



Annual Implementation Plan 2026

**Pacific Paradise
State School**

Knowledge, Friendship, Respect



PACIFIC PARADISE STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	Implement high-quality moderation processes in English.	Monitoring				School priority 2	Embed an evidence based, multi-tiered system of support (MTSS) framework that supports academic, behavioural and wellbeing of each student.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	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. • Develop consistent, school-wide processes to quality assure curriculum delivery to ensure the intended curriculum is being enacted.					Link to school improvement strategy:	Collaboratively review processes for supporting a positive learning environment to ensure consistent understanding and enactment by all staff.				
Strategy/ies	<ul style="list-style-type: none"> Establish collective understanding of the purpose of Moderation Before (term planning days) is to create clarity of the assessment task. Use The <i>Professional Standards for Teachers</i> to understand and describe teaching practice. Build an expert teaching team by delivering effective professional learning to support teachers to implement quality teaching and learning for all students- Plan, Teach, Asses, Reflect (PTAR) Cycle. The leadership team will strengthen their instructional leadership practices by having line of sight site of curriculum teaching and learning (CTL) in English through routine Learning Walk and Talks (LW&Ts). Build knowledge of connections between reading and writing (input & output) in the delivery of everyday English lessons (<i>Reading Through the Australian Curriculum</i>). 					Strategy/ies	<ul style="list-style-type: none"> Introduce an instructional and relational approach to teach every student the behaviours needed for success at school and beyond via the implementation of PBL as part of our Student Code of Conduct Scan and Asses current reading practices across the school, to deliver systematic synthetic phonics in P-2 				
Actions: Including Responsible role(s)		Resources		Actions: Including Responsible role(s)		Resources					
Term 1 Actions: <ul style="list-style-type: none"> Leadership team will deepen their knowledge and understanding of the purpose of LW&T's by using data and the English assessment task to form lines of inquiries. The purpose of LW&Ts will be communicated with staff. Week 4: Leadership team will engage in NCR's Leading Curriculum Teaching and Learning (LCTL Reconnect) to deepen knowledge and understanding of: <ul style="list-style-type: none"> the purpose of Moderation Before (planning day) how to facilitate a <i>Know Do Think</i> conversation that leads to collaboration and clarity of the English assessment task for teachers how the <i>know, do and think</i> conversation supports high quality teaching and learning every day in English Week 5 staff meeting – staff engage in professional learning about the Behaviour Change Model (Australian Professional Standards for Principals) to understand the importance of developing our knowledge before taking action. Week 6 staff meeting- leadership team will facilitate professional learning with teaching staff to deepen the collective understanding of the purpose of Moderation Before in preparation for planning days. Leadership team will engage in weekly professional learning to build their knowledge of curriculum teaching and learning responsive to evidence collected on LWTs. i.e- <i>Learning Intentions and Success Criteria-week 5</i> Week 9 staff meeting – staff will moderate a student sample that is borderline A/B. Week 9 Instructional Leadership PD NCR – Kawana State College HOD CTL will plan for and facilitate a high-quality planning day (moderation before) that ensures collaboration and results in clarity of the assessment task with teachers by: <ul style="list-style-type: none"> English unit demands through reading (input) and writing (output) connections <i>Know Do Think</i> for targeted year levels willing to experiment with responsive teaching Build knowledge of learning intention and success criteria Leadership team members will attend moderation before for focus year levels for English to support monitoring the impact during LWTs. Term 2 Actions: <ul style="list-style-type: none"> Leadership team will engage in standards-based professional learning to raise awareness of what teaching expertise is (<i>Domains: knowledge, practice and engagement</i>) described by the <i>Professional Standards for Teachers</i> (AITSL) Week 3 & 5 staff meeting- Teachers engage in a collaborative inquiry to deepen knowledge and share how they are using the LI & SC in everyday teaching and learning in English. Leadership team will build knowledge of the <i>co- plan, teach, assess, reflect cycle (PTAR)</i> by engaging with HOD CTL in a selected classroom. Leadership team will visit teachers from other schools who engage in the PTAR Cycle daily to understand how they make decisions everyday with teaching and learning in English. Review in Term 2 to determine Term 3 and 4 actions. 		<ul style="list-style-type: none"> Behaviour Change Model - AITSL Continuum of Student Engagement PD from Dr Amy Berry Research from Dr Dough Fisher about Student Engagement. i.e. Belonging in schools Modules by Dr Dough Fisher		Term 1 Actions: <ul style="list-style-type: none"> SFD: PA PBL NCR delivered professional learning on Trauma Informed Practice Establish a PPSS PBL team - to drive behaviour for learning knowledge for staff. Send two staff to Rock and Water Professional develop to support student wellbeing (Tier 2 and Teir 3 intervention – Week 4) Leadership team members and PBL team members will attend PBL Training Day 1 delivered by Central Office (week 6) Leadership team understand the evidence-based research for MTSS and PBL, and how they are related. Leadership team will build knowledge on how to use the Behaviour Insights Dashboard to target support, interventions and inform decision-making. Term 2 Actions: <ul style="list-style-type: none"> Capture a visual representation of the reading journey so far with 1:1 meetings with P-2 staff first and then 3-6 staff through teacher release time as part of specialist roster. Leadership team will deepen their knowledge and understanding of current synthetic phonics implementation in P-2 and 3-6 Reading implementation by engaging in LW&Ts to monitor impact of current practices. Leadership team will explore the use of Dibbles and raise awareness of its purpose Refine and draft a MTSS framework at PPSS HOSES will build support staff capability through engagement in ongoing professional learning in Support Teacher meetings Clarify roles and responsibilities for support staff and including ancillary staff. Review in Term 2 to determine Term 3 and 4 actions. 		<ul style="list-style-type: none"> <i>Behaviour Change Model – AITSL</i> <i>Continuum of Student Engagement from Dr Amy Berry</i> <i>PD – Australian Childhood Foundation Trauma Informed Practices</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>Research from Dr Dough Fisher about Student Engagement. i.e. Belonging in schools Modules by Dr Dough Fisher</i> <i>Rock and Water program.</i> 					

