



COOROY STATE SCHOOL - ANNUAL IMPROVEMENT PLAN – 2022

‘Strive to Succeed’

OUR VISION: Cooroy State School is focussed on developing excellence in our students and nurturing creativity through delivering high quality instruction, building strong bonds with our local community and fostering learning partnerships between the child, teacher and parent.

This year, our vision is to enact our school motto; ‘Strive to Succeed’, through a clear and aligned direction on two explicit improvement agendas; English and Wellbeing.

OUR 2022 EXPLICIT IMPROVEMENT AGENDA

Improvement in Student outcomes in ENGLISH

With our focus on:

- Aligned delivery of the English curriculum plan.
- Differentiated learning experiences for students.
- Case management of students performing below expected levels.
- Clear learning goals for all students.
- Rigorous moderation practices.

Success will look like:

- Students engaged and achieving success in English.
- Teachers confidently and consistently teaching, assessing and reporting the Australian Curriculum.
- Staff collaboratively moderating English assessments.
- Students articulating individual and clear learning goals for improvement in English.

Improvement in Staff and Student WELLBEING

With our focus on:

- All community members engaging in respectful and genuine collaboration and communication.
- Open communication channels and forums to have student, staff and community voice heard.
- Consistency and alignment in PBL processes and systems.
- Students and staff feeling a sense of belonging and success.

Success will look like:

- Trust and pride within our school community and a sense of belonging.
- Students feeling safe and supported at school.
- Staff feeling valued and confident in their roles.
- The school and community working together for the best outcomes of our students.

1. TEAM CULTURE

Strategies:

- All community members engaging in respectful and genuine collaboration and communication.
- Open communication channels and forums to have student, staff and community voice heard.
- All staff ownership of the reputation of the school in the community.
- Overt decision making to occur in teams through conversation and consideration.
- Leadership team development through a (leadership coach) to establish strong team commitment and consistency in messages, to model a strong climate of mutual trust.
- All staff Annual Performance and Development Plans process clearly communicated and enacted.
- Time and space for teams to come together to develop plans centred around improved student outcomes. Release time provided and staff meetings dedicated to these curriculum and behaviour conversations.
- Strengthen the whole-school culture of collaboration and mutual trust to positively impact on student learning outcomes and staff and student wellbeing.
- Active Local Consultative Community as a formal consultation and feedback channel.

Expected Outcomes:

- All staff confidently engaging in collaborative conversations to build a clear and shared vision for Cooroy SS future.
- Staff, student and parent voice present in planning and decision-making processes.
- Strong positive reputation of Cooroy SS culture identified within and outside the school.
- All staff actively engaged in the APDP process.

•Data Evidence:

School Opinion Survey		2021 Result	2022 Target
Parents	This school asks for my input.	64%	90%
	This school keeps me well informed.	73%	90%
Students	My school takes students' opinions seriously.	77%	90%
Staff	I feel that staff morale is positive at this school	56%	100%

2. CURRICULUM DELIVERY

Strategies:

- Professional Development to develop confidence and capability in the understanding, implementation and adjustment of the Australian Curriculum – English for all teachers and teacher aides.
- All teaching team members (including teachers and aides) will participate in professional dialogues and directed curriculum planning supported by the curriculum leader. This will be evident by consistent curriculum plans linked to the Australian Curriculum.
- Document, communicate and implement precise strategies, actions and timelines for the delivery of improvement in the EIA of English, and develop strategies to measure school progress toward established targets.
- All teaching staff will be familiar and implementing all aspects of the schools' curriculum framework (including moderation junctures).
- All students will be able to articulate their learning goals, and next steps for learning.
- All teaching staff will be familiar and implementing all aspects of the schools' curriculum framework in a differentiated classroom.
- Identified students (those underperforming in English) to be case-managed and improvement plans developed through the collegial moderation process.




Expected Outcomes:

- Teaching and non-teaching staff engaged in curriculum planning conversations. Time and space provided for this to occur in a semesterly cycle.
- Evident English learning goals for students linked to the Australian Curriculum that result in improved student outcomes.
- Case management and moderation cycles routinely occurring in collaborative team conversations.

