



WYNNUM STATE HIGH SCHOOL

2024 - 2027 STRATEGIC PLAN

OUR COLLABORATIVE EXPERTISE



We carefully select evidence-based high impact pedagogical strategies to build student capacity as self-regulated and collaborative learners. We believe students learn best when learning experiences are accessible, challenging and empowering.

- Develop and enact the whole school approach to pedagogy reflective of evidence-based high impact and signature teaching practices to strengthen teaching and learning.
- Embed a common language of engagement to create a learning environment where all students feel a sense of belonging.
- Systematically identify, implement and evaluate evidence-informed differentiated teaching and learning strategies for all students in all classes.
- Strengthen opportunities for excellence within and beyond the classroom.
- Empower teachers to analyse, interpret and communicate data with a focus on improving outcomes for all students in all classes.
- Develop and enact a clearly articulated Professional Learning Plan reflective of school and systemic priorities to guarantee the continuous measured improvement and development of all staff.
- Embed structured literacy and numeracy approaches into all curriculum planning.
- Enhance the capability and confidence of teachers in digital teaching and learning.
- Cultivate an environment where feedback is a learning opportunity for students and staff.

OUR CULTURE AND COMMUNITY



We foster strong, positive relationships within and beyond the school community to enable every student to realise their potential.

- Develop and implement a Student Wellbeing Framework to align our practice for leading student wellbeing with the overarching DoE Student Learning and Wellbeing Framework.
- Refine the PROUD Pathways program, underpinned by Positive Psychology, to enhance academic, social and wellbeing outcomes for all students.
- Ensure student agency and authentic pathway planning through a student-centred coaching framework.
- Strengthen our Positive Behaviour for Learning framework, allowing staff and students to enact the PROUD mantra.
- Develop and enact targeted intervention strategies for behaviour and attendance that actively promote maximising learning days for all students.
- Empower student voice through strengthening leadership opportunities and pathways.
- Strengthen ties with cluster schools to allow authentic and intentional collaboration.

How our success will be measured

- Increase in student attendance to maximise learning days.
- Increase the proportion of students achieving A or B in English and Mathematics.
- Increase the proportion of students achieving C or above in all subjects.
- Reduction in school disciplinary absences.
- Increase Year 10 – 12 retention.
- 100% QCE/QCIA attainment.
- Improved outcomes for priority cohorts.
- Staff feel supported to improve their practice through ongoing professional learning opportunities.
- Exceptional school culture evidenced by staff, student and parent surveys.

**Annual targets will be reflected in the Annual Implementation Plan*

Underpinned by

OUR CLEAR AND CONSISTENT PROCESSES

We believe a positive learning culture is driven by consistent practices, reflective of school and systemic priorities to provide sustainable opportunities that enhance student outcomes.

- Define and clearly communicate roles and accountabilities reflecting school and systemic priorities.
- Embed consistent planning, assessment and moderation practices across the whole school reflecting P-12 CARF and QCAA Senior Schooling systems.



A PROUD, inclusive school with a culture of high expectations and a pathway for all students