

# STRATEGIC PLAN 2018-2022

**Our vision** is to adopt a more student centred approach, to teach students to become effective learners, manage their own learning and be excited by their learning! We will teach them to be life-long learners. Central to this holistic approach to education transformation is the role that digital technologies play in enabling and accelerating learning. We hope to become an accredited World International Baccalaureate School late 2019. The IB mission statement states: *"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect"*. The Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes; will help our students become responsible members of our local, national and global community. The attributes are: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced and Reflective*.

## ANNUAL IMPLEMENTATION PLAN - 2019

### Goal 1

**To improve literacy and numeracy outcomes for all students F-6**

**FISO Initiative** - Building practice excellence

**KIS 1** Document and implement a guaranteed and viable curriculum.

#### Actions

- Develop a draft scope and sequence for English. Aligned with the POI (Program Of Inquiry).
- Refine the Mathematics scope and sequence.
- All curriculum documents to be utilised in all planning opportunities, in PLTs and individually.
- All documents to be available online & in hard copies.
- Ensure there is consistency in planning, delivery and assessment of all Scope & Sequence across the school.

**KIS 2** Teachers collaborate in highly effective PLTs, using student data to improve learning.

#### Actions

- Build teacher capacity to be data literate.
- Refine the Assessment Policy, to include a strong *Formative Assessment* component.
- *Assessment Schedule* to identify specific weeks/PLTs for moderation and the deep analysis of data, to drive instruction in planning. CATs to be part of this process.
- Utilise *Classroom Observations* to ascertain the effectiveness of teacher's planning.
- Build teacher capacity to utilise *Formative Assessment* within the lesson, "on the go".
- Include a *Formative Assessment Goal* in the Teacher Performance & Development process.

### Goal 2

**To deepen student engagement in learning and develop their capacity to manage their learning.**

**FISO Initiative** - Empowering students and building school pride

#### KIS 1

**Build a curriculum and delivery approach that is learner centred.**

#### Actions

- Build Teacher Capacity around Student Leadership, Voice and Agency.
- Build teacher capacity to teach students to be autonomous, metacognitive learners.
- Build teacher capacity to involve students in the teaching, learning, assessment and planning cycle.
- Utilise the "I can" statements so students "know the learning journey".
- The "I Can" statements will also be utilised for Success Criteria, Self-Assessments & Peer Assessments.
- Develop and implement a learning journey of "I can" statements focussing student agency.
- Build the capacity of parents/carers to understand the importance of Student Leadership, Voice & Agency.
- Develop a common language amongst all stakeholders (parents/teachers/students/ESS) with regard to Student Leadership, Voice & Agency.
- Gain regular feedback from the students on the teaching & learning.

**KIS 2** Document and implement the IB framework.

#### Actions

- Build teacher capacity around the PYP Concepts.
- Build teacher capacity on Concept Based Teaching and Learning.
- Build teacher capacity to plan for learning to be transdisciplinary.
- Teachers to reflect and evaluate the transdisciplinary units of Inquiry.
- Integrate the attributes of the *Learner Profile* throughout all teaching & learning.

Highly Effective Teams

Performance and Development Process