• Data Evidence:

School Opinion Survey		2021 Result	2022 Target
Parents	Teachers at this school provide my child with useful feedback about his or her school work.	76%	90%
A-E English Results		S2 2021 Result	2022 Target
Whole School		84.9%	90%
P-2		83.7%	90%

3. STUDENT ENGAGEMENT				
Strategies: <ul style="list-style-type: none">• PBL re-established with consistency and rigour.• Universals clear and embedded, and reflected int the school Code of Conduct and PBL handbook, communicated to the whole school community.• Consistent follow-through consequences aligned with the agreed processes in the school.• Consistent positive reward systems maintained to have improved value and impact on student behaviour.• All staff building confidence and competence in the understanding and implementation of inclusive practices in the classroom.• All staff developing an understanding of Trauma Informed Practices and wellbeing strategies to support students.• School GO for wellbeing implementing professional development for staff and parents to support students with anxiety.• Moderation cycle in place to target student learning and improvement through case management and student-centred goals.• Student voice valued in the development of processes and plans for behaviour responses.• Scan and assess student emotional regulation programs (smiling minds, zones of regulation, Rock and Water) to find the place and alignment in the whole school plan and avoid ‘silo’ programs.	Expected Outcomes: <ul style="list-style-type: none">• Students in classrooms, learning in safe and supported environments.• Trust and value in the PBL systems within and outside the school.• Connection to local ECECs and increased enrolment in Prep and holding in Yr 1- Yr 6.			
	Data Evidence:			
	School Opinion Survey		2021 Result	2022 Target
	Students	I feel accepted by other students at my school.	74%	90%
		Student behaviour is well managed at my school.	77%	90%
	Staff	Student behaviour is well managed at this school.	50%	90%
		I am confident that poor performance will be appropriately addressed in this school.	57%	90%
	Behaviour and Enrolment Data			
	Increase Positive Behaviour Records ratio to behaviour incidents- Acknowledging positive behaviours ratio 5:1		Ratio P:N 1:2	Ratio P:N 5:1
	SDAs- Reduction in behaviours resulting in suspension		30 SDAs	<20 SDAs
Attendance		90.6%	95%	
Enrolment- holding and increasing enrolment trend.		466 Feb21- 401 Feb 22	401 Feb 22- 440 Feb23	
4. BUILDING CAPABILITY				
Strategies: <ul style="list-style-type: none">• All staff engaged in the APDP process.• Collegial Engagement framework built through consultation and endorsed by the LCC.• Supportive and differentiated Staff Capability Building, harnessing the capability of others.• Identify and support HATs and Aspirant staff with ‘stretch’ projects that align with the vision of the school.• Formal observations and feedback occurring within the cycle of APDPs and connected to staff goals and school agendas.• Leadership team coaching and development to lead the development and maintenance of a school culture	Expected Outcomes: <ul style="list-style-type: none">• Staff professional development targeted to staff need, and staff feeling confident and capable.• Students feeling safe and supported and achieving progress in all learning areas.• Staff wellbeing and job satisfaction increasing and peer collaboration established as a way of working.			
5. DATA INFORMED DECISIONS				
Strategies: <ul style="list-style-type: none">• Data collection cycle reviewed to align with the T&L cycle.• Data conversations to be scheduled to inform decisions in a routine way.• Build the capability and data literacy of all staff.• Develop measures to triangulate and quality assure data sets that are utilised in the school.	Expected Outcomes: <ul style="list-style-type: none">• Improvement strategies to be targeted and areas of need and increased outcomes on investments.• Staff data literacy improving at a class level and data routinely tracked as a measure of impact.• Reliable and time sensitive data informing a line of sight and targeted intervention.			

I4S Priorities for 2022 (Detailed I4S Document attached)		Allocation:	ENDORSEMENT: This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.		
Teacher Aide support across whole school		\$ 121,458	 Shannyn Taylor Principal 28/03/2022	 Cerise Britton President P&C Assoc 28/03/2022	 Tony Roberts Assistant Regional Director 28/03/2022
Teaching teams provided with time in order to plan teaching, assessment, moderation and reporting processes in order to implement Australian Curriculum through high impact teaching strategies and analysis of student work.		\$ 50,000			
Provide additional 0.2 NCT top-up to allow HOD-Curriculum to lead Curriculum Improvement		\$ 13,400			
PDPs and Observations		\$ 6,000			
Release time and resourcing to develop connections with ECECs and support successful pre-prep transitions		\$6,000			
Release time for staff to engage in professional development investigating trauma informed practice, zones of regulation and smiling minds and the alignment with current PBL practices.		\$10,000			
Additional support teacher top-up (0.4) to increase support for students with additional needs (including trauma).		\$29,402			
Leadership team development coaching.		\$9,000			
Student Wellbeing space and wellbeing check-in and check-out		\$10,000			
Curriculum development team release to review English (reading) and develop a Cooroy SS framework and resources to support early intervention and extension.		\$13,931			