



Coomabah State High School

2024 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Educational achievement

Long-term targets/desired outcomes

- Strong results in A-C and A-B LOA Data.
- Strong behaviour and effort results in the reporting cycle
- Relative gain NAPLAN data (Yr7-9) exceeding the nation in reading, writing and numeracy.

AIP targets/desired outcomes

- Implement Australian Curriculum V9 and new QCAA Senior Applied subject syllabi with fidelity.

School Strategic Plan Strategy:	We are guided on what to teach, aligned to the P-12 Curriculum and Reporting Framework through a comprehensive whole school Curriculum Plan This plan includes the way in which numeracy support, assessment and moderation processes occur.	
Actions		Responsible Officer(s)
School leaders have deep knowledge of the curriculum and successfully lead their teams to plan and implement relevant, engaging programs providing all students with differentiated teaching practices.		Elizabeth Bailey, Cathy Shearer
School Strategic Plan Strategy:	The Whole school approach to pedagogy provides teachers with a deep understanding and commitment to agreed, high yield teaching practice at an expert level for a diverse group of learners. Delivered with fidelity, these will allow students to achieve their personal best.	
Actions		Responsible Officer(s)
Academic Excellence Teachers embed critical and creative thinking skills, based on the Teaching for Thinking framework, throughout units and lessons to extend students using an inquiry approach.		Jackson Hilton, Tameeka Schelks
Teachers identify, provide and document adjustments which cater to individual learner needs as outlined in the Whole School Approach to Pedagogy and Differentiation.		Peta Purdon, Tameeka Schelks
School Strategic Plan Strategy:	We are committed to improvement in reading and writing guided by a literacy strategy that ensures improvement across all departments.	
Actions		Responsible Officer(s)
Curriculum Director leads Literacy Champions and Heads of Department to build the capability of teaching teams to document and explicitly teach subject specific literacy demands.		Cathy Shearer
Junior Secondary Director leads and partners with the Inclusive Education team to provide targeted literacy intervention for identified students to cater to individual student needs.		Jodi May
The literacy team identify students, collect pre and post data to cater programs to student needs, provide appropriate challenge and measure impact to allow students to achieve their personal best.		Jodi May
School Strategic Plan Strategy:	We are lifelong learners and engage in a comprehensive teacher professional learning agenda with a focus on expertise in curriculum, teaching and learning	
Actions		Responsible Officer(s)
Continue to build an expert teaching team to deliver high impact pedagogy strategies which support student engagement with our whole school approach to pedagogy.		Tameeka Schelks, Isabelle Taylor
School Strategic Plan Strategy:	We embrace a culture of collaboration supported by our collegial engagement	





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	structure that engages all staff in formal systematic approach to observation, feedback, supervision, mentoring and coaching.
Actions	Responsible Officer(s)
Continue to build a collaborative culture in which school leaders and teachers effectively participate in, reflect and act upon the findings of Learning Walks and Talks.	Isabelle Taylor
Expand teacher involvement in Learning Walks and Talks to improve pedagogical practice and support their APR goals.	Isabelle Taylor
School Strategic Plan Strategy:	We value the integration of technology and deliver this through an eLearning strategy responsive to digital innovation in teaching and learning
Actions	Responsible Officer(s)
The Whole School Approach to E-Learning supports our vision, school and pedagogical practices to support staff and students to build digital literacy and 21st century skills.	Anton Tomassen

School Strategic Plan - 2. Wellbeing and Engagement

Long-term targets/desired outcomes

- Strong effort and behaviour results through reporting
- Student attendance above the state school mean.
- Outstanding student and staff agreement that behaviour is well managed.
- Low levels of Student Disciplinary absences
- All students achieving QCE Attainment
- Senior retention from Yr10-12 remains high
- All students on a desired post school pathway

AIP targets/desired outcomes

- 100%QCE and QCIA 90% 2024 Year 12 cohort engaged in work or further study Attendance above SER mean Tier I PBL>85% Tier III PBL< 3% SDA's below like school mean Student wellbeing framework implemented

School Strategic Plan Strategy:	We guide students in making positive choices in all aspects of schooling referring to the comprehensive Student Code of Conduct - Inclusive of Attendance, Uniform, PBL and Inclusion.
Actions	Responsible Officer(s)
Develop the capabilities of the Leadership team to become highly effective leaders, driving schoolwide PBL systems and processes that improve student engagement outcomes.	Justin Clinch, Grant Stephensen
Excellent school attendance is monitored, acknowledged and celebrated through a whole school attendance initiative.	Justin Clinch
School Strategic Plan Strategy:	Our commitment to students striving for excellence is evident in Positive Behaviour for Learning throughout the school. It provides effective processes that continue to improve student behaviour, engagement and effort inside and outside of the classroom.
Actions	Responsible Officer(s)
PBL staffroom representatives effectively drive the implementation of whole school Tier 1 strategies across school faculty teams creating a consistent approach to schoolwide PBL.	Justin Clinch, Jodie Hetherington
School Strategic Plan Strategy:	Student Wellbeing is critical to academic success. Our Student wellbeing framework inclusive of inclusion, engagement, house spirit and our student engagement team guides our work
Actions	Responsible Officer(s)



