

Forrestfield Primary School –Milestones Timeline I

	2020				2021				2022			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
A. FOCUS AREA NAME – providing every student with their own pathway to a successful future												
A1. Teaching Programs which meet the Specific needs of all students												
Owner:												
<ul style="list-style-type: none"> Ability grouped targeted Explicit and Direct Instruction programs in the key areas of literacy and numeracy 												
<ul style="list-style-type: none"> Whole School PBS program linked to personal growth in the areas of curriculum and wellbeing 												
<ul style="list-style-type: none"> Evidence based whole school approach to Literacy 												
<ul style="list-style-type: none"> Evidence based whole school approach to Numeracy 												
<ul style="list-style-type: none"> Data literate staff who analyse and reflect on data to inform key decisions around teaching and learning 												
A2. Specialist Programs which link with classroom learning specific to FPS												
Owner:												
<ul style="list-style-type: none"> Whole school program and staff development that facilitates the teaching of FRESH within classroom learning outcomes 												
<ul style="list-style-type: none"> Science program delivered by classroom teachers utilising an agreed, evidence based, whole school program 												
<ul style="list-style-type: none"> Arts (Performance) program which develops PMP and Physical Education outcomes 												
<ul style="list-style-type: none"> Arts (Music) program supported in classrooms which promotes student participation, improvement and wellbeing 												
<ul style="list-style-type: none"> AUSLAN fully integrated into all areas of learning with a robust assessment schedule 												
<ul style="list-style-type: none"> Will have an enrichment program that develops Network pathways into Higher Learning 												
A3. Students who are proud and united in celebrating success												
Owner:												
<ul style="list-style-type: none"> Each student can clearly articulate what success looks like at Forrestfield Primary School as a person and learner. 												
<ul style="list-style-type: none"> Students recognising and celebrating success in others. 												
<ul style="list-style-type: none"> Students understand role and responsibilities of student leaders and aspire to have leadership positions. 												
<ul style="list-style-type: none"> School student leaders have input into how the PBS strategies impact on the school and their implementation. 												
A4. Improved student engagement and attendance												
Owner:												
<ul style="list-style-type: none"> A good standing policy that embraces and reflects the schools PBS values of Proud, United & Good. 												
<ul style="list-style-type: none"> Positive recognition of high quality work and achievement 												
<ul style="list-style-type: none"> Attendance rewards that focus on both regular attendance and improved attendance for students 												
<ul style="list-style-type: none"> An allocation of human resources that effectively addresses the needs of students in order to improve educational outcomes 												
A5. Working together to develop the good in our students												
Owner:												
<ul style="list-style-type: none"> A shared understanding of school expectations 												
<ul style="list-style-type: none"> Classrooms where the observable behaviours reflect the nature of the lesson intent and positive student participation is reinforced 												

<ul style="list-style-type: none"> • Conversations with parents and community members that are designed to drive improvement 																			
<ul style="list-style-type: none"> • A school community which acknowledges and values Advocacy, Involvement and Excellence 																			
<ul style="list-style-type: none"> • Community members that participate in celebrations of milestones and achievements 																			
B6. A school community which recognises the good in all																			
Owner:																			
<ul style="list-style-type: none"> • Forrestfield to be recognised as a school of choice within the local community. 																			
<ul style="list-style-type: none"> • Partnerships with local business and providers that demonstrate an ongoing commitment to our community 																			
<ul style="list-style-type: none"> • Improvements in the area of inclusivity and engagement 																			
<ul style="list-style-type: none"> • Non-traditional stakeholders feel welcome and part of the school fabric 																			
C. FOCUS AREA NAME –COMMIT TO IMPROVING AS PROFESSIONALS																			
(FOCUS AREA OWNER: NAME)																			
C1. A school based learning continuum embedding WAC Expectations																			
Owner:																			
<ul style="list-style-type: none"> • An induction video process for new staff and relief 																			
<ul style="list-style-type: none"> • A transition process that clearly defines the pre-requisites and expectations required to maximise learning 																			
<ul style="list-style-type: none"> • An embedded consistent Lesson design 																			
<ul style="list-style-type: none"> • School wide shared vocabulary across learning areas 																			
<ul style="list-style-type: none"> • A culture where staff are confident to engage in clarifying conversations around content knowledge 																			
<ul style="list-style-type: none"> • Teachers who differentiate to enable students to succeed 																			
C2. Staff who are proud and united professionals																			
Owner:																			
<ul style="list-style-type: none"> • Staff who advocate for the positive aspects of our school. 																			
<ul style="list-style-type: none"> • Authentic professional conversations are the norm with a focus on growth and development 																			
<ul style="list-style-type: none"> • The individual needs of staff are considered when planning staff events which celebrate significant whole school events. 																			
<ul style="list-style-type: none"> • Staff who recognise and support school wide initiatives 																			
C3. PLC's and collaborative teams																			
Owner:																			
<ul style="list-style-type: none"> • Professional Learning Communities are leading curriculum 																			
<ul style="list-style-type: none"> • All staff are welcomed and contributing ideas valued 																			
<ul style="list-style-type: none"> • A clear direction and shared purpose around meeting structure and intent 																			
<ul style="list-style-type: none"> • Staff who attend meetings will commit to familiarising themselves with content prior to the meeting 																			
<ul style="list-style-type: none"> • Agendas and foci will provided by team leaders with sufficient time to enable members to familiarise themselves with the content 																			
<ul style="list-style-type: none"> • A shared space provided for meeting minutes and key points of discussion 																			
<ul style="list-style-type: none"> • Staff who have a genuine belief that decisions made in meetings have links to our change process 																			
C4. A reflective culture that identifies and celebrates good practice																			

