



# ANNUAL IMPLEMENTATION PLAN

2023

*“ 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 focused 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.

<b>GOAL 1.1</b>	<b>REVIEW</b> , refine and embed a coherent Teaching & Learning framework (Windsor's Ways of Working) 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.				
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<b>GOAL 1.2</b>	<b>REVIEW and refine</b> how staff have engaged staff in cycles of action research (E.g. Professional Learning Communities) that focused on promoting a range and balance of best practice pedagogy to maximise student outcomes. These processes are clearly linked to their <b>annual developing performance plans</b> .				
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## 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.

<b>GOAL 2.1</b>	<b>REVIEW and refine</b> our school-wide social emotional and well-being program to maximise student engagement and outcomes.		
<b>2023 Actions towards goal</b>		<b>Responsible Officers</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• Continue to embed our whole school Pastoral Care program (You Can Do It – digital resources) and continue to make adjustments and improvements as necessary.</li> <li>• Offer parents and wider school community opportunities to access and engage with a variety of professional and allied health Positive Parenting programs and other experts (E.g. Karen Young Anxiety in 2023).</li> <li>• ACER Social WellBeing survey on Years 4 – 6 students</li> </ul>		<ul style="list-style-type: none"> <li>• Tony Johnson</li> <li>• Leadership Team</li> <li>• HOD-C</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• YCDI resources</li> <li>• Communications</li> </ul>

<b>GOAL 2.2</b>	<b>REVIEW and refine</b> our school-wide digital citizenship (E.g. <b>CommonSense Media</b> ) approach to maximise school wide engagement and outcomes.		
<b>2023 Actions towards goal</b>		<b>Responsible Officers</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• Engage with Brett Lee to conduct student session re: <i>CyberSafety</i> across 4-6 year levels</li> <li>• Engage with Brett Lee to conduct parent session re: <i>CyberSafety</i> (focus Year 4 families)</li> <li>• Engage in Digital Citizenship curriculum in Year 3 – 6 (outline accountability measures – inc. in term planning)</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Term planning documentation</li> <li>• Communication with families</li> </ul>

### 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.

<b>GOAL 3.3</b>	<b>REVIEW and refine</b> how staff have engaged 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.	
<b>2023 Actions towards goal</b>		<b>Responsible Officers</b>
<ul style="list-style-type: none"> <li>• WalkThru</li> <li>• Windsor's Ways of Working</li> <li>• Academic Case Management – continue to develop and refine processes to ensure most efficient and effective outcomes (see OneNote)</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• HOD-C</li> <li>• Teachers / YLL</li> </ul>
		<b>Documentation</b>
		<ul style="list-style-type: none"> <li>• Next Big Lift documentation (linked to Case Management)</li> <li>• Unit planning</li> </ul>

<b>GOAL 3.5</b>	<b>REVIEW and refine</b> our whole school strategy on the Teaching of Reading (P-6) (From Learning to Read to Reading to Learn), Teaching of Writing (P-6) that embeds the agreed signature pedagogical practices to improve student learning. Provide explicit professional development for staff.	
<b>2023 Actions towards goal</b>		<b>Responsible Officers</b>
<ul style="list-style-type: none"> <li>• Prep - Yr2 – implementation of Science of Reading (SoR) principles within the English program.</li> <li>• Introduce SoundsWrite in Year 3, consolidate in Prep - Year 2</li> <li>• Adapt English, HASS and Science units to include writing skills as taken from The Writing Revolution (TWR) in Year 2 – 6.</li> <li>• Year 2 teachers continue to explicitly teach The Writing Revolution (TWR) strategies as per 2022</li> <li>• Reading and Writing across the curriculum</li> <li>• STEM SHOTS – trial one unit per year – feedback and refine afterwards</li> <li>• STL&amp;N – continue providing specific interventions as per 2022, based on screening data, not English A-E results (i.e. Acadience).</li> <li>• STL&amp;N – provide specific Numeracy interventions as per 2022 Literacy interventions, using the dyscalculia screener for data gathering.</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• HOD-C</li> <li>• Teachers / YLL</li> <li>• STLaN P-2, 3-6</li> <li>• SSS Committee</li> <li>• SLP / OT</li> </ul>
		<b>Documentation</b>
		<ul style="list-style-type: none"> <li>• Whole School Curriculum Plan documentation of strategies/practices/routines</li> </ul>

