



Forrest Beach State School

Annual Implementation Plan 2018



School Improvement Priorities 2018

Implement the school-wide Reading framework			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teachers identify and teach the literacy requirements – including reading demands – of the Australian Curriculum learning areas.</p> <p>Determine appropriate learning intentions and success criteria in lessons when planning across the curriculum</p>	100% of staff embed this action in all explicit lessons	Term 1	Principal
Regularly discuss and refer to whole school reading framework with staff to ensure the agreed approaches to the teaching of reading is understood and followed consistently.	At least twice per term	Ongoing	Principal
Conduct regular data conversations with individual teachers to monitor and track students reading progress	At least once per term	Semester 1	Principal
<p>Use the Literacy Continuum to identify and monitor students' reading goals</p> <p>Collaboratively develop (with students and teachers) reading goals and monitor these through the use of student's responses to the 3 questions for independent readers.</p>	<p>All students having a set reading goal to achieve</p> <p>Maintain Year 3 U2B and 100% of students in Years 3 & 5 achieved above NMS for NAPLAN Reading</p>	Term 1	Classroom teachers and Principal
Provide professional learning to support delivery of reading pedagogies 'How to teach reading' online modules	100% of staff are satisfied that, 'they have access to quality professional development'	Semester 1	Principal
<p>Teachers use the literacy continuum to track, monitor and inform the next step in the progression of literacy skills for students.</p> <p>Case manage students who are below regional reading benchmarks in P-3 classes.</p> <p>Data walls are being used to track the growth and achievement of students' reading levels</p>	<p>100% of students reading progress is tracked and reviewed using the literacy continuum</p> <p>100% of identified students are case managed</p>	Term 1	Classroom teachers and Principal



Differentiated approach to writing			
Actions	Targets	Timelines	Responsible Officer/s
Track student data within a unit of work, using the collective monitoring process	85% of students achieving above a C in English. 50% of those achieving an A or B.	Term 1	Classroom teachers and Principal
Plan for and prioritise a balance of “curriculum in” and “curriculum out” in each lesson	100% application in each lesson	Semester 1	Classroom teachers and Principal
Provide explicit and descriptive feedback to students to improve and maximise student achievement. Use the Literacy Continuum to identify and monitor writing goals for each student.	All students have a set writing goal to achieve	Term 1	Classroom teachers and Principal
Teachers use the literacy continuum to track, monitor and inform the next step in the progression of literacy skills for students Case manage marker students who are achieving a D or below in English	100% of students writing progress is tracked and reviewed using the literacy continuum 100% of students who are a D or below in English are case managed	Term 1	Classroom teachers and Principal

Improve student engagement in the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Implement <i>Age Appropriate Pedagogies</i> when teaching the curriculum in P-2	80% of students in Prep to Year 2 exceed regional reading benchmarks	Semester 2	P-2 teachers and Principal
Implement and embed the school’s Early Years and Core Pedagogical Frameworks	85% of students achieve a C or above in English, Maths and Science. 50% of those achieve an A or B.	Semester 2	Principal
Investigate the ‘KidsMatter Framework’ to explore how it aligns with the schools Positive Behaviour for Learning strategy and health and wellbeing plan		Term 3	Principal
Conduct parent workshops on school reading framework and individual student goals	80% of FBSS parent population attend workshops 100% of Parents satisfied “ <i>that the school is improving the literacy skills of students</i> ”	Term 3	All staff
Implement a formal Playgroup program at Forrest Beach State School	Maintain or increase number of children attending playgroup from 2017	Semester 1	Principal

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

