WEST END STATE SCHOOL

2025 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 <u>ready</u> when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment.

❖ **Kind:** I prioritise being <u>kind</u> by caring for myself, others and the environment.

❖ **Safe**: I prioritise the wellbeing of myself and others by practising <u>safe</u> actions both in person and online.

Excellence in Teaching and Learning	Belonging, Engagement and Wellbeing	Culture and Community Partnerships

STRATEGIC PRIORITY 1: *We will embed learnership into the school's culture, fostering self-regulation and continuous improvement to drive measurable gains in academic performance, engagement and personal growth. Excellence requires a focus on the learner, learning and curriculum, with particular emphasis on teaching reading across the curriculum. By implementing evidence-based pedagogical approaches and a rich, coherent curriculum aligned with the Australian Curriculum Version 9 - especially in English and Mathematics, we will create an inclusive, growth-oriented environment where all individuals, including highly capable learners and priority groups, are empowered to achieve their potential.*

STRATEGIC PRIORITY 2: *We will embed a holistic, relationship-driven approach that nurtures love, connection, joy and self-regulation. Through a school-wide Multi-Tiered System of Supports (MTSS), we will enhance staff capability in evidence-based classroom education and engagement, social-emotional learning, and trauma-informed practices. By fostering trust, consistency and restorative approaches, we will cultivate a safe, respectful and empowering school culture where every learner feels valued, engaged, and supported to thrive.*

STRATEGIC PRIORITY 3: *We will strengthen culture and community partnerships by enhancing engagement with parents, carers, families and community partners to build confidence in the school and its governance. This will involve establishing proactive teacher-family engagement practices, revitalising family participation in decision-making, and creating a structured events calendar. Through these initiatives, we aim to foster inclusivity, transparency, and strong relationships, ensuring a united and supportive school community.*

Actions:

- *Enhance and embed a unified school-wide approach that cultivates **belonging** through relational practices, maintaining **consistency** in quality instruction and learning, and driving **coherence** by aligning pedagogical approaches, promoting shared accountability, and strengthening teacher collaboration and professional growth.*

- *Facilitate targeted professional learning to build a shared understanding of effective vocabulary instruction and close reading strategies, ensuring alignment with the literacy continuum. Through reflection and collaboration, embed explicit vocabulary instruction and integrate close reading into the learning design of all Learning Areas.*

- *Create accessible visual resources, including OneNote examples and annotated videos, to illustrate effective literacy instruction, focusing on "Visible Learning," vocabulary, and close reading strategies. Collaborate with speech-language pathologists (SLPs) to provide targeted interventions, particularly for EALD learners and students requiring additional language development.*

- *Implement DIBELS and other screeners to track and support ongoing improvement and growth, ensuring targeted interventions for all learners, particularly highly capable learners and priority groups, while empowering teachers to design learning experiences that align with the "A" standard, promoting engagement, excellence, and a deep understanding of the learner, the learning process, and the curriculum intent.*

- *Conduct regular walkthroughs to monitor the implementation of "Visible Learning" strategies, vocabulary instruction, and close reading practices, providing actionable feedback to strengthen their effectiveness and impact. Utilise PLD screeners and tools to track phonemic awareness growth and ensure consistent, high-quality implementation across all classrooms.*

- *Share explicit vocabulary teaching strategies, close reading approaches, and departmental reading resources with parents through workshops, digital platforms, and other support materials to strengthen home support for learning. Collaborate with parents to cultivate a shared commitment to promoting language growth in children.*

Actions:

- *Enhance and embed structured daily routines across all classrooms, ensuring consistent morning greetings and seamless transitions. Establishing predictability and shared expectations will minimise transition-related behavioural incidents and foster a supportive, safe learning environment.*

- *Implement a cohesive, multi-tiered positive reinforcement system across classrooms, year levels, and the whole school, to reinforce exceptional behaviour and attendance. Maintain consistency by implementing recognition boards in all classrooms, and conducting regular award presentations at school assemblies to highlight and celebrate outstanding achievements.*

- *Guide learners in selecting strategies, such as personal goal setting, that align with school expectations, fostering self-reflection, internal motivation, and individual growth. Provide consistent opportunities for learners to reflect on their engagement and progress, with a focus on kindness, perseverance, empathy and self-regulation, while fostering intrinsic motivation.*

- *Design and implement a diverse range of enriching lunchtime play experiences that cater to various interests and learning needs, fostering belonging, engagement, and well-being, ensuring all learners feel connected, and thrive during unstructured playtimes.*

- *Design and implement the **"Connect 'N' Learn Flexispace"** initiative to deliver tailored Tier 2-3 interventions and support for diverse learners while strategically enhancing staff skills and confidence in supporting the social, emotional and academic needs of all learners.*

