



WINDSOR STATE SCHOOL

2024-2027 SCHOOL STRATEGIC PLAN



<p>School profile</p> <p>Windsor State School was established in 1865, the fourth oldest state school in Brisbane. The school has experienced substantial growth in enrolments over the past decade, with over 720 students now in attendance. The school offers a quality education in all key learning areas. The school's curriculum planning and pedagogical ways of working, built upon the principles of the Science of Learning, allows for a strong focus on literacy and numeracy across all learning areas. Our culture continues to centre on the development of a positive school community, built in line with the school's vision: "All students achieve social, emotional and academic success in an inclusive and challenging learning environment." Our school values of "Respect for self, respect for others and respect for the school," are the core component of our school culture. Our pastoral care provides the opportunity to teach values, friendship skilling, teamwork and strategies to promote positive behaviours. The school's extra-curricular program aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students. The success of these programs ensures very high levels of support for the school from the school community.</p>	<p>Vision and values</p> <p>School Vision <i>"All students achieve social, emotional and academic success in an inclusive and challenging learning environment."</i></p> <p>School Values <i>"Respect for self, respect for others and respect for the school."</i></p> <p>5 Keys to Success <i>Confidence, Resilience, Getting Along, Persistence, Organisation</i></p>
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Educational achievement

Wellbeing and engagement

Culture and inclusion

<p>School review key improvement strategies</p> <ul style="list-style-type: none"> Consolidate progress and maintain focus on current evidence-informed approaches, including the Science of Learning and Windsor's Ways of Working, to support all staff to achieve mastery and embed practice for these core priorities. Reinforce enactment of the moderation cycle to include strategically embedded formative assessment to enable responsive teaching, and the use of refined assessment folios. Extend the embedded practices of 'Lesson Essentials', to include quality feedback to all students on demonstration of curriculum achievement standards to increase student engagement, agency and assessment literacy. Strengthen collaborative systems that empower all teachers to responsively teach, support and challenge all students to realise their potential within the curriculum in every classroom. 	<p>School priorities</p> <ul style="list-style-type: none"> An explicit improvement agenda that promotes a culture of learning through collegiality Systematic curriculum delivery via evidence-informed pedagogy Differentiated, deliberate and targeted teaching and learning A welcoming, engaged and connected school community
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<p>School priority 1: <i>An explicit improvement agenda that promotes a culture of learning through collegiality</i></p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Strategies Consolidate progress and maintain focus on current evidence informed approaches including the Science of Learning, Windsor's Ways of Working to support all teaching teams to achieve mastery and embed practise of these core priorities.</p> <p><i>Sustain a strong collegial culture to further promote and support openness to peer observation, coaching and supportive professional critique by colleagues.</i></p> <p><i>Further review, refine and quality assure professional learning and collaboration opportunities for all teaching teams to achieve consolidation, consistency and mastery of core priorities and approaches.</i></p> <p><i>Further refine approaches, including continued exploration of STEPLab Australia to provide increased opportunities for access to coaching and feedback for teaching teams to strengthen the culture of collegial reflection.</i></p>	<p>Measurable/desired outcomes <i>All teaching teams knowledgeable of and fluent in delivering effective instruction using the principles of the Science of Learning and Windsor's Ways of Working.</i></p> <p><i>All teaching teams positively engage in collegial engagement processes aimed at embedding evidence-informed practices</i></p> <p><i>All teaching teams receive feedback and feedforward on their professional practice related to core school priorities and approaches</i></p> <p><i>All teaching teams will engage with instructional coaching via WSS frameworks and/or STEPLab as per the collegial engagement plan</i></p>								
<p>Phase <i>D-Developing, I-Implementing, E-Embedding, R-Reviewing</i></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 12.5%;">2024</td> <td style="width: 12.5%;">2025</td> <td style="width: 12.5%;">2026</td> <td style="width: 12.5%;">2027</td> </tr> <tr> <td>D</td> <td>I</td> <td>E</td> <td>R</td> </tr> </table>	2024	2025	2026	2027	D	I	E	R	
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**School priority 2:
Systematic curriculum delivery via evidence-informed pedagogy**



Strategies
Reinforce the enactment of the moderation cycle to include strategically embedded formative assessment enabling responsive teaching and the use of refined assessment folios

Extend the embedded practices of ‘Lesson Essentials’, to include quality feedback to all students on demonstration of curriculum achievement standards to increase student engagement, agency and assessment literacy.

