



# WOOMBYE STATE SCHOOL

## 2025 to 2028 SCHOOL STRATEGIC PLAN



**School profile**  
 Established in 1885, Woombye State School is a co-educational school serving students from Prep to Year 6, with enrolments capped at 525 to maintain an optimal learning environment. Our school's rich heritage and strong ties to the community are pillars of our identity. Woombye State School is deeply embedded in the local fabric, with generations of families contributing to our school culture and values. We honour this legacy by maintaining close partnerships with families, local organizations, and the broader community. Our motto, "Achievement with Friendship," reflects our commitment to fostering academic excellence alongside strong social connections.

We are proud to be at the forefront of integrating technology into education through our Bring Your Own Device (BYOD) program. This initiative empowers students to use personal devices as tools for learning, promoting digital literacy and preparing them for a technology-driven world.

Our school is committed to the Positive Behaviour for Learning (PBL) framework. (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. This approach ensures that all students are explicitly taught the expected behaviours and establishes clear and consistent boundaries, fostering a positive and conducive learning atmosphere.

Our dedicated staff are committed to supporting one another, the students, and the community. This sense of pride is enhanced by the genuine care and compassion displayed by all staff members. Woombye State School acknowledges the Gubbi Gubbi people as the traditional custodians of the land on which our school stands. We are committed to fostering an inclusive environment that respects and celebrates the rich cultural heritage of the Gubbi Gubbi people.

**Vision and values**  
*"At Woombye State School diversity is accepted and respected. We engage all students in our care in a supportive and inclusive learning community that recognises individual needs and potential, empowering them to become lifelong learners."*  
**Woombye State School adopts the "Nine Values for Australian Schooling".**

- Care and Compassion - Care for self and others.
- Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence.
- Fair Go - Pursue and protect the common good where all people are treated fairly for a just society.
- Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
- Honesty and Trustworthiness - Be honest, sincere and seek the truth.
- Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- Respect - Treat others with consideration and regard, respect another person's point of view.
- Responsibility - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
- Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.



- School review key improvement strategies**
- Strengthen Instructional Leadership practices of the leadership team as a united group to supportively supervise systemic curriculum implementation and effectiveness of reading.
  - Further refine data discussions to include monitoring student work samples to inform planning for teaching and learning, starting points and differentiation strategies.
  - Prioritise enacting a whole-school approach for classroom management to develop consistent routines, responses, and expectations to support learning and engagement.
  - Build Teachers' capability in curriculum planning, with regional expertise, to enhance explicit teaching of reading through the curriculum.
  - Systemically enact ways of working aligned to the school-wide vision for inclusion to provide tailored supports for identified groups and individual student..

- School priorities**
- School Priority 1:** To deliver the Australian Curriculum V9 with precision through building a comprehensive and collective understanding, paired with effective implementation of evidenced based strategies which continually promote high levels of achievement.
- School Priority 2:** To embed a positive, inclusive and supportive school community that promotes the wellbeing and engagement of all students, staff and community, ensuring strong foundations for improved learning outcomes.
- School Priority 3:** To strengthen diversity-focused practices ensuring equitable opportunities and excellence in learning for every student.

**School priority 1:**  
 To deliver the Australian Curriculum V9 with precision through building a comprehensive and collective understanding, paired with effective implementation of evidenced based strategies which continually promote high levels of achievement.

- Strategies**
- Build teachers' capability and capacity to explicitly teach the Australian Curriculum to improve student learning outcomes.
  - Sharpen teachers' use of student work samples at appropriate moderation junctures to monitor, track and analyse learning progress and inform next steps in teaching.
  - Review and design a formal induction/re-entry process that clearly communicates role expectations, provides timely support, and encourages professional growth in line with school initiatives and system goals.
  - Collaboratively develop a whole-school annual professional learning plan, capturing formal approaches for enacting system, school and individual staff professional priorities, to build an expert teaching team.
  - Involve teachers in setting Annual Implementation Plan (AIP) targets to strengthen data-driven discussions, focusing on student progress monitoring and identifying effective strategies to achieve set targets.
  - Collaboratively review the impact of the resourcing model for developing student literacy, to inform implementation of processes and practices that enhance teaching of reading through the curriculum
  - Strengthen instructional leadership practices of the leadership team as a united group to supportively supervise systematic curriculum implementation and effectiveness of teaching.
  - Collaboratively review the data plan, refining the range of data sets and clarifying purposes, to support monitoring of student learning and progress of school priorities.
  - Further refine data discussions to include monitoring student work samples to inform planning for teaching and learning, starting points and differentiation strategies.
  - Further review the structure of scheduled meetings, maximising the effective use of available time with leaders, to support systematic curriculum delivery.

