Fernbrooke State School (FSS): Annual Implementation Plan 2022

Scan and assess **Prioritise Develop and plan** Act Review Activities/Outputs **Artefacts** Short-term outcomes **Focus** Improvement priority Inputs Long-term outcomes Term 1/2: Term 3/4: Every student succeeding in Prioritised problems of practice Pre/mid/post-Activities: Consolidate moderation Artefacts: Queensland state schools Human: moderation data used Conduct English (writing and reading) processes (Pre-mid-post), Senior Leadership 1. Explicit to develop LOA pre/mid/post-moderation, use data to English (Writing and students learning Improvement feedback model to QA inform LOA targets and differentiated Reading) Targets, High quality teaching and learning in Strategic Team Agenda action FSS has identified four areas of focus teaching and learning, identify learning goals and the Learning Area of English. plan (English: Teaching and Learning intervention strategies to be used, differentiated T&L. for 2022. They include: Early Years: Enhance school Review implementation of moderation Alignment of explicit Teaching and Learning HODs focus English (EIA) readiness the learning wall teaching of English Inclusion of all students through School Teams in classrooms on Gradual Release plan), FSS (Assessment Literate Early Years (Call to Action) (newly developed processes that guarantee learning (Ped, Curric, PBL, Inclu, Model and teaching of reading, Ped CARP, Learning Learners). Inclusion (every student Reading model) and achievement. GRR focus in every classroom as Eng) Walls. through coaching and succeeding) Further engage parents/caregivers well as development of learning walls Teachers Community Engagement Pedagogical mentoring. and the wider community as partners (assessment literate learners), Investigate student Student Support TEAM Framework, in the education of each and every 2. Term 3/4: feedback cycles to staff and students learning feedback Teacher Aides APDPs, Third FSS child. (learning wall) model. (moderation cycle). Increased number of Call to Action Team Hour Agenda, children attending Pre-Community Hub Leader Staff Meeting Call to Action group to focus on: Informing evidence Prep and Playgroup. Initiative/s and evidence base 2. Term 1/2: P&C Agenda, PD engaging with local elders, develop a Implementation of Development and kindy network, investigate ECEC Plan. community based implementation of 2022 access issues including costs and Student achievement data: strategies to increase Action Plan. transport. A-E LOA data child participation in Call to Action Call to Action Community ENGLISH (Reading and Writing): Pre-mid-Moderation: ECECs. Plan, FSS Early Leaders Meeting. post moderation, targets (LOA), learning Inclusion: using feedback from the pre/mid/post data Development of a Kindy Years Strategy Physical: 'Inclusion Self-Assessment' focus on Use of transition goal setting, AC / differentiated teaching F & P Reading data Network. Framework and learning planning, GRR (explicit FSS Curriculum statements to enhance the following three areas: staff tracking student (TRANSITIONS). teaching and learning. Assessment and capability, review and refine the FSS reading using the instruction), learning walls (assessment new (2022) Reading Reporting Plan literate learners), observation / feedback / referral process and central recording FSS Pedagogical **FSS Inclusion** Framework WOWs, coaching (Co-plan, Co-teach, Coof meeting outcomes, develop a 3. Term 3/4: 3. Term 1/2: Summative and reflect), feedback cycles to students, data Framework whole school approach to Framework and Review and refine FSS Development and Formative cycles to monitor learning progress (data FSS Assessment and differentiation using the UDL platform. Action Plan. implementation of FSS Inclusion Framework. assessment Reporting (DATA) Inclusion 2022 Action Plan. Review and consolidate Framework Review the school's Community Clarity of Intervention model **FSS Community** Non-Academic data: the FSS Intervention Early Years: Call to Action initiative, **FSS** Mentoring and and Student Support Referral Engagement Plan. Identify strategies Engagement Attendance including: linking with community (elders) to process to further engage parents/caregivers model Coaching Framework Classroom Plan, Cultural Development of a whole engage in increasing participation in Call to Action Plan in the academic / social emotional Observation and Development school model of Differentiation ECECs, deepen use of transition progress of their children (P/T ints). FSS 2022 PD Plan Feedback usina UDL. 4. Term 3/4: statements, form a kindergarten network Conduct a process to establish a Plan, School Inclusion Self-Staff conversations Improved participation within the Redbank Plains community, council. Explore and develop a whole Council Assessment Report SOS from parents/caregivers in investigate cost barriers related to families of school community approach to Constitution. **FSS Inclusion** 4. Term 1/2: Staff/Student parent/teacher accessing ECECs including transport 'Culture'. Framework Wellbeing data Review of the Community discussions, class collection P&C Annual Plan Engagement Framework. information sessions and IPS School Council guide Develop a School Council P&C meetings. Inclusion (Every student succeeding): using Contextual information (local): Develop a 'Cultural' Fully functioning School the 2020 Inclusion Self-Assessment, review Transient student Council. the 2021 action plan to form the 2022 plan enrolment from the findings, actioning each area. Infrastructure growth Baseline and comparison measures Focus areas will include: capability Outcome measures development of staff, review and refine the Contextual information (and targets) (educational): referral process and the development of a Embedding whole whole school approach to differentiation school expected (UDL). Students achieving a C standard Students achieving a C standard practices e.g. or above (LOA) in English 2021 or above (LOA) in English 2022 Moderation process, Community Engagement: deepen the Semester 2: Semester 1 (Semester 2 target to Reading Framework, partnership between the school and the be developed at the end of Term 2): Pedagogy, Data P&C to promote the importance of Analysis, AC Prep: 82% parents/caregivers participating in school planning Year 1: 76% Prep: 77% life as well as taking a positive interest in their child's academic / social-emotional Year 1: 86% Year 2: 92% Workforce Capability: progress, develop a School Council to help WOWs (Third Hours) Year 2: 89% Year 3: 83% oversee the strategic direction of the Co-Plan, Co-Teach, Year 4: 86% Year 3: 83% school, enhance the cultural competency of Co-Reflect Year 4: 87% school staff, students and Year 5: 90% Mentor and parents/caregivers as well as prioritising Coaching cycles Year 5: 85% Year 6: 77% cultural awareness throughout the school Year 6: 83%

