Curriculum ensuring clear and varied opportunities to innovate and introduce teaching strategies that provide an authentic and meaningful education. Deliver curriculum objectives in a flexible manner that builds on prior learning and ensures instructional practice setting clear expectations.

Provide ongoing and developmentally appropriate feedback to students. Set explicit and realistic work goals and differentiate content and delivery. Building relationships, engaging activity and interest through creativity. Providing opportunities for student collaboration and providing annotated exemplars of quality work. Providing multiple ways for students to demonstrate their understanding. Ensuring clear and varied lines of communication between student, school and home. Providing a safe and inclusive work space that reflects on their own professional practice by developing personal Performance Plans.

Develop curriculum plans that are grounded in its intent according to mandated curriculum documents. Make use of available and innovative resources. Build upon student prior knowledge and experience. Deliver curriculum objectives in a flexible manner to cater for identified student learning needs. Recognise learning as a continuum that is not capped at a year level.

Diagnose readiness to determine learning and assessment targets. Align, target and collate formative assessment that allows for the monitoring of student understanding. Provide upfront parameters and explicit criteria for summative assessment tasks to students as a clear path to achievement. Continually set high expectations and goals for all learners. Provide an authentic context for student learning.

Design a sequence of lessons that build on prior learning. Introduce new concepts and skills through explicit instruction. Embed innovative ICT practices as a means of gathering and sharing new knowledge from communities on a local and/or global scale. Connect learning to the real-world through inquiry-based learning. Ensure instructional practice enables student high achievement. Collect evidence of student achievement and growth through a variety of mediums over time (work samples). Make evaluative decisions that are based on evidence aligned with school based, regional and AC exemplars and standards. Understand FTPSS achievement data records and profile. Moderate across year level in school and cluster for consistency of judgement.

Ensure feedback is personal, explicit, timely, achievable and understood by the learner. Provide ongoing and developmentally appropriate feedback that leads towards future success and learning. Keep learning objectives achievable.

Our Vision
At Fig Tree Pocket State School we aim to maintain our school culture that ensures every day, every student is learning and achieving to their potential.

We value a learning environment that:
- is safe, supportive and productive
- maintains strong community ties
- assumes high expectations for all
- promotes student excellence
- celebrates achievement
- adopts sustainable practices
- models life-long learning processes
- develops higher order thinking skills
- enables professional dialogue
- creates Professional Learning Committees
- fosters reflective practices
- nurtures respect for place, self & others.

Our actions are guided by:

**FIG TREE POCKET STATE SCHOOL**
Strategic Plan - AIP
School Achievement Data
Improvement agenda
Frameworks:
- Curriculum
- P-12 Assessment & Reporting
- Gifted Education
- Parent & Community Engagement

**REGION** - Metropolitan Brisbane
Kenmore Cluster

**STATE** - DETE - EQ
QSA - Essential Learnings
Early Years Curriculum Guidelines
C2C Resources
The Roadmap
Teaching, Learning & Discipline Audit

**NATIONAL**
ACARA – NAPLAN
Australian Curriculum & Reporting Framework
AITSIL – Performance Standards

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**Students at Fig Tree Pocket State School:**

...know what to do and do it... strive to achieve their best... set realistic goals... take responsibility for their learning... participate... make links any time, any place... use technology innovately... communicate to stay informed... connect with others... create... critique... publish... collaborate... adapt... ask questions... reflect... are confident... learn by doing... are open to change... are consumers and producers of knowledge...

**A ARE OUR FUTURE**