

Windaroo Valley State High School AIP 2026

Educational achievement



Belonging and engagement



School priority 1	Educational Achievement	Monitoring	T1	T2	T3	T4	School priority 2	Belonging and Engagement	Monitoring	T1	T2	T3	T4	School priority 3	Leadership	Monitoring	T1	T2	T3	T4	
Strategies:	<ul style="list-style-type: none"> Commitment to building an academic learning culture with high expectations for every student Ensure curriculum offerings and extracurricular opportunities provide meaningful post-school pathways for students Commitment to whole school pedagogical approaches and signature practices to ensure quality teaching and learning Commitment to whole school moderation and quality assurance processes Strengthen PLTs that support teacher efficacy and school improvement 						Strategies:	<ul style="list-style-type: none"> Ensure there is a positive school culture for staff and students, where individuals feel valued, respected, trusted and encouraged to have a growth mindset to achieve success Create inclusive learning environments that support every student to reach their potential Utilise PBL and Positive Psychology models to deliver safe and supportive learning and workplace environments Enhance partnerships and community engagement 						Strategies:	<ul style="list-style-type: none"> Strengthen the leadership capability of all school leaders to drive a precise explicit improvement agenda. Prioritise staff capability and accountability for performance within our school and networks Commitment to deliver our shared priorities for a world class education Enhance partnerships and community engagement 						
Actions:	Responsible Officer(s)	Actions:					Responsible Officer(s)					Actions:					Responsible Officer(s)				
<ul style="list-style-type: none"> Continue to embed Principles of Pedagogy and Signature practices whole school with fidelity Strengthen subject specific pedagogical approaches to maximize student achievement 	All teachers Leadership Team Teaching and Learning Team	<ul style="list-style-type: none"> Continue to focus on enhancing the wellbeing of staff and students Build attendance intervention and support processes 					Leadership Team Wellbeing Team Engagement Centre Team Strategic Committees Teacher Leaders All staff					<ul style="list-style-type: none"> Strengthen the Teacher Leaders' program 					Leadership Team				
<ul style="list-style-type: none"> Prioritise staff capability in differentiated teaching and learning, responding to students' learning needs 	Learning Support Team	<ul style="list-style-type: none"> Continue to enhance excellence programs and celebrate student success Continue to build a culture of collaboration that values all stakeholders' voices across all aspects of the school 					Excellence Coordinators All staff Leadership Team					<ul style="list-style-type: none"> Develop further opportunities to incorporate student voice in decision making 					Principal Leadership Teams Engagement HODs Business Manager				
<ul style="list-style-type: none"> Embed our NAPLAN Strategy and our Reading Implementation Action Plan 	Junior Secondary Academic Team Leadership Team	<ul style="list-style-type: none"> Empower teachers by building capacity through Positive Behaviour for Learning such as ESCM, Classroom profiling and trauma informed practices Empower students through Positive Behaviour for Learning such as self-regulation strategies, ownership of their learning/behaviour and restorative practices Embed consistent implementation of STAR Classrooms, STAR Matrix and Ready to Learn 					Engagement Centre Team Leadership Team All staff					<ul style="list-style-type: none"> Celebrate our cultural diversity and look for opportunities to strengthen social cohesion through global perspectives education 					Leadership Team Indigenous Teacher Leader/CEC				
<ul style="list-style-type: none"> Strengthen the capability of all teachers through targeted professional learning, classroom observations and feedback 	Leadership Team	<ul style="list-style-type: none"> Further develop staff confidence, knowledge and skills to meet the needs of all students (KYSPs) through PLTs Prioritise resourcing of programs to support targeted student groups 					Junior Secondary HOD Leadership Team Principal					<ul style="list-style-type: none"> Further develop student leadership opportunities to promote a positive school reputation in the community 					Engagement HODs				
<ul style="list-style-type: none"> Systematically monitor student performance 7-12 and support students to progress in their learning 	All teachers Leadership Team Junior and Senior academic teams	<ul style="list-style-type: none"> Strengthen the Flexispace (Starlink) Program and measure impact on student engagement and achievement 					Flexispace Teacher Leader					<ul style="list-style-type: none"> Provide clarity of individuals' roles and responsibilities in driving school improvement 					Principal Deputy Principals				
