Wellcamp State School
work and play in harmony
EST 1899

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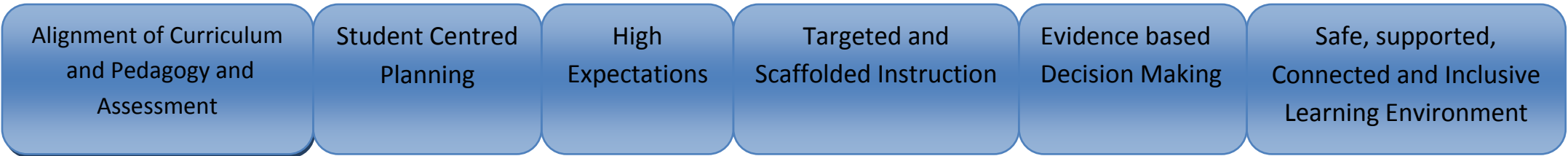
Our Values: *We value academic skills, responsibility, respect, results and resilience.*

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;*

Principal needs to	Staff need to	Students need to	Parents need to
• **Provide strong instructional leadership** • **Support and guide school community members** • **Ensure the main focus is on student outcomes.**	• Be organised and proactive in all aspects of their duties • Understand and follow all the school's expectations, procedures, programs and processes. • Ensure the main focus is on student learning. • Engage in activities to improve practice.	• Give every effort in all learning tasks • Take responsibility for their own learning at school and at home • Develop self-discipline and co-operate in all school activities.	• Be highly involved in their child's education and encourage them • Follow the school's processes and procedures for learning tasks –e.g homework etc • Be involved and contribute to the school community. e.g P&C Activities

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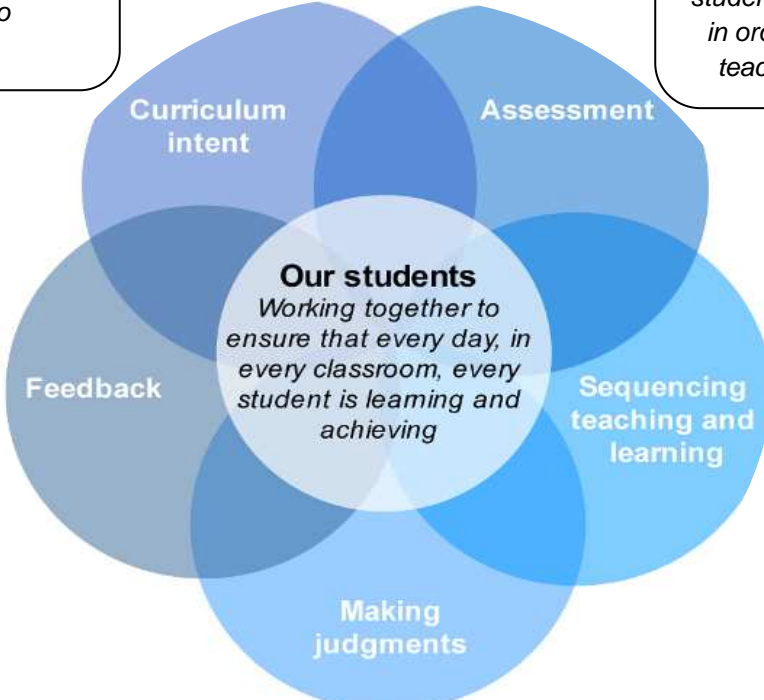
Curriculum Intent
Is what we want students to know, understand and be able to do

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

Feedback
Information and advice provided by a teacher, peer, parent or self about performance aimed at improving 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

Curriculum intent

Assessment

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

Feedback

Sequencing teaching and learning

Making judgments

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

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Students

Documents we use:
- Inclusive practices – P-12 framework
- Differentiation Instruction Planner
- EATSIPS

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

Documents we use:
- Australian Curriculum and Reporting Authority (ACARA) and Queensland Curriculum, Assessment and Reporting (QCAR)
- Whole School Curriculum, Assessment and Reporting Plan
- Education QLD Time Allocations
- Cluster Reading Program

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

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Assessment

Documents we use:
- Darling Downs South West (DDSW) Assessment Framework and Benchmarks
- Whole School Assessment Framework
  - Assessment instruments

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 based decisions to differentiate Assessment

Evidence we see:
- Adapted task sheets and assessment tasks
- Guide to Making Judgments – Adapted C2C or teacher developed
- Anecdotal student work
- Purposeful use of data including Individual student goals
- Implementation of Assessment tools

Sequence teaching and Learning

Explicit Teaching Lesson Structure
Warm Up
Opening
WALT: We are learning to...
WILF: What I'm looking for...
TIB: This is because
Body
I do
We do
You do
Closing

Documents we use:
- Explicit Teaching Lesson Structure
- 16 Elements of Explicit Teaching
- Walt WILF,TIB

Strategies and Practices
- Student Centred Planning
- Evidence based planning decisions
- Implementation of Explicit Teaching cycle (guided and scaffolded instruction)
- Use of ICT and Higher Order Thinking (HOT) strategies – Symphony of Teaching and Learning
- Use of Warm Ups 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

Documents we use:
- ACARA and QCAR and support documents (e.g. work samples)
- Whole School Programs
- Alignment assessment and reporting framework
- Cluster Writing Guide
- Wellcamp Data Spreadsheet

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

Documents we use:
- DDSW Lead Pedagogical Feedback Model
- Curriculum Intent, Assessment, Student Goals

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