



PARK RIDGE STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN

"To promote a love of learning and focus on the needs of all learners"

We foster creativity and ingenuity | We build resilient learners | We celebrate learning | We empower the learning community

HOW



WHAT

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|--|----------------------------|---|---|--|---|---|---|--|--|--|---|--|--|--|--|---|---|--|--|---|---|--|--|---|---|
| School priority 1 | | Embed an evidence-based pedagogical model into the teaching and learning cycle that promotes engagement. | | Phase | <i>Developing - D Implementing - I Embedding - E Reviewing - R</i> | School priority 2 | | Recognise the achievements and contributions of all students in building a positive school community. | | Phase | <i>Developing - D Implementing - I Embedding - E Reviewing - R</i> | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Embed Literacy Block from P – 2; Implement overview model in preparation for V.9 Aust. Curriculum; Deliver consistent planning process that promotes pedagogical model; Develop a multi-modal professional learning plan; Shared responsibility for the development of team capacity to support all students; | | E | | | | <ul style="list-style-type: none"> Embed inclusive practices in the teaching and learning cycle using Universal Design for Learning principles; Align awards to celebrate and recognise student behaviour, wellbeing and academic achievements; | | I | | | | | | | | | | | | | | | |
| Link to school review improvement strategy: | | <ul style="list-style-type: none"> Collaboratively identify and define the school's curriculum expectations and pedagogical approaches to inform teacher Professional Development (PD) and build skills, confidence, and instructional capability within a supported professional learning environment. Develop systematic approaches to closely monitor precise, disaggregated targets aligned to the EIA. | | | | Link to school review improvement strategy: | | <ul style="list-style-type: none"> Develop, implement and embed a transparent school culture that defines agreed upon values, behaviours and communication protocols. Collaboratively develop and communicate an EIA to achieve clarity, consistency, cohesion and a shared ownership of the school's strategic direction. | | | | | | | | | | | | | | | | | |
| Strategies | | <ul style="list-style-type: none"> Science of Reading/Learning High Impact Teaching Strategies Professional Learning Communities (PLT) | | | | Strategies | | <ul style="list-style-type: none"> Universal Design for Learning Positive Behaviour for Learning Personalised Learning | | | | | | | | | | | | | | | | | |
| Actions including Responsible officer(s) | | | | Resources | | | | Actions including Responsible officer(s) | | | | Resources | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Expand on Literacy Scope & Sequence (morphology); Develop staff digital skills using OneNote for portfolio implementation; Planning days and follow up to embed pedagogical model and promote engagement; Implement Performance planning aligned to priorities; Organise, with support from Engagement Team, WOW opportunities; Leadership Teams to conduct Learning Walks Develop and implement a multi-modal professional learning plan including PLT; | | | | <ul style="list-style-type: none"> Decodable Texts and class literacy resources; (Curriculum budget) Multi-modal PD options & planning time (TRS) (I4S); Pedagogical Model (Pedagogical & Literacy Playbooks) Engagement Teachers (RAR & I4S); | | | | <ul style="list-style-type: none"> Engagement Teachers & Head of Special Education Services involved in planning sessions; Plan for adjustments – PLPs & Unit plans Develop and embed whole school wellbeing framework; Implement PBL and align rewards recording of data on OneSchool; Conduct Year Level Welcome & Showcases; | | | | <ul style="list-style-type: none"> Voluntary committees to plan and organise events; Awards and certificates Multi-modal PD options & planning time (TRS) (I4S); Staff meetings, SharePoint & eMess@ge; Support Staff (RAR, WSS-SLR & I4S); | | | | | | | | | | | | | |
| Responsible officers | | | | | | | | Responsible officers | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Teachers, HOD Curriculum & Leadership Team; | | | | | | | | <ul style="list-style-type: none"> HOSES, Engagement Teachers (including PBL Key Teacher), PBL Team, Teachers & Leadership Team; | | | | | | | | | | | | | | | | | |
| End Term 4 | Measurable outcomes | | <ul style="list-style-type: none"> Delivery of consistent planning process that promotes pedagogical model; Embedded Literacy Block from P – 2; Aligned performance plan process to pedagogical model; <p>English A – E data 5% growth minimum 70% A - C;</p> | | | | | | Measurable outcomes | | <ul style="list-style-type: none"> Embedded inclusive practices in the teaching and learning cycle using Universal Design for Learning principles; Aligned awards to celebrate and recognise student behaviour, wellbeing and academic achievements; <p>Decrease in major behaviour incidents and SDA 10% rise in attendance</p> | | | | | | | | | | | | | | |
| | Success criteria | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | Success criteria | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | | | | | | | |
| | | | <ul style="list-style-type: none"> Greater than 80% A – C and 50% A – B in English | | <ul style="list-style-type: none"> Identify strategies that have maximised impact on student learning | | <ul style="list-style-type: none"> Identify processes that have supported student growth and teacher capability | | | | <ul style="list-style-type: none"> 50% reduction in SDAs for the year Greater than 80% A – C and 50% A – B in English | | <ul style="list-style-type: none"> Identify strategies that have maximised impact on student learning | | <ul style="list-style-type: none"> Identify processes that have supported student growth and teacher capability | | | | | | | | | | |
| Artefacts | | Leadership Team SCOREBOARD English year level formative data PRSS Pedagogical Model & Pedagogy Playbook Literacy Playbook Unit Planning template A- E data - OneSchool | | | | | | | | | | Artefacts | | Unit Planning template Personalised Learning Plans – OneSchool PBL data sets Behaviour data – OneSchool Leadership Team SCOREBOARD | | | | | | | | | | | |
| Measurable outcomes | | Success criteria | | | | Artefacts | | Monitoring | | Measurable outcomes | | Success criteria | | | | Artefacts | | Monitoring | | | | | | | |
| End Term 1 | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | | | | | | | |
