



# Peregian Springs State School

## 2024 Annual Implementation Overview

### Our Vision:

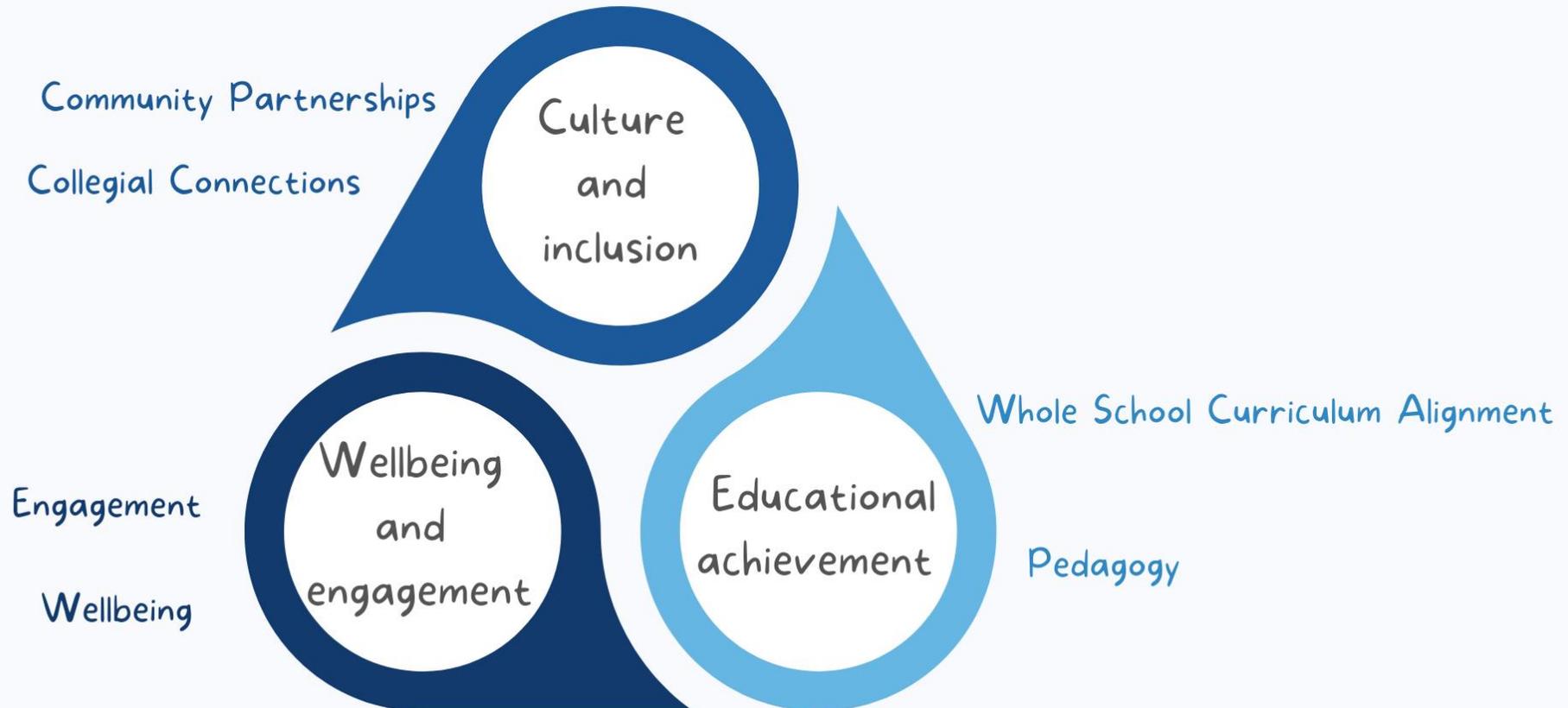
*We love our school!*

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 for tomorrow!***



## 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
Community partnerships	<i>School community</i>	<ul style="list-style-type: none"> <li>I often share information about my learning and my learning goals with my family.</li> <li>I confidently communicate my learning during student led meetings.</li> <li>I value the information community members, experts and parents share within our school.</li> <li>I appreciate the time spent with my school 'buddy' and support them with their learning and friendships.</li> <li>I am respectful and inclusive of all cultures.</li> </ul>	<ul style="list-style-type: none"> <li>I collaborate with my year level to find opportunities to engage families within the classroom each term.</li> <li>I utilise the expertise of families and local community members within classroom learning experiences.</li> <li>I find an authentic opportunity to engage with families in Term 1 that supports relationship building beyond a traditional parent information session.</li> <li>I clearly communicate with families in a way that is inclusive and easily accessible.</li> <li>I find opportunities to share key information in Springs Snapshot as the primary parental communication strategy.</li> <li>I support students to communicate their learning during student led conferences.</li> <li>I value the time spent with my 'reverse mentor' and openly share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I investigate opportunities to engage the school community within the school environment in meaningful and authentic ways.</li> <li>I work with parents to seek feedback and input into key school strategies.</li> <li>I continue to offer opportunities for parent workshops in a range of areas including: reading, Choice Theory, number facts, First Nations culture, technology and transitions.</li> <li>I establish 'reverse mentors' for teaching staff for the year and utilise meeting time for timely catch ups throughout the year.</li> </ul>
	<i>Connections with First Nations community</i>	<ul style="list-style-type: none"> <li>I look for ways to learn more about local history, culture and language.</li> <li>I am respectful of First Nations cultures.</li> <li>I am inclusive of First Nations people.</li> </ul>	<ul style="list-style-type: none"> <li>I look for opportunities to investigate and embed local history, culture and language.</li> <li>I ensure students' and parents' cultural identity is nurtured.</li> <li>I investigate cultural safety in the classroom to foster a sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>I continue to engage and consult with local First Nations elders and families to create a consultative reference group.</li> <li>I collaborate with consultative reference group, students and staff to codesign authentic language opportunities.</li> </ul>
