



Pacific Pines
Primary School

Annual Improvement Plan 2025

Achieving Excellence Together

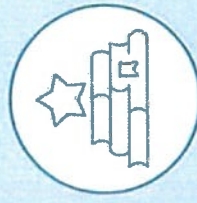
Equity and Excellence

Enhancing Wellbeing
Fostering Collaboration
Maintaining High
Expectations
Respecting Diversity
Valuing Community
Partnerships

OUR STRATEGIES

Educational Achievement

- Build shared understanding of Australian Curriculum v 9 English through before moderation processes
- Embed the whole-school approach to teaching word reading and language comprehension



OUR STRATEGIES

Wellbeing and Engagement

Through effective planning and implementation of Multi-tiered Systems of Support;

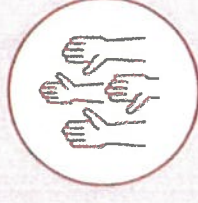
- Maintain a safe, supportive and disciplined school environment
- Prioritise wellbeing and engagement to maintain a sense of connection for all students and staff



OUR STRATEGIES

Culture and Inclusion

- Build a culture of high levels of trust and mutual respect aligned to our school vision and values
- Promote an inclusive school culture that embraces diversity
- Value student, parent/carer, community and stakeholder voice



De Parker - Principal:

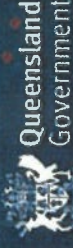
At Pacific Pines Primary School, we develop a planned approach to professional learning that supports deliberate actions to work, learn and improve together through our school value of Working Collaboratively, ensuring all staff members are supported, valued and have the opportunity to improve their capability.

Alisha Le Brese - School Supervisor:

Phil Matthews - P&C President:



Pacific Pines Primary School would like to acknowledge the Kombumerri people, the traditional custodians of this land. We gather in this special place, between the salty water and the mountains, to learn. We pay our respects to the Elders past, present and emerging for they hold the memories and traditions for the First Nations Peoples of Australia. May their knowledge, strength and wisdom be with us today as we continue our learning journey together.



EDUCATIONAL ACHIEVEMENT

PRIORITY 1

Strengthen the explicit teaching of Australian Curriculum version 9 English to build leader and teacher capability in delivering the rigour and intent of the curriculum through Consistent Instructional Routines.

OUR ACTIONS

- Embed a shared understanding of the Australian Curriculum English through termly collaborative planning sessions to build expert teaching teams that have a deep knowledge of differentiation through considering the curriculum, learner and learning.
- Further refine before moderation processes by reviewing the selection of pedagogical practices, adjustments and conditions of assessment to differentiate teaching and learning for the diverse needs of learners including high achieving students.
- Systematically enact expectations for the consistent collection of formative and summative data to enable teachers to engage in ongoing monitoring of student learning to inform differentiated teaching.
- Further refine Collaborative Inquiry time for the interrogation of data and to inform responsive teaching for differentiated, focussed and intensive teaching in English and Word Reading.
- Embed Consistent Instructional Routines in Word Reading, Shared and Dialogic reading, Fluency and Vocabulary to consolidate teacher understanding and build confidence in delivery of these routines.
- Build teacher and leader understanding of a whole-school approach to planning for and implementing a structured literacy block to effectively teach English across the week.
- Quality assure the use of learning walls to build our students as assessment literate learners through consistent implementation of agreed practices and strategies within our Whole School Approach to Pedagogy.
- Further refine the professional learning plan to embed teacher understanding of, and confidence in, the delivery of Consistent Instructional Routines across all classrooms.
- Review the shared instructional leadership model to ensure responsibilities for leading teaching and learning are clearly understood and equitably distributed across the school for Executive Leaders, Teaching and Learning Mentors, Leaders of Inclusion and Aspiring Leaders.
- Systematically enact the Collaborative Capability Development: Setting Professional Goals (SPG) for all staff members to improve professional confidence and capability within delegated roles and achieve a sense of personal success after reflection.
- Create and communicate the agreed Collaborative Capability Development – Classroom observations and feedback model to build staff confidence in delivery of Consistent Instructional Routines across all classrooms.
- Broaden intentional networking opportunities with other schools and the wider community to benefit the learning and wellbeing of students and the professional practice of staff.

OUR PRIORITY SUPPORT MEASURES

English Starting Strong P - 2
• C and above 90%

Building on Foundations Yrs 3 - 6
• C and above 91%

Starting Strong
• A/B 67%

Building on Foundations
• A/B 58%

School Opinion Survey 2025

Staff

- Staff Development - 100%
- I receive useful feedback about my work - 100%
- Teachers have increased confidence in delivery a Consistent Instructional Routine - 90%

Students

- I am interested in my school work - 80%

Parents

- My child is interested in their school work - 93%
- Teachers at this school provide my child with useful feedback about his or her work - 95%

WELLBEING AND ENGAGEMENT

PRIORITY 2

Systematically enact Multi-tiered Systems of Support (MTSS), with a specific focus on enacting Tier 1 systems, to promote high expectations, improve levels of engagement and enhance wellbeing for all students.

