

COORAN STATE SCHOOL

2025 ANNUAL IMPLEMENTATION PLAN



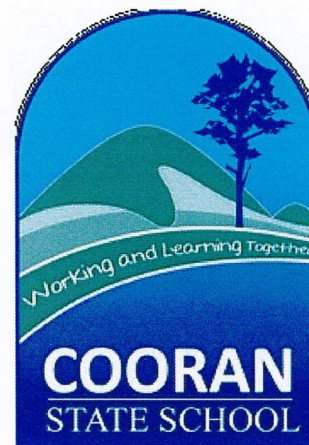
Educational
achievement



Wellbeing and
engagement



Culture and
inclusion



School priority 1: Plan, deliver and assess an engaging and relevant English and Mathematics Curriculum (AC V9) focussing on lift % students achieving A-B in line with relative schools.	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
	Ter m 1	Ter m 2	Ter m 3	Ter m 4		
Strategies: <i>Domain 6</i> Develop contextualised units of work that are relevant to our learners, aligned with the Australian Curriculum and inclusive of local teaching practices, to support student access to, and engagement with the curriculum. <i>Domain 3</i> Create opportunities for staff discussion and collaboration regarding pedagogy to build a shared understanding and common language about effective pedagogy.					Contextualised relevant curriculum being implemented across the school Teachers to be consistently implementing all the stages of the Cooran Flywheel in classrooms. Students to be learning independently and setting own learning goals. Reading signposts implemented across the school with fidelity. Initially - embedded systematic synthetic phonics and word study instructional routines in all year levels. - embedded instructional routines to teach reading. These support engagement, are fast-paced, scaffolded and monitor student learning. - embedded explicit and implicit teaching of vocabulary to build our students' knowledge and ability to read and understand increasingly complex texts across the curriculum.	To move the percentage of students across the school achieving an A/B/C in English to be higher than the relative comparison. The difference at the end of semester 1 2024 was A/B achievement P-2 achievement 52.1.% relative comparison 54.6% 3-6 achievement 41.7 % relative comparison 47.4% State target 50% C or higher achievement P-2 achievement 83.3% relative comparison 85.7% 3-6 achievement 82.1% relative comparison 87.8% SOS <i>Students</i> I am interested in my school work from 51% to 90%
Actions: Teachers will, with support, develop units of work that are aligned to Version 9 of the Australian Curriculum and relevant to the community of learners. This includes the digital technologies program in the school, the school kitchen garden program and other priorities identified by the school community. Teachers will engage in pre moderation for the Version 9 English and Maths Units of Work. There will be discussion regarding supporting all learners including students learning support, students needing extension and students with disability. Leading from this planning teachers will • deconstruct and co construct curriculum expectations to develop learning intentions • clearly display success criteria and learning intentions with minimum expectations of A, B, C samples of student work aligned to the GTMJ • provide relevant and timely feedback • work with students to consistently develop individual learning goals The above actions are evident in the Cooran State School flywheel approach.					Behaviours Leaders will • provide support and feedback in the premoderation phase to teachers • provide feedback and support in developing differentiation strategies • investigate the artifacts in classrooms i.e. learning walls • conduct learning walks and talks with other teachers into classrooms • conference with students • provide structured feedback to teachers • provide professional development in developing effective pedagogies Teachers will • be involved in premoderation planning	Resources: Provide TRS for planning time. \$3500

Teachers will engage in CASW in weeks three, five and seven with at least one of the targeted students an at risk A/B student.

Leadership team will monitor the classrooms by visiting each class several times in weeks four, six and eight to ask the students Sharratt's five questions to ascertain the level of understanding of required learning and the development of the ability to independently create learning goals. Teachers will be included in these visits.

Teachers will receive professional learning in developing a whole school approach to pedagogy through using the three principles of Curriculum, learner and learning to determine effective pedagogies

Reading signposts will continue to be implemented through:

Consolidate PLD – synthetic phonics program across the school in line with version 9 of the Australian Curriculum

Foster mentoring across staff to support with the ongoing enactment of the synthetic phonics program

Staff teams will collaboratively identify Targets for students across the Stages of PLD.

Implementing a consistent approach to teaching vocabulary across subject areas.

