

Coolum State School delivers Equity and Excellence through a united school community, with a clear and aligned focus on two explicit improvement agendas;

### EXCELLENCE IN CURRICULUM DELIVERY

**With our focus on:**

- Collaboratively constructed and reviewed interconnected units of work in English and Maths, aligned to version 9 and implemented consistently across the year levels.
- Embed our moderation cycle to enhance consistent and rigorous teaching and learning sequence, teacher judgement and monitoring of individual student progress and improvement.
- Engaging in cluster moderation in trial year levels with partner schools.
- Strong embedded practice so all students able to articulate clear, teacher set learning goals in English, and their next steps for learning through engagement in learning walls and conferencing feedback practices.
- A review of the student case management process Tracker Students.
- A strong commitment and alignment in the effective and consistent teaching of Reading at Coolum SS across Prep to Year 6. The teaching of Reading at Coolum SS documented and part of staff induction process and capability process.
- Reading clearly linked to the Australian Curriculum and documented through units of work and Teaching and Learning Sequences.
- A review of whole school signature pedagogical practices.
- Developing the Instructional Leadership capabilities of all leaders as individuals and as a team, to strengthen the line of sight, through Learning Walks.

**Success will look like:**

- Year level teams collaboratively planning English and Maths units every term, with consistent implementation across the year level. All students with a clear understanding of the assessment tasks and criteria.
- Coolum SS Reading Approach embedded across P-6 and reading results improving.
- ALL students demonstrating improvement in their English LOA through success in students meeting their individual goals.
- Effective Pedagogical Practices in action in classrooms to address individual student learning needs.
- Students engaged with learning walls to improve their learning and open up A-level thinking.
- Leadership Team engaged in Learning Walks every week.



### ENGAGEMENT FOR ALL

**With our focus on:**

- Co-constructing a shared belief and understanding of what Inclusion is at Coolum State School.
- All staff building capability in understanding and implementation of inclusive practices in the classroom, with a foundation in functional behaviour and differentiation.
- Consistent whole school student behaviour expectations established, and clear behaviour responses aligned with the agreed processes in the school, followed by all staff.
- Multi-tiered support processes and resources clearly defined and enacted, as reflected in the school Code of Conduct and Student Support documentation and communicated to the whole school community.
- Scan and assess student emotional regulation programs to find the place and alignment in the whole school plan for reactive, preventative and tiered wellbeing supports.
- Monitoring and closing the gap on vulnerable student group achievements through Student Support Services and an individual student need approach.



**Success will look like:**

- Consistent behaviour expectations for students, and whole school reporting and responses 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.



