



Coomera Springs State School

Strategic Plan 2019 - 2022

Vision

The Coomera Springs State School learning community inspires and motivates all students to discover their futures by making personal connections that empower personal success and foster lifelong learning.

Values

Respect

Integrity

Excellence

School Priorities

Continue to refine the PLT process to enable the rigorous interrogation of systemic and school-based data and generate strategies for continuous improvement of student outcomes.

Long-term targets/desired outcomes				
1. PLTs discussing and responding to the identified needs of students.				
2. PLTs discussing and becoming deeply familiar in the Australian Curriculum.				
3. PLTs discussing pedagogical approaches to support students.				
4. Student learning outcomes improve LOA >= C 80% LOA >=B 50% English and Mathematics				
Strategies	2019	2020	2021	2022
Conduct a scan and assess process to determine an agreed sustainable model of protected PLTs.	✓			
Implement Protected PLT model with school determined agenda to enable the rigorous interrogation of systemic and school-based data		✓	✓	✓
Continue to monitor and refine PLT processes: cycle, agenda, focus and outcomes to ensure fit for purpose.		✓	✓	✓





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School Priorities

Continue to raise student improvement in English and Mathematics through the rigorous interrogation of systemic and school-based data.

Long-term targets/desired outcomes				
1. MSS at or above 80th percentile in all NAPLAN measures				
2. U2B% at or above 80th percentile for all NAPLAN measures				
3. 90% of students C or above achieving appropriate individual goals in English and Mathematics.				
4. Continued increase in % of students moving out of lower 20% as measured by NAPLAN.				
5. Continued increase in % of students moving into the U2B as measured by NAPLAN.				
6. Agreed pedagogical reforms evident and consistent in practice across the school.				
7. Move all School Data profile measures (academic) into highest category.				
Strategies	2019	2020	2021	2022
Further refinement in our pedagogical practices around the model of Explicit Instruction and Gradual Release Model	✓	✓		
Implement, refine and embed Coomera Springs State School Explicit Teaching of Reading model.	✓	✓	✓	✓
Scan, assess and consult to evolve our agreed Pedagogical Approach to augment Explicit Instruction in line with other evidence based pedagogies.			✓	✓
Continue the development and implementation of a guaranteed and viable curriculum across the key learning areas of English and Mathematics.	✓	✓	✓	✓
Consistently implement processes that provide regular and timely feedback to students and parents that clearly identifies goals for learning and strategies for success.	✓	✓	✓	✓
Continue to refine the rigorous interrogation and use of systemic and school-based data.	✓	✓	✓	✓





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School Priorities

Continuing to shape and develop a professional learning community to ensure the success of our students.

Long-term targets/desired outcomes				
1. High yield strategies in pedagogy and the teaching of reading evident and shared.				
2. PLTs have deep knowledge of the Australian Curriculum for year level.				
3. PLTs continue cycles of reflection and responding to data to improve.				
Strategies	2019	2020	2021	2022
Build on the success of the coaching program and provide continued opportunities for teachers to observe and learn from each other.	✓	✓	✓	✓
Investment in school based pedagogical coach to work with teachers on instructional coaching.	✓	✓	✓	✓
Establish agreed protocols for Watching Others Work and implement school-wide.		✓	✓	✓
Consult to establish an agreed Collegial Engagement Agreement for the school and implement.		✓	✓	✓
Implement aspects of Lead Learn Collaborative including Learning Hub, Gallery Walks, Ghost Walks and Learning, Walks and Talks.		✓	✓	✓

Continue to provide staff professional learning and sharing opportunities in the planning and application of differentiated teaching practice and curriculum design to support the full range of diverse learners.

Long-term targets/desired outcomes				
1. ALL students making 12 months progress in 12 months and achieving at or above expected year level standard.				
Strategies	2019	2020	2021	2022
Implementation of signature programs of Multi-sensory literacy, Rigorous Reading, InitialLit and MultiLit, additional Support Teacher- Literacy and Numeracy interventions.	✓	✓	✓	✓
PLTs interrogate data to determine responses to meet the needs of ALL students.		✓	✓	✓
Build professional learning, coaching, co-teaching and through PLTs strategies to support differentiation in the classroom.			✓	✓
Build application of DOE inclusion model to support the range of students.			✓	✓





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We are all building a positive community

Long-term targets/desired outcomes

1. Create futures by improving the learning and wellbeing outcomes for all students.
2. School wide programs, supports to support the identified needs of our students.

Strategies

	2019	2020	2021	2022
Continue to implement school wide positive behaviour for learning approach.	✓	✓	✓	✓
Scan and assess to establish supports and programs supporting student social emotional learning.		✓	✓	✓
Every team implements the well being suite of programs to ensure safe, respectful, quality learning environment for all students.	✓	✓	✓	✓
Strengthen consistent actions in alignment with Trauma Informed Practice.	✓	✓	✓	✓

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



**Queensland
Government**