Strategic Plan 2025 - 2028

Pacific Paradise State School

Knowledge, Friendship, Respect

School profile	Vision and values
Our school is a 'beautiful' school, in every sense of the word. It's physical setting is glorious, the students are friendly and welcoming, and the staff are focused on the well-being of every student, building upon their natural abilities to ensure opportunities for all. Our school is situated in an ideal location – one that truly makes its name appropriate! Close to Twin Waters' community and home to many golfing enthusiasts, it is also very near Marcoola with easy access to a stunning stretch of white sand and surf and neighbouring Mudjimba which includes 'Old Woman' island, just off the shoreline. The traditional story that explains the creation of this part of the Sunshine Coast describes how two warriors, Ninderry and Coolum, loved the beautiful Maroochy. Ninderry defeated Coolum, his head rolling into the ocean. 'Old Woman Island' represents Coolum's head, which rolled from the top of Mt Coolum. Maroochy was so saddened by what happened between the warriors that she fled to the mountains where she cried and cried and cried – her tears becoming the Maroochy River. As we fully embed all elements of the Australian Curriculum, our school is developing curriculum contexts that reflect our community identity: the coastal location, digital world, lifestyle, health and well-being and local histories.	Knowledge, Friendship, Respect

Educational achievement   Wellbeing and engagement   Culture and inclusion

School review key improvement strategies	School priorities
Domain 1: Driving an explicit improvement agenda Create a clear vision and improvement agenda supported by a united leadership team to establish a common purpose and direction for staff. Review leaders' strategic, instructional and operational roles, responsibilities and accountabilities to provide clarity to all staff of their role in driving the improvement agenda. **Domain 3: Promoting a culture of learning** Collaboratively develop school-wide communication protocols to strengthen stakeholder understanding of and commitment to school initiatives. **Domain 6: Leading systematic curriculum implementation** 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 **Domain 8: Implementing effective pedagogical practices** Formalise collegial engagement opportunities, including modelling, observation and feedback to identify effective implementation of school priorities.	• Leading Systemic curriculum implementation to support student success and engagement in and for learning • Design and build a positive culture between parents, community and knowledgeable others by implementing clear processes and systems to work supportively to ensure that each student to reach their potential. • Continued focus on Quality teaching and learning. • Driving an explicit improvement Agenda

Queensland Government

School priority 1:
Driving an explicit improvement Agenda

Strategies
- Enable a deep understanding and effective implementation of the P-12 Framework among school leaders and staff through targeted professional learning, fostering a culture of collaboration and shared practices.
- Clearly define and document roles and responsibilities of all members of leadership team to provide clarity for all staff and leadership team.
- Develop and refine roles and responsibilities at all levels that are aligned to whole school systems in processes aligned to MTSS, that ensure collective accountability for Teaching and learning improvement priorities by all staff.
- Provide leadership opportunities and development for current and emerging leaders that build their teaching and learning knowledge and capability and allows all staff to reach their potential for the 'next step' in their career.
- Leadership Team Systematically and intentionally lead and drive AIP and Strategic plan with ongoing opportunities to reflect and review as a team and individually in line with their roles and responsibilities.
- Leadership Team update and refine school data plan in line with Explicit improvement agenda to monitor student progress and evaluate effectiveness and impact of whole school curriculum, teaching and learning.
- Embed consistent ways of working amongst the leadership team to ensure consistent implementation and monitoring of improvement priorities.
- All Government bodies are united and committed to meeting

Measurable outcomes
- Increased staff satisfaction in roles and responsibilities of leadership team being implemented in a timely and supportive manner.
- Increase in SOS Staff Data
- Have met school targets:
- P-6 English 55% achieving A-B
- P-6 English 90% achieving A-C
- P-6 Math 63% students A-B
- P-6 Math 93% students A-C
- 0 'N' recorded for English and Mathematics
- <10% P-6 English and Mathematics achieving D&E

Success criteria Behaviourally:
Students can/will:

- Achieve one year of learning growth each year reflected in progression of academic achievement and successful transitions
- Access and participate in a high-quality education and fully engage in the curriculum along- side their similar-aged peers in a safe and supportive environment

Teachers can/will:
- articulate our key areas in our AIP
- Use moderation practices to gain clarity of WHAT they are teaching
- Express commitment to improvement which is reflected in high levels of personal change in their knowledge and daily teaching.

