



# WEST END STATE SCHOOL

## 2024 ANNUAL IMPLEMENTATION PLAN



**School Vision:** Empower a generation to positively impact the world.



**School Mission:** Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and exceeding at life, embracing an enduring love for learning and life.









### School Values:







- ❖ I embrace **challenge** by proactively setting difficult tasks and goals, continually pushing my learning edge, and relentlessly pursuing personal or collective growth through ambitious pursuits.
- ❖ I demonstrate **compassion** by understanding, empathising, and showing kindness towards others, especially during difficult times, committing to supporting and nurturing their well-being.
- ❖ I cultivate **creativity** by consistently generating fresh ideas, innovative solutions, and unique expressions through imagination, breaking away from conventional concepts to produce novel ideas.
- ❖ I embody **confidence** by believing in my abilities, qualities, and judgement, cultivating self-worth and a positive mindset to confront challenges, embrace risks, and pursue goals with steadfast determination.
- ❖ I foster **community** by actively engaging with individuals who share common interests, values, or goals, promoting cooperation, fostering mutual respect, and cultivating a strong sense of belonging within our diverse social or cultural context.








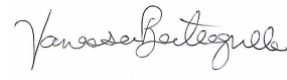

### School Expectations:

- ❖ **Ready:** I am ready when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment.
- ❖ **Kind:** I prioritise being kind by caring for myself, others and the environment.
- ❖ **Safe:** I prioritise the wellbeing of myself and others by practising safe actions both in person and online.

 <b>Excellence in Teaching and Learning</b>	 <b>Belonging, Engagement and Wellbeing</b>	 <b>Culture and Community Partnerships</b>
<p><b>STRATEGIC PRIORITY 1:</b> Enhance educational excellence by aligning our Curriculum, Assessment, and Reporting Plan (CARP) with the Australian Curriculum Version 9 (AC V9), while developing the knowledge and skill proficiency of all staff in implementing English and familiarisation of Mathematics, and systematically implementing leadership systems to raise the learning outcomes for both highly capable students and priority groups.</p>	<p><b>STRATEGIC PRIORITY 2:</b> Implement a comprehensive school-wide, Multi-Tiered System of Supports (MTSS) to optimise better relationships, better behaviour, and better learning. By integrating proactive universal, targeted and intensive strategies, prioritising staff capability building in evidence-based classroom management, emphasising the explicit teaching of behaviour and social-emotional competencies, and responsive strategies tailored to our diverse student needs, foster a strong sense of belonging within a nurturing and supportive learning environment.</p>	<p><b>STRATEGIC PRIORITY 3:</b> Sustain and enhance engagement of parents, carers, families and community partners to maintain confidence in the school, its governance and student outcomes.</p>
 <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Enhance and refine our three-levels of planning to foster greater clarity in curriculum delivery to ensure improved achievement across all learning areas, with a particular emphasis on English and Mathematics.</li> <li>Systematically implement a structured literacy block, utilising structured whole-class and targeted instruction, prioritising key reading components, including oral language, phonological awareness, phonics, vocabulary, fluency, spelling, and comprehension.</li> <li>Develop a comprehensive understanding and a consistent and rigorous implementation of Promoting Literacy Development (PLD) among school leaders and staff through targeted professional learning and coaching.</li> <li>Design and execute tailored supports for all students performing at A/B levels in English and Mathematics, aiming to both challenge and support their academic growth and achievement.</li> <li>Revise and enhance school-wide moderation practices, ensuring three levels of planning with a focus on clarity in English and Mathematics.</li> <li>Align assessment to the curriculum's Achievement Standards (AS) and implement specific processes, particularly M2 moderation, to guarantee consistency and rigor across all levels.</li> <li>Systematically implement quality-assured assessment practices aligned to the Australian Curriculum to evaluate students' progress and understanding, safeguarding a high-quality learning environment.</li> <li>Refine and enhance our visible learning practices, including strategies like "bump it up" walls, goal setting, and feedback, to make learning progress visible and measurable.</li> <li>Review and optimise the school's data plan to align with strategic priorities, fostering a nuanced approach that enhances precision and purpose in both the collection and utilisation of data.</li> </ul>	 <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Systematically implement the five (5) pillars of practice outlined in Paul Dix's book, "When the Adults Change, Everything Changes" to enhance relationships, behaviour, and learning outcomes:             <ul style="list-style-type: none"> <li>consistent, calm adult behaviour</li> <li>first attention for best conduct</li> <li>relentless routines</li> <li>scripting difficult interventions</li> <li>restorative follow-up</li> </ul> </li> <li>Strengthen staff proficiency in addressing diverse student needs through targeted professional learning sessions dedicated to Dix's 5 pillars, empowering all staff with the essential skills and strategies, and facilitating seamless integration into daily practice.</li> <li>Establish a comprehensive monitoring and evaluation process by conducting regular data collection, facilitating feedback loops, and engaging in reflective practices to accurately assess the impact of our framework on student outcomes and school climate. (Better relationships, better behaviour, better learning).</li> <li>Implement targeted interventions and intensive case management to provide specialised support for students within the Multi-Tiered System of Supports (MTSS).</li> <li>Prioritise the explicit teaching of behaviour and social-emotional competencies to cultivate a positive and conducive learning environment, incorporating the Switch4Schools initiative as a foundational element.</li> <li>Tailor responsive strategies to cater to the diverse needs of students, promoting a strong sense of belonging and support within the school community, organising parent/carers workshops to further enhance collaboration and understanding.</li> <li>Develop and implement a key strategy to maximise learning for students attending less than 85%.</li> </ul>	 <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Establish and consistently maintain diverse communication channels to keep parents, carers, and community partners informed about school activities, policies, and student achievements.</li> <li>Provide forums or committees where parents, carers, and community partners can actively participate in decision-making processes related to school governance and policies.</li> <li>Facilitate parent, carer and community involvement by encouraging them to actively participate in school events, school priorities' educational workshops, and extracurricular activities.</li> <li>Establish family support initiatives and programs that address both academic and non-academic needs.</li> <li>Regularly acknowledge and celebrate the achievements of students, as well as the contributions of parents, carers, and community partners.</li> <li>Showcase success stories to create a positive and supportive environment, reinforcing confidence in the school's ability to deliver positive student outcomes.</li> <li>Recruit a committee and working party to commence planning for the 150 years anniversary celebrations in 2025.</li> </ul>

