Forrestfield Primary School	l –Milestones Timeline I											
		20	2020			20)21			20)22	
	T1	T2	T3	T4		T2	Т3	T4	T1	T2	Т3	T4
A. FOCUS AREA NAME – providing every student with their of A1. Teaching Programs which meet the Specific needs of all st Owner:			vay to	o a su	icces	sful f	utur	e				
 Ability grouped targeted Explicit and Direct Instruction programs in the key areas of literacy and numeracy Whole School PBS program linked to personal growth in the areas of curriculum and wellbeing 	<u> </u>											
Evidence based whole school approach to Literacy	1				<u> </u>							I
Evidence based whole school approach to Numeracy												
Data literate staff who analyse and reflect on data to inform key decisions around teaching and learning	<u></u>		<u> </u>	_						_		
A2. Specialist Programs which link with classroom learning specific owner:	cific	to FP	S									
Whole school program and staff development that facilitates the teaching of FRESH within classroom learning outcomes												
 Science program delivered by classroom teachers utilising an agreed, evidence based, whole school program Arts (Performance) program which develops PMP and Physical Education outcomes 												
Arts (Music) program supported in classrooms which promotes student participation, improvement and wellbeing												
AUSLAN fully integrated into all areas of learning with a robust assessment schedule												
Will have an enrichment program that develops Network pathways into Higher Learning												——
A3. Students who are proud and united in celebrating success Owner:												
 Each student can clearly articulate what success looks like at Forrestfield Primary School as a person and learner. Students recognising and celebrating success in others. 												
 Students understand role and responsibilities of student leaders and aspire to have leadership positions. School student leaders have input into how the PBS strategies 	<u> </u>			_								
impact on the school and their implementation.												
A4. Improved student engagement and attendance Owner:												
 A good standing policy that embraces and reflects the schools PBS values of Proud, United & Good. 												
 Positive recognition of high quality work and achievement Attendance rewards that focus on both regular attendance and 	-	-	-	-								
 improved attendance for students An allocation of human resources that effectively addresses the 	1	-	-	-			<u> </u>				\vdash	
needs of students in order to improve educational outcomes	<u> </u>											
A5. Working together to develop the good in our students												
Owner:												
A shared understanding of school expectations	T											
 Classrooms where the observable behaviours reflect the nature of the lesson intent and positive student participation is reinforced 												

	DDC											
•	PBS program that is understood and valued by students											
•	Staff that understand and recognise the evidence based benefits of the PBS program											
•	Recognition and rewards that are developmentally appropriate											
	O											
	CUS AREA NAME – We commit to work together to imp	rove	scho	ool w	ellbe	ing						
(Focus	AREA OWNER: NAME)											
B1. Sch	ool Wellbeing Programs											
Owner:												
•	An integrated School PBS program linked to personal growth in											
	the areas of curriculum and wellbeing.											
•	A shared understanding around the school's strategies to											
	prevent and deal with bullying behaviours. A Protective Behaviours Program that engages with the											
•	community to create a shared language and understanding.											
•	Engagement of high quality external providers to support the											
	social and emotional wellbeing of students and families.											
		l										
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	ew respect of our school and our values											
Owner:												
•	A community which advocates for our school											
•	The wider community acknowledges and values our											
	achievements and successes										—	
•	External agents engage in the governance of our school											
D2 F	allocate from the community.	_				_						
	dback from the community											
Owner:			I	T	I		T	T		l		
•	Our events are supported and attended by parents and the											
	community across a range of cultural demographics.											
•	Parents and caregivers participate in the collection of information with the knowledge it impacts on decisions.											
	School committees have a range of representatives who reflect											
	the diversity of our families and wider community											
•	Forums and events that encourage external community											
	members and groups to engage with the school.											
•	A school which provides a range of tools for feedback which											
	meets the needs of its community											
B4 Eve	nts Celebrating our community											
	nts celebrating our community											
Owner:	Recognition of contributions made by those from the wider											
	school and outside community											
•	Authentic celebrations of our schools diversity	•										
	A school which is a hub for celebrations both school and											
•	community based											
•	A school which contributes to local events			1								
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B5. A sc	chool which is proud and united											
Owner:												
•	Parents who are confident to come and express their concerns											
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Conversations with parents and community members that are						
designed to drive improvement						
 A school community which acknowledges and values Advocacy, Involvement and Excellence 						
Community members that participate in celebrations of						
milestones and achievements						
B6. A school community which recognises the good in all Owner:						
Forrestfield to be recognised as a school of choice within the				I		
local community.						
 Partnerships with local business and providers that demonstrate an ongoing commitment to our community 						
Improvements in the area of inclusivity and engagement						
Non-traditional stakeholders feel welcome and part of the						
school fabric						
C. FOCUS ADEA NAMES COMMITTED WITH THE PROPERTY OF THE PROPERT						
C. FOCUS AREA NAME —COMMIT TO IMPROVING AS PROFESSIONA (FOCUS AREA OWNER: NAME)	_S					
C1. A school based learning continuum embedding WAC Expe	ctations					
Owner:						
An induction video process for new staff and relief						
A transition process that clearly defines the pre-requisites and						
expectations required to maximise learning						
An embedded consistent Lesson design Cab call wide aboved was abular was associated associate						
School wide shared vocabulary across learning areas A sultive whose staff are confident to aggree in clarifying.						
 A culture where staff are confident to engage in clarifying conversations around content knowledge 						
Teachers who differentiate to enable students to succeed						
C2. Staff who are proud and united professionals				,	,	
Owner:					1	
Staff who advocate for the positive aspects of our school. At the string of several transport to the several transport transport to the several transport transport to the several transport to the several transport transport to the several transport transport to the several transport transp						
 Authentic professional conversations are the norm with a focus on growth and development 						
The individual needs of staff are considered when planning staff						
events which celebrate significant whole school events.						
Staff who recognise and support school wide initiatives						
C3. PLC's and collaborative teams						
Owner:						
Professional Learning Communities are leading curriculum All staff are welcomed and contributing ideas valued						
 All staff are welcomed and contributing ideas valued A clear direction and shared purpose around meeting structure 						
and intent						
 Staff who attend meetings will commit to familiarising themselves with content prior to the meeting 						
Agendas and foci will provided by team leaders with sufficient						
time to enable members to familiarise themselves with the						
content A shared space provided for meeting minutes and key points of						
 A shared space provided for meeting minutes and key points of discussion 						
Staff who have a genuine belief that decisions made in meetings						
have links to our change process	l l					
C4. A reflective culture that identifies and celebrates good pro	ictice					

Owner:							
 High Performing staff are recognised and promoted both internally and externally 							
 A shared understanding of what good practice is for all facets of the school. 							
 A staff who recognise the impact of meaningful feedback when shared between colleagues and peers 							
 Employment processes and appointments that result in staff that align with our philosophies around teaching and contribute positively to our school culture 							
Consultative processes around classroom placement							
C5. Positive ongoing conversations around teaching and learn Owner:	ing						
 Feedback is recognised as a mechanism for professional growth and approached with a growth mind set. 							
 Performance development model that values and develops effective communication 							
Staff will be able to articulate their intent and purpose							
C6. Provide and authentically engage in high quality professio Owner:	nal lea	rning					
 Staff (fixed term, permanent and relief) will have the opportunity to optimise their professional growth and development 							
 Staff acknowledge the need to align professional development with school priorities 							
 Staff value and are receptive to information presented by their peers 							
 Staff who seek professional growth through self-guided instruction 							
 Staff leaders who share ideas with staff around professional improvement 							
School leaders who provide forums for professional dialogue							