



# 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**



## 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
	<b>Intentionally Valuing Culture</b>	<ul style="list-style-type: none"> <li>I can find ways to share my culture with my classmates.</li> <li>I am respectful of other people's cultures.</li> <li>I am listening and learning about First Nation culture, history and language.</li> <li>I will share my Japanese knowledge with others and my family.</li> <li>I enjoy learning other people's cultures.</li> <li>I respect that we are all human and everyone has the right to belong.</li> </ul>	<ul style="list-style-type: none"> <li>I explore opportunities to authentically embed First Nations perspectives and culture into my teaching and unit planning.</li> <li>I utilise the Eight Aboriginal Ways of learning resource.</li> <li>I proactively use First Nations student voice to inform and support my planning and to differentiate.</li> <li>I ensure to take the time to celebrate and acknowledge the different cultures I have within my classroom.</li> <li>I ensure I work alongside our First Nation's staff to brainstorm, identify and embed First Nation's perspective.</li> <li>I look for relevant incursions/excursions that incorporate First Nations perspective into our students learning.</li> </ul>	<ul style="list-style-type: none"> <li>I allocate regular meeting times with our First Nation student leaders to discuss initiatives.</li> <li>I work closely with First Nation's staff to create a whole school plan with a First Nation events, activities and student learning</li> <li>I proactively explore and seek opportunities to liaise with community elders and experts that can assist in our learning and embedding Kabi Kabi language.</li> <li>I look for ways to connect with First Nation families and opportunities for them to engage with school events.</li> <li>I ensure to take the time to celebrate and acknowledge the different cultures within PSSS</li> </ul>
	<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>I enjoy and have fun when learning</li> <li>I am a <i>collaborator</i></li> <li>I am a <i>self-manager</i></li> <li>I am a <i>communicator</i></li> <li>I am a <i>researcher</i></li> <li>I am a <i>contributor</i></li> <li>I am a <i>thinker</i></li> <li>I am a safe and respectful learner</li> <li>I will ask for help when I need it</li> <li>I will be a responsible and self-managed learner</li> <li>I will focus on the speaker</li> </ul>	<ul style="list-style-type: none"> <li>I provide opportunities for staff to plan pedagogy in our year level planning sessions.</li> <li>I have knowledge of the theory of Age-Appropriate Pedagogies (AAP)</li> <li>I look for outdoor learning opportunities</li> <li>I am exploring the use of AAP with my learners.</li> <li>I plan, model and utilise the learning assets.</li> <li>I promote inquiry learning within all learning areas (provocations?)</li> <li>I have fun with my learners</li> <li>I enjoy my teaching</li> </ul>	<ul style="list-style-type: none"> <li>I provide opportunities and encourage staff to learn from one another e.g. wonderwalks</li> <li>I provide opportunities for vertical sharing of ideas and resources</li> <li>I value the importance of age-appropriate pedagogy including being playful when planning curriculum</li> <li>I organise professional development linked to pedagogy</li> <li>I promote the learning assets</li> </ul>
	<b>School Vision</b>	<ul style="list-style-type: none"> <li>I understand why it's important to have a school vision.</li> <li>My actions promote our school vision</li> <li>I am brave to share my voice in providing feedback.</li> <li>The school vision directs my learning choices.</li> </ul>	<ul style="list-style-type: none"> <li>I engage with the renewal of the school review</li> <li>I identify the goals and aspirations of the purpose and intent of the renewal</li> <li>I promote student engagement and a collaborative approach as we renew the Vision for our school</li> <li>I implement and communicate the new Vision with my students, colleagues and families</li> <li>I embed the new vision into all aspects of my teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Familiarise staff and community with current vision and create opportunities for working parties across the whole of school community</li> <li>I ensure authentic collaboration and involvement by and with all throughout the stages of the renewal process including staff meetings</li> <li>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</li> <li>I seek intentional feedback in response to the development of the school vision</li> </ul>
<b>Areas to monitor from 2025 AIP</b>	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:
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## 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
	<b>Reading (comprehension)</b> <ul style="list-style-type: none"> <li>I know what reading stamina means and how it benefits my learning.</li> <li>I access further opportunities for reading e.g. Premiers' Reading Challenge.</li> <li>I read quality texts daily.</li> <li>I investigate new and interesting words.</li> <li>I set regular reading goals</li> <li>I seek and take on feedback to improve my reading.</li> <li>I take my time when reading.</li> </ul>	<ul style="list-style-type: none"> <li>I build stamina with my students through daily practice.</li> <li>I build comprehension with my students through explicit teaching of vocabulary and building background knowledge.</li> <li>I cater for varying abilities within my classroom including those who are decoding.</li> <li>I encourage my students to read quality, authentic texts.</li> <li>I plan and use the PSSS Word Study and Structured Literacy Reading Framework.</li> <li>I explicitly teach and model appropriate syntax and grammar strategies.</li> <li>I build reading routines within my classroom.</li> <li>I model reading for enjoyment.</li> <li>I expose my students to a variety of text.</li> </ul>	<ul style="list-style-type: none"> <li>I build capabilities across staff to embed literacy frameworks.</li> <li>I support staff in evidence-based research in the teaching of reading interventions/differentiation.</li> <li>I visit classrooms to model an enjoyment for reading and listen to children read.</li> <li>I value the role the resource centre plays encouraging quality literature, reading enjoyment and developing reading habits.</li> <li>I lead and investigate the use of digital platforms to support reading development and increasing student reading stamina.</li> </ul>
	<b>High ability learners in Mathematics</b> <ul style="list-style-type: none"> <li>I have a positive mindset in maths</li> <li>I know my next step in maths.</li> <li>I can explain my thinking clearly.</li> <li>I use the PSSS Problem Solving framework to guide my problem solving process.</li> <li>I share my math thinking with others.</li> <li>I take on challenges and am willing to make mistakes.</li> <li>I use mathematical language to prove my answer</li> <li>I know that mistakes help me get better in maths.</li> </ul>	<ul style="list-style-type: none"> <li>I investigate and trial ways to engage high ability female learners in Mathematics.</li> <li>I build confidence and positive mathematical identity in female students.</li> <li>I routinely use open ended tasks with multiple entry points so students can access challenge.</li> <li>I encourage high ability students to lead and teach others (e.g. reciprocal teaching, planning and supporting others.)</li> <li>I encourage mathematical risk taking</li> <li>I use the PSSS Problem Solving Mat so that students can explain, justify, and prove their mathematical thinking.</li> <li>I embed visible thinking routines and questioning strategies that promote reasoning and reflection.</li> <li>I extend learning through investigations and unfamiliar problems.</li> <li>I understand what Mathematical Modelling is and how to teach it.</li> </ul>	<ul style="list-style-type: none"> <li>I facilitate data-informed conversations with staff to identify and monitor high-ability learners in Mathematics.</li> <li>I investigate ways to engage high ability female learners in Mathematics.</li> <li>I connect with mathematical experts, networks, and professional learning communities to strengthen collective expertise.</li> <li>I lead collaboration and moderation with other schools.</li> <li>I celebrate examples of high-quality Mathematics teaching and share resources across the school</li> <li>I seek and promote STEM opportunities for females.</li> </ul>
	<b>Student Voice and Choice in Curriculum and Assessment</b> <ul style="list-style-type: none"> <li>I set regular learning goals using learning assets.</li> <li>I engage in Student Led Conferences.</li> </ul>	<ul style="list-style-type: none"> <li>I am willing to enable student voice in making classroom learning decisions.</li> <li>I support students in goal setting and encourage student intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>I find opportunities when planning to incorporate student voice and choice.</li> <li>I lead a PLC team in updating effort and behaviour matrix incorporating learning</li> </ul>

