



ANNUAL IMPLEMENTATION PLAN 2020

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

VISION

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

OUR CORE VALUES

As a school community, [The Windsor Way](#) or our core values are;

- Respect for self,
- Respect for others,
- Respect for our school.

SCHOOL PROFILE

[Windsor State School](#) was established in 1865, the third oldest state school in Brisbane. The school has experienced substantial growth in enrolments over recent years, growing in size from 400 students in 2009 to now over 700 students. The school offers a quality education and our comprehensive teaching and learning programs allow for a strong focus on literacy and numeracy across all key learning areas. Our school culture continues to be a central focus on the development of a positive school community.

We are a community focussed school and look at ways to strengthen our partnerships. Windsor’s families are focused on making the most of every opportunity. Our curriculum standards are excellent, with priorities accentuating English, Mathematics, Science, The Arts and Health and Physical Education. Founded on our proud history, we build strong, positive relationships as the foundation for a life of learning. We seek excellence in all we do, with our halls ringing to the sounds of active, engaged and happy students. Teachers and parents cooperate to create strong bonds that strengthen learning, seeking the best for all children. Windsor is a school that cares; and is cared for by all who have been a part of it.

Priority 1: An expert teaching team

What will this look like in 2023?

- There is an embedded school-wide, **professional team of highly capable teachers**, including Senior/Experienced teachers, who take an **active leadership role beyond the classroom** with **clarity of roles and responsibilities**.
- There is a **shared responsibility for student learning** and success, and collaborative **a culture of continuous professional improvement** that includes classroom-based learning, **mentoring and coaching** arrangements.
- **All teachers understand and use a range and balance of research-based teaching practices** are used in all classrooms to ensure that every **student is engaged, challenged and learning successfully**.

GOAL 1.1	Review, refine and embed a coherent school-wide pedagogical framework that staff and the community can articulate. Our framework identifies the agreed signature pedagogical practices to improve student learning and enable staff opportunities to share their knowledge and learnings with colleagues.		
2020 Actions towards goal 1.1		Responsible Officers	Documentation
<ul style="list-style-type: none"> • Through 2020 curriculum leaders will review and contemporise existing research based pedagogical frameworks for consultation and feedback from staff in Semester 2. • For the start of 2021, from the consultation and feedback process, the final pedagogical framework will be published in two frames, for staff engagement and a streamlined version for the wider community • The 2020 whole school professional development framework will highlight direct experiences in developing staff knowledge, understanding and practice within the WSS pedagogical framework. 		Leadership Team Lisa Heard Anna Thygesen	Windsor SS Pedagogical Framework

GOAL 1.2	Develop a cyclical feedback/coaching culture across the school to improve student outcomes and embed signature teaching practices, through observations, modelling and reflection.		
2020 Actions towards goal 1.2		Responsible Officers	Documentation
<ul style="list-style-type: none"> • By the end of Semester 1, the Windsor State School Coaching Framework will be reviewed and aligned with providing instructional coaching, focused on school programs, school signature teaching practices and modelling of quality first teaching/learning experiences. • By the end of 2020, a clear process for engagement with cycles of teacher and staff feedback will be trialled, established and consulted on, for full implementation in 2021 		Leadership Team Lisa Heard Anna Thygesen	Windsor SS Coaching and Feedback Framework

GOAL 1.3	Embed a clear 'line of sight' between the school's improvement agenda and best practices in all classrooms, aligned with our Pedagogical Framework.		
2020 Actions towards goal 1.3		Responsible Officers	Documentation
<ul style="list-style-type: none"> • Articulate, engage with and reflect on the Annual Performance Review Process, as outlined by EQ policy, for staff, aligned to professional learning programs and individual needs of staff to excel within their domains. • Each staff member to meet with Leadership Team throughout the yearly cycle. 		Leadership Team	Windsor SS Annual Performance Review Plan

