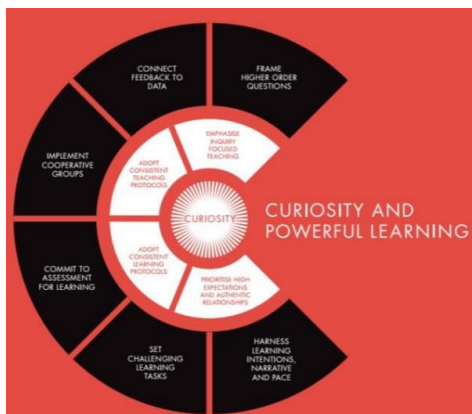




Fig Tree Pocket State School Annual Implementation Plan - 2021

School Improvement Priorities – 2020-2023 Strategic Plan



- An expert teaching team that knows the curriculum, knows each student and varies the learning pathway to meet their needs.

- Collaborative relationships based on mutual trust, respect and a shared responsibility to develop the academic, social and emotional needs of each student.

- An environment where curiosity, risk taking and growth mindset are celebrated, enacted and aligned to student learning and teacher practice, preparing all students for the future.

Priority – PRECISION (Curriculum)			
Strategy			
Support the consistent, school wide implementation of Fig Tree Pocket's P-6 Curriculum, Assessment and Reporting Framework. (PR1) Research and set clear whole school targets in achievement and improvement against like schools on a national scale in literacy and numeracy. (PR2)			
Actions	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Publish & share FTPSS CARF in consultation with School Council and School Improvement Team (SIT) - Review & publish the Whole School curriculum plan, year level plans and unit plans for each learning area - Revise Assessment Schedule (Data Plan) to collaboratively identify student data to monitor and track student progress - Admin research comparative school targets across Nation 	<p>FTPSS CARF created, applied and reviewed consistently throughout the school</p> <p>Three levels of planning developed and published on SharePoint</p> <p>Whole School Curriculum plan, Unit and Term overviews published on website</p> <p>Revised Assessment Schedule that includes whole school & year level targets</p>	1-4	Principal Deputy Principal Head of Curriculum CPL Coach Learning Support Teachers
Strategy			
Deepen teacher understanding of the relationship between student achievement and the Australian curriculum standards through teacher clarity, moderation/consistent grading and collective efficacy. (PR5)			
Actions	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Continue assessment alignment process, building on 2020 learning - Modify C2C units & assessments to enable greater student engagement and access - Extend clarity with alignment when moving away from C2C materials & creating lines of inquiry - Embed consistent school moderation processes <ul style="list-style-type: none"> o Scheduling the second 'after' moderation with writing o Moderation schedule shared with staff as part of FTPSS CARF o Working within school and Cluster to moderate the 'after <u>or</u> end' process - Form local HOC network to ensure consistency of purpose, process and terminology of cluster moderation across participating schools 	<p>100% P-6 teachers use the assessment alignment process when adjusting or creating summative assessment tasks and marking guides</p> <p>100% classroom teachers use the Australian Curriculum to develop lines of inquiry in Science or HASS</p> <p>100% P-6 classroom teachers implement calibration moderation prior to English unit implementation</p> <p>All English Year Level Plans identify moderation opportunities within each term/semester</p> <p>100% teachers enact school and cluster moderation practices as documented in Moderation Schedule</p>	1-4	Deputy Principal Head of Curriculum



Priority – PRECISION (Writing)			
Strategy			
Collaboratively develop clear expectations on the pedagogical practices across all classrooms, supporting this with differentiated coaching and PD for staff. (PR4)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Raise the achievement of identified students in P-2 through the delivery of Speech Sound Pics (SSP), targeted programs supported by Learning Support and teacher aides <ul style="list-style-type: none"> o document consistent SSP program expectations from P-Yr2 o continue SSP training for Teacher Aides o access expertise within staff, avail opportunities for videos /observation for sharing with staff o develop effective SSP tracking tool to support the identification of targets 	<ul style="list-style-type: none"> >95% students meet school PM benchmarks. 100% P-Yr2 teachers implementing agreed SSP program 100% P-Yr2 teachers & aides utilising tracking tool 	1-4	Deputy Principal Head of Curriculum Learning Support Teachers Teacher Aides
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Working party/team to continue research best practice for teaching writing and develop FTPSS consistent approach to writing (I3) 	Finalised & documented whole school approach to writing	1-4	Principal Writing Working Party
Strategy			
Develop targets for all students for learning assets, reading, writing and numeracy that are regularly reviewed and adjusted when met. These targets will be collaboratively developed with the student, teacher and parent. (PR3)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Enhance the use of Professional Learning Teams (PLTs) for each year level, with an explicit writing focus - improving teacher pedagogy, data literacy, use and creation of formative & summative assessment, resulting in increased student achievement and feedback. <ul style="list-style-type: none"> o Analyse student writing data, review strategies, skills and resources to inform future teaching & learning o PLT Focus meeting to include identification of Literacy continuum writing clusters and strategies, to facilitate the creation of student writing goals o Teachers track student progress in writing, using Literacy continuum, that are below & above year level clusters 	<ul style="list-style-type: none"> 100% teachers participating in Year Level PLTs 100% teachers accessing the Literacy Continuum to formulate PLT SMART goals All year levels, meeting or exceeding Year level targets for Sem 1 & Sem 2 English All students able to articulate their writing goals School NAPLAN targets 	1-4	Deputy Principal Head of Curriculum Learning Support Writing Working Party School Improvement Team



Priority - INNOVATION**Strategy**

Research and implement innovative pedagogies targeting high student engagement, motivation and confidence. Personalised student learning is purposeful, clearly defined and challenging. **(I3)**

