Windaroo Valley State High School – Strategic Plan 2024 – 2028

School profile
Windaroo Valley is an inclusive school that offers a wide range of educational pathways with a strong academic focus. Our excellence programs in the Junior School ensure our students have opportunities to be extended and challenged. Broad subject offerings in the Senior School cater for the needs of our learners, either through an ATAR or Options pathway. Students are encouraged to be socially responsible, caring, active global citizens who take ownership of their learning.

School vision
Windaroo Valley State High School is an inclusive community dedicated to excellence in learning and quality outcomes for students. We promote the holistic development of every student where everyone is **safe, timely, active** and **respectful.**

Values
Excellence in Learning, Inclusiveness, Collaboration, Community

School review key improvement strategies
- Collaboratively refine and communicate the new improvement agenda to maintain clarity for staff on individual roles in driving improvement priorities.
- Strength processes for reviewing pedagogical practices to ensure teaching remains relevant, impactful and responsive to diverse learning needs of all students.
- Prioritise staff capability in differentiated teaching and learning, for the full range of students, to support successful engagement and learning for every student.
- Strengthen the leadership capability of all school leaders to drive a precise explicit improvement agenda.

School priorities: Equity and Excellence
School priority 1 Educational Achievement
School priority 2 Wellbeing and engagement
School priority 3 Culture and inclusion

School priority 1: Educational Achievement
- Commitment to building an academic learning culture where students achieve success
- Ensure curriculum offerings and extracurricular opportunities provide meaningful pathways for students
- Commitment to whole school pedagogical approaches and signature practices
- Commitment to whole school moderation and quality assurance processes
- Strengthen PLTs that support teacher efficacy and school improvement

Strategies
- Embed a shared understanding and commitment to what teaching and learning looks like to WVSHS for staff and students
- Strengthen processes for reviewing pedagogical practices to ensure teaching remains relevant, impactful and responsive to diverse learning needs of all students.
- Strengthen subject specific pedagogical approaches to maximize student achievement
- Prioritise staff capability in differentiated teaching and learning, for the full range of students, to support successful engagement and learning for every student.
- Strengthen the leadership capability of all school leaders through targeted professional leaning, classroom observations and feedback
- Systematically track student performance 7-12 and support students to achieve success
- Improve the whole school approach to the teaching of reading
- Continue to enhance the capability and confidence of students and teachers as digital learners
- Provide clarity of individuals' roles and responsibilities in driving school improvement

Measurable/desired outcomes
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 positive pathway

SOS Data
Staff
I receive useful feedback about my work 90%
Access to relevant PD 90%
Student
My teachers motivate me with my learning 80%

Phase *Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)*	2025	2026	2027	2028
	I	I	E	R

School priority 2: Wellbeing and engagement
- 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
- Enhance partnerships and community engagement

Strategies
- Focus on enhancing the wellbeing of staff and students
- Continue to enhance excellence programs and celebrate student success
- 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
- Develop a partnership plan to ensure continuity and fit for purpose arrangements

Measurable/desired outcomes
93% Whole school attendance
100% Year 12 students exiting to a positive pathway

SOS Data
Parents/Students
Wellbeing is a priority 85 %
Behaviour is well managed 80%
Staff
Staff morale is positive 85%

Phase *Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)*	2025	2026	2027	2028
	I	I	E	R

School priority 3: Culture and inclusion
- Strengthen the leadership capability of all school leaders to drive a precise explicit improvement agenda.
- Prioritise staff capability in differentiated teaching and learning, for the full range of students, to support successful engagement and learning for every student.

Strategies
- Further develop staff confidence, knowledge and skills to differentiate learning to meet the needs of all students (KYSPs)
- Enhance data literacy as a tool maximise student achievement and success
- Use positive psychology to further develop a shared language and commitment to a positive school culture
- Priortise resourcing of programs to support targeted student groups
- Develop further opportunities to incorporate student voice in decision making and celebrate our cultural diversity
- Further develop student leadership opportunities to promote a positive school reputation in the community

Measurable/desired outcomes
93% Whole school attendance
SOS Data
Parents/Students
This is a good school 93%
The school takes our opinions seriously 80%
My child's learning needs are being met 85%
Staff
Inclusive culture 97%

Phase *Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)*	2025	2026	2027	2028
	I	I	E	R

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _(signature)_   School Council _(signature)_   School Supervisor