



**PIMPAMA STATE
PRIMARY COLLEGE**

2026 AIP

Achievement through Engagement

Quality
Teaching and
Learning

Excellence
through High
Expectations

Building
Capability and
Confidence

Brighter Futures

A progressive, high performing school, realising the potential of every student.



Acknowledgement of Country

Pimpama State Primary College acknowledges the Traditional Owners of the lands, seas, skies and waterways of Pimpama, the Bullongin people.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

Our focus areas



Educational achievement

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals.

Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them. This means we:

- have a common goal that every student achieves at least one year of learning growth each year.
- have clear expectations for staff and help them to differentiate support so every student realises their potential.



Belonging and engagement

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning.

Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive. This means we:

- know each student and understand what works best for them.
- recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes.

Achievement through Engagement

2026	Quality Teaching and Learning	Excellence through High Expectations	Building Capability and Confidence
The Curriculum	<ul style="list-style-type: none"> • Three levels of planning using Version 9 of the Australian Curriculum, in all learning areas. • School wide pedagogical approach using a diverse range of pedagogical practices for learning. • Moderation processes to enhance and deepen understanding of the curriculum. 	<ul style="list-style-type: none"> • Focus on high standards across learning, behaviour, engagement, and attendance. • Establishing explicit and consistent routines within classrooms. 	<ul style="list-style-type: none"> • Promoting collaborative capability development to foster collaboration and shared learning. • Encouraging coaching and mentoring to support pedagogy growth. • Emphasising collective responsibility for achieving improved outcomes.
The Learning	<ul style="list-style-type: none"> • Emphasis on inclusion and differentiation to meet diverse needs of all learners. • Engaging hooks, visible learning strategies, and connections to real-life contexts. • Structured Literacy Blocks to support skill development. • Interventions informed by data. 	<ul style="list-style-type: none"> • Prioritising excellence by teaching to the highest standard. • Explicit instruction of behaviour expectations to foster a positive and productive learning environment. • Integration of the Positive Behaviour for Learning (PBL) framework to support student success. 	<ul style="list-style-type: none"> • Establishing Collaborative Learning Communities (CLCs) to drive professional development and shared expertise. • Continue trust-based professional relationships to enhance collaboration in Professional Learning Teams (PLTs) • Using observation, constructive feedback, and refinement of practice to continuously improve teaching and learning.
The Learner	<ul style="list-style-type: none"> • Amplifying student voice to foster active participation. • Development of responsive curriculum unit plans tailored to student needs and classroom context. • Implementation of engaging and innovative teaching strategies to enhance learning experiences. 	<ul style="list-style-type: none"> • Upholding inclusion as a core belief and daily practice. • Differentiating learning experiences to meet individual needs. • Implementing tiered, timely, and targeted interventions to address individual learning needs. • Proactive monitoring of attendance, providing classroom support, and implementing re-engagement strategies to ensure every learner remains connected and supported. 	<ul style="list-style-type: none"> • Strengthening staff capability through targeted professional learning opportunities. • Developing a confident and skilled workforce equipped to meet diverse challenges. • Harnessing individual and collective staff strengths to maximise impact and effectiveness.

At PSPC we foster happy, engaged students who enjoy learning and achieve success, supported by passionate teachers who enjoy teaching, within a safe and inclusive environment that prioritises the wellbeing of all. We cultivate a strong sense of belonging, build authentic connections with our community, celebrate learning achievements, and tailor learning to meet the diverse needs and interests of our students, all while empowering a confident and capable workforce.

Excellence in teaching and learning for every student

Our plan



Starting strong

Prep to Year 1

Focusing on the foundational skills that set every child up for a positive learning journey.

Our school priorities as students transition into the early years of primary school are:

- positive transitions into schooling
- teaching and learning that sets the foundational skills for learning success
- a focus on literacy and numeracy
- supporting every child by valuing their unique needs, strengths, and interests to help them succeed
- achieving positive learning outcomes
- attending school and demonstrating positive learning habits and behaviour.
- explicitly teaching expectations, connecting with students, and supporting wellbeing
- acknowledging students achieving 95% attendance



Building on foundations

Year 2 to 3

Embedding foundational skills for lifelong learning and nurturing the confidence of every student to thrive.

