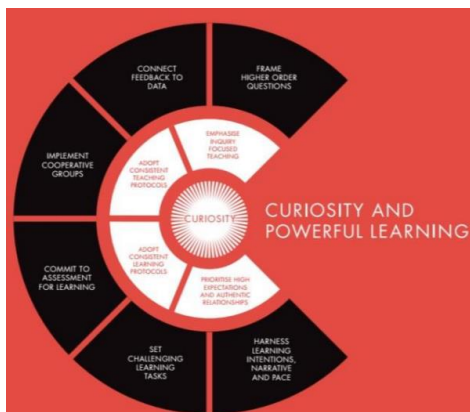




Fig Tree Pocket State School

Annual Implementation Plan - 2022

School Improvement Priorities – 2020-2023 Strategic Plan



Precision

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

Partnerships

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

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.

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) - Revise Assessment Schedule (Data Plan) to collaboratively identify student data to monitor and track student progress 	<p>FTPSS CARF refined and reviewed consistently throughout the year</p> <p>Three levels of planning developed and published on SharePoint</p> <p>Whole School Curriculum plan 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 Department - 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"> - Use assessment alignment process when planning and assessing - Embed consistent use of four phases of school moderation (Before After After End) as per moderation / PLT schedule - Explore opportunities to moderate with like schools i.e. inner west corridor - Continue local HOC network (Kenmore Alliance of School Leaders) to ensure consistency of purpose, process and terminology of curriculum delivery 	<p>100% P-6 teachers use assessment alignment process when planning and assessing, documented and saved in SharePoint</p> <p>100% P-6 classroom teachers implement moderation / PLT schedule</p> <p>Clear and consistent understanding of moderation practices and curriculum delivery across cluster schools</p>	1-4	Deputy Principal Head of Department - 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 Implement consistent SSP program across Prep-Yr2 and beyond o continue SSP training for Teacher Aides o formalise and enact SSP mentoring partnerships and co-teaching o implement SSP tracking tool to support the identification of targets in Prep – Year 1, and identified Year 2 students o access SSP training for Year 1 teachers 	<ul style="list-style-type: none"> >95% students meet school SSP benchmarks (See assessment schedule). 100% P-Yr2 teachers implementing agreed SSP program 100% P-Yr1 teachers & aides utilising tracking tool 	1-4	Deputy Principal Head of Department - Curriculum Learning Support Teachers Teacher Aides
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Implement FTPSS consistent approach to writing (I3) 	<ul style="list-style-type: none"> 100% class teachers adopt signature practices and implement agreed writing expectations 	1-4	Principal Deputy Principal Head of Department - Curriculum 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"> - Via Year Level Professional Learning Teams (PLTs): <ul style="list-style-type: none"> o Analyse students' cold write (formative assessment and goal setting- Ignite and Inquire phase) to collaboratively create a learning goal with groups of students o Share learning goals and track progress o Teachers track student progress in writing, using Literacy continuum, that are below & above year level clusters 	<ul style="list-style-type: none"> 100% class teachers using cold writes to inform learning goals All year levels, meeting or exceeding Year level targets for Sem 1 & Sem 2 English & School NAPLAN targets All students able to articulate their writing goals 	1-4	Deputy Principal Head of Department - Curriculum Learning Support Writing Working Party School Improvement Team (SIT)

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: adopt consistent teaching and learning protocols in all year levels through the alignment of the Australian Curriculum and <u>integrated</u> inquiries <ul style="list-style-type: none"> o Provide a responsive teacher support model facilitated by HOD-C & C&PL coach o facilitate opportunities for co-teaching and PD o use ongoing formative assessment & student voice during inquiries to recognise unit progress & student understanding o Inquiries to include a local or global 'action' o Consistent use of FTPSS inquiry cycle 	<p>100% teachers using the curriculum alignment process & FTPSS Inquiry framework to deliver and facilitate 'integrated' inquiries</p> <p>Improve student achievement in subjects that include lines of inquiries</p> <p>All students involved in an 'action', resulting from each inquiry/learning</p>	1-4	C&PL Coach Head of Department - Curriculum Year Level Teams
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Participate and collaborate with C&PL partner schools. <ul style="list-style-type: none"> o Host CPL Open Day – visiting teachers/school leadership teams to observe classroom practice (if viable pending COVID impacts). o Share professional conversations and plans. (PT5) 	<p>Positive feedback from Open Day participants.</p> <p>Continued joint projects with C&PL partner schools.</p>	1-4	Principal Deputy Principal C&PL Coach Teachers
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - Develop targets for all students regarding their acquisition of learning assets, which are regularly reviewed and adjusted when met. (PR3) <ul style="list-style-type: none"> o Class to collaboratively deconstruct skills/dispositions of learning assets as they present within inquiries 	<p>All students able to articulate which learning assets they know and which they are learning to acquire</p>	2-4	C&PL Coach Head of Department - Curriculum Teachers