Collegial Connections	<i>Intentional collaboration and feedback</i>	<ul style="list-style-type: none"> <li>I act upon feedback from other students and teachers to improve my learning.</li> <li>I give kind, clear and helpful feedback to my peers when asked.</li> <li>I respond to feedback with a growth mindset attitude.</li> </ul>	<ul style="list-style-type: none"> <li>I use the PSSS Collegial Connections Framework to reflect and seek opportunities for feedback and personal growth.</li> <li>I include options from the PSSS Collegial Connections Framework Professional Learning Menu within my Annual Performance Development Plan.</li> <li>I participate in 'Wonder Walks' to observe peer practices and for my own professional growth.</li> <li>I continue to develop my coaching skills, questioning techniques and reality therapy to support positive conversations with colleagues.</li> <li>I invest in my personal learning of Choice Theory.</li> </ul>	<ul style="list-style-type: none"> <li>I promote the PSSS Collegial Connections Framework Professional Learning Menu and opportunities for feedback strategies available to all staff.</li> <li>I support staff to seek feedback through school processes.</li> <li>I find opportunities to seek feedback from a range of staff in a variety of different ways.</li> <li>I support staff with developing skills, confidence and strategies with giving and receiving feedback.</li> <li>I investigate how staff prefer to receive feedback and use this information to support school processes.</li> <li>I provide opportunities for staff to engage in Choice Theory learning.</li> </ul>

Performance indicators	<b>Baseline data:</b> School Opinion Survey <b>Students</b> <ul style="list-style-type: none"> <li>92.9% My school takes students' opinions seriously.</li> <li>96% My teacher provides me with useful feedback about my school work.</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>93.6% The school takes opinions seriously.</li> <li>97.9 I receive feedback about my work at this school.</li> </ul> <b>Parents</b> <ul style="list-style-type: none"> <li>89.2% The school has a strong sense of community.</li> <li>82.6% The school asks for my input.</li> </ul>	<b>6 month target (end of Semester 1, 2024):</b>	<b>12 month target:</b> School Opinion Survey <b>Students</b> <ul style="list-style-type: none"> <li>95% My school takes students' opinions seriously.</li> <li>98% My teacher provides me with useful feedback about my school work.</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>95% The school takes opinions seriously.</li> <li>98 I receive feedback about my work at this school.</li> </ul> <b>Parents</b> <ul style="list-style-type: none"> <li>95% The school has a strong sense of community.</li> <li>90% The school asks for my input.</li> </ul>
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## Wellbeing and engagement: *To improve attendance by targeting engagement of learners, and wellbeing of staff*

