

Windsor State School

School-led review validation executive summary

About the school

Windsor State School acknowledges the Traditional Custodians of the Meanjin/Mianjin lands. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	718
Indigenous enrolments	1.96%
Students with disability	15.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1146

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Windsor State School** from **27 to 28 July 2023**.

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- **Kylie Smith**, Senior Principal, Reviews, SRR (co-chair)
- **Evan Willis**, School Supervisor, Metropolitan North Region
- **Dana Messer**, Director Capability, Metropolitan North Region

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 1 : An explicit improvement agenda

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.

Domain 6: Systematic Curriculum Delivery

Reinforce enactment of the moderation cycle to include strategically embedded formative assessment to enable responsive teaching, and the use of refined assessment folios.

Domain 8: Effective pedagogical practices

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.

Domain 7: Differentiated teaching and learning

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.

Key affirmations



Collegial, collaborative and cohesive teams are a celebrated hallmark of the school.

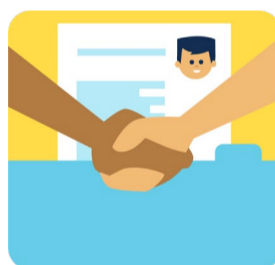
Staff enjoy the opportunity to support, work with and learn from each other. They attribute much of their success as individuals and as a school to the strength of teams. Sophisticated timetabling supports the provision of regular opportunities for staff to collaborate in teams and with leaders. Staff consistently capitalise on both formal and informal opportunities to share, celebrate and grow together.

Quality teaching and learning is underpinned by a school-wide approach to systematically planning and delivering the curriculum, and commitment to consistent pedagogical practices.



There is strong leadership, guidance and support to enact the school-wide systematic delivery of curriculum. Staff acknowledge and value the support provided by the Head of Department – Curriculum (HOD-C). The broader leadership team are recognised for prioritising teaching and learning, including the resourcing of time for teachers to plan and collaborate and the considered and responsive approach to managing change. School-wide systems and a common language provide clarity and support for consistent pedagogical approaches and knowledge, including 10 Lesson Essentials, Walkthrus, Sprints, Cognitive load theory and Rosenshine's principles. Teachers feel leaders trust their knowledge and capability, which builds confidence to perform their role.

Parents, students and staff describe a positive school culture as the fabric of the school.



There is a strong sense of pride articulated by and evident from all members of the school community, with respect and trust identified as key tenets. Staff discuss their professionalism, striving for mastery and being the best that they can be. They hold high expectations for themselves and others, and are described as going 'above and beyond' by parents, students and colleagues. Students feel cared for by staff, who take the time to look out for and look after them. There is an appreciation of the efforts of the Head of Special Education Services (HOSES) and support staff in catering to the diversity of needs, and acknowledgement of the journey and work undertaken towards inclusive education. Parents describe the school as being about more than education – it is about a holistic approach that balances high-quality education with wellbeing, and is underpinned by strong relationships.

There is strong respect across the school community for the leadership team.



Leaders are highly regarded by staff, parents and students as professional, caring and supportive. Staff trust leaders to lead the right work. They acknowledge the clarity and regularity of communication by the leadership team to ensure clarity of vision and expectations. Extensive and effective use is made of OneNote, and the weekly blog is valued. The transparency of decisions and willingness of leaders to model and support evidence-informed practices empowers teachers to also focus on teaching and learning. Staff appreciate the willingness of members of the leadership team to listen to ideas and concerns. Leaders willingly collaborate to resolve identified concerns, and support individual staff through emergent challenges.

A sense and strength of community is universally valued as the foundation of the school.



The school is a vibrant and cohesive community built on strong partnerships. Mutual appreciation is apparent among members of the school community; parents, carers and students respect and revere teachers. Teachers hold parents and carers in high esteem and speak kindly of them. Parents and carers express feeling respected by staff. Community cohesion is apparent in the common language used and shared aspirations articulated. The Parents and Citizens' Association (P&C), school council and community members are appreciative, engaged and invested. They speak highly of 'their' school in the community.