Cooran State School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

COORAN
STATE SCHOOL

Working and Learning Together

School priority 1	*Plan, deliver and assess an engaging and relevant English curriculum (AC V9) focussing on lifting % of students achieving an A-B-C surpassing relative schools data.*	**Monitoring** Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				School priority 2	Strengthen community and Parent partnerships with a respectful and connected learning community leading to increased attendance and enrolments.	**Monitoring** Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:	Further refine moderation processes at multiple junctures to support teachers' curriculum knowledge and consistency of judgements against achievement standards. Collaboratively review opportunities for teachers to work together to enable them to learn from each other's practice and strengthen the school-wide professional learning community.	Link to school improvement strategy:	Collaboratively develop processes and targets for school improvement, including timelines and measures, to promote clarity and shared responsibility for implementing improvement actions and monitoring their impact Establish intentional partnerships with other schools and education providers to enhance student transitions and staff networking opportunities.
Strategy/ies	Develop effective descriptive feedback practices and the subsequent development of individual student goals. Further develop whole school approach to explicitly teach the reading knowledge, understanding and skills specified in each year level of the AC V9: English and across all learning areas and subjects through the General capability: Literacy	Strategy/ies	Develop a more inclusive and student centred curriculum that is linked to the local community. Consolidate partnerships with early learning centres and continue to build meaningful relationships with local businesses.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
Continue use of Collaborative Assessment of Student Work (CASW) across the school, focussing on at least one A/B student. Teachers will engage in pre moderation for the Version 9 English and Maths Units of Work collaborating construction Know, Do, think, both student and teacher facing. Leading from this planning teachers will • deconstruct and co construct curriculum expectations to develop learning intentions • clearly display success criteria and learning intentions with samples of student work at A, B, C standard aligned to the GTMJ • provide relevant and timely descriptive feedback that is aligned to the GTMJ • work with students to consistently develop individual learning goals Leadership/teaching teams will monitor the classrooms by visiting each class in weeks four 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. The simple view of reading will continue to be utilised to monitor and develop appropriate teaching practices. This will include consolidating the explicit teaching of synthetic phonics and vocabulary across the school and auditing the school using the reading signposts.	*$3500 to release teachers for pre moderation planning time* *$1000 cater SEP students* *$3500 to release teachers for walks and talks* *$1500 consolidate PLD resources*	Draft AIPs each year to be presented as an agenda item at the P&C meetings at the end and start of each year. Play group to be allocated a space at school to have weekly meetings. Teacher aide to provide support Prep Staff will continue to visit Pomona Kindergartens throughout the year to build a connection with their future students. Year five students will visit the kindergartens to form relationships with incoming students and take on mentorship roles the following year. Build digital technology partnerships across other schools including home schoolers through running technology challenges and providing networking 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. Continue relationships with local community events including the Tall Trees Art competition and Pomona Show Society. Introduce an anti-bullying program into the school. Develop a whole school approach to school avoidance. Introduce a student enrichment program each Friday where students choose between various sports, performing arts, fencing, robotics, drumming, design technologies.	*$1500 for teacher aide hour each week.* *$1000 to organise robotics tournaments* *$2000 resourcing for tall trees* *Reorganise teacher fractions/timetabling – enrichment program*

End of Year Success Criteria — Measures

Performance:
To move the percentage of students achieving an A/B/C in English to be higher than the relative comparison.

	2024 Semester 1	Relative schools	2025 – S1…S2	2026 – Semester 2
P-2 A/B achievement	52%	55%	51%...76%	60%
Yr 3 A/B achievement			58%....48%	60%
3-6 A/B achievement	42%	47%	34%...38%	50%
P-2 C+ achievement	83%	86%	86%...94%	90%
Yr 3 C+ achievement			96%....88%	90%
3- 6 C+ achievements	82%	88%	86%....84%	90%

Naplan results to be in line with A-E data and to have a participation rate of greater than 90%

Behaviour

Leaders will
• provide targeted support and feedback in the premoderation phase to teachers
• 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

Performance:
Progressively increase school enrolments to 153 students during this year and into 2027
Attendance rate to increase from 85% to 90%
<85% attendance to decrease from 30% 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%
Students are interested in their school work from 58% to 90%

Behaviour

Leaders will
lead AIP development at staff and P&C meetings
provide opportunities for Parents to input
Participate in training for development of whole school approach to school avoidance and student mental health
promote the school as a community resource and engage local businesses

Teachers will
- strengthen knowledge of the curriculum through premoderation planning and CASW meetings
- confidently articulate the curriculum literacy demands through the teacher facing Know, Do Think
- differentiation will be evident in planning catering for all students
- establish clear learning intentions and success criteria that make the expectations of the writing task explicit
- co constructed success criteria will be clearly displayed in the classroom
- evidence of conferencing with students
- provide timely, specific, and actionable feedback during the learning process—not just after completion—so students understand what they have done well and what they need to do next.
- Provide effective feedback linked directly to the success criteria, or GTMJ, using the language of the curriculum so students can see how their progress aligns with the writing demands of Version 9.
- Assist students to develop individual learning goals
- be teaching synthetic phonics using PLD daily
- teaching vocabulary across curriculum areas
- engaging in authentic texts link to content

Teacher aides will
- strengthen knowledge of the curriculum through premoderation planning and CASW meetings
- confidently articulate the learning intentions and success criteria
- focussed conference with students
- have an understanding of the simple view of reading.

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
- be able to answer the clarity question **"What do I need to do to improve?**

Artefacts	Three levels of planning displayed through PCARF Learning Walls displaying learning intentions and success criteria Learning walls displaying examples of a C, B and A Learning walls displaying examples of student work and where it fits into the success criteria Learning walls displaying examples of how to extend the literary demands of the task e.g. noun groups, text connectives etc Checklists students used for self-assessment and teacher use

Maintain relationships with Noosa Council, Pomona and Cooroy Kindergartens, day care providers and Noosa District High School
Organise playgroup space in the school.
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
organise coding and robotics activities for other schools to participate
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
Participate in 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 provide feedback 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
utilise the school infrastructure to hold education sessions for students and community
home schoolers will participate in school activities
provide information sessions to classes eg historical walks, permaculture

Artefacts	Annual Implementation Plan

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

Implementation of generative AI to assist teachers with planning and developing examples of students work.

Removing three subject areas including HASS from teachers curriculum load through being covered by a combination of relief teachers and administration.

Supporting red tape
reduction in Queensland
state schools
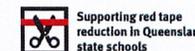
Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _(signature)_   P&C/School Council _(signature)_   School Supervisor _(signature)_

Queensland Government