



School Improvement Unit Report

Windsor State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Windsor State School from 3 to 4 September and 7 September 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Harris Street, Windsor
Education region:	Metropolitan
The school opened in:	1865
Year levels:	Prep to Year 6
Current school enrolment:	623
Indigenous enrolments:	2.7 per cent
Students with disability enrolments:	3.7 percent
Index of Community Socio-Educational Advantage (ICSEA) value:	1145
Year principal appointed:	2004
Number of teachers:	31.1 Full-time equivalent
Nearby schools:	Eagle Junction State School, Kelvin Grove State College, Kedron Park State High School, Wilston State School, Woolloowin State School
Significant community partnerships:	Brisbane City Cluster of Schools, Queensland Academy for Creative Industries, Queensland Academy for Science, Mathematics and Technology
Unique school programs:	Programs with Queensland Academies



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal and Business Services Manager (BSM)
 - Lead teacher Prep to Year 6
 - Head of Special Education Services (HOSES)
 - 28 teachers
 - Teacher aides
 - Administrative assistants
 - Student leaders
 - School cleaners
 - Parents and Citizens' Association (P&C) president
 - Grace Grace MP, Member for Brisbane Central
 - Director of Lutwyche District Crèche and Kindergarten (C&K)
 - Principals from neighbouring state schools and state high schools

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Sevil Aldas	Internal reviewer, SIU
Ken Rogers	External reviewer



2. Executive summary

2.1 Key findings

- The school is characterised by positive caring relationships between staff, students and parents.

Staff indicate that a strength of this school is the willingness of staff to share ideas and resources. A peer coaching program is being introduced as a formal processes for staff to be visited by other staff, or for staff to visit and observe other classrooms.

- The school staff are dedicated and have a commitment to student learning and wellbeing. There is an emerging culture of professional collaboration, coaching, observations and feedback within the school.

A developing focus on instructional leadership is evident among members of the leadership team. School leaders generally model and participate in staff professional learning activities alongside teaching staff. Many staff indicated a willingness to be involved in classroom observations and reflective professional practice.

- The school has identified a lack of correlation between academic achievement data and National Assessment Program – Literacy and Numeracy (NAPLAN) data.

This inconsistency is being used as the catalyst to review curriculum planning processes and to redevelop units of work and assessment items. A standardised assessment schedule that includes benchmarks and timelines for collection is in place, but lacks targets for student achievement. Teacher ability to understand class data and respond to the implications for differentiation is a developing practice across the school.

- The whole school curriculum, assessment and reporting plan identifies curriculum, teaching and learning priorities and requirements.

The leadership team have reflected on the school's planning practices and are aware of the need to adjust current practices to consolidate consistency of planning across year levels and create an alignment of curriculum delivery throughout the school.

- The school is working towards building processes aimed at improving teacher pedagogical practices, through the implementation of a peer coaching model.

The school has in place a research-based pedagogical framework with the whole-school adoption of the explicit instruction model. The master teacher and lead teacher spend time working with teachers to model effective teaching strategies and provide feedback on teaching. The school has engaged an external consultant to provide teachers with professional development in the area of feedback to students.



2.2 Key improvement strategies

- Collaboratively develop a revised school improvement strategy which is narrow, sharp and easily understood, with agreed targets and timelines for each component.
- Review the school's data plan to ensure it includes elements of short, medium and long-term data cycles and incorporates defined timelines and targets.
- Refine curriculum planning and delivery to ensure alignment with the Australian Curriculum, across all curriculum areas.
- Enhance the coaching, observation and feedback process to build consistency in understanding and delivery of instructional practices across the school. Include a systematic approach to formal observations and constructive feedback.
- Investigate other pedagogies to complement existing practices to cater for the learning needs and abilities of all students, particularly high performing students.