

Wooloowin State School 2025-2028 Strategic Plan

School Profile: WOOLLOOWIN STATE SCHOOL, has a long tradition of serving the needs of its community since 1914, within a few kilometres of Brisbane’s CBD. The school provides educational programs of excellence for a multicultural community of approximately 350 pupils from Prep to Year 6, with successful transitions pathways to and from school, with purposeful connections to all major Secondary Schools within the inner city. WOOLLOOWIN STATE SCHOOL has a strong academic focus with emphasis on the development and extension of the essential foundational skills in Literacy and Numeracy.

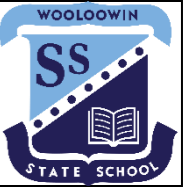
Our school builds a sense of true belonging for students and families. WOOLLOOWIN STATE SCHOOL has a commitment to building active citizens who are socially literate and empowered to create positive change globally by enacting SPARK values (Student Agency, Positive Mindset, All Inclusive, Resilient and Critical Thinking and Kind and Collaborative). All students are digitally connected through engagement, classroom laptops and whole class ICT laboratories. All students and programs balance traditional learning with screen time, to ensure they can flourish along their educational journey.

Wooloowin has a very active Parents and Citizens association who partner with the school to support all of our students. School events are well attended and there is a strong sense of connection with the school and community. Strong evidence of parental support is seen in our, quality facilities as well as the abundance of learning resources we have so that students are given every opportunity to achieve.

Strategic Plan Purpose: *This plan aims to create a focused and collaborative approach to school improvement, ensuring that all staff are aligned with the school's vision and strategic priorities overlaying our ‘Spark’ values in all we do.*

Vision:

**Empowered
Independent Learners**



Values:



School Review Improvement Strategies

Domain 1 Driving an explicit improvement agenda

Collaboratively develop roles, responsibilities and accountabilities for all staff to provide clarity and purpose in implementing strategic and operational processes.

Refine the strategic plan and the AIP, including data informed goals, to enable professional teams and cohorts to monitor progress and drive aspirations for future performance

Domain 2: Analysing and discussing data

Collaboratively review the data plan to ensure data collected has a clear and agrees purpose and is aligned with strategic priorities

Strengthen opportunities for regular and purposeful data analysis conversations with teachers to guide decisions relating to strategic priorities, drive next steps in teaching and monitor their impact on learning

Domain 3: Promoting a culture of learning

Establish processes for clear communication and collective responsibility through teacher agency to enhance school decision -making, a sense of belonging and staff wellbeing.

Collaboratively refine school wide processes for promoting high expectations and values to provide consistency and clarity for students and staff and maintain a safe and supportive learning environment.

Domain 4: Targeting school resources

Develop an approach for the targeted allocation of human and financial resources to ensure alignment to priorities to meet the needs of all learners. Communicate to staff the approach for allocating resources aligned to the AIP to increase clarity, transparency and accountability of resourcing decisions

Domain 5: Building an expert teaching team

Broaden formalised collaborative engagement opportunities, including reflection on timely and targeted feedback, to refine disciplinary knowledge and improve teaching practice

Collaboratively review induction processes for beginning and new staff to ensure they are provided the relevant knowledge and support to effectively perform their role.

Domain 6: Leading systematic curriculum implementation

Prioritise opportunities for teachers to become familiar with curriculum prior to curriculum planning activities, to build their deep knowledge of the AC and a shared understanding of current system curriculum expectations

Implementing opportunities for moderating students’ work at various times throughout the teaching cycle to inform teaching practices and enhance consistency of teacher judgements

Domain 7: Differentiating teaching and learning

Enact processes for monitoring implementation of the differentiation planning tool to assist teachers to implement appropriate practices that support diverse needs of each student.

Domain 8: Implementing effective pedagogical practices

Collaboratively investigate a range of evidence informed pedagogical approaches, practices and teaching strategies, to develop a shared understanding and language about pedagogy.

Build leaders’ and teachers’ knowledge and understanding of the 3 principles of pedagogy to support deliberate pedagogical decisions to impact student learning

Domain 9: Building school community partnerships

Monitor the impact of the range of partnerships with parents and the community, to enhance opportunities for student learning, wellbeing and engagement

School Priorities



Wooloowin Wisdom
Academic Achievement



Wooloowin Wellbeing
Wellbeing and Engagement



Wooloowin Wondering
Inclusion and Culture

Priority 1: Driving an Explicit Improvement Agenda

Goal: Establish a clear and focused improvement agenda that aligns with the school's vision and strategic priorities.

Priority 2: Building an Expert Teaching Team






Goal: Develop a highly skilled and collaborative teaching team that drives student achievement and well-being.





