



# WEST END STATE SCHOOL

## ANNUAL IMPLEMENTATION PLAN



**School Vision:** Empower generations to create a positive and lasting impact on our world.



**School Mission:** Empower every child to lead their own learning by cultivating self-regulation, kindness, responsibility and respect. Anchored in our school values, we will create a deep sense of belonging and nurture each child to love learning and excel in both 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.

## Belonging, Engagement and Wellbeing



**STRATEGIC PRIORITY 1:** We will embed a holistic, relationship-driven approach in which belonging is the foundation for every aspect of learning and behaviour. Grounded in love, connection, joy and self-regulation, our work will centre on creating environments where students feel known, valued and safe to take risks. Through a school-wide Multi-Tiered System of Supports (MTSS), we will strengthen staff capability in evidence-based behaviour education, high-impact classroom practices, emotional literacy, social-emotional learning and trauma-informed approaches. By fostering trust, consistency and restorative practices, we will build a predictable, respectful and empowering school culture where every learner experiences genuine connection, sustained engagement and the support needed to thrive academically,

socially and emotionally.



### Actions:

1. Embed the principles of **Paul Dix's "When the Adults Change, Everything Changes"** and the LoSoP parent course by cultivating respectful, strength-based relationships with students, families, staff and community partners. Through these shared practices, we will strengthen attendance, engagement and cultural capability, building a collective commitment to safe, inclusive and high expectation learning environments.
2. Monitor and quality assure **Switch4Schools** by integrating emotional literacy, social-emotional learning, self-regulation tools and tiered wellbeing supports through our Multi-Tiered Systems of Support (MTSS) and "Connect & Learn" systems. These practices will be consistently enacted across all classrooms so that wellbeing is experienced as an integral part of learning, not an add-on.
3. Deepen staff skill and confidence in relational, restorative and trauma-informed practices that build psychological safety, predictability and trust. Guided by Bernii Godwin's **Loving Our Students on Purpose (LoSoP)** and the principles of behaviour education, we will ensure every interaction communicates love, connection, joy, fairness and responsibility.
4. Implement empowerment model structures and intentional opportunities for students to co-design learning, wellbeing initiatives, daily practices, and problem-solving processes, ensuring their voices translate into meaningful influence on daily school life.
5. Systematically enact consistent, school-wide belonging routines and practices across the **Dr Doug Fisher's 11 Dimensions of Belonging**, including greetings at the door, "A piece of home" wall, community circles, acknowledgements, and celebrations that ensure every child and adult feels welcomed, known and valued.
6. Establish data cycles, use of sociograms and personalised supports to monitor connection, participation, and progress, removing barriers, providing targeted interventions, and designing flexible opportunities so all students experience success and belonging.
7. Develop a shared understanding of **Amy Berry's Continuum of Engagement** through targeted professional learning and systematic monitoring, enabling staff to recognise, embed and sustain high student engagement across all classrooms.
8. Prioritise staff wellbeing, clarity, and support by embedding routines that build trust, reduce red tape, promote collaboration, and strengthen shared responsibility, because when staff experience belonging and thrive, students flourish.

## Excellence in Teaching and Learning



**STRATEGIC PRIORITY 2:** We will embed learnership into our school culture, fostering self-regulation, agency and continuous improvement for measurable gains in engagement, personal growth and academic performance. Central to this work is a sharp focus on the learner, learning and curriculum, particularly the explicit teaching of reading across all learning areas. 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 every student, including highly capable learners and priority groups is empowered to realise their potential.



### Actions:

1. Initiate **Amy Berry's Continuum of Engagement** school-wide through structured planning, monitoring, and teaching practices, ensuring students articulate their engagement, clarify next steps, and consolidate scaffolded support across all curriculum areas.
2. Consolidate **Explicit Direct Instruction (EDI)** by embedding systematised student engagement norms, strengthening checks for understanding, and ensuring clear alignment to the "A" standard of the curriculum.
3. Monitor and quality assure our **Visible Learning** strategy with fidelity across all classrooms, ensuring the tight elements are clearly articulated and enacted to build assessment-capable learners and enable every student to realise their potential.
4. Build teacher capability to use **formative data** and **student-led goals** within consistent **feedback cycles** to inform flexible groupings, responsive teaching and targeted supports, ensuring all learners have access to appropriate scaffolds, and opportunities for extension, agency and measurable growth across all learning areas.
5. Prioritise deep knowledge of our school's evidence based **pedagogical practices** ensuring precision and rigour through the WESS playbook and **collegial engagement**, including targeted support, sharing practice, mentoring and coaching.
6. Sharpen our collaborative structures, including **Professional Learning Collaboratives (PLCs)**, classroom walkthroughs, instructional coaching, and shared data protocols to strengthen teacher precision, confidence, and collective efficacy and effervescence.
7. Build a shared community understanding of our adopted reading practices and strengthen **parent-school partnerships** by providing families with clear, practical guidance to support reading at home, and promote confident, capable readers.
8. Strengthen teacher capability to integrate **Digital Technologies** across all learning areas by delivering targeted professional development and embedding digital pedagogy strategies that foster engagement, personalised learning, and higher order thinking to improve student growth and achievement.
9. Evolve the design of units and lessons to provide student voice that meaningfully connect curriculum to students' identities, cultures, interests, and real-world contexts, ensuring learning feels purposeful, authentic and empowering.

