PEREGIAN SPRINGS STATE SCHOOL

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!

Annual Implementation Plan 2026

Belonging and Engagement

Academic Achievement

Peregian Springs State School

Belonging and engagement: *Creating a welcoming and inclusive environment supports every student's sense of belonging, wellbeing, and confidence to engage and thrive in learning.*

Strategic development areas		Student practice	Staff practice	Leader practice
	Intentionally Valuing Culture	• I can find ways to share my culture with my classmates. • I am respectful of other people's cultures. • I am listening and learning about First Nation culture, history and language. • I will share my Japanese knowledge with others and my family. • I enjoy learning other people's cultures. • I respect that we are all human and everyone has the right to belong.	• I explore opportunities to authentically embed First Nations perspectives and culture into my teaching and unit planning. • I utilise the Eight Aboriginal Ways of learning resource. • I proactively use First Nations student voice to inform and support my planning and to differentiate. • I ensure to take the time to celebrate and acknowledge the different cultures I have within my classroom. • I ensure I work alongside our First Nation's staff to brainstorm, identify and embed First Nation's perspective. • I look for relevant incursions/excursions that incorporate First Nations perspective into our students learning.	• I allocate regular meeting times with our First Nation student leaders to discuss initiatives. • I work closely with First Nation's staff to create a whole school plan with a First Nation events, activities and student learning • I proactively explore and seek opportunities to liaise with community elders and experts that can assist in our learning and embedding Kabi Kabi language. • I look for ways to connect with First Nation families and opportunities for them to engage with school events. • I ensure to take the time to celebrate and acknowledge the different cultures within PSSS
	Student Engagement	• I enjoy and have fun when learning • I am a *collaborator* • *I am a self-manager* • *I am a communicator* • *I am a researcher* • *I am a contributor* • *I am a thinker* • I am a safe and respectful learner • I will ask for help when I need it • I will be a responsible and self-managed learner • I will focus on the speaker	• I provide opportunities for staff to plan pedagogy in our year level planning sessions. • I have knowledge of the theory of Age-Appropriate Pedagogies (AAP) • I look for outdoor learning opportunities • I am exploring the use of AAP with my learners. • I plan, model and utilise the learning assets. • I promote inquiry learning within all learning areas (provocations?) • I have fun with my learners • I enjoy my teaching	• I provide opportunities and encourage staff to learn from one another e.g. wonderwalks • I provide opportunities for vertical sharing of ideas and resources • I value the importance of age-appropriate pedagogy including being playful when planning curriculum • I organise professional development linked to pedagogy • I promote the learning assets
	School Vision	• I understand why it's important to have a school vision. • My actions promote our school vision • I am brave to share my voice in providing feedback. • The school vision directs my learning choices.	• I engage with the renewal of the school review • I identify the goals and aspirations of the purpose and intent of the renewal • I promote student engagement and a collaborative approach as we renew the Vision for our school • I implement and communicate the new Vision with my students, colleagues and families • I embed the new vision into all aspects of my teaching and learning	• Familiarise staff and community with current vision and create opportunities for working parties across the whole of school community • I ensure authentic collaboration and involvement by and with all throughout the stages of the renewal process including staff meetings • I work with groups across our whole school community to share our strengths, values, learning priorities, practices and aspirations to enable a clear and concise direction for our school • I seek intentional feedback in response to the development of the school vision
Areas to monitor from 2025 AIP	Student Wellbeing & Behaviour Monitor transitions between K and Prep Staff Wellbeing Collegial Connections			

Performance indicators	Baseline data:	6 month target (end of Semester 1, 2026): .	12-month target:

Educational achievement: *Supporting every student's individual learning needs ensures their ongoing progress, excellence, and achievement, supported by skilled and capable educators*

