West End State School

Annual Implementation Plan 2014

Key Priorities from current School Strategic Plan (SSP) 2012-2015

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

School Improvement Strategies/Action Plans

Consistent curriculum, planning and implementation to improve learning

Key Priority 1. Reading Comprehension & Writing

Strategies

Raise the ability level of all children in Reading Comprehension and Writing
- #1 Action Research Project 2013-2015 WESS/OUTGOE ARC Linkage Grant "Grow our Own Coaches in Guided Reading" Does coaching of Explicit Guided Reading Groups based on data improve reading comprehension results? Provide aligned training, professional development and coaching in Explicit Guided Reading Using Data facilitated by Head of Curriculum, Support Teacher, English as Additional Language (EAL) & Reading Coach driven by the Reading Comprehension and Writing SSG team.
- Provide additional 50 hrs of trained guided reading teacher aides working 2hrs/week in all classrooms – funded by GRG
- Provide additional 45 hrs of trained teacher aides to provide explicit 1:1 small group instruction in Multi-Lit, Phonemic Awareness Programs to students identified via data funded by (GRG)
- Consolidate the QAR (Question Answer Relationship) strategy school wide, in conjunction with other comprehension strategies linked to reading development to focus specifically on reading comprehension.
- Consolidate current school wide strategies on Words Their Way (Spelling)
- Continue Writing/Reading intervention workshops for years 3-7 students

Key Priority 2. Australian Curriculum

Strategies

Provide a coherent and sequenced plan for curriculum
- Implement the Geography Australian Curriculum using the curriculum of Education Qld’s (EO’s) Curriculum into the Classroom (C2C), Brisbane State of Distance Education’s (BOSDE), Milbrook & English as a Additional Language (EAL) units
- Consolidate Chinese LOTE at the 5th Language option for Year 5-7 students with Greek, French, Japanese & Academic English for bilingual students
- Consolidate the Australian Curriculum through EO’s C2C resources for English, Maths, Science, History
- Provide a sequenced school curriculum plan from C2C and ESL units on school website to communicate curriculum intent to parents
- Provide professional development in curriculum and time for year level planning, and resource gathering
- Continue planning for the Transition of Year 7 to secondary school in 2015. eq shared Y7 PD in Guided Reading
- Demonstrate a commitment to our core learning priorities in English, Maths, Science, History
- Implement school wide programs in reading, writing and spelling to raise academic standards
- Introduce tutorial with Yr 7 Maths, Project 120 Numeracy intervention with Year 1 through ABON partnership
- Continue Science partnerships through SPARK Science Cluster program, CSR&D and Dr Joe

Key Priority 5. Creativity - Multimedia & the Arts

Strategies

Support aligned training, professional development and coaching of multi-media use
- Continue embedding the use of a multimedia teaching lab and computer lab
- Introduce i pads in Support in English as Additional Language classes
- Provide training for staff in all multimedia equipment
- Consolidate mariabas to classroom music program to extend percussion P-7, consolidate ukulele P-7 program include drama, dance, movemaking, photography sequential skill development and design planning
- Continue and extend multi-media groups in iMovie, Photo and Garageband working on school projects
- Continue development of instrumental music groups and choir programmes to increase student numbers
- Continue to provide a range of visual art workshops and sequence skill development activities culminating in annual Art Show.
- Continue partnerships with Raw Art, GOMA and Fiji Xerox, Qld Art gallery, local artists and cultural groups.

Curriculum Implementation IT recurrent costs

- Continue use of OneSchool monitored by the 6 Years 4 and 5 to continue IWB Prep – Year 5 rollout
- Purchased 5 additional Apple Macs and multi-media kits to provide increased opportunities for group work
- Participate in EQ’s rollout of Apple Mac/ Dell options for C4T (Computers for Teachers) laptop replacement
- Participate in EQ’s Adobe upgrade software offering 2016 to provide access to latest high level software
- Launch community support for Computer Replacement Voluntary Financial Contribution to enable effective curriculum implementation on machines less than 4 years old.