Our school priorities as students transition through the middle years of primary school are:

- a focus on English and mathematics
- teaching and learning that embeds the foundational skills for learning success
- supporting every child by valuing their unique needs, strengths, and interests to help them succeed
- achieving positive learning outcomes
- attending school and demonstrating positive learning habits and behaviour
- explicitly teaching expectations, connecting with students, and supporting wellbeing
- acknowledging students achieving 95% attendance



Ready for the future

Year 4 to 6

Responding to the changing needs of adolescent learners to support every with positive transitions from upper primary through to high school.

Our school priorities in senior years of primary are:

- a focus on English and mathematics
- adapting curriculum, teaching and learning to respond to adolescent learners
- achieving positive learning outcomes
- attending school and demonstrating positive learning habits and behaviour.
- preparing students as active citizens of the world
- ready to transition to junior secondary
- explicitly teaching expectations, connecting with students, and supporting wellbeing
- acknowledging students achieving 95% attendance

Underpinned by curriculum, teaching and learning

Our goals

For every student in the junior primary school years (Prep to Year 1), we will work towards:

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 100 School Disciplinary Absences.
- 90% attendance rate

For every student in the middle primary school years (Years 2 to 3), we will work towards :

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 100 School Disciplinary Absences.
- 90% attendance rate

For every student in the senior primary school years (Years 4, 5 and 6), we will work towards :

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 100 School Disciplinary Absences.
- 90% attendance rate
- 100% early enrolment and transition to high school

Department of Education



Educational achievement



Wellbeing and engagement

Realising the potential of every Aboriginal and Torres Strait Islander student.

Embedded in our school priorities are outcomes for every Aboriginal and Torres Strait Islander student.

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work. Working together, we can realise the potential of every student.

Endorsed by:

Anovan
School Supervisor

Chris McMillan
Principal

CSavath
P & C President

25/02/2026
Date

Achievement through Engagement

2026	Teaching & Learning	High Expectations	Building Capability
The Curriculum	Three levels of planning A suite of pedagogical practices Moderation to deepen curriculum knowledge	Of Learning, Behaviour, Engagement & Attendance Explicit, consistent routines across classrooms Interventions guided by the Personal Social Capabilities Embedding the PBL framework	Collegial engagement Learning from and with others Coaching and mentoring Shared responsibility for outcomes
The Learning	Inclusion and differentiation Hooks, visible learning & real-life learning Reading and Literacy Blocks	Teaching to the A Interventions (tiered, timely, targeted) Behaviour expectations explicitly taught	Collaborative Learning Communities (CLCs) Trust-based professional relationships Observation, feedback and refining practice
The Learner	Student voice Responsive curriculum unit plans Engaging pedagogy	Inclusion as a foundational belief and daily practice Differentiation based on need Attendance monitoring, classroom support & re-engagement response	Building staff capability through targeted learning A confident, capable workforce Leveraging staff strengths

Fostering happy, engaged students who love learning and achieve success, supported by passionate teachers who love teaching, within a safe and inclusive environment that prioritises the wellbeing of all. Cultivate a strong sense of belonging, building authentic connections with our community, celebrating learning achievements, and tailoring learning to meet the diverse needs

PIMPAMA STATE PRIMARY COLLEGE 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

