School Profile

Peregian Springs State School is an innovative primary school catering for children from Prep to Year 6 located midway between the coastal communities of Coolum and Noosa. The school opened in 2010 with 264 students and has grown in 2015 to include nearly 900 students whom live in the catchment of Peregian Springs and Peregian Beach at the northern end of the Sunshine Coast.

We all work together to ensure our school is a welcoming and happy place, a place where parents, students and staff members are proud to be. We strive to treat everyone with care, dignity and respect. A strong emphasis on pastoral care and social learning ensures that students are supported to do their best and reach their potential in academic and social areas.

Our facilities include an Indoor Sports Centre, Performing Arts block, a Science and Technology room, a well-equipped Resource Centre, multi-purpose courts, copious outdoor learning areas and gorgeous grounds complete with protected species of frogs and birds.

Our school enjoys a healthy reputation in the community and enrolment is highly sought after. As a result an Enrolment Management Plan is strictly adhered to.

The staff are extremely professional in their approach and our strong learning culture was a strong feature of our School Review in 2015. As a community of learners we are looking forward to making our school even more successful and more importantly continue to be a place that children and teachers can’t wait to get to every day

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. We are learning for today and for tomorrow!

Purpose

Our purpose is to bring students, staff, parents and interested citizens together as a community to do our best for our young people. We aim to connect learning, values and relationships and promote the desire to lead happy fulfilling lives.
Values

Our **Vision** at Peregian Springs State School is built around innovation and best practice in six key areas with the common thread of quality relationships tying our work together:

The **core values** guiding our community are

- **Relationships** (the ways all members of the school community work together)
- **Respect** (respect for ourselves, and others in our community and in the wider world)
- **Creativity** (ability to turn new and imaginative ideas into reality)
- **Enjoyment** (learning is linked to the need for fun and enjoyment)
- **Learning** (what students learn and how learning is assessed and reported)
- **Resilience** (the ways in which students adapt successfully in the face of challenges to emotional and physical safety)
- **Global citizenship** (ways in which students and staff connect with the world both locally and globally)
Key improvement strategies
1. Continue to embed the culture and ethos of the school as it continues to grow.
2. Develop a meta-language to describe the sophisticated signature pedagogies for the school.
3. Continue to invest in and grow the professional skills and expertise of staff to influence public education within the school and beyond.

Improvement Strategies
1. Continue the clear and sharp focus of the improvement agenda.
2. Extend the current practice of students self-evaluation of their progress towards learning goals, effort and behaviour ratings so a consistent approach is promoted across the school.
3. Continue to progress the initiative undertaken by key staff to maximise the use of class dashboard as an organising device for the collation and storage of data that informs their practice in regards to student learning.
4. Monitor and continue to maintain the core values and philosophy to ensure the resilience of these foundation principles in the light of significant and rapid enrolment growth and community change.
5. Continue to monitor and refine approaches to teaching cyber safety within the wellbeing framework.
6. Monitor and review resources allocated to programs and their contribution to the overall success of the school improvement agenda.
7. Continue to monitor school resources and future planning in relation to further growth of the school.
8. Continue the focused development of the teaching teams.
9. Continue to refine and refocus curriculum to meet the needs of the students and ensure the alignment of the vertical curriculum.
10. Continue and review the differentiated practices in place, with regards to a possible changing student body.
11. Continue to embed the practice of setting and using learning goals to improve student learning across all classrooms.
12. Continue to provide teacher access to a range of pedagogies that can be applied to best suit the learning needs of different learners with a view to developing a metalanguage to describe the signature pedagogies for the school.
13. Continue to engage with pre-Prep providers to strengthen the preparation for students on entry to Prep.
14. Investigate avenues to maximise community-based support for the school and develop strategies for the management of long term partnerships to assist in the sustainability of programs and support.
Improvement Priorities

