CORYMBIA STATE SCHOOL - ANNUAL IMPLEMENTATION PLAN

SCHOOL PRIORITY 1: CURRICULUM - EXCELLENCE IN TEACHING AND LEARNING

Domain 6 Systematic Curriculum Delivery

School Strategic Plan Initiative

Australian Curriculum (V9) and QKLGV2

- Collaboratively develop a deep understanding of the K-12 Framework to ensure all eight Learning Areas are aligned to AC and the Queensland Kindergarten Learning Guidelines to optimise collaboration and accessibility for all teachers.

- Develop clarity of evaluating achievement levels (making consistent judgements), specifically focusing on A - C levels within the Australian Curriculum (V9) by strategically integrating rigorous internal (2025) and external moderation (2026) practices.

- Clearly articulate and embed the school's vision for the teaching of reading using the Structured Literacy Approach to maximise student progress and achievement in reading.

- Establish a State Delivered Kindergarten Service at Corymbia State School with a variety of stakeholders to deliver a high-quality kindergarten program that meet National Quality Framework standards and assessment and rating.

Annual Implementation 2025 Actions

- Develop a **Corymbia State School Curriculum and Assessment Plan** for K-6, including **3 levels of planning** for all 8 Learning Areas of the AC, as well as aligning to the National Quality Standards (QA1 -Educational Program and Practice) .

- Implement **internal moderation processes (BAAE Model)** through regular Year Level Meetings to quality assure our achievement ratings.

- Consistently **build teacher capability** to provide quality feedback, developing assessment capable learners with a specific focus on monitoring assessment throughout the teaching and learning cycle. Through collaborative planning cycles in regular Year Level Meetings, teachers will refine formative/monitoring assessment and modify summative assessment.

- Implement a high-quality Kindergarten program aligned with all National Quality Standards by embedding consistent systems and processes, having regular reflective opportunities, and building staff capabilities around effective pedagogies principles (QKLGv2).

Annual Targets 2025

AEDC - Local 'Like School' Data Sets - specific focus on levels of vulnerability within the 5 domains

Prep - 2 Increase the portion of students achieving in English **80% A - C and 50% A - B** with a specific focus on academic achievement in Year 1 **(State Data Trend Dip)**

Year 3 - 6 Increase the number of students achieving in English **80% A - C and 50% A - B**

LOA Data not available for 21.4% of our whole student cohort (87 students). This could be attributed to students who are new to the state schooling system, new to the state or new to the country.

CORYMBIA STATE SCHOOL - ANNUAL IMPLEMENTATION PLAN

SCHOOL PRIORITY 1: CURRICULUM - EXCELLENCE IN TEACHING AND LEARNING

Domain 8 - Effective Pedagogical Practices
Domain 7 - Differentiating Teaching and Learning

School Strategic Plan Initiative

Pedagaogy
- Clearly articulate and enhance the school's **pedagogical practices for learning based on the 3 Principles of Pedagogy.** to maximise student progress and achievement in the key learning area of **English**.
- Clearly articulate and embed the school's vision for the **teaching of reading** using the Structured Literacy Approach to maximise student progress and achievement in reading.
- SDK- Embedding effective pedagogies principle from QLKG v2.

Inclusive Education
- Foster an inclusive environment where all students can access, participate and achieve success.

Annual Implementation 2025 Actions

- **Build teacher capability in teaching of English** through a differentiated coaching framework with a focus on the **Structured Literacy Approach** at Corymbia State School (ie. whole school approach, literacy block structure, low-variance instructional routines, scope and sequence, and monitoring and assessment processes).
- Continue to **make learning visible to all students** through success criteria linked to achievement standards (Learning Walls, Co-constructed success criteria, BIU Walls, Anchor Charts, exemplars).
- Enhance staff proficiency in catering to the diverse learning needs of students by creating a **Multi-Tiered System of Support for Students (in partnership with Family LinQ and other external providers)** addressing academic, social-emotional and school readiness.
- Build teacher capability to implement and refine **effective evidence-based differentiation processes and practices**, including Digital Inclusive Technologies embedded in universal design for learning (accessibility, barrier removal, tailored support).
- SDK -Build teacher capability with effective pedagogies principle QKLGv2.
- Establish and embed a schoolwide **National Consistent Collection of Data (NCCD) Framework** to systematically identify and address the diverse needs of all students, implementing a structured system for efficient data collection, analysis and intervention strategies.
- Build teacher capability to plan for and implement **Inclusive Technologies pedagogies,** with a focus on the stages of the SAMR model to differentiate, modify and engage students in learning (Substitution to Augmentation).

