

# Forest Lake State High School Annual Implementation Plan 2021

## School Improvement Priorities 2021

### 1. Successful Learners

Strategy - Implement school wide goal setting program that empowers students to take personal ownership of their learning and progress.

Actions	Timelines	Responsible Officer/s
Provide staff development of data informed goal setting and feedback as needed.	Term 1/2	Deputy Principal
All students set targets in each subject area which are recorded and reviewed each term referencing Lynn Sharratt's Five Questions.	Ongoing	KLA HoDs/Teachers

Strategy - Develop school leaders' data analysis skills to lead the improvement of learning outcomes.

Actions	Timelines	Responsible Officer/s
Upskill Leadership Team re the purpose, content, and implementation strategies of the school Data Plan.	Term 1/2	Principal/DP
Provide targeted professional development for leadership team.	Term 1/2/3	Principal/DP
Facilitate collaborative discussions based on effective data analysis practices.	Term 2/3/4	Principal/DP

Strategy – Focus on Writing as a school-wide Literacy/Numeracy improvement agenda.

Actions	Timelines	Responsible Officer/s
Continue involvement in Professional Development for Writing through Write that Essay	Ongoing	Leadership Team/ WTE PLC
Embed Write that Essay strategies across years 7 and 8, and expand to year 9	Ongoing	DP/WTE Co-ord
Prepare students and staff for implementation of NAPLAN Online	Yr 7/9 – T1/2 Yr 8 – T3/4	DP/HoDs

Strategy - Embed consistent teaching strategies tailored to meet the specific learning needs of individual students

Actions	Timelines	Responsible Officer/s
Review consistent implementation of the ASoT 'Agreed Professional and Consistent Practices of Pedagogy' with a focus on DQ2 and 3	Ongoing	Deputy Principal/ ASoT Team
Upskill staff with skills to make data informed decisions to select appropriate personalised learning experiences for students in their classes	Ongoing	Deputy Principal/ASoT Team



## 2. Excellence in Teaching and Learning

Strategy - Plan and implement the delivery of a whole school curriculum in response to emerging Australian Curriculum and New QCE programs.		
Actions	Timelines	Responsible Officer/s
Review 2021 curriculum to ensure it articulates each learning area's three levels of planning and this planning is accessible on Sharepoint.	Term 1/2	DP – Curriculum HOD – T&L
Upskill staff in new pedagogies required for successful curriculum delivery (eg Explicit teaching of cognitive verbs, Spaced Practice, Retrieval Practice)	Ongoing	DP-Curriculum HODs
Strategy - Develop school assessment and moderation protocols to ensure that student results reflect curriculum standards.		
Actions	Timelines	Responsible Officer/s
Clarify whole-school, three-stage (pre-teaching, pre-marking and post-marking calibration) moderation process.	Term 1	DP – Curriculum HOD – T&L
Quality Assure moderation practices to ensure consistency across the whole school ie years 7 – 12.	Term 1/2	Leadership Team
Strategy - Develop, implement and monitor a whole school Professional Learning Plan focused on supporting the attainment of the key school priorities.		
Actions	Timelines	Responsible Officer/s
Clarify expectations that professional development applications align to individual APR and school priorities and enact this through the year.	Term 1	Leadership Team
Review 2021 plan to inform the development of 2022 plan.	Term 4	Principal
Strategy - Collaboratively develop and implement a systematic and deliberate approach to coaching, observation and feedback to improve teaching practice which is aligned with the school's pedagogical model of ASoT.		
Actions	Timelines	Responsible Officer/s
All staff – Teaching and non-teaching – actively engage in Annual Performance Review process.	Term 1-4	Leadership Team
Focussed classroom observations and coaching conversations held each term to support the development according to goals identified in the APDP.	Ongoing	Leadership Team
Develop a collegial engagement strategy to support, coach and provide professional learning for staff using tools such as classroom profiling, ASOT, walkthroughs, ESCMs.	Term 1-4	Leadership Team Classroom Profiling Team

