

Safe Supportive Connected and Inclusive Learning Environment

School culture:

- Strong leadership, collegial support and inclusion, staff morale, welcoming
- demonstrate school values, team work, communication

Responsible behaviour plan:

- Be Safe, Be Respectful, Be Responsible
- Classroom culture - Modelling school and class rules, clear expectations
- Promote qualities – Keys to Success (persistence, organisation, getting along, emotional resilience, confidence)

Communication:

- Open, honest, considerate and informative between and among leadership team, administration team, teachers, students, parents, P&C association and wider community
- Feedback – non threatening, regular, honest
- Parent communication and meetings regularly
- Regular meetings – sharing information, building team work and collegiality
- School assemblies to share and celebrate successes

Student Centred Planning

Knowledge of students:

- skills, abilities, backgrounds, learning styles
- discussions and meetings with previous teachers and support staff
- pre-assessment used to inform teaching
- data collection – tasks, standardised testing, anecdotal notes, observations
- create personal learning goals

Knowledge of curriculum:

- differentiation – vary the pathways –environmental, curriculum, pedagogical
- assessment and moderation to inform further teaching and learning

Alignment of Curriculum Pedagogy and Assessment

Curriculum:

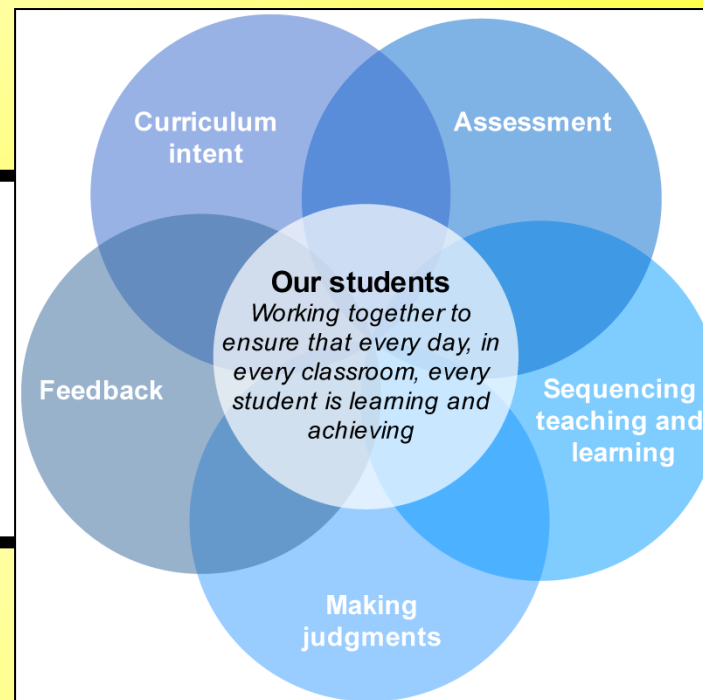
- ACARA, C2C, QCAR curriculum documents
- Teacher knowledge across curriculum areas
- Adapt curriculum to suit learners and context

Pedagogy:

- Capture student interest, catering to individual learners, flexibility and versatility of delivery, incorporating teachers personal teaching philosophies
- Questioning techniques and variety, including Bloom’s Taxonomy, Thinking Hats, Multiple Intelligences
- Reflection

Alignment:

- Moderation, team meetings, discussions and observations of others
- collaborative planning



High Expectations

Exemplars:

- Achievement and Behaviour expectations are clear and modelled
- Assessment, bookwork, physical examples
- Clear criteria – criteria sheets, Guides to Making Judgements

Personal learning goals:

- Targets, specific to individual children’s skills, allow for individual differences, regularly monitored, student goals and teacher goals

Explicit teaching:

- WALT, WILF and TIB used with intention
- Communication – clear & consistent (students, teachers and parents)
- Feedback – realistic, promoting risk taking and resilience, regular

Awards. rewards and incentives are relevant and known to students

Evidence Based Decision Making

Data:

- School based data, EQ data, OneSchool data, National data, specialist data, learning data, behavioural data, standardised testing, observations, assessment, external agency reports
- Use to inform planning, teaching and assessment
- Validate through moderation
- Latest research and practices to apply in teaching

Differentiation:

- Use data to create flexible groupings for teaching and learning
- Set goals for continuous improvement

Reflection:

- Student and teacher reflection

Targeted and Scaffolded Instruction

Explicit Teaching Strategies:

- Warm Ups
- WALT,WILF and TIB in all lessons
- I do, we do, you do
- 16 Elements
- Consolidation
- Prior knowledge check
- Personal learning goals for students
- Target instruction based on needs of individuals and groups
- Small steps to deliver information and concepts with scaffolding from teacher
- Teacher and student reflection on learning
- Gradual release of responsibility