeing.</li> <li>• I access support for myself and others' wellbeing.</li> <li>• I take time to build quality relationships.</li> </ul>
	<b>Student wellbeing</b>	<ul style="list-style-type: none"> <li>• I share and celebrate my learning journey with others.</li> <li>• I know it's OK to make mistakes.</li> <li>• I ask questions when i need help and support.</li> <li>• I develop and use strategies for when I feel worried.</li> <li>• I know the best way to learn is by being healthy and resilient.</li> <li>• I know my body belongs to me.</li> <li>• I believe in myself (Junior Leaders)</li> </ul>	<ul style="list-style-type: none"> <li>• I build connections and recognise when students need assistance with anxious behaviours and separation worries.</li> <li>• I learn about how to support students with anxious behaviours and separation worries and refer to Student Support Team if required.</li> <li>• I celebrate student achievements and progress in small increments to develop and support intrinsic motivation.</li> <li>• I teach and model how to be resilient.</li> </ul>	<ul style="list-style-type: none"> <li>• I teach and model resilience.</li> <li>• I enable opportunities for staff to develop strategies for students with anxious behaviours and separation worries.</li> <li>• I provide opportunities to educate families with students who have anxious behaviours and separation worries.</li> <li>• I connect families with support from outside agencies.</li> </ul>
Performance indicators	<b>Baseline data:</b> School Opinion Survey 2024 <ul style="list-style-type: none"> <li>• <b>Students:</b> 85.6% I feel accepted by other students at my school</li> <li>• <b>Staff:</b> 90.9% staff are well supported at this school</li> <li>• <b>Staff:</b> 94.2% the wellbeing of employees is a priority at this school</li> </ul>		<b>6 month target (end of Semester 1, 2025):</b>	<b>12 month target (end of Semester 2, 2025):</b> School Opinion Survey 2025 <ul style="list-style-type: none"> <li>• <b>Students:</b> 90% I feel accepted by other students at my school</li> <li>• <b>Staff:</b> 100% staff are well supported at this school</li> <li>• <b>Staff:</b> 100% the wellbeing of employees is a priority at this school</li> </ul>

# Educational achievement: To increase A-C achievement in all areas and increase A-B achievement in English and Mathematics.