Annual Targets 2025

NCCD (including SWD)

- Align to Regional and State School Achievement.

Specific targets for this priority are based on the diverse needs of all learners, particularly identified student sub-groups:
- First Nations
- Underachieving
- Highly capable
- Out of Home Care
- EALD- Other dominant cultural group (based on community)
- Gender
- SDK- alignment to National Quality Standards QA1 - Educational Program and Practice and QA5- Relationships with Children.

CORYMBIA STATE SCHOOL - ANNUAL IMPLEMENTATION PLAN

CURRICULUM - EXCELLENCE IN TEACHING AND LEARNING

Behaviours we see from Leaders, Staff and Students to maximise impact.

Leaders will:

- **Embed strategic consistency** while remaining adaptable to change for maximum impact.

- Be highly visible as instructional leaders by actively engaging in planning meetings and classrooms

- **Quality-assure** our work and maintain alignment from **planning into practice**.

- Establish and implement accountability systems to foster an **inclusive and supportive learning environment** for all students.

- Enhance pedagogical practices by clearly articulating our school's approach and **provide tailored professional learning** to all staff to improvement in all key learning areas of the Australian Curriculum.

Staff will:

- **Create a stimulating and engaging learning environment** underpinned by high expectations, evidence-based practices and innovative teaching.
- Use assessment practises that position students as leaders of their own learning
- **Use meaningful data to reflect on practice**, track student progress and set learning goals.
- commit to ongoing, collaborative learning to foster rigorous dialogue.

Students will:

- **Think creatively and critically**
- Communicate ideas and thinking confidently with clarity through a variety of digital inclusive technologies
- **Collaborate and act on feedback**
- **Aspire to demonstrate mastery** when they apply their knowledge and skills within authentic, meaningful tasks.

SCHOOL PRIORITY 2: CULTURE - BUILDING CAPABLE PEOPLE (WELLBEING & ENGAGEMENT)

Domain 2 - Analysis and Discussion of Data

School Strategic Plan Initiative

- Develop targeted professional learning aimed at enhancing and **strengthening staff data literacy**, to build confidence in analysing and interpreting relevant data sets to directly inform teaching and learning practices.

- SDK- Develop targeted proccessional learning aimed at effective pedagogies NQS QA1 and QA5, and QKLG v2.

- Develop and strengthen staff capability to **align curriculum and wellbeing initiatives** informed by data in order to make informed decisions, fostering a holistic and impactful learning environment.

- Develop and embed a **School Data Plan** to align to strategic priorities, with precision and purpose in both the collection and utilisation of data.

Annual Implementation 2025 Actions

- **Establish regular deep data case management sessions**, review and analyse data with a focus on improving targeted groups and to inform teaching with emphasis on year level aspirational student improvements.
- **Build teachers understanding of personal and social capabilities,** continuing to track, map and monitor goal development. Triangulate behaviour and academic data as an effective measure to respond to the diverse learning needs of all students through MTSS.
- **Embed Circle Time**, Reboot, Switch4School, Trauma informed teaching practices to create trusting and respectful relationships in our school and classrooms and to create a sense of belonging and wellbeing across all learning environments.
- Through participating in the regional **Community of Practice Engaged Learners** - the leadership team will **establish and embed support** for staff to understand engagement and belonging frameworks, strategies and tactics (Doug Fisher).
- Collaboratively develop a **K-6 Wellbeing and Engagement Framework** in consultation with Regional Behaviour and Wellbeing Team, **Family LinQ**, QLD Health etc, Director of Switch4Schools, Creator of Reboot and a Wellbeing Educator.
- SDK- Establishing regular and deep critical reflection practices and sessions with a focus on informing continuous quality improvement.

Annual targets 2025

Data:
- OneSchool behaviour data tracking (major & minors)
- Attendance data
- SOS Data (August 2025)
- Queensland Engagement and Wellbeing Survey
- Switch4Schools
- WHS Data (OVA)
- Teacher Wellbeing Survey (Teachers In/Teachers Out)

SDK- Minutes taken and reflective conversation documented.