GOAL 3.6	REVIEW and refine the implementation of a balanced approach towards the Arts (Dance, Drama, Music, Media and Visual) as a highly valued component of the Australian Curriculum and explore other models and opportunities for deeper involvement in the Arts.		
2023 Actions towards goal		Responsible Officers	Documentation
<ul style="list-style-type: none"> <li>• Continue to employ Arts and Music specialist teachers for all students to access</li> <li>• Continue to promote the Arts Outside of the Classroom curriculum and offer opportunities:               <ul style="list-style-type: none"> <li>○ Yr4 – 6 Musical – <i>Seussical The Musical</i> – performance in Term 3</li> <li>○ P-2 Art Show</li> <li>○ Choirs (junior/senior)</li> <li>○ Instrumental program (strings and band)</li> <li>○ Employ strings and band teachers on throughout the week to cater for the students enrolled in the instrumental programs (in addition to the Region funded positions).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• HOD-C</li> <li>• Rhona Chapman</li> <li>• Musical Team (CF, LJF, KF, SW, MG, KR)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

## 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.

<b>GOAL 4.1</b>	<b>REVIEW</b> how the School Council and Parent and Citizens Association have engaged with the school (aligned with the Department's <b>Parent and Community Engagement Framework</b> ) to ensure effective communication processes and local needs are met.		
<b>2023 Actions towards goal</b>		<b>Responsible Officers</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• Communicate with the school community about the role of the School Council and who is on the board (newsletter and website) and regular updates at monthly P&amp;C meetings.</li> <li>• Continue to advocate and promote the P&amp;C, their strategic goals, fundraising events, volunteers, sub committees to improve educational outcomes and opportunities for students at Windsor.</li> <li>• Marketing Strategy to increase enrolments</li> </ul>		<ul style="list-style-type: none"> <li>• School Council</li> <li>• P&amp;C</li> <li>• Grant Baker</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>

<b>GOAL 4.2</b>	<b>REVIEW, refine</b> and strengthen the 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.		
<b>2022 Actions towards goal</b>		<b>Responsible Officers</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• ECEC – P-2 DP, Courtenay Lee, Jan Moore, Prep teachers – visits per term to local ECEC</li> <li>• High Schools – KSHS, FVSSC, KGSHS – 3-6 DP, Yr 6 teachers</li> <li>• Continue implementing our Reconciliation Action Plan (RAP) AP plan to sustainably and strategically take meaningful action to advance reconciliation. Our RAP is based around the core pillars of relationships, respect, and opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Teachers (P, Yr 6)</li> <li>• RAP committee</li> </ul>	RAP Plan

<b>GOAL 4.3</b>	<b>REVIEW, refine</b> and strengthen partnerships and learning opportunities for staff, students and families within the City Cluster Network of Academies, State and High Schools.		
<b>2022 Actions towards goal</b>		<b>Responsible Officers</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• Continue to participate and promote various City Cluster initiatives – i.e. High Achievers, Cluster moderation, Leadership conference (T2) and Mini Festivals.</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Yr 3 – 6 teachers</li> <li>• City Cluster staff</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>

**Endorsement**

The WSS School Council, in conjunction with the School Leadership Team, will closely monitor and review the 2023 Annual Implementation Plan (AIP) and it's alignment with the school's 2020 - 2023 Strategic Plan and other documentation.

**Principal:**

Mr. Grant Baker

Signature: .....



Date: 27 February 2023

**School Council Chair:**

Mrs. Tracy Mills

Signature: .....



Date: 27 February 2023