

# Wandoan State School Improvement Agenda

## 2025

Excellence in Education  
at WSS

### Educational Achievement

Build a collaborative teaching team with a strong focus on  
Reading through the  
Curriculum and  
Collegial Engagement

### Wellbeing & Engagement

Foster a school-wide culture of data-driven support to improve Attendance, Wellbeing and Engagement

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The Road to Success

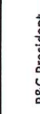


**WANDOAN STATE SCHOOL P-10 – 2025 ANNUAL IMPLEMENTATION PLAN – 'THE ROAD TO SUCCESS'**

School priority 1	Wellbeing and Engagement	School priority 2	Educational Achievement
<p><b>Link to school improvement strategy:</b></p> <p><b>Foster a school-wide culture of data-driven support to improve Attendance, Wellbeing and Engagement</b></p> <p>Promoting a Culture of Learning; Collaboratively develop an agreed whole-school approach to wellbeing (staff &amp; students) and engagement to support improved student learning and achievement, engagement, and wellbeing.</p> <p><b>Analysing and Discussing Data:</b> Promote a school-wide culture of evidence-informed decision-making with a focus on the purposeful use of data to improve practice.</p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Clearly define the school's key messages and priorities. Ensure alignment with the school's vision, and strategic goals by developing a comprehensive communication plan for effectively sharing information about school priorities, progress, and outcomes with the community.</li> <li>✓ Build strong open partnerships between classroom teachers and families through regular communication and establish mechanisms for gathering feedback on the effectiveness of communication strategies.</li> <li>✓ Promote a culture of student-centred data analysis and decision-making to empower teachers to effectively use data to inform the development of teaching and learning.</li> <li>✓ Collaboratively select and document a range of instructional strategies that teachers can use to support pedagogy; based on evidence-informed practices that are known to be effective in enhancing student learning, engagement, and wellbeing.</li> </ul>	<p><b>Link to school improvement strategy:</b></p> <p><b>Build a collaborative team with a strong focus on Reading within the Curriculum and Collegial Engagement</b></p> <p>An Explicit Improvement Agenda: Consolidate school priorities and streamline performance planning processes to enhance the precision of implementation of improvement strategies and actions across all planning documentation, and in communications to the school community.</p> <p><b>Systematic Curriculum Delivery:</b> Implement systematic processes after units have begun, supporting teachers to monitor student progress, moderate formative assessment responses, review, and update unit plans to enhance student engagement and support improved student learning and achievement.</p> <ul style="list-style-type: none"> <li>✓ Commitment to a school-wide, self-reflective culture focused on continuously improving practices.</li> <li>✓ Build a culture of continuous improvement through effective leadership of whole school and cluster moderation which informs the planning, teaching, and learning cycle and the use of the coaching and feedback model to encourage feedback and discussions.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Commitment to a school-wide, self-reflective culture focused on continuously improving practices.</li> <li>✓ Build a culture of continuous improvement through effective leadership of whole school and cluster moderation which informs the planning, teaching, and learning cycle and the use of the coaching and feedback model to encourage feedback and discussions.</li> </ul>
<p><b>Actions</b></p> <p><b>Clearly define the school's key messages &amp; priorities; align with the school's vision, values and strategic goals.</b></p> <ul style="list-style-type: none"> <li>□ Ensure whole-School alignment to the 2025-2027 theme 'Road to Success' by integrating elements of the 2025 AIP in 100% of staff meetings and Professional Learning Communities (PLCs) using strategies and actions as Learning Intentions and Success Criteria. (<i>School Leadership Team - SLT</i>)</li> <li>□ Ensure alignment with the AIP (incl. vision/values) by regularly maintaining visibility via, walk-throughs, observation and feedback cycles, Watch others Work (WoW) time, communication of updates, progress, and success. (<i>SLT</i>)</li> <li>□ Continue to create &amp; implement Staff Wellbeing Framework with clear actions to enhance Positive Culture. (<i>Louise, Staff</i>)</li> </ul> <p><b>Continue to build strong open partnerships between the classroom teacher and families through regular communication and establish mechanisms for gathering feedback on the effectiveness of communication strategies.</b></p> <ul style="list-style-type: none"> <li>□ Begin the development of a Student Learning and Wellbeing Framework by using the School Opinion Survey data to create clear goals in collaboration with students. (<i>Louise, Student Council</i>)</li> <li>□ Develop a comprehensive Parent and Community Engagement Framework (PACE) for effectively sharing information about school priorities, progress, and outcomes with the school community in line with DoE priorities. (<i>Tarra, All staff</i>)</li> <li>□ Encourage a positive culture by aiming to have &amp; record at least 4 positive contacts p/w with families (ph, F2F, email, postcard). (<i>Teachers, TAs</i>)</li> <li>□ 100% of teachers will aim to integrate updates into communication with families and the community in relation to school priorities and progress (i.e., parent-teacher meetings, newsletter, positive contacts, community events, sporting events). (<i>Tarra, All staff</i>)</li> <li>□ Each term, implement a short survey, focus group or information sessions for families to provide feedback on the effectiveness of communication strategies and 2025 priorities. (<i>SLT</i>)</li> </ul> <p><b>Promote a culture of student-centred data analysis and decision-making to empower teachers to effectively use data to inform the development of teaching and learning.