

PEAK CROSSING STATE SCHOOL  
2025 ANNUAL IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

School priority 1:

Curriculum Clarity - At Peak Crossing State School educators will have the knowledge and skills to enact the Australian Curriculum version 9 in full with integrity to promote educational achievement and develop an expert teaching team

Strategies and actions:

1. identify, document and provide professional learning opportunities for all staff to access the latest evidence informed practices to support the delivery of the Australian Curriculum.
2. refine the 'Whole School Approach' to curriculum planning and quality assurance by adopting consistent standards of practice that include regular review cycles.
3. refine internal and external moderation practices to ensure curriculum rigour.
4. explicitly plan for and develop school wide multi tiered systems of support (MTSS) using knowledgeable others to guide the direction of the work.
5. create frameworks for developing student assessment portfolios that capture formative summative and observational evidence of student achievement.

Monitoring

Green –developing, Yellow – implementing, Magenta – embedding, Blue – reviewing, Orange – not yet started. Shade cell at the end of each term after reflection based on progress.

Term 1 Actions					Term 2 Actions				
1	2	3	4	5	1	2	3	4	5

Term 3 Actions					Term 4 Actions				
1	2	3	4	5	1	2	3	4	5

Responsibility/accountability:

See attached 2025 accountabilities and responsibilities

Resources:

- budget for ongoing professional development sessions, including working with external and Departmental experts, purchasing resources, and providing release time for teachers to attend training.
- investment in digital tools and infrastructure, including hardware (e.g., laptops, tablets), software (e.g., educational apps, data analysis tools), and reliable internet access.
- Purchase of/access to updated curriculum and assessment resources aligned with the Australian Curriculum version 9.
- provide access to and/or create survey instruments to monitor self-reported understanding of knowledge and skills to enact the Australian Curriculum version 9
- allocation of time and resources for coaching and feedback sessions, including hiring or training instructional coaches, and providing release time for quality feedback.
- resources for organising and conducting internal and external moderation sessions, including collaboration with other schools or external experts.
- resources for developing and implementing the MTSS framework, including additional support staff or specialised training.
- materials and resources for creating and maintaining student assessment portfolios, including physical or digital storage solutions.
- additional staffing support to document processes, manage data and oversee the implementation of the strategies

Measurable outcomes:

- documented whole school professional development plan containing a target of 100% participation within each school year.
- staff surveys indicate a year on year percentage improvement in self-reported understanding and implementation of evidence informed practices.
- documented refined curriculum planning and quality assurance process containing regular review cycles.
- documented internal and external moderation processes and practices including timelines with 100% teacher participation within each school year.
- documented MTSS framework containing clear guidelines and roles, practices and processes resulting in a percentage reduction in the number of students requiring intensive support year on year.
- documented coaching and feedback process with at least one session per teacher per term resulting in a 20% increase in self-reported satisfaction with coaching and feedback processes.
- development and implementation of a student assessment portfolio framework with 100% of students having a portfolio for each subject.
- Semester 2 Level of achievement data:
  - English – P-2 90% students C or above; 55% B or above
  - English – 3-6 95% students C or above; 50% B or above
  - Mathematics – P-2 96% students C or above; 75% students B or above
  - Mathematics – 3-6 95% students C or above; 65% students B or above

Long term measurable/desired outcomes:

Students can/will:

- engage with the Australian Curriculum version 9 with confidence by demonstrating active participation and engagement in learning activities aligned with the Australian Curriculum, showing a clear understanding of the learning outcomes.
- demonstrate improved academic achievement with an increase in achievement levels in formative, summative, and observational assessments.
- utilise digital tools effectively by using a variety of digital tools to enhance their learning experiences, demonstrating proficiency in digital literacy.

