



WINDSOR STATE SCHOOL ANNUAL IMPLEMENTATION PLAN 2024



WINDSOR STATE SCHOOL VISION

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



Educational achievement



Wellbeing and engagement




Culture and inclusion



Key Priority Area 1	Key Priority Area 2	Key Priority Area 3	Key Priority Area 4
An explicit improvement agenda that promotes a culture of learning through collegiality	Systematic curriculum delivery via evidence-informed pedagogy	Differentiated, deliberate and targeted teaching and learning	A welcoming, engaged and connected school community.

Educational Achievement – English and Maths – Responsive teaching & A level thinking.

Measurable Outcomes	2024 Explicit Improvement Strategies aligned to Key Priority Area 2: Systematic curriculum delivery via evidence-informed pedagogy	Leadership Actions & Behaviours	Teacher Actions & Behaviours	Student Actions & Behaviours	Monitoring and Resourcing <small>Green- on track, Yellow -underway, Red – yet to commence.</small>																
<p><i>100% of teachers engaged within planning for and implementation of formative assessment tasks.</i></p> <p><i>SOS 100% of staff “I modify my teaching practice after reviewing student assessment data”.</i></p> <p>C or Above 95% students C or above in English 95% students C or above in Mathematics</p> <p>B or Above 60% of P-2 students B or above in English 70% of P-2 students B or above in Mathematics 65% of Year 3-6 achieving B or above in English 80% of Year 3-6 achieving B or above in Mathematics</p>	<p>1. <i>Reinforce our moderation cycle to strategically embed formative assessment, to enable responsive teaching</i></p> <div style="text-align: center;"></div> <p>2. <i>Enhance Academic Case Management approach to include ‘faces on the data’ and extend to ‘A level thinking’</i></p> <div style="text-align: center;"></div>	<ul style="list-style-type: none"> ➤ Document whole school moderation cycle. ➤ Lead teachers to create formative assessment tasks within curriculum planning documents to enable deliberate planning for student feedback and feedforward/ responsive teaching and learning. ➤ Lead and facilitate professional learning and dialogue (during curriculum meeting time) to promote rigour of high impact teaching. ➤ Model, coach, support, challenge and provide feedback to staff to design teaching sequence to align to marking guide and responsive teaching practices across all levels of attainment. ➤ Utilise SORD data as a tool for leading data inquiry professional conversations. ➤ Enhance Academic Case Management processes to authentically set student data improvement goals. ➤ Maintain regular observational learning walks. ➤ Observational visits aligning with termly priorities and Windsor Ways of Working. 	<ul style="list-style-type: none"> ➤ In all professional forums, be prepared to engage in and identify/ enact high impact teaching practices. ➤ Collaborate to design lesson sequences and lesson plans to align with responsive teaching. ➤ Create formative assessment tasks within curriculum planning documents to enable deliberate planning for student feedback and feedforward/ responsive teaching and learning. ➤ Prepare for and prioritise academic case management process as per PD schedule during staff meetings. ➤ Via Curriculum Meetings and Academic Case Management using AC, plan for responsive teaching across all attainment levels and be fluent in ‘articulating the A’. ➤ Support and teach students to articulate what they need to know, what they need to do, to continually improve. ➤ Collaborate with PL team in planning for A+ and <C. ➤ Use responsive teaching strategies to begin adjusting lessons and practice. ➤ Begin to co – develop English ‘learning wall’ artefacts in all classrooms. ➤ Provide parents with targeted feedback as to how to support their children at home to assist with their engagement when learning. 	<ul style="list-style-type: none"> ➤ Students know what they are learning and can articulate this to staff during learning walks. ➤ Students understand how they learn and how to improve their work using feedback. ➤ Students use feedback to know their ‘next steps’ and how they will achieve them. ➤ Students can articulate their next steps using co-created/ worked examples to show and share their thinking. ➤ Students utilise English ‘learning wall’ artefacts to guide their assessment literacy. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Strategy 1</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> </div> <ul style="list-style-type: none"> • Curriculum Meeting release 5 x per term \$22 000. <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Strategy 2</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> </div> <ul style="list-style-type: none"> ➤ Data literacy staff meeting allocation 	Term 1	Term2	Term 3	Term 4					Term 1	Term2	Term 3	Term 4				
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Wellbeing and Engagement - Confident teachers leading learning.																					
Measurable Outcomes	2024 Explicit Improvement Strategies aligned to Key Priority Area 1: An explicit improvement agenda that promotes a culture of learning through collegiality	Leadership Actions & Behaviours	Teacher Actions & Behaviours	Student Actions & Behaviours	Monitoring and Resourcing Green- on track, Yellow -underway, Red – yet to commence																
<p>100% of teachers engaged in cycles of collegial engagement and feedback</p> <p>WSS Pedagogy Pathways are visible in 100% of classrooms (indoor and outdoor).</p> <p>SOS Data >90% of staff indicate that “I receive useful feedback about my work at this school”</p> <p>SOS Data >90% of staff indicate that “This school encourages coaching and mentoring activities”</p>	<p>1. <u>Sustain a strong collegial culture to further promote and support openness to peer observation, coaching and supportive professional critique.</u></p>  <p>2. <u>Quality professional connections evident as Year Level Leaders & Instructional Coaches lead themselves and their teams with confidence.</u></p>	<ul style="list-style-type: none"> SFD share priority and whole school model as linked to EIA. Invitational approach for all teaching staff to engage in one of the coaching streams as per WSS framework. SLT to lead coaching conversations with Year Level Leaders APDP process Model the way by engaging in peer coaching within leadership team Facilitate sprint cycles via staff meeting and follow-up conversations (check-ins) 	<ul style="list-style-type: none"> Instructional coach lead and grow use of StepLab. All staff to engage in instructional coaching via Learning Sprints and/or 1:1 coaching with instructional coach Year Level Leaders to engage coaching conversation with SLT and one another. WSS Pedagogy Pathways are visible (Lessons Essentials) Teachers comfortable being observed and engaging in observing others Teachers participate in regional Aspiring Leaders programs 	<ul style="list-style-type: none"> All students are responding to a classroom where the 10 Lesson Essentials are evident. Students’ actions indicate a confidence and certainty of how learning happens. Students know and can articulate what they are leaning and how they are going. Students know that teachers are learners for life and expect to see a variety of teachers in classrooms. Students understand the ‘why’ behind certain teaching/learning strategies and/or expectations. Students have greater clarity about the content they are learning and are able to action feedback given. 	<p>Strategy 1</p> <table border="1"> <tr> <th>Term 1</th> <th>Term2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> School Purchased .2FTE coach \$30 000 <p>Strategy 2</p> <table border="1"> <tr> <th>Term 1</th> <th>Term2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term2	Term 3	Term 4					Term 1	Term2	Term 3	Term 4				
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Culture and Inclusion – Capturing our inclusive practice and our connected school culture.

