

STRATEGIC PLAN 2024

Respect, Responsibility and Resilience



OUR VISION

Inspiring Students

OUR PURPOSE

Provide high quality learning opportunities for Prep to Year 12 Students to develop their character, skill and attributes to enable them to choose their preferred pathway.

OUR VALUES

Respect, Responsibility, Resilience



Strategic Priorities

**Quality Teaching
Student Engagement**

Strategic Outcomes

Woodcrest State College's Quality Teaching Pedagogies are established and enacted.

Universal practices are embedded across the College to support student success.



Teaching and Learning

Develop consistent school wide pedagogical practices & deepen curriculum capability through innovative approaches

Culture and Wellbeing

Develop a safe and supportive environment and positive culture for teaching and learning to promote success for all.

Quality Teaching for Student Engagement



Teaching and Learning

Develop consistent school wide pedagogical practices & deepen curriculum capability through innovative approaches.

Practices

Implement AC and Senior Syllabuses with precision focussing on 3 levels of planning and moderation.

Implement the Quality Teaching Pedagogies (Explicit Teaching Model, Learning Intentions, Success Criteria and Feedback) with fidelity.

Engage in Collegial Engagement (APDP, Walkthroughs, Observation and feedback) to build personal and collective capability.

Utilise identified strategies (surface, deep, transfer) to promote critical and creative thinking in students.

Key Outcome 1: All teachers have a deep knowledge of the curriculum.

Key Outcome 2: Woodcrest State College whole school approach to pedagogy is established and enacted across the college.

Key Outcome 3: Teachers are supported to enact the Woodcrest whole school approach to pedagogy through effective collegial engagement and feedback loops.

Key Outcome 4: Identify universal high impact teaching strategies (thinking routines) to promote students critical and creative thinking skills. Refine a whole of college inquiry approach to pedagogy which promotes learner agency.

Performance Indicators

20% As, 50% A or B, 90% A, B or C in English, Maths and Science Semester 1&2

Overall students show measurable improvement in achievement

Reduce the percentage of students receiving N <2%

100% QCE/QCIA

65% 10-12 Retentions

Culture and Wellbeing

Develop a safe and supportive environment and positive culture for teaching and learning to promote success for all.

Practices

Differentiate for students in all three levels of planning.

Implement PBL practices (ESCMs, focus, lessons, routines, reinforcement) to support student success.

Overlay SEL strategies aligned to Positive Psychology and Trauma Aware Practice to promote student wellbeing and engagement.

Purposefully engage in self-care and wellbeing practices.

Support college initiatives for personal and student belonging.

Key Outcome 1: Teachers enact quality differentiation in all three levels of planning.

Key Outcome 2: Universal practices are embedded across the College to support student success.

Key Outcome 3: Wellbeing framework for staff is developed and promoted to support the psychological safety of all.

Key Outcome 4: Engage the community in college initiatives to promote success for students and foster a sense of belonging.