Teachers will enact Priority 1:Curriculum Clarity by:

- implementing and consistently applying the latest evidence-informed practices in their instruction, as evidenced by unit planning and classroom observations.
- reflecting on own practice and engaging with collaborative capability development processes to improve teaching and learning practices.
- actively participating in the whole-school approach to curriculum planning, contributing to regular review cycles and ensuring consistent standards of practice.
- engaging in both internal and external moderation processes, ensuring curriculum rigour and alignment of assessments.
- contributing to and implementing the MTSS framework, documenting interventions and outcomes on OneSchool.
- participating in coaching, feedback and watching others work sessions, applying the feedback to improve their instructional practices in line with school framework.
- collecting, analysing and using data to inform and improve teaching practices.
- improving their use of classroom digital tools to enhance engagement and achievement.
- creating and maintaining assessment portfolios in line with agreed school practices.

Teacher aides will enact Priority 1:Curriculum Clarity by:

- assisting in implementing evidence-informed practices and purposefully using digital tools in the classroom.
- reflecting on own capability and attending relevant professional development sessions, enhancing their skills and knowledge.
- supporting teachers in identifying and providing interventions for students requiring additional support.
- assisting teachers in maintaining and updating assessment portfolios, ensuring completeness and accuracy.

Leadership team will lead Priority 1:Curriculum Clarity by:

- ensuring the strategic implementation of the Australian Curriculum version 9, providing clear guidelines and support for teachers.
- creating and maintaining a documented professional development plan by ensuring 100% of staff are offered opportunities each year.
- refining and documenting the curriculum planning process, conducting regular review cycles and quality assurance checks.
- facilitating, establishing and documenting moderation practices, ensuring 100% teacher participation.
- collaboratively creating a documented MTSS framework, providing guidance and support to teachers in its implementation.
- documenting and refining coaching and feedback processes, increasing the frequency and quality of these sessions to enhance staff capability.
- supporting and enhancing staff capabilities in digital and data literacy, ensuring the integration of digital tools in teaching practices.
- creating a comprehensive framework for student assessment portfolios, ensuring all students have portfolios each year.



**School priority 2:**  
*Collaborative Culture - At Peak Crossing State School all stakeholders will commit to maintaining a collaborative professional culture that empowers every staff member and student to innovate, grow and succeed.*

**Strategies and actions:**

- 1. distribute responsibilities equitably by rotating leadership roles within projects and initiatives, utilising the expertise and senior experienced status of the teaching team to manage the organisational demands of school and lead extracurricular events.
- 2. foster a collaborative professional environment by establishing communities of practice aligned to explicit improvement school priorities for each calendar year.
- 3. refine Case Management Process to manage student cases, ensuring a holistic approach to student support.
- 4. develop the leadership capability of aspirants by providing opportunities for them to work as knowledgeable others aligned to the school's priorities or assigning key responsibilities to portfolios.
- 5. enhance collaboration and digital capability through the use of collaborative digital tools such as shared documents and communication platforms to facilitate real-time collaboration and ensure clarity through version control history.
- 6. develop the capability of staff to collaboratively enhance, record, and enact differentiation practices.

**Monitoring**  
*Green –developing, Yellow – implementing, Magenta – embedding, Blue – reviewing, Orange – not yet started. Shade cell at the end of each term after reflection based on progress.*

Term 1 Actions						Term 2 Actions					
1	2	3	4	5	6	1	2	3	4	5	6
Term 3 Actions						Term 4 Actions					
1	2	3	4	5	6	1	2	3	4	5	6

**Responsibility/accountability:**  
See attached 2025 accountabilities and responsibilities

**Resources:**

- funding for ongoing training sessions in leadership, peer observation, differentiation, and digital tools.
- investment in collaborative digital tools, ensuring reliable internet access and necessary hardware.
- scheduling time within the school day for peer observation sessions, communities of practice meetings, and coaching sessions.
- resources for identifying and developing aspirant leaders, including mentorship programs and leadership workshops.
- additional staff to manage documentation, scheduling, and coordination of projects and initiatives.
- hiring additional teacher aides and/or other staff to support differentiated instruction and case management processes.
- creating and maintaining documentation for leadership roles, case management plans, peer observation notes, and differentiated lesson plans.
- provide access to and/or create survey instruments to monitor self-reported understanding of collaborative professional culture.