Strategic development areas		Student practice	Staff practice	Leader practice
Engagement	<i>Differentiation</i>	<ul style="list-style-type: none"> <li>• I know my next learning goal and who can help me with this.</li> <li>• I act, know and work on my goals for learning, engagement and wellbeing.</li> <li>• I have a choice in my learning.</li> <li>• I like and am interested in my learning.</li> <li>• I have a growth mindset – I think positively.</li> </ul>	<ul style="list-style-type: none"> <li>• I promote and demonstrate a growth mindset.</li> <li>• I build quality relationships with students and colleagues to support engagement.</li> <li>• I use data to inform my practice to understand the needs of my learners.</li> <li>• I set goals with students for learning, engagement and wellbeing.</li> <li>• I differentiate learning to meet the individual needs of learners.</li> <li>• I identify and document ways I differentiate for all students.</li> <li>• I communicate with stakeholders how I differentiate student learning for all students.</li> <li>• I seek opportunities and encourage student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• I promote and demonstrate a growth mindset.</li> <li>• I build quality relationships with students and staff to support engagement.</li> <li>• I communicate with stakeholders about how we differentiate for all student learning.</li> <li>• I provide opportunities for staff development in how to extend learners.</li> <li>• I seek opportunities and encourage student voice.</li> </ul>
	<i>Attendance</i>	<ul style="list-style-type: none"> <li>• I attend school every day.</li> <li>• I arrive at school on time.</li> </ul>	<ul style="list-style-type: none"> <li>• I provide a classroom that engages and welcomes students every day.</li> <li>• I check in with families when students are absent or frequently late.</li> </ul>	<ul style="list-style-type: none"> <li>• I promote the importance of attending school every day.</li> <li>• I investigate and follow up absence and lateness trends.</li> <li>• I develop a whole school attendance strategy and process.</li> <li>• I support families with school attendance and engagement.</li> </ul>
Wellbeing	<i>Our wellbeing</i>	<ul style="list-style-type: none"> <li>• I am respectful, responsible, safe and kind to all staff, students and in the community.</li> <li>• I use the 'Take 5'.</li> <li>• I speak respectfully if I have a problem.</li> <li>• I have good relationships at school, at home and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• I take care of my own wellbeing.</li> <li>• I look out for others.</li> <li>• I build quality relationships with students, staff and the community.</li> <li>• I engage with strategies promoted by the Be You Team.</li> <li>• I know the school behaviour expectations and follow the processes.</li> </ul>	<ul style="list-style-type: none"> <li>• I take care of my own wellbeing.</li> <li>• I regularly check in with staff.</li> <li>• I use Reality Therapy to support myself and peers.</li> <li>• I provide opportunities for mental health professional development.</li> <li>• I access and refer staff to department resources to support wellbeing.</li> <li>• I refer staff, students and families to relevant support staff and agencies.</li> <li>• I support the analysis of wellbeing data for all (BeYou).</li> <li>• I identify key wellbeing goals and targets.</li> <li>• I utilise the Student Code of Conduct and follow the processes.</li> </ul>

Performance indicators	<b>Baseline data:</b> <b>Attendance</b> <ul style="list-style-type: none"> <li>• 91.3 P-6 attendance</li> </ul> <b>Wellbeing</b> – School Opinion Survey 2023 <ul style="list-style-type: none"> <li>• 94.7% Staff are well supported at this school.</li> <li>• 93.7% I feel that staff morale is positive at this school.</li> <li>• 94.7% The wellbeing of employees is a priority for this school.</li> <li>• 92.6% I am supported to manage the pressures of my workload.</li> </ul> <b>Students</b> – School Opinion Survey <ul style="list-style-type: none"> <li>• 80% I am interested in my school work.</li> <li>• 95.4% My school work challenges me to think.</li> </ul>	<b>6 month target (end of Semester 1, 2024):</b> <b>Attendance</b> <ul style="list-style-type: none"> <li>• 93% P-6 attendance</li> </ul> Be You Survey Data	<b>12 month target (end of Semester 2, 2024):</b> <b>Attendance</b> <ul style="list-style-type: none"> <li>• 93% P-6 attendance</li> </ul> <b>Wellbeing</b> – School Opinion Survey 2024 <ul style="list-style-type: none"> <li>• 98% Staff are well supported at this school.</li> <li>• 100% I feel that staff morale is positive at this school.</li> <li>• 98% The wellbeing of employees is a priority for this school.</li> <li>• 95% I am supported to manage the pressures of my workload.</li> </ul> <b>Students</b> – School Opinion Survey <ul style="list-style-type: none"> <li>• 90% I am interested in my school work.</li> <li>• 97% My school work challenges me to think.</li> </ul>
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## Educational achievement: *To improve A-C achievement for every student*

