Living and Learning Together

**Thallon State School**

Pedagogical Framework 2014

**Overview**

- Bloom’s thinking skills framework
- Gardner’s Multiple Intelligences
- ACARA + C2C’s
- Thallon SS Gifted & Talented Program
- Cluster Enrichment Days

- Differentiation and Adjustment Notes
- Spelling Mastery
- Playgroup
- Individual Learning Plans
- Weekly Progress Reports
- Individual Student Profiles
- Closing the Gap

- Respond and plan for the local context
- Engage community members and local businesses
- Cluster Moderation
- Digital Technology for learning (iPads, laptops, SmartBoards)

- Responsible Behaviour Plan
- School Wide Positive Behaviour Support (SWPBS)
- Thallon SS Spelling Program
- Learning Support
- Explicit Teaching Model
**Introduction**

This Pedagogical Framework has been collaboratively developed with the school community and ensures continued high quality teaching focused on the achievement of every student. The process of collaboration has taken place via: face to face meetings (staff and P&C), communications in newsletters and email. The teaching staff has contributed to the development of this document after carefully reading and discussing the range of materials and resources listed on the Pedagogical Framework site.


**Values and Beliefs about Teaching and Learning**

*The Thallon State School way is to be at school every day, always do your best, live and learn together, and be safe, respectful, responsible and an active learner.*

We aim to provide the best educational outcomes for every student in our school. Our school community values a high standard of teaching and learning and believes there needs to be effective partnerships between staff, students and parents if children are to achieve their goals. This means that school community members must uphold our school vision 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>
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<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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<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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<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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Research Validated Pedagogy (Approaches)

Thallon State School draws upon a variety of pedagogical approaches, a wealth of research, a wide range of experiences with multiple year levels (including multi-age classes) and a deep knowledge of the school context to guide our teaching and learning approach.

Our programs are most commonly aligned with two research validated approaches:

- Dimensions of Teaching & Learning and
- Productive Pedagogies

Overview of our framework

Our school’s framework aligns the six core systemic principles to our procedures by:

- outlining processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices, to monitor and increase the sustained impact of those practices on every student’s achievement
- details procedures, practices and strategies– for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement

Availability of Framework

Our school’s framework will be available for all school community members to read. It may be accessed:

- from the school website www.thallonss.eq.edu.au
- in paper format as required.
# Student Centred Planning

<table>
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<tr>
<th>Principles</th>
<th>How do we do this?</th>
<th>Roles &amp; Responsibilities</th>
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<tr>
<td>• decisions based on knowledge of the students and their prior learning and attributes</td>
<td><em>Enrolment Interviews</em>- each new family to the school must have an enrolment interview with the Principal. This allows the school to explain its policies, expectations and procedures. It also allows the school to gather data on the child to ensure the school can cater for each individual.</td>
<td>Principal, Parents</td>
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<td>• range of agreed data used to tailor learning pathways and target resources</td>
<td><em>Differentiation XLS tracker</em>- At least twice each term, each teacher updates the differentiation spread sheet located on G drive. This information indicates teaching strategies for individuals, student levels for various school based programs, informs teacher planning, informs school resourcing decisions and holds data from support personnel.</td>
<td>Teachers</td>
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<td>• frequent monitoring and diagnostic assessment to inform differentiation</td>
<td><em>Homework</em>- Weekly homework is used as an important teaching and revision strategy. Thallon SS values homework, providing individualised and differentiated tasks that cater to individual learning needs. This includes whole school differentiated Spelling Program. The Thallon SS homework program also includes a weekly progress report to ensure parents are kept informed about their students behaviour, effort, assessment and homework and reading completion.</td>
<td>Teachers, Parents, Students</td>
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<td><em>Student Groupings</em>- Students are grouped in response to individual need and resource capabilities. School based curriculum programs (using National Curriculum, EQ resources e.g.C2C units, Essential Learnings) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes.</td>
<td>Principal, Teachers</td>
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<td><em>Diagnostic Testing</em>- Teachers will use a variety of diagnostic testing at least twice per year to ensure that student programs are centred around need. These (e.g.PM Benchmarks, PAT) will be in line with Regional Benchmarks and listed on student data profiles.</td>
<td>Teachers</td>
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<td><em>Individual Student Profiles</em>- each teacher maintains a portfolio of student samples for each child. These are held in classrooms and in digital formats (as required). These are then passed on to the next teacher. These are an important part of tracking individual student achievement and are shared with parents.</td>
<td>Teachers</td>
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### High expectations

- **Data Sets** - As students move through the year levels, they will be involved in goal setting to improve learning outcomes. These will be frequently reviewed and measured against data sets. These will be listed on data profiles and on the School tracker.

- **Higher Order Thinking / Activities** - A range of activities will be included in each class program to ensure development of Higher Order thinking skills. This is based around Bloom’s thinking skills and Gardners Multiple Intelligences.

