



# Annual Implementation Plan 2025

**Pacific Paradise  
State School**

**Knowledge, Friendship, Respect**



# PACIFIC PARADISE STATE SCHOOL

## 2025 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

School priority 1		Review and Implement whole school moderation processes as part of systematic curriculum implementation to improve educational achievement, engagement and wellbeing.	Phase	Developing – D	School priority 2		Implement evidence-based instructional practices across all learning environments and identify students requiring more targeted supports, while monitoring the impact of instruction and intervention through the analyses of data through the implementation of MTSS framework.	Phase	Developing – D				
Link to school review improvement strategy:		<ul style="list-style-type: none"><li>Develop opportunities to build leaders' and teachers' understanding of the AC, to support them to review and refine planning to ensure it aligns with the AC.</li><li>Develop consistent, school-wide processes to quality assure curriculum delivery to ensure the intended curriculum is being enacted.</li></ul>			Link to school review improvement strategy:		<ul style="list-style-type: none"><li>Collaboratively review processes for supporting a positive learning environment to ensure consistent understanding and enactment by all staff.</li></ul>						
Strategy/ies		<ul style="list-style-type: none"><li>Build upon collaborative planning and moderation processes to monitor intended to enacted curriculum and monitor student learning to improve A-E results for all students.</li></ul>			Strategy/ies		<ul style="list-style-type: none"><li>Develop our whole school approach to supporting gaps for students literacy and numeracy.</li><li>delivery of high-quality, evidence-based instruction across all tiers of intervention, carried out by highly qualified staff</li></ul>						
Actions including Responsible officer(s)					Resources		Actions including Responsible officer(s)					Resources	
<ul style="list-style-type: none"><li>Teachers and school leaders will engage in collaborative cohort planning and professional learning to ensure clarity around the delivery of the Australian Curriculum.</li><li>Enhance and refine our three levels of planning to foster greater clarity in curriculum delivery to ensure improved achievement across all learning areas, with a particular emphasis on English – led by HOC</li><li>Clearly documented English units, in every year level that include: Learning Intention and Success Criteria including Know, Think, Do including marking guide, A exemplar and assessment task.</li><li>Revise and enhance whole school moderation processes, to ensure systematic curriculum delivery.</li><li>To support teacher judgements and comparability of reports to reduce see-saw in A-E results – led by HOC</li><li>Review the school's data plan to align with strategic priorities, fostering a nuanced approach that enhances precision and purpose in both the collection and utilisation of data – L/ship Team</li><li>Provide professional development to staff in staff meetings to build their understanding of curriculum, teaching and learning – led by L/ship team.</li><li>Principal and Senior leaders monitor consistency of delivery of the curriculum through regular learning walks and talks across the school.</li></ul>					<i>-Purchase of additional resources to implement weekly PLT's meetings for every year level.</i> <i>-Assessment and Moderation Hub</i> <i>-Research from Lyn Sharratt Clarity Book</i> <i>- The Illustrated Guide to Visible Learning (Hattie, Fisher, Frey and Almarode).</i> <i>-Participation in Regional Curriculum Team to build Capability of leadership Team.</i> <i>-purchase of TRS for planning day each term for every teacher.</i>		<ul style="list-style-type: none"><li>Create and implement a school-wide case management approach to deliver a MultiTiered System of Support (MTSS)<ul style="list-style-type: none"><li>Implement targeted interventions based off data and implement intensive case management to ensure appropriate support is provided to students based on Multi-Tiered systems of Support (MTSS), including developing strong early identification processes to support and identify students early in P-2</li><li>Tailor responsive strategies to cater for the needs of our students, promoting a strong sense of belonging and support within the school community.</li><li>Review the School Student Code of Conduct to ensure consistency and clarity amongst community, staff and students, which includes the systematic implement the five (5) pillars of practice outlined in Paul Dix's book" When the Adults Change, Everything Changes" to enhance student relationships, behaviour and learning outcomes.</li><li>Further develop school wide shared expectations and staff capability regarding planning, documentation, implementation and review of quality differentiation practices to meet the learning needs of the full range of students – led by HOSES and Inclusion staff</li><li>Create clear processes and systems to support students within and external to the school with external agencies and professional personnel.</li><li>Establish clear roles and responsibilities for support staff across P-6, including Chaplain</li><li>Establish clarity in role of Engagement teacher to support Tier 2/3 children across the school</li><li>Build teachers capability in understanding, selecting and applying the appropriate school identified pedagogical practices to meet the needs of all students, including digital pedagogies and technologies.</li></ul></li></ul>					<i>-PD – Australian Childhood Foundation Trauma Informed Practices</i> <i>- Realign school with Doe PBL</i> <i>-EFI Masterclasses online course for all inclusion staff (Adjusting for Students with disabilities).</i> <i>-EFI Masterclass online for all teacher aides (teacher aides supporting students with disabilities).</i> <i>- Support from regional inclusion officer for complex Tier 3 students.</i> <i>- Research from Dr Dough Fisher about Student Engagement.</i> <i>- Belonging in schools Modules by Dr Dough Fisher</i> <i>- purchase of additional staffing to implement Rock and Water program.</i>	
