

SCHOOL & COMMUNITY PARTNERSHIPS

Objectives

To develop sustainable partnerships to enhance curriculum opportunities, student engagement and community involvement.

Key Strategies

Australian Business Community Network

- Transitions Yr 7 Mentoring Program with Fuji Xerox
- Spark Yr 2/3 Reading Mentoring Program with Fuji Xerox
- PILS Partners in Learning Program with Fuji Xerox

Brisbane School of Distance Education

- Multi-media Wakkakirri Club project

Brisbane State High School

- Yr 7 to 8 - 2015 Transitions Program , Cluster Science Spark Expo
- Yr 6 & 7 Aspire Program

CSIRO

- Scientists in Schools program

DET City Cluster

- Indigenous Students Writing Project with Qld Academies & State Library Qld's Writer's Centre , Gifted Enrichment Mentors network

eLearning Branch

- eAlbum , EdTube Project , trialling and utilising the new functionalities of the Learning Place

Fuji Xerox

- Art Show cards production; Canteen Menu production; Leadership Program development; Annual Yr 7 Year Book production

Gallery of Modern Art

- Trial student workshops for GOMA Children Centre workshops; Exhibition previews and media launches

Queensland Studies Authority

- Trialling implementation and moderation of QSA Science Assessment Tasks for QSA development

Queensland University of Technology

- Supervision of Student Teachers (approx. 35 year)
- WESS Staff Mentoring Development Training Program
- Data Driven Accountability—Ethical Leadership ARC Linkage Project 2012-2015

South Brisbane Institute of Technology

- Student Trainee intern program
- Sport's Science Skill Development Course delivered by SBIT students

State Library of Queensland

- Writer's Workshops—May Gibbs projects; Writers Festival
- Media Launches of new exhibitions

Surf Lifesaving of Queensland

- ESL students CALD multi cultural Surf Life saving program

University of Queensland

- Sport's Science Skill Development Course delivered by UQ students

Key Performance Indicators

Increased number of quality Community & Corporate Partnerships to provide equity of access to opportunities & resources linked to the Australian Curriculum.



This 2012 -2015 Strategic Plan is developed from and aligned to :

2008 Qld Gov't Towards Q2 - Strong, Green, Smart, Healthy, Fair

2008 Melbourne Declaration on Educational Goals for Young Australians

Goal 1 - Australian Schooling promotes equity & excellence

Goal 2 - All young Australians become successful, confident & creative learners

Qld Dep't of Education & Training (DET) 2011- 2015 Strategic Plan - Clever, skilled and creative Queenslanders

Education Qld's (EQ) United in the Pursuit of Excellence Agenda for Improvement 2011-2015

Australian Curriculum Assessment and Reporting Authority (ACARA) Implementation in 2012-2015 of the following areas.

Australian Curriculum Subject Areas

- Phase 1: English, Mathematics, Science, History 2012-2013
- Phase 2: Geography, Languages, The Arts - 2013 -2015
- Phase 3: Health & Physical Education, Technologies, Civics and Citizenship, Economics

Australian Curriculum General Capabilities




- Literacy,
- Numeracy,
- Information and communication technology competence,
- Critical and creative thinking,
- Personal and social competence,
- Ethical behaviour
- Intercultural understanding

Australian Curriculum Cross Curricula Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

CERTIFICATION

This School Strategic Plan was developed in consultation with the school community of staff and parents during 2011.

		
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West End State School Strategic Plan 2012 - 2015



SCHOOL PROFILE

West End State School, established in 1875, is an inner urban school located within walking distance to Brisbane's CBD, Brisbane State High School; Qld's Cultural Precinct at Southbank , Southbank TAFE; Qld Ballet, Davies Park Sports Fields and the Brisbane River.

West End State School has a very good reputation. Throughout our long history, the school sense of community is proud of our willingness to constantly reflect and adopt innovative practices to cater for our multicultural nationalities (currently 50) and socio-economic diversity due to urban renewal developments.

West End State School achieves high standards as a result of high expectations with focussed teaching, engaged learning and continuous monitoring . Staff expertise and curriculum design capitalises on our community's diversity and proximity to the state's flagship educational and cultural institutions to provide high quality educational experiences and opportunities for our students.

OUR VISION

Clever , skilled and creative West End students

OUR PURPOSE AND VALUES

At West End State School we embrace a multicultural approach to living and learning through valuing:

Lifelong Learning; Productive Teaching and Learning; Reflective and Active Citizenship; Diversity and Difference; Social justice and Inclusion; Sense of Community

As a community, we have worked to provide our students with an holistic experience of school that integrates community and cultural experiences with academic rigour and purpose.