- **Induction, Mentoring & Development** - All staff will be involved in structured induction and development plans. Individual 1-1 DPF (Developing Performance Framework) meetings will be regularly held with the Principal to discuss performance and support required.

- **Professional Learning Plan & PD Logs** - The school will create an annual Professional Learning Plan to meet the needs of the school, staff and system. It will be linked to the budget and Annual Implementation Plan. Staff will need to use the central PD log to list activities. These activities will be discussed during 1-1 staff meetings with the Principal.

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## Alignment of curriculum, pedagogy and assessment

| Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities | Principal, staff members |
|---|
| **School Programs**- The school has created (and uses) a number of school based documents to support the implementation of the Pedagogy Framework. These include; Thallon SS Spelling Mastery Program, Thallon SS Reading Program, Thallon Gifted and Talented Program, Thallon Curriculum Overview. All teachers are to ensure they implement these programs in the classrooms so that we have effective curriculum alignment across the school. | |
| **Annual Curriculum Mapping Tool**- Each classroom teacher needs to map their curriculum overview for the year. This document maps when each area of curriculum is taught. It needs to be complete with the early weeks on T1 and placed on G drive. | Principal, staff members |
| **Assessment Plan**- The school’s assessment plan has been designed to adhere to Regional Benchmarks and school based programs. It indicates the range of formative, summative and diagnostic processes required across all year levels. Teachers must ensure that all planning meets the assessment plan expectations. | Principal, teachers |
| **Standards & Moderation**- The school programs provide the standards required for achievement of students. There are established tests, revision sheets, rating scales and exemplars for student work. All teachers will be involved in district moderation twice in each year. Both of these strategies will form the basis of teacher discussions and decision making about student achievement. | Cluster, teachers |
| **Teacher Planning**- All teacher planning is shared on G drive. Each term, teachers are expected to upload their planning by the end of the third week. This will then be discussed with the Principal in a 1-1 staff development meeting. Teachers need to be follow the school’s Maths and English programs. For other subjects areas, they must consult the Curriculum Mapping tool to ensure all areas of the curriculum are covered. All unit planning needs to contain; Unit Outline, Knowledge & Understandings & Skills, Weekly activities, Assessment activities, Links to Numeracy, Literacy and ICTs etc (general capabilities) Our school also follows the *Explicit Teaching lesson Structure* process. All classrooms should have the poster displayed and followed where possible. | Teachers, Principal |
| **Staff Networks**- Our school is an active member of the Balonne Cluster. This cluster group works together to provide more opportunities for rural students. Staff are expected to participate in Cluster network activities (e.g. professional development, moderation) to improve professional practice. | Teachers, Principal |
### Evidence-based decision making

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<th>Teaching and learning informed by student performance data and validated research</th>
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<td>Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning</td>
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<td>Agreed feedback practices for staff, parents and students</td>
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**Data Profiles** - The student data profiles are the key tool for tracking student data for each child across the school. They are an A3 sheet for each semester which lists all the assessment data per child. [Proformas are available on G drive] They must be maintained twice a term by class teachers. Students are to be given regular access to these documents (Yr. 4-7 - each week)

These important tools also hold information about parent contact, overall semester results, learning support, student learning goals and much more. Teacher need to ensure that regular discussions are held with each child about academic and social progress. These are supported by Weekly Progress reports, which go home each week in students homework.

Every subject must be listed appropriate for each year level. When complete, data profiles must be filed into the student files.

**Systemic and School Data** - The school personnel need to ensure they understand and use systemic data such as NAPLAN, attendance, disciplinary absences, academic grading, School Opinion Survey data etc. These data sets will be regularly discussed at staff meetings and made available as part of the school’s Strategic Curriculum Overview page. NAPLAN is to be listed on student data profiles after each testing period and used to inform student learning goals.

Trends from such data will play an important role in strategic planning and each teacher’s classroom planning and teaching.

**Student Reporting** - Student reports must be processed according to the current EQ policy. Teachers will be given timelines by the Principal to ensure reports are issued each semester. Each subject area must give information on progress on all appropriate strands (e.g. all strands of Maths etc) Comments need to be included that are individual so parents can see what may be done to assist their child.

Our school encourages regular meetings with parents to discuss student progress. These meeting should be tracked and listed on each student’s data profile. Teachers should follow up (each term) to ensure parents have ample opportunity to meet with them for student progress updates.

Teachers can access data on previous reports in two ways; check One School or check G drive for copies (which will contain comments not included in One School file format)

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**Curriculum Checks**- Curriculum checks will be made on a regular basis by the Principal. These checks may be in a variety of formats including; classroom visits, collection of data profiles, modelled teaching episodes, collection of workbooks, feedback on classroom environment etc.

Teachers will receive prompt feedback about each check from the Principal. This is designed to improve teacher performance and student learning.

