



Cooyar State School

2021 Annual Implementation Plan

Improvement Priority 1. Aligned Explicit Improvement Agenda - Embedded with Precision

Targets		
100 percent of students meeting regional benchmarks in Reading. 100 percent of students reaching NMS in NAPLAN Testing in Years 3 and 5 in all areas. Increase the percentage of students achieving a A - C standard in English, Mathematics and Science to 85%		
Strategy:	Increase the precision of targets aligned to the EIA to enable progressive monitoring of individual, cohort, and whole-school achievement.	
Actions		Responsible Officer(s)
Continue to develop and implement the Explicit Improvement Agenda: Developing precision of meaning through deliberate choices of vocabulary.		Principal
Strategy:	Refine the EIA and clearly define strategies to drive improvement in student achievement.	
Actions		Responsible Officer(s)
Develop targets and timelines that align to Explicit Improvement Agenda to be monitored and tracked once a term.		Principal
Continue the use of the Literacy Continuum to form Learning Goals.		Principal
Implement the critical aspects of writing with a focus on vocabulary that links to the Australian Curriculum Achievement Standards and the Literacy Continuum.		Principal
Strategy:	Clarify and embed the collegial engagement framework to communicate purpose, protocols and alignment to professional learning plans and the EIA. Review roles and responsibilities.	
Actions		Responsible Officer(s)
Undertake observations and walkthroughs of other schools classrooms to see best practise.		Principal
Refine the collegial engagement framework to outline clear roles, responsibilities and purpose.		Principal

Improvement Priority 2. Embed a Strong Learning Culture for all students

Strategy:	Implement a staff and student well being framework	
Actions		Responsible Officer(s)
Develop and implement a staff wellbeing framework.		Principal
Engage regional wellbeing coordinator to assist with school wellbeing.		Principal
Strategy:	Refine the school's approach to inclusion and regularly measure for effectiveness to embrace current and future diversity within the school community.	
Actions		Responsible Officer(s)
Work with PATL to refine the schools approach to inclusion.		Principal





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Improvement Priority 2. Embed a Strong Learning Culture for all students

Strategy:	Enhance whole-school processes for the development of student learning goals and precision of feedback to inform learning.		
Actions	Timeline	Responsible Officer(s)	
Pre-moderation of assessment to ensure consistency of marking across all year levels.	Ongoing	Principal	
Embed a whole-school approach to student Learning Goals.	Ongoing	Principal	

Improvement Priority 3. Enhance All Staff Capability and Data Literacy

Strategy:	Embed observation, coaching, mentoring, and feedback cycles to enhance the practice of members of the education team.		
Actions		Timeline	Responsible Officer(s)
undertake coaching and mentoring training to ensure precision of feedback aligned to the schools EIA.		Term 1	Principal
Strategy:	Strengthen teachers' capability to develop assessment-literate learners through students' ownership and understanding of their learning.		
Actions		Timeline	Responsible Officer(s)
Investigate 'Bump-it-up' walls and identify how they can be used in a multi-age setting.		Ongoing	Carmon Sloss, Bronwyn Spencer, Scott Willis
Utilise data walls across all areas of the Curriculum.		Ongoing	Principal
Strategy:	Build the capability of staff members to use personalised learning plans to record and monitor differentiation and intervention strategies resulting from the case management process.		
Actions		Timeline	Responsible Officer(s)
Undertake professional development on Personalised Learning Plans and how to use them in a small school context.		Term 3	Principal





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Improvement Priority 4. Strengthen School Community Partnerships

Strategy:	Enhance the community engagement framework to include details regarding the purpose of each partnership, roles and responsibilities, timeframes, and expected outcomes.		
Actions		Timeline	Responsible Officer(s)
Review the PACE framework once a term to ensure currency.		Ongoing	Principal
Strategy:	Enhance effective transition practises pre-prep to prep and year 6 into 7.		
Actions		Timeline	Responsible Officer(s)
Visit the local Kindergarten once a term to enhance the transition to Prep.		Term 4	Principal
Submit transition statements to applicable high schools.		Ongoing	Principal

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

