West End State School
Annual Implementation Plan 2015

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

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

The Department of Education’s ‘Unit in Our Pursuit of Excellence’ document is a reference source for this plan. https://oneportal.dela.qld.edu.au/EducationDelivery/Stateschooling/Pages/Unitedinourpursuitofexcellence.aspx

The West End State School 2012-2015 Strategic School Plan is a source for this plan.

School Improvement Strategies/Action Plans

Performance Targets/Budget

School Curriculum
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
  - Annual Action Research Project 2013-2015: WEISS/QUT/QELI 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) & Master Teachers driven by the Reading and Writing SSP team members to teachers & teacher aides funded Great Results Guarantee (GRG)
  - Implement a 3+2.5 week guided reading teacher aides working 2hrs/week in all classrooms – funded by GRG
  - Provide additional 25.75 hrs 2 weeks to 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 explicitly on reading comprehension.
  - Consolidate core school wide strategies on Words Their Way (Spelling)
  - Integrate Reading/Reading intervention workshops for years 3-7 students
  - Monitor and continue implementation of the WEISS Guided Reading Placement for consistent school wide pedagogy & standards

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, NAPLAN Reading
- 60% Upper 2 Bands Yr 3,5,7 Reading, Spelling, Writing

- $264,506 for Guided Reading & Intervention – additional teacher aide hours funded through Great Results Guarantee (GRG)
- $9,800 for Guided Reading Coaches (GRG)
- $15,000 for Reading Resources from P&C
- $10,000 for Library Resources
- $8,902 for Legal Teacher Mentoring for professional development (GRG)

Key Priority 2. Australian Curriculum

Strategy

- Provide a coherent and sequenced plan for curriculum
  - Implement the Australian Curriculum using the curriculum of Dept of Education (DET) Curriculum into the Classroom (C2C), new School of Distance Education (BREQ) & English as Additional Language (EAL) unit
  - Implement Global Languages in Primary Schools with an audit of current practices of integrating languages/culture in Prep – Year 4
  - Introduce 1.5 hrs from Year 5 of Greek, French, Japanese, Chinese & Academic English for bilingual students
  - Consolidate the Australian Curriculum through ACARA & EQS's C2C resources for English, Maths, Science, History, Geography
  - Investigate differentiated assessment from Prep - Year 6
  - Provide a sequenced school curriculum plan on internal website to communicate curriculum intent to parents
  - Provide professional development in curriculum and time for year level planning and resource gathering

Demonstrate a commitment to our core learning priorities in English, Maths, Science, History

- Integrate school wide programs in reading, writing and spelling to raise academic standards
- Introduce tutoring with Year 2 SPARK Reading & Year 1 Project 121 Numeracy intervention through ABPC
  - Continue Science partnerships through STEAM, Mini Festivals

Targets:
- 100% of teachers using C2C for curriculum planning and assessment
- Raise academic standards as a result of external partnerships
- 80% Teacher Aide time (notional) dedicated to supporting the new curriculum

Budget:
- $24,000 used for teacher release time days for planning and professional development
- $20,000 for school designed resources
- $24,000 for curriculum support document development
- $10,000 - Resources Maths & Science, History etc
- $5,000 - Health, Physical Education & Sport resources
- $8,000 - Prep Curriculum implementation
- $1,000 - Languages resources

Key Priority 5. Creativity - Multimedia & the Arts

Support aligned training, professional development and coaching of multimedia use

- Continue embedding the use of multimedia Apple lab and PC computer lab
- Integrate components in Support and English as Additional Language classes and trial classes
- Provide training for staff in all multimedia equipment
- Support the involvement of classroom music programs to extend music programs, consolidate ukulele P-7 program
- Include drama, dance, moviemaking, photography sequential development in unit design planning
- Introduce Photography, Illustrator and Stop Animation (Create to Educate) to differentiate assessment
- Support incorporates multimedia groups in Music, Art, Photography, Garagaband & working on school projects
- Continue development of instrumental music programs and choir programs to increase student numbers
- Provide access to a range of visual art scope & sequence development activities culminating in annual Art Show.

Targets:
- All Prep to Year 2 classes receive skill development ICT lessons on the computer lab
- All Year 3-6 classes using the multimedia lab to complete Arts curriculum projects
- All teachers trained in using the multimedia equipment
- 200 students involved in extra-curricular music program

Budget:
- $25,000 for multimedia equipment
- $4,000 for teacher release time expenses PD and planning days
- $15,480 Music Program – Instrumental, Choir and Class
- $13,030 Visual Arts Program

Curriculum Implementation ICT recurrent costs

- Purchase large interactive Whiteboard (IWBI) for F & G Block - Years 5 & 6 to continue IWBI Prep - Year 6 rollout
- Purchase of additional 5 Apple Macs and multi-media kits to provide increased opportunities for group work
- Participate in EQS’s Apple upgrade software offer 2014-2016 to provide access to latest high level software
- Participate in ACER on-line research and Professional Development (PD) opportunities
- Participate in Apple City Store Professional development opportunities
- Develop a Monday Mac interval professional coaching group

Budget:
- $32,500 for IT staff support
- $5,000 for internet/software licence costs
- $20,000 for recurrent printing costs
- $85,000 for replacement computers
- $35,000 for interactive whiteboards for F, G & A Blocks
- $14,000 for Year 1-3 resources

