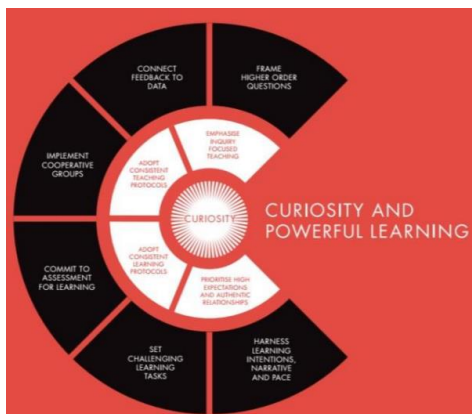




Fig Tree Pocket State School

Annual Implementation Plan - 2020

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"> - Creation of FTPSS CARF in consultation with School Council and School Improvement Team (SIT) - Develop & publish the Whole School curriculum plan, year level plans and unit plans for each learning area - Unit and Term overviews published for school community - Revise Assessment Schedule (Data Plan) to collaboratively identify student data to monitor and track student progress - 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"> - commencement of Regional unit alignment process - Modify C2C units & assessments to enable greater student engagement and access - Build clarity with alignment when moving away from C2C materials & creating lines of inquiry - Facilitate calibration processes - Embed consistent school and cluster moderation processes - Scheduling the second 'after' moderation with writing - Working within school and Cluster to moderate the 'end' process 	<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 document consistent SSP program expectations from P-Yr2 <ul style="list-style-type: none"> o continue SSP training for Teacher Aides o continue 'Monster club' – targeted intervention of identified students o access expertise within staff, avail opportunities for videos /observation for sharing with staff 	<p>>95% students meet school PM benchmarks.</p> <p>100% P-Yr2 teachers implementing agreed SSP program</p>	1-4	Deputy Principal Learning Support Teachers
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Establish a working party/team to research best practice for teaching writing to develop FTPSS consistent approach to writing (I3) 	Identify research-based best practice writing programs/strategies	2-4	Principal School Improvement Team
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 NAPLAN writing data, review strategies, skills and resources (incl Literacy continuum) to inform future teaching & learning o Teachers and students to identify learning goals/targets with writing 	<p>100% teachers participating in Year Level PLTs</p> <p>All year levels, meeting or exceeding Year level targets for Sem 1 & Sem 2 English</p> <p>All students able to articulate their writing goals</p>	1-4	Deputy Principal Head of Curriculum Learning Support School Improvement Team
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Deliver targeted intervention programs for predicted students on cusp of U2B and below NMS – writing –supported by HOC and Support Teachers via the PLT process. (PR3) 	<p>>75% U2B – Year 3</p> <p>>45% U2B – Year 5</p> <p>>97% NMS – Year 3</p> <p>>97% NMS – Year 5</p>	1-4	Head of Curriculum Learning Support Teachers



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"> - Implement CPL – Theories of Action: Emphasise inquiry-focussed teaching & learning, in all year levels through the alignment of the Australian Curriculum and guided inquires in either Science or HASS <ul style="list-style-type: none"> o modify specialist/NCT timetable, releasing teachers fortnightly with HOC & CPL coach, to facilitate differentiated coaching and PD 	100% teachers using the FTPSS Inquiry framework and an Inquiry Cycle in teaching in either Science or HASS Survey teachers - >80% report competence and benefit of inquiry teaching Survey students - >90% report benefit of inquiry based lessons/units.	1-4	CPL Coach Head of Curriculum
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 CPL Coach
Action	Target	Term	Responsible Officer/s
Connect with Melbourne University and external consultants – Kath Murdoch and Wayne Craig, on effective implementation of inquiry-focused teaching and other Theories of Action.	Evidence of inquiry planning, in class observations and school review.	1-4	Principal Deputy Principal CPL 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	3-4	CPL Coach Head of 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"> - highlight environmental perspectives in curriculum and all school/P&C events - expand on recycling initiatives - research and enact ways to avoid/minimise waste - grow Environmental committee 	Each year level taking on initiatives that promote sustainable, environmental practices	1-4	Principal 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"> - Imbed 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. 	80%+ teachers participating in the i4T program Positive results of staff ICT survey	1-4	CPL Coach Head of Curriculum ICT Teacher / Tech Ambassadors
Action	Target	Term	Responsible Officer/s
<ul style="list-style-type: none"> - Investigate and construct flexible learning environments to enhance student engagement - Connect with PEEC, Moorooka SS and other related organisations to create outdoor nature learning/play opportunities 	100% teachers provided with opportunity to create flexible learning spaces in classroom Plans established for future outdoor learning/play spaces	1-4	Principal Deputy Principal CPL 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 approach to staff and student wellbeing to be implemented in 2021	2-4	Principal Deputy Principal
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"> - Convert Responsible Behaviour Plan for Students to the new departmental School Code of Conduct - Regular explicit teaching of School Rules - Participation in staff behaviour management PD - Review playground expectations - Revise consistent reporting and recording of behaviour incidents 	Completed FTPSS School Code of Conduct document Decrease in student incidents (major & minor) Consistent application of behaviour expectations across all staff and students	1-4	Principal Deputy Principal

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