

Alignment of Curriculum Pedagogy and Assessment

Alignment of Pedagogy with Curriculum

- Australian Curriculum informs planning with C2C units implemented across school
- Consistent unit planning using the Adaptation Planner format
- School Curriculum Plan
- School Reading Framework & Program
- School Spelling Program
- Agreed set of HOT's taught, modelled and used
- Teachers released for a full planning day in Terms 1 - 3

Explicit Performance Criteria & Standards

- GTMJ/criteria sheets used across all year levels
- Australian Curriculum & Essential Learning's Standards - WOW's used to assess student achievement
- Assessment Guide – each term for secondary students
- School Class & Individual Targets
- Feedback provided to students on performance
- Reflection on performance by students

Consistent Lesson Format & Data Collection Practices

- Explicit Instruction Methodology
- Moderation – school & Barambah cluster schools to ensure consistency of standards

Student Centred Planning

Informed Decision Making

- Enrolment interviews
- Discussions and meetings with previous teachers and support staff within school
- School Assessment Schedule detailing data collection tools/tasks – assessment tasks, standardised testing, anecdotal notes, observations to provide information about individual student' skills, abilities, backgrounds & learning styles
- Individual learning goals
- Adaptation Planner – differentiation for individual students
- Ability groups organised according to individual performance data
- Special Needs Committee
- SWPBS data analysed

Consistent Data

- School Student Performance Targets
- Teacher Aide support targeted at identified students/groups

Monitoring & Assessment

- Use of Data Coach to analyse data
- Diagnostic, Summative & Formative Assessment used to inform teaching
- Moderation of assessment tasks

Safe Supportive Connected and Inclusive Learning Environment

Managing Students

- Learning & Well Being Framework
- Responsible Behaviour Plan
- SWPBS – continual reinforcement of school rules Be Respectful, Be A Learner & Be Safe -
- Consistent Classroom Expectations
- Student Council
- TEAM - secondary SEL program
- Homework Club
- Communication with parents – Newsletter, Written reports 4 times a year, Parent Teacher Interviews – 3 times a year
- Celebration of successes – Weekly Parade, Fortnightly Newsletter, Annual Awards Night
- Effective student- teacher relationships
- Immediate, affirmative and corrective feedback given
- Quality classroom environments
- Special Needs Committee – makes recommendations for extension or support for identified students eg Speech, Extension, Numeracy & Literacy Groups
- Student access to Health Nurse, Chaplain, Guidance Officer

Engaging With technology

- Smart Classrooms Policy
- ICT use embedded in all curriculum units utilising a variety of tools to show evidence of learning
- PD identified & provided to improve staff skills
- Year 9/10 Laptop program

Goomeri State School P - 10 STUDENTS



Our Vision: Everyone Learning & Achieving

High Expectations

Learning Goals Based on Data

- School key priorities
- Whole class targets
- Tracking students' performance over time by the Data Coach who provides feedback for teachers to inform their planning
- Individual Targets allowing for differences which are regularly monitored
- Achievement and expectations are clear and modelled – criteria sheets, GTMJ's
- Behaviour expectations are clear and modelled: SWPBS practices are embedded, classroom & playground expectations, brag books, school rules: Displayed around the school and referred to regularly
- Bookwork Policy
- Consistent approach by all staff
- Parent awareness of expectations through school newsletter

Agreed range of HOT's taught across school & use of real contexts

- Explicit Instruction methodology implemented
- Agreed set of HOT's taught, modelled and used

Consistent procedures for staff learning & development

- DDSW Region's Charter of Expectations
- Induction program for new staff
- Mandatory PD courses completed by all staff – recorded in Oneschool
- Developing Performance Plans completed by all staff
- Coaching & feedback model implemented
- Classroom Profiling available for all staff (voluntary participation)
- 16 elements (Archer & Hughes) school developed "Look Fors"

Targeted and Scaffolded Instruction

Range of Core Teaching Strategies

- Explicit Instruction Methodology embedded in all lessons –
 - Lesson Structure - Warm Ups, Opening (WALT,WILF and TIB), Body (I do, We do, You do), Closing (Looking Forward, Looking Back)
 - Pedagogical Strategies – Direct, Indirect, Interactive, Experiential
 - Pedagogical Methods
- 16 Elements (Archer & Hughes) embedded in all lessons

Differentiation For All Students

- Adaptation Planner used to plan all units of work
- Data used to identify, plan & cater for individual needs – SLI support groups, reading club, ILP's, ILP-IS, EAP's
- Support staff allocated to identified students/classes
- Use of ICTs and alternative learning modes that appeal to students' interests and individual learning styles
- Reading Club (Guided Reading) in flexible ability groups implemented across school
- Reading Club (Guided Reading) texts organised according to difficulty levels (broadbands) & stored with all associated resources

Evidence Based Decision Making

Teaching Practices Informed By Data & Research

- School Assessment Overview
- School & Class Targets
- Extensive analysis of all student results by school Data Coach
- Feedback provided by Data Coach to all staff to inform planning
- Special Needs Committee uses data to make recommendations for support or extension of students

Effective Teaching Methods

- Implementation of Explicit Instruction Methodology
- 16 elements (Archer & Hughes) school developed "Look Fors"

Consistent Feedback Practices For All

- Classroom Profiling
- Developing Coaching & Feedback culture throughout the school
- Developing Performance Plans completed by all staff
- Professional Learning Conversations
- Beginning teacher Induction Program & Coaching
- Moderation – at school & Barambah Cluster level
- Parent and teacher interviews – Terms 1 - 3