School priority 2:
Leading Systemic curriculum implementation to support student success and engagement in and for learning

Strategies
- Strengthen leaders and teachers' knowledge and understanding of Australian curriculum through strengthen the enactment of moderation processes to monitor students', with a particular focus on 'before' and 'during' moderation to ensure teacher clarity and progress for line of sight to inform next steps for teaching, learning and assessment for both leadership team and teaching staff.
- Ensure that Reading through the curriculum is an integral part in English v9 implementation
- Develop instructional leadership capability of leadership team to monitor and evaluate full and systematic implementation of Australian Curriculum by engaging in ongoing conversations as a team, including with targeted year levels and individual staff.
- Review and implement whole school moderation processes to collaboratively develop clear curriculum expectations and student achievement.
- Review and quality assure the School's Curriculum, Assessment and Reporting Plan (CARP) to ensure alignment vertically, horizontally and develop staff capability to collaboratively develop, refine and quality assure 3 levels of planning to ensure the full and systematic implementation of the Australian Curriculum (V9)

Measurable outcomes

- Increase percentage of all students in each year level achieving a C or abov:
- P-6 English 55% achieving A-B
- P-6 English 90% achieving A-C
- Improve proportion of students achieving A/B in all subjects
- High engagemnet in professional learning opportunties
- Qualitiateve data from staff regarding their confidence and success
- High levels of partent satisfaction in knoweldge of their childs progress towards year level standards.

Success criteria Behaviourally:
Students can/will:

- Articulate what they are learning and why aligned to the marking guide, how they are going and where to go for help (5 Q's for students)
- Identify their progress and next steps in learning through learning goals, success criteria, formative assessment and feedback
- Be engaged and challenged in active learning

Teachers can/will:
- Answer Lyn Sharratts 5 Questions:
  What am I teaching? Why am I teaching it? How will I teach it? How will I know when students have learnt it? What next?
- Be provided with opportunities to monitor student learning and review LI/SC for units of work to ensure intended to enacted curriculum is occurring and there is shared understanding amongst staff in year level teams.

School priority 3:
Continued focus on Quality teaching and learning.

Strategies
- Reserch and implement evidence based practices and teaching stategies to impact positively on student results, to make learning visible to empower students in their own learning.
- align key practices to support the delivery of V9 curriculum, teaching and learning
- clearly document and communicate our key Pacific Paradise Pedagogical practices across the school including expectations aligned to the diverse learning needs of the school.
- Support all staff in their knoweldge and understanind of vaarious research based pedgogocail practices by engaging in various methos of professional learning and development.
- Provide opportunites for staff to engage in Watching others work to share best practice.
- Reivew our digitial leanrning (BYOD) plan for deliverying devices and capability evelopment in digitial learning and pegagody to embed effective, future focused digitial teaching and learning practices.

Measurable outcomes
- All teachers implement learning walls
- Documented collegial framework
- Documented pedagogical framework

Success criteria Behaviourally:
Students can/will:
- Use digital devices to enhance their digital literacy skills and engagement in learning
- Answer Lyn Sharratts 5 Questions: What are you learning? How are you doing? How do you know?
- How can you improve? Where do you go for help?
  - Use feedback to be assessment literate learners

Teachers can/will:
- Implement classroom based practices that make learning visible
- Monitor student learning that position students as leaders in their own learning
- Use data to reflect on their own practice, track student progress and set goals for all students
- Commit to ongoing, collaborative professional learning, professional dialogue and reflective practice to improve their professional practice

Leadership team can/will:
- Maintain a strong leadership focus and sustained commitment to excellence in quality teaching
- Engage staff collaboratively to review and refine school wide pedagogical approaches
- Draw on staff expertise to continually build knowledge and skills of staff to deliver research based effective pedagogies
- Celebrate and utilise staff as change champions, promoting and sharing Pacific Paradise high quality evidence based practices for continuous T&L improvement
- Provide additional and ongoing support for our early years career teachers
- Be visible as instructional leaders to actively engaging in planning meetings and learning walks and talks to learn alongside our staff.

School priority 4:
Develop Multi-tiered systems of spport (MTSS) that nurutres both engagement and wellbeing.

