



Where learning knows no boundaries – Every child experiences learning success and accomplishment every day

School Performance Indicators	
Academic	<ul style="list-style-type: none"> 20% As, 50% A or B, 85% A, B or C in English, Maths and Science Semester 1&2 85% A or B for effort Overall students show measurable improvement in achievement Reduce the percentage of students receiving N <2% All students set measurable learning and performance goals, monitor progress and use evidence to set new goals quarterly Students use concepts of Growth Mindset productively in learning
Behaviour	<ul style="list-style-type: none"> 50% A or B, 95% C or above in Behaviour Overall students show measurable improvement in behaviour All students set measurable behaviour goals, monitor progress and use evidence to set new goals quarterly
Wellbeing	<ul style="list-style-type: none"> 85% staff morale in SOS 95% of students are satisfied that they are motivated by their teachers in SOS 98% of students believe their teachers care for them 95% student attendance Targeted intervention supports student with <85% attendance All staff undertake a wellbeing plan aligned with school wellbeing framework A school social support program is implemented in all classrooms All students set measurable wellbeing goals, monitor progress and use evidence to set new goals quarterly
All Teachers	<ul style="list-style-type: none"> All classroom and inclusion teachers are trained in and implementing R2L Pedagogy All teachers have developed deeper understanding of the Learning Cycle and can articulate impact on learning. All staff are engaging in reflective conversations through the DPF framework to build precision in teaching and learning There is a strong culture of collaborative learning amongst staff All teachers engage in CLMs in a way that has impact on student learning All teachers have a deeper understanding of how to purposefully engage students in thinking processes All teachers implement universal PBL practices with fidelity

Forest Lake Pillars

Building expert teachers	<ul style="list-style-type: none"> Teachers employ transformative practices through use of a range of technologies and educational theories to enhance student learning. All staff actively collaborate in a Professional Learning Community to build expertise of self and others. Inclusive practices evident across all classrooms for a range of diverse learners with a focus on engagement and wellbeing. Knowledgeable others support staff to build capability for school and self-identified priorities. Authentic feedback loops identify successful practice and next steps. Professional learning aligns with school priorities.
Supporting diverse learners	<ul style="list-style-type: none"> All students can learn given the right conditions and support. Consistent and effective curriculum delivery is aligned with Australian Curriculum learning areas. Assessment of, as and for learning informs pace of curriculum delivery and differentiation throughout the teaching process. Resourcing is responsive to diverse learning needs informed from data. Students access curriculum through a variety of modes and mediums with the intent of building 21st century skills.
Teaching and learning	<ul style="list-style-type: none"> The teaching and learning cycle informs the development of curriculum delivery across all learning areas. The Forest Lake pedagogical approaches inform the implementation of teaching and learning. Learning is visible for students through the use of clear learning intentions linked to success criteria and quality feedback. A consistent use of language / cues / systems that flow across the year levels as universal practice. Differentiation is embedded into practice and informed by evidence collected regularly to inform teaching. Assessment of, as and for learning informs pace of teaching, student understanding of expectations and differentiation throughout the teaching process to improve learning.
Community partnerships	<ul style="list-style-type: none"> Staff work with parents as partners to improve student outcomes. Parents are informed about and actively engage in school processes and practices. Strong partnerships exist with a range of stakeholder groups to improve wellbeing and academic student outcomes.



Leader Practices

I frame my leadership around effective frameworks (Fullan, Hill, Crevola, Lencioni, Sharratt, Kotter, Kouzes & Posner).
 I reflect on my leadership behaviours and their impact on organisational culture and learning.
 I deliberately implement strategies that build collective efficacy in my staff and encourage reflection.
 I evaluate my impact through evidence-based practice and reflect on working effectively.

2020 – 2023 School Priorities

Teaching and Learning

Develop consistent school wide pedagogical practices and deepen curriculum capability.

- Key Outcome 1:** Learning is made visible for all students through clear learning intentions, success criteria and quality feedback.
- Key Outcome 2:** Teachers plan effectively for all learners using deep knowledge of the AC enacted through FLSS signature pedagogical approaches.
- Key Outcome 3:** Parents are productive partners in their child's learning.

Innovation

Creativity is enhanced through innovative approaches to teaching and learning.

- Key Outcome 1 :** Teachers intentionally plan opportunities for students to engage in critical and creative thinking.
- Key Outcome 2 :** Teachers in the early years plan active and purposeful learning opportunities that engage every student through Age Appropriate Pedagogies (AAP).
- Key Outcome 3:** Learning and success is underpinned by a philosophy of growth mindset.

Wellbeing

Develop a safe and supportive environment and positive culture for teaching and learning.

- Key Outcome 1:** Universal Practices are embedded across the school for academic engagement and Positive Behaviour for Learning, and are shared with the community.
- Key Outcome 2:** A wellbeing framework for students and staff is developed and implemented.
- Key Outcome 3 :** Roles and responsibilities are clearly defined and enacted to promote a positive culture for teaching and learning.

Equity

Support diverse learners to promote success for all.

- Key Outcome 1:** Reasonable adjustments for diverse learners are planned for, and embedded across the school to support student success.
- Key Outcome 2:** Fair and equitable practices are embedded across the schools to create a sense of belonging for all.



2022 Explicit Improvement Agenda

Writing – Feedback – Positive culture for learning

TEACHING AND LEARNING

Develop consistent school wide pedagogical practices and deepen curriculum capability.



