



# Coolabunia State School

## Annual Implementation Plan 2021

### School Improvement Priorities 2021

The School Improvement Agenda will be driven by a focus on Consistency of Practice and Student Engagement in all priority areas.

#### Improvement priority – Strive to achieve improved student reading outcomes

Strategy – Continue to improve the whole school teaching of reading through the use of the Department's School Improvement Model

Actions	Targets	Timelines	Responsible Officer/s
<b>Explicit teaching of beginning reading behaviours ('learning to read') in Prep-Year 2:</b> Continue to engage in a process on inquiry with a focus on reviewing progress using data analysis and refining practice through mentoring and coaching.	2020 data analysis completed Progress data collected and monitored All teachers engaged in coaching as per PDD needs	Term 1  Ongoing  Ongoing	Principal Prep-Year 2 teachers
<b>Explicit teaching and reading skills and strategies (Prep-Year 6):</b> Engage in a process of inquiry to review the explicit teaching of reading comprehension and develop consistent practices.	Evidence of model in use Program finalised	Ongoing End of year	Principal Year3-Year 6 teachers

Strategy – Continue to improve and implement consistent reading pedagogical practices through targeted capability development

Actions	Targets	Timelines	Responsible Officer/s
Principal and teacher collaborative planning meetings incorporate a focus on the teaching of reading (pedagogies, use of assessment and data, strategies to differentiate).	Planning meetings completed	Sem 1 Sem 2	Principal All teachers
Professional learning delivered in staff meetings that focuses on the explicit teaching of reading skills and strategies (using QAR, Sheena Cameron as guide)	All teachers complete learning	Sem 1	Principal All teachers
Consistent and frequent coaching and feedback to further develop teacher capability in the teaching of reading within the curriculum.	All teachers, minimum once per term	Ongoing	Principal All teachers
Teacher Developing Performance Plans identify professional development needs aligned to the school's reading improvement agenda. Professional development sourced and provided to meet these needs.	All DPPs have reading based goal PD completed	Term 1 End of year	Principal All teachers

Strategy – Improve the reading outcomes of all students by monitoring student progress and targeting support (*Whole School Approach to Supporting Student Learning*)

Actions	Targets	Timelines	Responsible Officer/s
Implement consistent whole school data collection and analysis procedures including End of Term "At Risk" data lists in reading to target intervention and differentiation.	Increase % of students reaching reading benchmarks	Ongoing	All staff
Implement process for tracking and monitoring student progress in reading using the Literacy Continuum as a tool.	All teachers participating in process and discussing student need	Ongoing	Principal STLaN All Staff
STLaN and SWD teacher to provide intervention for students not meeting benchmark.	Increase % of students reaching reading benchmarks	Ongoing	STLaN Inclusion teacher





**Improvement priority – Strive to achieve improved student writing outcomes**

Strategy – Continue to improve the whole school teaching of writing through the use of the Department's School Improvement Model			
Actions	Targets	Timelines	Responsible Officer/s
<b>Explicit Teaching and Spelling:</b> Implement spelling program underpinned by systematic synthetic phonics / phonemic approach. Monitor impact.	All teachers implementing program Improvement in diagnostic test data	Ongoing Data collection – beginning, middle, end of 2021	Principal All teaching staff
<b>Explicit Teaching of Writing:</b> Continue to engage in a process of inquiry to further develop the teaching of writing across the curriculum. ( <i>Implement, Review</i> )	Evidence of model in use	Ongoing	Principal All teaching staff

**Strategy – Continue to improve and implement consistent writing pedagogical practices through targeted capability development**

Actions	Targets	Timelines	Responsible Officer/s
Principal and teacher collaborative planning meetings incorporate a focus on the teaching of writing (pedagogies, use of assessment and data, strategies to differentiate).	Planning meetings completed	Sem 1 Sem 2	Principal All teachers
Professional learning delivered that focuses on the explicit teaching of functional grammar within the learning areas in order to support student achievement	All teachers complete learning	Sem 1	Principal All teachers
Consistent and frequent coaching and feedback to further develop teacher capability in the teaching of reading within the curriculum.	Increase C-A achievement (in written tasks across curriculum areas)	Ongoing	Lead teacher All teachers
Teacher Developing Performance Plans identify professional development needs aligned to the school's writing improvement agenda. Professional development sourced and provided to meet these needs.	All DPPs have reading based goal PD completed	Term 1 End of year	Principal All teachers

**Strategy – Improve the writing outcomes of all students by monitoring student progress and targeting support (*Whole School Approach to Supporting Student Learning*)**

Actions	Targets	Timelines	Responsible Officer/s
Implement consistent whole school data collection and analysis procedures including End of Term "At Risk" data lists in spelling to target intervention and differentiation.	Increase % of students reaching benchmarks (school based and NAPLAN)	Ongoing	All staff
Implement process for tracking and monitoring student progress in writing using the Literacy Continuum as a tool.	All teachers participating in process and discussing student need	Ongoing	Principal STLaN All Staff
Investigate possible intervention for students not meeting benchmark.	Options determined	End of Year	Principal STLaN Inclusion teacher

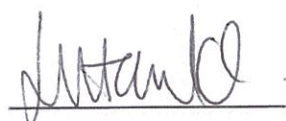
**Improvement priority – Strive to achieve improved student resilience and engagement with learning**

Strategy – Improve students' engagement with their own learning through curriculum design and delivery			
Actions	Targets	Timelines	Responsible Officer/s
Implement our curriculum plan (developed to be responsive to our context and students, aligned to Version 8 of the Australian Curriculum, and compliant with Departmental requirements).	Curriculum plan implemented as documented	Ongoing	Principal All teachers
Provide professional learning to teachers focused on developing assessment literate learners through the use of visible learning practices (learning intention and success criteria, student evaluation and feedback as starting point).	All teachers using learning intention and success criteria with fidelity in one area Increase in students' ability to articulate learning using Sharratt's five questions	Ongoing	Principal All teachers

Strategy – Improve the resilience of students through a focus on Growth Mindset and Self-regulation			
Actions	Targets	Timelines	Responsible Officer/s
Implement <i>Strive to Achieve</i> program at the beginning of each week (underpinned by growth mindset, self-regulation and school's core values and expectations).	Program developed	Ongoing	All teachers
Strategy – Communicate and enact consistent high expectations of student conduct			
Actions	Targets	Timelines	Responsible Officer/s
Implement Student Code of Conduct. Review those practices changed previous years (Buddy Class, Thinking Place referral, Responsible Thinking Questions, etc) throughout the year.	Student Code of Conduct implemented as documented	Ongoing	Principal All teachers

## Endorsement

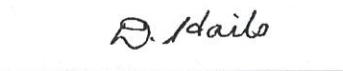
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P &amp; C President



Assistant Regional Director