## COOLUM STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

<b>School priority 1:</b> <b>Paul, Terry, Renee</b>		<b>Excellence in Curriculum Delivery:</b> Collaborative and Aligned planning and implementation of the Australian Curriculum using evidence-based pedagogy, strong moderation processes and a whole school approach to Reading.			<b>Phase</b> <div>Developing – D Implementing – I Embedding – E Reviewing – R</div>	<b>School priority 2:</b> <b>Shannyn, Jen, Dan</b>		<b>Engagement for all:</b> Create positive learning environments where all students can reach their potential.			<b>Phase</b> <div>Developing – D Implementing – I Embedding – E Reviewing – R</div>				
<b>Link to school review improvement strategy:</b>		Further refine and enhance planning processes to deepen teachers' knowledge of the AC, incorporating cross-curriculum priorities, general capabilities and a focus on academic rigor.				<b>Link to school review improvement strategy:</b>		Strengthen staff understanding of inclusive practices through a whole-school vision for inclusion, addressing associated language, beliefs and behaviours, and monitor the impact of support provisions.							
<b>Strategy/ies</b>		• Collaboratively constructed and reviewed interconnected units of work in English and Maths, aligned to version 9 and implemented consistently across the year levels. • Embed our moderation cycle to enhance consistent and rigorous teaching and learning sequence, teacher judgement and monitoring of individual student progress and improvement. • Engaging in cluster moderation in trial year levels with partner schools. • Strong embedded practice so all students able to articulate clear, teacher set learning goals in English, and their next steps for learning through engagement in learning walls and conferencing feedback practices. • A review of the student case management process Tracker Students. • A strong commitment and alignment in the effective and consistent teaching of Reading at Coolum SS across Prep to Year 6. The teaching of Reading at Coolum SS documented and part of staff induction process and capability process. • Reading clearly linked to the Australian Curriculum and documented through units of work and Teaching and Learning Sequences. • A review of whole school signature pedagogical practices. • Developing the Instructional Leadership capabilities of all leaders as individuals and as a team, to strengthen the line of sight, through Learning Walks.				<b>Strategy/ies</b>		• Co-constructing a shared belief and understanding of what Inclusion is at Coolum State School. • All staff building capability in understanding and implementation of inclusive practices in the classroom, with a foundations in functional behaviour and differentiation. • Consistent whole school student behaviour expectations established, and clear behaviour responses aligned with the agreed processes in the school, followed by all staff. • Multi-tiered support processes and resources clearly defined and enacted, as reflected in the school Code of Conduct and Student Support documentation and communicated to the whole school community. • Scan and assess student emotional regulation programs to find the place and alignment in the whole school plan for reactive, preventative and tiered wellbeing supports. • Monitoring and closing the gap on vulnerable student group achievements through Student Support Services and an individual student need approach.							
<b>Actions including Responsible officer(s)</b>					<b>Resources</b>		<b>Actions including Responsible officer(s)</b>					<b>Resources</b>			
→Leadership team to review the moderation process and build the meeting cycles to align with planning and include data analysis and feedback cycles for students. →DPs and HOC to review the whole school curriculum plans and Interconnected units to align with Version 9 for English and Maths. →HOC planning for and leading collaborative planning and moderation sessions with all year level staff. →HOC to develop the capability of the Maths Leaders to support in the implementation of Version 9 units. →HOC and DPs to plan for familiarisation of V9 Technology, Science and Health Learning Areas. →Leadership Team to engage in weekly routine Learning Walks to demonstrate Instructional Leadership and obtain a clear Line of Sight. →Teachers engaging in professional learning and inquiry of pedagogical approaches, including Explicit Instruction and the implementation of the Coolum SS whole school approach to Reading. →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 (teachers and teacher aides) engaging in collegial engagement visits to improve pedagogy in English. →Leadership team to plan and lead the professional learning for teachers and teacher aides to enact the whole school plan for improvement in curriculum.					✓ Financial investment in whole year level release time to collaboratively plan. Interconnected Curriculum Units \$150000.  ✓ Financial investment in release of staff to Watch others Work to build consistent staff expertise in Learning Walls and delivery of the Australian Curriculum V9.  ✓ Professional development budget to support staff in key roles to build curriculum & pedagogy capability and understanding \$20000.  ✓ Engaging in EFI curriculum training including instructional leadership Principal sessions and new Reading material.  ✓ HOC, DP and YLLs released for f/nightly meetings and resource development \$64000.		→Principal, DP and Engagement teacher to lead the collaborative development and implementation of strong consistent whole school approaches to behaviour expectations, supports and rewards/consequences. To include a launch of the whole school expectations matrix, Student Code of Conduct, and professional development for all staff in Effective Classroom Management. →Leadership team to articulate expectations for students through routine parent and community communication, and also commit to same day/next day communication and follow-up where possible to build trust in processes and develop parent and staff confidence. →HOSES and DP to lead the Student Support referrals and process to ensure equitable and aligned support for students with additional needs. Develop a data cycle and record keeping process to streamline information sharing and data informed decisions. →Review of the Engagement Teacher role to teach and support students through the Health Curriculum, and to support and mentor staff in Classroom Management practices. →Engagement with the Multi-Tiered Systems of Support resources, to review and develop the Coolum SS Tiered Support Systems, and Professional learning. →DP to lead the work around Pre-Prep transitions with the early years team, reviewing processes and continuing to build relationships with our community partners. DP to continue engagement with Coolum SHS to lead the high school transitions and build on relationships with the high school from Grades 4 and above, ensuring the successful transitions for all students.					✓ Staffing Investment in Student Engagement Teacher – providing pro-active support for students, monitoring of behaviour supports and staff capability coaching.  ✓ Financial investment in release of staff to Watch others Work to build consistent staff expertise in Essential Skills for Classroom Management.  ✓ Professional development budget to support staff in key roles to build Engagement and Behaviour Supports capability \$20000.  ✓ Engaging in MTSS coaching and Professional Development provided through Regional Brokerage.			
End Term 4	<b>Measurable outcomes</b>	English A-C P-2 93% 3-6 93%		English A-B P-2 65% 3-6 60%		Math A-C P-2 96% 3-6 96%		Maths A-B P-2 70% 3-6 70 %		End Term 4	<b>Measurable outcomes</b>	SDAs P-2:0 SDAs 3-6: <5 SDAs	Beh Referrals < 6 Daily Average Incidents	Attendance 95%	SWD Reduced Variance between whole school and SWD
	<b>Success criteria</b>	Success will look like: • Year level teams collaboratively planning English and Maths units every term, with consistent implementation across the year level. All students with a clear understanding of the assessment tasks and criteria. • Coolum SS Reading Approach embedded across P-6 and reading results improving. • ALL students demonstrating improvement in their English LOA through success in meeting individual goals. • Effective Pedagogical Practices in action in classrooms to address individual student learning needs. • Students engaged in learning walls to improve their learning and open up A-level thinking.									<b>Success criteria</b>	Success will look like: • Consistent behaviour expectations for students, and whole school reporting and responses 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.			