Strategy			
Research and embed environmentally friendly practices across the school. (I7)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Each year level to identify an existing environmental school strategy, new sustainability initiative, or an area to care for, of which to expand or implement & maintain during the year. Examples: <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. (I6)			
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. - Introduce an 'ICT-Guiding Coalition' to explore BYOD 	100% teachers embedding effective ICT to enhance teaching & learning >95% Positive results of staff & student ICT and School Opinion surveys	1-4	C&PL Coach Head of Department - 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 (relationship to UDL) - Connect with Playmaker school cluster and other related organisations to create outdoor nature learning/play opportunities 	100% teachers provided with opportunity to create flexible learning spaces in classroom Enhance outdoor learning/nature play space	1-4	Principal Deputy Principal C&PL Coach Inclusion / Learning Support Teachers
Strategy			
Embrace and celebrate a wide range of purposeful extra curricula activities. (I2)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Provide and promote additional opportunities for student engagement during lunchtime, before and after school o Review playground areas/duties to provide varied 'clubs' including drama & STEAM 	Increase student engagement during break times School drama / play performance	1-4	Principal Deputy Principal

Strategy			
Adopt and embed Universal Design of Learning so that all student needs are met. (I1)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> Teachers to review relevant PD (PT5) and plan units of work and/or lines of inquiry to incorporate all students learning needs <ul style="list-style-type: none"> SST to provide support with planning Teachers to consider gender neutrality Modifications to school events are made to enable all student access 	<p>Conversations in planning are reflecting UDL</p> <p>Students needs are considered prior to commencing planning and assessment</p> <p>100% students provided opportunity to participate equitably in school events</p>	1-4	Principal Deputy Principal C&PL Coach Inclusion / Learning Support Teachers

Priority - PARTNERSHIPS

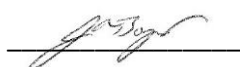
Strategy			
Support all students, teachers and the community by introducing and monitoring a whole school well-being approach, based on the FTPSS HEART values. (PT1)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> Continue to provide explicit HEART values lessons and HEART moments Establish a formalised staff and student well-being action plan <ul style="list-style-type: none"> research wellbeing models / strategies 	<p>Identified & documented whole school approach to staff and student wellbeing (completed action plan)</p>	1-4	Principal Deputy Principal Chaplain Guidance Officer
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"> Revise consistent reporting and recording of behaviour incidents Review behaviour management flowchart and its consistent application 	<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"> 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
Strategy			
Strengthen student transition programs internally and with local childhood centres and secondary schools. (PT4)			
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Continue and build upon transitions via: <ul style="list-style-type: none"> • Local Childhood / Secondary Schools <ul style="list-style-type: none"> ○ Prep Information evenings ○ Information night at Gan Gani ○ Prep teachers visit local feeder pre-prep programs ○ Utilise Transition statements ○ Transition days (x3) - pre-prep students visit a prep classroom / parents attend presentation by Prep teachers and Principal ○ School tours ○ Information sessions by feeder High Schools ○ Secondary schools meet with current Yr6 teachers and Inclusion teachers ○ Additional personalised transition needs - students transitioning into secondary schools ○ Yr6 planning to include secondary 'ways of working' • Internal <ul style="list-style-type: none"> ○ Current prep students visit year 1 classrooms ○ 'Shuffle Up' day ○ Additional personalised transition needs according to needs in all year levels ○ Extensive SFD / SST handover process 	<p>100% students prepared for the start of school year</p> <p>Individual needs of students catered for, allowing smooth transition</p> <p>Parent confidence / awareness of school transition processes</p>	1-4	Principal Deputy Principal Student Services Team Teachers

<ul style="list-style-type: none">○ Transition meetings with parents, current staff, future teachers and AVT's.○ Training provided for future class teacher			
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Endorsement

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



Jason Boyd - Principal



Jess Ballantyne & Simon Albert - School Council Co-Chairs