End Term 4	Measurable outcomes	<ul style="list-style-type: none"><li>Increased participation of knowledge of AC being passed onto class teachers from HOC through planning conversations</li><li>Staff capability enhanced through collaborative practices, PLT'S, professional learning, coaching, observation, feedback and planning. Source: SOS data, Staff surveys, PLT feedback.</li><li>Increase in A-E in English:<ul style="list-style-type: none"><li>P-2 - 88% of students achieving C or better and 62% A or B in English Source: One School</li><li>3 -6 - 90% of students achieving C or better and 58% A or B in English Source: One School</li></ul></li></ul>				End Term 4	Measurable outcomes	<ul style="list-style-type: none"><li>All stakeholders report increased agreement around positive school culture and wellbeing. Source: SOS Data</li><li>Staff capability enhanced through collaborative practices, PLT'S, professional learning, coaching, observation, feedback and planning. Source: SOS data, Staff surveys, PLT feedback.</li><li>Decrease in behavioural referrals via OneSchool.</li><li>All students receiving additional intervention support, eligible students have a PLR with associated evidence and progress notes recorded in OneSchool. Source: One School, NCCD.</li><li>Reduced amount of students sitting in Teir 2 and 3</li></ul>					
	Success criteria	<p><b>Behaviourally:</b> <u>Students can/will:</u></p> <ul style="list-style-type: none"><li>Check for deep use of assessment 'for' and 'as' learning by answering Lyn Sharratt 5 Critical Student questions: What are you learning? How are you going? How do you know? How can you improve? Where do you go for help?</li><li>improved learning and academic achievement aligned to the relevant year or band of the Australian Curriculum learning area or subject achievement standards as well as engagement and wellbeing</li></ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"><li>consistency of teacher judgements about student achievement on individual summative assessment tasks against the targeted aspects of the relevant achievement standards; and</li><li>accuracy of teacher judgements about overall levels of achievement (using student assessment folios) for reporting against the targeted aspects of the achievement standard taught and assessed in the reporting period</li><li>Answer Lyn Sharratt 5 questions to Monitor learning of my students on a regular basis by using evidence of student work from their classrooms: What am I Teaching? Why am I teaching it? How will I teach it? How do I know if my student have learned it? What's next?</li><li>Commit to ongoing, collaborative professional learning to allow staff to ongoingly reflect on their professional practice and strive for ongoing improvement in their teaching in PLT's and staff meetings, and coaching.</li></ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"><li>improved performance implementing the Australian Curriculum through leading systematic curriculum implementation, building expert teaching teams, and implementing effective pedagogical practices</li><li>Identifying problems of practice through LW&amp;T's to implement coaching/mentoring to continue to build teacher knowledge of their students and deeper clarity of what to teach and how to teach it.</li></ul>					Success criteria	<p><b>Behaviourally:</b> <u>Student can/will:</u></p> <ul style="list-style-type: none"><li>Articulate schoolwide and classroom expectations and consequences</li><li>Follow agreed schoolwide and classroom routines and instructions</li></ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"><li>Implement consistent school-wide PBL explicit routines, universal practices, restorative practices and behaviour management expectations, and maintain up-to-date records.</li><li>Implement whole school approach to student wellbeing and engagement for learning.</li><li>Plan for, and record, universal differentiation and individual adjustments to meet the diverse learning needs of all students.</li><li>early administration of universal screening assessments to identify students who need additional support, followed by diagnostic assessments for these students to align intervention to the skill gaps identified</li></ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"><li>Monitor engagement in learning through regular Learning Walks and Talks in classrooms</li><li>Support the capability building of al staff around inclusion, wellbeing and engagement for learning</li><li>Monitor and support student needs through identification, supporting stakeholders, allocating/reviewing targeted support on needs basis and providing professional learning opportunities to staff.</li><li>Implement a high expectations culture by ensuring consistency in the application and communication of school wide behaviour processes</li><li>Review and finalise Whole School Data Plan including</li><li>use monitoring tools to track progress, ensuring that interventions are having the intended impact</li></ul>					

