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

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**
3. **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 fro 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