Pedagogical Framework

Our Vision:
We strive to improve levels of student achievement and aim for continual improvement by working together every day in every classroom, to ensure every student is learning and achieving.

Our Values:
We value academic skills, responsibility, respect, results and resilience.

Our Pedagogical Beliefs:
We believe in establishing a safe and supportive, connected and inclusive learning environment which includes high expectations, evidence based decision making, the alignment of pedagogy, curriculum and assessment and differentiated instruction. Our school community members must be respectful and carry out the following broad aims:

<table>
<thead>
<tr>
<th>Principal needs to</th>
<th>Staff need to</th>
<th>Students need to</th>
<th>Parents need to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide strong instructional leadership</td>
<td>• Be organised and proactive in all aspects of their duties</td>
<td>• Give every effort in all learning tasks</td>
<td>• Be highly involved in their child’s education and encourage them</td>
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<tr>
<td>• Support and guide school community members</td>
<td>• Understand and follow all the school’s expectations, procedures, programs and processes.</td>
<td>• Take responsibility for their own learning at school and at home</td>
<td>• Follow the school’s processes and procedures for learning tasks – e.g. homework etc</td>
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<tr>
<td>• Ensure the main focus is on student outcomes.</td>
<td>• Ensure the main focus is on student learning.</td>
<td>• Develop self-discipline and co-operate in all school activities.</td>
<td>• Be involved and contribute to the school community, e.g P&amp;C Activities</td>
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Alignment of Curriculum and Pedagogy and Assessment
Student Centred Planning
High Expectations
Targeted and Scaffolded Instruction
Evidence based Decision Making
Safe, supported, Connected and Inclusive Learning Environment

A Positive school environment characterised
By rich & engaging experiences that are based on respectful, caring, inclusive & safe behaviours

Curriculum Intent
Is what we want students to know, understand and be able to do

Assessment
The evidence on which judgments about student learning are made in order to inform future teaching and learning

Sequence teaching and Learning
The relationship between what is taught and how it is taught in order to maximise student learning

Making Judgements
Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning

School wide Process for Staff Capability Development
Our pedagogical framework provides our school community with a clear and consistent way to continue working together to build the professional capacity of our staff and improve the learning experiences and outcomes of our students.

## School wide Practices, Processes and Strategies to maximise student engagement and learning.

- **School Wide Positive Behaviour Policy**
- **Six Kinds of Best program**
- **Learning and Wellbeing Framework**
- **Book work expectations**
- **Parent and Community Engagement Practices**
- **Wellcamp Charter of Expectations**

## School wide practices, Process and strategies for Staff Capability Development

- **Staff Inductions**
- **Professional Networks**
- **Classroom Observations**
- **Coaching & feedback**
- **Staff Development through Cluster PD**
- **Professional Standards for Teachers**
- **Developing Performance**

### Students

<table>
<thead>
<tr>
<th>Documents we use:</th>
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<tbody>
<tr>
<td>- Inclusive practices – P-12 framework</td>
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<tr>
<td>- <strong>Differentiation Instruction Planner</strong></td>
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<tr>
<td>- EATIPS</td>
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#### Strategies and Practices

- Purposeful use of data aligned to Assessment Framework - informs planning, necessary differentiation & adjustments (both ends of performance scale)

#### Evidence we see:

- Focused and engaged learning experiences

### Curriculum Intent

<table>
<thead>
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<th>Documents we use:</th>
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<tbody>
<tr>
<td>- Australian Curriculum and Reporting Authority (ACARA) and Queensland Curriculum, Assessment and Reporting (QCAR)</td>
</tr>
<tr>
<td>- Whole School Curriculum, Assessment and Reporting Plan</td>
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<tr>
<td>- <strong>Education QLD Time Allocations</strong></td>
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#### Strategies and Practices

- Planning meetings with leadership team
- Inclusion of authentic contexts within units of work
- Adapting and Adopting C2C-units
- Aligning with Mandated Curriculum and Assessment and reporting expectations

#### Evidence we see:

- **Curriculum Planning (Individual and through meetings)**
- Unit overviews
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported

### Assessment

<table>
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<tr>
<td>- Darling Downs South West (DDSW) Assessment Framework and Benchmarks</td>
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<tr>
<td>- Whole School Assessment Framework</td>
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<tr>
<td>o Assessment Instruments</td>
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#### Strategies and Practices

- Identifying types of assessment used - for learning, to inform your teaching - as learning, student self-reflection - of learning, evidence of achievement

#### Evidence we see:

- Adapted task sheets and assessment tasks
- Guide to Making Judgments - Adapting C2C framework and adapted (16 elements)
- Anecdotal student work
- Purposeful use of data including Individual student goals
- Implementation of Assessment tools

### Sequence teaching and Learning

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<tr>
<td>- <strong>Explicit Teaching Lesson Structure</strong></td>
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<tr>
<td>- 16 Elements of Explicit Teaching</td>
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<tr>
<td>- Walt WILF, TIB</td>
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</tbody>
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#### Strategies and Practices

- Student Centred Planning
- Evidence based planning decisions
- Implementation of Explicit Teaching cycle (sequence guided instruction)
- Use of ICT and Higher Order Thinking (HOT) strategies – Symphony of Teaching and Learning
- Use of Warm Up and Consolidation Episodes (Moving memory from short term to long term)
- First Steps in Reading
- Re-evaluation of learning goals on a semester basis for students on IEP’s

#### Evidence we see:

- Inclusion of ICT’s and HOT in planning
- Observable explicit teaching lesson cycle (16 elements)
- Enactment of School Wide Positive Behaviour Plan
- Consistent use of agreed EI metalanguage
- Enactment of Individual Student Plans where appropriate
- High Quality Book work, student displays and word walls

### Making Judgements

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<tr>
<td>- ACARA and QCAR and support documents (e.g. work samples)</td>
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<tr>
<td>- Whole School Programs</td>
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<tr>
<td>- Alignment assessment and reporting framework</td>
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<tr>
<td>- Cluster Writing Guide</td>
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<tr>
<td>- Wellcamp Data Spreadsheet</td>
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#### Strategies and Practices

- In school and External Moderation Processes
- Use of exemplars and Guide to making judgments with students.

#### Evidence we see:

- Goal Setting by students
- Student Learning Logs
- Moderation Small School and Cluster

### Feedback

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<tr>
<td>- DDSW Lead Pedagogical Feedback Model</td>
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<tr>
<td>- Curriculum Intent, Assessment, Student Goals</td>
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</table>

#### Strategies and Practices

- Use of multiple feedback opportunities including formal and informal practices
- Frequent responses and checking for understanding (16 elements)
- Whole School and Cohort Data Analysis
- Timely work correction
- Student Goal Setting

#### Evidence we see:

- Parent teacher interviews
- Observable Feedback (i)written (ii)conversations
- Annotated Bookwork/student samples

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### Our students

Working together to ensure that every day, in every classroom, every student is learning and achieving.