- be able to articulate the curriculum literacy demands through the writing pyramid
- differentiation will be evident in planning catering for all students
- be able to articulate the learning intentions and relay this to the students
- co constructed success criteria will be clearly displayed in the classroom
- be able to articulate the success criteria
- conference with students
- provide evidence of descriptive feedback provided to students
- develop individual student learning goals
- engaged in the CASW meetings in weeks 3, 5 and 7
- have developed units of work aligned with AC V9 displaying local and school priorities i.e coding, gardening, art
- be teaching synthetic phonics using PLD daily
- teaching vocabulary across curriculum areas

Teacher aides will

- be involved in premoderation planning
- be able to articulate the learning intentions and success criteria
- conference with students
- engaged in CASW meetings in weeks 3, 5 and 7
- supervising synthetic phonic lessons

Students will

- be able to articulate the learning intentions and success criteria
- be able to articulate how they can improve
- provide evidence of creating a learning goal

TRS to release teachers for observations.
\$3500

PLD resources for years 3 - 6
\$2000

					be able to use the PLD metalanguage to explain how they decipher an unknown word	
School priority 2: <i>Strengthen community and Parent partnerships with a respectful and connected learning community leading to increased attendance and enrolments.</i>	Monitoring				Long term measurable/desired outcomes: To increase school enrolments to 153 students and maintain this level of enrolment across the four years of the strategic plan. Decrease the level of school refusal across the school particularly in the Prep and year 1 classes Reduce the <85% attendance rate to 10% Increase the percentage of students staying in the state schooling system when transitioning to high school.	AIP measurable/desired outcomes: Increase school enrolments to 153 students at the start of 2025 and maintain this number into the 2026 school year. Attendance rate to increase from 86% to 90% <85% attendance to decrease from 40% to 20% School Opinion Survey Parent The school asks for my input move from 79% to 90% The school takes Parents opinions seriously from 86% to 95% Students My school takes student opinions seriously from 56% to 90%
	Ter m 1	Ter m 2	Ter m 3	Ter m 4		
Strategies: Domain 9 Establish intentional partnerships with other schools and education providers to enhance student transitions and staff networking opportunities. Domain 1 Systematically enact opportunities for staff and Parents to collaborate in strategic planning to drive a shared vision and sense of ownership of the strategic plan						
Actions: Draft AIPs each year to be presented as an agenda item at the P&C meetings at the end and start of each year. Surveys sent to Parents at the end and start of each year to allow input into what is important for their children's education Play group to be allocated a space at school to have weekly meetings. Prep Staff will continue to visit Pomona Kindergartens throughout the year to build a connection with their future learners. This will be extended to Kindergartens in Cooroy. Prep staff to network with local Early Years Educators Geek students to visit kindergartens with robotic projects and demonstrate. Year five students will visit the kindergartens to form relationships with incoming students and take on mentor role the following year. Digital Technology teacher to work with Noosa District State High School to support transitioning students. Build digital technology partnerships across other schools through running technology challenges and providing networking opportunities. Extend these experiences to provide a technology day for home schoolers.					Leaders will present AIP at staff and P&C meetings provide opportunities for Parents to input promote the school as a community resource and engage local businesses Maintain relationships with Noosa Council, Pomona and Cooroy Kindergartens, day care providers and Noosa District High School Organise playgroup space in the school. Update digital sign at local IGA Participate in activities organised by Noosa District High School Teachers will organise visits with kindergartens in Pomona and Cooroy. organise community events eg incursions and under eights day	Resources: Timetable in a space for the playgroup. TRS to release Prep teacher \$2000

Inclusion Teacher maintain contact throughout the year with Noosa District State High School to support transitioning students Year five and six students involved in Noosa District State High School transition day opportunities. Partner with local businesses to provide after school classes at school for the students in music, musical theatre, visual arts and various sporting organisations. Continue partnerships with Noosa Council education programs – bike safety, recycling and disaster management. Partner with Life Ed van Continue relationships with local community events including the Tall Trees Art competition and Pomona Show Society. Advertising the strengths of Cooran State School through a digital sign at IGA in Pomona	participate with students in the transition activities for year five and six students at Noosa District High School. be involved with early educators' network send home surveys to Parents asking for input Teacher aides will Run playgroup sessions once a week Year 5 students will Visit kindergartens to make contact with incoming students Participate in transition program at Mimburi farm and comment positively on the experience Year 6 students will Run gross motor PE sessions with Prep students and form buddy relationships to assist the Preps to adjust. Participate in Noosa District High transition programs Community will use the school to hold education sessions for students and community home schoolers will participate in school activities provide information sessions to classes eg historical walks, permaculture	Life Ed \$2000 Digital Advertising \$4000
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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