COOLUM STATE SCHOOL - 2026 EXPLICIT IMPROVEMENT AGENDA
'COMMUNITY – STRENGTH – SUCCESS'

Coolum State School delivers Brighter Futures and Excellence for Every Student through a united school community, with a clear and aligned focus on two explicit improvement agendas;

EXCELLENCE IN CURRICULUM DELIVERY	ENGAGEMENT FOR ALL

EXCELLENCE IN CURRICULUM DELIVERY

With our focus on:
- Developing a deeper understanding of the Australian Curriculum V9 to have strong connections between curriculum, teaching and learning.
- A strong commitment and alignment to evidence-based reading pedagogy and Australian Curriculum V9.
- 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.

Success will look like:

- _Year level teams collaboratively planning English, Maths & Science units every term, with consistent implementation across the year level. All students with a clear understanding of the assessment tasks and criteria._

- _Embedded consistent whole-school systematic synthetic phonics instructional routines to develop word reading and spelling._

- _Implemented shared and dialogic reading lessons to teacher language comprehension across P-6_

- _ALL students demonstrating improvement in their English LOA through success in meeting individual goals._

- _Every student having a quality goal to improve their outcomes._

- _Students engaged in learning walls to connect the curriculum, teaching & learning._

- _Leadership Team engaged in Learning Walks and Talks every week aligned to strategies._

ENGAGEMENT FOR ALL

With our focus on:
- All staff building capability in understanding students and how they engage in the school environment, with a foundation in functional behaviour.
- Establish clearly defined multi-tiered systems of support processes, with a focus on universal systems across the school.

Success will look like:

- _Students feeling safe, supported and belonging at school._

- _Students attending and being catered for through consistent universal supports._

- _Staff feeling confident implementing universals with observable consistency throughout year levels and the school._

- _The school and community working together for the best outcomes of our students._

Educational achievement

Belonging and engagement

Queensland Government

COOLUM STATE SCHOOL - 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement ♦ Belonging and engagement

School priority 1	Excellence in Curriculum Delivery: Collaborative and Aligned planning and implementation of the Australian Curriculum using evidence-based pedagogy, strong moderation processes and a whole school approach to Reading.			School priority 2	Engagement for all: Create positive learning environments where all students can reach their potential.		

Monitoring (Priority 1)
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Monitoring (Priority 2)
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:	*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.*	Link to school improvement strategy:	*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.*

