



Windsor State School Strategic Plan 2020 – 2023

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.

The school operates within an organisational structure which involves our School Council, students, teachers and parents/carers working together to achieve the educational objectives as outlined in our Strategic Plan, Annual Implementation Plans and other school documents.

Our fantastic school facilities include a swimming pool, netball courts, numerous adventure playgrounds, sporting ovals where students play during break times, fully supervised by school staff. We have a 'state-of-the-art' school hall (accommodating for 750+ students) that provides a tremendous space for our school community to use for musicals, concerts, numerous fundraising events and is also where our weekly P-2, 3-6 or whole school assemblies are conducted.

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.

The School Review

In 2019, Windsor SS engaged in a full school review as part of the Quadrennial School Review process. This review provided an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommended [improvement strategies for our school](#) to consider in consultation with Metropolitan Regional Office and most importantly, our school community. After the review, we spent a considerable amount of time gaining feedback from our community, while promoting our shared school vision and core values. We did this in a very exciting and innovative way through staff writing 'vision letters' about the Windsor we want in 2023. We also engaged students in the process which enabled their voices, ideas and opinions to be represented. The final process of feedback and feed forward with our whole school community (staff, students and parents/carers) was our 'pop-up stall' (vision caravan) which created a buzz of excitement and enthusiasm around all of these initiatives. This comprehensive 6-month process ensured all stakeholders had full engagement and agency throughout the entire process.

The following Strategic Plan outlines our vision, values and key priorities for 2020 - 2023. This will frame the innovative work we do for all learners at Windsor State School and will continue to inspire our school community with a shared 'purpose' and clear direction for an exciting future.

Vision

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

Values

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

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

Priorities:Key: *P* – Planning, *I* – Implementing, *E* – Embedding, *R* – Reviewing**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**.

Strategies to achieve our goals include:

	2020	2021	2022	2023
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.	P/I	I	E	E/R
1.2: Engage staff in cycles of action research (E.g. Professional Learning Communities) that focuses on promoting a range and balance of best practice pedagogy to maximise student outcomes. These processes are clearly linked to their annual developing performance plans .	E	E/R	E	E/R
1.3: Focus professional development on ensuring that all staff understand data and can effectively use it for improved learning outcomes (including; planning, differentiation, learning, behaviour and well-being data).	P	I	I	E/R
1.4: Develop a cyclical feedback/coaching culture across the school to improve student outcomes and embed signature teaching practices, through observations, modelling and reflection.	P/I	I	E/R	E
1.5: Embed a clear 'line of sight' between the school's improvement agenda and best practices in all classrooms, aligned with our Pedagogical Framework.	P/I	I	I/R	E

Our success will be measured by: School data indicates **sustained improvement** in comparison with similar schools (i.e. ISCEA, Upper Two Bands, inc. academic, attendance, behaviour, wellbeing and **targeted Staff Opinion Survey data**).

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.

Strategies to achieve our goals include:

	2020	2021	2022	2023
2.1: Continue to strengthen our school-wide social emotional and well-being program to maximise student engagement and outcomes.	E	E	E	E/R
2.2: Review and refine our school-wide digital citizenship (E.g. CommonSense Media) approach to maximise school wide engagement and outcomes.	E/R	E/R	E	E/R

2.3: 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.	R/P/I	I	E/R	E
2.4: Engage and communicate with the school community about the strategic use of resources (human and physical), flexible and innovative learning spaces to maximise student outcomes and engagement.	I	I	I	R
2.5: Develop an organisational structure to promote a mentoring/coaching culture within the school and support teacher release to provide regular access.	P/I	E	E/R	E

Our success will be measured by: School data indicates **sustained improvement** as evident in annual School Opinion Survey data. Windsor SS is the school of choice as evident through increased attendance and enrolment trends. [ACER Wellbeing survey](#)

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**.

Strategies to achieve our goals include:	2020	2021	2022	2023
3.1: The General Capabilities and Cross Curricular Priorities of the Australian Curriculum are clearly understood by staff and implemented throughout the curriculum.	I	I/R	E	E/R
3.2: 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.	P/I	I	E/R	E
3.3: 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 .	P/I	I	E	E/R
3.4: 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).	R/P	I	I/R	E
3.5: 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.	R/P/I	I	E	E/R
3.6: 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.	R/P/I	I	E	E/R

Our success will be measured by: Sustained improvement in A-E data with a focus on English (Writing and Reading) and Maths (Number and Problem Solving)

Priority 4: Outstanding school and community partnerships

What will this look like in 2023?

- There is an established framework for maintaining and enhancing student learning and wellbeing (proactive and reactive) through partnering with parents and families, other education and training institutions, local businesses and community organisations.
- Volunteers and community experts are actively involved in curriculum delivery
- Relationships between the school, students, parents and the school community are respectful and actively cultivated and valued.

Strategies to achieve our goals include:	2020	2021	2022	2023
4.1: Continue to expand and embed the School Council and Parent and Citizens Association engagement with the school (aligned with the Department's Parent and Community Engagement Framework) to ensure effective communication processes and local needs are met.	E	R	E	R
4.2: Establish a framework that identifies and strengthens partnerships with Early Childhood Education and Care (ECEC) providers, Windsorroos, High School transitions and strengthen links with Universities/Industry and the wider school community. These partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.	E	R	E	R
4.3: Continue to strengthen partnerships and learning opportunities for staff, students and families within the City Cluster Network of Academies, State and High Schools.	E	R	E	R

Our success will be measured by: School data indicates **sustained improvement** as evident in annual School Opinion Survey data. Increased access to human, physical and/or other resources not available within the school.


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

Doug Fisher, 2016

Endorsement

This Strategic Plan was developed in consultation with the Windsor State School community and meets the school's context and the systemic outcomes of the Department of Education as outlined in their [Every Student Succeeding](#) plan.

The WSS School Council, in conjunction with the School Leadership Team, will closely monitor and review the Strategic Plan and other documentation from 2020 - 2023.

Principal: Mr Grant Baker Signature:  Date: 4th December 2019

School Council Chair: Mr Steve Allen Signature:  Date: 4th December 2019