Strategic development areas		Student practice	Staff practice	Leader practice
Whole school curriculum alignment	<i>Australian Curriculum V9</i>	<ul style="list-style-type: none"> <li>I understand what I need to learn.</li> <li>I engage with new learning using a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>I follow the PSSS Transition plan for ACV9 to familiarise, realign, implement and refine year level plans and assessment tasks, for relevant learning areas.</li> <li>I incorporate First Nations perspectives and quality resources into teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>I access DoE and QCAA resources, staff and professional development activities for ACV9.</li> <li>I work with teachers to support the transition to ACV9.</li> <li>I review and refine key literacy and numeracy frameworks.</li> </ul>
	<i>Assessment</i>	<ul style="list-style-type: none"> <li>I understand how I'm being assessed.</li> <li>I can use a marking guide and success criteria to show and improve my learning.</li> <li>I can show my learning in different ways.</li> <li>I edit and check my work ready for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how to create quality aligned GTMJ's.</li> <li>I investigate ways to differentiate assessment tasks to enhance student access and support all learning needs.</li> <li>I seek opportunities to co-construct learning and assessment tasks with students.</li> </ul>	<ul style="list-style-type: none"> <li>I connect with school curriculum leaders and DoE staff to develop understanding of 4Cs model for creating GTMJ's.</li> <li>I support teachers to understand, update and realign GTMJ's.</li> </ul>
	<i>Collaboration and networking</i>	<ul style="list-style-type: none"> <li>I choose good learning partners.</li> <li>I work well with others.</li> </ul>	<ul style="list-style-type: none"> <li>I participate in cross year level and specialist area moderation, sharing and planning.</li> <li>I participate in cross-school moderation and sharing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>I meet regularly with neighbouring schools' curriculum leaders to develop and plan for cross-school moderation and/or collaboration opportunities.</li> <li>I connect with other schools to share ideas and plans for ACV9.</li> </ul>
Pedagogy	<i>Inquiry learning</i>	<ul style="list-style-type: none"> <li>I identify and demonstrate Learning Assets.</li> <li>I can use the Learning Assets to improve myself as a learner.</li> <li>I have a voice in my learning.</li> </ul>	<ul style="list-style-type: none"> <li>I use and teach the language of the Learning Assets.</li> <li>I investigate how the 8 Aboriginal ways of learning relates to inquiry learning and teaching.</li> <li>I share ideas and seek opportunities to extend student learning using inquiry.</li> <li>I make learning visible.</li> </ul>	<ul style="list-style-type: none"> <li>I promote inquiry learning and 8 Aboriginal ways of learning.</li> <li>I refine and document our school inquiry framework.</li> <li>I further develop opportunities for teachers to share practice.</li> <li>I engage with inquiry experts and critical friends.</li> </ul>
	<i>Reading</i>	<ul style="list-style-type: none"> <li>I am a reader.</li> <li>I know my next steps to develop as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>I refine P-2 reading pedagogy and structured literacy approaches.</li> <li>I participate in relevant professional learning about the teaching of reading.</li> </ul>	<ul style="list-style-type: none"> <li>I research and develop a plan for the teaching of reading P-6, aligned to ACV9 and DoE reading position.</li> <li>I investigate efficient and effective ways to track progress and assess reading.</li> </ul>

