

## 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.**



## CURRICULUM

**We systematically plan and deliver high quality curriculum for our context.**

**We are developing a care program of high value and high impact**

## CULTURE & WELLBEING

**We foster environments where every student and adult;**

- feels safe
- is valued
- belongs
- and*
- can learn.



Our Strategies	Our Actions
<p><b>CULTURE &amp; WELLBEING</b></p> <p>As a whole staff team, we will focus on a culture of learning and wellbeing; enacting effective engagement strategies that support students and teachers in the school and the classroom.</p>	<ul style="list-style-type: none"> <li>• Provide equitable PD opportunities in the topics of student engagement, learning &amp; wellbeing.</li> <li>• Provide multiple channels for student voice regarding school culture, learning and wellbeing.</li> <li>• Strengthen our focus on the PERMAH model through practical resources.</li> <li>• Use a 3-tier model and case management support for targeted intervention practices with disengaged students 7-9.</li> <li>• Provide strategies for engagement, strong relationships and belonging in every classroom.</li> </ul>
<p><b>LEARNING &amp; TEACHING</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Build staff knowledge and approaches regarding the needs of our diverse learners and learning differences, based on our data.</li> <li>• Support teachers with PD in self-identified areas of pedagogy, curriculum and engagement.</li> <li>• Draft a FLAKE learning model, keeping the best of ASOT, PRIDE and PERMAH in an updated, wholistic school strategy.</li> <li>• Draft whole school approach documents for pedagogy and differentiation in 2026.</li> <li>• Enact a culture of collaboration in our work.</li> <li>• Implement a classroom observation and feedback system to support teachers at every career stage.</li> <li>• 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).</li> <li>• Increase teacher engagement with the Forest Lake Pedagogy Portal (QLearn).</li> </ul>
<p><b>CURRICULUM</b></p> <p>As a whole staff team, we will;</p> <ul style="list-style-type: none"> <li>• continue to review and refine via internal and external quality assurance practices our curriculum planning practices.</li> <li>• Leverage data conversations to monitor and measure the evidence of intervention through analysis at faculty, subject team level and classroom teacher level.</li> </ul>	<ul style="list-style-type: none"> <li>• Create curriculum planning documents at whole school, year/band and unit level.</li> <li>• Implement 12 Applied, 11 General and Year 7 and 8 V9 ACARA.</li> <li>• Write Year 9 units for ACARA V9 for 2026 implementation.</li> <li>• Provide training and time to Implement new care program and monitor success with staff and students.</li> <li>• Schedule time for leadership teams and faculty/subject teams to review student data and pedagogy strategies/approaches/formative assessment/monitoring strategies.</li> <li>• Use regional document "accessible assessment" to map assessment types for curriculum planning.</li> </ul>