

Coolum State High School

2026 ANNUAL IMPLEMENTATION PLAN



School priority 1	Coolum High lesson structure in all classrooms. Term 1 Reinvigorating/Embedding: - Arrival and entry routines; learning objectives - 'I Do, We Do' Familiarising/Implementing - Lesson closure Familiarising - You Do Term 2 Reinvigorating/Embedding: - Arrival and entry routines; learning objectives; lesson closure - 'I Do, We Do' Familiarising: - 'You Do' Term 3 and Term 4 Embedding: - Arrival and entry routines; learning objectives; lesson closure - 'I Do, We Do' Implementing: - 'You Do'	Phase	Implementing	School priority 2	Reading 2026 - All Coolum High staff to be familiarised with 'Reading Through the Australian Curriculum' materials. This will involve coverage on Student Free Days, staff meetings, faculty meetings and written communication. Terms 1&2 - Yr 7 English staff to begin implementing Multilinguistic Word Studies. - Yr 7 Humanities staff to be trained in Strategic Text-Based Discussions Terms 3&4 - Yr 7 Humanities staff begin attempting Strategic Text-Based Discussions - Science HOD/s + key staff member to be trained in Multilinguistic Word Study	Phase	Familiarising, Implementing and Planning	School priority 3	Curriculum Implementation All teaching staff are actively engaged in planning and/or implementing curriculum, including Version 9 of the Australian Curriculum and 2025 QCAA Senior Syllabi. • Year Level and Band Plans • Marking guides / ISMGs • Assessment tasks • Exemplars • Unit Plans or TLAPs Implementing and Reviewing: - o Yr 7 – 9 English, Math, HPE, Design Tech, Digital Tech - o Diverse Learning curriculum (Yr 7-9 Math/Eng) - o Yr 7/8 Science, Arts, Japanese and Humanities - o Year 9/10 French Planning: - o Yr 9 Science, Arts & Hums planned by conclusion of 2026 - o Diverse Learning (yr 7 – 9) Humanities and Science planned by conclusion of 2026 QCAA: Implementing and Reviewing: - o All applicable QCAA senior syllabi Planning (U3/4) & Implementing (U1/2): - o Technology (Engineering - 2027 completion year) - o Languages - French (2027 completion year)	Phase	Implementing and Planning
	Link to school review improvement strategy:	Prioritise building the instructional leadership capability and expectations of all school leaders to support organisational change and school improvement.			Link to school review improvement strategy:	Prioritise building the instructional leadership capability and expectations of all school leaders to support organisational change and school improvement.			Link to school review improvement strategy:	Review and align curriculum to the whole school curriculum, assessment and reporting plan aligned to the P-12 Curriculum, Assessment and Reporting Framework (CARF) and establish QA processes to ensure the intended curriculum is enacted.	

