Park Ridges SHS Strategic Plan 2017-2020

Legend: ◉ = red circle (Plan/Develop), ○ = open circle, ● = filled circle

Pedagogical Framework –Learning Design

Strategies	2017 Plan/Develop	2018 Design/Implement	2019 Design/Implement	2020 Embed
Expert and dedicated teaching team collaboratively designing authentic learning experiences for the identified needs of all learners				
Identifying the 'must have' skills in the unit and how to teach and assess those skills to ensure student success	○	●	●	●
Every student provided with a learning environment where they are actively encouraged to develop their skills and knowledge – 'no hands up – no opt out'	◉	○	●	●
Collaboratively planning and designing engaging and flexible learning experiences aligned to the national curriculum	○	●	●	●
Explicit data driven culture that not only identifies, but continuously responds to student needs.				
Continuous day to day, week to week formative assessment of student learning information for re-adjustment, support or extension	◉	○	●	●
Explicit use of My Learning profile and data placemats to identify key strategies students can adopt to improve their learning	◉	○	●	●
Working in PLT's during planning, implementation and review phases of learning to analyse needs	◉		○	
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.				
Embedding explicit teaching model: I do, You Listen / I do you watch	○	●	●	●
Embedding explicit teaching model: We do together / You do I watch / Plough Back	◉	○	●	●
Tying feedback to key concepts and framing comments on assessment and homework in terms of how well students responses match unit objectives	◉	○	●	●
Embedding 9HYS: Graphic Organisers, Homework, summarising/note taking	◉	○	●	●
Embedding 9HYS: Comparing contrasting, cooperative learning,	◉		○	●
Embedding 9HYS: Non-linguistic representations	◉			○
Explicit and sequential curriculum plan from year 7-12 that clearly identifies skills development and acquisition of knowledge and understanding.				
Curriculum planning align to national curriculum and identifying the key cognitive verbs and where they are explicitly taught	○	●	●	●
ASM years 7-12 identifying skills (Cognitive Verbs) progression	○	●	●	●
Strong culture of collaboration, sharing of best practices and a commitment to continual improvement.				
Peer observations are conducted across faculty areas with short and long observations mandated with written feedback	○	○	●	●
Individualised Professional development targeted to teacher needs	○	●	●	●
Professional *video recordings of best practice* across key priority areas	◉	○	●	●
Introducing coaching framework effectively so that it is actually	◉	○	○	●

SATE – Develop an Exam Culture

Strategies	2017 Plan/Develop	2018 Design/Implement	2019 Design/Implement	2020 Embed
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.				
Redevelop Junior courses to include 1 exam per semester that covers the full semesters work.	◉	○	●	●
Ensure all core courses have 1 unseen exam per year	◉	○	○	●
Introduce exam conditions and LOA weighting reflect senior subjects YR. 9 & 10	◉	○	●	●
Skills explicitly identified, mapped, taught and measured across all KLA's from year 7-12. Skills taught for mastery and transferability.				
Core KLA's work collaboratively in inter-school partnerships to develop and deliver external examination opportunities	○	○	●	●
Develop strategies to explicitly teach and measure skills identified in the ASM Focused on Verbs, Vocab, Concepts.	○	○	●	●
Build staff capacity to effectively track student attainment of skills through a variety of formative assessment strategies.	◉	○	●	●
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.	◉	○	●	●
Create consistent and transferable writing practices explicitly taught in every classroom.	◉	○	●	●
Map and track writing skills across subjects. Teach specific skills within subject context.	◉	○	●	●
Effectively utilise DRTA to underpin curriculum planning.	○	●	●	●

Potential Elevated Learners (PEL)

Strategies	2017 Plan/Develop	2018 Design/Implement	2019 Design/Implement	2020 Embed
Adaptable and highly engaging curriculum providing a direct link to 21st century pathways, utilising negotiated approaches to both curriculum delivery and assessment practices.				
Provide opportunities for staff to engage in district and regional professional development opportunities in the area of PEL	◉	○	●	●
Partner with schools excelling in PEL space and provide release time for teachers to access strategies and build professional learning partnerships	◉		○	●
Utilise experts within our school environment to deliver workshops and individualised learning opportunities for teachers of PEL	◉	○	●	●
Facilitate the development of effective PLC's with a clear use of the inquiry cycle to collaboratively design, review and set strategy for PEL	◉		○	●
Ensure staff meeting and whole-school professional development time is differentiated to provide opportunities for staff to build capacity as teachers of PEL	◉		○	●
Continue financial investment in industry specialist working with HOD's and faculties to meet the PEL needs within faculties	◉		○	●
Focus on negotiated curriculum and peer developed learning experiences	◉	○	●	●
Develop student led curriculum design and review processes	◉		○	●
Highly skilled mentors and coaches sourcing individualised learning opportunities for PEL.				
Identify mentoring team	◉	○	●	●
Build coaching and mentoring approaches aligned to whole-school Coaching Framework	◉	○	●	●
Source professional development opportunities to build capacity of mentoring team	◉		○	●
Empower mentors to research and source varied learning opportunities for PEL	◉		○	●
Forge strong learning partnerships between mentors and PEL teachers to collaboratively design effective curriculum	◉			○
Establish mentoring PLC's to interrogate PEL data and collectively strategize	◉			○
Effective community and business partnerships, providing an authentic and hands on investment in the teaching and learning process.				
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	◉		○	●
Versatile timetable, teaching environment and resources to cater for the identified needs of PEL.				
Explore possible timetable changes to provide versatile learning environments	◉	○	●	●
Design and establish an Academic HUB	◉		○	●
Purchase and include IPAD and mobile devices to diversify learning experiences	◉	○	●	●
Develop learning environments and learning spaces that provide opportunities for students to work collaboratively	◉		○	●
Redefine Teacher Librarian role to maximise teaching and learning opportunities for PEL	○	●	●	●

STEAMS

Strategies	2017 Plan/Develop	2018 Design/Implement	2019 Design/Implement	2020 Embed
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 participates in STEAM	◉	○	●	●
Expand extra-curricular avenues to provide multiple opportunities for students to engage in STEAM learning	○	○	●	●
Prioritise whole staff and faculty STEAM PD	◉	○	●	●
Develop and promote Park Ridge SHS as a school that values STEAM through innovative practice and priority focus	◉	○	●	●
Establish a digital HUB in the Resource Centre to promote the extension of learning and deep research tasks	◉	◉	○	●
Curriculum rich in technology and design skills to support successful 21st century pathways focusing on inquiry, innovation and the creation of real world solutions.				
Resource with state of the art digital resources, including drones, computer programs and technologies that assist students to design and create	◉	○	●	●
Develop a Design Laboratory to facilitate innovative practice through technology enhanced solutions	◉	○	●	●
Effective industry partnerships provide authentic learning opportunities, enhance staff capacity and develop a common understanding of future focused learning for employment in a technology centred world.				
Establish partnerships with universities to enhance STEAM knowledge and skills and extend learning opportunities.	◉	○	●	●
Liaise with STEAM focused industry partners to ensure ongoing alignment between the school contexts and the real world environment.	◉	○	●	●
Identify and support STEAM champions to work with partners to promote authentic STEAM curriculum.	◉	○	●	●