



Coolum State School is committed to providing systematic engaging learning opportunities for all students to develop their skills to be successful learners.


Strategic Plan 2023-2026	Strategies Italicised strategies identified from External School Review	Performance Measures		Evidence Source	Timeline/ Responsible Officer	
		2023 result	2024			
Connected Curriculum	<p>Further refine and enhance planning processes to deepen teacher's knowledge of the Australian curriculum and focus on academic rigour.</p> <ul style="list-style-type: none"> Engage teachers in consolidating Transdisciplinary English units aligned to V9 Formalise line of sight in the alignment of V9 curriculum Embed quality assurance process of assessment tasks and marking guides through moderation <p>Implement professional development initiatives focused on the Version 9 Australian Curriculum and the updated P-12 CARF to enhance teacher understanding and application of the latest standards.</p>	<ul style="list-style-type: none"> Aligned curriculum elements evident in practice? (Collegial engagement framework) Collaborate with Year levels to share insights, strategies and best practice related to the implementation of the curriculum Documents reflections regarding implementation of V9 curriculum. Active participation in collaborative planning opportunities, maintaining curriculum alignment and "focusing on engaging units for engaging students" 	<p>English A-C</p> <p>P-2 86%</p> <p>3-6 92%</p> <p>English A-B</p> <p>P-2 51%</p> <p>3-6 50%</p> <p>Math A-C</p> <p>P-2 93%</p> <p>3-6 92%</p>	<p>English A-C</p> <p>P-2 90%</p> <p>3-6 94%</p> <p>English A-B</p> <p>P-2 59%</p> <p>3-6 58%</p> <p>Math A-C</p> <p>P-2 95%</p> <p>3-6 94%</p>	<p>Planning Documents</p>	All DP's HOC Support Teachers
	<p>Develop consistent whole school evidence informed approach to the teaching of reading.</p> <ul style="list-style-type: none"> Prioritize and implement reading Focus for 3-6 in semester 1 Establish & Maintain PD & Implementation of PLD P-6 Develop whole school reading document by end of semester 2 aligned to V9 Establish and communicate P-6 PLD non- negotiables 	<ul style="list-style-type: none"> Articulate non-negotiables for PLD reading P-2 (T1) Demonstrates consistent pedagogical reading practice (P-6) Engage in DOE reading professional learning and collaboratively prioritise a reading focus <p>implement explicit reading instruction focus in the classroom.</p>	<p>Maths A-B</p> <p>P-2 64%</p> <p>3-6 57%</p> <p>100% teachers can articulate a consistent vision for reading</p>	<p>Maths A-B</p> <p>P-2 70%</p> <p>3-6 65%</p> <p>100% teachers can articulate a consistent vision for reading</p>	<p>LOA Assessment Data Plan</p> <p>Case Management</p> <p>Vertical Walkthroughs</p>	
	<p>Structured data discussions to enhance culture of continuous improvement and promote individual and collective efficacies and celebrate progress.</p> <ul style="list-style-type: none"> Collaborate with leadership team to Formalise data plan with data team and communicate with all staff Maintain LOA goals identified and developed by teachers. Further refine consistent case management approach of student learning. Quality assure and refine pre-moderation, mid-moderation & post-moderation (link with Learning walls) processes 	<p>Data collection schedule, drafted data plan & moderation process established.</p> <ul style="list-style-type: none"> Utilise task specific descriptors to identify evidence during moderation to quality assure on balanced judgements. <p>Articulate student goals and how these will be achieved.</p>				
Quality Teaching	<p>Broaden deep knowledge and understanding of agreed whole school pedagogical practice focused on alignment and consistence to support the curriculum</p> <ul style="list-style-type: none"> Refinement of the use of collegial walkthroughs focused on teachers sharing and demonstrating effective pedagogical practice. (T4) 	<p>Leaders will visit classrooms every term to ensure what is planned is enacted and provide feedback to staff.</p> <p>Leaders will provide feedback to each other on what they see in each year level to provide consistency in understanding effective teaching.</p> <p>Staff will systematically enact the agreed pedagogical approaches including learning walls.</p>	<p>75% of teachers use agreed approaches</p>	<p>100% of teachers use agreed approaches</p>	<p>Collegial engagement framework</p> <p>Moderation M1 M2 cycle planning</p> <p>APDP</p>	<p>DP-Ped Ped Teacher</p>
	<p>Extend and embed collegial engagement practices including coaching, observation and feedback to further strengthen agreed pedagogical practices</p>	<p>Professional development plan aligned to EIA</p> <p>All Staff APDP goals linked to AIP / EIA</p>			<p>Data capture and analysis of walkthroughs</p>	<p>DP-Ped Principal</p>




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	<ul style="list-style-type: none"> ○ Align to the EIA use of watching others work ensuring debrief and action plan is developed. (T1) ○ Create consistent feedback model for staff. (T2) 				cross refenced with LOA.	
Access For All	<p>Strengthen staff understanding of inclusive practices through a whole school vision for how inclusion addresses language, beliefs and behaviour.</p> <ul style="list-style-type: none"> ○ Implement new support model aligned to Tiers of Support across all year levels. ○ Use data to identify needs of students. Align support for students based on data. ○ Use CSS Case Management spreadsheet to inform efficient and effective use of support staff. ○ Communicate to parent community evolving Tiers of Support model. 	<p>School leaders can identify student specific support needs.</p> <p>Responsive adjustments to timetables based on termly week data cycles.</p> <p>Consistent use of inclusive language by all staff.</p> <p>A consistent and clear case management approach is implemented.</p> <p>Support teachers co-plan and co-teach with classroom teachers.</p>	<p>Tiers of support model and support teacher roles defined and agreed upon.</p> <p>Trial of co-plan and co-teach across some year levels.</p> <p>LEC support teachers refine case management model.</p>	<p>Tiers of Support model and data aligned practices implemented across year levels.</p> <p>100% of support teachers engaged in co-teaching/co-planning with classroom teachers.</p> <p>Use of CSS Case Management spreadsheet to identify all students who require case management.</p> <p>Case management model applied consistently across all identified students.</p>	<p>Student Support Plans</p> <p>Human Resource Support Data base</p>	<p>DP Well-being HoSES</p>
Alignment	<p>Enhance leadership capability across the school to ensure sustainability and collective ownership of EIA priorities.</p> <ul style="list-style-type: none"> ○ Strengthen leadership capabilities of school middle management. ○ Sharpen process for middle leaders to quality assure improvement strategies to ensure consistency of practice. 	<p>Year level leaders will be able to articulate their year level goals aligned to priorities.</p> <p>Support teachers will lead, model & share effective pedagogical practices aligned to priorities.</p> <p>Capability, support and professional learning will be identified from feedback from school middle and senior leaders.</p>	70% of leaders	100% of leaders	SOS	<p>Principal</p> <p>HOI</p> <p>DP Ped</p> <p>DP-Wellbeing</p>
	<p>Ensure the model of support is aligned to school priorities.</p> <ul style="list-style-type: none"> ○ Implement and streamline the model of support and intervention. ○ Consolidate the allocative model of teacher aide resources aligned to curriculum programs and student need. 	<p>Clarity in the allocation of differentiated for students</p>				

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.


Principal


P & C President


School Supervisor