

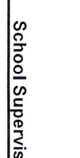




<p><b>School priority 2:</b> To embed a positive, inclusive and supportive school community that promotes the wellbeing and engagement of all students, staff and community, ensuring strong foundations for improved learning outcomes.</p>	<p><b>Monitoring</b> I Introducing / M Monitoring / E Embedding R Reviewing</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p><b>Long term measurable/desired outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Implement the 'Positive Behaviour for Learning' program.</li> <li>2. Establish regular feedback processes for staff, students and parents to drive school improvement.</li> <li>3. Establish Mentorship and Peer Coaching Program for staff.</li> <li>4. Develop an Inclusive Decision-making process for staff.</li> </ol>	<p><b>AIP measurable/desired outcomes:</b></p> <p><b>Data Set Targets</b> SOS data for "Student Behaviour is well managed" is at level or above with Queensland State Schools for Parents, Students and Staff agreement. SOS data for "Expectations and rules are clear" is at level or above with Queensland Schools" for Staff agreement. SOS data for "Opinions are taken seriously" is at level or above with "Queensland Schools" for Parents, Staff and Student agreement. SOS data for "Staff are well supported at this school" is at level or above with "Queensland Schools" for Staff agreement. SOS data for "Staff morale is positive at this school" is at level or above with "Queensland Schools" for Staff agreement. SOS data for "Access to relevant professional development" is at level or above with "Queensland Schools" for Staff agreement. SOS data for "School encourages coaching and mentoring activities" is at level or above with "Queensland Schools" for Staff agreement. Decrease in number of major student behaviour incidents.</p>
Term 1	Term 2	Term 3	Term 4				
<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 curricular, policies, and school initiatives, fostering a sense of collective ownership.</li> <li>5. 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>6. 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> </ol>	<p><b>Actions:</b></p> <p><b>To develop a positive inclusive culture for teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Review and refine the Student Wellbeing Framework</li> <li>• Plan for opportunities to promote and celebrate the traditions, values and cultures of the school community (parade/newspaper/ Facebook/school website/ parent meeting/P and C)</li> <li>• Case-manage identified students through an inquiry cycle.</li> <li>• Focus on weekly Positive Behaviour for Learning lessons and classroom culture</li> <li>• Engage with PBL lead coach</li> <li>• Introduce Respectful Relationships (RRE) to promote healthy, safe and respectful relationships within the school community</li> <li>• Evaluate positive transitions to school for kindergarten students and year 6 students to high school.</li> <li>• Explicitly teach and model social and emotional skills, values and expectations for behaviour to support student wellbeing</li> <li>• Engage with school Guidance Officer and Student Wellbeing Officer</li> <li>• Provide workshops for parents (teaching of reading, PBL, Australian Curriculum, RRE)</li> <li>• Provide PD in Essential Skills for Classroom Management (ESCM).</li> <li>• Introduce Pulse surveys for staff, students and school community</li> <li>• Refining the mentoring/coaching model within the school to support staff development.</li> <li>• Refine consultative model to include staff in key decision-making processes related to curriculum, policies, and school initiatives, fostering a sense of collective ownership.</li> <li>• 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>• Formalise school-wide processes and protocols for classroom observations and feedback to support reflective practices and inform enhancements to teaching and learning.</li> </ul>	<p><b>Responsible officer(s):</b></p> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Review and refine student wellbeing framework with staff</li> <li>• Engage with PBL coach/School GO and SWB officer.</li> <li>• Lead the development of school wellbeing action plan</li> <li>• Review WSS Inclusion Policy.</li> <li>• Provide opportunities for staff to collaborate for reasonable adjustments within the curriculum.</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>• Participate in Professional development in PBL and share the use of strategies in the school community.</li> <li>• Analyse data to identify students at risk to case manage students.</li> <li>• Promote health and wellbeing.</li> <li>• Model and teach RRE, social and emotional skills.</li> <li>• Develop a staff &amp; student wellbeing action plan.</li> <li>• Plan and provide differentiated/adjusted learning opportunities for all students.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be able to articulate school rules.</li> <li>• Actively engage in school learning opportunities.</li> <li>• Use strategies for wellbeing through engagement with social skills program.</li> </ul>					
<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal </p>	<p>P&amp;C Representative </p>	<p>School Supervisor </p>					

# E&E Semester Report



Latest collections: Enrolment: 2024 NOV; Report card: 2024 Semester 2; Attendance: 2024; SDA: 2024 Semester 1; SDS: 2024; Year12: 2024 Preliminary

ICSEA <b>1017</b>	Total Students <b>461</b>	First Nations Students <b>29</b>	Students With Disability <b>138</b>	Students In Care <b>3</b>
School: <input type="text" value="Woombye State School"/>				

## Student Performance



Legend: ▲ Actual Performance ▼ Relative Comparison  Statewide Target

## Actual Relative Governance

**Actual vs Planned Expenditure as at 31/12/2024**

84.4%	planned year to date expenditure has occurred	\$158,000	planned expenditure still to occur this year
\$56,000	funding provisioned for expenditure in future years	\$226,000	in bank account

**Allocated staffing resources used as at 08/01/2025**

104.9%	FTE diff	1.5
Day 8 allocated teaching resources used	31.0	Day 8 FTE allocation paid FTE
	32.5	

**Staff morale (School Opinion Survey) ⓘ**

58%

**Completion of annual safety assessment** YES NO 30/07/2024 ⓘ

**Student safety (School Opinion Survey) ⓘ**

93%

**School audit rating as at 31/12/2024**

Self Manage Support Priority Support

**Utilisation rate as at 31/08/2024 ⓘ**

<=60% 61%-80% 81%-94% >=95%