Strategies	- A collaboratively developed lesson structure is embedded across all faculties. - A professional and consistent system of instructional walks is embedded by all leaders. - Whole school professional development schedule including meeting agendas.	Strategies	- Use of Student Free Days, staff meetings and faculty meetings to familiarise all staff in the Department of Education reading modules - Use SFDs, faculty meetings and professional development days to grow capability of year 7 English staff in Multilinguistic Word Studies (Terms 1&2) - Use SFDs, faculty meetings and professional development days to grow capability of year 7 Humanities staff in Strategic Text-Based Discussions (Terms 1&2) - Use line management meetings and professional development days to grow capability of Science HODs + key staff member in Multilinguistic Word Studies (Terms 3&4)	Strategies	- Capability development in ACARA and QCAA syllabi, including assessment and exemplar design, Marking Guides/ISMG and Unit Plans/TLAPs, during faculty and whole staff meetings. - Release time (Yr 9 Arts/Sci/Hums and U3/4 French/Engineering) for planning led by the Head of Department. - Moderation events in staff and faculty meetings. - Regional support as required.
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Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
- Ensure school AIP is shared, communicated and supported, including the allocation of human and financial resources. (Principal) - Communicate & collaborate with the school community. (Principal) - Ensure instructional walks occur as planned for all faculties. (Principal) - Build instructional leadership capability of the leadership team in learning objectives, lesson closure, I Do , We Do & You Do. (DP – Instructional Leadership) - Through instructional leadership, uphold the implementation of the Lesson Structure as a priority in line management meetings and instructional walks. (Deputy Principals) - Develop a strategic faculty vision and plan for Lesson Structure implementation in consultation with the faculty. Enact instructional walks. (Heads of Department) - Use faculty meetings, digital tools, feedback, coaching, and walks to drive Lesson Structure implementation. (Heads of Department) - Deliver effective lessons aligned with the Coolum High Lesson Structure and reflect on their impact. (Teachers)	Professional development time with approved Schedule. Pedagogical resources, e.g. 'Show Me' boards.	- Ensure school AIP is shared, communicated and supported, including the allocation of human and financial resources. (Principal) - Communicate & collaborate with the school community. (Principal) - Ensure budget and resources are available for training in reading modules. (Principal) - Ensure reading modules are consistently on whole school staff meeting agendas (EMT) - Build instructional leadership capability of the leadership team in reading modules (DPs – Reading portfolios) - Through instructional leadership, lead and facilitate training in reading modules during faculty meetings (HODs English, Humanities, Science) - Grow personal knowledge of and advocate for reading module implementation (Heads of Department) - Grow in knowledge of and capacity in reading modules (all teaching staff) - Implement Multilinguist Word Study (Year 7 English teachers) - Attempt Strategic Text Based Discussions (Year 7 Humanities teachers – Terms 3&4)	Release time for professional development. Meeting time. Administrative support.	- Ensure school AIP is shared, communicated and supported, including the allocation of human and financial resources. (Principal) - Communicate with the school community. (Principal) - Ensure instructional walks occur as planned for all faculties. (Principal) - Implement and refine the strategic plan to build the capability of school leaders in Australian Curriculum Version 9 implementation. (DP - Curriculum) - All faculty curriculum materials (year/band/unit plans, assessment tasks/guides and exemplars) (DP – curriculum) - Prioritise curriculum discussions during line management meetings; locate, advocate for and provide appropriate support for line managed HOD and faculty. (Deputy Principals) - Develop a strategic faculty vision, and plan for new and changed curriculum, in consultation with their faculty. (Heads of Department) - Plan strategically for the use of faculty meetings, including curriculum planning and moderation, to lead the implementation and review of curriculum within the faculty. (Heads of Department) - Plan and enact effective curriculum and assessment using the agreed curriculum documentation and reflect on effectiveness through moderation practices (pre & post) and student outcomes. (Teachers) - Senior staff can apply ISMGs with accuracy for endorsed assessment tasks.	Release time for faculties planning V9 for 2027. Meeting time. Administrative support.