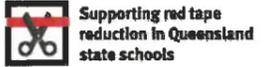
2026 – The Year of Achievement through Engagement- Guided by Explicit • Consistent • Routines									
School priority 1	Quality Teaching and Learning – with a focus on the teaching of reading	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			School priority 2				
		Term 1	Term 2	Term 3		Term 4			
Link to school improvement strategy:	This priority aligns to the following improvement strategies identified in the 2025 School Review: <ul style="list-style-type: none"> Domain 6 – Leading systematic curriculum implementation Strengthen opportunities for collaboratively engaging staff to enhance capability in planning for the effective teaching of reading across all areas of the Australian Curriculum. Domain 8 – Implementing effective pedagogical practices Broaden professional learning to build a shared understanding and language that informs whole-college pedagogical practice. 			Link to school improvement strategy:	This priority aligns to the following improvement strategies identified in the 2025 School Review: <ul style="list-style-type: none"> Domain 5 – Building an expert teaching team Prioritise opportunities for collegial engagement, including coaching, mentoring and observation and feedback. Domain 2 – Analysing and discussing data Strengthen individual teachers’ data literacy capabilities to independently use data with precision. 				
	Strategy/ies <ul style="list-style-type: none"> Collaboratively strengthen the quality and consistency of reading instruction through the implementation of evidence-based reading instruction, universal screening, progress monitoring and tiered responses to accelerate reading outcomes for all students. Collaboratively strengthen the quality and consistency of reading instruction through the implementation of evidence-based reading instruction, universal screening, progress monitoring and tiered responses to accelerate reading outcomes for all students. 				Strategy/ies <ul style="list-style-type: none"> Build the capability of teachers and teacher aides to deliver and support high-quality reading instruction through instructional leadership, job-embedded professional learning and disciplined use of evidence-based resources. Embed instructional leadership and professional learning structures that strengthen staff capability in reading instruction, intervention and data-informed decision-making. This capability-building work directly enables the consistent implementation of Priority 1. 				
Actions: including Responsible role(s)		Resources		Actions: including Responsible role(s)		Resources			
Actions and Responsible Roles <ul style="list-style-type: none"> Lead and quality assure Tier 1 reading instruction by refining, implementing and monitoring agreed instructional expectations within the Structured Literacy Block to ensure consistent, evidence-based practice aligned to the Australian Curriculum, the K–12 Framework, and departmental guidance. <i>(Lead: HOD-C Support: DP Years 2–3)</i> Embed Pedagogical Practices for Learning (PP4L) to strengthen instructional consistency and engagement in reading. <i>(Lead: HOD-C Support: Leadership Team)</i> Identify and embed the most effective PP4L strategies within Level 3 unit planning, using the Assessment Waterfall model to inform professional judgement and the intentional design of engaging, responsive learning sequences that strengthen reading outcomes, including the consistent use of visible learning, learning walls, hooks, learning intentions, success criteria and exemplars. <i>(Lead: HOD-C Support: DP Years 2–3, Teaching Teams)</i> Explicitly use knowledge of students prior to moderation processes to inform professional judgement, including learning context, progress data, adjustments and demonstrated evidence of learning. <i>(Lead: HOD-C Support: DP Years 2–3, Teachers)</i> Align Multi-Tier Systems of Support (MTSS) for reading, including universal screening, progress monitoring and tiered intervention using PLD and DIBELS. <i>(Lead: DP Years 4–6 Support: TST Teams Oversight: Principal)</i> Establish and lead Targeted Support Team (TST) panels to analyse progress data and determine Tier 2 and Tier 3 responses, with a deliberate focus on Tier 3 intervention. <i>(Lead: DP Years 4–6 Support: TST Teams)</i> 		<ul style="list-style-type: none"> Reading Portal: <i>What’s New</i>, resources including vignettes, Implementation Guide and Signposts PLD and DIBELS assessment tools Curriculum Gateway (Australian Curriculum v9) K–12 Framework – Pedagogical Practices for Learning PLT release time and Structured Literacy Block documentation Assessment Waterfall, Sharratt, L., & Fullan, M. (2012). <i>Putting faces on the data: What great leaders do!</i>. Corwin Press. 		Actions and Responsible Roles <ul style="list-style-type: none"> Embed Watching Others Work (WOW) as a routine professional learning structure within the PLT release timetable. <i>(Lead: DPs Support: HODC, HOI)</i> Make explicit expected engagement with Reading Portal guidance, including the What’s New updates, vignettes, the Implementation Guide and Signposts. <i>(Lead: Principal Accountability: All Staff)</i> Align professional learning to EFI offerings, prioritising reading, instructional leadership and MTSS capability. <i>(Lead: Principal Support: HOD-C)</i> Apply instructional leadership through modelling, observation and feedback aligned to PP4L and the Literacy Block. <i>(Lead: Principal Support: DPs, HOD-C)</i> 		<ul style="list-style-type: none"> Reading Portal (What’s New, vignettes, Implementation Guide, Signposts) Educational Futures Institute (EFI) catalogue Professional Learning Plans (teachers and teacher aides) Coaching, observation and feedback tools DeWitt, P. M. (2020). <i>Instructional Leadership: Creating Practice Out of Theory</i>. Corwin Press. PLT structures and release time Budget allocation to release time, PLD resourcing 			
End of Year Success	Measures	Performance: <ul style="list-style-type: none"> Improved growth evident in PLD and DIBELS data, particularly for Tier 2 and Tier 3 students. At least 85% of students achieve C or above in English. At least 50% of students achieve B or above in English. Clear alignment evident in planning documentation and intervention records between screening data, instructional planning and intervention 			End of Year Success	Measures	Performance: End-of-Year Success Criteria – Performance Measures <ul style="list-style-type: none"> All teachers and teacher aides participate in reading-focused professional learning. Increased staff confidence in applying evidence-based reading practices. Greater consistency of reading instruction observed across classrooms. At least 85% of students achieve C or above in English. At least 50% of students achieve B or above in English. Improved teacher independence in analysing data and determining instructional responses. 		