Value and enact teacher and student agency to foster curiosity, deliberate practice and curriculum ownership, within a context of inquiry. **(I4)**

Refine and embed learning assets to support, develop and challenge individual learners to go beyond acquisition of curriculum knowledge. **(I5)**

Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Continue to embed C&PL – Theories of Action: Emphasise inquiry-focussed teaching & learning, in all year levels through the alignment of the Australian Curriculum and <u>integrated</u> inquiries <ul style="list-style-type: none"> ◦ Provide a responsive teacher support model - modifying specialist/NCT timetable, including additional release time for year levels to meet and be supported by HOC & C&PL coach ◦ facilitate differentiated coaching and PD ◦ use ongoing formative assessment & student voice during inquiries to recognise unit progress & student understanding ◦ greater use of the environment as the '3rd teacher' ◦ Inquiries to include a local or global 'action' 	<p>100% teachers using the curriculum alignment process & FTPSS Inquiry framework to deliver and facilitate 'integrated' inquiries</p> <p>Survey teachers - >90% report competence and benefit of inquiry teaching</p> <p>Survey students - >95% report benefit of inquiry based lessons/units.</p> <p>All students involved in an 'action', resulting from each inquiry/learning</p>	1-4	C&PL Coach Head of Curriculum Year Level Teams
Action	Target	Term	Responsible Officer/s
Participate and collaborate with C&PL partner schools. Host visits of teacher and school leadership teams to observe classroom practice (Instructional Rounds). Share professional conversations and plans. (PT5)	Positive feedback from instructional rounds participants. Continued joint projects with C&PL partner schools.	1-4	Principal Deputy Principal C&PL Coach
Action	Target	Term	Responsible Officer/s
Connect with Inquiry expert, Kath Murdoch, on effective implementation of inquiry-focused teaching and other Theories of Action.	Survey teachers - >90% report increased competence and benefit of inquiry teaching	2-4	Principal Deputy Principal C&PL Coach
Action	Target	Term	Responsible Officer/s
Develop targets for all students regarding their acquisition of learning assets, which are regularly reviewed and adjusted when met. (PR3)	All students able to articulate which learning assets they know and which they are learning to acquire	2-4	C&PL Coach Head of Curriculum Teachers


Strategy			
Research and embed environmentally friendly practices across the school. (17)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Each year level to identify an existing environmental school strategy or new sustainability initiative of which to expand or implement & maintain during the year <ul style="list-style-type: none"> o expand on recycling initiatives o research and enact ways to avoid/minimise waste o reduce water consumption o increase energy efficiency o upgrade gardens / increase biodiversity - highlight environmental perspectives in curriculum and all school/P&C events - grow Environmental committee to include student reps from each year level & parent volunteers 	Each year level taking on initiatives that promote sustainable, environmental practices	1-4	Principal Year Level Teams Environmental committee & student leadership
Strategy			
Investigate learning environments and technologies that are conducive to student needs. (16)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Embed effective ICT into teaching Pedagogy through the SAMR and TPACK models. - Support teachers to develop ICT pedagogy skills through i4T PLT and targeted PD, informed from bi-annual ICT staff survey. 	<p>100% teachers embedding effective ICT to enhance teaching & learning</p> <p>>95% Positive results of staff & student ICT and School Opinion surveys</p>	1-4	C&PL Coach Head of Curriculum ICT Teacher / Tech Ambassador
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Investigate and construct flexible learning environments to enhance student engagement - Connect with Playmaker school cluster and other related organisations to create outdoor nature learning/play opportunities 	<p>100% teachers provided with opportunity to create flexible learning spaces in classroom</p> <p>An established outdoor learning/nature play space</p>	1-4	Principal Deputy Principal C&PL Coach Teachers

Priority - PARTNERSHIPS			
Strategy			
Support all students, teachers and the community by introducing and monitoring a whole school well-being approach, based on the FTPSS HEART values. (PT1)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Continue to provide explicit HEART values lessons - Establish wellbeing working party/ team to research wellbeing models / strategies 	Identified & documented whole school approach to staff and student wellbeing	2-4	Principal Deputy Principal Wellbeing Working Party
Strategy			
Further embed Positive Behaviour Management Strategies across the school that underpin FTPSS HEART values. (PT6)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Embed the new FTPSS Student Code of Conduct - Regular explicit teaching of School Rules - Participation in behaviour management PD - Review playground expectations - Revise consistent reporting and recording of behaviour incidents 	<p>Completed FTPSS School Code of Conduct document</p> <p>Decrease in student incidents (major & minor)</p> <p>Consistent application of behaviour expectations across all staff and students</p>	1-4	Principal Deputy Principal
Strategy			
Further support the development of staff to build adaptive teams to respond to the changing world. (PT3)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Introduce DiSC Profiling to foster positive social efficacy of teams - Use DiSC profile to establish a common language in order to create greater awareness of each other's preferred ways of working 	100% staff utilising profiles to build adaptive teams	1-4	Principal
Strategy			
Advance collaborative partnerships within the school, community and through external affiliations to support teaching, learning and leadership. (PT5)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Liaise with P&C to establish a directory of parent/community members who are experts in their field to contribute to classroom inquiries - Student Services Team (SST) look for opportunities to access specialists in the areas of ASD, ADHD & Dyslexia to provide staff PD 	<p>Increase in parent /community contribution to classroom inquiries</p> <p>100% teachers that have students diagnosed with ASD, ADHD and/or dyslexia, to access specialist PD</p>	1-4	Principal / P&C C&PL Coach Teachers Student Services Team

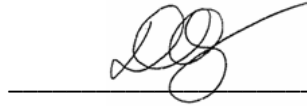


Endorsement

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



Jason Boyd - Principal



Dominic O'Brien - School Council Chair