Such Curriculum Checks may also be taken to assist in implementing systemic initiatives e.g. explicit teaching agenda. Opportunities to host visits from other schools and teachers may also take place to help with mentoring and coaching roles.

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**School Standards**- The school has developed and implemented a number of standards that meet or exceed the National Curriculum expectations. These standards are implicit within a range of documents e.g School Assessment Plan. They list what is required for students to move between levels of school programs such as Spelling. They also include standards in connection with standardised testing such as PM Benchmarks and Informal Prose Inventory. These standards need to be carefully explained to students and parents so expectations are shared across the stakeholders.

Teachers need to ensure they are familiar with these expectations and that they are fully implemented in each classroom.

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**Learning Support Resources**- Resources to support the learning of students will be allocated by the Principal after consultation with staff. Such resources include; teacher aide time, STLaN, AVT resources. Classroom data (including student report cards, individual learning plans etc) will be used to allocate these important resources on a basis of student need.
## Targeted and scaffolded instruction

- **School Programs / Processes**: Within the range of school programs (see Alignment of curriculum, pedagogy and assessment section & Explicit Teaching Lesson Structure), teachers, students and parents need to follow the clearly established processes for revision. This would apply to areas such as weekly Maths Revision Sheets, Number Facts standards, Spelling Levels and progression standards (e.g. 85% on 100 word spelling test to pass to next level). Teachers must ensure they read and understand the processes outlined in the School Assessment Plan, Spelling Plan etc to ensure these processes are followed in each classroom to maintain a whole school approach.

- **Learning Support programs**: Learning support teachers (STLaN, AVT etc.) must use programs that support and integrate with the established school programs. These teachers must ensure they meet regularly with classroom teachers to give progress updates. Appropriate notes need to be listed on the Differentiation XLS tracker by the STLaN.

- **Available Technology**: The school is well resourced with the latest digital technology resources. (IWBs, laptops, projectors, wireless network) Teachers and aides need to ensure they exploit these resources to their maximum potential. Their classroom planning should indicate how they engage with ICTs as part of the General Capabilities of the National Curriculum.

- **Differentiation XLS tracker**: This file is located on G drive and may be accessed through the Strategic Curriculum Overview page. It allows teachers to list their required differentiation and adjustments notes for each child in each year level. It also contains data on individual spelling levels, reading levels, behaviour concerns etc. By having this information in one central location, it allows all staff to use the information to help scaffold teaching to help meet the learning needs and styles of each child.

  Teachers need to update this information at least once each term.

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# Safe, supportive, connected and inclusive learning environments

- **consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy**

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<th>Learning &amp; Wellbeing Framework- The school has established a Wellbeing Framework. This document demonstrates how we have addressed the key areas of learning environment, curriculum &amp; pedagogy, policies &amp; procedures, Partnerships. It is available on the school website.</th>
<th>Principal, teachers, staff, parents, students</th>
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<tr>
<td>Responsible Behaviour Plan- Through consultation with major stakeholders, staff and students, the school is working to develop a positive and proactive Responsible Behaviour Plan for students. It outlines processes and expectations for the encouragement of positive behaviour and for dealing with inappropriate behaviour. This plan is based around School Wide Positive Behaviour Support. This plan is to be supported in classrooms by the establishment of expectations (displayed in each room) and the appropriate classroom routines.</td>
<td>Principal, teachers, staff, parents, students</td>
</tr>
<tr>
<td>Attendance Data- Teachers are expected to carefully monitor attendance rates. The school supports parents in this by outlining the expectations at enrolment, regularly sending home school attendance data and publishing parenting skills information. It also provides attendance incentives for students who attend 5 days in a week, as well as 100% over the Term. The Principal will follow EQ procedures to follow up on any attendance issues.</td>
<td>Principal, teachers, staff, parents, students</td>
</tr>
<tr>
<td>Student Performance Recognition- Weekly school assemblies will be held to reinforce the behavioural expectations of the school. Positive recognition of students will be made with the presentation of certificates. To promote a sense of family/team, we will also celebrate other student achievements at assemblies. Information about students’ achievement and improvements will also be published in the newsletters.</td>
<td>Principal, teachers, staff.</td>
</tr>
<tr>
<td>Communication- Communication between all members of the school community is the key strategy to building the correct culture of the school. To help this process the school will use regular communication channels to work with parents. These may include; email, fortnightly newsletters, interviews, information afternoons (e.g. homework), curriculum articles, Principal reports at P&amp;C meetings. Teachers need to ensure that any letters sent home to parents have been authorised by the Principal.</td>
<td>Principal, teachers, staff, parents, students</td>
</tr>
<tr>
<td>Open Door Policy for Parents- We encourage parents to be highly involved in our school. They can assist in classrooms and it is expected that they support the P&amp;C projects throughout the year. Parent/Teacher interviews can be made at any time that suits parents and teachers throughout the year. This will be encouraged through newsletters and school information books.</td>
<td>Principal, teachers, parents</td>
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