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> English A-C 85% across P-6 English A-B 50% across P-6 Increase in SOS Staff Data – I have access to relevant professional development Increase in SOS Staff Data – the School Leadership team model the behaviour expected of all employees <p>Behaviour Teachers can/will:</p> <p>Term 1:</p> <ul style="list-style-type: none"> Actively collaborate as a team during Moderation Before (planning days) to ensure clarity of assessment tasks. Have a clarity of the purpose of LWTs. <p>Term 2:</p> <ul style="list-style-type: none"> Set an explicit learning intention (LI) for English and discuss the connections between the LI, learning experiences and marking guide (success criteria) with students (3.1 & CPC 3) Provides collective feedback (whole class) to students by using student output and drawing attention to the success criteria (5.2 & CPC 2) Contribute to collegial discussions (weeks 3&5) to improve professional knowledge and practice of (3.1& CPC 3) (5.2 & CPC 2) Co-construct a learning wall with students that reflects the learning that is occurring <p>Leadership team can/will:</p> <p>Term 1</p> <ul style="list-style-type: none"> Prioritise the commitment to engage in consistent and regular LW&Ts to monitor the impact of leadership decisions and inform next steps of curriculum, teaching & learning. Consider the behaviour change model when making strategic decisions. <p>Term 2:</p> <ul style="list-style-type: none"> Engage in LW&Ts twice a week to monitor the impact of Moderation Before (planning days) to understand how teachers are: Using the LI & SC in everyday teaching and learning in English Making connections between reading and writing (input & output) Using the <i>Know Do Think</i> to make decisions about what and how to teach <p>Students can/will:</p> <p>Term 2:</p> <ul style="list-style-type: none"> Be able to articulate what they are learning about and why (LI) from the beginning of term. Understand what quality work looks like against the SC Practice the English task often and see examples of this on the learning wall aligned to the SC <p>Teacher aides can/will:</p> <p>Term 2:</p> <ul style="list-style-type: none"> Will engage in conversations with teachers to understand the LI for English. Use the learning wall to support students to learn. Will engage in professional learning about behaviour change model 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Decrease in School Disciplinary Absences (SDA's) in 2026 Decrease in Major office referrals to Leadership Team Decrease in Attendance Data for students below 70%. Increase in SOS Parent Data – my child's learning needs are being met at this school. <p>Behaviour Teachers can/will:</p> <p>Term 1:</p> <ul style="list-style-type: none"> collaboratively design a draft MTSS document which lists the approaches to support at Pacific Paradise SS Have clarity of the purpose of PBL Explicitly teach and model expected learning behaviour to students both in playground and classroom <p>Term 2:</p> <ul style="list-style-type: none"> Engage with year level team during facilitated year level NCT specialist roster, to discuss support with support teacher and plan next steps for action Support teacher will work with class teachers to increase lines of communication between home and school for our most vulnerable students <p>Leadership team can/will:</p> <p>Term 1:</p> <ul style="list-style-type: none"> Prioritise the commitment to engage in consistent and regular LW&Ts to monitor current reading practices Consider the behaviour change model when making strategic decisions. Use data to monitor the progress of students, classes and year levels aligned to class, whole school and year level targets including all sub-groups. Explicitly teach and model expected learning behaviour to students both in playground and classroom Explicitly discuss at each parade the behaviour expectations for students in advance. <p>Term 2:</p> <ul style="list-style-type: none"> Collaboratively design a draft MTSS document which lists the approaches to support continuous improvement and share this with staff for feedback Commit and assign appropriate budget to support MTSS role out across the next four years. Document roles and responsibilities of support staff and ancillary staff <p>Students can/will:</p> <p>Term 2:</p> <ul style="list-style-type: none"> Articulate positive behaviour focus of the week Engage actively in learning and classroom processes Use problem-solving skills in social interactions and learning <p>Teacher aides can/will:</p> <p>Term 2:</p> <ul style="list-style-type: none"> Will participate in professional learning about behaviour for learning (PBL) Will participate in ongoing professional learning about the synthetic phonics in P-3 to effectively deliver the teaching of Synthetic Phonics in the lower school.
	Artefact	<ul style="list-style-type: none"> DOE Gateway resources including DOE Teaching and Learning Hub and Assessment and Moderation Hub. 		Artefact	<ul style="list-style-type: none"> Whole School Approach to Student Wellbeing and Engagement for Learning Pacific Paradise SS multi-tiered systems of support placemat, Student PLRs in One School. Referral Processes including roles and responsibilities for support staff and ancillary staff to documented in Staff Handbook and or Student Support Handbook.

Reduction of red tape in day-to-day work, planning and processes include:



Approvals

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

13/3/26
Principal – Kristin Hill

13/3/26
P&C President – Suzanne Small

School Supervisor