

Windsor State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Windsor State School** from **3 to 5 June 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Lachlan Thatcher	Peer reviewer
Jacqueline Bates	Peer reviewer
Christine Tom	External reviewer



1.2 School context

Location:	Harris Street, Windsor
Education region:	Metropolitan Region
Year opened:	1865
Year levels:	Prep to Year 6
Enrolment:	696
Indigenous enrolment percentage:	1.87 per cent
Students with disability enrolment percentage:	4.74 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1134
Year principal appointed:	2017
Day 8 staffing teacher full-time equivalent (FTE):	40.17
Significant partner schools:	City Cluster – Milton, West End, Ascot, Eagle Junction, Woolloowin, Hamilton, Hendra, Newmarket and Wilston State Schools, Kelvin Grove College, Queensland Academies Creative Industries (QACI), Brisbane State High School, Kedron State High School
Significant community partnerships:	School council, Parents and Citizens' Association (P&C), Windsor & Districts' Historical Society Inc, and numerous universities including Queensland University of Technology (QUT)
Significant school programs:	Writing program, phonics programs, curriculum coordinators, numerous city cluster initiatives for example high achievers, mini festivals, BRAINways, gifted and talented network, student support services, Innovators of Tomorrow, case management, pastoral care – You Can Do It!, parent/community engagement.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), two curriculum coordinators, three Support Teachers Literacy and Numeracy (STLaN), engagement and enrichment teacher, guidance officer, two special education teachers, Business Manager (BM), four administration staff, 30 teachers, nine teacher aides, four cleaners, schools facilities officer, 48 parents and 121 students.

Community and business groups:

- Student council, P&C, United Voice organiser, Helping Hands, Hear and Say, You Can Do It!

Partner schools and other educational providers:

- Kedron State High School, Kelvin Grove College, Crèche and Kindergarten (C&K) Wilston Grange Kindergarten, Wilston – Little Ducks Childcare and QUT.

Government and departmental representatives:

- Federal Member for Brisbane, State Member for Clayfield, Councillor for Enoggera Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school has a long history of providing a quality education since 1865.

The principal and staff members demonstrate a commitment to school improvement and the success of every student. The school community is united in supporting school staff in providing quality learning outcomes for all students. Expectations that promote a strong culture for learning are established and clearly articulated for students to engage in all aspects of their schooling.

Interactions between staff members, students, parents and families are respectful, caring and inclusive.

Students, parents and staff have an obvious sense of belonging and pride in the school and all are made to feel welcome. Staff describe the school as being collaborative and cooperative, supported by clear, consultative and respectful communication. Students comment on the friendliness of classmates and value the support for learning provided by the leadership team, teachers and teacher aides.

Staff express a desire to cater for the full range of students in their class.

The principal has identified opportunities to use expert teachers as mentors and coaches to further develop differentiated teaching and learning opportunities. The leadership team is yet to identify teachers who systematically use the school's agreed signature pedagogical practices to improve individualised student learning.

The school has an established curriculum team to support teachers in the development and implementation of the Australian Curriculum (AC).

Teachers have embraced the backward mapping process to develop assessment tasks and Guides to Making Judgements (GTMJ) to present to students as the focus of commencing a new unit of work. The development of integrated curriculum and assessment tasks that incorporate aspects from several key learning areas with general capabilities and where appropriate, a cross-curriculum focus, aligned to components of the achievement standards and appropriate content descriptors is yet to be embedded.

School leaders recognise that highly effective teaching is the key to improving student learning.

The school's pedagogical framework is well structured to inform a high level of expectation for quality teaching and learning excellence. The pedagogical framework is yet to be an embedded practice throughout the school. It is intended that the document becomes refined, concise and enacted whilst still adhering to the evidence-based research on which it is conceptualised.



The leadership team acknowledges the importance of building a school-wide, professional team of expert teachers.

Most teachers request that regular processes be established to include modelling of effective teaching strategies, observing teachers in action, and providing opportunities for regular discussion and feedback to teachers regarding the effectiveness of their pedagogy. A visible, informal approach to implementing walkthroughs of classrooms by members of the leadership team is emerging.

The principal has established a model of shared leadership to implement school programs and operations.

A statement of roles and responsibilities for leadership roles has recently been developed. A roles and responsibilities plan that details a strategic vision for roles with key actions, implementation timelines and specific accountabilities for school leaders relating to school programs is emerging through the actions of individual leaders.

Staff are committed to the school and work together in an environment where strong collegial trust and respect are apparent.

All staff members speak highly of the professional work ethic and commitment of their colleagues. The broader school community values the commitment and support all staff members demonstrate for all students.

Students are provided with learning experiences that enable them to develop skills in a range of areas.

Parents and students speak highly of the many opportunities afforded to the students at the school. Science, Technology, Engineering, Arts and Mathematics (STEAM), choir, instrumental music, sport, camps and a wide range of extracurricular opportunities are offered before and after school for students. The support from the parents and teachers in providing these programs is recognised and highly appreciated by the school community.



2.2 Key improvement strategies

Identify school and teacher leaders who systematically use the agreed signature pedagogical practices to improve individualised student learning to provide differentiated support in coaching and mentoring teachers as identified through collegial engagement in the school.

Build on current collaborative processes to ensure curriculum units have a strong focus on the rigour and intent of all learning areas of the AC, including the cross-curriculum priorities and general capabilities with horizontal and vertical alignment.

Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed high-yield, signature practices and pedagogical beliefs enacted at the school.

Build an observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom pedagogical practices in the priority areas, and in areas for individual development and consistency across the school.

Review the roles and responsibilities plan for all staff, to ensure clarity of strategic and operational processes, alignment to the school's priority programs with embedded Quality Assurance (QA) practices.