Budget
- $29,000 for IT staff support
- $26,000 for internet software licence costs
- $23,000 for IT staff support
- $70,000 for replacement computers
- $35,000 for interactive whiteboards for Yrs 4/5 classrooms
- $12,000 for Year 1-3 classroom

Teaching Practice

High quality teaching focused on the achievement of every student

Key Priority 3. Data Driven Accountability

Strategies

Use system and local school performance data and the outcomes of the Teaching and Learning Audit to determine school strategies and priorities
- Action Research Project QUT/GOE (Qld Educational Leadership Institute) Data Driven Accountability Project 2013-2015 to provide feedback to students through perception of Learning and Teaching (POLT) survey tool annually aligned to SSP. Implement IPM (Individual Prose Inventory) Reading Testing Yr 3-7 to gather data, diagnosis on reading differentiation, and guided reading pedagogy progress – WESS/OUTGOE Action Research Project 2013-2015
- Consolidate SMART Goal Setting process(Specific, Measurable, Ambitious, Result-Based, Time-Bound) for all students Prep – Year 7 (including focussed UQ’s Science of Learning Research Centre Research Project with Year 7’s 2013-2014)
- Identify targets for school and student improvement and assess system and local priorities, both in the short and long term
- Align data collection and analysis with a planning template populated with system priorities, performance data and standard test which can be adapted to meet our local context
- Allocated resources to identified strategies to meet student needs and the core learning priorities
- Individuals and teams to analyse their data to inform whole-school and individual student improvement strategies
- Teachers to routinely use data to inform and monitor and review their classroom teaching practices and contribute whole-school strategies to assist in identifying and addressing student learning needs
- Teachers conduct parent teacher interviews in Term 1 & 3 focusing on feedback of individual students’ data and goal-setting.
- Students to be supported through tailored support and intervention based on the Students Support Services Team process of analysing achievement and improvement data
- Continue use of OneSchool monitored by the SSP Data Team to establish improvement strategies and provide targets to monitor student and school improvement to provide trend data and individual distance travelled data
- Students to be supported through tailored support and intervention based on the Students Support Services Team process of

Targets
- 100% of teachers, classes utilising Guided Reading pedagogy
- 100% of teachers implementing QAR
- 100% classes using Words their Way for spelling groups
- 100% above National Minimum Standard in Yr 3, 5.7, 7 NAPLAN reading
- 60% Upper 2 Bands Yr 3,5,7 Reading, Spelling , Writing

Budget
- $137,405 for Guided Reading & Intervention – additional teacher aide hours funded through Great Results Guarantee (GRG)
- $85,000 for Guided Reading Coach (GRG)
- $14,000 for Reading Resources from P&C
- $10,000 for Library Resources
- $9,157 for Collage Teacher Mentoring for professional development (GRG)
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School Improvement Strategies/Action Plans

Teaching Practice – (continued)
High quality teaching focused on the achievement of every student

Key Priority 4. Differentiation

Strategies
Focus on high quality teaching practices
- Ensure that teachers 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 feedback & monitoring of student achievement; a safe, supportive, inclusive and engaging environment
- Foster collaborative capacity across the school organisation of teachers and school leaders working within and across year levels and curriculum areas to develop highly effective instructional practices in their SSP and year level teams
- Arrange for school pedagogical leaders to collaboratively mentor teachers in classrooms with feedback to strengthen and support teaching practice
- Refer to partnerships for differentiated programs with external partners
- Investigate co-operative learning through Action Research with UQ's Science of Learning Research Centre
- Consistent pedagogical practice
  - Provide coaching in guided reading 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
  - Continue implementing (PMS) for test results; identify ability range, monitor progress and feedback strategies for feasibility, tracking, timetabling
  - Monitor use of WESS designed Differentiation Placemat in all curriculum planning to track differentiated adjustments
  - Provide staff with professional development identifying students with talents given feedback – GEMS training X 2nd
  - Use School Gifted and Enrichment Mentors (GEMS) and Differentiation team to lead staff professional development in differentiating teaching strategies, assessment and recording adjustments in planning documents using class data sets
  - Have teachers implement target setting for reading comprehension, writing and spelling, science, numeracy

