

# Coolum State High School-Strategic Plan 2020 -2023

## Four Year Focus / Key Improvement Strategies



**Our vision:** At Coolum State High School we are dedicated to every student succeeding in a culture of unconditional care, respect and excellence.

**Our core values:** To Foster Inclusivity (Every one; every chance; every day); To Inspire Achievement (In teaching; in learning; in opportunity); To Cultivate Relationships (Powerful, respectful connections forged globally); To Prepare Citizens (Lifelong learners equipped to embrace compelling futures).

**Our core purpose:** To empower students to make meaningful contributions to their society and our world, and to live purposeful, rewarding and fulfilling lives.

**Our big, soaring, audacious goal:** *To be considered the premier benchmark of education on the Sunshine Coast through a culture of unconditional care, respect and excellence.*

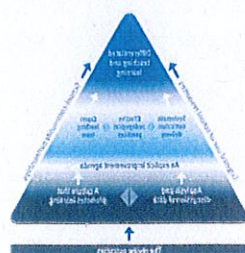
Domains NSIT	Improvement Strategies for planning period 2020 – 2023 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.	2020	2021	2022	2023
<b>An Explicit Improvement Agenda</b>	<ul style="list-style-type: none"> <li>Refine the future collaborative strategic and operational planning processes of the school to enhance the staff, community and student voice in the school's directions.</li> <li>Revisit the EIA with a view to celebrating, consolidating and reviewing timelines for the embedding of EIA initiatives.</li> <li>Develop a clear, consistent and aligned process to monitor and review progress against targets across line management from leadership to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Big, Soaring Audacious Goal</li> <li>Negotiate timelines for implementation of ACARA</li> <li>Collaboratively develop process for reviewing progress across line management to classroom</li> </ul>	<ul style="list-style-type: none"> <li>Communicate big, soaring audacious goal throughout community</li> <li>Provide key resources to develop ACARA implementation</li> <li>Review progress from line management to classroom via agreed process</li> </ul>	<ul style="list-style-type: none"> <li>Communicate big, soaring audacious goal throughout community</li> <li>Review &amp; refine ACARA implementation</li> <li>Review progress from line management to classroom via agreed process</li> </ul>	<ul style="list-style-type: none"> <li>Measure progress against big, soaring, audacious goal</li> <li>Comprehensive self-review re ACARA implementation</li> <li>Review progress from line management to classroom via agreed process.</li> </ul>
<b>Analysis and Discussion of Data</b>	<ul style="list-style-type: none"> <li>Develop and implement a consistent whole-school approach to the analysis of relevant student data to inform teaching and learning.</li> <li>Implement and review a consistent approach to the explicit tracking of academic achievement and attendance for Aboriginal and Torres Strait Islander students in comparison to all year level cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school data plan reviewed annually, refined, endorsed and implemented</li> <li>Aboriginal and Torres strait Islander students identified, achievement levels and attendance tracked against peers</li> </ul>	<ul style="list-style-type: none"> <li>Whole school data plan reviewed annually, refined, endorsed and implemented</li> <li>Aboriginal and Torres strait Islander students identified, achievement levels and attendance tracked against peers</li> </ul>	<ul style="list-style-type: none"> <li>Whole school data plan reviewed annually, refined, endorsed and implemented</li> <li>Aboriginal and Torres strait Islander students identified, achievement levels and attendance tracked against peers</li> </ul>	<ul style="list-style-type: none"> <li>Whole school data plan reviewed annually, refined, endorsed and implemented</li> <li>Aboriginal and Torres strait Islander students identified, achievement levels and attendance tracked against peers</li> </ul>
<b>A culture that promotes learning</b>	<ul style="list-style-type: none"> <li>Investigate ways to build the student voice in the school and provide greater opportunities for students to provide feedback.</li> <li>Clarify the delivery model for the pastoral care program for the future and consult with the relevant faculties regarding planning implications.</li> </ul>	<ul style="list-style-type: none"> <li>Develop student voice plan in consultation with students</li> <li>Develop plan to utilize HOYs in pastoral care program</li> </ul>	<ul style="list-style-type: none"> <li>Enact student voice plan</li> <li>Enact plan to utilize HOYs to create pastoral wellness and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Enact and review student voice plan</li> <li>Enact and review plan to utilize HOYs to create pastoral wellness and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Implement reviewed student voice plan</li> <li>Implement reviewed pastoral wellness and wellbeing plan</li> </ul>
<b>Targeted use of School Resources</b>	<ul style="list-style-type: none"> <li>Review the capacity of the budget committee to include a range of key stakeholders across the school to strengthen consultation processes.</li> <li>Review the current teacher aide allocation to ensure that students requiring additional support are adequately supported in their classroom learning.</li> </ul>	<ul style="list-style-type: none"> <li>Budget Finance Committee meet regularly to review expenditure in line with the school's strategic plan</li> <li>Collaboratively develop teacher aide allocation to maximise on-class support for literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Implement best practice budget approval processes and procedures</li> <li>Implement teacher aide Professional Development programs and training to support pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Review Budget Finance Committee members to include a greater cross section of the school for increased transparency</li> <li>Develop plan to implement more aides on-class across core subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Refine budget planning and implementation procedures to increase financial accountability</li> <li>Increase number of aides on-class to include more subject areas</li> </ul>
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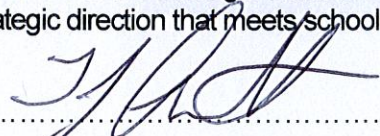