## Belonging, Engagement and Wellbeing



## Excellence in Teaching and Learning



### Success Measures

- Maintain a high level of learner attendance across the school.
- Improve staff, students and parents/carers satisfaction across selected key items in the school opinion survey.
- Increase the percentage of students reporting a sense of belonging at school.
- Increase the percentage of students actively engaged in learning.



### 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, particularly in the Starting Strong Phase.
- Increase the proportion of learners demonstrating active engagement and driving their own learning using the continuum of engagement.
- Growth in student-reported engagement on pulse surveys.
- Increase the percentage of students who accurately articulate what they are learning (learning intentions), why, how they are going (success criteria), and what their next steps are.
- All teachers implementing high-quality teaching practices aligned to our school's playbook – explicit direct instruction, engagement norms, visible learning elements, formative assessment cycles and effective digital pedagogy.

Targets	2025	2026	Targets	2025	2026
% Students achieving B+ in English	74.7% (75.1%) →		% Prep - Year 6 students attending 95% - 100%	92.9% (92.1%) →	95.0%
% Students achieving A in English	36.1% (33.7%) ↓		% Prep - Year 6 students <85% attendance	9.0% (11.23%) ↓	7.0%
% Year Students <b>Starting Strong Phase</b> (Prep to Year 2) achieving B+ in English	72.7% (79.2%) ↓		% Satisfied - Feel safe at school (Parents, Students, Staff)	91.37% (89.4%) ↓	95.0%
% Year Students <b>Starting Strong Phase</b> (Prep to Year 2) achieving A in English	38.2% (41.1%) ↓		% Satisfied - Student behaviour is well managed at school (Parents, Students, Staff).	78.67% (74.23%) ↓	85.0%
% Year Students <b>Building on Foundations</b> Phase (Years 3 to 6) achieving B+ in English	75.7% (72.9%) ↓		% Satisfied – Staff Morale	70.00% (49.4%) ↓	85.0%
% Year Students <b>Building on Foundations</b> Phase (Years 3 to 6) achieving A in English	35.1% (29.8%) ↓		% Satisfied – I am supported to manage the pressures of my workload (New target for 2026).	71.6%	85.0%
% Students achieving B+ in Mathematics	84.1% (84.7%) →		Baseline data for students reporting a sense of belonging at this school.	????	
% Students achieving A in Mathematics	46.7% (46.5%) →		Baseline data for students actively engaged in learning.	????	



### Staff Members' Commitments



### Students' Commitments



### Parents' and Carers' Commitments

1. We lead and model our school values with integrity, upholding our vision, mission, values, and strategic direction through our actions and decisions, and demonstrating fairness, consistency and high expectations in every interaction.
2. We build a powerful culture of belonging through connection, kindness, safety, responsibility and joy by creating inclusive, supportive environments where all learners and staff are seen, heard, respected, valued, and proud to be part of our school community.
3. We know every learner and remove barriers to their success by understanding each child's strengths, needs and backgrounds, ensuring they have access to the right support, resources, and opportunities needed to thrive socially, emotionally and academically.
4. We deliver engaging, evidence-based, high-impact learning by designing purposeful, challenging experiences and using data, feedback, and proven practices to continuously refine instruction and maximise outcomes for all students.
5. We maintain clear and consistent expectations for behaviour and engagement by creating structured, respectful learning environments and explicitly teaching and upholding shared standards that promote self-regulation, resilience, effort, and positive behaviour.
6. We communicate openly and work in partnership with families and the community by building strong, respectful, and proactive relationships through transparent communication, collaboration, and shared responsibility for each child's success.
7. We contribute to a collaborative professional learning culture by engaging in learning cycles with coaches, committing to continuous growth, sharing expertise and supporting one another. Through evidence-informed school improvement strategies, we strengthen belonging, engagement, wellbeing and excellence in teaching and learning for all.