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Develop and share with our greater school community the school's Student Wellbeing Framework which encompasses our strategies, interventions and support provisions that promote student wellbeing.		Guidance Officer
School Strategic Plan Strategy:	We are committed to the welfare of staff to allow them to work to their potential. Our Staff wellbeing Framework describes our processes.	
Actions		Responsible Officer(s)
Develop and implement a staff wellbeing framework		Guidance Officer
School Strategic Plan Strategy:	We understand the importance of a smooth transition to high school and continuing to build strong foundations through Year 7 - 9. Our Junior Secondary framework guides this deliberate flow.	
Actions		Responsible Officer(s)
We partner with local schools (including ABC cluster schools) to build a deep understanding of students entering Year 7 and lead transition activities to support a smooth transition for students.		Jodi May
We foster a culture of learning and high expectations by monitoring, supporting and celebrating student achievement across Years 7-9 which empowers students follow their desired pathway.		Jodi May

School Strategic Plan - 3. Culture and Inclusion

Long-term targets/desired outcomes

- Community confidence that we are a great school
- Continued strong enrolment numbers

AIP targets/desired outcomes

- The creation of an inclusive learning culture aligned to the signposts for inclusive schooling practices.

School Strategic Plan Strategy:	We are a welcoming and inclusive school. We engage in a wide variety of activities outlined in our Parent and Community engagement strategy.	
Actions		Responsible Officer(s)
Develop schoolwide practices that identify and document support for all students requiring adjustments to achieve best possible outcomes.		Peta Purdon
Promote collaborative processes to ensure that all stakeholders are represented and feel valued, within the Inclusion Framework.		Peta Purdon
Develop, enact and promote case management for students requiring adjustments to enable them to access and participate in learning.		Peta Purdon
Case managers work collaboratively with class teachers to plan support strategies and record adjustments in Personalised Learning Plans.		Peta Purdon
School Strategic Plan Strategy:	We are proud of the outcomes of our students and staff. Through our Marketing strategy we share our successes with our community	
Actions		Responsible Officer(s)
Showcase and promote the high expectations and outcomes achieved by CSHS students through a variety of Junior Secondary transition opportunities.		Jodi May, Tameeka Schelks
Formalise and expand on the range of activities we undertake to promote our school within the community.		Grant Stephensen
Employ a marketing company to re-design our school image and social media presence.		Grant Stephensen
School Strategic Plan Strategy:	We value culture and creating inclusive teaching and learning environments as	





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	outlined in our Inclusion Framework
Actions	Responsible Officer(s)
Staff consider, plan for and document how they cater for students' needs in their planning and throughout the teaching and learning cycle using the Whole School Approach to Differentiation.	Peta Purdon, Tameeka Schelks
Staff are supported by case managers to gain knowledge to collaboratively plan, implement and record supplementary, substantial and extensive learning adjustments required for individual students.	Peta Purdon

School Strategic Plan - 4. Governance and resourcing

Long-term targets/desired outcomes

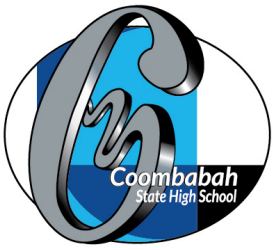
- High quality autonomous leaders, confident in their roles and actions
- Resourcing that is valued and relevant to the learning needs.

AIP targets/desired outcomes

- Financial resources are focussed on identified areas of development based on continual data enquiry cycles.

School Strategic Plan Strategy:	Through clear roles, responsibilities and accountabilities of school and program leaders, informed decision making leads to achievement of our goals.
Actions	Responsible Officer(s)
A visible organisational structure of all staff for clear line of accountability and support processes across the school. All leaders to be guided by Leadership frameworks that are agreed upon.	Grant Stephensen
Documented and enacted Line of sight through data, strategies and implementation for all leaders	Grant Stephensen
Data analysis completed continuously throughout the year by all leaders focused on a faculty data tracker and aligned to the school data profile.	Grant Stephensen
School Strategic Plan Strategy:	Our financial resources are allocated to meet systemic needs, align to school priorities and are responsive to emergent needs.
Actions	Responsible Officer(s)
I4S Literacy - The provision of teacher aides to assist students \$130 000	Jodi May
I4S Numeracy - The provision of teacher aides to support students \$50 000	Holly Cotugno
I4S Pathways - The provision of a Senior Schooling / QCE coordinator to track student success and drive continual improvement \$40000	Cath Robertson
I4S Student Support - The provision of Youth Support Coordinators to allow students to engage successfully with their education \$120000	Justin Clinch
I4S - The provision of data tracking and support to the Student Engagement Team to ensure support is built in a wrap around support. \$70000	Justin Clinch
I4S student support - GO top up of wellbeing workforce GO of 0.6 for greater support for tier 3 students.	Justin Clinch
School Strategic Plan Strategy:	We strive to implement a future-focused and long-term infrastructure plan to ensure we meet the learning demands of the future
Actions	Responsible Officer(s)
Creation of a new infrastructure plan to suit the needs of a newly developed school vision.	Naomie King





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Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



Queensland
Government