



Park Ridge State High School provides an inclusive environment that nurtures the wellbeing of learners from all backgrounds and abilities so that they feel welcomed and connected.

We are committed to creating positive school culture through linking wellbeing to all aspects of school life, exploring its impact on learning environments, curriculum, pedagogy, practices, policies and partnerships for learning and life.

Focus	Students	Staff	2022	2023	2024	2025
<b>Critical Thinking</b> Focus 2024	<p><u>Cross-Curricular Focus</u></p> <ul style="list-style-type: none"> <li>-A dynamic interconnected curriculum that allows student to work in learning teams across disciplines defines learning in our school. Students engage together to solve real world problems with authentic assessment tasks that impact not just at a school level, but beyond, into, business, further education, community organisations, state-wide and international initiatives.</li> </ul> <p><u>Thinking Models</u></p> <ul style="list-style-type: none"> <li>-Embracing ways of thinking and applying them in a variety of contexts, our students are curious, understanding the significance of metacognition in seeking solutions for both known and unknown learning situations</li> <li>-Challenging the world around them, our students think deeply about current local and global issues. Exploring these issues through questioning and posing hypotheses are a routine part of how they engage in every classroom. Our students use this perspective to build new mental models and create new ways of thinking about the world around them.</li> <li>-Assessment is linked to the real world, and where possible, assessment allows students to create for, and interact with our changing planet.</li> <li>-Students take an active part in developing solutions for our global issues (United Nations Global Challenges), engaging in opportunities at both a local, state, and international level, this is reflected in assessment that has an impact in our community</li> </ul>	<p><u>Cross-Curricular Focus</u></p> <ul style="list-style-type: none"> <li>-Our staff are excited about learning new and innovative ways of delivering teaching and learning in the classroom</li> <li>-Seeking out opportunities to partner across disciplines to collectively develop connected and relevant curriculum is important to our teachers. Reaching out to partners beyond the school environment to ensure learning and assessment opportunities align with current 21<sup>st</sup> Century expectations is pivotal to their planning approach</li> <li>-Assessment is interesting, negotiated and linked to real world situations. Staff work hard to assess in the moment of learning, mimicking more fully the working environment</li> </ul> <p><u>Thinking Models</u></p> <ul style="list-style-type: none"> <li>-Our staff are experts in and explicitly teach a variety of thinking models This is a routine part of their lesson composition</li> <li>-Differentiate learning in sophisticated and relevant ways, our staff are committed to ensuring the learning needs of all their students are catered to</li> <li>-DRTA, our whole school reading and thinking model, directs the way teachers unpack texts and support students to look for learning patterns</li> </ul>	pockets of practice		beginning whole school practice	ongoing moving to embedded
<b>Creativity</b> Focus 2025	<p><u>Innovation and Enterprise</u></p> <ul style="list-style-type: none"> <li>-Creativity, design, and an enterprising spirit define our student's mindset</li> <li>-Design, as a way of solving problems and developing new ideas and artefacts, is consistently applied across learning opportunities, immersing our students in design thinking methodology</li> <li>-Many of our students start their careers while still at school, partnering with businesses and organisations that support them to think divergently</li> </ul>	<p><u>Innovation and Enterprise</u></p> <ul style="list-style-type: none"> <li>-Learning spaces are interactive and provide spaces to discover and display new ideas, reflecting our commitment to incorporating creativity and design into every classroom</li> <li>-Our staff give up control to their students engaging them in a genuinely collective approach to designing the curriculum.</li> <li>-Assessment incorporates diverse opportunities to demonstrate standards with a large proportion of performance tasks that require a tangible product as an outcome</li> <li>-Building capacity as deliverers of creative, design centred pedagogies is a focus for our teachers</li> </ul>				
<b>Collaboration &amp; Communication</b> Focus 2022	<ul style="list-style-type: none"> <li>-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 to others, and respecting the diversity of the group.</li> <li>-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</li> <li>-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 21<sup>st</sup> century workplace</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-Experts in the delivery of collaboration and communication strategies, our staff model these skills, introducing varied and exciting platforms for students to grow their confidence</li> <li>-The PRSHS classroom is a flurry of activity, with students working with their peers to pose ideas, and solution seek together toward understanding. Collaborative teams are part of the norm, alongside multiple communication platforms</li> <li>-Teachers provide interesting spaces for students to create and communicate their ideas, whiteboards are filled with students work and assessment boards and question walls are common</li> <li>- 'No Hands Up' strategies are used in innovative ways, with the teacher often fulfilling the facilitator role in the classroom, supporting the students to create the work collectively</li> <li>-Classroom environments utilise research-based layouts, resources &amp; visual stimulus</li> <li>-Collaboration and communication are reported on termly and recorded on PRSHS Learner Profile</li> </ul>				embedded