Strategic development areas		Student practice	Staff practice	Leader practice
Pedagogy	<b>Extending learners</b>	<ul style="list-style-type: none"> <li>I am interested in my schoolwork.</li> <li>My schoolwork challenges me to think.</li> <li>I take risks with my learning and am willing to make mistakes.</li> <li>I collaborate with others to create challenging learning goals and track my progress.</li> </ul>	<ul style="list-style-type: none"> <li>I have high expectations of all students.</li> <li>I collaborate to identify ways of working and opportunities for extending learners.</li> <li>I plan open-ended tasks with multiple starting points.</li> <li>I share the progress and level of achievement with students when setting learning goals.</li> <li>I communicate with families about how learning is differentiated for high ability learners.</li> </ul>	<ul style="list-style-type: none"> <li>I facilitate collaboration across the school (e.g. Focus groups, PLCs etc) that supports provisions for high ability learners.</li> <li>I check in with students to discuss and track their progress towards their learning goals.</li> <li>I assist teachers to identify and plan for students who may have the potential to achieve at a higher level.</li> <li>I find opportunities to support staff to work with high ability learners.</li> </ul>
	<b>Inquiry learning</b>	<ul style="list-style-type: none"> <li>I can show my learning in different ways.</li> <li>I learn about things of interest to me.</li> <li>I have a voice in my learning.</li> <li>I understand and use the Learning Assets.</li> </ul>	<ul style="list-style-type: none"> <li>I establish the Learning Assets in my class during Term 1.</li> <li>I explore ACV9 Science and Technologies to identify opportunities to include student voice and authentic inquiry.</li> <li>I regularly use thinking and questioning routines.</li> <li>I give students choice and voice in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>I find opportunities to promote Inquiry learning through curriculum planning.</li> <li>I model using the Learning Assets, as well as thinking and questioning routines.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>I enjoy reading and choose books of interest.</li> <li>I read a variety of topics and text types.</li> <li>I know my next steps as a reader.</li> <li>I read with others to develop my fluency and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>I teach reading in all learning areas.</li> <li>I use a Structured Literacy approach to teach reading in P-2.</li> <li>I implement aspects of a Structured Literacy approach in Yr 3-4</li> <li>I participate in professional learning about reading pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>I conduct Parent Workshops on aspects of literacy and reading.</li> <li>I promote and share updated literacy frameworks.</li> <li>I participate in professional learning about reading pedagogy.</li> </ul>
Whole school curriculum alignment	<b>Australian Curriculum</b>	<ul style="list-style-type: none"> <li>I understand what I need to learn.</li> <li>I understand how I am assessed.</li> <li>I can use a marking guide and success criteria to show and improve my learning.</li> <li>I dive into new learning using a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>I follow the PSSS Transition plan for ACV9.</li> <li>I collaboratively set and revisit year level targets to reflect on and inform my planning.</li> <li>I use moderation processes to gain feedback, understand tasks/levels of achievement and confirm my judgements.</li> <li>I use exemplars (and non-exemplars) with students to deconstruct and provide feedback to improve the quality of their work.</li> <li>I seek opportunities to co-construct learning, assessment tasks and success criteria with students.</li> </ul>	<ul style="list-style-type: none"> <li>I lead the transition to ACV9.</li> <li>I seek feedback from knowledgeable others on assessment tasks and GTMJs created in this school.</li> <li>I lead staff development in data literacy and ways to use data to set next steps for themselves and students.</li> <li>I review and realign the school's curriculum frameworks.</li> <li>I collaborate and network with other schools in areas of curriculum (including cross-school moderation) and technology.</li> <li>I model ways to co-construct learning, assessment and success criteria.</li> <li>I curate resources and documents in the Curriculum Box.</li> </ul>

Performance indicators	Baseline data:	6 month target (end of Semester 1, 2025):	12 month target (end of Semester 2, 2025):
	<b>Students achieving A-C in English Semester 2, 2024</b> <ul style="list-style-type: none"> <li>91.6 % P-2</li> <li>93.2 % Yr 3-6</li> <li>86.6 % P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>94.5 % Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul> <b>Students achieving A-C in Mathematics, Semester 2 2024</b> <ul style="list-style-type: none"> <li>91.3 % P-2</li> <li>94 % Yr 3-6</li> <li>91 % P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>91.5 % Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul>	<b>Students achieving A-C in English</b> <ul style="list-style-type: none"> <li>91.6 % P-2</li> <li>93.2 % Yr 3-6</li> <li>87 % P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>94.5 % Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul> <b>Students achieving A-C in Mathematics</b> <ul style="list-style-type: none"> <li>91.3 % P-2</li> <li>94 % Yr 3-6</li> <li>91 % P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>91.5 % Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul>	<b>Students achieving A-C in English</b> <ul style="list-style-type: none"> <li>93% P-2</li> <li>95% Yr 3-6</li> <li>90 % P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>96 % Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul> <b>Students achieving A-C in Mathematics</b> <ul style="list-style-type: none"> <li>93% P-2</li> <li>96% Yr 3-6</li> <li>93% P-2 identifying as Aboriginal and Torres Strait Islander</li> <li>93% Yr 3-6 identifying as Aboriginal and Torres Strait Islander</li> </ul>
	<b>School Opinion Survey 2024</b> <ul style="list-style-type: none"> <li><b>Students:</b> 80.8% I am interested in my schoolwork</li> <li><b>Teaching staff:</b> 98.5% I use the AC... for planning teaching, learning and assessment.</li> </ul>		<b>School Opinion Survey 2025</b> <ul style="list-style-type: none"> <li><b>Students:</b> 85% I am interested in my schoolwork.</li> <li><b>Teaching staff:</b> 100% I use the AC... for planning teaching, learning and assessment.</li> </ul>