		<ul style="list-style-type: none"><li>Implement weekly learning walks and talks (LW&amp;T’s) to monitor intended to enacted curriculum to inform the work of the leadership team</li><li>Develop a reflective practice culture that focusses on building staff capability and a shared commitment to professional learning in PLT’s meetings and staff meetings.</li><li>Design a collegial engagement framework to support the pedagogy of all teachers, from beginning to experienced</li><li>Disaggregate data to measure impact and track students who are receiving D-E.</li></ul>							
	Artefacts	Quality Standards documents; Whole School Approach to Pedagogy and Pacific Paradise Collegial Framework				Artefacts	Quality Standards documents; Whole School Approach to Student Wellbeing and Engagement for Learning; Pacific Paradise SS multi-tiered systems of support placemat, Pacific Paradise SS Diverse Learning; PLRs in One School		
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 2	Increase in English results A-E to:	<b>Behaviourally:</b> <u>Students can/will:</u> <ul style="list-style-type: none"><li>Answer questions 1 and 2 correctly – Lyn Sharratt</li><li>Demonstrate written work in their books that is related to the assessment task linked to the unit of work</li></ul> <u>Teachers can/will:</u> <ul style="list-style-type: none"><li>Commit to ongoing, collaborative professional learning to allow staff to ongoingly reflect on their professional practice and strive for ongoing improvement in their teaching in PLT’s and staff meetings, and coaching.</li><li>Unpack the LI and SC with their class in an ongoing nature.</li><li>Discuss and answer at PLT’s the Lyn Sharratt 5 questions</li><li>Moderate student work, with a particular focus on English multiple times through the term.</li></ul> <u>Leadership team can/will:</u> <ul style="list-style-type: none"><li>Be visible instructional leaders by actively engaging in year level meetings, PLT’s and regular Learning Walks and Talks (LW&amp;T’s)</li><li>Quality assure our work and maintain a clear line of sight to ensure intended to enacted curriculum using evidence of LW&amp;T’s to inform PLT’s</li><li>Celebrate and utilise staff as change champions, promoting the sharing of high quality practices among teaching teams for continuous improvement and ongoing line of sight.</li><li>Equitably allocate resources based on assessed needs, adopting a responsive approach with regular review timelines.</li><li>Disaggregate data to measure impact and track students who are receiving D-E.</li><li>Lead moderation for our specific designated year levels to build our professional knowledge.</li></ul>	<i>-English planning documents on PP Sharepoint.</i> <i>-Evidence from LW&amp;T’s.</i>	<i>Green –on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i>	End Term 2	60% of students identified under NCCD have a PLR with evidence.	<b>Behaviourally:</b> <u>Students can/will:</u> <ul style="list-style-type: none"><li>Assume accountability for their actions and repair (restore) any inappropriate choices they might take.</li><li>Articulate schoolwide and classroom expectations and consequences</li><li>Follow agreed schoolwide and classroom routines and instructions</li></ul> <u>Teachers can/will:</u> <ul style="list-style-type: none"><li>Explicitly teach our school expectations every week</li><li>Model positive behaviour and foster strong relationships through consistent, calm adult behaviour</li><li>Differentiate for students in my class in consultation with inclusion support staff</li><li>Collaborate with internal support staff i.e. HOSES, GO, Chappy, Behaviour support teacher to implement strategies to support my complex students in my class.</li><li>Find information about my students on OneSchool under Support or Reports, to get to know all students in my class.</li></ul> <u>Leadership team can/will:</u> <ul style="list-style-type: none"><li>Celebrate, staff, students and not only those that do their role well but who go above and beyond our Student Code of Conduct Expectations.</li><li>Carry out learning walks and talks (LW&amp;T’s) to support coach and model expectations of behaviour and requirements of agreed relational practices and the Student Code of Conduct.</li><li>Review role of Behaviour support teacher role to ensure that it continues to align and support our goals and targets.</li></ul>	<ul style="list-style-type: none"><li>- <i>Support Teacher meetings minutes.</i></li><li>- <i>PLT notes</i></li></ul>	<i>Green –on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i> <i>Complete end of each term</i>