Deepen teacher knowledge of the Australian Curriculum (AC) to enhance understanding of year level requirements and vertical alignment as a foundation to the staged implementation of AC Version 9 (AC V9).

Strengthen the implementation of Mode A and Mode B teaching, 80:20, including unpacking further opportunities for Mode B teaching within units, to positively impact student learning, including consideration of highly capable students.

Measurable/desired outcomes
All teachers confident and fluent in embedding formative assessment to guide responsive teaching.

Students can articulate relevant success criteria for lessons/ units/ assessments

All teaching teams engaged in Year Level Team collaboration regarding planning and implementation of the Australian Curriculum

All year level teams have embedded Mode B teaching strategies within curriculum units aimed at enriching student learning

Phase D-Developing, I-Implementing, E-Embedding, R-Reviewing	2024 D	2025 I	2026 E	2027 R
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**School priority 3:
Differentiated deliberate and targeted teaching, learning and support**



Strategies
Strengthen collaborative systems that empower all teachers to responsively teach, support and challenge all students to realise their potential within the curriculum in every classroom.

Refine and enhance the use of data to support the purposeful development, implementation, recording, monitoring and review of planned adjustments.

Enhance responsive and flexible approaches to resourcing to further sharpen focus on improving student learning and enhancing student wellbeing.

Explore further inclusive practices to support all educators to take ownership of the learning of every student to continue the progress achieved in optimising inclusive education.

Measurable/desired outcomes
• ≥ 95% of students achieving C or above in English & Mathematics
Annually: a sustained improvement of:

- % of students achieving B or above in English
 - % of students achieving B or above in Mathematics
- Annually: a sustained improvements in
- One School: Behaviour Data, Attendance Data
 - ACER Social-Emotional Wellbeing Survey Data & QEW Survey Data

Personalised Learning Plans are routinely reviewed each term and updated by teaching teams to enable differentiated and targeted teaching, learning and support

Implement academic case management processes that plan for targeted teaching and learning to support student achievement in both C and above & B and above assessment and reporting results

Phase D-Developing, I-Implementing, E-Embedding, R-Reviewing	2024 I	2025 I	2026 E	2027 R
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**School priority 4:
A welcoming, engaged and connected school community**



Strategies
Strengthen engagement with stakeholders including parents, Early Childhood Education and Care (ECEC) providers and local schools to optimise transitions –into, through and beyond school –and enhance participation in school-based activities.

Refine school community communication channels to effectively support parent clarity and understanding of school priorities, strategies and processes

Clearly communicate information regarding home – school communication channels, the nature and progress of student learning and how parents can support their student/s

Measurable/desired outcomes
Positive and sustained connections with each local ECEC centre throughout the year and increased opportunities for family pre-enrolment engagement

Positive senior cohort engagement with each local state catchment high-school annually to support transitions

Developed and implemented strategies responsive to providing inclusive communication with and between all families

School Opinion Survey Data Regarding Parental Engagement
≥ 90% of parents agree that:

- “This school keeps me well-informed”
- “Staff at this school are responsive to my inquiries”
- “This school works with me to support my child’s learning”
- “This school has a strong sense of community”

Phase D-Developing, I-Implementing, E-Embedding, R-Reviewing	2024 I	2025 I	2026 E	2027 R
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Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal: Shona Arneil P&C/School Council: Bri Fjeldsoe & Tracy Mills School Supervisor: Evan Willis