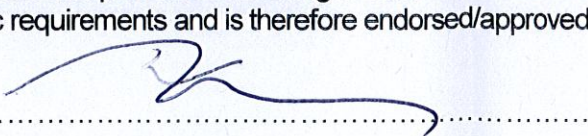
<b>Systemic Curriculum delivery</b>	<ul style="list-style-type: none"> <li>Collaboratively develop a whole-school curriculum plan and year level overviews to map and monitor the planned curriculum.</li> <li>Provide teaching teams with opportunities to strengthen and review unit plans and discuss the best ways to maximize student learning, engagement and wellbeing.</li> <li>Provide structured opportunities for teachers to moderate student work to build confidence in teacher judgement and deepen understanding of the standards of learning apparent in student work.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Year level/Band Plans for years 7-10</li> <li>Develop a whole school curriculum plan</li> <li>Review and refine marking guides and assessment tasks to align with the achievement standards of ACARA</li> <li>Develop moderation strategies across faculty teams</li> <li>Review and refine unit plans, ensuring alignment to ACARA</li> <li>Develop formative feedback strategies as part of the teaching and learning cycle</li> <li>Develop and refine TLAP's and internal assessment (IA) instruments, ready for QCAA endorsement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain YL/Band Plans</li> <li>Review and refine whole school curriculum map</li> <li>Review and refine marking guides and assessment tasks in alignment with ACARA and QCAA documents</li> <li>Review and refine Unit plans</li> <li>Embed internal moderation strategies</li> <li>Review and refine engagement with internal and external communities of practice</li> <li>Embed formative feedback strategies as part of the teaching and learning cycle</li> <li>Refine TLAP's and internal assessment (IA) instruments, ready for QCAA endorsement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain YL/Band Plans</li> <li>Review and refine whole school curriculum map</li> <li>Review and refine marking guides and assessment tasks in alignment with ACARA and QCAA documents</li> <li>Review and refine Unit plans</li> <li>Review and refine internal moderation strategies</li> <li>Review and refine engagement with internal and external communities of practice</li> <li>Review and refine formative feedback strategies as part of the teaching and learning cycle</li> <li>Refine TLAP's and internal assessment (IA) instruments, ready for QCAA endorsement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain YL/Band Plans</li> <li>Review and refine whole school curriculum map</li> <li>Review and refine marking guides and assessment tasks in alignment with ACARA and QCAA documents</li> <li>Review and refine Unit plans</li> <li>Embed internal moderation strategies</li> <li>Review and refine engagement with internal and external communities of practice</li> <li>Review and refine formative feedback strategies as part of the teaching and learning cycle</li> <li>Refine TLAP's and internal assessment (IA) instruments, ready for QCAA endorsement</li> </ul>
<b>Differentiated teaching and learning</b>	<ul style="list-style-type: none"> <li>Develop a whole-school approach to the differentiation of teaching and curriculum planning based on the ongoing review and recording of student performance, including a review of the expectations regarding the use of the Class Window.</li> <li>Clarify the process and school-wide expectations regarding the development and monitoring of ICPs.</li> <li>Build a whole-school approach to identify and support accelerated learners across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Periodic review of academic achievement data at each layer of the organisation from executive management team to classroom teacher</li> <li>Clearly communicate process informing the development of ICP's including the role of teachers, Heads of Department, Case Managers and HOSSES</li> <li>Set and communicate whole school expectations for the delivery and documentation of appropriate adjustment strategies to inform support and extension of learning</li> </ul>	<ul style="list-style-type: none"> <li>Periodic review of academic achievement data at each layer of the organisation from executive management team to classroom teacher</li> <li>Review and refine process informing the development of ICP's including the role of teachers, Heads of Department, Case Managers and HOSSES</li> <li>Review