

Coombabah SS AIP 2025

Priority Lift A-B performance in P-2 and 3-6 English		Link to School Review Develop a clear and narrow curriculum improvement agenda, with clearly defined student outcome targets, to guide the school's AIP and future initiatives.
Strategies <ul style="list-style-type: none"> Continue to provide support to understand and implement the effective teaching of reading. Implementation of Structured Literacy block including low variance routines Moderation V9 implementation Data Conversations Implement a whole school approach to pedagogy 	Actions <ul style="list-style-type: none"> Provide professional development -Shared reading, Daily review, fluency pairs, structured synthetic phonics, handwriting, PLT processes and descriptive feedback. Deepen understanding of the simple view of reading and the Queensland reading framework Coaching cycle in reading data and planning Learning walks and talks School based moderation before (unpacking), after (calibration), after (moderation), end (portfolio – excel) In school quality assurance of teacher judgement through curriculum club. Participation in cluster moderation All English units to align with V9 (transition to Gateway) Track results in Excel to isolate aspects of the achievement standard. Curriculum club to provide input on V9, transition to Gateway and moderation. Embed a whole school, differentiated approach to the teaching of spelling (PLD) Coaching for consistent implementation of structured literacy block. Professional development in the implementation of the year 1 phonics checklist 	Measurable outcomes LOA – A/B (individual year levels) Prep- 59% Yr 1- 59% Yr 2- 59% Yr 3- 52% Yr 4- 52% Yr 5 – 52% Yr 6 – 52% P-2 A-C= 87% P-2 A-B= 59% 3-6 A-C = 90% 3-6 A-B = 52% My teachers provide me with useful feedback about my schoolwork - 90% I understand how I am assessed at my school - 88%
Student success criteria <ul style="list-style-type: none"> Respond to questioning about feedback, BIUW and personal goals. School opinion survey Year 1 phonics checklist 	Teacher success criteria <ul style="list-style-type: none"> Looking at reading data (spelling data) and reading framework to plan for effective teaching of reading Provide a differentiated approach to spelling Active participation in moderation Providing feedback about units All teachers to track English data in Excel Provision of descriptive feedback 	Leadership team success criteria <ul style="list-style-type: none"> Data conversations with teachers Student feedback sampling Coach to meet with all teachers Monitoring data Facilitate English moderation process Instructional leadership to build staff capability and pedagogical growth
Resources <ul style="list-style-type: none"> Education Queensland reading modules PLD and Heggerty resources (8 TRS days for PLD tracking) Provision of PLT staffing and timetabling for effective moderation and professional conversations Reading Coach/HOD C 	Artefacts <ul style="list-style-type: none"> English units Excel tracker Moderation feedback forms Feedback form for students and staff 	

Priority Lift student and staff wellbeing through active engagement		Link to School Review <ul style="list-style-type: none"> Collaboratively define the school inclusion philosophy and vision to align practices and language across the school and upskill teachers to effectively deliver differentiation within all classrooms. Further embed the staff wellbeing framework to cultivate a strong collegial culture of mutual trust, care and support between all staff members to build on the positive work environment. 	
Strategies <ul style="list-style-type: none"> Maximising student engagement through assistive technology and staffing Student feedback Provide tiered systems of support through PBL Attendance processes Develop staff understanding of the importance of student voice to engage them in their learning. Continue to provide staff and student opportunities that address physical, mental and social healthy behaviours 	Actions <ul style="list-style-type: none"> Targeted intervention using Inclusion staff and aides Student led conferences Well being team action plan developed for staff and students Consistent messaging in assemblies, signage and celebrations Documentation and implementation of reasonable adjustments, PLP's, differentiation planners and other individualised plans Staff implement consistent messaging through whole school lessons targeting specific behaviours identified through PBL. Regular review and monitoring of PBL data to maximise student engagement Understanding of wellbeing practices that are personalised for individual teachers – teachers understanding they need different strategies Implement and review data from Queensland Student Wellbeing and Engagement survey Continue to provide support measures to maximise attendance Use unpacking process to upskill teachers understanding of the need to seek student voice. Engagement events -Street Science/extension programs 	Measurable outcomes Increase the following satisfaction items Students <ul style="list-style-type: none"> I am interested in my school work - 68% My school gives me opportunities to do interesting things- 88% I feel accepted by other students at my school -80% This is a good school-85% My teachers are interested in my wellbeing -85% Parents <ul style="list-style-type: none"> My child likes being at this school -97 My child is interested in their school work -93 Staff <ul style="list-style-type: none"> This school takes staff opinions seriously -85 The wellbeing of employees is a priority for this school -82% I feel that staff morale is positive at this school -88 Reduce SDA rates to less than state average	
Student success criteria <ul style="list-style-type: none"> Engage in YCDI lessons Provide feedback to teachers about their learning Participation in student led conferences and co-constructed individual goal setting 	Teacher success criteria <ul style="list-style-type: none"> Shared responsibility to plan and record reasonable adjustments Data based decision making Effective goal setting that is achievable and promotes job satisfaction 	Leadership team success criteria <ul style="list-style-type: none"> Facilitating SSS meetings to support teachers and student engagement Collaboration with teachers to case manage students Effective systems to identify and support vulnerable students 	
Resources Breakfast Club, School Chaplain, Psychologist support, additional guidance officer time, engagement teacher Whole school slide PLT time for teacher discussion and PD		Artefacts PBL documentation Whole school behaviour expectations SOS Wellbeing Framework	

PRINCIPAL.....

P&C PRESIDENT.....

SCHOOL SUPERVISOR.....



7 May 2025

ENGAGEMENT