End Term 4	Measurable outcomes - Equity & Excellence overall cohort outcomes: - Junior Secondary A-C Yr 7-9 (98%). - Junior Secondary A-B Yr 7-9 (75%). 100% QCE/ QCIA attainment. 100% of teachers who have been at Coolum High for 12 months have implemented the lesson structure.	End Term 4	Measurable outcomes - Observable implementation of year 7 Multilingualistic Word Studies in English (from Term 1) - Observable attempts at year 7 Strategic Text-Based Discussion in Humanities (from Term 3) - Preparation of resources for 2027 implementation of Multilingualistic Word Study in Science (by end 2026) - Familiarisation – observed through whole school and faculty meeting agendas & actions.	End Term 4	Measurable outcomes - Equity & Excellence overall cohort outcomes: Junior Secondary A-C Yr 7-9 (98%). - Junior Secondary A-B Yr 7-9 (75%). 100% QCE / QCIA attainment. - All curriculum areas are fully implemented by the conclusion of 2026 or fully planned as per the V9 Curriculum schedule - All senior syllabi assessments are endorsed for use in 2026.
	Success criteria Behaviourally: Teachers – effectively implement all aspects of the Coolum High lesson structure including Entry & Arrival routines, Learning Objectives, Warm Ups (in relevant faculties), I Do, We, Do, You Do, lesson closure Leadership Team – build capability of staff in You Do. Grow and increase capacity of staff in entry and arrival routines, learning objectives, lesson closure, I Do, We Do, You Do. Executive Management Team – establish whole-school consultative vision, grow leader capability in established strategies, engage in instructional walks to reflect on leadership of lesson routine. Support Staff – actively support the implementation of lesson strategy, including growing knowledge of and ability to implement strategies as appropriate / OR understand the implementation of the lesson strategy in order to support staff and students. Students – actively participate in entry & arrival routines; articulate the learning objective; engage effectively in lesson phases; take responsibility for learning; demonstrate pride in results and outcomes; articulate that they know and are aware of requirements of all tasks, especially assessment tasks (including task and marking guide requirements), make active use of available exemplars. Attend homework club and tutoring as necessary.		Success criteria Behaviourally: Teachers: - Know how to access reading modules. - Have considered, through structured forums, the implications of reading modules for their curriculum - Year 7 teachers of English well-supported & confident in implementing Multi-Linguistic Word Studies - Year 7 teachers of Humanities well-supported & confident in attempting Strategic Text-Based Discussions in Term 3 - Year 7 Science HOD + key staff member confident to lead planning for Multilingualistic Word Study in 2027 Leadership Team – build capability of all teaching staff through effective leadership and modelling as learners in Department of Education reading materials. Executive Management Team – build capability of all school leaders to effectively lead the familiarisation, planning and implementation of the Department of Education reading modules at Coolum SHS. Students – year 7 students to actively participate in Multilingualistic Word Studies in English (from term one). Year 7 students to actively participate in Strategic Text-Based Discussions in Humanities (from term three).		Success criteria Behaviourally: Teachers: - Know how to access relevant curriculum (either through AC website or QCAA) - Understand the Achievement Standards, Content Descriptions and Elaborations of relevant curriculum documents. - Plan or have planned Year Level and/or Band Plans. - Senior staff can apply ISMGs with accuracy for endorsed assessment tasks. (Senior staff may engage in QCAA modules for professional development) - Engage in faculty determined moderation protocols. Leadership Team - build capability of all teaching staff through effective leadership including moderation protocols of planning and implementation, including the use of faculty meeting time. Engage in instructional walks to reflect on leadership that the intended curriculum is the enacted curriculum. Have a clear moderation (pre/post) plan across faculty meetings at applicable junctures for each faculty. Executive Management Team - build capability of all school leaders to effectively lead the familiarisation, planning and implementation of relevant curriculum by all teaching staff. Students - articulate that they know and are aware of requirements of all tasks, especially assessment tasks (including task and marking guide requirements), and make active use of available exemplars.
	Artefacts Instructional Leadership Framework that includes lesson structure, instructional walk planner & protocols.		Artefacts Whole School 'Reading Implementation Plan' to be finalised by end Term 1.		Artefacts CARP Plan. Year level/Band plans. Unit plans. Marking guides. ISMGs. Exemplars. Assessment items. Moderation protocols.