D = Develop	I = Implement	E = Embed	✓ = Ongoing	Term 1	Term 2	Term 3	Term 4
AC English							
<ul style="list-style-type: none"> Case management practices are used each term to improve student outcomes in writing 							
<ul style="list-style-type: none"> Learning intent and success criteria are made explicit to students and demonstrated through worked samples linked to the marking guide 							
<ul style="list-style-type: none"> Success criteria are displayed and shared with student through "I Have" statements and teachers use this to provide explicit feedback. 							
<ul style="list-style-type: none"> Bump it up walls make the progression of achievement from year level expectations to A standard visible to students. 							
<ul style="list-style-type: none"> Applying the before phase of the 'Before After After End' model of Moderation to inform teaching and provide feedback students prior to the summative assessment task 							
<ul style="list-style-type: none"> Use provocations to make learning authentic and engaging. 							
AC Mathematics							
<ul style="list-style-type: none"> Develop a shared and consistent understanding of the AC: Mathematics sequence of content 							
<ul style="list-style-type: none"> Review and adjust assessment tasks in line with achievement standards 							
AC Science							
<ul style="list-style-type: none"> Use inquiry based learning when teaching AC: Science and AC: Design Technologies (STEAM) 							
AC HASS							
<ul style="list-style-type: none"> Develop a shared and consistent understanding of the AC: HASS 							
<ul style="list-style-type: none"> Review and adjust assessment tasks in line with achievement standards 							

INNOVATION

Creativity is enhanced through innovative approaches to teaching and learning.



D = Develop	I = Implement	E = Embed	✓ = Ongoing	Term 1	Term 2	Term 3	Term 4
Strengthen a positive culture of learning through growth mindset							
<ul style="list-style-type: none"> Develop a strategy to make growth mindset visible within classroom culture 							
Age Appropriate Pedagogies							
<ul style="list-style-type: none"> Plan for how to deliver continuity of learning for all prep students transitioning from kindy through age appropriate pedagogies 							
<ul style="list-style-type: none"> Engage with Regional AAP coach to build capability in Prep team. 							
Exemplary digital practice							

<ul style="list-style-type: none"> Utilise current and develop new partnerships with external stakeholders (Apple leadership, Apple Education, Apple Distinguished Schools, Innovation Cluster Network) to build digital expertise. 				
<ul style="list-style-type: none"> Engage Apple Learning Leaders to build iPad capability across the school. 				
<ul style="list-style-type: none"> Celebrate student learning and present a community showcase that highlights school inquiry based processes in STEAM. 				
<ul style="list-style-type: none"> Application submission for Innovative Schools award (Educator Editor) to acknowledge innovative practices at Forest Lake State School. 				
Critical and Creative Thinking				
<ul style="list-style-type: none"> Explore the critical general capability in AC HASS. 				

WELLBEING

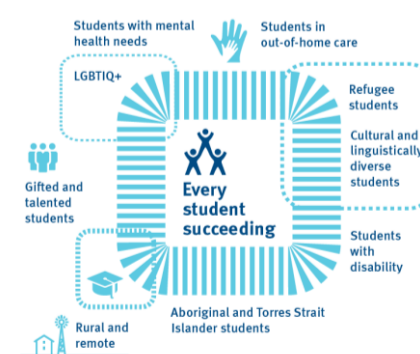
Develop a safe and supportive environment and positive culture for teaching and learning.



D = Develop	I = Implement	E = Embed	✓ = Ongoing	Term 1	Term 2	Term 3	Term 4
Positive behaviour for learning processes							
<ul style="list-style-type: none"> Engage HOD Student Engagement to support the embedding of universal practices Embedding Tier 1 practices Provide opportunities to gather student voice Develop an action plan to progress identified PBL practices in the school. 							
Trauma Informed Practices							
<ul style="list-style-type: none"> Develop pedagogical repertoire for trauma informed practice to be implemented universally across the school. 							
Implement Social Emotional Learning							
<ul style="list-style-type: none"> Deliver social emotional learning program based on Second Steps and AC Health aspects. 							
Develop a wellbeing framework							
<ul style="list-style-type: none"> Create an action plan based on the student learning and wellbeing framework reflection tool to inform the development of school-wide practices Use agreed roles and responsibilities to provide clarity around accountabilities. 							

EQUITY

Support diverse learners to promote success for all.



D = Develop	I = Implement	E = Embed	✓ = Ongoing	Term 1	Term 2	Term 3	Term 4
Shared understanding of equitable practices							
<ul style="list-style-type: none"> School-wide practices reflect inclusion policies and legislation. 							
Collaborative practices							
<ul style="list-style-type: none"> Develop collaborative practices including knowledgeable others to build capability to support teaching and learning for diverse learners. 							

<ul style="list-style-type: none"> Reasonable adjustments are planned and documented through personalised learning plans recorded on OneSchool. 				
AC English and AC Maths				
<ul style="list-style-type: none"> All teachers understand and implement reasonable adjustments 				
<ul style="list-style-type: none"> Adjust assessment tasks and teaching and learning plans to support all students to access curriculum and demonstrate knowledge and understanding 				
<ul style="list-style-type: none"> School wide processes to document differentiation for all students within planning (Improve NCCD evidence, ICP implementation and Tier1-3 differentiation) 				