Performance indicators	<b>Baseline data:</b> <b>Students achieving A-C in English</b> <ul style="list-style-type: none"> <li>89% P-2 students</li> <li>92% 3-6 students</li> <li>87.8% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>85.9% 3-6 students who identify as Aboriginal and Torres Strait Islander</li> </ul> <b>Students achieving A-C in Mathematics</b> <ul style="list-style-type: none"> <li>90% P-2 students receiving A/C in Mathematics</li> <li>92% 3-6 students receiving A/C in Mathematics</li> <li>93% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>87% 3-6 students who identify as Aboriginal and Torres Strait Islander</li> </ul> <b>School Opinion Survey – Students</b> <ul style="list-style-type: none"> <li>94.6% I understand how I am assessed at my school</li> </ul>	<b>6 month target (end of Semester 1, 2024):</b> <b>Students achieving A-C in English</b> <ul style="list-style-type: none"> <li>87% P-2 students</li> <li>90% 3-6 students</li> <li>90% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>90% 3-6 students who identify 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 students receiving A/C in Mathematics</li> <li>92% 3-6 students receiving A/C in Mathematics</li> <li>93% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>87% 3-6 students who identify as Aboriginal and Torres Strait Islander</li> </ul>	<b>12 month target (end of Semester 2, 2024):</b> <b>Students achieving A-C in English</b> <ul style="list-style-type: none"> <li>92% P-2 students</li> <li>93% 3-6 students</li> <li>92% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>92% 3-6 students who identify as Aboriginal and Torres Strait Islander</li> </ul> <b>Students achieving A-C in Mathematics</b> <ul style="list-style-type: none"> <li>95% P-2 students receiving A/C in Mathematics</li> <li>94% 3-6 students receiving A/C in Mathematics</li> <li>95% P-2 students who identify as Aboriginal and Torres Strait Islander</li> <li>90% 3-6 students who identify as Aboriginal and Torres Strait Islander</li> </ul> <b>School Opinion Survey – Students</b> <ul style="list-style-type: none"> <li>95% I understand how I am assessed at my school</li> </ul>
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## 2024 Year Level Devised Performance Indicators

Wellbeing and engagement		Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
		Attendance	Student Attendance	95%	95%	93%	93%	94%	94%	92%	92%	92%	93%	92%	92%
Educational achievement		Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
		English	Students achieving A-C	85%	92%	90%	95%	90%	90%	90%	90%	88%	89%	90%	90%
Students achieving A-B	55%		65%	62%	75%	45%	45%	45%	45%	45%	47%	55%	58%	50%	60%
Students who identify as Aboriginal and Torres Strait Islander achieving A-C	100%		100%	80%	100%	80%	80%	100%	100%	85%	90%	75%	80%	100%	100%
Students who identify as Aboriginal and Torres Strait Islander achieving A-B	60%		60%	60%	80%	40%	40%	20%	20%	60%	65%	30%	35%	25%	50%
Mathematics	Students achieving A-C	95%	97%	90%	95%	92%	92%	90%	90%	91%	92%	91%	93%	92%	95%
	Students achieving A-B	75%	85%	85%	90%	50%	50%	60%	60%	60%	65%	61%	63%	59%	60%
	Students who identify as Aboriginal and Torres Strait Islander achieving A-C	100%	100%	90%	100%	90%	90%	100%	100%	90%	100%	75%	78%	100%	100%
	Students who identify as Aboriginal and Torres Strait Islander achieving A-B	75%	85%	85%	90%	45%	45%	67%	67%	60%	65%	40%	45%	50%	75%
The Arts	Students achieving A-C					99%				99%				99%	
	Students achieving A-B					82%				82%				82%	
HPE	Students achieving A-C		100%		100%		100%		100%		100%		100%		100%
	Students achieving A-B		90%		90%		90%		70%		70%		60%		85%
Japanese	Students achieving A-C												94%		94%
	Students achieving A-B												40%		40%
Instrumental	Students achieving A-C								100%		100%		100%		100%
	Students achieving A-B								85%		85%		85%		85%

The 2024 I4S Budget Plan is explicitly linked to our 2024 AIP targets and goals and therefore will impact outcomes and ensure success for our students.

Our school will improve student outcomes by:	\$294,934
Increasing positive behaviour support .2	\$17,000
Increasing Guidance Officer support .2	\$17,000
Employing an Early Years Key Teacher Literacy .4	\$34,000
Employing Technologies Key Teacher .4	\$34,000
Employing Playgroup Teacher for effective transition into school .01	\$10,000
Employing additional Year 3 teacher (.8)	\$80,000
Increasing Indigenous Education Teacher Aide .4	\$13,000
Increasing Year Level planning	\$30,000
Additional Reading resources	\$599.34
TOTAL	\$294,934

**Principal**

Name: Victoria Anstey

Signature: .....



Date: .....

05/02/2024

**P&C Chair**

Name: Al Basa

Signature: .....



Date: .....

05/02/2024

**School Council Chair**

Name: Kristy Ratten

Signature: .....



Date: .....

05/02/2024