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 priorities
- #2 Action Research Project QUT/QELI (Qld Educational Leadership Institute) Data Driven Accountability Project 2013-2015 to provide feedback by students to teachers via Perception of Learning and Teaching (POLT) survey tool annually aligned to SSP
- Consolidate the implementation of IPI (Individual Prose Inventory) Reading Test Yr 3-6 to gather data, diagnose reading differentiation, and guide reading pedagogy progress – WEISS/QUT/QELI Testing Action Research Project 2013-2015
- Action Research – Feedback for Learning Teacher Coaching Project - with UQ’s Science of Learning Research Centre
- Consolidate SMART Goal Setting process (Specific, Measurable, Ambitious, Result-Based, Time-Bound) for Prep – Yr 6
- Identify targets for school and student improvement and address systems and local priorities, both in the short and long term
- Align teaching and analysis with a planning template populated with system priorities, performance data and standard text which will be adapted to meet our local context
- Allocate 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, monitor and review their classroom teaching practices and contribute to whole-school strategies in identifying and addressing student learning needs
- Teachers' conduct peer 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
- Continual 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.
School Improvement Strategies/Action Plans

High quality teaching focused on the achievement of every student

Key Priority 4. Differentiation

Focus on high quality teaching practices
- Ensure that teachers demonstrate high quality teaching characterized 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 disciplined learning 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 SISP and year level teams
- Arrange for school pedagogical leaders to collegiately mentor teachers in classrooms with feedback to strengthen and support teaching practice – specifically the Feedback for Learning UQ Project with UQ’s Science of Learning Research Centre
- Refer to partnerships for differentiated programs with external partners
- Investigate co-operative learning through Action Research with UQ’s Science of Learning Research Centre

Comprehensive pedagogical practice
- Provide coaching in Guided Reading and Feedback for Learning in a tailored manner to further develop teacher capacity and support professional learning in sustainable and whole-school strategies and initiatives after evidence-based research
- Continuous identification process to cover student ability range, investigate programs for feasibility, tracking, timetabling
- Monitor use of WEISS designed Differentiation Placement in all curriculum planning to track differentiated adjustments
- Provide staff with professional development in identifying student with talent/giftedness – GEIMS training X 20 staff
- 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 student targeting for reading comprehension, writing and spelling, science, numeracy

Leadership – School, 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 Feedback for Learning
- Principal participating in District Cluster Networks, City Cluster Leadership Programs, Independent Public Schools Innovation, QUT Reference Groups, Future Library Reference Group, Independent Public Schools Alliance
- School leaders will engage with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes.
- Continue to provide opportunities for staff leadership to work in Moderation, GEMS, Conference and Master Teacher City Cluster Networks
- Continue to work with “Partners in Learning” mentoring programs with Australian Business Community Network (ABCN)
- All school staff will have a DET Developing Performance Plan based on ATIS Standards, school priorities and individual needs
- WEISS/QUT/QELI Action Research Project 2013-2015 Perceptions of Learning & Teaching (PoT) 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, Feedback for Learning
- 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 develop effective communication methods of roles and responsibilities
- School Council to develop 2030 Vision in line with Qld Govt 2030 Plan
- Implement effective communication strategies to embed WEISS’s IMPACT Pedagogical Framework within community
- Implement Direct to Market Facility management of annual facility maintenance by school by June
- Continue Science partnerships through SPARK Science Cluster program, CSIRO Scientists in Schools, Dr Joe & STEM (UQ)
- City Cluster Schools Projects – Yrs 3-4 Mini Writer’s Project, Yrs 3-4 Mini Thinkers’ Project, Yrs 3-4 Mini Scientists’ Project, Yrs 5/6 High Achievers’ Project
- Brisbane State High School-Buddy School in 2012-2015 QUT/QELI Action Research ARC Linkage Grant through Guided Reading Yr 7 Workshops
- Brisbane School of Distance Education – U2B (Yr 5 Numeracy Project) Yr 4/5 IMPACT Writing Course
- Continue high level of administrative office operational support and service for WEISS parents and community
- Continue ‘Affiliation’ for WEISS 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 sustainable and whole-school management and care of 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 one-side-to-one platform to offer students aligned, supplementary extra-curricular opportunities outside of school hours - Tennis, Swimming, Ju-Jitsu, Piano, Art, Soccer, Drama, Chess, Auskick, Science, Chinese, Cricket, Cooking
- Establish WEISS as a community hub/life for early childhood Learn to Swim classes, Pre-Prep Soccer lessons, and Adult site for Futsal Competition, Adult Lap Swimming & Water Aerobics, River Street Band etc.

Performance Targets/Budget

Targets:
- A school-wide checklist for identification of giftedness
- Audit of assessment for differentiated embedded ICT multi-model sequenced evidence based learning completed to inform curriculum development
- 100% of classes using WEISS Differentiation Planning Placement in monitoring lesson adjustments
- 100% of classes set appropriate SMART targets for reading, writing and spelling with support from Differentiation team and the Reading Comprehension and Writing team.

Budget:
- $10,000 for teacher release for GEMS network and resources
- $1,000 for professional development for differentiation
- $1,000 for QUT Differentiation Committee resources
- $3,000 English as an Additional Language(EAL) support and resources
Financial Statement attached including: 1. The Budget Overview Report for 2015 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.

2. Great Results Guarantee -2015
- Judy Thompson
  Principal
  West End State School
  Date 25/2/2015
- Patrea Walton
  Deputy Director General
  Education Queensland
  Date 28/2/15