**Priority: Continue to embed the culture and ethos of the school as it continues to grow**

**Success Indicators:**

- Our core values are supported by staff and community and taught widely. The community understands and supports ‘The Peregian Spirit’
- A positive community reputation as evidenced by School Opinion Surveys and other data captures such as commendations received
- Low levels of disruptive behaviour as evidenced by the termly snapshots of data recording incidents and intervention
- A broad base of sponsorships and community support strengthen curriculum and student learning
- Increased community involvement in events
- The communication structure including school based communication, use of social media and ICT tools, and regular parent meetings is in continual use
- A decreasing number of incidents recorded regarding cyberbullying and inappropriate use of technology
- ECEC partnerships are further strengthened and Prep students demonstrate increased preparedness for school as evidenced in the AEDC
- All teachers are engaged in the teaching of the PSSS Wellbeing Framework

<table>
<thead>
<tr>
<th>Strategies</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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</thead>
<tbody>
<tr>
<td>1 Continue the clear and sharp focus of the improvement agenda.</td>
<td>✓</td>
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<td>4 Continue to monitor and refine approaches to teaching cyber safety within the wellbeing framework.</td>
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<td>5 Monitor and continue to maintain the core values and philosophy to ensure the resilience of these foundation principles in the light of significant and rapid enrolment growth and community change.</td>
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<td>10 Continue and review the differentiated practices in place, with regards to a possible changing student body.</td>
<td>✓</td>
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<td>13 Continue to engage with pre-Prep providers to strengthen the preparation for students on entry to Prep.</td>
<td>✓</td>
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<td>14 Investigate avenues to maximise community-based support for the school and develop strategies for the management of long term partnerships to assist in the sustainability of programs and support.</td>
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**Priority: Develop a metalanguage to describe the sophisticated signature pedagogies of the school**

**Success Indicators:**

- A comprehensive Curriculum Plan details the signature pedagogies in use throughout the school and forms a core part of the Induction and Professional Development Programs.
- All students have documented learning goals and can express their learning in terms of the five questions to answer ‘How do you know?’
- Parents demonstrate a greater understanding of their child’s learning goals and support the progress made towards these.
- The Moderation Program is enhanced and in use by all teachers.
- Students and parents express greater satisfaction with student learning through the School Opinion Survey, other school-based surveys and parent/teacher/student conferences.

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<td>11 Continue to embed the practice of setting and using learning goals to improve student learning across all classrooms.</td>
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<td>12 Continue to provide teacher access to a range of pedagogies that can be applied to best suit the learning needs of different learners with a view to developing a metalanguage to describe the signature pedagogies for the school.</td>
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1 What are you learning?  
How are you going?  
How do you know?  
How can you improve?  
Where do you go for help?
Priority: Continue to invest in and grow the professional skills and expertise of staff to influence public education within the school and beyond

Success Indicators:

- All teachers competently and confidently use data and the tools to generate data to inform their teaching plans
- All staff competitently and confidently complete their PDP and have an annual plan in place to improve their teaching/support practices
- The Professional Development Plan continues to be supported by a generous budget allocation increasing the opportunities for staff to work collaboratively and pursue professional areas of interest and need
- Increased opportunities for parents to learn about the educative process and support their children
- Two thirds of the teaching staff will be trained coaches and will be actively involved in coaching others

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<td>6 Monitor and review resources allocated to programs and their contribution to the overall success of the school improvement agenda</td>
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<td>7 Continue to monitor school resources and future planning in relation to further growth of the school.</td>
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**Additional school processes and programs to support school improvement:**

- *mLearning* Programs – embedding ICT in learning opportunities from Prep to Year 6
- A comprehensive and widely taught social and emotional literacy program is in place from Prep to Year 6
- Aspiring leaders are supported and experience success in their career goals
- The Professional Development Plan continues to include classroom visits, extensive coaching PD and opportunities for teachers and teacher aides to work collaboratively and share enhanced practice

**Endorsement**

This plan was developed in consultation with the school community and meets identified needs and systemic requirements.

__________   _______________   _______________________
Principal    School Council Chair     Assistant Regional Director