<div>  <b>Excellence in Teaching and Learning</b> </div>			<div>  <b>Belonging, Engagement and Wellbeing</b> </div>			<div>  <b>Culture and Community Partnerships</b> </div>		
<div>  <p><b>Success Measures:</b></p> <ul style="list-style-type: none"> <li>All students make expected rate of progress or greater at each year level and between year levels.</li> <li>Increase the percentage of students exceeding expected growth in English and Mathematics.</li> <li>Increase the proportion of students demonstrating active engagement and driving their own learning through the use of the engagement continuum.</li> <li>Increase in the percentage of teachers demonstrating expert formative assessment practice.</li> <li>Increase the percentage of teachers embedding the school's pedagogical practices, model of instruction and purposeful use of emerging technologies, into their daily practice.</li> </ul> </div>			<div>  <p><b>Success Measures:</b></p> <ul style="list-style-type: none"> <li>Baseline data for students reporting a sense of belonging at school.</li> <li>Reduce the number of school disciplinary absences.</li> <li>Maintain a high level of student attendance across the school, in particular students attending less than 85%.</li> <li>Improve staff, students' and parents/carers' satisfaction across key items in the school opinion survey.</li> <li>Improve staff satisfaction in staff morale across the school.</li> </ul> <p><u>Switch Data:</u></p> </div>			<div>  <p><b>Success Measures:</b></p> <ul style="list-style-type: none"> <li>The percentage of students, staff and parents/carers who are satisfied with selected items from the School Opinion Survey.</li> </ul> <p><u>School Opinion Survey Data:</u></p> </div>		
Targets	2023	2024	Targets	2023	2024	Targets	2023	2024
% Students achieving C+ in English	94.4%	98.0%	% Prep - Year 6 student attendance	93.6%	+95.0%	The percentage of students, staff and parents/carers who agree that this is a good school and that they would recommend it to others is above Like and State schools	94.4%	98%
% Students achieving B+ in English	70.5%	81.0%	% Prep - Year 6 student <85% attendance	10.0%	<8.0%			
% Students achieving A in English	30.4%	40.0%	% Satisfaction in Staff Morale	86.0%	+90.0%	The percentage of parents/carers who are satisfied that the school provides them with useful feedback about their child's progress in their school work.	89%	95%
% Students achieving C+ in Mathematics	97.3%	99.0%	% Satisfied with student safety	86.0%	+90.0%			
% Students achieving B+ in Mathematics	80.9%	85.0%	% Student satisfaction "I am interested in my school work".	69.9%	+85.0%	The percentage of parents/carers who are satisfied that the school asks for their input.	86.4%	95%
% Students achieving A in Mathematics	41.4%	50.0%	% Student satisfied "I can talk to my teachers about my concerns".	66.4%	+85.0%			
% Year 1 Students achieving C+ in English	90.7%	95.0%	Baseline data for students reporting a sense of belonging at school.	Cohort info QLD Wellbeing Survey	NEW			
			Baseline data for student engagement	Cohort info QLD Wellbeing Survey	NEW			
<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>Stay the course by maintaining strategic consistency while remaining adaptable to change for maximum impact.</li> <li>Be visible as an instructional leader by actively engaging in planning meetings and classrooms.</li> <li>Quality-assure our work and maintain a clear through line from planning to practice, aiming for a tangible impact.</li> </ul>			<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>Be a visible presence around the school connecting with students, families and members of the wider community.</li> <li>Celebrate staff and students, not only those that do their role well, but who go above and beyond our expectations.</li> <li>Carry out regular "Classroom Learning Walks and Talks" (LWT) to support, coach and model expectations of behaviour and requirements of agreed relational practices and the Student Code of Conduct.</li> </ul>			<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>Model a strong commitment to data literacy by actively engaging in professional learning alongside staff, and showcase the direct impact of data-informed decisions on teaching and learning outcomes.</li> <li>Align the school's data plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement.</li> </ul>		



