

Vision and values
Our vision is to enable active and intelligent citizens for a sustainable future.... Believe, Achieve, Succeed.



School profile
Wynnum State School is committed to providing a safe, respectful and disciplined learning environment for all school community members, where students have opportunities to engage in quality learning experiences and acquire values that support lifelong wellbeing.

Educational Achievement: Knowing each student's learning progression • Expect at least one year of learning growth each year. • Maintain clear and consistent expectations for behaviour and learning engagement for every student
Wellbeing and Engagement: Strengthening a sense of belonging in a positive learning environment. • Knowing each student and how we can best support them. • Providing meaningful learning experiences and pathways to improving learning outcomes.
Culture and Inclusion: Embrace diversity by creating a safe, welcoming and inclusive educational setting. • Value student and community voice in our approach to teaching and learning. • Identifying and removing barriers so every student realises their potential

School review key improvement strategies

- Establish consistent opportunities for teachers and leaders to jointly plan curriculum and discuss relevant achievement standards to foster shared staff understanding of curriculum expectations.
- Review and communicate instructional, strategic and operational roles and responsibilities of leaders to provide greater clarity of accountabilities for enacting the Annual Implementation Plan (AIP).
- Collaboratively prioritise reviewing and refining unit plans, including aligned sequences of teaching and learning, to ensure alignment of curriculum and assessment and provide clarity to teachers on what to teach.
- Strengthen the whole-school Positive Behaviour for Learning (PBL) approach to ensure evidence-informed strategies are understood by teachers and implemented consistently.
- Develop opportunities for leaders and teachers to engage in discussions focused on pedagogy to foster a shared understanding and language about pedagogy.

School priority 1:
Develop a documented 'Wynnum State School Schoolwide Pedagogical Approach' to give opportunities for leaders and teachers to engage in discussions focused on pedagogy to foster a shared understanding and language about pedagogy.

Strategies

- Review high fidelity pedagogical practices (current and historical)
- Permission to reduce underutilised or inconsistent multiple approaches that are not evidence informed
- Consult and seek agreement for whole school consistent approach - published school document - Wynnum State School Schoolwide Pedagogical Approach

Measurable outcomes

- Published document as reference to underpin OA process and collegial engagement
- SWD and First Nations Targets

Success criteria

Behaviourally:

- Teachers use evidenced informed strategies that are consistently applied across the school to build a seamless approach to quality teaching and learning approach
- Leadership team to build capacity of leaders of learning and teachers to embed a consistent approach to teaching

Resourcing

- Working group of school leaders and teacher leaders
- Branding - published documents
- Professional Learning
- Leadership Learning

School priority 2:
To embed a schoolwide process for the construction, review and delivery of curriculum in aligned sequences of teaching and learning and ensure intended planning for meaningful learning experiences and pathways to improving learning outcomes.

Strategies

- Establish consistent opportunities for teachers and leaders to jointly plan curriculum and discuss relevant achievement standards to foster shared staff understanding of curriculum expectations
- Schoolwide opportunities to use of an effective and efficient way to plan effectively for Version 9.0 of the Australian Curriculum across all year levels and learning areas.
- Build quality assurance process to match planned curriculum with high fidelity pedagogical approach

Maths	English	Science
• 91% A/B • 98% C	• 70% A/B • 93% C	• 75% A/B • 85% C

Measurable outcomes

- PBL SET data at working with fidelity
- Decrease occurrences of major behaviours incidents < 0.25 daily incident rate and increase number of positive behaviours (baseline of 0.0) across the school.

Success criteria

Behaviourally:

- Students knowing their next step in learning and how to improve, and elevate own learning
- Teachers applying learning goals and reflection to students to engage in focused collegial conversations in teams to best know students and the learning styles through planned differentiated instruction.
- Leadership team to provide level one curriculum oversight, providing bespoke professional learning opportunities and quality assure curriculum delivery does what is intended.

Resourcing

- Maintain commitment for Leaders of Learning to lead Level 2 and 3 curriculum planning (investment in release time)
- Maintain commitment to invest staff collaboration time with PLT's and planning time each term.
- Investment in professional learning opportunities

School priority 3:
Deliver a Positive Behaviour for Learning (PBL) approach with fidelity using evidenced informed strategies that are delivered consistently across the school.

Strategies

- Communicate about PBL to all staff and community to ensure understanding of the approach and their role in implementing it across the school.
- Ongoing commitment and investment to build staff capability in implementation of positive behaviour support
- Sharing of data with staff regularly, ensuring that data is entered consistently and accurately and to data chat relates to current goals.

Measurable outcomes

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Success criteria

Behaviourally:

- Teachers Leadership team leading school wide expectations
- Professional Learning supporting classroom environments by engaging with zones of regulation assisting regulation and returning to learning
- Budget investment in professional learning - including all modules to build capacity
- Budget for physical resources that meet with new expectations, including new structures and visuals to support full implementation.

Resourcing

- Human investment behind PBL leading roles
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Phases	2025	2026	2027	2028
Developing				
Implementing				
Embedding				
Reviewing				

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

Principal: *[Signature]*

P&C: *[Signature]*

School Supervisor: _____

School priority 4:
Strengthen our focus on the wellbeing of staff and students to provide a foundation for engagement in learning.

Strategies

- Prioritise resourcing for wellbeing team to broker stronger partnerships in relation to complex case management
- Embed our co-constructed Adventure Playground (Gana Yagabilba) as a part of our overall engagement strategy to incorporate 'loose parts play' principles.
- Reconceptualise and reconfigure our inclusion team processes and structures
- Further strengthen opportunities for staff to engage with colleagues at events
- Seeking further value add activities to support student wellbeing and enhance social and personal capabilities for all students.

Measurable outcomes

- Lower SDA (Students with a Disciplinary Absence) Rates < 1%
- Lower SDA Rate for students with a disability < 4%
- Lower SDA Rate for First Nations Students < 6%
- Attendance rate > 93%
- Reduce long term Absenteeism Students with >= 20% Absenteeism < 5%
- Increasing staff morale > 65% in School Opinion Survey

Success criteria

Behaviourally:

- Students can: increase their capacity to manage emotions and show confidence to initiate conversations / problem solve / imaginative play
- Teachers model positive social behaviours - opportunities for cohort specific activities (e.g. passion learning in Yr 5)
- Leadership team and Wellbeing team to authentically connect with families, carers and the community in a variety of ways to value their voice in their child's education.

Resourcing

- Human investment in roles associated with wellbeing team - Social Worker, student wellbeing officer and exploring a playworker
- Allocating staff with a fluid mobility to address the needs of students (term by term basis e.g. paraprofessional use)

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