Measurable Outcomes	2024 Explicit Improvement Strategies aligned to Key Priority Area 3: Differentiated, deliberate and targeted teaching and learning	Leadership Actions and Behaviours	Teacher Actions & Behaviours	Student Actions & Behaviours	Monitoring and Resourcing Green- on track, Yellow -underway, Red – yet to commence																
<p>Attendance Data (>95%)</p> <p>Behaviour Data Improvements Annually (<2 Minor Incidents Per Day/ SDA Rate < 0.1 Annually)</p> <p>Improving ACER Social-Emotional Wellbeing Survey Data & QEW Survey Data Trends.</p> <p>P-2 NCCD students >C English 75% 3-6 NCCD students >C English 80%</p> <p>P-2NCCD students >C Maths 80%</p> <p>School Opinion Survey Data Regarding Parental Engagement ≥ 90% of parents agree that:</p> <ul style="list-style-type: none"> “This school keeps me well-informed” “Staff at this school are responsive to my inquiries” “This school works with me to support my child’s learning” “This school has a strong sense of community” 	<p>1. <u>Clearly capture inclusive practice across our school as evidenced through point in time personalised learning plans and a responsive approach to teaching.</u></p>  <p>2024 Explicit Improvement Strategies aligned to Key Priority Area 4: A welcoming, engaged and connected school community</p> <p>2. <u>Review and refine transitions into, across and out of our school with all school communications reflecting our school’s culture of inclusion and connection to community.</u></p> 	<ul style="list-style-type: none"> Lead differentiated approach to reviewing and selecting models of inclusive practices to suit specific year level teams and cohorts. Monitor effectiveness of whole school processes through behaviour data, Student Engagement Wellbeing survey & Switch4Schools. Leadership collaboratively map Index of Inclusion in creating termly goals and next steps. Commence whole school review of Code of Conduct to reflect a culture of Inclusion. Facilitate SFD PD; termly staff meetings, YLL PD and parent information sessions (min. 1 x per term). Review and enhance Transition to School Plan, including early parent and community engagement. Create additional opportunities for future families to engage with the school throughout the year. Lead review of school website Refresh and enhance Social Media practices and QParents access. Communicate and structure a “show and share” event for 2024. 	<ul style="list-style-type: none"> Teachers understand and recognise responsive teaching as an inclusive practice. Use responsive teaching strategies and RA when planning and delivering lessons and mode of practice. Collaboratively plan with PL team to assign Reasonable Adjustment Resourcing model of Responsive Service (universal, targeted and intensive support). Teachers routinely review Personalised Learning Records as per data plan (at least termly). Teachers identify opportunities to invite parents into the classroom to enhance and support curriculum engagement/ learning. Teachers prepare students to share their learning with parents during whole-school “show and share” events. Identified upper school classes trial Switch4Schools. Prep Teachers complete the AEDC collection Teachers, PL team and relevant personnel to plan and implement individualised transition programs for Low incidence students. Within curriculum newsletters elaborate on termly teaching and learning, including guidance for parents seeking to support with year level specific conceptual learning at home. 	<ul style="list-style-type: none"> Students value and form strong relationships with staff. Students confidently express their wants and needs to staff. Students understand that equity means everyone not getting the same thing. Students accept ‘strength in difference’ through their words and actions. All students engage in transition opportunities throughout the year Students can clearly articulate their learning to their families during “show and share” events. <p>Community Actions & Behaviours</p> <ul style="list-style-type: none"> Parents attend opportunities to engage with student’s learning Parents engage with opportunities to support student’s learning and wellbeing. Parents engage in opportunities to support the school community. Parents read ‘Curriculum & School Newsletters’ as published. Parents understand what and how students are learning to support learning needs at home. 	<p>Strategy 1</p> <table border="1"> <tr> <th>Term 1</th> <th>Term2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> School Purchased additional TA time 70K School purchase SLP, OT – 50K <p>Strategy 2</p> <table border="1"> <tr> <th>Term 1</th> <th>Term2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term2	Term 3	Term 4					Term 1	Term2	Term 3	Term 4				
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