



Forrest Beach State School

Annual Implementation Plan 2021

State and Regional Priorities	
State Schools Strategy 2021-2025 <ul style="list-style-type: none"> Performance Teaching Inclusion Capability Wellbeing Partners 	NQR Priorities 2021 <ul style="list-style-type: none"> Give every child a great start Support effective teaching and learning Support successful engagement and transition of our children and young people Support effective risk management, control and governance Embed a systematic North Queensland region and the Centre for Learning and Wellbeing ways of working

School Improvement Priorities 2021

Improvement priority – Improving results and outcomes of all students through differentiated and explicit teaching of writing in the curriculum

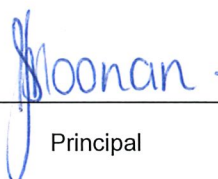
Strategy – Systematic Curriculum Delivery of the P-12 CARF

Actions	Targets	Timelines	Responsible Officer/s
Continue to use the inquiry cycle to develop intervention and extension opportunities within the curriculum for marker students. <ul style="list-style-type: none"> Scan and Assess student data, Literacy Continuum and Australian Curriculum Prioritise and set individual learning goals for each student for the next ten weeks of learning, which align to student needs and the curriculum. Develop and Plan the next ten weeks of teaching and learning for teachers, teacher aides and students. Act – Teach, monitor and assess students, co-teach, observe, model, feedback and moderate. Review using the before, after, after, end model at the end of the ten week term, against student targets and priorities, using Reading level, LOA and NAPLAN relative gain and Literacy Continuum data, and Begin next cycle of inquiry 	Increase baseline data C or better from 90 to 95% A or B from 60 to 65% A from 10 to 16%	10 week cycles	Teachers, Principal
Continue to provide quality teaching and learning in the early years by continuing to host an eKindy pod in partnership with BUSHkids, with 4 children attending two days a week.		End of Semester 2	Principal
Refine school and cluster moderation practices to embed the before-after-after-end model to inform student improvements in writing across the curriculum.		End of Semester 1	Teachers, Principal

Develop staff knowledge and understanding of the Australian Curriculum by backward mapping from the assessment task and identifying the writing demands from the Literacy Continuum.		Each term	Teachers, Principal
Review school, cluster and regional expectations of learning walls to include a focus on improving writing outcomes for our top performing students.		Each term	Teachers, Principal
Strategy- Effective Teaching and Pedagogical Practices			
Actions	Targets	Timelines	Responsible Officer/s
Allocate time within staff meetings for intentional collaboration amongst teaching staff with a focus on refining pedagogical practices to improve the writing outcomes of our students at Forrest Beach State School.	Increase baseline data C or better from 90 to 95%	Each term	Teachers, Principal
Develop school protocols for observation, coaching, modelling, co-teaching, mentoring and feedback to enhance pedagogical practices and improve student learning outcomes.	A or B from 60 to 65%	Term 1	Principal
Develop cluster protocols to support systematic delivery of the Australian Curriculum and provide opportunities for intentional collaboration amongst our partner small schools.	A from 10 to 16%	Term 2	Principal, Associate Principals

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director/Lead Principal