

Flagstone SCC 2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

If we adopt consistent learning routines across all classrooms than we will create safe, engaging and impactful learning environments for staff and students.

| School priority 1 | Enacting a Guaranteed and Viable V9 Curriculum through consistent pedagogical practices | Phase | Developing – D Implementing – I Embedding – E Reviewing – R | School priority 2 | Build a school culture of wellbeing and engagement through instructional and strategic leadership (PBL) | Phase | Developing – D Implementing – I Embedding – E Reviewing – R |
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| Link to school review improvement strategy: | Recommendation 5: Fully develop and enact the P-12 CARF to ensure it provides an explicit, aligned, sequenced and accessible plan for whole-college curriculum delivery with mapping of general capabilities and cross-curriculum priorities. Recommendation 6: Collaboratively determine and clearly communicate the specific college focus pedagogy or pedagogies aligned to the AIP and EIA | | | Link to school review improvement strategy: | Recommendation 2: Prioritise building the instructional leadership capability and expectations of all college leaders to support organisational change and college success. Recommendation 4: Identify and cultivate relationships to support the wellbeing of all college staff focusing on professional, compassionate and inclusive interactions based on mutual respect, trust and understanding. | | |
| Strategies | 1. Collaborative Inquiry Cycles 2. Faculty and Classroom Learning Walls 3. Learning Walks and Talks 4. Pedagogical implementation of Lesson Design Model | | | Strategies | 1. Student Engagement 2. Staff Morale 3. Leadership capability | | |
| Actions | | Responsible officer(s) | Resources | Actions | | Responsible officer(s) | Resources |
| 1. Fortnightly school funded Collaborative Inquiry Cycles for English and Maths to support teacher collaboration, co-planning and reflection around instructional practices aligned to the lesson design model and Australian Curriculum v9 2. Faulty PLC's to Know our Learners and build teacher capability in the adoption of high impact evidence based instructional practices. 3. Adoption of a Curriculum Quality Assurance Process with key review meetings to support the provision of timely feedback around curriculum planning. 4. Co-construction of Learning Walls aligned to Sharratt's Assessment Waterfall Chart – culminating in an end of year Learning Fair. 5. Engage in weekly Learning Walks and Talks (LWATs) to gain teacher and student voice and line of sight around adoption of learning routines and learning walls. 6. Co-construct and adopt Lesson Design Model aligned to Gradual Release of Responsibility Model supported by key instructional strategies to promote calmer classrooms, HOT and reading capability development 7. Use of Qlearn for all subjects with Blueprint aligned to the lesson design model to promote alignment between planning and lesson design model 8. Reading inquiry planner driving teacher collaborative capability development through school funded CIC. | | 1. T&L HOD 2. DP 7-8 & HODs 3. HOD's 4. SLT 5. Loren and DP 7-8 6. HOD's and DP's 7. SLT 8. DP- Jr Secondary 9. English HOD and T&L HOD 10. HOD's | 1. CIC lesson – school funded 1 per fortnight 2. HOD's supported by DP's 3. Staff meeting time and school funded co-planning time 4. I4S funding learning wall resources 4b. 5. Pulse survey and Sharratt 5 Questions of learners 6. Reading Coach utilising credits and usage 7. School funded Qlearn lead teacher to facilitate pd and co-design 8. Literacy HOD T1 9. Inclusion coach utilising credits and usage (6 mths) | 1. PBL capability focus around adoption of behaviour triangle supported by LEAD and LEAVE learning routines. 2. Utilize behaviour data including COL points data, behaviour referral data, and buddy out data to inform PBL action plan and initiatives 3. School funded time provided for Classroom Problem Solving teams – teachers of a class working collaboratively to co-create common strategies and practices to support student engagement and differentiation. 4. Setting Professional Goals – one key focus aligned to EIA. 5. Instructional Rounds to support creation of a rich collegial culture of feedback and self-reflection for PTT's 6. Team building work with staff and SLT group – Book study – 5 Dysfunctions of a team | | 1. Engagement DP & PBL team 2. SST 3. T&L HOD and SLT 4. Principal | 1. \$ 10,000 PBL budget for rewards program 2. One School and Flying squad data 3. School funded time for Yr 7-9 teachers to engage in classroom problem solving teams each term 4. 1 Hr SFD time to support 3x 20-minute meetings 5. \$NBT funding – Sentis external coach to support 6. Book Study |
| Measurable Outcomes | | | | Measurable Outcomes | | | |
| ➤ 85% A-C ➤ 45% A-B ➤ 90% of Junior Secondary Classes have a Learning Wall ➤ All classes have a QLearn platform ➤ 3 levels of planning are operational for all classes ➤ Formative assessment in reading tests each term demonstrates growth/ improvement in anchor students ➤ Anchor students demonstrate growth – Yrs worth of growth for years worth of learning | | | | ➤ 85% Attendance ➤ All staff issuing COL points each week ➤ 90% students can articulate COL focus of the week and learning routine expectations ➤ 90% of classes are adopting the COL focus of the week and learning routine expectation ➤ SOS Staff morale showing majority are in agreement | | | |
| Success Measures | | | | Success Measures | | | |
| Leadership team can/will: <ul style="list-style-type: none"> ➤ HOD's will lead the design of Year Level and Band Plans (V 9 AC) ➤ HOD's will co-design a faculty approach to curriculum design that is widely known and well understood ➤ HODs will Lead teachers in co-planning – providing feedback around unit planning and Qlearn resourcing before commencement, during and after planning to inform next steps ➤ Support teacher collaboration and inquiry to drive improvement through PLC and CIC inquiry cycles | | | | Leadership team can/will: <ul style="list-style-type: none"> ➤ Engaging in coaching cycle with 1-2 teachers and articulate actions that have supported improvement in adoption of classroom behaviour management practice ➤ Engage in Learning Walks and Talks and ask 5 questions of learners, walk the walls including completing pulse survey ➤ Lead and participate in Classroom Problem Solving teams to co-construct responses to challenges in student behaviour creating clear and consistent routines | | | |

