



# Patricks Road SS Annual Implementation Plan 2022

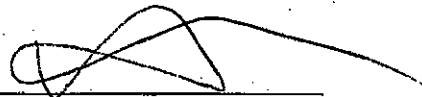
Digital Pedagogies supporting Creative Learning	Extending High Achievers
<p>Strategies:</p> <ul style="list-style-type: none"> <li>- Creation of 2 units of work in each year level where an authentic problem/context drives the learning. <i>Teaching teams with support of HOD/C's: Planning prior to each semester.</i></li> <li>- Use of digital portfolios within each creative unit by each student, allowing students to show their thinking in multiple ways (P-2: Seesaw, 3-6 using Pages or Numbers). <i>Facilitated by all class teachers. Ongoing.</i></li> <li>- Provision of professional learning on inquiry learning and the role that digital pedagogies can play within the process. <i>Leadership team facilitates, all teachers and aides undertake PD (Professional Development), included in PDP (Professional Development Plan) goals where suitable. Ongoing.</i></li> <li>- Provision of opportunities for staff to build a shared understanding of student agency. <i>Leadership team facilitates, all teachers engage through staff meetings and team meetings throughout the year.</i></li> <li>- Continue to build teacher understanding and capacity to use SAMR (Substitution, Augmentation, Modification, Redefinition) as part of planning. <i>Leadership team facilitates, all teachers engage through staff meetings and planning throughout the year.</i></li> </ul>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>- Targeted warm ups include extension <i>All class teachers. Ongoing.</i></li> <li>- Teach to the A <i>All class teachers. Ongoing.</i></li> <li>- BIU (Bump It Up) wall has three levels of achievement A, B, C (or equivalent) <i>All class teachers. Ongoing.</i></li> <li>- Writing groups at least weekly in all classes. <i>All class teachers. Ongoing.</i></li> <li>- Annotated feedback to students <i>All class teachers. Ongoing.</i></li> <li>- Make learning visible <i>All class teachers. Ongoing.</i></li> <li>- Increase opportunities for collaborative work (beyond pairs) <i>All class teachers. Ongoing.</i></li> <li>- Build a shared understanding of how to identify a high achiever and why it is important <i>Leadership team facilitates, all teachers engage through staff meetings and team meetings throughout the year.</i></li> <li>- Revisit the identification process <i>Leadership team facilitates, by end of Semester 1.</i></li> <li>- PD on catering for high achievers</li> </ul>

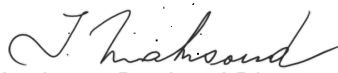
<ul style="list-style-type: none"> <li>- Continue to use a range of strategies to enhance parental understanding of the ways in which digital pedagogies enhances learning. <i>Leadership team and teachers communicate through a range of ways throughout the year.</i></li> <li>- Support the use of the Digital Pedagogies Scope &amp; Sequence. <i>Teaching mentors, HOD/Cs and Deputies as needed. Ongoing.</i></li> <li>- Build a set of teaching resources that support the consistent approach to cybersafety across the school. <i>Leadership team. Throughout the year</i></li> <li>- Finalise and share the Digital Pedagogies Policy. <i>Digital committee, by end of semester 1.</i></li> <li>- Continue roll out of BYO Device program, increase ratio of iPads in P-Yr 2 and update teacher iPads. <i>Leadership team, by end of term 3.</i></li> </ul>	<p><i>Leadership team facilitates, all teachers undertake PD, included in PDP goals where suitable. Ongoing.</i></p> <ul style="list-style-type: none"> <li>- Consistency across year levels <i>Leadership team and all class teachers. Ongoing.</i></li> <li>- Allow time during planning and/or YLM (Year Level Meeting) to develop extension strategies <i>HOD/C's and YLLs (Year Level Leaders) to lead. Planning for each term and throughout the year.</i></li> <li>- Differentiate between extension in class and enrichment out of class. <i>Leadership team does so during planning and work on EIA. Ongoing.</i></li> <li>- Shift focus of inclusion team to enable more explicit work with high achievers. <i>Leadership team facilitates, ongoing.</i></li> <li>- Explore team teaching including use of inclusion team. <i>Class teachers who wish to engage, supported by leadership team.</i></li> </ul>
<p>Indicators:</p> <ul style="list-style-type: none"> <li>- One authentic/ creative inquiry-based unit of work for each year level each semester planned for, taught and reviewed. <i>Evidence through planning and engagement in classrooms.</i></li> <li>- Digital portfolios being used by students to show evidence of their achievement. <i>Evidence through moderation of student work as end of each unit.</i></li> <li>- Increased student agency. <i>Evidence through EIA (Explicit Improvement Agenda) questions each term.</i></li> <li>- Improved understanding and use of teaching strategies by teachers of inquiry learning, SAMR model and student agency.</li> </ul>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>- Students are clear about what they are learning, are challenged through their learning, authentically collaborating and can clearly articulate their next steps. <i>Evidence through EIA questions each term.</i></li> <li>- Teachers are familiar with the identification of gifted learners process and have a shared understanding of how to identify a high achiever and why this is important. <i>Evidence through engagement with process, professional conversations and implementation of extending leading. Ongoing.</i></li> <li>- All teachers are able to collaboratively develop and implement strategies to cater for high achievers. <i>Evidence through EIA questions each term.</i></li> </ul>

<p><i>Evidence through attendance at and engagement with PD, professional conversations. Ongoing.</i></p> <ul style="list-style-type: none"> <li>- Improved understanding by parents of how digital pedagogies are used to enhance learning. <i>Evidence through parent surveys, school based and SOS (School Opinion Survey).</i></li> <li>- Digital Pedagogies Scope and Sequence implemented in all classes. <i>Evidence through review of the creative task and digital technologies unit work and assessment, through PDP observations and student work samples collected.</i></li> <li>- Resources to support consistent approach to cyber safety across the school are easily located and used by teachers. Children can articulate ways in which they are cyber safe. <i>Evidence through EIA questions each term, creation of One Note and range of resources saved.</i></li> <li>- Policy finalised and shared with staff. <i>Evidence through staff meeting agenda.</i></li> <li>- BYOD program rolled out and increase of ipads in lower school. <i>Evidence through BYOD program and ration of child to iPad.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Staff articulate the difference between extension in class and enrichment out of class. <i>Evidence through professional conversations. Ongoing.</i></li> <li>- Inclusion team work more effectively with teachers as a team to enable improved catering for high achievers. <i>Evidence through EIA questions each term.</i></li> <li>- Some teachers engage in team teaching and, evaluate the impact for high achievers and share their outcomes with others. <i>Evidence through professional conversations. Ongoing.</i></li> </ul>
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Endorsed at P&C meeting 21<sup>st</sup> February 2022:

Principal:   
Danielle Priday

P&C President:   
Heidi Parker

  
Assistant Regional Director  
Tony Maksoud