

Windsor State School

2019 Annual Implementation Plan

All students achieve social, emotional and academic success in an inclusive and challenging learning environment.

1a An Expert Teaching Team Strategies...

- Engage staff in cycles of action research/case management.
- Review and refine the school pedagogical and curriculum frameworks.
- Embed a clear 'line of sight' between the school's improvement agenda, consistent implementation of innovative high-yield teaching strategies, including a range and balance of best practice pedagogy and coaching / mentoring for staff and professional learning opportunities



1b An Expert Teaching Team Actions...

- Create a systematic approach to collaborative inquiry for the improvement of student outcomes through shared pedagogical practices and coaching opportunities linked to annual performance plans.
- Implement and review the professional learning and school data plan, pedagogical and curriculum frameworks.
- Continue and expand the inclusion of age appropriate approaches and characteristics in teaching and learning.
- Continue to embed a holistic approach to differentiation that supports student engagement and improved learning outcomes.
- The Leadership Team are actively and visibly involved across the school, including planning, teaching and learning and moderation.

2a Excellence in curriculum knowledge, innovation and delivery Strategies...

- Whole school strategies for the teaching of **English and Mathematics** - incl. ACARA, Gradual Release research, Sheena Cameron research, CAFE strategies, QAR, Problem Solving and ongoing professional learning.
- Establish and regularly review year level/whole school targets linked to evidence conversations with teachers.
- Refine formative assessments and moderation processes (school and cluster).
- Staff and parents engage in curriculum development and promote Digital Citizenship.



2b Excellence in curriculum knowledge, innovation and delivery Actions...

- Norm the Gradual Release model approach across the teaching of English and Mathematics and providing ongoing feedback to students to promote metacognition and self regulated learning.
- Provide quality professional learning opportunities for all staff.
- Leadership team provide regular feedback to all staff.
- Regular moderation discussions with colleagues - including City Cluster opportunities.
- Develop a **STEAM and Technologies** action plan, including specific professional learning opportunities and outcomes.

3a A culture that promotes Learning Strategies...

- Foster an inclusive and positive culture for the social and emotional wellbeing of staff and students.
- Foster an active and involved parent body that are engaged in the learning process.
- Strengthen existing and establish new partnerships that support school initiatives.
- Embed and promote a Student Support framework that ensures all students are on a sustained trajectory of improvement.



3b A culture that promotes Learning Actions...

- Embed and review annually the school pastoral care program, further enhancing student learning and wellbeing.
- Embed and review school-wide Digital Citizenship platform (Common Sense Media).
- Maintain strong partnerships with AAP, Qld Academies, Play Group Qld and the City Cluster Schools and establish networks with Early Childhood settings to support successful transitions to Windsor SS.
- Strengthen and promote the School Council's strategic improvement agenda, encourage active engagement in our P&C and maintain effective communication with school community.

Targets: for 2019....

NAPLAN

Year 3 - Upper Two Bands

- Reading - > 70%
- Writing - > 60%
- Numeracy - > 60%

Year 5 - Upper Two Bands

- Reading - > 60%
- Writing - > 16%
- Numeracy - > 50%



- Improved alignment between summative and standardised assessment data - NAPLAN, A-E results, Progressive Assessment Test (PAT) results to monitor student growth and inform teacher planning.

School Opinion Survey (SOS) Data:

SOS Item	Specific Area	2018	2019
Students:			
S2040	Useful feedback provided	99.2%	100%
S2051	Understand how assessed	96.9%	100%
S2060	Teachers clearly explain what is required	94.6%	100%
S2044	Behaviour well managed	91.5%	100%
Staff:			
S3221	Staff work as a team to deliver improved outcomes	93.9%	100%
S3238	Confidence using student assessment data to improve student achievement	100%	100%
S2071	Feedback about my work	86%	>92%
S2074	Behaviour well managed	88%	>95%
S3212	Undertake leadership roles	81.8%	>88%
Parents/Carers:		2018	2019
S2012	Behaviour well managed	97.3%	100%
S2019	Understand how assessed	89.2%	100%
S2021	Interest in wellbeing	98.2%	100%
S2006	Receive feedback on learning	97.2%	100%

Other Data:

- > 90% of students can self-monitor and talk about their learning: **What are you learning? How well are you doing? How do you know? How can you improve? Where do you go for help?** (i.e. learning goal, success criteria and feedback)

- 100% of students demonstrating improvement relative to the year level developed success criteria (i.e. Bump It Up)

Improved Student Academic A-E Results

- Increase in percentage of students moving from an overall "C" to "B" (or "A") and "B" to "A" in English and Maths comparing academic reporting 2018 - 2019.

Every student deserves a great education, not just by chance, but by design.

Contact us via...



Respect for Self

Respect for Others

Respect for the School