Kelly Elliott-Maskiell

Principal : Kelly Elliott-Maskiell

P and C President: Bridget Purcell

School Supervisor: Evan Willis

Priority 1: Driving an Explicit Improvement Agenda	Goal	Alignment	Strategies	2025	2026	2027	2028	Measurable Outcomes	
	Establish a clear and focused improvement agenda that aligns with the school's vision and strategic priorities.	 Wooloowin Wellbeing and Engagement	1. Collaboratively Develop Roles and Responsibilities: <ul style="list-style-type: none"> Define and communicate clear roles, responsibilities, and accountabilities for all staff to ensure clarity and purpose in implementing strategic and operational processes. Regularly review and update these roles to reflect evolving needs and priorities. 	D/I		R/E	R/E	R/E	Clearly communicated artefact that is accessible by all
		 Wooloowin Wisdom, Wellbeing, and Wondering	2. Refine the Strategic Plan and Annual Implementation Plan (AIP): <ul style="list-style-type: none"> Use data-informed goals to refine the strategic plan and AIP, enabling professional teams and cohorts to monitor progress and drive aspirations for future performance. Ensure that the strategic plan and AIP are living documents that guide decision-making and resource allocation. 	D/I	I/E	I/E	E/R	Action plans from the professional teams (Wisdom, Wellbeing and Wonderings) that align with the AIP. Each team has minutes and the agenda recorded in Sharepoint for each meeting	
		 Wooloowin Wisdom Academic Achievement	3. Strengthen Data Analysis and Discussions: <ul style="list-style-type: none"> Collaboratively review the data plan to ensure data collected has a clear and agreed purpose aligned with strategic priorities. Facilitate regular and purposeful data analysis conversations with teachers to guide decisions, drive next steps in teaching, and monitor their impact on learning. 	R/D	I/R	E	R	Regular professional data conversations are evident in the teaching and learning cycle and feature in planning	
		 Wooloowin Wellbeing and Engagement	4. Promote a Culture of Learning: <ul style="list-style-type: none"> Establish processes for clear communication and collective responsibility through teacher agency to enhance: school decision-making, articulation of school wide strategic and operational processes and practices, a sense of belonging, and staff wellbeing. Collaboratively refine, our common language to support the deepening of our school wellbeing initiatives (<i>The Resilience Project (TRP)</i>, <i>PBL</i>, <i>Our SPARK values</i>) to continue to promote a culture of high expectations in a safe and supportive learning environment. Evaluate and strengthen the connections between our school community and the connections with our wider community including the continued development of our RAP, to enhance our inclusive, united school culture to open learning and engagement opportunities for our students. 	D/I	D/I	R/E	E/R	Documented communication process linked to roles and responsibilities and evidenced in relevant SOS data.	
 Wooloowin Wondering Inclusion and Culture			D	I	E	R	Evident within the Wellbeing Team's action plan, resulting in shared, connected language		
			R/I	E	E	R	Evidenced in action planning and minutes, resulting in stronger school culture through the SOS.		

Priority 2: Building an Expert Teaching Team	Goal	Alignment	Strategies	2025	2026	2027	2028	Measurable Outcomes	
	Develop a highly skilled and collaborative teaching team that drives student achievement and well-being.	 Wooloowin Wisdom Academic Achievement	1. Broaden Collaborative Engagement Opportunities: <ul style="list-style-type: none"> Expand formalised collaborative engagement opportunities, including reflection on timely and targeted feedback, to refine disciplinary knowledge and improve teaching practice through coaching, mentoring, instructional rounds, classroom observations, walkthroughs and Setting Professional Goals (SPG) to foster a culture of continuous improvement. 	D/I	I/E	E	E/R	100% of staff engage in collegial engagement opportunities Staff report higher % on relevant SOS data.	
		 Wooloowin Wellbeing and Engagement	2. Review and Enhance Induction Processes: <ul style="list-style-type: none"> Collaboratively review induction processes for beginning and new staff to ensure they are provided with the relevant knowledge and support to effectively perform their roles. Implement a comprehensive induction program that includes mentoring, professional development, and regular check-ins. 	R/D		I	E	R	Documented induction process 100% of new staff engage in the process All beginning teachers, access a mentor and relevant PD related to their career stage.
		 Wooloowin Wisdom Academic Achievement	3. Prioritise Curriculum Knowledge Deepening: <ul style="list-style-type: none"> Provide opportunities for teachers to become familiar with the curriculum prior to curriculum planning activities, building their deep knowledge of the Australian Curriculum (AC) and a shared understanding of pedagogical approaches using the lens of reading and mathematics. Implement opportunities for moderating students' work at various times throughout the teaching cycle to inform teaching practices and enhance consistency of teacher judgements – aiming for the A 	D/I	R/E	E	E/R	Achieving English <ul style="list-style-type: none"> 25% lift in the A standard 27%-52% A+B lift 61%-75% Achieving Maths <ul style="list-style-type: none"> 15% lift in the A standard 36% to 51% A+B lift 72.8% to 82% 	
		 Wooloowin Wisdom Academic Achievement	4. Implement Effective Pedagogical Practices: <ul style="list-style-type: none"> Collaboratively investigate a range of evidence-informed pedagogical approaches, practices, and teaching strategies to develop a shared understanding and language about pedagogy in reading and mathematics. Build leaders' and teachers' knowledge and understanding of the three principles of pedagogy to support deliberate pedagogical decisions that impact student learning. 	D	D/I	E	E/R	Students articulate their learning in engaging ways as evidenced through learning Walks and Talks Evidence of teacher agility in choices of pedagogical approaches, practices and strategies during our collaborative engagement processes.	
				D/I	I/E	E/R			