**Measurable outcomes:**

- documented evidence of the equitable distribution of responsibilities, with logs of roles and projects with staff surveys evidencing a percentage increase in self-reported leadership skills and confidence year on year.
- establishment of at least two communities of practice per year, with documented meeting minutes and action plans with staff surveys indicating a percentage increase in perceived collaboration and professional learning opportunities year on year.
- demonstrated improvement in student outcomes (academic, beavhioural, emotional) through 100% teacher engagement in the case management process
- documented peer observation process with 100% teacher participation in at least one peer observation session per term and teacher surveys will show a 20% increase in self-reported satisfaction of the peer observation process.
- documented identification and involvement of aspirant leaders in key projects and initiatives each year with an increase in aspirant leaders' self-reported leadership capabilities by 25%, as measured by surveys.
- collaborative use of shared documents and communication platforms, with 100% of staff using collaborative digital tools for planning and communication, with training sessions provided as required.
- 100% teacher participation in professional development on differentiation practices and documented evidence of differentiated teaching and learning and student work samples.

**Long term measurable/desired outcomes:**

- Students can/will:
- engage more actively in classroom activities due to differentiated instruction tailored to their needs.
  - benefit from a holistic support system through effective case management, resulting in improved academic and behavioural outcomes.
  - Participate in school and extracurricular events organised by teachers with shared leadership roles, fostering a sense of community and involvement by allowing staff to 'know all the faces'.

- Teachers will enact Priorty 2:Collaborative Culture by:
- accepting rotating organisational and leadership roles, demonstrating flexibility and enhanced leadership and communication skills.
  - collaborating effectively within communities of practice, contributing to and benefiting from shared expertise and knowledge.
  - implementing case management processes, ensuring comprehensive support for students.
  - participating in peer observation programs, gaining new techniques and providing constructive feedback to colleagues.
  - using digital tools proficiently to enhance collaboration and maintain version control in shared documents.
  - developing and appling differentiated instructional strategies, meeting the diverse needs of students.

- Teacher aides will enact Priorty 2:Collaborative Culture by:
- assisting in the implementation of differentiated instruction, providing support to both teachers and students.
  - participating in professional development and communities of practice, enhancing their skills and collaboration.
  - supporting teachers in managing student cases, ensuring comprehensive support.
  - engaging with digital tools to facilitate communication and collaboration.

- Leadership team will lead Priorty 2:Collaborative Culture by:
- facilitating the equitable distribution of responsibilities, ensuring all staff have leadership opportunities.
  - supporting the establishment and functioning of communities of practice, aligned with school improvement priorities.
  - overseeing the implementation and effectiveness of case management processes.
  - promoting a culture of observation and feedback, encouraging continuous improvement in teaching practices.
  - identifying and nurturing aspirant leaders, providing them with opportunities to contribute to school priorities.
  - ensuring the provision of training and resources for digital tools, fostering a collaborative environment.
  - supporting the development of differentiation practices, ensuring all teachers are equipped to meet diverse student needs.



**School priority 3:**

*Connected Community – Peak Crossing State School will support all students to be ready for the future by empowering student, parent, carer, community and stakeholder voices through our approach to teaching and learning.*

**Strategies and actions:**

1. empower student voice by refining the student leadership structure to provide a platform for students to share their ideas and feedback on school matters.
2. continue to strengthen relationships with the Parents and Citizen's Association to enhance collaboration, communication and engagement with the parent and carer community.
3. utilise digital platforms such as school websites, newsletter and social media to keep all stakeholders informed and engaged.
4. celebrate the cultural, linguistic, social diversity of the Australian community and showcase learning and achievement through events, assemblies, and curriculum integration.
5. expand extracurricular programs that cater to a wide range of interests, including arts, sports, and technology.
6. implement wellbeing initiatives that support the mental, emotional, and physical health of students.