• Leadership Team engaged in Learning Walks and Talks every week.

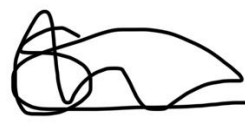
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	<ul style="list-style-type: none"> <li>Mid term and end of term A-E Data</li> <li>Tracker Student English Data</li> <li>PLD Data</li> <li>Learning Walk Observations</li> <li>SPGs completed</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Whole year level teams engaged in planning for English and Maths units with the HOC and DP.</li> <li>Maths leader released to support the implementation of AC V9.</li> <li>Leadership team engaging in Learning Walks routinely.</li> <li>Staff new to PLD released for training time and modelled sessions.</li> <li>Whole school Essential Elements of Reading instruction at Coolum SS identified and aligned to the reading rope (introducing some instructional routines).</li> <li>Support staff working with Year 5 &amp; 6 teachers to assist with groups and planning.</li> <li>Additional PLD training for new staff and P-4 embed PLD processes.</li> <li>A review of reading assessment tools to develop a sequence and cycle for the school.</li> <li>Collegial Engagement plan clearly linked to staff Professional Goal Setting and aspirant development.</li> </ul>	<ul style="list-style-type: none"> <li>YLL and SPG Process Documented</li> <li>Reading Assessment Review</li> <li>Curriculum Planning Session documentation</li> </ul>		End Term 1	<ul style="list-style-type: none"> <li>Fortnightly Behaviour Data</li> <li>Fortnightly Attendance Data</li> <li>SDAs</li> <li>SWD comparative data</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Code of Conduct reviewed and endorsed. Shared with staff to provide consistency and clarity.</li> <li>MTSS guides developed from the Leadership team to identify processes, systems and thresholds for support. Shared with staff and school community.</li> <li>Student Support team meetings and referral process clear for all staff and valued as a tool to access support for students, for academic, behaviour, wellbeing and social emotional needs.</li> <li>Engagement teacher role and Support team roles and structure clear and shared with school staff and community.</li> <li>Whole school behaviour matrix developed, with systematic delivery of lessons enacted across the whole school.</li> <li>Minor and Major behaviours identified collaboratively and responses consistent across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Student Support process flowchart documentation reviewed</li> <li>Code of Conduct</li> <li>Behaviour Matrix and Minor Major behaviours document</li> <li>Behaviour lessons and communication</li> </ul>	
End Term 2	<b>English A-C</b> P-2 93% 3-6 93%  <b>English A-B</b> P-2 65% 3-6 60%  <b>Math A-C</b> P-2 96% 3-6 96%  <b>Maths A-B</b> P-2 70% 3-6 70%	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Whole year level teams engaged in planning for English and Maths units with the HOC and DP.</li> <li>Maths leader released to support the implementation of AC V9.</li> <li>Capability building around language comprehension presented through English planning time.</li> <li>A review and trial of reading assessment tools to develop a sequence and cycle for the school.</li> <li>Review of Tracker Student process conducted to align to moderation and case management processes- with intentional impact.</li> <li>Enactment of the Collegial Engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>Tracker Student Process updated</li> <li>Reading Essentials Overview to include Comprehension</li> <li>Whole School Curriculum Planning for ENGLISH and MATHS V9 reviewed</li> <li>Curriculum Planning Session documentation</li> <li>SEM 1 Reports</li> </ul>		End Term 2	<ul style="list-style-type: none"> <li>Fortnightly Behaviour Data</li> <li>Fortnightly Attendance Data</li> <li>SDAs</li> <li>SWD comparative data</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>MTSS supports, structure and clarity of roll out at Coolum SS developed and shared with staff. Professional development for staff through staff meetings and learning with and through others. Collegial engagement with a student engagement focus.</li> <li>Whole school approach for behaviour enacted across the school and ESCM coaching occurring, facilitated by the Engagement teacher.</li> <li>Behaviour expectations communicated consistently through lessons, parade and newsletter items by the Engagement Teacher, DPs and Classroom Teachers.</li> <li>Recording of incidents (Minor and Major) processes clear and consistent across the school- both in the classroom and playtimes.</li> <li>Develop a whole school understanding of Inclusion.</li> <li>Clarity in roles and responsibilities for attendance management.</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Supports (inc Roles and Responsibilities)</li> <li>Inclusion at Coolum SS</li> <li>Attendance Roles and Responsibilities</li> </ul>	
