OVERVIEW

Aberfoyle Park High School is working towards being a highly effective professional learning community (PLC) with young people at the centre of everything we do. This plan guides the development and consistent implementation of our whole school efforts to improve learning outcomes and to ensure that all students achieve to a high standard. We are guided by:
TfEL DOMAIN 1 – Learning for effective teaching and the *Australian Professional Standards for Teachers*

1.1: Understand how self and others learn	*Standard 1 - Know students & how they learn*
1.2: Develop deep pedagogical and content knowledge	*Standard 2 - Know the content & how to teach it*
1.3: Participate in PLCs	*Standard 3 - Plan for & implement effective teaching & learning*
1.4: Engage with community	*Standard 4 - Create & maintain supportive & safe learning environments*
1.5: Discuss educational purpose and policy	*Standard 5 - Assess, provide feedback & report on student learning*
1.6: Design, plan and organise for teaching and learning	*Standard 6 - Engage in professional learning*
	Standard 7 - Engage professionally with colleagues, parents/carers & the community

Our work as a Professional Learning Community is focused on:
What is it we want students to know? What should each student know and be able to do as a result of each unit, year level, and/or course? – AGREED CURRICULM
How will we know if our students are learning? Are we monitoring each student's learning on a timely basis? – STUDENT FEEDBACK / FORMATIVE & SUMMATIVE ASSESSMENT
How will we respond when students do not learn? What classroom / systematic processes are in place to provide additional time and support for students who are experiencing difficulty? – INSTRUCTION / DIFFERENTIATION &/or INTERVENTION
How will we enrich and extend the learning for students who are proficient? – INSTRUCTION / DIFFERENTIATION &/or INTERVENTION &/or ACCELERATION
How will we increase our instructional competence? – TEACHER PROFESSIONAL LEARNING / PERFORMANCE & DEVELOPMENT / OBSERVATIONS
How will we coordinate our efforts as a school? – LEADERSHIP / SHARING DATA / ATTENTION TO CULTURE