Strategies
- Implement MTSS including proactive universal, targeted and inetnsive strategies, clear roles and responsibilities and processes to identify learning and wellbeing needs and access supprots to improve academic, wellbeing and engagement outcomes.
- Review the Stuident Code of Conduct, to ensure that evidence based strategies are used to support student behaviour, attednance and engagement,
- Review our school vision, motto and values to ensure that it aligns with the staff, parents and students as valued partners in student learning.
- Review our inclusion teacher roles and responsibilities

Measurable outcomes
- Reduce the number of major and minor referrals and School disciplinary Absences (SDA's)
- Achieve the target of 95% attendance across the school
- Staff morale is positive and is at 80% or higher
- 90% of staff are satisfised that student behaviour is well managed across the school
- 95% of students are satisfied that their teachers care about them
- Reduce to less then 10%, the proportion of students attending less then 85%.

Success criteria Behaviourally:
Students can/will:
- Show our school values and expectations through their everyday behaviour and attitude
- Learn to the best of their abilities and help their peers to do the same.

Teachers can/will:
- Explicitly teach our students expectations and values
- Model behaviours and foster strong relationships through consistent, calm and adult behaviour
- Document and implement PLP's to support the individual needs of students to meet their academic and wellbeing needs.
- Use attendance, behaviour and wellbeing data to make informed decisions as a year level team and individual teacher to support the individual needs of their class.

Leadership team can/will:
- Instructionally lead through high expectations that all students can learn by challenging staff's thinking and promoting new thinking through delivery of evidence based professional development
- Enhance responsive and flexible approaches to resourcing to meet academic and wellbeing targets
- Collaborate with the staff and community to redesign the Student Code of Conduct
- Sharpen school wide process that support student attendance
- Conduct learning walks and talks to observe implementation of students who receive Tier 1,2 and 3 supports.

Resourcing
- Cost for PBL professional development
- Funding of Engagement teacher 0.2FTE

- Use data to know students and how they learn, identify student needs and inform their teaching

Leadership team can/will:
- Monitor targets and programs are systematically evaluate for their effectiveness in meeting school targets.
- Use data and evidence to inform lines of inquiry for next steps in teaching and learning
- Cultivate a culture of excellence in practice and ongoing line of sight through Learning Walks and Talks
- Ongoing communication to the community about our ongoing targets linked to our AIP
- Lead through their behaviour by using their initiative and working together to problem solve, reflect on their own leadership to achieve their own roles and responsibilities to meet school targets and support other members of the leadership team to meet theirs.

Resourcing
- Budget for PLT release time for co-hort moderation
- Budget for Leadership Team growth and development

- Be provided with opportunities to engage in ongoing professional development to deepen their curriculum, teaching and learning knowledge, in year level teams, as a whole staff and individually.
- Develop protocols for our PLT's to enable rich teacher dialogue focused on student progress and celebration.
- Embed a collegial engagement framework to support and promote intentional collaboration between school leaders and staff where coaching observation and feedback is routine, and support everyone's growth and development to meet our school targets and goals.

Leadership team can/will:
- Lead schoolwide moderation practices and use data collected through moderation to align and refine curriculum, teaching and learning practices
- Implement Learning Walks and Talks by Leadership team members to monitor intended to enacted curriculum to inform the next steps of the leadership team to support teachers' knowledge and understanding of the curriculum
- Formalise opportunities for building teaching capability in using data to monitor the impact of pedagogies on student learning.
- Be visible as an instructional leader by actively engaging in planning and PLT meetings.
- Regular take time to pause and celebrate our accomplishment and successes.

Resourcing
- Budget for planning days for teaching and specialist staff
- Budget to release staff for Soundwrite training to implement reading through the curriculum
- Purchase of decodable texts

Resourcing
- Purchase of an additional leadership role (pedagogical coach) to support teachers to learn and grow

Phases *Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*	2025	2026	2027	2028	Phases *Implementation phase/s for the /strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*	2025	2026	2027	2028	Phases *Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*	2025	2026	2027	2028	Phases *Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*	2025	2026	2027	2028
Developing	✓				Developing	✓				Developing	✓				Developing				
Implementing		✓			Implementing		✓			Implementing		✓	✓		Implementing	✓			
Embedding			✓		Embedding			✓		Embedding				✓	Embedding		✓	✓	
Reviewing				✓	Reviewing				✓	Reviewing					Reviewing				✓

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:

PACIFIC PARADISE STATE SCHOOL
2025-2028 SCHOOL STRATEGIC PLAN

Queensland Government