OUR ACTIONS

- Consolidate agreed classroom practices for the effective implementation of Tier 1 systems to enable good first teaching focussed on enhancing curriculum delivery and promoting positive classroom behaviour.
- Quality assure effective implementation of the Positive Behaviour for Learning (PBL) framework to promote high levels of positive behaviour aligned to the school's Student Code of Conduct.
- Embed the Pacific Pines Primary School attendance policy and processes to promote maximisation of learning days for all students.
- Review current Tier 2 and 3 systems of support for improving attendance, wellbeing and behaviour of identified students to ensure they are effectively planned and implemented and supported by appropriate allocation of resources.
- Further refine strategies that support wellbeing of staff aligned to the staff wellbeing framework to maintain high levels of morale and a positive workplace culture.
- Strengthen strategies to enhance parent and community consultation and engagement in supporting student learning, engagement and wellbeing to encourage stronger reciprocal partnerships between the home, the community and the school.
- Create a professional learning plan to build staff understanding of multi-tiered systems of support in Educational Achievement, Wellbeing and Engagement and Culture and Inclusion.
- Develop an instructional leadership model to enhance teacher capability in developing effective classroom routines, engaging their learners and promoting high levels of wellbeing.

OUR PRIORITY SUPPORT MEASURES

- 93% Student attendance
- 80% or more students attending 90% of time
- 10% of students or less attending less than 85% of the time
- Continue to achieve low levels of School Disciplinary Absences

School Opinion Survey 2025

Staff

- I am supported to manage the pressures of my work load - 90%
- School culture supports people to achieve a good work life balance - 95%
- Student behaviour is well managed at this school - 90%

Students

- This is a good school - 90%
- I like being at this school - 85%
- My school gives me opportunities to do interesting things - 95%
- Student behaviour is well managed at this school - 80%

Parents

- Partnerships - 92%
- Teachers at this school are interested in my wellbeing - 95%
- Student behaviour is well managed - 93%

CULTURE AND INCLUSION

PRIORITY 3

Strengthen processes and practices for creating a welcoming, inclusive and accessible school environment and supporting the diversity of our school population to enhance social, emotional and academic outcomes for all.

OUR ACTIONS

- Enact our school's vision of 'Achieving Excellence Together', develop a shared understanding of our school values and how we work together to enable improved outcomes for all staff and students.
- Develop agreed practices for the work of members of the LOI team to provide for greater consistency of practice across classrooms in supporting the learning of all students.
- Sharpen our culture of inclusion that embraces diversity and promotes high expectations to improve levels of access and participation for students with diverse learning needs.
- Monitor disaggregated student data for identified priority groups, including high achieving students, English as an Additional Language or Dialect (EAL/D) students, First Nations students, students in out of home care and Students with Disability to identify learning and wellbeing needs and inform teaching practices.
- Broaden the model for co-planning to include co-teaching opportunities that provide planned learning experiences reflective of tailored supports and adjustments to foster genuinely inclusive learning environments responsive to the diverse needs of students.
- Strengthen opportunities for student, staff, parent and community voice in key decision-making processes to promote stronger reciprocal partnerships that value diversity and enhance the inclusive and responsive nature of the school.
- Communicate and enact our Student Services processes to plan appropriate responses for improved learning, behaviour and wellbeing outcomes for students.
- Design and implement quality student case management practices, including for identified 'at risk' students, to generate collaboratively planned responses that meet the needs of students and their families.
- Further refine collaborative planning processes to progress teacher knowledge and capability in pedagogical practices ensuring reasonable adjustments are in place for diverse learners.
- Enhance teacher and leader knowledge of effective inclusive practices to ensure all students are engaged and learning.
- Enhance the professional capability of members of LOI team to enable them to more effectively support teachers in their planning and curriculum delivery and enhance outcomes for students with disability.

OUR PRIORITY SUPPORT MEASURES

Students with a Disability (NCCP)
English Starting Strong P - 2
• C and above 70%

Building on Foundations Yrs 3 - 6
• C and above 85%

First Nations students
English Starting Strong P - 2
• C and above 90%

Building on Foundations Yrs 3 - 6
• C and above 100%

School Opinion Survey 2025:

- This school encourages parents/careers to be active partners in educating their child - 100%
- Students with disability are well supported at this school - 95%

Students

- I like being at my school - 85%
- Students are treated fairly - 85%

Parents

- Students are treated fairly - 95%
- My child likes being at this school - 95%
- This school asks me for my input - 85%