| Strategy/ies	**Developing a deeper understanding of the Australian Curriculum V9 to have strong connections between curriculum, teaching and learning.** - Further refinement of Year Level planning days to renew the collaborative development of a shared understanding of curriculum expectations and student achievement. - Quality assures systematic opportunities for teachers and leaders to moderate student work to reinforce the alignment of curriculum teaching assessment and reporting. - Implement opportunities to develop curriculum leaders' capability to drive curriculum priorities. **A strong commitment and alignment to evidence-based reading pedagogy and Australian Curriculum V9.** - Reinforce the teaching components of systematic synthetic phonics to improve the consistency across the school. - Embed the Coolum SS instructional routines of a SSP approach maximise student engagement. - Building shared understanding of language comprehension skills aligned to version 9 to advance student language comprehension skills. - Establish agreed reading instructional routines to achieve consistency across the school. - Building capabilities of early adopters for support the adoption of V9 aligned approach to teaching language comprehension. **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.** - Strengthen the development of quality student learning goals to open up A level thinking and improve student outcomes. - Reinforce the established learning wall essential elements to maximise student goals and feedback. - Broadening teachers understanding around feedback to improve student learning outcomes.	Strategy/ies	**All staff building capability in understanding students and how they engage in the school environment, with a foundation in functional behaviour.** - Develop an understanding of functional behaviour to cater for the needs of all students. - Identify functions of behaviour of students to build staff capability is prioritised through year level team and whole of staff meetings. - Develop a consistent school plan for capability building for teacher aides in functional behaviour. - Apply knowledge of functions of behaviour to identify and implement strategies to improve student engagement. **Establish clearly defined multi-tiered systems of support processes, with a focus on universal systems across the school.** - Build a shared understanding of MTSS, clearly defining universal processes for CSS. - Develop consistent approach in delivering universals within the school. - Formalise and build capability to enact a MTSS support staff model to promote student engagement and improvement in learning outcomes.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
Developing a deeper understanding of the Australian Curriculum V9 to have strong connections between curriculum, teaching and learning: o 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. o Principal, DP & HOC planning for and leading collaborative planning and moderation sessions with all year level staff. o HOC to develop the capability of the Science Leaders to support in the implementation of Version 9 units. o HOC and DPs to plan for familiarisation of V9 Technology and HPE Learning Areas. o Leadership Team to engage in weekly routine Learning Walks to demonstrate Instructional Leadership and obtain a clear Line of Sight. o Curriculum leaders to involved in professional learning with the HOC & DPs o Develop the capabilities of Year level leaders to lead moderation before, after & end moderation. **A strong commitment and alignment to evidence-based reading pedagogy and Australian Curriculum V9:** o Early adopters given the opportunity to plan and trialling aligned version 9 reading practices. o Develop staff capability and knowledge of the components of language comprehension and pedagogy for evidence-based reading practices. o Whole staff professional learning delivered through staff meetings/twilights. o Watching others work opportunities. o Learning walks focused on Shared and Dialogic Reading. o Robust Comprehension Instruction book club. o Early adopters and HOD/C co-planning and teaching Shared and Dialogic reading lessons to lead with teams. o All reading team members and leadership team attending Explicit Instruction masterclass. o Access to department run professional learning days. o DIBELS ORF and MAZE implemented Year 1 to 6. o Professional learning provided for staff to use DIBELS data to identify reading difficulties and inform whole class instructional routines. **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:** o Develop a shared understanding of what a quality learning goals look like, developing professional understanding through learning in high impact feedback strategies.	• *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 weekly meetings and resource development $64000*	**All staff building capability in understanding students and how they engage in the school environment, with a foundation in functional behaviour:** o All staff to engage in professional development of the functions of behaviour through regional MTSS staff, and Behaviour Hub resources. Behaviour focus to be embedded through the staff meeting cycle, with an opportunity to engage in collaborative data analysis and problem solving using the FBA lite tool. o Staff using the Classroom management self-reflection tool to identify teacher goals and professional development focus. o Engagement leaders for every year level established and coached to review behaviour data and create strategic behaviour lessons to align to our school behaviour matrix. **Establish clearly defined multi-tiered systems of support processes, with a focus on universal systems across the school:** o Implement the new MTSS aligned support model across the school- with a focus on DPs and HOSES leading sector teams. Staff gaining an awareness of inclusive practices across the school. o Support teams deployed based on data and the 3 tiers of support across the school. o Professional learning and support to identify and strengthen consistency in the universal supports for all students. o Utilise team collaboration to provide a case management approach for students in tier 2 and tier 3 in an inclusive model.	• *Staffing Investment in Student Engagement Teacher – providing pro-active support for students, monitoring of behaviour supports and staff capability.* • *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 of Year Success Criteria	**Measures**	Performance: • 100% of students able to articulate their individual learning goals in English. • Learning walks identifying !00% of classrooms with Learning wall non-negotiables evident and consistent feedback practices across all classes. • *English A-C* targets of Year P-*2 (93%)* and Years *3-6 (93%)* being met <u>each semester</u>. • *English A-B* targets of Year P-*2 (65%)* and Years *3-6 (60%)* being met <u>each semester</u>. • *Maths A-C* targets of Year P-*2 (96%)* and Years *3-6 (96%)* being met <u>each semester</u>. • *Maths A-B* targets of Year P-*2 (70%)* and Years *3-6 (70%)* being met <u>each semester</u>.	**End of Year Success Criteria**	**Measures**	Performance: • Whole school attendance rate sitting at 95% or above to maximise learning days. • An average of < 6 Daily Average incidents recorded for student behaviour incidents across the school. • Maintaining or improving in SOS results from 2025 in the area of: ⇒ Student behaviour is well managed ⇒ This is a good school ⇒ The concept of safety at school
		Behaviour: *Student success will look like:* • *Students clearly articulating their English learning goal and explaining what quality work looks like.* • *Students identifying their next step in learning without prompting.* • *Students referring to learning walls independently during tasks.* • *Students engaging in conferencing discussions using academic language.* • *Students explaining how feedback helped them improve.* • *Students demonstrating increased independence in goal setting and reflection.* • *Students producing work that increasingly reflects A-level thinking*			**Behaviour:** *Student success will look like:* • *Students feeling safe, supported and belonging at school.* • *Students attending and engaged in differentiated learning in their classes.* • *Students identifying clear expectations in all areas across the school and trusting in the processes to manage student behaviours.* *All Staff success will look like:* • *Consistent behaviour expectations for students, and whole school reporting and responses practiced across the school.*

Queensland Government

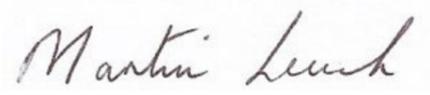| Artefacts	Staff success will look like: • Teachers consistently unpacking the Achievement Standards into explicit, high-quality learning goals. • Teachers writing and communicating goals that open up A-level thinking. • Teachers explicitly teaching what quality looks like using exemplars. • Teachers providing feedback, utilising targeted aspects of the curriculum • Teachers using learning walls as active teaching tools • Teachers using a shared school language around feedback and quality. • Teachers demonstrating consistency in goal quality across year levels. • Leadership team developing instructional leadership to maintain a clear line of sight from intended to enacted curriculum. • Leadership team creating the time and space for staff to review academic data and use this to collaboratively plan aligned units of work.	Artefacts	• Staff feeling confident in their clear roles and learning happening in classes. • Staff employing a range of strategies and feeling supported to deliver strong universal supports across all areas of the school, with 'meeting student needs' at the centre of decision making. • The leadership team working collaboratively and listening to shared feedback and ideas to review and plan best next steps in MTSS. • Leadership team providing the time, support and capability development opportunities for staff to deliver the requirements of their role confidently.
	Learning walls Student learning goals Three levels of planning SORD academic data (A-E data, PLD data and NAPLAN data)		MTSS Supports at Coolum State School Procedure Support team timetables Collaborative Year level planning sessions- with ICP development Student PLPs

Reduction of red tape in day-to-day work, planning and processes include:
- A reduction in data collected that has not been used or replaced by different data- Eg. Spelling data and PROBE data.
- Attendance and behaviour certificates to be reviewed to reduce red tape and work-load.
- MTSS Support model to allow for easier and streamlined access to support for students and teachers.

Supporting red tape reduction in Queensland state schools
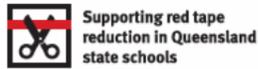
Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal Shannyn Taylor	**P&C/School Council** Stephanie Hartas	**School Supervisor** Martin Leach

Queensland Government