Leadership – Staff, Students

To develop leadership across the school with an unrelenting focus on improvement

Strategies
- Participate in aligned leadership courses through Qld Education Leadership Institute (QELI), Action Research with Qld University of Technology (QUT/QELI) on Ethical Leadership on School Improvement 2013-2015 Australian Research Council (ARC) Linkage Project . UQ’s Science of Learning Research Centre Action Research with Yr 7’s using SMART Goal Setting Process across Yr 7/8 transition and Yr 6 Science Multi-Modal Cooperative Learning
- Principal participating in District Cluster Networks, City Cluster Leadership Programs
- 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 Australian Business Community Network (ABCN)
- All school staff will have a DETE Developing Performance Plan based on school priorities and individual needs
- WESS/QUT/QELI Action Research Project 2013-3015 Perceptions of Learning & Teaching (PALT) Student/Teacher Perceptions feedback surveys annually to provide students feedback to teachers for areas of improvement.
- Peer Observations (coaching model) “Grow our own coaches” focusing on Guided Reading
- Level of participation and roles responsibilities on joint school/community committees aligned with development performance framework
- Monitor staff well-being and occupational health through MyHR systems and proactive support networks

School Community and Partnerships

High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement

Strategies
- As an Independent Public School from 2014, develop effective communication methods of roles, and responsibilities
- School Council to develop 2030 Vision in line with Qld Govt 2030 Plan
- As Action Research Project Community Engagement Framework - WESS/QUT/QELI Action Research Project 2013-3015
- Implement effective communication strategies to embed WESS’ IMPACT Pedagogical Framework within community
- Implement a Market to Market Facility management of annual facility maintenance by school by June
- Review School Responsible Behaviour Plan with DETE’s mandatory external Discipline Audit – Term 3
- Review Student Leadership Policy 2008
- Celebrate 40th Anniversary of Greek Dancing @ West End SS
- Implement e-tutoring with Yr 7 Maths, Project 121 Numacy intervention with Year 1 through ABCN partnership
- Continue Science partnerships through SPARK Science Cluster program, CSIRO Scientists in Schools and Dr Joe
- City Cluster Schools Projects – Yrs 3, 3.5 Mini Writer’s Project, Yrs 3, 3.5, Mini Thinkers Project, Yrs 4/5 Mini Scientists Projects, Yr 7/High Achievers Project, Brisbane State High School - Buddy School in 2012-2015 QUT/QELI Action Research ARC Linkage Grant, Transition of Yr 6/7 students , SPARK Science Expo, Guided Reading Y7/8 Workshops,
- Brisbane School of Distance Education – USB (Yr 1 Numeracy Project), Yr 4 AC Writing, Solid Pathways ASTI
- Continue to provide high level of administrative support and service for WESS parents and students
- Continue Sports' Affiliation for WESS student to access representative District, regional, State, National sport
- Local Power whole school Energy Audit for Building, Grounds and Environment Committee to develop School Environmental Management Plan (SEM) for site management and curriculum links.
- Investigate business support for sponsorship of enrichment possibilities for school priorities eg multi-media - music, visual arts, photography using Apple platform.
- Develop and consolidate a range of on-site providers to offer students aligned, supplementary extra-curricular opportunities out of school hours - Tennis, Swimming, Ju-Jitsu, Piano, Art, Soccer, Drama, Chess, Auskick, Sciences, Chinese, Capoeira, Cricket
- Establish WESS as a community hub/site for early childhood Learn to Swim classes, Pre-Prep Soccer lessons, and Adult site for Futsal Competition, Swimming & Water Aerobics (6-Term) - Steel Belt Band, etc.

Financial Statement attached including:

1. The Budget Overview Report for 2013 and 2014
2. Great Results Guarantee

This Annual Implementation Plan and associated budget was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.