	<p>Behaviour – What We Expect to See</p> <p>Students can / will:</p> <ul style="list-style-type: none"> Engage daily in explicit reading instruction and demonstrate measurable progress in reading. Receive timely, targeted intervention based on identified need. <p>Teachers can / will:</p> <ul style="list-style-type: none"> Deliver consistent, evidence-based Tier 1 reading instruction. Use screening and progress monitoring data to inform teaching. Consistently apply PP4L in classroom practice and Level 3 unit planning <p>Teacher aides can / will:</p> <ul style="list-style-type: none"> Support Tier 1 teaching, Tier 2 and Tier 3 reading interventions using agreed approaches. Use shared instructional language aligned to classroom practice. <p>Leadership team can / will:</p> <ul style="list-style-type: none"> Apply instructional leadership deliberately and consistently to improve reading outcomes. Lead and monitor MTSS implementation. Use TST processes to ensure fidelity of Tier 3 intervention. 	<p>Behaviour – What We Expect to See</p> <p>Students can / will:</p> <ul style="list-style-type: none"> Experience consistent, high-quality reading instruction and demonstrate measurable progress in reading. Receive intervention that matches identified learning needs. <p>Teachers can / will:</p> <ul style="list-style-type: none"> Engage in PLT collaboration, focussed staff meeting professional learning, WOW, Ghost Walks, observation and feedback cycles. Apply guidance from the Implementation Guide and Signposts. Use data confidently to refine instruction and intervention. <p>Teacher aides can / will:</p> <ul style="list-style-type: none"> Confidently support Tier 2 and Tier 3 reading intervention. Apply feedback to improve instructional support. Use agreed data collection processes. <p>Leadership team can / will:</p> <ul style="list-style-type: none"> Enact instructional leadership including by modelling and involvement in Professional Learning Teams Monitor fidelity of practice against system guidance. Align professional learning to student outcome priorities.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<ul style="list-style-type: none"> Revised Structured Literacy Block documentation aligned to Implementation Guide and Signposts Agreed whole-school pedagogical practices for learning in the teaching of reading Screening and progress monitoring schedules TST data review records and Tier 2/3 intervention plans 	<p>Artefacts (End of Term 4)</p> <ul style="list-style-type: none"> WOW schedules and reflection notes Coaching and observation records Professional learning participation records linked to Professional Learning Plans, EFI offerings and Reading Portal engagement Updated induction and capability resources (reading focus)

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

To reduce unnecessary workload and increase time for high-impact teaching and collaboration, the following actions will be implemented:

- Pilot the use of Corella AI to reduce the processing of repetitive and time-consuming administrative tasks.
(Lead: Principal | Support: HOD-C, Leadership Team)
- Review the School Data Plan to ensure the validity, purpose and use of all monitoring tasks, with agreed data discussions embedded within protected meeting and PLT time.
(Lead: Principal | Operational lead: HOD-C | Support: Leadership Team)
- Use common planning, data and observation templates to streamline documentation and reduce duplication.
(Lead: HOD-C | Support: Deputy Principals)
- Establish and communicate clear instructional expectations and shared language, aligned to the Reading Portal, Implementation Guide, Signposts and Pedagogical Practices for Learning (PP4L).
(Lead: Principal | Support: HOD-C, Deputy Principals)



Approvals

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

Principal *Chris McMillan*

P&C/School Council *[Signature]*

School Supervisor *[Signature]*