STRATEGIC DIRECTION	Key Actions	Support Structures & Resources	Evidence / Indicators of Success
GUARANTEED AND AGREED CURRICULUM ***Identify & deliver essential curriculum content for all students*** ***TfEL DOMAIN 2 - Create safe conditions for rigorous learning*** *2.1: Develop democratic relationships* *2.2: Build a community of learners* *2.3: Negotiate learning* *2.4: Challenge students to achieve high standards with appropriate support*	❑ Essential learnings and Literacy & Numeracy foci are developed & refined in each curriculum area with reference to the Australian Curriculum and/or SACE / Child Protection Curriculum & Graduate Quality and Skills Framework via PLC/Faculty agreed proformas ❑ PLC SMART goals are based on relevant data sets eg common assessment tasks, NAPLAN, PAT R/M, grade, attendance, retention data, student feedback etc ❑ Develop a clear plan around the different types of student data and its use ❑ PLCs ensure that the curriculum clearly articulates criteria for success and improvement (growth). ❑ Clarify the use of formative assessment and feedback to reduce the discrepancy between learning intentions and what students know, understand and are able to do. ❑ PLCs use common formative and summative assessment data to inform and review curriculum planning and instruction ❑ Provide a differentiated curriculum that ensures all students are challenged and able to achieve growth in their learning. ❑ PLCs & teachers use regular targeted feedback from students at all levels to inform curriculum programs. ❑ Build the capacity of leaders to support the work of PLCs & faculties to improve teaching and learning.	❑ Re-establish Professional Learning Communities annually ❑ Additional release time & resources (inc. community resources) are available to further support PLC PD ❑ Links to DECD via Results Plus & other relevant personnel ❑ PD / resources to support intervention, differentiation, acceleration SACE Flexibilities, formative assessment & feedback are provided ❑ Opportunities to join with Precinct primary schools and other secondary schools ❑ Provision of timely and relevant data	❑ Essential learnings and Literacy & Numeracy focus are agreed in each PLC and Learning Area and shared in multiple ways ❑ Data is used to identify student participation and engagement (including attendance), progress and improvement (including literacy & numeracy gains) and intervention needs and targets are met ❑ Intervention, differentiation, acceleration strategies and SACE flexibilities are evident in task design and in planning teaching practice/pedagogy and a school system level ❑ Course outlines, summative assessment tasks, timelines, rubrics & results are published on DayMap in a timely manner ❑ PLCs and teachers can identify, demonstrate & provide evidence of effective teaching practices (as described in the Australian Professional Standards for Teachers) ❑ Relevant aspects of the CPC are evident in each curriculum area ❑ Student feedback is reflected in review and refinement of curriculum ❑ A data management plan is devised ❑ PLCs / Teachers increasingly use data to inform the design of lessons that enable students to make progress in their learning
TEACHING FOR EFFECTIVE LEARNING ***Focus on higher levels and deeper understanding of learning*** ***TfEL DOMAIN 3 – Develop expert learners*** *3.1: Teach students how to learn* *3.2: Foster deep understanding and skillful action* *3.3: Explore the construction of knowledge* *3.4: Promote dialogue as a means of learning*	❑ Develop a deep understanding of all aspects of TfEL Domain 3 & Australian Professional Standards for Teachers 1, 2, 3 & 5 through rigorous performance & development conversations & planning ❑ "Backwards by Design" is used to plan all units of work across all year levels and all learning areas ❑ Ensure that classroom teaching practice provides opportunities for students' to develop deeper and higher levels of thinking and learning eg Higher Order Thinking Skills, ICT, Problem Based Learning, integrated curriculum and common formative / assessment tasks ❑ Tasks cater for a diversity of learning styles and a variety of assessment methods are used to capture evidence of student learning ❑ PLCs & teachers use regular targeted feedback from students at all levels to inform their own pedagogy and PLC actions ❑ Track & monitor all students to ensure wellbeing, academic growth & progress through the use of relevant data sets (quantitative & qualitative) to enable effective interventions ❑ Foster growth mindsets with staff & students ❑ Specifically teach students the skills that enable reading and discussing analytically, drawing inferences and conclusions, analyzing conflicting data sources, solving complex problems that have multiple right answers etc ❑ Share common assessment data and facilitate moderation to support consistent judgement in PLCs to enable reflection upon effective teaching practice	❑ Access to professional development in key areas including Growth Mindset, Results Plus, Differentiation, PBL, Australian Professional Standards for Teachers, Art & Science of Teaching, Backwards by Design, Well4eing etc ❑ PD & access to TfEL Student surveys ❑ Access to technology and online / other networks including South Valley Precinct ❑ "Wellbeing for Learning Team", Library staff, ATIP team, Ignite Professional Learning and other internal resources ❑ Performance & development conversations and feedback	❑ All staff reference, use and acknowledge TfEL, Australian Professional Standards for Teachers through P&D plans and feedback ❑ Unit plans identify how higher levels of thinking and deeper understanding of learning are included ❑ Teachers use the language of high expectations for all students at all times ❑ Lesson activities and assessment tasks meet the needs of all students ❑ Student feedback is reflected in review and refinement of classroom pedagogy ❑ Students demonstrate a growth mindset by being able to articulate: ■ Learning intentions for a lesson or series of lessons ■ What they know, understand and are able to do ■ What they need to do to improve
EVIDENCE BASED TEACHING AND LEARNING IN THE 21st CENTURY ***Use digital technologies to enhance teaching and learning*** ***TfEL Domain 4 - Personalise and connect learning*** *4.1: Build on learners' understanding* *4.2: Connect learning to students' lives and aspirations* *4.3: Apply and assess learning in authentic contexts* *4.4: Communicate learning in multiple modes*	❑ Ensure that students can learn and work utilising digital technologies to move from traditional to transformational ways of working and learning (Technological Pedagogical And Content Knowledge - TPACK) eg online courses, iTunesU courses, iBook's, e-book's, Moodle, Google Classroom, DayMap, Edmodo etc ❑ Establish creative and innovative learning environments to address the needs of all learners eg flipped classrooms, blended learning, blogs, online communities etc ❑ Ensure students can create, apply & present/publish authentically &/or digitally for a range of audiences ❑ Continue to build teacher capacity to continually improve their 21st century teaching practice and pedagogy. ❑ PLCs & teachers use regular targeted feedback about the quality use of digital technologies from students at all levels to inform pedagogy and practice.	❑ Coaches / mentors for individuals and PLCs ❑ Access to PD (internal and external) ❑ Release time to develop shared e-learning resources ❑ Ongoing high level access to ICT ❑ Research informs practice	❑ Student feedback indicates creative and innovative use of digital technologies across all curriculum areas to enhance student learning outcomes and engagement ❑ Task design provides students with opportunities to utilise a variety of 21st century skills including digital technologies to a range for audiences ❑ Student learning demonstrates the effective use of 21st century skills including digital technologies ❑ Teachers' learning and work demonstrates the use of relevant, creative and innovative digital technologies