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	100% arrival and entry routines; warm ups (where relevant); learning goals, I Do, We Do, lesson closure for all staff of more than 12 months at CSHS	Behaviourally: Teachers – embed arrival & entry routines; warm ups (where relevant); learning goals; I Do; We Do. Leadership Team – lead processes to embed all Term 1 agreed lesson plan elements through faculty meetings, written communication, role-modelling and learning walks. Executive Management Team – establish goals of embedding key elements, enable staff meeting time, engage in learning walks and monitor implementation of agreed learning routine phases. Support Staff – support the implementation and embedding of the described elements of the Coolum High lesson routine. Students – participate actively in the Coolum High lesson routine.	Coolum SHS lesson structure. Completed Instructional walk planner from Leadership Team members.	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	End Term 1	Observable implementation of Multilingualistic Word Studies in Year 7 English Observable implementation of Strategic Text-Based Discussions in Year 7 Humanities Plans in place for implementation of Strategic Text-Based Discussions in Science in 2027	Behaviourally: Teachers: - Teachers of Year 7 English are implementing Multilingualistic Word Studies - Teachers of Year 7 Humanities are familiarising and planning for Strategic Text-Based Discussions - All teachers participate in familiarisation sessions regarding Department of Education reading modules Leadership Team – model and lead faculty staff in familiarisation of Department of Education reading modules Executive Management Team – Budget, support, role-model and lead staff in growing understanding of Department of Education reading modules Students – participate effectively in year 7 English 'Multilingualistic Word Studies.'	Year 7 Multi-Linguistic Word Studies plan in place in English Year 7 Strategic Text-Based Discussion plan in place in Humanities Year 7 Strategic Text-Based Discussion plan in place for Science in 2027 Whole school Reading Implementation Plan (end Term 1)	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	End Term 1	All faculties will have a plan that sets out steps to be taken within the faculty for the planning and/or implementation of curriculum.	Behaviourally: Teachers: - Review and modify previous assessment and results (V9 and senior applicable) - Know how to access relevant curriculum (either through AC website or QCAA) - Understand the Achievement Standards, Content Descriptions and Elaborations of relevant curriculum documents. - Senior staff can apply ISMGs with accuracy for endorses assessment tasks - Engage in faculty prescribed moderation protocols. Leadership Team - build capability of all teaching staff through effective leadership including moderation protocols of planning and implementation, including the use of faculty meeting time. Engage in instructional walks to reflect on leadership that the intended curriculum is the enacted curriculum. Executive Management Team - build capability of all school leaders to effectively lead the planning and implementation of relevant curriculum by all teaching staff. Students - articulate that they know and are aware of requirements of all tasks, especially assessment tasks (including task and marking guide requirements), and can make active use of available exemplars.	Year/Band Plans Unit Plans Assessment Tasks Marking Guides Exemplars	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>

End Term 2	100% arrival and entry routines; warm ups (where relevant); learning goals, I Do, We Do, lesson closure for all staff of more than 12 months at CSHS	Behaviourally: • Teachers – embed arrival & entry routines; warm ups (where relevant); learning goals; I Do; We Do. <u>Engage in familiarisation activities with You Do.</u> • Leadership Team – lead processes to embed all Term 1 agreed lesson plan elements through faculty meetings, written communication, role-modelling and learning walks. <u>Lead processes to familiarise staff with You Do.</u> • Executive Management Team – establish goals of embedding key elements, enable staff meeting time, engage in learning walks and monitor implementation of agreed learning routine phases. <u>Lead You Do familiarisation processes.</u> • Support Staff – support the implementation and embedding of the described elements of the Coolum High lesson routine. • Students – participate actively in the Coolum High lesson routine.	Coolum SHS lesson structure.	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	All teaching staff will have engaged in activities that develop knowledge of Achievement Standards, Content Descriptions, Elaborations and whole school moderation.	End Term 2	Behaviourally: • Teachers: ○ Teachers of Year 7 English are implementing Multilingualistic Word Studies ○ Teachers of Year 7 Humanities are familiarising and planning for Strategic Text-Based Discussions ○ All teachers participate in familiarisation sessions regarding Department of Education reading modules • Leadership Team – model and lead faculty staff in familiarisation of Department of Education reading modules. • Executive Management Team – Budget, support, role-model and lead staff in growing understanding of Department of Education reading modules. • Students – participate effectively in year 7 English ‘Multilingualistic Word Studies.’	End Term 2	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	All teaching staff will have engaged in activities that develop knowledge of Achievement Standards, Content Descriptions, Elaborations and whole school and/or faculty moderation.	Behaviourally: • Teachers: ○ Review and modify previous assessment and results (V9 and senior applicable) ○ Know how to access relevant curriculum (either through AC website or QCAA) ○ Understand the Achievement Standards, Content Descriptions and Elaborations of relevant curriculum documents. ○ Senior staff can apply ISMGs with accuracy for endorses assessment tasks ○ Engage in moderation protocols. • Leadership Team - build capability of all teaching staff through effective leadership including moderation protocols of planning and implementation, including the use of faculty meeting time. Engage in instructional walks to reflect on leadership that the intended curriculum is the enacted curriculum. • Executive Management Team - build capability of all school leaders to effectively lead the planning and implementation of relevant curriculum by all teaching staff. • Students - articulate that they know and are aware of requirements of all tasks, especially assessment tasks (including task and marking guide requirements), and can make active use of available exemplars.	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>
	Staff and Faculty meeting agendas show familiarisation activities re: You Do		Instructional walk protocols.									