- Measurable/desired outcomes**
- Develop a Whole-School Annual Professional Learning Plan
    - Goal: Design a professional learning plan addressing Australian Curriculum, differentiation and individual priorities (student/staff), incorporating workshops, peer learning, and personal development opportunities.
    - Measure: 90% alignment rate between professional development activities and identified school/system priorities, based on annual feedback and evaluation resulting in enhanced teaching effectiveness, fostering a collaborative culture focused on shared goals, and improved student outcomes.
  - Targeted Professional Development to improve Student Learning Outcomes
    - Goal: Ensure all teachers are trained in explicit curriculum delivery, with tailored workshops, coaching, and resources.
    - Measure: 90% of teachers report improved confidence in delivering the Australian Curriculum, supported by classroom observation data indicating consistent application leading to improved student outcomes.
  - Strengthen Moderation and Use of Student Work Samples
    - Goal: Sharpen teachers' ability to use student work samples to assess progress and adjust teaching, using regular professional learning sessions focused on moderation techniques.
    - Measure: 100% teacher participation, with progress data indicating consistent use of moderation to adjust instructional plans resulting in more personalised learning experiences and higher student engagement in the classroom..
  - Formalize a Comprehensive Induction/Re-entry Program
    - Goal: Create a structured induction and re-entry program with clear role expectations, access to mentorship, and professional development aligned with school priorities.
    - Measure: 100% completion rates for new and re-entering staff, with exit surveys reflecting increased role clarity and professional support leading to enhanced role clarity and employee engagement and retention.

Phase	2025	2026	2027	2028
<i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	I	I	I	E