**Monitoring**

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Term 1 Actions						Term 2 Actions					
1	2	3	4	5	6	1	2	3	4	5	6
Term 3 Actions						Term 4 Actions					
1	2	3	4	5	6	1	2	3	4	5	6

**Responsibility/accountability:**

See attached 2025 accountabilities and responsibilities

**Resources:**

- funding for student leadership training programs, student leadership activities, and feedback sessions.
- resources for organizing workshops, information sessions, and developing feedback processes.
- investment in maintaining and upgrading digital communication platforms (e.g., websites, social media).
- resources for establishing and maintaining community and stakeholder partnerships, including collaboration events.
- budget for organising cultural events, assemblies, and integrating diversity into the curriculum.
- funding for expanding extracurricular programs, including materials, equipment, and staffing.
- resources for implementing wellbeing programs, including training, materials, and support staff.
- investment in learning platforms and digital tools to enhance engagement and track student progress.

**Measurable outcomes:**

- 100% of student leaders involved in leadership training and documented student-led initiatives and feedback reports presented to school leadership.
- strengthened relationships with P&C Association as measured by frequency of and attendance at meetings and an increase in the number of collaborative projects and initiatives.
- 100% of community and stakeholder partnerships will be reviewed each year and such review will be documented to ensure partnerships enhance student outcomes (behavioural, academic, wellbeing).
- 100% of stakeholders receiving regular updates through a range of communication platforms with a percentage increase in stakeholder engagement metrics (e.g., website visits, social media interactions, contact records on OneSchool) year on year.
- increase in the number of cultural/diversity community events increasing year on year from one in the current year with engagement and attendance measured to ensure a year on year percentage increase.
- documented extracurricular programs including timelines with 100% of students participating in at least one extracurricular activity per year.
- documented wellbeing framework that includes initiatives and timelines with 2025 being the base year for data that students and parents who self-report satisfaction with the initiatives offered through surveys and feedback.
- School Opinion Survey:
  - Students: 80% or higher total agreement in common items related to Feel Safe, Taken Seriously, Good School
  - Parents/Caregivers: 85% or higher total agreement in common items related to Taken Seriously, Good School, Treated Fairly
  - Staff: 95% or higher total agreement in common items related to Taken Seriously, School Culture, Partnerships

**Long term measurable/desired outcomes:**

Students can/will:

- actively participate in student leadership activities, sharing ideas and feedback on school matters.
- engage with extracurricular programs and well-being initiatives, demonstrating increased involvement and improved wellbeing.
- show respect and appreciation for cultural diversity through participation in related events and curriculum activities.
- utilise learning platforms to access resources and track their progress.

Teachers will enact Priority 3:Connected Community by:

- facilitating student leadership opportunities and support students in their roles.
- developing and sustaining meaningful home school relationships by regular communications with parents and carers about student learning, wellbeing and engagement through a range of communication methods.
- organising and conducting workshops and information sessions for parents and carers.
- collaborating with the P&C Association to enhance school initiatives.
- integrating cultural diversity into the curriculum and organise related events.
- supporting and promoting student participation in extracurricular programs and wellbeing initiatives.
- using digital platforms to communicate effectively with all stakeholders.

Teacher aides will enact Priority 3:Connected Community by:

- assisting in facilitating student leadership activities and supporting student involvement.
- assisting in the implementation of extracurricular programs and wellbeing initiatives.
- supporting the use of digital platforms for communication and engagement with stakeholders.

Leadership team will lead Priority 3:Connected Community by:

- overseeing the refinement and implementation of the student leadership structure.
- overseeing regular, effective communication with parents and carers regarding student learning.
- developing and delivering parent and carer workshops and sessions.
- sustaining strong relationships with the P&C Association and supporting collaborative projects.
- establishing and maintaining community and stakeholder partnerships to benefit students.
- utilising digital platforms to keep stakeholders informed and engaged.
- promoting and celebrating diversity through school events and curriculum integration.
- expanding and supporting a wide range of extracurricular programs.
- overseeing, implementing and monitoring wellbeing initiatives for students.
- leveraging technology to enhance engagement and access to learning resources.