SCHOOL PRIORITY 2: CULTURE - BUILDING CAPABLE PEOPLE (WELLBEING & ENGAGEMENT)

Domain 5 - Expert Teaching Team
Domain 9 - Building school-community partnerships

School Strategic Plan Initiative

- **Establish a performance and development culture** across all staff where staff align professional career goals and develop leadership behaviours to create an expert teaching team, including **Teacher Champions.**

- Developing and embedding a performance culture, where Leaders align professional career goals **(ACDP's).**

- Develop and embed a performance culture across our community where all stakeholders have **collective responsibility** and agency **(Parent Champions).**

Annual Implementation 2025 Actions

Creating an Expert Teaching Team

- **Corymbia Curriculum Professional Learning Community** - build teacher capability to develop clear and achievable agenda items and school-wide focus areas which are aligned with the implementation of version 9, using resources provided by the department on the Curriculum Gateway, Jocelyn Seamer's Resource Room and Literacy Hub).

- **Corymbia Behaviour and Wellbeing Professional Learning Community** - build teacher capability to work collaboratively together to develop a deep understanding of connection and belonging and how crucial this is to successful learning outcomes. This Professional Learning Community will build teachers ability to embed Trauma Informed Teaching Practices as a whole school signature pedagogy across all classrooms at Corymbia State School.

Creating an Expert Leadership Team

- **Corymbia Early Years Professional Learning Community** - teachers will build knowledge and capability to ensure continuity of pedagogy in the early years. As part of building teacher capability, we are also about of the **Regional Community of Practice - Transitions and Partnerships Community** to build leadership team capability to lead a K-6 Vision. We will be working collaboratively to implement and embed consistent pedagogical approaches in the areas of social emotional learning, age-appropriate pedagogies and explicit instruction in literacy.

- As part of the **Corymbia Early Years Professional Learning Community**, we will develop a network with Region, Crestmead SS and local Early Years Centres with a variety of stakeholders to deepen successful transitions and share practices between ECEC services and state schools with a focus on aligning effective pedagogies across K-1 (NQS QA 6.2 - collaborative partnerships).

- **Regional Engaged Learners Community of Practice** - is designed to explore student engagement, their interests and curiosity in their learning and help students to feel a sense of belonging within their school community (National Quality Standards QA1).

Creating an Expert Community Engagement Team

- **Community Engagement Team** - strategically lead a K-6 Community Engagement Team inside and outside the school gate to foster shared decision making and create positive champions for Corymbia State School in this space. This will also involve Family LinQ stakeholders, QLD Health and other providers, LDC and other external providers. (National Quality Standards- QA6 Collaborative partnerships with families and communities).

SCHOOL PRIORITY 2: CULTURE - BUILDING CAPABLE PEOPLE (WELLBEING & ENGAGEMENT)

Behaviours we see from Leaders, Staff and Students to maximise impact.

Leaders will:

- **Actively implement and embed quality assure** a framework to enhance staff capabilities and precision in teaching.

- **Celebrate and utilise staff as change champions**, promoting the sharing of high-quality practices among teaching teams for continuous improvement.

- **Model a strong commitment to data literacy** by actively engaging in professional learning alongside staff and showcase the direct impact of data-informed decisions on teaching and learning outcomes.

- **Align the school's data plan with strategic priorities**, ensuring purposeful data collection that directly influences student progress and achievement.

- **Regularly assess the effectiveness of the data usage**, making adjustments to ensure a targeted and results driven approach to supporting our school's success measure.

Staff will:

- **Model positive behaviours** and foster strong relationships through calm and consistent adult behaviour.
- **Create a welcoming environment** where students feel a sense of belonging and connection as part of consistent morning routines.
- **Explicitly teach our school expectations** of RESPECT for self, learning, others, property and environment.
- **Model and teach School Values** - Kindness, Accountability, and Respect.

Commit to:
- Ongoing collaborative learning, consistency of expectations, reflective practice and professional dialogue.
- Using meaningful data to reflect on practice and set goals.
- Model forgiveness
- Restorative practices

Students will:

- Take pride in themselves, their class and their school, ensuring they show respect for each other.
- Assume accountability for their actions and repair (restore) any inappropriate decisions they might take.
- Learn to the best of their abilities and allow others to do the same.
- Show kindness to all within our Corymbia Community.