	English <ul style="list-style-type: none"><li>P-2 - 85% of students achieving C or better and 62% A or B in English</li><li>3 -6 - 88% of students achieving C or better and 54% A or B in English</li></ul>								
End Term 3	Increase in English results A-E to:	<b>Behaviourally:</b> <u>Students can/will:</u> <ul style="list-style-type: none"><li>Answer questions 1, 2 and 3 correctly – Lyn Sharratt</li><li>Demonstrate written work in their books that is related to the assessment task linked to the unit of work</li></ul> <u>Teachers can/will:</u> <ul style="list-style-type: none"><li>Commit to ongoing, collaborative professional learning to allow staff to ongoingly reflect on their professional practice and strive for ongoing improvement in their teaching in PLT’s and staff meetings, and coaching.</li><li>Discuss and answer at PLT’s the Lyn Sharratt 5 questions</li><li>Unpack the LI and SC with their class in an ongoing nature.</li><li>Moderate student work, with a particular focus on English multiple times through the term.</li></ul> <u>Leadership team can/will:</u> <ul style="list-style-type: none"><li>Be visible instructional leaders by actively engaging in year level meetings, PLT’s and regular Learning Walks and Talks (LW&amp;T’s)</li><li>Quality assure our work and maintain a clear line of sight to ensure intended to enacted curriculum using evidence of LW&amp;T’s to inform PLT’s</li><li>Equitably allocate resources based on assessed needs, adopting a responsive approach with regular review timelines.</li><li>Disaggregate data to measure impact and track students who are receiving D-E.</li><li>Lead moderation for our specific designated year levels to build our professional knowledge.</li></ul>	<i>-English planning documents on PP Sharepoint.</i> <i>-Evidence from LW&amp;T’s.</i>	<i>Shade cell at the end of each term after reflection based on progress, as per colour above.</i>	End Term 3	75% of students identified under NCCD have a PLR with evidence.	<b>Behaviourally:</b> Students can/will: <ul style="list-style-type: none"><li>Assume accountability for their actions and repair (restore) any inappropriate choices they might take.</li><li>Learn to the best of their ability and allow others to do the same.</li><li>Show kindness to everyone in our community.</li></ul> Teachers can/will: <ul style="list-style-type: none"><li>Explicitly teach our school expectations every week</li><li>Model positive behaviour and foster strong relationships through consistent, calm adult behaviour</li><li>Differentiate for students in my class in consultation with inclusion support staff</li><li>Collaborate with internal support staff i.e. HOSES, GO, Chappy, Behaviour support teacher to implement strategies to support my complex students in my class.</li></ul> Leadership team can/will: <ul style="list-style-type: none"><li>Celebrate, staff, students and not only those that do their role well but who go above and beyond our Student Code of Conduct Expectations.</li><li>Carry out learning walks and talks (LW&amp;T’s) to support coach and model expectations of behaviour and requirements of agreed relational practices and the Student Code of Conduct.</li><li>Review role of Behaviour support teacher role to ensure that it continues to align and support our goals and targets.</li></ul>	<ul style="list-style-type: none"><li>- <i>Support Teacher meetings minutes.</i></li><li>- <i>PLT notes</i></li></ul>	<i>Shade cell at the end of each term after reflection based on progress, as what’s listed above.</i>
	English <ul style="list-style-type: none"><li>P-2 - 85% of students achieving C or better and 62% A or B in English</li><li>3 -6 - 88% of students achieving C or better and 54% A or B in English</li></ul>								

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

Principal

P&C/School Council

School Supervisor