Measurable indicators (what will our success 'look' like?)	
Staff will	<ul style="list-style-type: none"> • 100% of teaching staff will be able to articulate signature teaching practices and expectations. • There will be a commitment from all teaching staff to engage with coaching framework within a focused and personalised program • All teaching staff will have clearly articulated SMART goals based on improving their professional practice and engagement with Windsor State School signature pedagogy • School Opinion Survey S3125: (Staff at my school are actively involved in Developing Performance discussions.) above 90%
Students will	<ul style="list-style-type: none"> • Students will be able to articulate the ways in which they are taught within the Gradual Release of Responsibility focusing on examples Modelled, Co-Constructed, Shared and Independent Demonstration of learning phases, as appropriate to their grade and context • Students will be able to articulate their individual learning goals in English and Math as appropriate to their age and individual context • Students can respond to the 4 Sharratt questions about their learning. • School Opinion Survey S2040: (My teachers provide me with useful feedback about my school work) above 90% • School Opinion Survey S2061: (My teachers help me with my school work when I need it.) above 98%. • School Opinion Survey S2006: (Teachers at this school provide my child with useful feedback about his or her school work.) above 95%

Priority 2: A culture that promotes learning

What will this look like in 2023?

- A positive and caring relationships between staff, students and parents based on a culture of mutual trust, belonging, optimism and pride.
- All learning environments safe, respectful, tolerant, inclusive and promote intellectual rigour.
- School resources meet the learning and wellbeing needs of all students.

GOAL 2.1	Refine our 'Tiered Approach' to Student Support to ensure school-wide process for identifying and monitoring student outcomes is responsive to the needs of our school community. Ensure staff use OneSchool to record student referrals, reports and differentiation strategies.
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2020 Actions towards goal 2.1	Responsible Officers	Documentation
<ul style="list-style-type: none"> • Review the Windsor State School processes and policies around inclusion with a focus on engaging with students within a Tiered Approach to consult, embed and align school processes with departmental expectations • Refine Role Statements, ensuring alignment with Department and industrial agreements and a focus on student engagement • Provide clear and ongoing communications to parents, carers and wider community of the tiered approach to student support at Windsor State School. • Provide opportunities for parents to engage in teaching and learning through information sessions. • School induction clearly defines One School responsibilities when reporting and referring students 	Leadership Team SSS Team members	Windsor SS Differentiation policy "Whole School Approach to Support Student Learning"

GOAL 2.2	Develop an organisational structure to promote a mentoring/coaching culture within the school and support teacher release to provide regular access.
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2020 Actions towards goal 2.2	Responsible Officers	Documentation
<ul style="list-style-type: none"> • Clearly articulate to staff and the community the structural administration processes and designated areas of responsibility for staff across the school leadership team • Refine and review roles and responsibilities with annual presentation to teachers and staff as part of the January Student Free Days and staff induction program • Each staff member to receive feedback from Leadership Team throughout the yearly cycle of APR and Learning Walks. 	Leadership Team	Clearly defined roles and responsibilities visually represented in Staff Handbook and communicated to whole school

Measurable indicators (what will our success 'look' like?)

Staff will	<ul style="list-style-type: none"> • All school staff will understand their own roles and responsibilities and know who to contact to access support for programs and school processes • 100% of staff will be able to clearly articulate process of support provisions within the school context
Students will	<ul style="list-style-type: none"> • Engage with teaching and learning programs that are positive and challenging for their level of ability and supported to attain their individual potential • School Opinion Survey S2042: <i>(I can talk to my teachers about my concerns.)</i> above 95% • School Opinion Survey S2003: <i>(My child's learning needs are being met at this school.)</i> above 95%

Priority 3: Excellence in curriculum knowledge, innovation and delivery

What will this look like in 2023?

- There is a **coherent, sequenced plan for curriculum delivery** that ensures **consistent teaching and learning expectations (both vertical and horizontal)** and a **clear reference for monitoring learning** across the year levels.
- **Our Whole School Curriculum Plan**, within which **evidence-based teaching practices are embedded**, and to which **assessment and reporting procedures are aligned**, has been developed with reference **to the Australian Curriculum** and refined collaboratively to **provide a shared vision for excellence in curriculum knowledge, innovation and delivery**.
- **Teachers are experts in monitoring** the progress of **individuals and differentiate accordingly**.

