# Park Ridge State High School
2024 ANNUAL IMPLEMENTATION PLAN

Aligned to SE: Excellence and Equity and PRSHS 4 Year Strategic Plan: 21st Century Leap

Educational achievement · Wellbeing and engagement · Culture and inclusion · 21 Leap

Whole School TARGETS: 2024
100% QCE/QCIA and QTAC Offerings
>15% increase in Senior Retention Rates across the Senior Phases of Learning
>92% Attendance: 50% increase in below 85% attendance rates
>90% Pass rates: 50% A/B
10% increase in NAPLAN Reading, Numeracy and U2B
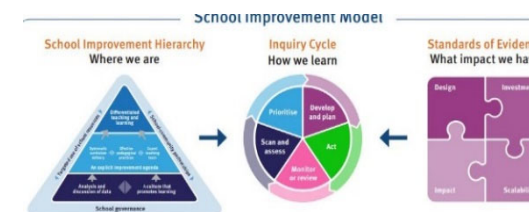
Vision and Culture
Park Ridge SHS is a diverse learning community. This diversity represents itself through multiple-cultures, belief systems, learning needs, social and emotional characteristics, and ways of identifying as global citizens. Meeting this diversity holistically, while still adhering to rigorous, accountable, and transparent systems of practice is challenging. As a school we remain committed to providing a versatile and responsive education that meets the needs of the 21st Century learner to not only cope with but thrive in a globally connected world.

Our three cogs, Learning Design, Learning Together and Learning Life, continue to underpin our core beliefs on consistently delivering an inclusive and outcomes based approach to teaching and learning - aligned to the 3 pillars of Excellence and Equity and our PRSHS 4 Year Strategic Plan, 21st Century Leap. Beyond this baseline, we encourage and support our staff and students to find the artistry of co-design and co-agency to create new ways of knowing and developing through creativity, curiosity, and the pursuit of excellence in all we do!

PRSHS 2024 AIP includes 3 Priority Areas: Collaboration and Communication, Assessment, and Student Agency. There will be 3 Task Groups to lead the work in each of these priority areas, made up of our Senior Leadership Team, teaching team and student representatives. We will encourage community representation as part of the membership in an advisory capacity. These three priorities are directly linked to the findings in our 2022 EIB School Review and are captured in the School Priority section of the AIP.

Two groups, in response to data, remain a specialty focus for us in 2024 - our first nations students and our students captured in our NCCD data in the category of EALD. We have a separate and detailed 2024 Action Plan to support this work including explicit improvement targets.

School priority 1: Communication and Collaboration (6 C's)
Agile and sophisticated collaboration and communication skills are listed as the most desirable skills for success in the global business sector and further educational settings. Acquisition and development of these skills directly impact on student achievement measures while they are still at school and provide the platform for genuine student voice and advocacy, impacting on the identified E&E pillars of Educational Achievement, Wellbeing and Engagement, and Cultural Inclusion.

LINK to 2022 EIB School Review
Identify the high-yield pedagogical approaches, through the deep learning project, that promote and sustain impact on student engagement and learning outcomes, with a view to systematically enact the strategic focus of 21st century learning.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shading is projected this will be updated upon termly review.

Term 1	Term 2	Term 3	Term 4

Strategies/Actions: (Year 3 4SP) Moving from Pilot Initiatives in Ignite and Foundation to Whole-School JS and Senior
Collaboration and Communication
- Audit current collaboration and communication practices: how does this currently look in every faculty? Who are our current innovators?
- Establish (from data collected), a task force and team of pedagogical experts (including student voice) to support staff/students to build consistent strategies and 'baseline' whole school expectations – utilising pilot group as 'knowledgeable others'.
- Continued engagement with UQ research team, expanding research pilots to include whole-school implementation
- Development and implementation of whole-school measuring tools
- Vision and collaborate across all faculties, utilising HOD as leader: Why is it important to explicitly teach collaboration and communication? What can a planned approach look like in our faculty? Project – How will this enhance student learning? What does the research say?
- Include professional development targeted at building collaboration and communication strategies in PD Plan, link with Futures Institute
- Develop PRSHS Learner Profile including mapping collaboration skills across subjects/ year levels (ASM), connect with outside agencies
- Include development of collaboration skills in reporting and as part of assessment criterion
- Narrow focus through PLT