1. We take pride in ourselves, our class and our school by following the Student Code of Conduct and embracing the expectations of being Ready, Kind and Safe, demonstrating self-discipline, responsibility and courage, working collaboratively with teachers and peers to create a positive and safe learning environment.
2. We contribute to a safe, inclusive and welcoming school where everyone feels they belong. We prioritise the health, safety and wellbeing of our community, reject bullying, harassment, intimidation and discrimination, nurturing a culture of kindness, joy, responsibility, and respect.
3. We actively participate in, invest in, and drive our own learning by setting goals, staying focused, seeking feedback, reflecting on our progress and supporting peers to maximise growth and success, demonstrating improvement and proficiency in English, Mathematics and other key learning areas.
4. We embrace challenges, learn from mistakes, persevere through difficulties and demonstrate resilience and a growth mindset in all aspects of learning and life.
5. We strive to do our best and support our classmates by sharing ideas, giving constructive feedback, encouraging progress and contributing to a positive, collaborative learning environment.
6. We take responsibility for our words and actions by admitting mistakes, apologising when needed, and working with staff and peers to resolve conflicts respectfully and constructively.
7. We express our ideas and perspectives clearly and respectfully through writing, speaking, and digital tools, ensuring others understand and value our contributions.

1. We demonstrate commitment to the school's beliefs, values and expectations by modelling respectful behaviour, acting with integrity, and adhering to policies, procedures and rules to foster a safe, inclusive and productive learning environment.
2. We create a safe, inclusive and welcoming environment by prioritising the health, safety and wellbeing of all members of the school community, rejecting bullying, harassment, intimidation and discrimination, and nurturing a culture of kindness, joy, responsibility and respect.
3. We respect all members of the school community by treating staff, students, and families with kindness, following staff guidance, and fostering psychological safety, trust and a strong sense of belonging.
4. We engage in calm, respectful and solution-focused communication, following school procedures to resolve concerns, approach conflicts with respect, and strengthen relationships within the school community.
5. We reinforce school expectations at home by promoting self-discipline, responsibility and a strong work ethic, supporting the Student Code of Conduct, and collaborating with staff to help children thrive socially, emotionally and academically.
6. We actively partner with the school to help our children achieve their potential, supporting their academic, sporting, artistic and character development through open communication, participation in school events, and reinforcement of shared values and high expectations.
7. We prioritise our child's education through attendance, punctuality, and timely communication with the school, while fostering respect, problem-solving skills, resilience, and a sense of belonging, contributing to a positive and inclusive school culture.

## NAPLAN Preparation



### Actions:

#### Staff:

- Provide whole-staff professional development on how NAPLAN is conducted at WESS, and require all staff involved in NAPLAN assessment to confirm they have read and understood the NAPLAN Administrators Handbook.
- Offer follow-up or refresher PD for any new or returning staff who require further support to meet NAPLAN administration expectations.
- Technicians will check that all devices meet minimum technical requirements.



### Actions:

#### Students:

All students in Year 3 and 5 will:

- engage with the [NAPLAN Public demonstration](#) site, including the Omnibus tests, in the weeks leading up to NAPLAN.
- utilise the platform's in-built mathematical tools where appropriate (Year 5).
- explore the types of questions and practise how to respond effectively in the online environment.
- navigate the platform confidently by knowing how to move between screens, correct errors, access audio (if required) and show or hide the timer.



### Actions:

#### Parents:

- Share access to the [NAPLAN Public demonstration](#) site with parents through year-level newsletters.
- Coordinate exemption options for learners who have been in Australia for less than one year and are learning English as an additional language, in collaboration with the EALD teacher.
- Provide appropriate additional supports for learners with specific needs, with parental permission.



### Actions:

Re-ignite **Quick Writes** to strengthen writing across the school:

- Embed weekly Quick Writes in every class, steadily increasing the length and quality of students' writing over time.
- Build students' ability to write effectively within a set timeframe.
- Practise the full writing cycle – planning, drafting and editing (Years 5 online and Year 3 handwritten).
- Develop students' capacity to generate ideas quickly using a stimulus so they can begin writing immediately.
- Reintroduce the “*Slice of Life*” structure with a 10-minute limit to encourage focused, action-driven writing.

## Red Tape Reduction:



### Actions:

- Streamline reporting to parents by requiring only general learning comments for English and/or Mathematics, behaviour and effort, supported by clear guidelines and exemplars that limit written comments to essential, high-value feedback.
- Rationalise whole-school assessment and data collection by implementing a single, purpose-driven plan that removes heavy and low-impact assessments and ensures each data set collected is relevant and used for multiple purposes across our school-improvement agenda.
- Reduce duplication and complexity by standardising behaviour-referral processes and OneSchool expectations, clearly defining thresholds for entry and what constitutes teacher-managed versus leadership-managed behaviour.
- Reallocate appropriate administrative tasks such as data entry, bulk photocopying, excursion paperwork and parent-communication to non-teaching staff to free teachers for high-value teaching and planning.
- Provide and protect additional time for collaboration, planning and pedagogy by guaranteeing dedicated 45-minute blocks for year-level professional learning teams and curriculum planning, ensuring teachers have uninterrupted time together for high-impact work.

### Approvals

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

Endorsed by:

**Tony Maksoud**  
Principal

Date: 00/00/2026

**Emma Heard**  
School Council Chair

Date: 00/00/2026

**Vanessa Bertagnole**  
P&C President

Date: 00/00/2026

**Daniel Duke**  
School Supervisor

Date: 00/00/2026