GOAL 3.1	Annually review and update our Whole School Curriculum Plan to ensure there is a strong focus on the rigor and intent of all learning areas of the Australian Curriculum, considering both vertical and horizontal alignment.	
2020 Actions towards goal 3.1	Responsible Officers	Documentation
<ul style="list-style-type: none"> • Update Whole School Curriculum Plan, based on DoE 3 phase planning to include trial of interconnected curricula units, to maximise learning opportunities and organise key learning points within whole of class/cohort curriculum. 	Lisa Heard Anna Thygesen	Whole school curriculum framework set out in three levels (Whole School, Cohort, Class)
GOAL 3.2	Staff engage in cycles of data analysis and conversations on the achievements of individual students, to personalise their teaching and learning. These discussions are clearly linked to their annual development performance plans.	
2020 Actions towards goal 3.2	Responsible Officers	Documentation
<ul style="list-style-type: none"> • Continue to participate in two cycles of classroom case management per year and as an agenda item on the Windsor State School Developing Performance Framework for teachers • Communicating data success stories to staff and the wider community through the newsletter, staffroom and blog. 	Leadership Team	Whole school case management policy
GOAL 3.3	Redefine the school's assessment and moderation culture to develop a deeper understanding of the Australian Curriculum demands in tasks/units of work. Build the use of formative assessment across the school and embed moderation processes within and beyond the school (City Cluster).	
2020 Actions towards goal 3.3	Responsible Officers	Documentation
<ul style="list-style-type: none"> • Through 2020 the school will refine and clearly articulate moderation processes for 2021 to 2023, for presentation to the school community • Engage with collaborative consultation to construct interconnected units of work within the whole school curriculum plan 	Leadership Team	Whole school moderation policy Windsor SS Curriculum Framework

GOAL 3.4	Review and embed our whole school strategy on the Teaching of Reading (P-6) (From <i>Learning to Read</i> to <i>Reading to Learn</i>), Teaching of Writing (P-6) (aligned with the Metro Writing project) and Develop and embed a whole school strategy on the STEAM and Teaching of Mathematics (P-6) that embeds the agreed signature pedagogical practices to improve student learning. Provide explicit professional development for staff.	
2020 Actions towards goal 3.4		Responsible Officers
<ul style="list-style-type: none"> The school will continue to enhance, implement and embed Whole School Writing Program, progressively across school cohorts Continue to implement focused maths strategies for the development of consistency across the teaching of math throughout the junior and senior school 		Leadership Team
		Documentation
		Whole School Writing program Reviewed Whole School Math program
GOAL 3.5	Continue to implement a balanced approach towards The Arts (Dance, Drama, Music, Media and Visual) as a highly valued component of the Australian Curriculum and explore other modes and opportunities for deeper involvement in The Arts.	
2020 Actions towards goal 3.5		Responsible Officers
<ul style="list-style-type: none"> The school will review future planning and HR models to engage The Arts specialist teachers to provide explicit teaching and learning programs for all areas of the ARTS 		Leadership Team
		Documentation
		Windosr SS 2021 Staffing Planner

Measurable indicators (what will our success 'look' like?)	
Staff will	<ul style="list-style-type: none"> Implement full expectations around ACARA (V8). Engage with Class Dashboard to record enacted differentiation for all students (English and Maths). Engage with marking guides to ensure consistency of judgement and alignment with School Data Profile. Engage with the Arts as part of the specialist timetable
Students will	<ul style="list-style-type: none"> Improved results in Reading and Writing elements of the Curriculum framework as evidenced in school data. Engage with a full Arts Program covering all areas of the ARTs in relation to the Australian Curriculum expectations

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

The WSS School Council, in conjunction with the School Leadership Team, will closely monitor and review the Annual Implementation Plan and other documentation throughout 2020.

A/Principal:

Mr Chris Erbacher.

Signature:  Date: March 2020

School Council Chair:

Mr Steve Allen

Signature:  Date: March 2020