Focus on First Nations and EALD students
- Review of Indigenous and NCCD data to look at impact of strategy on First Nations cohort and students with an identified learning difficulty- with a focus on EALD. Set individual targets and differentiated strategies to meet 'at risk' group needs.
- Build support networks, through the development of specialist groups, to mentor and monitor progress of identified students to ensure appropriate and timely intervention

Long term measurable/desired outcomes:
Collaboration
Working in teams and growing from the ideas of others is highly valued by our students. They demonstrate the skill of collaboration through their ability to communicate clearly, actively listen, and respect diversity. A culture of risk taking and making mistakes as part of the learning experience is embraced. Our students understand that experimenting and growing from mistakes is a significant part of the journey toward new knowledge

Communication
Utilising multiple technological platforms to connect ideas and messages, our students are confident digital communicators. They drive many of the communication channels in our school, reaching out to our broader community – a desirable skill set in the 21st Century workplace. Our students also converse effectively in public settings, when addressing their peers, teachers, families, and broader community members. They understand audience and the need to vary the communication style to suit the situation. They are articulate and self-assured, embracing opportunities to engage with others

Measurable through	Embedded Approaches by Term 4 2024
-LOA/ Senior and NAPLAN target achievement: >90% pass rate/50% AB: 10% Increase Reading – U2B -Observable behaviours in classrooms -Improved attendance targets: >92% -Improved retention targets: 15% increase in Senior Phases of Learning -SOS I am interested in my school work 60.0%-75%	-PRSHS Communications Policy -Inclusion of CC explicit ways of working in Revised Version of Learning Design, with references in Learning Together and Learning Life. -CC suit of Monitoring and Measuring Tools

AIP measurable/desired outcomes: 1 Year Cycle
Collaboration
Classroom
- Classroom environments reflect a culture of collaboration utilising research-based layouts, resources & visual stimulus

Student
- Students can talk explicitly the language of collaboration and its benefits in developing a team ethos toward improved learning outcomes
- Students operate in collaborative teams with ease and a sense of purpose
- Students directing parent teacher conferencing
- Collaboration strategies impact on student achievement: >90% pass rate - >50 A/B, 100% QCE/QCIA/15% increase in senior retention rates
- First Nations and EALD students increases attendance rates by 10% and LOA rates by 15%

Teacher
- Collaboration explicitly taught in every unit and every classroom
- Teachers feel confident to support students to develop sophisticated collaboration skills
- Teachers take the role of the facilitator through much of the lesson, providing system of timely feedback
- Students provided multiple opportunities to work collaboratively at a learning and assessment level in every classroom.
- Collaboration reported on termly and recorded on PRSHS Learner Profile

Leader/Community
- Leaders provide time for continual upskilling of staff, routinely profiling collaboration at a small teams and line-management level – setting clear targets for improvement
- Formalised assessment and reporting of collaboration efficacy
- Digital Badging of teacher accreditation (Griffith University)
- Learner Profile supported by business and further study institutes
- Whole school community feel confident that 'together we are better' (SOS data, surveys, and focus groups)

Communication
- Dynamic, confident learners who have experience communicating both within and outside of the school environment
- Skilled digital learners who drive divers and innovative communication platforms
- Exciting classrooms with multi-layered communication opportunities
- A culture of students gaining communication skills through IT and media industries
- Assessments reflect innovative and multi-layered approaches to communication
- 100% students receive accreditation in certificate II IT by completion for year 10
- Teaching and feel confident to deliver across a range of traditional and non-traditional communication platforms, digital communication is innovative and commonplace
- 10% increase in SOS data, we communicate well to the school community

Responsible officer(s):
- Principal EP oversight
- Principal AP as Executive Lead (Monitor/Accountability)
- All DP's and Heads of Department through line management (personalise to faculty)
- CC Working Committee and School Coaches (Development of whole-school practices and baseline expectations aligned to the 3 Cogs – Learning Design, Learning Together, Learning Life)
- Sustainability Task Force – Linked to LERT

Resources:
Financial
Release time for PD and Leadership development ($100 000)
UQ Project ($25 000)
Human
Task force development and delivery of implementation plan
Establishment of student/community group
Physical/Virtual
Upgrade of computer fleet ($50 000)
Investment in re-design of identified learning areas ($70 000)
Inclusion of a functioning nursey and environmental program, reducing our footprint ($100 000)