						<ol style="list-style-type: none"> <li>5. Engage Teachers in Annual Implementation Plan (AIP) Target Setting             <ul style="list-style-type: none"> <li>o Goal: Empower teachers to contribute to AIP targets, focusing on student progress tracking, data-driven strategies, and interventions.</li> <li>o Measure: Teaching staff involved in AIP target-setting discussions, with data resulting in at least a 10% improvement in student outcomes directly related to AIP priorities.</li> </ul> </li> <li>6. Optimize Resource Allocation for Literacy Development             <ul style="list-style-type: none"> <li>o Goal: Conduct annual reviews of the resourcing model for literacy, refining approaches based on teacher feedback and student outcomes.</li> <li>o Measure: Resource allocation and literacy support structures result in a 15% increase in student literacy outcomes, measured through standardized literacy assessments .</li> </ul> </li> <li>7. Strengthen Instructional Leadership Across the Leadership Team             <ul style="list-style-type: none"> <li>o Goal: Build cohesive instructional leadership to effectively support curriculum implementation, with ongoing leadership training and collaborative planning.</li> <li>o Measure: All school leaders report confidence in supervising curriculum implementation, with a 100% leader participation in structured instructional reviews resulting in effective instructional leadership model.</li> </ul> </li> <li>8. Review and Refine the Data Plan for Targeted Monitoring             <ul style="list-style-type: none"> <li>o Goal: Create a clear, streamlined data plan that specifies data collection points, indicators, and purposes, focusing on actionable insights for student progress and school goals.</li> <li>o Measure: Achieve consistent data collection aligned with priority indicators, showing at least 90% completion in targeted data reviews per term providing staff with relevant and updated levels of student progress.</li> </ul> </li> <li>9. Enhance Data Discussions with Student Work Sample Analysis             <ul style="list-style-type: none"> <li>o Goal: Deepen data discussions by regularly incorporating student work samples, using these for planning differentiated and responsive teaching.</li> <li>o Measure: All teachers are using work samples in at least 75% of data discussions, with student progress tracking indicating improvement resulting in adjustments where necessary.</li> </ul> </li> <li>10. Optimize Scheduled Meetings for Curriculum Support             <ul style="list-style-type: none"> <li>o Goal: Redesign meeting structures to maximize collaboration and time effectiveness for curriculum planning and instructional review.</li> <li>o Measure: Feedback from 90% of staff reflects satisfaction with meeting structure, with observed improvement in curriculum planning efficiency leading to better understanding and greater engagement by teachers.</li> </ul> </li> </ol> <p><b>Data Set Targets</b></p> <ul style="list-style-type: none"> <li>• Prep – Year 2 English % C and Above consistently at level or above Relative Comparison.</li> <li>• Prep to Year 2 English % A or B consistently at level or above Relative Comparison.</li> <li>• Prep to Year 2 Mathematics % C and Above consistently at level or above Relative Comparison.</li> <li>• Prep to Year 2 Mathematics % A or B consistently at level or above Relative Comparison.</li> <li>• Years 3 to 6 English % C and Above consistently at level or above Relative Comparison.</li> <li>• Years 3 to 6 English % A or B consistently at level or above Relative Comparison.</li> <li>• Years 3 to 6 Mathematics % C and Above consistently at level or above Relative Comparison.</li> <li>• Years 3 to 6 Mathematics % A or B consistently at level or above Relative Comparison.</li> <li>• Agreement between NAPLAN and A to C Data in all areas.</li> </ul>		
<p><b>School priority 2:</b> To embed a positive, inclusive and supportive school community that promotes the wellbeing and engagement of all students, staff and community, ensuring strong foundations for improved learning outcomes.</p>					<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Implement a Whole-School Approach to Classroom and Playground Management for Consistent Routines and Expectations (Positive Behaviour for Learning – PBL).</li> <li>2. Establish Regular Feedback Processes for Staff, Students, and Parents to Drive School Improvement..</li> <li>3. Mentorship and Peer Coaching Programs: Create a mentorship system where experienced teachers support newer staff through observation, feedback, and co-teaching opportunities building a supportive network that enhances professional growth, promotes reflective practice, and ensures that all teachers feel valued and connected to the school's mission.</li> <li>4. Inclusive Decision-Making Processes: Involve staff in key decision-making processes related to curriculum, policies, and school initiatives, fostering a sense of ownership and commitment to the school's strategic direction, ultimately enhancing morale and alignment around shared goals.</li> </ol>		<p><b>Measurable/desired outcomes</b></p> <ol style="list-style-type: none"> <li>1. Implement the 'Positive Behaviour for Learning' program.             <ul style="list-style-type: none"> <li>o Goal: Successfully implement the Positive Behaviour for Learning (PBL) program school-wide to improve student behaviour, promote a positive learning environment, and enhance overall school culture.</li> <li>o Measure: Achieve a 20% reduction in behavioural incidents (e.g., office referrals, suspensions) within the first year of implementation and demonstrate a 15% increase in student and staff satisfaction with the school climate, as measured by surveys conducted at the beginning and end of the year</li> </ul> </li> <li>2. Establish regular feedback processes for staff, students and parents to drive school improvement.             <ul style="list-style-type: none"> <li>o Goal: establish regular feedback sessions for staff, students, and parents to foster continuous school improvement, ensuring that all stakeholders have an active role in shaping the school's development and addressing areas of concern.</li> <li>o Measure Hold at least one feedback session per term for each stakeholder group (staff, students, parents) and achieve a 75% participation rate across all groups. Additionally, track and report on the implementation of at least three actionable improvements per year based on the feedback collected from these sessions.</li> </ul> </li> <li>3. Establish Mentorship and Peer Coaching Program for staff.             <ul style="list-style-type: none"> <li>o Goal: Establish and sustain Mentor and Peer Coaching programs to support professional development, enhance teaching practices, and foster a collaborative school culture.</li> <li>o Measure: Launch the Mentor and Peer Coaching programs with at least 80% of staff participating in either a mentor or coaching role by the end of the first semester. Monitor progress through regular check-ins, and aim for a 90% satisfaction rate among participants (measured</li> </ul> </li> </ol>	
<b>Phase</b> <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	<b>2025</b> D	<b>2026</b> D	<b>2027</b> I	<b>2028</b> I				