and re-establish whole school expectations for the delivery and documentation of appropriate adjustment strategies to inform support and extension of learning</li> </ul>	<ul style="list-style-type: none"> <li>Periodic review of academic achievement data at each layer of the organisation from executive management team to classroom teacher</li> <li>Review and refine process informing the development of ICP's including the role of teachers, Heads of Department, Case Managers and HOSSES</li> <li>Review and re-establish whole school expectations for the delivery and documentation of appropriate adjustment strategies to inform support and extension of learning</li> </ul>	<ul style="list-style-type: none"> <li>Periodic review of academic achievement data at each layer of the organisation from executive management team to classroom teacher</li> <li>Review and refine process informing the development of ICP's including the role of teachers, Heads of Department, Case Managers and HOSSES</li> <li>Review and re-establish whole school expectations for the delivery and documentation of appropriate adjustment strategies to inform support and extension of learning</li> </ul>
<b>Effective Pedagogical practices</b>	<ul style="list-style-type: none"> <li>Build observation and feedback processes to provide opportunities for teachers to reflect on and strengthen their teaching practice in line with the school pedagogy.</li> <li>Collaboratively establish processes to strengthen opportunities to provide feedback to students and for students to use this feedback to improve learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively develop 'Collegial Engagement Plan' with key stakeholders</li> <li>Begin process of embedding Classroom Profiling</li> <li>Initiate 'Feedback Review' to identify ways to provide mutual feedback between students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Enact Collegial Engagement Plan with all stakeholders</li> <li>Strengthen Classroom Profiling and grow to as close to 100% participation as possible</li> <li>Enact outcomes of Feedback Review</li> </ul>	<ul style="list-style-type: none"> <li>Fund premium 'Viewing Room' as best practice in lesson observation</li> <li>Review and enhance 'Collegial Engagement Plan'</li> <li>Continue to embed Classroom Profiling, and review with classroom data</li> </ul>	<ul style="list-style-type: none"> <li>Embed processes to have Viewing Room as premium builder of teaching and learning capacity</li> <li>Embed peer-to-peer and supervisor-led observation systems of best practice, including Classroom Profiling</li> </ul>
<b>School Community Partnerships</b>	<ul style="list-style-type: none"> <li>Explore community service partnerships to develop opportunities for students to contribute to their local community on a more consistent basis.</li> <li>Establish Quality Assurance (QA) processes to ensure that the goals, progress and achievements of partnerships are systematically monitored for their impact on student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Enact process to record all community partnerships</li> <li>Develop 'community partner' agreement</li> <li>Identify opportunities for students to contribute to the community &amp; promote student community and environmental warriors</li> </ul>	<ul style="list-style-type: none"> <li>Sign a wide range of partners to community partner agreements</li> <li>Target key community partners in key areas eg. Academies</li> <li>Engage in and promote community events</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen community partner concept, seeking best practice from other sites</li> <li>Strengthen key community partnerships</li> <li>Assist students to coordinate community activism</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of powerful, signed and working Community Partner agreements are in place</li> <li>Community partners are widely engaged in providing students with employment, emotional and financial support</li> </ul>

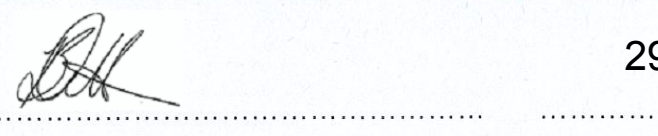


#### **APPROVAL/ENDORSEMENT PROCESS**

A Review of the Strategic Plan 2016 – 2019 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

  
Name and signature of Principal

  
Name and signature of P&C Representative

  
Name and signature of NCR ARD School Improvement NCR

29/08/2019

Date