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School priority 2: Assessment

PRSHS Data Plan articulates the need to look at data in meaningful ways to ensure learner needs are identified quickly and responded to continuously, alignment with the research which states 'well-crafted and student negotiated assessment creates feedback which is used to improve student performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard'. This aligns most specifically to the E&E pillars of Student Achievement, Wellbeing and Engagement. This priority supports the belief that assessment designed for the 21st century learner takes into consideration their need for connection, the ability to understand the purpose for the learning cycle and its alignment to real world problems and opportunities.

LINK to 2022 EIB School Review
Explore innovative approaches to how curriculum and assessment may be designed and delivered to support the school's vision for 21st century learning.

Measurable through:	Embeded approaches, processes and systems:
LOA/ Senior and NAPLAN target achievement: >90% pass rate/50% AB: 10% Increase Reading – U2B -Observable behaviours in classrooms -Improved attendance targets: >92% -Improved retention targets: 15% increase in Senior Phases of Learning -SOS I understand how I am assessed at my school – from 76.6%-85% (Student leaver)	-PRSHS Assessment Routines -Inclusion of assessment explicit ways of working in Revised Version of Learning Design, with references in Learning Together and Learning Life. -Assessment suit of Monitoring and Measuring Tools

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence.
Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

AIP measurable/desired outcomes 2 Year Cycle:
Classroom
- Peer assessement routines are visible in every PRSHS classroom and students can condiffently discuss, analyse and action improved strategies for learning
- The classroom is defined by multiple learning experinces inside and outside of the traditional classroom with assessment measures being created at the junture of learning

Student
- Students routinely reflect on feedback and use this feedback to set future learning goals
- Students can articulate the purpose of assessemtn in progressing their learining
- 15% increase in First Nations and EALD student data across 7-10

Teacher
- Assessment is aligned to learning and curriculum that is targeted at the 21st Century Learner
- Assesment routines explicitly align to Data Cycles and expectations as outlined in PRSHS Colur Coded Data Cycle
- Multiple and varied assessment routines are evident and linked to real world applications
- Teaching and non-teaching staff feel confident to deliver across a range of assessment platforms and innovation is commonplace. Teachers negotiate assessment with students, providing them with a voice in their learning cycle

Leader/Community
- Outside agencies, educational institutes, families and businesses routinely advise and impact on assessment practices
- Parents/guardians are provded multiple opportunties to be involved with their students assessment routines and outcomes
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- PRSHS LOA and Attendance targets are met in every faculty

Strategies/Actions: Building on the work of assessment for learning articulated in PRSHS Learning Design
- Full Faculty audit of current assessment practices, identifying strengths and weaknesses (aligned to re-development of curriculum through the Version 9 AC priority)
- Creation of Assessment Task Force to support review, investigation, and development of highly effective assessment routines
- Participation in UQ Action Research into effective assessment practices, UQ expert to deliver targeted PD at Term 1 HOD Day Out and throughout year
- Review and re-development of PRSHS current Colour Coded Data Plan: What is working? What is not working? How can the plan support access for staff and students?
- Utilisation of SER Initiatives and the Future Institute to support professional development: Target state, interstate, and global PD to support growth of an agile approach
- Provide time on PD Calendar for whole school/faculty skills development, utilising current school innovators in this space
- Provide time for faculties to re-develop/create effective assessment routines
- Develop a suit of measuring and monitoring practices to accurately gauge progress and impact
- Review current practice in 'assessment of learning': Students routinely reflecting on their own learning and building responsive practices – Do they exist? What are the strengths? Where are the gaps? Where to next?
- Develop whole-school approach to self-assessment, peer assessment as part of regular classroom routines (J. Chappuis): involve teachers, students and parents reflecting on evidence
- Review of First Nations Perspectives across the curriculum and current assessment strategies: Student agency as decision makers/community voice
- Identify blockers for First Nations and EALD students in achieving using current assessment routines, development of effective adaptions and supports to improve outcomes

Long term measurable/desired outcomes:
PRSHS is known for its innovative and student focused assessment routines. This is defined by a concise learning outcome describing what students will learn and how that learning will be assessed. Students are provided with a variety of assessment opportunities linked to the real world and negotiated to suit their interests, passions and learning needs. Assessment is agile and explicitly linked to learning, it does not sit separately from the learning cycle. Students at PRSHS do not see assessment as a threat, but a support in developing their own "learning to learn" (D. Williams) skills. Students routinely reflect on and monitor their progress to inform their future learning goals.