<b>Character &amp; Citizenship</b> Focus 2023	<ul style="list-style-type: none"> <li>-Our students are caring and committed citizens of their local and global communities. They seek to make things better, layering moral, sustainable, and equitable lenses to their solution seeking processes.</li> <li>-Visioning for a better future and supporting the wellbeing of others alongside their own is very important to them. They Regulate their emotions and build the skills of resilience and mindfulness to adapt and grow with new challenges</li> <li>-Volunteering and giving back to their community is important to them, as is reaching out to those in need</li> <li>-Our students respect their environment and are creative in their approach to reducing our schools carbon footprint</li> <li>-Our students enjoy learning and have fun interacting with the broad range of cultures, identities, and beliefs around them</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding the value of raising the whole child, our teachers embed practices in their classroom that support the growth of mindfulness, curiosity, courage, resilience, ethics, and leadership</li> <li>-They reach out to the broader community to engage authentic opportunities for students to solve issues within their own and broader community context</li> <li>-Working across faculties to develop diverse approaches to investing in the environment and sustainability of our planet, our teachers provide time to discuss and pose questions about human impact on the world around us.</li> <li>-Brain-breaks', trauma informed practice, and emotional regulation are embedded into every unit and every lesson</li> </ul>				
<b>Learning Design &amp; Learning Together</b>						
<b>Consistent embedded practices</b>	<ul style="list-style-type: none"> <li>-Learning Design forms the foundation of teaching and learning at our school. Data responsive, it creates the blueprint for a balanced and researched based approach to effective pedagogical practice.</li> <li>-Our teachers are experts in the delivery of the 3 key models of Explicit Instruction, Directed Reading and Thinking Activity and our Colour Coded Data Cycle.</li> <li>-Students understand these models and their purpose in supporting them to grow excellent patterns of learning and become reflective learners who own their own data. This deep approach to teaching and learning is evidenced through high student success, retention rates and clear pathways beyond the school environment</li> </ul>	<ul style="list-style-type: none"> <li>-Learning Together articulates our approach to building resilient students who appreciate their environment and value learning. Our teachers are confident to teach appropriate behaviours and encourage our schools' expectations of – 'we are here to learn, do what is right and work together'.</li> <li>-Our students enjoy learning and understand the value of being on-time and ready for the learning day. They reflect our expectations through their caring, respectful, and engaged approach to interacting in all environments both inside and outside of the classroom. Our school is a place of celebration where positive recognition of success is embraced at all levels</li> </ul>				
<b>Engagement</b>						
<b>3 Dimensions</b> Focus 2022 Voice and Choice	<ul style="list-style-type: none"> <li>-Engaged cognitively, emotionally, and behaviourally, our students enjoy being a part of the learning environment</li> <li>-Having a voice, choice and a sense of empowerment, our students negotiate their learning with their peers and their teacher.</li> <li>-Multi-disciplines and innovative ways of approaching learning define the classrooms at PRSHS</li> </ul>	<ul style="list-style-type: none"> <li>-Our teachers know their learners and develop and sequence their curriculum to 'strives for challenge' not merely 'do your best'</li> <li>-Balancing high academic and behavioural expectations, our teachers hold a core belief that positive relationships support success</li> <li>-Students are taught how to unpack their own learning, set their own learning goals, and reflect on their achievement through MLP and student led parent teacher conferences</li> </ul>				
<b>Authentic Learning</b>						
<b>2023 Focus</b>	<ul style="list-style-type: none"> <li>-Our students engage in real life learning, exploring topics and concepts that are meaningful to their social demographic and developmental age</li> <li>-Empowered to make choices about specific focus areas of their learning, our students decide how to best report their findings</li> <li>-Providing flexible learning/assessment options, our students present evidence of their learning utilising a range of personal strategies</li> <li>-Our students engage in learning experiences that foster personal and interpersonal skills required for employment in our 21<sup>st</sup> century communities</li> </ul>	<ul style="list-style-type: none"> <li>-Our teachers align their curriculum to topics and contexts that are meaningful and accessible to all students</li> <li>-Our teachers engage students in both dialogue and research that results in a greater understanding of our local and extended communities</li> <li>-Our teachers develop assessment practices that are integrated within the learning continuum</li> <li>-Our teachers allow students the flexibility to choose how to best demonstrate their understanding to the select audience</li> </ul>				
<b>Pathways</b>						
<b>Connecting to Industry</b> Focus 2022	<ul style="list-style-type: none"> <li>-Exposure to the workplace enhances and complements the curriculum, supporting our students to embrace rich learning and personal development opportunities. This includes but is not limited to immersive learning linked to local employers, virtual classroom tours and industry visits</li> <li>-Flexible learning environments support choice and the building of strong learning partnerships among students, teachers, families, and community</li> <li>-Deep industry partnerships provide authentic, future focused learning approaches – crafting networks and advocacy for our students beyond the school environment</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitating quality partnerships between schools, employers, industry, community organisations and tertiary institutions, our teachers work along industry specialists to co-design and deliver programs in schools</li> <li>-Our teachers enable students to apply their knowledge and skills to work-related contexts in the classroom preparing students for the needs of a rapidly changing workforce, growing this approach through organising industry visits to explore latest technology and advancements</li> <li>-Actively partnering with industry specialists to develop networks across schools and regions, our staff build educational capability, at all levels, creating seamless transitions, for our students, from school to the workforce or further study</li> </ul>				