- *Embed and align the **"Switch4Schools"** lesson scope and sequence with the health curriculum and the Personal and Social Capability learning continuum to ensure seamless implementation across all classrooms, driving measurable improvements in student engagement and social-emotional skills.*

Actions:

- *Create a structured events' calendar, including key milestones like the 150-year celebrations, ensuring inclusivity and alignment with school values. This should be supported by a clear plan to boost community confidence, increase visibility, and foster a strong sense of community.*

- *Enhance the Parent Representative process, revising and implementing a clear system for class and year-level parent representatives. Provide role-specific guidance and ensure consistent communication between families and school leadership.*

- *Establish a proactive and positive teacher-family engagement approach, setting a school-wide expectation for early, proactive teacher contacts with families. Develop a timeline and guidelines for balanced, regular touchpoints throughout the year to foster strong, positive relationships.*

- *Revitalise family participation in decision-making by establishing new processes such as surveys, focus groups, and informal meetings. These should actively encourage contributions from diverse community members beyond the P&C and School Council structures, enhancing engagement and representation.*

- *Collaborate with parents to build a shared commitment to promoting reading proficiency and language development in children. Share explicit vocabulary teaching strategies, close reading approaches, and departmental reading resources through workshops and digital platforms to strengthen home support for learning.*

Excellence in Teaching and Learning	Belonging, Engagement and Wellbeing	Culture and Community Partnerships

Success Measures:
- *All learners make expected rate of progress or greater at each year level and between year levels.*
- *Increase the percentage of learners exceeding expected growth in English and Mathematics.*
- *Increase the proportion of learners demonstrating active engagement and driving their own learning through the use of the engagement continuum.*
- *Increase in the percentage of teachers demonstrating expert formative assessment practice.*
- *Increase the percentage of teachers embedding the school's pedagogical approaches, model of instruction and purposeful use of emerging technologies, into their daily practice.*

Success Measures:
- *Maintain a high level of learner attendance across the school.*
- *Improve staff, learners' and parents/carers' satisfaction across selected key items in the school opinion survey.*
- *Baseline data for learners reporting a sense of belonging at school.*
- *Baseline data for learners actively engaged in learning.*

Success Measures:
- *Improve staff, learners' and parents/carers' satisfaction across selected key items in the school opinion survey.*

Targets	2024	2025	Targets	2024	2025	Targets	2024	2025
% Learners achieving B+ in English	75.3%	82.0%	*% Prep - Year 6 student attending 95% - 100%*	49.38%	55.0%	*% Satisfaction in Staff Morale*	49.0%	80.0%
% Learners achieving A in English	33.7%	40.0 %	*% Prep - Year 6 student <85% attendance*	11.23%	8.0%	*% This school is a good school.*	96.7%	98.0%
% Year 4 and 5 Learners achieving B+ in English	69.7%	75.0%	*% Satisfied - Feel safe at school*	89.4%	93.0%	*% Staff - This school's culture supports people to achieve a good work-life balance.*	54.3%	75.0%
% Year 4 Learners achieving A in English	24.4%	31.0%	*% Satisfied - Student behaviour is well managed at school.*	68.1%	75.0%	*% Parents - This school celebrates students' achievements.*	89.3%	95.0%
% Learners achieving B+ in Mathematics	84.8%	90.0%	*Baseline data for learners reporting a sense of belonging at this school.*	*School Based Data*	*NEW*			
% Learners achieving A in Mathematics	46.6%	50.0%	*Baseline data for learners actively engaged in learning.*	*School Based Data*	*NEW*			

