



FIG TREE POCKET STRATEGIC

Plan

2024-2027



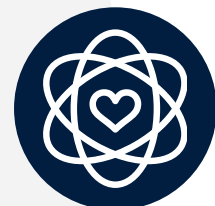
Vision

Fig Tree Pocket State School aims to develop learners with a growth mindset who are highly literate, numerate and actively curious about the changing world.



Mission

To create an inclusive environment that fosters the curious learner through innovative practices, intentional partnerships, values-based decision making and precise delivery of curriculum.



Values

- Honesty
- Empathy
- Acceptance
- Resilience
- Thoughtfulness

Our School



Learning Assets



When each student leaves FTPSS at the end of Year 6, they will demonstrate the skills of a:

- confident, responsive and respectful *communicator*
- compassionate, empathic and reliable *collaborator*
- resourceful and courageous *researcher*
- open-minded, persistent and flexible *thinker*
- resilient, reflective and responsible *self-manager*





Precision

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

Improvement strategies:

- Clarify through existing collaborative processes, informed by student performance data, the next learning area focus to strengthen pedagogy and student academic outcomes.
- Further develop documentation of agreed approaches and strategies for consistent implementation of inquiry teaching and learning to strengthen staff capability and knowledge.
- Quality assure alignment between diagnostic and standardised testing tools, teaching practices, and student achievement to monitor individual, class and cohort achievement.
- Formalise and enhance the existing induction and staff PD expectations to ensure all staff are engaging with and learning from each other through induction and mentoring programs for new staff, targeted opportunities for all staff to engage in internal and external professional rounds.
- Review and refine curriculum planning with a focus on catering for the needs of all students including advanced learners to allow all students to demonstrate their full potential.
- Consolidate consistent agreed school-wide approaches across all year levels in the End juncture of internal school moderation to ensure an on-balance judgement and confirm teacher judgement.
- Establish a process to provide all staff with ongoing PD, focused on providing quality differentiated teaching practice, to embed the 'smart from the start' approach to planning.



Partnerships

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

Improvement strategies:

- Formalise a process to identify teachers who are knowledgeable and skilled in differentiation and create opportunities for them to model and mentor to enable the ongoing capability development of all staff
- Allocate dedicated time for mentoring and supporting staff members in the inclusion process to effectively use the support available and increase awareness of student needs.
- Review and refine current practices and initiatives related to cultural diversity, including First Nations people, to ensure culturally responsive and inclusive approaches are implemented consistently.
- Review and consolidate agreed communication processes for classroom teachers and school administration to reduce duplication and increase accessibility of information for all community members.
- Further promote parent involvement through utilising their expertise to enrich students' learning experiences through regular communication, surveys, and opportunities to participate in inquiry-based activities.
- Promote a deeper understanding of learning assets and their impact on student development with the wider school community to develop a consistency of language between school and home.



Innovation

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.

Improvement strategies:

- Research and develop an agreed wellbeing framework informed by the 5 HEART values of Honesty, Empathy, Acceptance, Resilience and Thoughtfulness to ensure students are explicitly taught the skills and strategies needed to succeed in classroom, playground and community settings.
- Further empower student voice and agency to provide multiple opportunities for students to be active in affecting change within the school community and their learning.
- Establish a dedicated inclusive education Professional Learning Team (PLT), representative of the diversity of staff and roles, to lead aspects of the school's inclusive education agenda and develop an Inclusive Education Action Plan
- Review the range of enrichment activities currently on offer and identify new opportunities to provide additional experiences to engage and extend all learners
- Develop a process for inducting new teachers and teacher aides to ensure continuity and support for the writing program, inquiry and identified school focus.