Foundation School Principal: Nicole Morriss

Signature:

School Supervisor: Bronwyn Johnstone

Signature:

WAYS WE CONNECT AND BELONG

Understand Self and Others

Creating High Performing Teams

Wellbeing focus for all

Trust builds relationships

Collective Responsibility

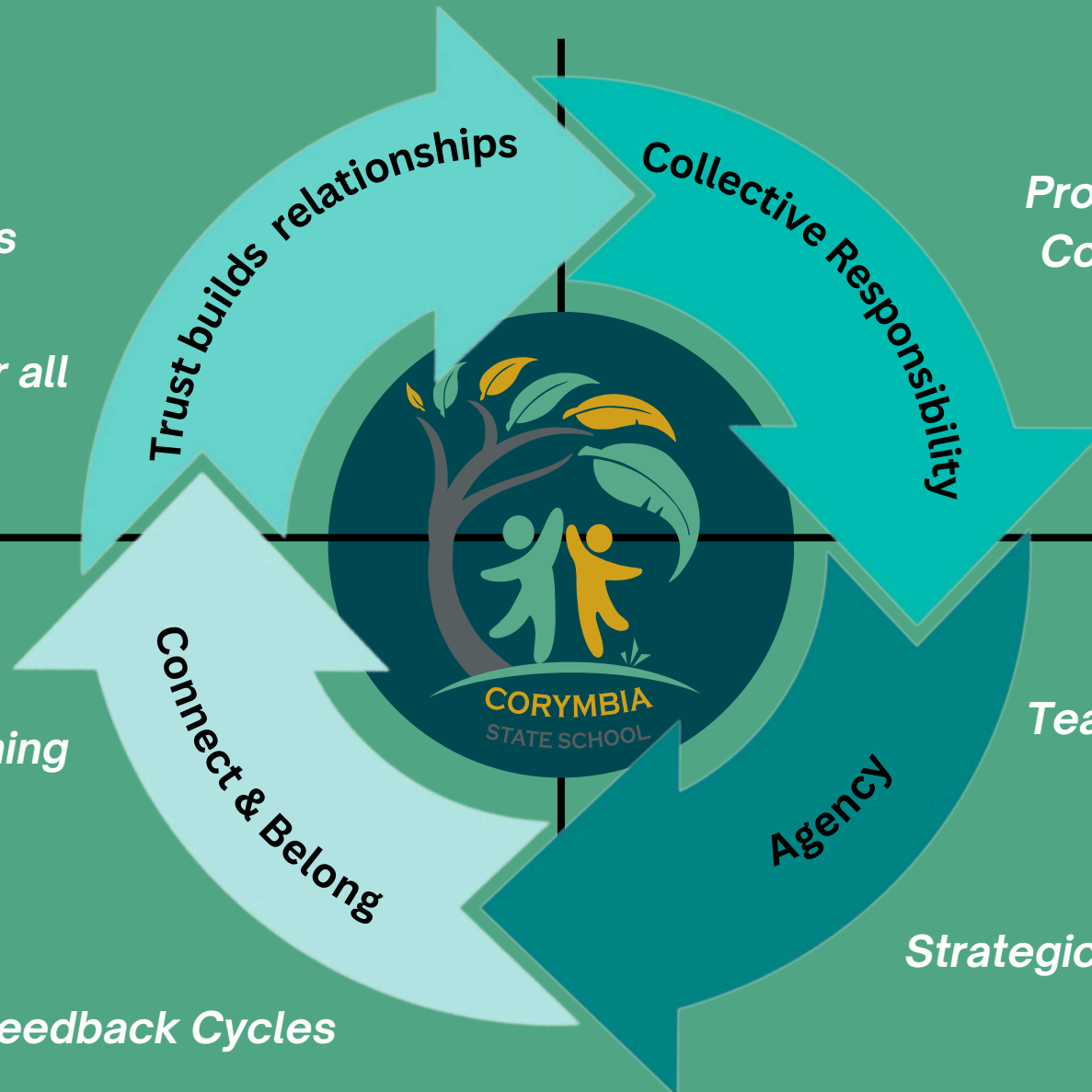**Professional Learning Communities with all Stakeholders**

Student Driven Learning

Connect & Belong

Agency

Teacher and Community Champions

Strategic Working Parties

Parent and Teacher Feedback Cycles

CORYMBIA
STATE SCHOOL