



COOMBABAH STATE SCHOOL
ANNUAL IMPROVEMENT PLAN
2022

Improvement Priority Area – Shared vision and accountability

Lyn Sharratt's research will drive school improvement through the 14 parameters framework.

<ul style="list-style-type: none"> Raise awareness of the newly established school vision to drive the implementation of the explicit school improvement agenda Sharpen our data conversation process with an explicit focus on a priority student Continue to develop teacher's data literacy through a case management approach. School leaders engage students and teachers in Learning walks using the 5 questions to empower students in engaging with their learning. Use formative and summative assessment to provide descriptive feedback to inform next steps in teaching and learning. Develop a process for 3-way interviews led by students for reporting to parents. 	Targets <ul style="list-style-type: none"> 100% of staff engaged in using Bump It Up Walls to convey high expectations. Teachers provide descriptive feedback according to learning intentions and success criteria. All staff engage in data conversations and develop strategies for a focus child using a case management approach. All staff able to use the 5 questions to inform their instructional strategies. All staff are provided with the opportunity to intentionally collaborate with their colleagues. Leadership team model Learning walks and talks and use the data to provide student learning feedback. Three-way interviews conducted by students in term 3.
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Improvement Priority Area – Reading and Writing

<ul style="list-style-type: none"> Participate in the SER Inclusive Teaching of Reading Pilot Program. Build teacher capacity in understanding the Inclusive teaching of reading and implement it across all year levels of the school. Establish a reading team to research, discuss and trial Inclusive teaching of reading implementation. Further develop and refine teachers' understanding of data literacy and the use of the literacy continuum to inform instruction. Continue to provide coaching to staff based on their individual needs identified through the APDP process. Continue to use Inquiry cycle to guide teacher's reflection and target student learning in writing. 	Targets <ul style="list-style-type: none"> Established Reading team to drive whole school reading knowledge and teaching practices. All students mapped on the literacy continuum for reading/writing An increase in A-B targets of 33% in P-2 and 50% in years 3-6 An increase in A-C achievement in English Pr – 80%, 1-80%, 2- 80%, 3-87%, 4-90%, 5-85%, 6-85% All teachers reflecting and gaining insights of student learning- enabling teachers to learn and improve their practice.
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Improvement Priority Area – Wellbeing and Engagement

<ul style="list-style-type: none"> Review school data and current practices to develop a staff development, student wellbeing and Parent engagement framework. Use SOS data to identify focus areas of whole school engagement. Establish a school wellbeing team to identify and implement staff and student wellbeing school practices. Develop a whole school plan to target SOS priority areas. Increase whole school awareness of AAP philosophy and how to implement AAP in their classroom. Implement PBL with integrity. 	Targets <ul style="list-style-type: none"> <14% of students attending <85% of the time Attendance whole school > 92% 75% of parents engage in a student led conference – reporting to parents. I feel accepted by other students at my school 80% (students) Student behaviour is well managed at my school 87% (staff, students and parents) Staff are treated fairly and consistently at this school >90% I am interested in my school work 80% (students) This school asks for my input 90% (parents)
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Principal

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P&C