Responsible officer(s):	Resources:
-Principal EP oversight -Deputy Principal Innovation as Executive Lead (Monitor/Accountability) -All DP's and Heads of Department through line management (personalise to faculty) -Assessment Task Force and School Coaches (Development of whole-school practices and baseline expectations aligned to the 3 Cogs – Learning Design, Learning Together, Learning Life)	**Financial** Release time for PD and Leadership development ($50 000) UQ Project ($25 000) **Human** Task force development and delivery of implementation plan Establishment of student/community group

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School priority 3: Student Agency

When students develop agency they rely on motivation, hope, self-efficacy, and a growth mindset (the understanding that abilities and intelligence can be developed) to navigate towards wellbeing. This enables them to act with a sense of purpose, which guides them to flourish and thrive in society. This initiative aligns across the 3 pillars of E&E, most specifically linking to Wellbeing and Engagement, and Culture and Inclusion.

LINK to 2022 EIB School Review
Cultivate student agency across the school by collaboratively exploring the dimensions of engagement and implementing strategies to build students' self-efficacy and aspirations across all classes

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence.
Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategies/Actions: New Work
2024
- Conduct staff, student, community surveys/focus groups – what does student agency mean to you? If you could change one thing about how you learn what would that be?
- Review current examples of student agency practices at a whole school and faculty/classroom level- strengths, weaknesses, opportunities
- Establish a Student Agency Task Force with diverse student representation in age, culture, and learning needs
- Research current student agency directions, look for best practice school models and targeted PD – Provide time in PRSHS PD Calendar
- Explore J. Pearson's 12 Strategies to Promote Student Agency and the OECD Report on Student Agency for 2030, align to work already in the school: How can we build, make more consistent, empower teachers to embrace?
- Identify 4 consistent practices to pilot in 2024 – implementation plan term 2 2024
- Inclusion of student agency practices in assessment focus (initiative 2)
2025
- Build on work begun in 2024 and develop whole school consistent practices

Long term measurable/desired outcomes:
Our learners influence and direct their own learning, making choices and voicing opinions. They ask questions and express wonderings, commnicating their understandings confidently and intelligently, considering multiple viewpoints and possibilities. They are adept at contructing new meanings, solutions seeking and feel safe to both participte in and contribute to the learning community they find themselves in. They not only value having a voice, but understand the power and impact of that voice to make the right change and not the easy change.

Discussion circles, team collaboration, survey, debate and analysis is common place in our community, as is taking responsibility for decisions and outcomes.

Measurable through:
-Observable behaviours in classrooms
-Improved attendance targets: >92%
-Improved retention targets: 15% increase in Senior Phases of Learning
-SOS My school takes students opinions seriously 50.7%-85% (student leaver)
Embeded approaches, processes and systems:
PRSHS Student Action Committee
Student representation on all Task Groups
Consistent school wide baseline student agency practices captured in Revised Learning Design and Learning Together
Yearly PRSHS Student Forum

AIP measurable/desired outcomes 2 Year Cycle:
The PRSHS Classroom Includes:
- Co-construction and co-agency: Teachers and students become co-creators in the teaching and learning process
- Explicit norms exist to guide the process of student agency that is consistent from classroom to classroom
- Students and teachers have a confidence to explore ideas and concepts and to adapt learning experiences to meet those needs
- The wider community engages with and supports the design of the learning environment

The PRSHS Broader Community
- Families, community members, students and staff work together to drive positive culture
- Solutions and responsibility for action is shared
- Innovative hubs of learning work together to create a vibrant 21st Learning culture in and out of the classroom
- >90% Attendance rates across all identified groups
- >85% retention rates with students exiting early for pathway focused opportunities

Responsible officer(s):
-Principal EP Executive Lead (Monitor/Accountability)
-AP and all DP's and Heads of Department through line management (personalise to faculty)
-Student Agency Task Force and School Coaches

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**   29/2/2024

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