



Park Ridge SHS

ANNUAL IMPLEMENTATION PLAN 2020

Pedagogical Framework – Learning Design

Strategies

Expert and dedicated teaching team collaboratively designing authentic learning experiences for the identified needs of all learners

	Term 1	Term 2	Term 3	Term 4
Personalise Professional Development to meet the needs of all staff				
<ul style="list-style-type: none"> Build explicit and effective APR process aligned to AIP to identify individualised development needs <ul style="list-style-type: none"> Map frequency and duration of APR conversations through line management Map capacity building requirement across faculty and school Align PD requirements within PD plan Build capacity of PLC teams to identify individual staff needs and build staff capacity through sharing of practice <ul style="list-style-type: none"> Build capacity of staff (Min 80%) proficient with data conversation 	●	●	●	●
Utilisation of technology and 21st Century learning skills to build student capabilities for the workforce	●	●	●	●
<ul style="list-style-type: none"> Develop critical thinking skills within Critical Thinking Space <ul style="list-style-type: none"> Identified suite of Park Ridge non-negotiable practices <ul style="list-style-type: none"> Inquiry, collaboration, student developed questioning, Socratic circles Map wellbeing focused lessons across Junior School 	●	●	●	●
Build a culture of collaborative design, strategy and review through PLC	●	●	●	●
<ul style="list-style-type: none"> Build capacity in facilitating PLC cycles <ul style="list-style-type: none"> Whole staff Facilitator training and facilitation guide developed Facilitator training program for identified facilitators Collaboratively plan and design engaging and flexible learning experiences aligned to the national curriculum and QCAA priorities <ul style="list-style-type: none"> Leadership teams utilise PLT structure and data cycles to inform, measure and review current practice and identify future initiative 	●	●	●	●
Explicit data driven culture that not only identifies, but continuously responds to student needs				
Drive user friendly Data Plan to support staff to work meaningfully with student data, linked explicitly to PLC cycles and culture of collaborative design	●	●	●	●
<ul style="list-style-type: none"> Ratify Redeveloped data plan through LCC Build staff capacity to effectively track student attainment of skills through a variety of formative assessment strategies. Utilise data conversation in recurring cycles of inquiry Identify whole school feedback strategies inline cycles in line with DATA PLAN and PLC cycle Faculties set personalised LOA targets based on student group 	●	●	●	●
Demonstrate explicit use of unit specific My Learning Profile and Classroom Placemats to identify key strategies to improve student learning	●	●	●	●
<ul style="list-style-type: none"> Establish non-negotiables in My Learning Profiles and Classroom Placemats Develop curriculum cycles of review 5 core areas will develop and utilise proficiency scales for student feedback and goal setting 	●	●	●	●
Evidenced based pedagogical practice that explicitly identifies the goal of the learning, the strategies needed to enact those goals, supported by strong cycles of reflections and feedback				
Embed explicit teaching model: We Do Together/Lightning Bolt	●	●	●	●
<ul style="list-style-type: none"> Prioritising the development of curriculum that provides multiple opportunities to practice skills. Develop a culture that demonstrates explicitly that progression in a lesson is dependent on student mastery of skills <ul style="list-style-type: none"> All classrooms utilise a range of No-Hand's up strategies to measure skill attainment Students are able to articulate their progression toward skill attainment (Big 3) 	●	●	●	●
Explicit and sequential curriculum plan from year 7-12 that clearly identifies skills development and acquisition of knowledge and understanding				
Utilise QCAA cognitive skill progression map to inform/audit unit planning	●	●	●	●
<ul style="list-style-type: none"> Develop subject specific developmental skill progression Audit unit plans within subjects to ensure alignment between curriculum, assessment and pedagogy 	●	●	●	●
Strong culture of collaboration, sharing of best practices and a commitment to continual improvement				
Ensure all staff participate in peer observations and are provided with short and long observations with written feedback as part of the coaching	●	●	●	●
<ul style="list-style-type: none"> Staff identify benefits of peer observation in building their own practice through focus groups, survey and APR Create professional video recordings of best practice across key priority areas 	●	●	●	●

SATE – Develop an Exam Culture

Strategies

Rigorous skills based curriculum, teachers who know where each student is in the learning and students who are confident and capable under all assessment conditions

	Term 1	Term 2	Term 3	Term 4
Develop whole-school pedagogical practices that focus on regular cycles of review to ensure that knowledge and skills are learned and retained	●	●	●	●
<ul style="list-style-type: none"> Audit the success of the inclusion of unseen exams Respond to audit findings by redeveloping the delivery of teaching and learning cycles. Develop effective reteaching processes that ensure long term retention of knowledge 	●	●	●	●
Reading and writing explicitly taught across all curriculum areas every day, every lesson				
Establish on-demand writing requirement for all subjects, every lesson every day:	●	●	●	●
<ul style="list-style-type: none"> Establish non-negotiable consistent practice Develop staff capacity to deliver 7 habits of writing Establish SharePoint facility to display and celebrate examples of on demand writing. 	●	●	●	●

Potential Elevated Learners (PEL)

Strategies

Effective community and business partnerships, providing an authentic and hands on investment in the teaching and learning process.

	Term 1	Term 2	Term 3	Term 4
Forge learning partnerships with high end business and training organisations to support the development of curriculum and assessment	●	●	●	●
Explore authentic assessment opportunities to incorporate into PEL curriculum design	●	●	●	●

STEAMS

Strategies

Science, Technology, Engineering, Arts and Mathematics (STEAM) are prioritised and valued with multiple opportunities to extend learning beyond the classroom.

	Term 1	Term 2	Term 3	Term 4
Maximise STEAM curriculum opportunities across all year levels through subjects specific AND cross curricula projects to ensure every student participates in STEAM	●	●	●	●
Expand extra-curricular avenues to provide multiple opportunities for students to engage in STEAM learning	●	●	●	●
Establish a digital HUB in the Resource Centre to promote the extension of learning and deep research tasks	●	●	●	●

Green: 4Year Strategic Plan Focus

White: 2019 focus aligned to 4Year Strategic Focus

Navy: Alignment to PLC ways of working

Red: Highlighted areas that need focused attention

Open Red Circle: Work is new

Open Black/White Circle: Work has begun but not yet embedded

Closed Black/White Circle: Embedded practice evidenced in at least 80% of the School

Original plan undelivered in 2019 – Renewed focus

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