 <b>Excellence in Teaching and Learning</b>	 <b>Belonging, Engagement and Wellbeing</b>	 <b>Culture and Community Partnerships</b>
<div> <ul style="list-style-type: none"> <li>Actively implement and quality assure our P-6 Curriculum, Assessment and Reporting Plan (CARP) to enhance staff capabilities and precision in teaching.</li> <li>Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement.</li> <li>Provide additional and ongoing support for early career teachers.</li> <li>Equitably allocate resources based on assessed needs, adopting a responsive approach.</li> <li>Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students.</li> <li>Regularly take time to pause and celebrate our accomplishments and successes.</li> </ul> </div> <div> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Demonstrate leadership, curriculum innovation and quality teaching to inspire learning.</li> <li>Create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching.</li> <li>Use assessment practices that position students as leaders of their own learning.</li> <li>Use meaningful data to reflect on practice, track student progress and set goals.</li> <li>Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice.</li> <li>Use annotated models of excellence, critique and multiple drafts to produce high quality work.</li> </ul> </div> <div> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Demonstrate mastery when they apply their knowledge and skills within authentic, meaningful tasks.</li> <li>Analyse, evaluate and synthesise ideas considering multiple perspectives.</li> <li>Engage in creative and critical thinking by articulating ideas with confidence and clarity across various media platforms.</li> <li>Collaborate and act on feedback.</li> </ul> </div>	<div> <ul style="list-style-type: none"> <li>Build staff capability through targeted support.</li> <li>Empower teachers with a clear, structured intervention approach for supporting students with complex needs.</li> </ul> </div> <div> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Welcome and greet students at the classroom door as part of consistent routines.</li> <li>Explicitly teach our school expectations of 'Ready, Kind, Safe' in all school contexts.</li> <li>Model positive behaviours and foster strong relationships through consistent, calm, adult behaviour.</li> <li>Plan lessons that engage, challenge and meet the needs of all learners.</li> <li>Incorporate a visible recognition strategy throughout every lesson, focusing on providing initial attention for exemplary behaviour.</li> <li>Be calm and give 'take up time' when going through the steps. Connect, identify, restore and re-connect.</li> <li>Consistently follow up, taking ownership, and initiating private, reflective dialogues with learners, adhering to scripted interventions and restorative follow-up procedures.</li> <li>Execute daily the 'Switch4Schools' program.</li> </ul> </div> <div> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Take pride in themselves, their class and their school, ensuring they show respect for each other.</li> <li>Assume accountability for their actions and repair (restore) any inappropriate choices they might take.</li> <li>Learn to the best of their abilities and allow others to do the same.</li> <li>Show kindness to all within our school community.</li> </ul> </div>	<div> <ul style="list-style-type: none"> <li>Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted and results-driven approach in supporting our school's success measures.</li> <li>Design and promote learner engagement strategies, providing support to staff for seamless integration into classroom practices.</li> <li>Enhance pedagogical practices by clearly articulating our school's approach and provide tailored professional learning to all staff to drive improvements in all learning areas of the Australian Curriculum.</li> <li>Lead and implement inclusive events that bring together all community stakeholders, aiming to enhance involvement, strengthen relationships, and reinforce the school's identity as a nurturing, high-performing, family-oriented environment.</li> </ul> </div> <div> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Actively participate in targeted professional learning sessions focused on improving data literacy.</li> <li>Commit to expanding pedagogical practices, particularly in English and Mathematics, to maximise student progress and achievement.</li> <li>Implement a school-wide relational approach with consistency and rigor, fostering learner behaviours aligned with the school's expectations.</li> <li>Proactively engage parents, carers, families, and community partners in the learning process, building a shared commitment to the school's improvement priorities.</li> <li>Establish and maintain effective communication channels to keep all stakeholders informed and engaged in the school's initiatives.</li> </ul> </div> <div> <p><b>Parents, Carers, Community Members:</b></p> <ul style="list-style-type: none"> <li>Be aware of, and support the school's behaviour expectations.</li> <li>Be a positive role model and encourage children to display our school expectations at all times.</li> <li>Encourage independence and self-discipline.</li> <li>Show an interest in their child's schooling.</li> </ul> </div>
<div> <p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Endorsed by:</p> <div> <div> <p><b>Tony Maksoud</b> Principal</p>  <p>Date: 05/03/2024</p> </div> <div> <p><b>Katrina Anthony</b> School Council Chair</p>  <p>Date: 05/03/2024</p> </div> <div> <p><b>Vanessa Bertagnole</b> P&amp;C President</p>  <p>Date: 05/03/2024</p> </div> <div> <p><b>Daniel Duke</b> School Supervisor</p>  <p>Date: 11/03/2024</p> </div> </div> </div>		