End Term 3	100% of teachers who have been at Coolum High have embedded all elements of lesson routine, except You Do.	100% of teachers attempt You Do.	Behaviourally: Teachers – embed arrival & entry routines; warm ups (where relevant); learning goals; I Do; We Do. <u>Attempt You Do activities.</u> Leadership Team – lead processes to embed all Term 1 agreed lesson plan elements through faculty meetings, written communication, role-modelling and learning walks. <u>Lead processes to implement You Do.</u> Executive Management Team – establish goals of embedding key elements, enable staff meeting time, engage in learning walks and monitor implementation of agreed learning routine phases. <u>Lead You Do implementation processes.</u> Support Staff – support the implementation and embedding of the described elements of the Coolum High lesson routine. Students – participate actively in the Coolum High lesson routine.	Coolum SHS lesson structure. Completed Instructional walk planner from Leadership Team members. Instructional walk protocols.	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	End Term 3	All staff at planning and/or implementation phase will have used Achievement Standards, Content Descriptions and Elaborations, and written assessment, marking guides, unit plans and exemplars.	Behaviourally: Teachers: - Teachers of Year 7 English are implementing Multilingualistic Word Studies - Teachers of Year 7 Humanities are implementing Strategic Text-Based Discussions - All teachers participate in familiarisation sessions regarding Department of Education reading modules Leadership Team – model and lead faculty staff in familiarisation of Department of Education reading modules. Executive Management Team – Budget, support, role-model and lead staff in growing understanding of Department of Education reading modules. Students – participate effectively in year 7 English 'Multilingualistic Word Studies' and Year 7 Humanities 'Strategic Text-Based Discussions'		Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>	End Term 3	All staff at planning and/or implementation phase will have used Achievement Standards, Content Descriptions and Elaborations, and written assessment, marking guides, unit plans and exemplars.	Behaviourally: Teachers: - Review and modify previous assessment and results (V9 and senior applicable) - Know how to access relevant curriculum (either through AC website or QCAA) - Understand the Achievement Standards, Content Descriptions and Elaborations of relevant curriculum documents. - Senior staff can apply ISMGs with accuracy for endorses assessment tasks - Engage in moderation protocols. Leadership Team - build capability of all teaching staff through effective leadership including moderation protocols of planning and implementation, including the use of faculty meeting time. Engage in instructional walks to reflect on leadership that the intended curriculum is the enacted curriculum. Executive Management Team - build capability of all school leaders to effectively lead the planning and implementation of relevant curriculum by all teaching staff. Students - articulate that they know and are aware of requirements of all tasks, especially assessment tasks (including task and marking guide requirements), and can make active use of available exemplars.	Traffic Lights <i>Red – not progressed</i> <i>Yellow – in progress</i> <i>Green - achieved</i>

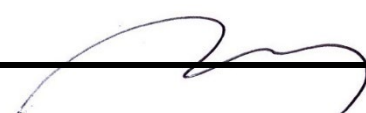
Approvals

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



Principal

P&C/School Council



School Supervisor