



Park Ridge SHS ANNUAL IMPLEMENTATION PLAN 2021

Pedagogical Framework – Learning Design

Strategies	Term 1	Term 2	Term 3	Term 4
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				
<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 Investigate how Deep Learning aligns with Learning Design and Critical Thinking <ul style="list-style-type: none"> Pilot discrete cross-curricular opportunities Map personal and social general capabilities across faculty areas 	○ ○ ○	○ ○ ○	○ ○ ○	● ○ ○
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 in line with DATA PLAN and PLC cycle Faculties set cohort specific targets including LOA 	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
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"> Review effectiveness of My Learning Profiles (student voice) Establish non-negotiables in My learning Profiles and Classroom Placemats All faculties will develop and utilise proficiency scales for student feedback and goal setting Develop curriculum cycles of review and alignment 	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
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 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 <i>developmental</i> 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				
All staff engage in peer observations and structured short/long observations with written feedback.				
<ul style="list-style-type: none"> Staff engage in targeted peer observation in building their own practice through focus groups, survey, and APR Create professional video recordings of best practice across key priority areas 	○ ○	○ ○	○ ○	○ ○

Green: 4Year Strategic Plan Focus
 White: 2021 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

School Targets 2021

Attendance	> 92%
QCE or QCIA attainment	> 98 %
Student attainment C or higher (All subjects)	> 75 %
Student attainment B or higher (All subjects)	> 25 %

A Skills Focus: Learning to Support Mastery

Strategies	Term 1	Term 2	Term 3	Term 4
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				
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"> 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 effectively deliver on demand writing Establish SharePoint facility to display and celebrate examples of on demand writing. 	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○

Potential Elevated Learners (PEL)

Strategies	Term 1	Term 2	Term 3	Term 4
Effective community and business partnerships, providing an authentic and hands on investment in the teaching and learning process.				
Review Ignite and all PRSHS Excellence Programmes to gauge consistency of practice, value add and engaging extension opportunities. <ul style="list-style-type: none"> Develop action plan to build programmes Create explicit membership routines Develop consistent promotional plan 	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Forge learning partnerships with industry and training organisations to support the development of curriculum and assessment	○	○	○	○
Explore authentic assessment opportunities to incorporate into PEL curriculum design	○	○	○	○

STEAM

Strategies	Term 1	Term 2	Term 3	Term 4
Science, Technology, Engineering, Arts and Mathematics (STEAM) are prioritised and valued with multiple opportunities to extend learning beyond the classroom.				
Maximise STEAM curriculum opportunities across all year levels through subjects specific AND cross curricula projects to ensure every student utilises STEAM as a way of working in every classroom	○	○	○	○
Expand extra-curricular avenues to provide opportunities for students to engage in STEAM by providing a versatile education for a versatile world	○	○	○	○
Establish a technology HUB in the RC to support 21 st century learning	○	○	○	○

Wellbeing

Strategies	Term 1	Term 2	Term 3	Term 4
The Wellbeing of all members of our community is important to us and ensures the healthy growth and development of our community members. Providing a safe, engaging, and supportive environments across our school and community underpins this belief.				
Review current wellbeing Framework (conduct staff/student survey)	○	○	○	○
Identify and implement non-negotiable positive education strategies	○	○	○	○
Align PBL student and staff expectation to 21 st Century Skills	○	○	○	○
Targeted needs-based wellbeing initiatives to support school community	○	○	○	○
Map wellbeing focused lessons across Junior School (general capabilities)	○	○	○	○



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Embedded Practice: 2017-2021 AIP

All Staff:

- explicitly deliver **Learning Intentions and Success Criteria** (I do)
- utilise DRTA to teach reading across the school
- support students to develop effective **My Learning Profiles**, explicitly linked to the skills of the unit
- 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**
- Regular sharing of best practice to ensure effective capacity building within small teams.
- All BYOD classes access an online learning environment
- JS assessment policy indicates maximum assessments
- All staff utilise MLP and classroom placemats, that are available in classrooms
- Ensuring that all teachers are utilising 'A' exemplars within their teaching
- 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
- Mirror senior curriculum and assessment processes in years 9& 10
- Introduce exam conditions that reflect senior assessment requirements
- Develop internal assessment models for years 10 & 11 general subjects that directly reflect units 3 & 4.
- Sophisticated use of the explicit teaching cycle is evident in the delivery of learning experiences, collection, and response to student data in all faculties and classrooms.
- Use of no hands up strategies indicating a deep culture of no opt out.

Executive Principal

Bronwyn Johnstone:
Assistant Regional Director
(South East Region)