### 3. Positive School Identity

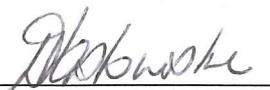
Strategy - Develop and communicate a School Leaders Accountabilities Framework which clarifies the roles and responsibilities for achieving school improvement priorities.		
Actions	Timelines	Responsible Officer/s
Embed High Performing Teams in Leadership Team and enact staged implementation in KLA teams.	Ongoing	Leadership Team
Strategy - Refine PRIDE strategies, as part of ASOT implementation, to maximize student engagement and improved learning outcomes.		
Actions	Timelines	Responsible Officer/s
Embed the implementation of the Teacher PRIDE Handbook processes in the school with view to ensuring impact and consistency.	Ongoing	Deputy Principal PRIDE Team
Periodically upskill staff school PRIDE practices to develop consistency through regular reviews and feedback, including Essential Skills of Classroom Management.	Ongoing	DP + PRIDE PLC
Strategy - Develop and implement a plan for continued improvement of classroom learning environments.		
Actions	Timelines	Responsible Officer/s
Build awareness and understanding of the strength of a productive collegial engagement strategy that provides options to staff to be accountable for their continuous learning.	Term 2/3	Leadership Team Classroom Profiling Team
Embed roles/responsibilities of, and referral mechanisms to, the Student Services team.	Sem 1	DP - HR
Engage staff in processes and practices to support student wellbeing concerns.	Ongoing	Leadership Team
Engage staff, students, parents and community to develop 2022-2025 Strategic Plan.	2021	Leadership Team
Strategy - Develop/review formalised agreements for all agencies that work with students to ensure the clarity of roles, responsibilities and accountabilities.		
Actions	Timelines	Responsible Officer/s
Review documentation and partnerships with external agencies for POES.	Sem 1	Leadership Team
Strategy - Promote and communicate positive student achievement and wellbeing outcomes to the wider community.		
Actions	Timelines	Responsible Officer/s
Review the Forest Lake Implementation Plan to support staff wellbeing and morale.	Term 1 and 4	Principal/Leadership Wellbeing committee
Further develop productive relationships with feeder primary schools.	Ongoing	Principal/ DP Special HOD - JS
Develop and enact a Transition Plan for yr 4 and 5 students from feeder schools through KLA based activity days.	Term 2/3	HOD – JS/T&L
Provide professional development to staff to support their own wellbeing as well as that of others (staff and students)	Ongoing	DP - HR

(2020 actual or \*2019 data used due to no available 2020 data)

TARGETS 2021 (current data in brackets)	Evidence Source	Target %		
Increase Attendance Rate (2019 – 87.1%/2020 – 83.5%)	OneSchool	90		
Percentage of students engaged in Post School learning or earning (81%)	Next Step Survey	83		
Tertiary aspirants receiving a university offer (93% @ Jan 31)	QTAC Report	100		
QCE or QCIA attainment (93.1%)	QTAC Report	100		
Increase in C or better in English, Mathematics and Science in Yr 7-9.	OneSchool	↑2		
“This is a good school.” (Parents/students/staff - 2020 – 90/89/83)	School Opinion Survey	93/93/90		
“The school encourages me to participate in school activities.” (Parents/students) (73/80*)	School Opinion Survey	75/83		
“My child’s English skills are being developed at this school.” (Parent/Students - 89/88*)	School Opinion Survey	93/93		
“Teachers at this school treat students fairly.” (Parents/students – 77/76)	School Opinion Survey	88/83		
“My school has an inclusive culture where diversity is valued and respected.” (Staff – 90)	School Opinion Survey	95		
“I have access to quality professional development.” (staff –70)	School Opinion Survey	80		
“Staff at my school are actively involved in the Developing Performance process.” (Staff – 70)	School Opinion Survey	84		
“I feel that staff morale is positive at my school.” (Staff – 64)	School Opinion Survey	70		
Increase in C or better for Effort and Behaviour in Yrs 7-12	OneSchool	↑2		
Increase in Positive Behaviours recorded in OneSchool	OneSchool	↑5		
Increase attendance at Parent/Teacher evenings.	SOBS bookings	↑5		
NAPLAN RESULTS 2019 *	National Minimum Standards	Upper Two Bands		
- Percentage of students reaching ....	Yr 7	Yr 9	Yr 7	Yr 9
Reading	95 (92)	95 (88)	22 (15)	25 (21)
Writing	90 (84)	80 (77)	17 (10)	15 (8)
Spelling	97 (90)	94 (92)	33 (28)	28 (16)
Grammar & Punctuation	96 (87)	95 (87)	28 (25)	30 (17)
Numeracy	96 (89)	98 (94)	25 (19)	20 (18)

## Endorsement

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

  
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 Principal

  
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 School Council Chair