Performance Indicators

88% student attendance

90% A or B for effort Semester 1&2

50% A or B, 95% C or above in Behaviour

Overall students show measurable improvement in behaviour

85% of year 13 students are engaged in further education, training or work

85% staff morale in SOS

Targeted intervention supports students with <85%

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Inspiring Students		Provide high quality learning opportunities for Prep to Year 12 Students to develop their character, skill and attributes to enable them to choose their preferred pathway			Respect, Responsibility, Resilience
OUR EIA		STRATEGIC OUTCOMES			
QUALITY TEACHING/ENGAGEMENT		Woodcrest State College's Quality Teaching Pedagogies are established and enacted.			Student Engagement: Universal practices are embedded across the College to support student engagement and success.
Strategic Driver	Key Strategy	Key Outcomes	Focus Areas	Actions	Deliverables
Teaching and Learning	Develop consistent school wide pedagogical practices & deepen curriculum capability through innovative approaches.	All teachers have a deep knowledge of the curriculum.	Curriculum	Delivering the curriculum with fidelity: <ul style="list-style-type: none"> Professional learning for staff in a whole school approach to moderation, familiarisation for Version 9 of the Curriculum (P-10) and updated senior curriculum. 	Staff will be familiar with Version 9 of the Curriculum in preparation for commencement of implementation in 2025. Revisions of Senior Curriculum familiarisation and implementation to occur as per QCAA schedule. Whole school approach to moderation is enacted utilising the Before After After End (BAAE) model is enacted across the school.
		Teachers are supported to enact Quality Teaching through collegial engagement and feedback cycles.	Pedagogy – Quality Teaching	Learning is made visible for all students through clear learning intentions, success criteria and quality feedback. <ul style="list-style-type: none"> Provide differentiated professional learning for staff around aspects of Quality Teaching. Quality assure the enactment of Woodcrest's Pedagogies through instructional leadership practices. Develop artefacts to support universal Quality Teaching practices. 	Staff will engage in tailored PD to build capability in the Quality Teaching Framework. School Leaders will implement agreed instructional leadership practices and engage quality assurance processes to ensure the fidelity of implementation of Quality Teaching. A set of universal resources to support the implementation of Quality Teaching will be developed and utilised across the College.
		Identify universal high impact teaching strategies (thinking routines) to promote students critical and creative thinking skills.	Collegial Engagement	Continue to develop consistent college-wide pedagogical practices and deepen curriculum capability through the provision of opportunities for additional collaborative professional learning including observation and feedback.	Collegial Engagement Framework will be embedded practice. Staff will engage in opportunities to participate in collaborative professional learning and feedback cycle.
		Refine the college-wide inquiry approach to pedagogy which promotes learner agency.	Ingenuity	<ul style="list-style-type: none"> Provide professional learning for staff to build their suite of high-impact teaching strategies (thinking routines). Foster curiosity through innovative approaches to teaching and learning, promoting learner agency. Establish a Community of Practice to explore and develop a college-wide culture of inquiry. 	Teachers will implement identified high impact teaching strategies as part of the Quality Teaching Framework. Teachers ensure opportunities for learner agency exist in Curriculum planning. Collegial team will explore research to extend our practices in deep thinking and visible thinking to develop a school-wide inquiry approach.
Culture and Wellbeing	Consider all learners to develop a safe and supportive environment and positive culture for teaching and learning to promote success for all.	Woodcrest State College's Quality Teaching pedagogies are established and enacted.	Diverse learners	Systematically identify students with diverse learning needs and improve efficacy of the strategies utilised to ensure student success. <ul style="list-style-type: none"> Universal high impact strategies for differentiation are planned for and implemented across the College. Provide professional learning for staff around differentiation strategies. Establish opportunities for quality differentiation to be embedded in three levels of planning. Tailored supports for a range of learners are implemented for identified student needs. 	Teachers enact quality differentiation in all three levels of planning. A school wide tiered case management and intervention system is implemented for teaching and learning which responds to the range of diverse learning needs. Capability of staff is built around targeted high impact strategies.
		Teachers identify and employ pedagogical practices and high impact teaching strategies that respond to student needs.	Pedagogy of Student Engagement <ul style="list-style-type: none"> PBL SEL Trauma Attendance Wellbeing 	Develop universal college-wide student engagement practices, underpinned by a philosophy of Positive Psychology. <ul style="list-style-type: none"> Identify and implement a common approach to the delivery of social emotional learning programs underpinned by Positive Psychology. PBL, SEL and trauma-informed practices promote student engagement and a sense of belonging, leading to optimal pathways for every student. Universal practices are embedded across the College to support student success and wellbeing through Engagement by Design (Fisher) including addressing attendance. 	A universal P-12 SEL program implemented across the College. School-wide PBL systems are implemented across the College. Student engagement practices are underpinned by the philosophy of Engagement by Design. Capability of staff to enact trauma-informed practices is built.
		Universal practices for teaching and learning and student engagement are embedded across the College to support student success.	Staff Wellbeing	A staff wellbeing team is established to address staff wellbeing. <ul style="list-style-type: none"> Review and refine the existing wellbeing framework to enact across the College. 	Staff purposefully engage with health and wellbeing strategies to promote self-care.
		Wellbeing framework for staff is reviewed and promoted to support the health and psychological safety of all.	Partnerships	Foster positive relationships between staff, students and community through the development of school traditions and partnerships. <ul style="list-style-type: none"> Devise and implement a range of agreed initiatives to instill a sense of school spirit. 	School culture is built through the identification and celebration of school traditions in all aspects of college life.
Engage the community in college initiatives to promote success for students and foster a sense of belonging.					