2012-2015 KEY SCHOOL PLANNING PRIORITIES

1. Reading Comprehension & Writing
2. Australian Curriculum Implementation
3. Data Driven Accountability
4. Differentiation
5. Creativity - Multimedia in the Arts

SCHOOL CURRICULUM

1. READING COMPREHENSION & WRITING
2. AUSTRALIAN CURRICULUM IMPLEMENTATION
5. CREATIVITY - MULTIMEDIA IN THE ARTS

Objectives

Every West End student will be prepared with the educational foundations to support successful transitions to further education, training and work by laying strong educational foundations

Key Strategies

Commitment to our core learning priorities

- Using the QAR (Question Answer Relationship) strategy school wide, in conjunction with other comprehension strategies linked to reading development to focus explicitly on reading comprehension.
- Consolidate current school wide strategies on Words Their Way (Spelling) and 7 Steps of Writing process.
- Continue with the 5 E's Instructional Model (Engage, Explore, Explain, Elaborate and Evaluate) in school wide Science teaching .
- Investigate Apple technology for multi media

Provide a coherent and sequenced plan for curriculum

West End State School will:

- implement the Australian Curriculum
- plan for the transition Year 7 to secondary in 2015
- utilise the curriculum through Education Qld's Curriculum into the Classroom resources
- support aligned training, professional development and coaching in reading and multi-media use

Teaching and Learning Audits

West End State School will:

- Implement all the recommendations from the July 2011 Teaching and Learning Audit.

Planning for improvement

West End State School will:

- coordinate across Central Office and Regions to ensure we focus on our core learning priorities and strategies
- use system and local school performance data and the outcomes of the Teaching and Learning Audit to determine school strategies and priorities
- identify targets for school and student improvement and address system and local priorities, both in the short and long term
- align our data collation and analysis with a planning template populated with system priorities, performance data and standard text which will be adapted to meet our local context
- align and allocate resources to identified strategies to meet student needs and the core learning priorities

Key Performance Indicators

100% students above national minimum in all areas of NAPLAN with over 50% in the upper 2 bands

TEACHING PRACTICE

3. DATA DRIVEN ACCOUNTABILITY
4. DIFFERENTIATION

Objectives

To use data effectively to inform an effective differentiated curriculum across all year levels.

Key Strategies

High quality teaching practices

Teachers will demonstrate high quality teaching characterised by:

- high expectations of all students
- deep knowledge of learning areas and pedagogical practices
- targeted teaching in response to students' specific needs and context
- continuous monitoring of student achievement
- a safe, supportive, inclusive and disciplined learning environment

Collaborative practices

• Collaborative capacity will be fostered across the school through teachers and school leaders working within and across year levels and curriculum areas to develop highly effective instructional practices

Consistent pedagogical practice

- The Differentiation and Curriculum Data Teams will develop, coach and embed high quality pedagogical practice in key aspects of our core learning priorities through professional development, resources and support through key personnel
- Coaching in our core learning priorities will be provided in a tailored manner to further develop teacher capacity and support professional learning in the school wide approaches and strategies implemented after evidence based research.

Evidence-based decision-making

- QUT/QELI Data Driven Accountability Project 2012-2014
- Individuals and teams will analyse their data to inform whole-school and individual student improvement strategies
- Teachers will routinely use data to inform, monitor and review their classroom teaching practices and contribute to whole-school strategies to assist in identifying and addressing student learning needs
- **Students will be supported through tailored support and intervention based on the Students Support Services Team process of analysing achievement and improvement data**
- Continual use of OneSchool monitored by the Curriculum Data Team will establish improvement strategies and provide targets to monitor student and school improvement to provide trend data and individual distance travelled data.

Key Performance Indicators

The increased level of data driven accountability available to inform the design of differentiated curriculum matched to students' needs.

LEADERSHIP SCHOOL STAFF STUDENTS

Objectives

Develop leadership across the school with an unrelenting focus on improvement

Key Strategies

School Leadership

will focus on Instructional Leadership of:

- core learning areas
- quality curriculum
- student achievement and improvement
- pedagogical practice
- teacher feedback
- quality assessment

• Participate in aligned leadership courses through QELI, Action Research with QUT/QELI on Ethical Leadership on School Improvement 2012-2015 ARC Linkage Project

• School leaders will engage with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes

• Continue to work with "Partners in Learning" mentoring programs with Aust Business Community Network

Staff Leadership

will focus on developing workforce performance and differentiated supervision model

- All school staff will have a Developing Performance plan based on school priorities and individual needs
- PoLT (Perceptions of Learning & Teaching) Student/Teacher Perceptions feedback surveys annually to provide students feedback to teachers for areas of improvement

• Data Wise Process from Improving Student Outcomes (Harvard)

• Peer Observations (coaching model) 'Grow our own coaches'

• Level of participation and roles /responsibilities on joint school/community committees aligned with development performance framework

Student Leadership

will focus on ensuring leadership skill development and opportunities are promoted at an individual, class, year level and school level for our students to play an active role in their school.

• Embedding 'You Can Do It' social skills program (Getting Along, Organisation, Confidence, Resilience and Persistence

• Year 3-7 Camping program

• Student leadership passport and continual consultation

Key Performance Indicators

Range of leadership opportunities and levels of success