

COOROY STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Cooroy State School delivers Equity and Excellence through a *trusting and caring community, collaborating* to provide *creative* learning opportunities for all students to succeed.

School priority 1	Excellence in English	Phase	School priority 2	Student Engagement	Phase																																																								
Link to school review improvement strategy:	<i>Continue to develop the consistency in high impact, signature pedagogical practices in the the Learning area English, and also embed to Cooroy SS Reading approach.</i>	I	Link to school review improvement strategy:	<i>Further progress the revision of PBL to support consistency in understanding and delivery, including visiting other schools and consideration of student voice.</i>	I																																																								
Strategy/ies	With our focus on: <ul style="list-style-type: none"> Continual improvement of ALL students to reach their potential through teacher pedagogy, high expectations and collective efficacy. All students will be able to articulate their learning goals and next steps for learning in English through active engagement of co-constructed learning walls developed through a consistent whole school approach. Case management of students through a consistent moderation process. Capability development and implementation of the Whole School Pedagogical Approach through the Annual Performance Review process and AITSL standards. Building the visual data reference for all students through co-constructing and establishing a data wall. Developing the Instructional Leadership capabilities of all leaders as individuals and as a team, to strengthen the line of sight, through Learning Walks and Talks. Implementation of the CSS Whole School Approach to Teaching Reading. 		Strategy/ies	With our focus on: <ul style="list-style-type: none"> Continual improvement of ALL students to reach their potential through teacher pedagogy, high expectations and collective efficacy. PBL re-establish and with consistency and rigour. Universals clear and embedded and reflected in the School Code of Conduct. Implement a student emotional regulation program aligned to PBL and student ready to learn behaviours. Implement consistent, positive reward system. Scan, assess and map against the Signpost for Inclusion and develop an action plan. Building on the current transition processes in place and look for creative ways to foster positive relationships Pre-Prep and into High School. Improve School Attendance and improve community awareness to address attendance. 																																																									
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→Leadership team leading the staff professional development in the Whole School Approach to Teaching Reading through Professional Development sessions and collegial Engagement. →Head of Curriculum Leading the Moderation process in English, ensuring learning goals align to marking guides.HOC to identify opportunities for vertical moderation. →Leadership Team engage in consultation to co-create the CSS Data Wall. →Teachers engaging in Annual Performance Plans (Using ASITSL) to identify focus for personal improvement in pedagogy to support targeted students to improve in English. Particularly students achieving As and Bs. All staff engaging in collegial engagement visits to improve pedagogy in English. →Staff working together in Professional Learning Communities across the school to maintain high expectations and collective efficacy. →Leadership Team to engage in Learning Walks and Talks to demonstrate Instructional Leadership and obtain a clear Line of Sight. Team to lean on the region for support for best practice. →Leadership Team to Lead the investigation into the gap in First Nations Students Prep-Year 2 English A-E data, and students with disability Prep-Year 2 English A-E data.		✓Financial investment in additional 40 minutes NCT per week for classroom teachers to attend PLTs (\$26000) ✓Cost of Data Wall- initial development (\$2000) ✓Reading resources (\$10000) ✓Release Time for Reading PD (\$10000)	→HOSES and DP to lead the implementation of strong Teir 1 Univralsals at CSS, including a re-launch of the whole school positive rewards system, Student Code of Conduct, and professional development for all staff in Effective Classroom Management. →Routine implementation of Smiling Minds as a regulation tool for students. →Leadership team to lean on a neighbouring school to co-conduct a scan and assess of Inclusive School Practices, identifying a priority for school improvement. →Employment of a Wellbeing Expert in the role of 'health teacher' to teach and support students through the Health Curriculum, and to support and mentor staff in PBL practices and student mindfulness techniques. →Engagement with the Regional PBL Network and PBL Coach to review and quality assure our practices. →STLAN to lead and monitor student attendance to support school refusals and non-attending families. →DP to lead the work around Pre-Prep transitions with the early years team and continue to build relationships with our community partners. HOSES to lead the high school transitions and build on relationships with the highschool from Grades 4 and above.		✓Redeployment of classroom teacher to Health Role Specialist. (\$26000) ✓Engagement in Regional PBL team. (0.05FTE and \$800). ✓PBL Rewards System (\$5000) ✓Release Time for PBL training (\$3000)																																																								
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Success criteria	Success will look like: <ul style="list-style-type: none"> Cooroy SS Reading Approach embedded and reading results improving. ALL students demonstrating at least one year's growth in one year, evidenced through a data wall. Effective Pedagogical Practices in action in classrooms to address student learning needs. Students engaged in learning walls to improve their learning. Leadership Team engaged in Learning Walks and Talks every term. 		Success criteria	Success will look like: <ul style="list-style-type: none"> Consistent Tier 1 universals practiced across the school. Students feeling safe, supported and belonging at school. Students attending and engaged in differentiated learning in their classes. Staff feeling confident in their roles and learning happening in classes. The school and community working together for the best outcomes of our students. 																																																									