</b></p> <ul style="list-style-type: none"> <li>□ Review Data Plan for the ongoing collection, analysis, and celebration to align with system initiatives. (<i>SLT, Teachers</i>)</li> <li>□ School-wide implementation of PLCs used to analyse data trends to identify areas for improvement. Use data to guide discussions on instructional strategies and interventions. (<i>Libby, Jenny</i>)</li> <li>□ Classroom Problem Solving Team (CPST) to conduct an Inquiry Cycle to discover links between Attendance, Level of Achievement (LOA), and behaviour to inform Multi-tiered Systems of Support (MTSS). (<i>Louise, Libby, Tarra</i>)</li> <li>□ CPST to review the flow chart to incorporate a data-driven students-at-risk process. (<i>Louise</i>)</li> <li>□ Investigate the alignment of Student Learning and Wellbeing Framework and a whole-school approach or needs based approach to social/emotional regulation support by using the Inquiry Cycle tool to collect evidence. (<i>Louise, PBL team</i>)</li> </ul> <p><b>Collaboratively select and document a range of instructional strategies teachers can use to support pedagogy based on evidence-informed practices known to be effective in enhancing student learning, engagement, and wellbeing.</b></p> <ul style="list-style-type: none"> <li>□ 100% of teaching staff will develop Smart Goals related to 'Reading' to engage students in reflective discussions developing a collective responsibility for optimising student outcomes. (<i>Tarra, Teachers</i>)</li> <li>□ Use Instructional Leadership and the Department's Whole School Approach to Pedagogy (WSAP) resources to broaden 'The Wandoan Way' school-wide expectations. (<i>Bronte</i>)</li> </ul>	<p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>• Three Levels of Planning P-10</li> <li>• Whole School Curriculum and Reporting Framework</li> <li>• Learning Wall agreed practices.</li> <li>• SORD Data</li> <li>• Student Folios</li> <li>• Collegial Engagement Framework</li> <li>• Learning Wall Agreed Practices</li> <li>• English LW Gallery</li> <li>• 'Champions for teachers' for teachers'</li> <li>• Classroom walkthrough protocols</li> <li>• PLD</li> <li>• Screeners – Reading and Spelling</li> <li>• Doug Fisher's Engagement webinars</li> </ul>	<p><b>Actions</b></p> <p><b>Commitment to a school-wide, reflective culture focused on continuously improving teaching practices using a coaching and feedback model to encourage feedback and discussions.</b></p> <ul style="list-style-type: none"> <li>□ 100% of teaching staff engaging in the implementation of ACV9 and using Agreed Practices to create Learning Walls each term – English, Mathematics, or agreed Learning Area. (<i>Libby, Teachers</i>)</li> <li>□ Systematically implement a review of the current ways of working, to develop a Collegial Engagement Framework aligned to improvement priorities and which is reviewed and monitored for impact. (<i>Tarra</i>)</li> <li>□ Obtain an in-depth understanding of curriculum areas by collaboratively planning for and assessing learning and by participating in observation &amp; feedback cycles, mentoring/coaching opportunities (<i>Teachers, SLT</i>)</li> <li>□ Instructional leadership focus on school-wide consistency of practice in relation to the 'Simple View of Reading' and Department reading initiatives, (<i>Tarra, Libby</i>)</li> <li>□ Leadership team will engage in the 'Leading Flourishing Schools SLT Program' and to build capacity through, team assessments, data walls and pulse surveys. (<i>SLT</i>)</li> <li>□ All staff will be engaged in the 'High Performance Team' program to reflect and promote a positive and high performing culture through, team pulse surveys and progress reports, creating a workplace of systems over influence, decreasing complexity of support therefore increasing teacher capacity (efficacy). (<i>All staff</i>)</li> </ul> <p><b>Build a culture of continuous improvement through effective leadership of whole-school and cluster moderation which informs the planning, teaching, and learning cycle.</b></p> <ul style="list-style-type: none"> <li>□ Deepen curriculum clarity by embedding a Whole School Approach to Moderation including conducting Cluster Moderation (Taroom SS) once a semester. (<i>Tarra, Teachers</i>)</li> <li>□ Review curriculum planning processes to ensure Differentiation and Pedagogy are enacted and documented in response to student data. (<i>Libby, Bronte</i>)</li> <li>□ Open 'A level thinking' among students, through the development of comprehensive unit plans with a strong focus on targeted differentiation strategies, evidence based pedagogical practices, elaborations, and cross-curriculum priorities. (<i>Libby</i>)</li> </ul>	<p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>• Whole-School Learning Wall: Read to Success</li> <li>• 2024-2027 Data Wall</li> <li>• Collegial Engagement Framework</li> <li>• Curriculum Gateway – Reading Modules</li> <li>• High Performance Teams (HPT) program</li> <li>• Whole School Moderation Process &amp; Protocols</li> <li>• Moderation; samples/feedback</li> </ul>
<p><b>Measurable outcomes</b></p> <ul style="list-style-type: none"> <li>★ Increase attendance from 85.4%</li> </ul>	<p><b>School Opinion Survey</b></p> <ul style="list-style-type: none"> <li>★ Increase positive school culture (staff morale) from 44.4%</li> <li>★ Increase (student) I am interested in my school/work from 64.7%</li> <li>★ Increase (staff) This school encourages coaching and mentoring activities from 64.7%</li> </ul>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>★ Increase attendance from 85.4%</li> </ul>	<p><b>Capability Development</b></p> <ul style="list-style-type: none"> <li>★ 100% of teaching staff have received individualised feedback relating to practice each semester by a colleague or SLT</li> </ul>

Approvals: Principal 

School Supervisor 

P&C President 



Queensland Government