		<ul style="list-style-type: none"> <li>• I project/voice my ideas for learning and assessment.</li> <li>• I use success criteria and marking guides.</li> <li>• I share quality work with others.</li> <li>• I feel safe in using my voice and sharing my thoughts.</li> <li>• I ensure my voice is heard.</li> <li>• I embrace ideas different to mine.</li> <li>• I seek and use feedback to make me better.</li> </ul>	<ul style="list-style-type: none"> <li>• I develop collective knowledge of Student Led Conferences and the processes and trial in Term 3 with school community.</li> <li>• I give opportunities for student agency in curriculum and assessment development that encourages confidence and competence.</li> <li>• I collaboratively develop success criteria and learning goals with students utilising quality exemplars.</li> <li>• I continue with Inquiry pedagogy (including teachable moments) and provocations</li> <li>• I investigate ways to ensure that assessment gives choice, is playful and engaging for students.</li> </ul>	<ul style="list-style-type: none"> <li>assets and aligned to language in K-12 CARF.</li> <li>• I organise professional development for staff on student led conferences, student agency and collaboratively developing success criteria.</li> <li>• I engage student leaders, families and staff in feedback on Student Led Conferences trial.</li> <li>• I support the development of resources for inquiry pedagogy.</li> <li>• I find opportunities to converse with students around their learning and celebrate achievement of their learning goals.</li> </ul>
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<b>Areas to monitor from 2025 AIP</b>	Structured Literacy Inquiry Learning V9 Australian Curriculum
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<b>Performance indicators</b>	<b>Baseline data:</b>	<b>6 month target (end of Semester 1, 2026):</b>	<b>12-month target:</b> - SLC Feedback? - Effort Level Report Cards - SOS (opinion, interested in learning)
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**Principal**

**Name:** Victoria Anstey



**P&C Executive**

**Name:** Stuart Long



**School Council Chair**

**Name:** Kristy Ratten



**School Supervisor**

**Name:** David Hillhouse

**Signature:**

**Date:** 09/12/2025

**Signature:**

**Date:** 09/12/2025

**Signature:**

**Date:** 09/12/2025

**Signature:**

**Date:**