Artefacts				Artefacts			
Data Wall in Meeting Room, Learning Walls in every classroom, Learning Walks and Talks enacted, EDI Phonics Program enacted, Reading (Literacy Blocks enacted and targeted)				PBL rewards system, Improved SOS data, students attending and engaged in classroom learning spaces.			
Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1 Term 1 English Data Collection and Case Management tracking	<ul style="list-style-type: none"> A Data wall established in a common meeting area. Achieved through collaboration and consultation. Targeted group progress identified. Learning walls enacted in every classroom for English. Student Learning goals aligned with these and GTMJs. Professional Development for teaching staff- Reading, Learning Walls, pedagogy A-B students APR Meetings completed for teaching staff Term 1. Learning Walks and Talks enacted by leadership team and data used to drive next steps. CSS Reading Framework enacted in P-3 classrooms. Big 6 enacted in Yr 4-6 	<ul style="list-style-type: none"> Learning Walls Data Wall used at cohort meetings Cohort Meetings 		End Term 1 Major Behaviour Referrals and Attendance Rate	<ul style="list-style-type: none"> Implementation of Smiling Minds into a daily/weekly practice in all classrooms. Whole school rewards system in complete implementation. Use of data analysis to respond to student behaviour consistently and accurately. Clear roles and responsibilities for all team members around managing student behaviour and also responding to reports of bullying. Plan for Bullying Program (with P&C support) established. Consistent response from staff and communication with the student and parents in regards to managing behaviour incidents. 	<ul style="list-style-type: none"> Roles and responsibilities documentation. PBL Team Anti-Bullying education plan Student Code of Conduct known and referenced Data Wall-Attendance 	
End Term 2 Semester 1 A-E Data	<ul style="list-style-type: none"> Cohort meetings developing rigour as PLCs and Collective efficacy at the centre. Round 1 Collegial Engagement Process completed. Staff visiting peer classrooms to provide feedback. Supports and targeted interventions well established and Case management students monitored closely through Moderation junctures and Cohort meetings prior to End of Semester assessment. Reading Data collection confirmed to monitor progress. Diving into the data surrounding target learner groups and processes to respond to these established. 	<ul style="list-style-type: none"> Learning Walls Data Wall used at cohort meetings Cohort Meetings 		End Term 2 Major Behaviour Referrals and Attendance Rate	<ul style="list-style-type: none"> Ongoing Professional Development around the essential skills for classroom management. A reduction in daily behaviour referrals. Engagement strategies established for improved student attendance at school. Transition plans for Year 6 students to highschool identified (for whole cohort and targeted students/groups). Inclusion team established and a scan of current practice enacted to inform next steps. Pre-prep transition program enacted to connect with and engage ELCs. 2025 Enrolment process begun. 	<ul style="list-style-type: none"> PBL Team Anti-Bullying education plan Inclusion Team and Signposts Documentation Engagement programs enacted High school transition plans Pre-prep engagement and enrolment processes. 	
End Term 3 Term 3 English Data Collection and Case Management tracking	<ul style="list-style-type: none"> Round 1 Collegial Engagement Process completed. Staff visiting peer classrooms to provide feedback. Supports and targeted interventions well established and Case management students monitored closely through Moderation junctures and Cohort meetings prior to End of Semester assessment. Celebration of success of student data linked to collective efficacy 	<ul style="list-style-type: none"> Learning Walls Data Wall used at cohort meetings Cohort Meetings 		End Term 3 SOS Survey Data Major Behaviour Referrals and Attendance Rate	<ul style="list-style-type: none"> Across school collaboration to identify best practice in inclusive practices. Inclusive school practices Action plan for Cooroy SS consulted on and co-created. 	<ul style="list-style-type: none"> PBL Team Inclusion Team Action Plan 	

Approvals 23rd February 2024

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



Principal: Shannyn Taylor



P&C/School Council: Alan Golley (P&C President)



School Supervisor: Leasa Smith