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| <ul style="list-style-type: none"> ➤ HOD's will lead staff in capability development around adoption of instructional strategies that enable student engagement with LEAD process, including warm up activities, Learning Intentions and Success Criteria, and co-creation of anchor charts. ➤ Lead robust inquiry process – CIC and PLC, to support teachers in adoption of evidence-based practices and improvement in student results 1 grade over 12 mths. | <ul style="list-style-type: none"> ➤ Engage with new teachers – supporting and modelling restorative conversations as part of the buddy out. Supporting parent communication. |
| Teachers can/will: <ul style="list-style-type: none"> ➤ Engage in collaborative co-planning to create quality Unit Plans aligned to the K-12CARF for all classes ➤ Collegially share resources on Qlearn aligned to unit plans – a Term in advance ➤ Enact the sequence of learning in line with Flagstones Lesson Design Model including LEAD & LEAVE. ➤ Plan for and adopt learning walls in their classes ➤ Engage in learning walks and talks listening to student responses of the 5 questions of learners to inform future teaching ➤ Engage earnestly in data informed practice and reflection upon teaching through inquiry cycles- providing evidence to support learning. ➤ Monitor marker student progress making changes to practice to support growth | Teachers can/will: <ul style="list-style-type: none"> ➤ Issue Culture of Learning Points to students each week. ➤ Explicitly teach PBL values and expectations ➤ Utilize ESCM and the buddy out process – including reflective questions and restorative conversation. ➤ Deliver lessons aligned to the lesson design model to create clear learning routines promoting safe and calm classrooms ➤ In classroom problem solving teams- co-construct expectations and signature practices, adopting these consistently in their classrooms. |
| Students can/will: <ul style="list-style-type: none"> ➤ Engage in the co-construction of learning walls ➤ Answer the 5 questions of learners confidently – referencing use of learning walls and/ or Qlearn ➤ CIC marker students will make gains – 1 grade. | Students can/will: <ul style="list-style-type: none"> ➤ Identify Positive Culture of Learning Focus ➤ Acknowledge receipt of COL points ➤ Follow the LEAD/ LEAVE process ➤ Explain the buddy out process |
| Quality assurance: <ul style="list-style-type: none"> ➤ HODs' will lead a robust Curriculum Quality Assurance Process providing review and feedback around 3 levels of planning aligned to K-12 Framework in week 3 of each term (term in advance) ➤ SLT will engage in learning walks and talks asking the 5 questions of learners to monitor progress and inform next steps in differentiated professional learning for teachers ➤ Walk the walls to monitor implementation of pedagogical strategy and reading practices ➤ Utilize data from 5 questions of learners, A-C reporting data, CIC and formative data to review reading progress. ➤ SLT will engage in low inference observations and follow up coaching conversations with teachers around aspects of the lesson design model and instructional practices. (max 2 x year) ➤ After many walks, SLT will engage in reflective conversations with staff around their enaction of the curriculum – including adoption of LEAD process, LI/SC and anchor charts. ➤ Common artefacts for CIC such as powerpoint and focus ➤ Weekly DP line management meetings with principal ➤ Fortnightly HOD line management meetings with principal | Quality assurance: <ul style="list-style-type: none"> ➤ Flying squad data – ➤ Data collected via PBL – student, parent and staff voice. ➤ COL data sets ➤ Learning wall – classroom expectations ➤ Learning Walks and Talks data – adoption of CPS strategies and expectations ie seating plan, room organisation, alignment of teaching to curriculum |
| Artefacts | Artefacts |
| <ul style="list-style-type: none"> • LWTs model • LW&T's pulse survey • Flagstone Flashlight • Weekly learning wall requirements in Qlearn • Line management meetings agendas aligned to AIP • Leadership team meeting agendas (ELT & SLT) aligned to AIP • LEAD and LEAVE protocols on every classroom wall near door • QLearn sites | <ul style="list-style-type: none"> • Learning Walks and Talks Pulse Survey Data • Flying Squad data • Culture of Learning Rewards Program – rewards guide • COL points data sets • ESCM strategy handbook • Classroom problem solving team action plans and meeting mintues |
| Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. | |
| Principal | P&C/School Council School Supervisor |