

FOREST LAKE SHS 2025 ANNUAL IMPLEMENTATION PLAN



School priority 1: CULTURE & WELLBEING

We foster environments where every student and adult, feels safe, is valued, belongs and can learn.

Strategy/ies:

- As a whole staff team, we will focus on a culture of learning and wellbeing: enacting effective belonging and engagement strategies that support students and teachers in the school and the classroom.

Monitoring

Term 1	Term 2	Term 3	Term 4

Actions:

- Provide strategies for engagement, strong relationships and belonging in every classroom (Fisher & Frey, Amy Berry).
- Provide multiple channels for student voice regarding school culture, learning and wellbeing feedback at a classroom and grade level.
- Provide equitable PD opportunities in student engagement, learning & wellbeing (Caroline Blackley, Trauma Informed Practices).
- Strengthen our focus on the PERVAH model through practical resources (TRP and PECC Diaries).
- Use a 3-tier model and case management support for targeted intervention practices with disengaged students 7-9.

School priority 2: LEARNING & TEACHING

We action learning and teaching approaches to support our diverse student population.

We support each other in developing our craft, to improve our self-efficacy, efficiency, impact and wellbeing

Strategy/ies:

- As a whole staff team, we will continue to share teaching and learning practices and research within and across faculties to support teachers' professional development and wellbeing.

Actions:

- Build staff knowledge and approaches regarding the needs of our diverse learners and learning differences, based on our data.
- Support teachers with PD in self-identified areas of pedagogy, curriculum and engagement.
- Draft a FLAKE learning model, keeping the best of ASOT, PRIDE and PERMAH in an updated, wholistic school strategy.
- Draft whole school approach documents for pedagogy and differentiation in 2026.
- Enact a culture of intentional collaboration in our work.
- Implement a classroom observation and feedback system to support teachers at every career stage.
- Schedule time in staff meetings and faculty meetings to share our practice, on high impact strategies (Feedback, collaboration, digital pedagogies and writing tools that support engagement)
- Increase teacher engagement with the Forest Lake Pedagogy Hub (QLearn)

School priority 3: CURRICULUM

We systematically plan and deliver high quality curriculum for our context. We are developing a care program of high value and high impact.

Strategy/ies:

- Continue to review and refine via internal and external quality assurance practices our curriculum planning practices.
- Leverage data conversations to monitor and measure the evidence of intervention through analysis at faculty, subject team level and classroom teacher level.

Actions:

- Create planning docs; whole school, year/band and unit.
- Implement 12 Applied, 11 General and Year 7/8 V9 ACARA
- Write Year 9 units for ACARA V9 for 2026.
- Implement new care program; monitor success.
- Schedule time for leadership teams and faculty/subject teams to review student data and pedagogy strategies/approaches/formative assessment/monitoring strategies.
- Use "accessible assessment" to map assessment types curriculum planning.

Approvals

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

[Signature]

Principal

P&C/School Council

School Supervisor

[Signature]

Long term measurable/desired outcomes:

- 5-week case management cycles
- Student Engagement Case Management lists outward facing
- Multitiered approach embedded in school (outside SEP)
- Junior Engagement HODs presenting T&L approaches to school
- Student snap shots shared by SECsMs to all teachers and parents
- Staff have opportunities to unpack and use the language of: PECC strategies, Fisher & Frey, Belonging, Berry Engagement Continuum
- Staff Survey shows increase in self efficacy and practice change based on engagement and belonging evidence.
- Obs and Feedback model sees teachers choose high impact strategies that suit their student needs.

Responsible officer(s):

Principal & Culture & Wellbeing DP/Teaching & Learning DP/Inclusion DP
SLA Coordinators
HODs Faculty & HODs Jnr Engagement
GOs & Wellbeing Team
Student Engagement Case Managers & SOC Teams

Long term measurable/desired outcomes:

- Teachers engage in PD linked to their SPG measures.
- All meetings are collaborative; workshop, feedback focused, not information delivery/lecture style.
- Staff Meeting schedule reflects this focus on a term-by-term basis.
- Leadership Meeting schedule reflects this focus
- Faculty Meeting schedule and Faculty Action plans reflect a time allocation and plan for faculty sharing.
- Staff Survey shows increase in self efficacy and practice changed in these areas of culture/inclusion/challenging behaviours.

Responsible officer(s):

Principal
DP L&T
HOD LE
Faculty HODs
HODs Junior Engagement
Coaches/Observers/ SPG Coaches

AIP measurable/desired outcomes:

- Data improvement on students @ risk
- SOS Data
- School Wellbeing Data (Attendance, Behaviour)
- Staff Feedback re. case management/focus strategies.
- Whole school/classroom surveys
- SLA gathered student voice
- Student feedback on cultural inclusion/belonging
- QEW Resilient Youth/CARE Survey
- Parent Feedback - surveys

Resources:

PD Budget
Case managers 3 X 0.6 FTE
African liaison Officer 1 X 0.6
Extra GO 0.6
Professional Readings for Leaders & Staff

AIP measurable/desired outcomes:

- 50% of teachers engage in Obs & FB model in sem 1.
- 100% of teachers engage in Obs & FB model in sem 2 (1 observation minimum)
- Staff Survey shows increase in self-efficacy and practice change
- 100% New and BT engage in Teacher Induction
- 10% of teachers engage in Aspirant Leadership P/gm.
- Draft model is created by a team of leaders, teachers and students.

Resources:

PD Budget – 4D
Ped Coaches Model & training

AIP measurable/desired outcomes:

- Audit of curriculum documents in every faculty
- Whole School Curriculum Plan – end of 2025
- Updated Data Plan written, term 1.
- SFD data scan
- Schedule use of data scan into Leadership Meetings and Faculty Meetings for intervention.
- Map modes of assessment in every faculty

Resources:

Regional Team – Maximising Learning Team
PD Budget – QCAA & ACARA days
Allocated time in faculty/leadership meeting schedule