End Term 3	<ul style="list-style-type: none"> <li>Mid term and end of term A-E Data</li> <li>Tracker Student English Data</li> <li>PLD Data</li> <li>Learning Walk Observations</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Whole year level teams engaged in planning for English and Maths units with the HOC and DP.</li> <li>Maths leader released to support the implementation of AC V9.</li> <li>Consistent implementation of pedagogy for language comprehension.</li> <li>A review and trial of reading assessment tools to develop a sequence and cycle for the school.</li> <li>Review of High Impact Pedagogy engaged in with a focus on Explicit Instruction Professional Development (Through the Reading Lens).</li> <li>Enactment of the Collegial Engagement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Documented</li> <li>Reading Essentials Overview</li> <li>Curriculum Planning Session documentation</li> <li>SEM 1 Reports</li> <li>Coolum SS Pedagogy Review</li> </ul>		End Term 3	<ul style="list-style-type: none"> <li>Fortnightly Behaviour Data</li> <li>Fortnightly Attendance Data</li> <li>SDAs</li> <li>SWD comparative data</li> <li>NCCD</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Enactment of MTSS supports, aligned and targeted supports delivered in an inclusive model.</li> <li>Whole school approach for behaviour enacted across the school and ESCM coaching occurring, facilitated by the Engagement teacher.</li> <li>Behaviour expectations communicated consistently through lessons, parade and newsletter items by the Engagement Teacher, DPs and Classroom Teachers.</li> <li>Accurate student behaviour recording with appropriate staff referred in for clear communication.</li> <li>A developed whole school understanding of Inclusion and collective responsibility for student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching evidence for ESCM</li> <li>Student PLPs reviewed, clear and collaborative</li> </ul>	
Term 4	<b>English A-C</b> P-2 93% 3-6 93%  <b>English A-B</b> P-2 65% 3-6 60%  <b>Math A-C</b> P-2 96% 3-6 96%  <b>Maths A-B</b> P-2 70% 3-6 70%	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Familiarisation with Technology, Science and Health V9 Learning Areas.</li> <li>Consistent implementation of pedagogy around language comprehension.</li> <li>-Whole school approach to Reading at Coolum Documentation completed.</li> <li>Review and planning documented of High Impact Pedagogy engaged in with a focus on Explicit Instruction Professional Development (Through the Reading Lens).</li> <li>Data being used to inform Reading Intervention Model for 2026.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Essentials Overview</li> <li>Curriculum Planning Session documentation</li> <li>Whole School Curriculum Planning for Tech, Science and Health Plan (V9)</li> <li>SEM 1 Reports</li> <li>Coolum SS Pedagogy Review</li> </ul>			<ul style="list-style-type: none"> <li>Fortnightly Behaviour Data</li> <li>Fortnightly Attendance Data</li> <li>SDAs</li> <li>SWD comparative data</li> </ul>	<b>Success will look like:</b> <ul style="list-style-type: none"> <li>Enactment of MTSS supports, aligned and targeted supports delivered in an inclusive model.</li> <li>Whole school approach for behaviour enacted across the school and ESCM coaching occurring, facilitated by the Engagement teacher.</li> <li>Behaviour expectations communicated consistently through lessons, parade and newsletter items by the Engagement Teacher, DPs and Classroom Teachers.</li> <li>Accurate student behaviour recording with appropriate staff referred in for clear communication.</li> <li>A developed whole school understanding of Inclusion and collective responsibility for student growth.</li> <li>Documented Coolum SS attendance policy shared with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Coolum SS Attendance Policy</li> </ul>	

### Approvals

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



Principal  
Shannyn Taylor



P&C/School Council  
Stephanie Hartas



School Supervisor  
Martin Leach