COMMITMENTS

School Leaders	Staff	Learners	Parents and Carers
1. Provide powerful, clear, and inspiring leadership that aligns with the school's vision, values, and strategic direction, ensuring a shared purpose that drives continuous improvement and learner success.	1. Understand each child individually - recognise their strengths, challenges, interests, and backgrounds to provide tailored support that meets their academic, social and emotional needs.	1. Show pride in themselves, their class, and their school by following the school's "Student Code of Conduct" and embrace the expectations of being "Ready, Kind, and Safe" by displaying self-discipline, responsibility and a strong work ethic, while collaborating with teachers and staff to foster a positive and safe learning environment.	1. Demonstrate commitment to the school's core beliefs, values and expectations by modelling respectful behaviour and adhering to all policies, procedures, and rules to foster a safe, inclusive, and productive learning environment.
2. Model the school's values with integrity, demonstrating high expectations through transparent, fair, and supportive leadership that fosters trust and consistency across the school community.	2. Design and deliver purposeful, engaging learning experiences that ignite curiosity, promote critical and creative thinking, and provide appropriate challenge to foster growth and success.	2. Promote a safe and welcoming environment where everyone feels they belong by prioritising the health, safety and well-being of the school community, rejecting bullying, harassment, intimidation and discrimination, nurturing a culture of love, joy, responsibility and respect.	2. Create a safe and inclusive environment by prioritising the health, safety, and well-being of all members of the school community, rejecting bullying, harassment, intimidation, and discrimination, and nurturing a culture of love, joy, and responsibility.
3. Create a collaborative and trusting professional culture where all staff feel valued, empowered, and motivated to contribute to school improvement, fostering open communication, shared decision-making, and a commitment to excellence.	3. Utilise evidence-based practices and data-driven insights to refine teaching strategies, monitor progress, and make informed decisions that maximise learning outcomes for all students.	3. Take ownership of their personal growth and learning by setting goals, participating fully, staying focused, seeking feedback and reflecting on their progress in order to improve and succeed.	3. Respect all members of the school community by treating staff, students, and families with kindness and courtesy, while consistently following the direction of school staff to foster psychological safety, trust, and a strong sense of belonging.
4. Facilitate high-quality professional learning that strengthens consistent, evidence-based teaching and learning practices, ensuring staff have the knowledge, skills, and confidence to deliver evidence-based instruction.	4. Set and uphold clear, consistent expectations for behaviour, engagement and effort, creating a structured, respectful, and inclusive learning environment where all learners feel safe and motivated to succeed.	4. Demonstrate resilience and a growth mindset by embracing challenges, learning from mistakes, and persevering, even when things are difficult.	4. Act with integrity by refraining from inappropriate, offensive, or derogatory communication, both in person and on social media or group chats.
5. Ensure that individual staff members and teams have the necessary support, resources, processes, and structures to systematically and consistently implement the school's improvement strategies, removing barriers and enabling success	5. Cultivate a culture of belonging by building strong, positive relationships with all students, creating an atmosphere where every student feels respected, connected, and empowered to take risks in their learning.	5. Always do their best and support their classmates by sharing ideas, encouraging progress, and contributing to a helpful and positive environment for everyone to learn and grow.	5. Engage in calm, respectful, and solution-focused communication by following the school's "Communications and Complaints Procedure and Guidelines" to resolve concerns constructively, approach conflicts with respect, and ensure fair and constructive resolutions that strengthen relationships.
6. Make data-informed and learner-centred decisions, by assessing progress, adapting strategies, and using feedback to drive measurable improvements in learner outcomes.	6. Celebrate pride and belonging within the school community by nurturing connections, recognising contributions, and celebrating achievements to create a positive and inclusive school culture.	6. Take responsibility for their actions by admitting mistakes, apologising when necessary, and working with staff and fellow students to resolve conflicts.	6. Reinforce the school's expectations at home by promoting self-discipline, responsibility, and a strong work ethic, while supporting the "Student Code of Conduct" and collaborating with all staff to foster a positive and safe learning environment.
7. Foster pride and belonging among learners, staff and the wider school community by nurturing strong connections, recognising contributions and celebrating achievements.	7. Identify and eliminate barriers to learning - ensure all students, regardless of background or ability, have access to the resources and encouragement needed to achieve their potential.	7. Express themselves effectively and respectfully by communicating their ideas clearly in writing, speaking, and through digital tools, ensuring others can easily understand their thoughts and ideas.	7. Partner with the school to help your child achieve their potential by actively supporting their academic, sporting, artistic, and character development through open communication, participation in school events, and reinforcement of shared values and high expectations.
8. Build strong, respectful partnerships with parents, carers, and the community to enhance learner engagement, learning, and well-being through open dialogue, collaboration and shared responsibility.	8. Build strong, respectful partnerships with parents, and the wider community to enhance student engagement, well-being and academic success through open dialogue and shared responsibility.		8. Prioritise your child's education by ensuring daily attendance, punctuality, and timely pick-up, and notify the school promptly of any absences with a valid reason, such as illness.
	9. Create a safe, supportive learning environment where every student feels valued, supported, and encouraged to grow academically, emotionally and socially, whilst cultivating strong character and the skills necessary to positively impact the world.		9. Maintain open and respectful communication by informing the school of any issues affecting your child's learning, keeping contact and medical information updated, actively participating in meetings and school events, and engaging in online discussions that reflect the school's values, ensuring respectful and constructive interactions.
	10. Ensure transparent communication with parents - address concerns promptly regarding students' attendance, behaviour and academic progress in accordance with school policies, guidelines and procedures.		10. Support a positive school culture by fostering respect, reinforcing shared values, and promoting a sense of belonging, while guiding your child to develop problem-solving skills, personal responsibility, and resilience to navigate challenges with confidence and respect.

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Endorsed by:

Tony Maksoud	**Katrina Anthony**	**Vanessa Bertagnole**	**Daniel Duke**
Principal	School Council Chair	P&C President	School Supervisor
Date: 04/04/2025	**Date:** 04/04/2025	**Date:** 04/04/2025	**Date:** 04/04/2025