



COOLUM STATE SCHOOL

Annual Implementation Plan 2020

Priority Area 1: Australian Curriculum – English (Reading & Writing)

Key Strategies		Timeline Milestones	Responsible Officer/s
<ul style="list-style-type: none"> Increased knowledge and improved teacher capability to identify and deliver the Australian Curriculum – English with a focus on Reading and Writing 	<ul style="list-style-type: none"> Teaching teams working collaboratively during curriculum planning meetings held each term Teachers confidently identifying the reading/writing components of the Australian Curriculum Exemplars and GTMJ's aligning with Australian Curriculum Classrooms displaying learning walls: 'Bump it up' providing clarity for teachers and students and supporting individualised and whole group feedback 	Term 1-4	Karen Hatchman <i>Deputy Principal - Curriculum</i> Terry O'Brien <i>HOC: School Improvement</i>
<ul style="list-style-type: none"> Identify and implement high-impact reading and writing practices across P-6 	<ul style="list-style-type: none"> Development of school wide placemats for reading and writing linked to Australian Curriculum Professional development for all staff to support implementation 		
<ul style="list-style-type: none"> Improve teacher capability through focused classroom visits in the area of reading and writing 	<ul style="list-style-type: none"> All teachers engaging in reciprocal classroom visits Systematic school processes in place for enacting classroom observation and reflection 		

Priority Area 2: Inquiry

Key Strategies		Timeline	Responsible Officer/s
<ul style="list-style-type: none"> Create a systematic, data driven approach to inquiry 	<ul style="list-style-type: none"> Staff professional development in Teaching Sprint process Develop and plan sustainable inquiry cycles mapped across the school year linked to core priorities of reading and writing Increased teacher data literacy skills 	Commence Term 1, 2020	Leadership Team <i>Coolum State School</i>
<ul style="list-style-type: none"> Build capacity of teaching staff through an organisational routine of school wide professional learning, coaching, mentoring and feedback 	<ul style="list-style-type: none"> Staff identifying, implementing and sharing evidence based practice within inquiry cycles Further development of a culture of sharing, trust & risk taking 		

Priority Area 3: Moderation

Key Strategies	Evidence & Measurable Targets	Timeline	Responsible Officer/s
<ul style="list-style-type: none"> Refine whole of school approach to moderation to align curriculum, pedagogy, assessment and reporting 	<ul style="list-style-type: none"> Teacher involved in moderation practices across the year at key intervals Key school leaders facilitate the moderation process for all year levels GTMJ and Australian Curriculum achievement standard utilized in moderation process 	Term 1-4	Karen Hatchman <i>Deputy Principal - Curriculum</i> Terry O'Brien <i>HOC: School Improvement</i>
<ul style="list-style-type: none"> Engage teachers in the "before after after end" model of moderation to support consistency of teacher judgement and comparability of reported results with a focus on English 	<ul style="list-style-type: none"> Staff engaged in professional learning around the moderation process Consistency of teacher pedagogy Greater consistency of A-E judgements 		


Priority Area 4: STEM			
Key Strategies	Evidence & Measurable Targets	Timeline	Responsible Officer/s
<ul style="list-style-type: none"> Development of teachers' capabilities to be confident in implementing Australian Curriculum – Technology embedded within integrated STEM units 	<ul style="list-style-type: none"> Teachers actively engaging in PD opportunities including coaching and Tech Talks Improved teacher capability, confidence and student outcomes Richer planning conversations linked to Australian Curriculum Inquiry pedagogy evident in classroom practice Increased student engagement Increased number of staff engaging with lunchtime activities and competitions 	Term 1-4	Karen Hatchman <i>Deputy Principal – Curriculum</i> Andrew Grummitt <i>STEM & eLearning</i>
<ul style="list-style-type: none"> Continue to develop locally contextualised, interdisciplinary focussed STEM units of work with a broad range of assessment opportunities using an inquiry approach. 	<ul style="list-style-type: none"> Alignment and integration of technologies into other curriculum areas with localised context Year and band plan curriculum mapping Teachers heavily invested in curriculum planning and delivery Students engaged in inquiry learning Increased student engagement 		
<ul style="list-style-type: none"> Offer a diverse range of STEM lunchtime activities, special events and competitions to provide all students with opportunities in STEM. 	<ul style="list-style-type: none"> Increased student participation Student ownership of their inquiry Participation in a range of competitions, challenges and showcase days 		
<ul style="list-style-type: none"> Continue to refine high reliability and access of technologies including resources to develop & promote STEM and the digital technologies curriculum 	<ul style="list-style-type: none"> Targeted procurement aligned with curriculum units using STEM funding Development of resources (including 'unplugged') to support STEM units Active resource management to maintain investment 		

Endorsement

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



Principal



P and C President

Assistant Regional Director