| | | | <ul style="list-style-type: none"> Respond to feedback to improve understanding of requirements of English Unit | | <ul style="list-style-type: none"> Link formative assessment to feedback process for students Commence literacy program and complete initial planning phase | | <ul style="list-style-type: none"> Review initial success of planning processes and PLT processes. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD – PLT data APDPs MyHR | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | <ul style="list-style-type: none"> 50% reduction in Term 1 SDAs UDL adjustments recorded in planning documents PLPs to record reasonable targeted and intensive adjustments | | <ul style="list-style-type: none"> Engage with the curriculum through access to reasonable adjustments. | | <ul style="list-style-type: none"> Plan for reasonable adjustments during planning sessions. | | <ul style="list-style-type: none"> Discuss processes for supporting students during APDP meetings and align appropriate professional development. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD Personalised Learning Plans | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | |
| | | | <ul style="list-style-type: none"> Completed 3rd planning cycle PLT and moderation process completed indicating success of programs towards English A – E goals APDP review completed | | <ul style="list-style-type: none"> Demonstrate improvement in A – E data (80% A-C and a 10% increase in A-B) | | <ul style="list-style-type: none"> Demonstrate understanding of the role of adjustments and feedback to support student understanding and build capability. Embed literacy practices | | <ul style="list-style-type: none"> Identify and further problems of practice identified in PLT process and review of data. Review of literacy block completed to ensure it aligns with effective practices. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD – PLT data APDPs MyHR | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | <ul style="list-style-type: none"> 50% reduction in Semester 1 SDAs UDL adjustments recorded in planning documents | | <ul style="list-style-type: none"> Celebrate success through the PBL process. | | <ul style="list-style-type: none"> Review classroom and year level practices to support all learners. Engage in the redevelopment of the Student Code of Conduct. | | <ul style="list-style-type: none"> Review current SDA rates to determine effectiveness of roll out of new processes. Complete Student Code of Conduct review and re-write. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD Personalised Learning Plans | | <ul style="list-style-type: none"> PLT meetings Leadership meetings |
| End Term 2 | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | | | | | | | |
| | | | <ul style="list-style-type: none"> Respond to feedback to improve understanding of requirements of Mathematics Unit | | <ul style="list-style-type: none"> Link formative assessment to feedback process for students in Mathematics | | <ul style="list-style-type: none"> Identify needs of students from data and PLT in Mathematics | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD – PLT data APDPs MyHR | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | <ul style="list-style-type: none"> 50% reduction in Term 3 SDAs PLPs to record reasonable targeted and intensive adjustments | | <ul style="list-style-type: none"> Celebrate success through the PBL process. | | <ul style="list-style-type: none"> Review impact of changed processes within classrooms. | | <ul style="list-style-type: none"> Review impact of changed processes throughout school. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD Personalised Learning Plans | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | |
| | | | <ul style="list-style-type: none"> 4th and final planning session completed PLT in mathematics commenced | | <ul style="list-style-type: none"> Demonstrate improvement in A – E data (80% A-C and a 10% increase in A-B) | | <ul style="list-style-type: none"> Demonstrate understanding of the role of adjustments and feedback to support student understanding and build capability. Embed literacy practices | | <ul style="list-style-type: none"> Identify and further problems of practice identified in PLT process and review of data. Review of literacy block completed to ensure it aligns with effective practices. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD – PLT data APDPs MyHR | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | <ul style="list-style-type: none"> 50% reduction in Term 3 SDAs PLPs to record reasonable targeted and intensive adjustments | | <ul style="list-style-type: none"> Celebrate success through the PBL process. | | <ul style="list-style-type: none"> Review classroom and year level practices to support all learners. Engage in the redevelopment of the Student Code of Conduct. | | <ul style="list-style-type: none"> Review current SDA rates to determine effectiveness of roll out of new processes. Complete Student Code of Conduct review and re-write. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD Personalised Learning Plans | | <ul style="list-style-type: none"> PLT meetings Leadership meetings |
| End Term 3 | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | | | | | | |
| | | <ul style="list-style-type: none"> Respond to feedback to improve understanding of requirements of English Unit | | <ul style="list-style-type: none"> Link formative assessment to feedback process for students in English Unit | | <ul style="list-style-type: none"> Review initial success of planning processes and PLT processes. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD – PLT data APDPs MyHR | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | <ul style="list-style-type: none"> 50% reduction in Term 3 SDAs PLPs to record reasonable targeted and intensive adjustments | | <ul style="list-style-type: none"> Engage with the curriculum through access to reasonable adjustments. | | <ul style="list-style-type: none"> Plan for reasonable adjustments during planning sessions. | | <ul style="list-style-type: none"> Discuss processes for supporting students during APDP meetings and align appropriate professional development. | | <ul style="list-style-type: none"> OneNote – planning document Leadership Team SCOREBOARD Personalised Learning Plans | | <ul style="list-style-type: none"> PLT meetings Leadership meetings | | | |
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| End Term 3 | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | Students can/will: | | Teachers can/will: | | Leadership team can/will: | | | | | | | | | |
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Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _____ **P&C/School Council** _____ **School Supervisor** _____