						<p>through surveys) regarding the effectiveness of the program in improving teaching practices and collaboration within the school by the end of the academic year.</p> <p>4. Develop an Inclusive Decision-making process for staff</p> <ul style="list-style-type: none"> <li>o Goal: Develop and implement an inclusive decision-making process for staff that ensures diverse voices are heard, promotes shared leadership, and strengthens collaboration in school planning and problem-solving.</li> <li>o Measure: Establish a formal, structured decision-making process (e.g., regular staff meetings, committees, surveys) by the end of the first term, with at least 85% staff participation in decision-making activities. Conduct an annual staff survey to assess the perceived inclusivity of the process, aiming for a 90% positive response rate regarding staff involvement and influence on key decisions.</li> </ul> <p><b>Data Set Targets</b></p> <ul style="list-style-type: none"> <li>• SOS data for "Student Behaviour is well managed" is at level or above with "Queensland State Schools" for Parents, Students and Staff agreement.</li> <li>• SOS data for "Expectations and rules are clear" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>• SOS data for "Opinions are taken seriously" is at level or above with "Queensland Schools" for Parents, Staff and Student agreement.</li> <li>• SOS data for "Staff are well supported at this school" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>• SOS data for "Staff morale is positive at this school" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>• SOS data for "Access to relevant professional development" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>• SOS data for "School encourages coaching and mentoring activities" is at level or above with "Queensland Schools" for Staff agreement.</li> </ul>	
<p><b>School priority 3:</b> To strengthen diversity-focused practices ensuring equitable opportunities and excellence in learning for every student.</p>					<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Systematically enact ways of working aligned to the school-wide vision for inclusion to provide tailored supports for identified groups and individual students.</li> <li>2. Strengthen staff capability for implementing evidence-informed, differentiated teaching and learning practices to provide the curriculum in ways that meet the diverse learning needs of all students.</li> <li>3. Build a shared language about pedagogy as part of existing collaborative processes between leaders and teachers to support understanding of effective pedagogical approaches, practices and teaching strategies.</li> <li>4. Formalise school-wide processes and protocols for classroom observations and feedback to support reflective practices and inform enhancements to teaching and learning.</li> </ol>	<p><b>Measurable/desired outcomes</b></p> <ol style="list-style-type: none"> <li>1. <b>Professional Learning for Tailored Student Support</b> <ul style="list-style-type: none"> <li>o Goal: Explore Marzano's Theory of Learning, Universal Design for Learning (UDL), and individualized support strategies to all teaching staff, with a target of 90% of teachers reporting increased confidence in implementing inclusive practices.</li> <li>o Measure: Deliver three workshops and two collaborative sessions with specialists annually, tracking effectiveness through post-session surveys aiming for 85% positive feedback on applicability and through classroom observations to confirm application of strategies in 75% of classrooms.</li> </ul> </li> <li>2. <b>Professional Development in Differentiated Instruction</b> <ul style="list-style-type: none"> <li>o Goal: Train 100% of teachers in differentiation techniques (covering the three tiers of support) with 85% demonstrating these techniques in classroom observations by the end of the year.</li> <li>o Measure: Deliver monthly professional development sessions, with teacher reflections and instructional feedback collected afterward, targeting 90% participant application of strategies observed by end-of-year evaluations.</li> </ul> </li> <li>3. <b>Pedagogy-Focused Professional Learning</b> <ul style="list-style-type: none"> <li>o Goal: Achieve 95% staff understanding of effective teaching strategies through targeted professional learning, with consistent use of shared pedagogical language in 80% of collaborative planning sessions.</li> <li>o Measure: Facilitate six workshops and study groups annually, conducting biannual surveys and check-ins to confirm 90% alignment and effective use of shared terminology among participants.</li> </ul> </li> <li>4. <b>Standardize Classroom Observation Protocols</b> <ul style="list-style-type: none"> <li>o Goal: Implement a consistent observation and feedback protocol, achieving 100% teacher awareness and 80% utilization of the protocol by Term 2 of each year.</li> <li>o Measure: Provide training on a structured observation rubric with a 90% satisfaction rate on clarity, assessing effectiveness through mid-year surveys and a 75% adherence rate to feedback protocols observed by Term 3 annually.</li> </ul> </li> </ol> <p><b>Data Set Targets</b></p> <ul style="list-style-type: none"> <li>o SOS data for "School has an inclusive culture where diversity is valued and respected" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>o SOS data for "Receiving useful feedback about my work at this school" is at level or above with "Queensland Schools" for Staff agreement.</li> <li>o Personalised Learning Plans are developed, implemented and assessed for all identified students.</li> </ul>	
<p><b>Phase</b> <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i></p>	<p><b>2025</b> <b>I</b></p>	<p><b>2026</b> <b>I</b></p>	<p><b>2027</b> <b>E</b></p>	<p><b>2028</b> <b>E</b></p>			
<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p><b>Principal</b> _____ <b>P&amp;C Representative</b> _____ <b>School Supervisor</b> _____</p>							