



Park Ridges SHS

Annual Implementation Plan

2019

Pedagogical Framework – Learning Design

Strategies	Term 1	Term 2	Term 3	Term 4
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Expert and dedicated teaching team collaboratively designing authentic learning experiences for the identified needs of all learners

Personalise Professional Development to meet the needs of all staff

- Build explicit and effective APR process aligned to AIP to identify individualised development needs
- Provide opportunity to share best practice in the small teams to support the identification of PD needs
- Build capacity of PLC teams to identify individual staff needs and build staff capacity through sharing of practice
- Build appropriately skilled teams to ensure teams have broad pedagogical and curriculum knowledge

Utilisation of technology and 21st Century learning skills to build student capabilities for the workforce

- Ensure all year 7, 11 and ignite students access learning through Edmodo online learning environment
- Continue to develop critical thinking skills within all PEL courses
- Investigate a whole school approach to reducing assessment in year 7 to make room for logic and Wellbeing focused lessons

Build a culture of collaborative design, strategy and review through PLC

- Build capacity in facilitating PLC cycles
- Collaboratively plan and design engaging and flexible learning experiences aligned to the national curriculum and QCAA priorities

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

- Redevelop data plan
- 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
- Review existing feedback cycles (how do we give feedback, how does it impact planning for learning?)

Demonstrate explicit use of unit specific My Learning Profile and Classroom Placemats to identify key strategies to improve student learning

- Establish non-negotiables in My learning Profiles and Classroom Placemats
- Develop curriculum cycles of review

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

- Ensuring that all teachers are utilising 'A' exemplars within their teaching
- 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**

Explicit and sequential curriculum plan from year 7-12 that clearly identifies skills development and acquisition of knowledge and understanding

Utilise ASM 7-12 to develop effective skills progression (Cognitive Verbs)

- Develop subject specific developmental skill progression
- Audit unit plans within subjects to ensure alignment with skill progression and a clear link to Visible Learning Cycle

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

- Provide opportunities for targeted peer observations across faculty areas
- Provide opportunities for peer observation within PLC teams
- 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

Review all junior assessment to ensure all curriculum areas have 1 exam per semester that covers the full semesters work.

Develop whole-school pedagogical practices that focus on regular cycles of review to ensure that knowledge and skills are learned and retained

- 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

Mirror senior curriculum and assessment processes in years 9 & 10

- Introduce exam conditions that reflect senior assessment requirements
- Develop internal assessment models for year 10 & 11 general subjects that directly reflect units 3 & 4.

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.

- Establish non-negotiable consistent practice
- Develop staff capacity to deliver **7 steps of writing**
- Establish SharePoint facility to display and celebrate examples of on demand writing

Map specific writing skills across existing curriculum areas

- Assign specific skills and genres to specific subjects

Effectively utilise DRTA to underpin curriculum planning.

Green: 4 Year Strategic Plan Focus

White: 2019 focus aligned to 4 Year 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

Embedded Practice: 2017/18 AIP

All Staff:

- explicitly deliver **Learning Intensions, Steps to Success and Success Criteria** (I do)
- utilise DRTA to teach reading across the school
- plan units using whole-school **Unit and Assessment Systems**
- all curriculum plans are aligned to national curriculum, identifying the key cognitive verbs and where they are explicitly taught
- develop and continuously use Classroom Placemat to differentiate student learning according to need
- explicitly use the language of Learning Together and recognise and reward positive behaviour in alignment with the **Functional Behaviour Model**

Sharon Amos

Principal Approval
25/02/2019

Sharon Amos

Darren Wallwork

ARD Approval
04/12/2018

Darren Wallwork

2019 AIP Response Timelines

- T1 Wk2 – HOD APRs to be completed
- T1 Wk6 – Individualised faculty responses to AIP with faculty specific targets to be completed
- T1 Wk7 – Teacher APRs that align with the AIP to be completed