<ul style="list-style-type: none"> Continue to enhance the capability and confidence of students and teachers as digital learners 	eLearning mentor Strategic Committees											<ul style="list-style-type: none"> Continue to further develop the leadership capability across the organisation through targeted professional learning and opportunities Continued participation in Enable, Cluster and Regional initiatives, with an emphasis on taking the lead 					Principal Deputy Principals				
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> 85% A-C LOA Years 7-9 50% A-B LOA Years 7-9 90% A-C LOA Years 10-12 20% A LOA Years 10-12 100% Year 12 students exiting to a meaningful pathway SOS Student: Teachers motivate me with my learning 85%, I am interested in my schoolwork 70% Behaviour: <ul style="list-style-type: none"> Developing a strong academic learning culture where all staff and students understand their responsibilities as teachers and learners and how they can improve. – This looks like: Application of ready to learn, selected subject-specific pedagogies delivered in classrooms, signature practices (Values of Inquiry, Accountable Talk, Feedback), Teaching & Learning processes implemented with fidelity (pp10-11 Staff Planner) Measured through the 5 critical questions for teachers and students – students can confidently answer questions about learning Leadership Team members can/will: Set high expectations for staff to engage students in learning. Use walkthroughs and learning walks to monitor application of planning, pedagogy & signature practices. Provide staff with professional learning and quality feedback. 	End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> 93% Student Attendance - Improve attendance by 5% Reduction in SDAs through the implementation of Restorative Practices 100% Year 12 students exiting to a meaningful pathway SOS Data Student and parent - Behaviour is well managed Student 70% Parent 80% SOS Data Students - I like being at my school. 70% Quality outcomes for our First Nations students - +5% increase on 2025 Continued improvement in TFI data through PBL Behaviour: <ul style="list-style-type: none"> Strong enrolments into excellence programs and co-curriculum offerings Continued positive feedback from strategic committees – strategic committees engage with whole school to seek & share feedback about committee actions Improved student retention 7-12 – Students choose to continue learning at WVSHS from Year 7 through to 12. Sustained staff retention in teaching and non-teaching teams Leadership Team members can/will: Set high and consistent expectations for staff to engage students in learning. Use walkthroughs and learning walks to monitor application of high expectations for student engagement in learning, PBL strategies, STAR Classrooms, STAR Matrix and Ready to Learn. Provide professional learning and quality feedback to staff. 	End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> SOS Data: Parents - This is a good school 92% SOS Data Students: The school takes our opinions seriously 85% SOS Data Staff: I feel staff morale is positive at this school 95% Increased number and quality of student leadership applications Behaviour: <ul style="list-style-type: none"> Strong participation in teacher leader and aspiring programs leader by staff Engagement in Enable networks and programs Alignment and consistency across all faculties Leaders enact documented roles and responsibilities Leadership Team members can/will: Set high expectations for consistent application of school processes that engage students in learning. Use classroom walkthroughs and learning walks to monitor application of planning, pedagogy, signature practices, and student wellbeing and support processes. Provide opportunities for sharing of current research and best practice. Provide professional learning and quality feedback to direct reports via instructional coaching. Actively engage in line management process with direct reports. 													
	Artefacts	Professional learning PLTs Twilights		Artefacts	Budget for wellbeing and engagement initiatives meet the needs of staff and students and further develops the programs on offer Updated attendance intervention and support processes documentation, transition plans Transition and individual support plans documented for students in Flexispace Program.		Artefacts	Well-resourced programs through school budget allocations Whole school professional learning plans SPGs													
Reduction of red tape in day-to-day work, planning and processes include: Maximisation of the QCAA P-10 planning app Review reporting periods		Reduction of red tape in day-to-day work, planning and processes include: Collated student data provided to teaching staff Data entry completed by EC admin officer Data entry completed in SSS by AO where appropriate Review how external communication/documentation is shared with key staff					Reduction of red tape in day-to-day work, planning and processes include: Streamlined SPG process														
Approvals		This plan was developed in consultation with the school community and meets school needs and systemic requirements.																			
Principal		School Council Chair						School Supervisor						04/03/2026							