Strategic development areas		Student practice	Staff practice	Leader practice
	Reading (comprehension)	• I know what reading stamina means and how it benefits my learning. • I access further opportunities for reading e.g. Premiers' Reading Challenge. • I read quality texts daily. • I investigate new and interesting words. • I set regular reading goals • I seek and take on feedback to improve my reading. • I take my time when reading.	• I build stamina with my students through daily practice. • I build comprehension with my students through explicit teaching of vocabulary and building background knowledge. • I cater for varying abilities within my classroom including those who are decoding • I encourage my students to read quality, authentic texts. • I plan and use the PSSS Word Study and Structured Literacy Reading Framework. • I explicitly teach and model appropriate syntax and grammar strategies • I build reading routines within my classroom. • I model reading for enjoyment. • I expose my students to a variety of text.	• I build capabilities across staff to embed literacy frameworks. • I support staff in evidence-based research in the teaching of reading interventions/differentiation. • I visit classrooms to model an enjoyment for reading and listen to children read. • I value the role the resource centre plays encouraging quality literature, reading enjoyment and developing reading habits. • I lead and investigate the use of digital platforms to support reading development and increasing student reading stamina.
	High ability learners in Mathematics	• I have a positive mindset in maths • I know my next step in maths. • I can explain my thinking clearly. • I use the PSSS Problem Solving framework to guide my problem solving process. • I share my math thinking with others. • I take on challenges and am willing to make mistakes. • I use mathematical language to prove my answer • I know that mistakes help me get better in maths.	• I investigate and trial ways to engage high ability female learners in Mathematics. • I build confidence and positive mathematical identity in female students. • I routinely use open ended tasks with multiple entry points so students can access challenge. • I encourage high ability students to lead and teach others (e.g. reciprocal teaching, planning and supporting others.) • I encourage mathematical risk taking • I use the PSSS Problem Solving Mat so that students can explain, justify, and prove their mathematical thinking. • I embed visible thinking routines and questioning strategies that promote reasoning and reflection. • I extend learning through investigations and unfamiliar problems. • I understand what Mathematical Modelling is and how to teach it.	• I facilitate data-informed conversations with staff to identify and monitor high-ability learners in Mathematics. • I investigate ways to engage high ability female learners in Mathematics. • I connect with mathematical experts, networks, and professional learning communities to strengthen collective expertise. • I lead collaboration and moderation with other schools. • I celebrate examples of high-quality Mathematics teaching and share resources across the school • I seek and promote STEM opportunities for females.
	Student Voice and Choice in Curriculum and Assessment	• I set regular learning goals using learning assets. • I engage in Student Led Conferences.	• I am willing to enable student voice in making classroom learning decisions. • I support students in goal setting and encourage student intrinsic motivation	• I find opportunities when planning to incorporate student voice and choice. • I lead a PLC team in updating effort and behaviour matrix incorporating learning

		• I project/voice my ideas for learning and assessment. • I use success criteria and marking guides. • I share quality work with others. • I feel safe in using my voice and sharing my thoughts. • I ensure my voice is heard. • I embrace ideas different to mine. • I seek and use feedback to make me better.	• I develop collective knowledge of Student Led Conferences and the processes and trial in Term 3 with school community. • I give opportunities for student agency in curriculum and assessment development that encourages confidence and competence. • I collaboratively develop success criteria and learning goals with students utilising quality exemplars. • I continue with Inquiry pedagogy (including teachable moments) and provocations • I investigate ways to ensure that assessment gives choice, is playful and engaging for students.	assets and aligned to language in K-12 CARF. • I organise professional development for staff on student led conferences, student agency and collaboratively developing success criteria. • I engage student leaders, families and staff in feedback on Student Led Conferences trial. • I support the development of resources for inquiry pedagogy. • I find opportunities to converse with students around their learning and celebrate achievement of their learning goals.
Areas to monitor from 2025 AIP	Structured Literacy Inquiry Learning V9 Australian Curriculum			

Performance indicators	**Baseline data:**	**6 month target (end of Semester 1, 2026):** .	**12-month target:** - **SLC Feedback?** - **Effort Level Report Cards** - **SOS (opinion, interested in learning)**

Principal

Name: Victoria Anstey

Signature:

Date: 09/12/2025

P&C Executive

Name: Stuart Long

Signature:

Date: 09/12/2025

School Council Chair

Name: Kristy Ratten

Signature:

Date: 09/12/2025

School Supervisor

Name: David Hillhouse

Signature:

Date: 15/12/2025