Drillilngill State School  Pedagogical Framework

OUR VISION: To provide an exceptional education that meets the differentiated needs of every child; empowering them with confidence, skills, knowledge and resilience to be the best they can be in their future endeavours.

OUR VALUES & BELIEFS
- The right for every child to learn and to achieve their best through pursuing excellence.
- A safe and supportive learning environment at all times.
- Developing the whole child by supporting individuality and differentiation.
- Learning is a partnership between home, school and community based on quality relationships; open, honest communication; and respect.
- Taking responsibility for one’s own actions and one’s own learning.
- Equity of opportunity, resources and technological advancements.
- Care and compassion; tolerance and inclusion
- Resilience, persistence and organization.
- Morality and ethical conduct.
- Honesty and trustworthiness.
- Enough for all, forever.

DIMENSIONS OF TEACHING AND LEARNING
- What do our students already know?
- What do they need to learn?
- How do our students demonstrate their learning?
- How well have our students achieved?
- How will we know how well our students have learned?

Expectations
- Implementation of the Australian Curriculum for all learning areas.
- Implement Queensland curriculum for DSS TA morning program.
- Implement 3 level of planning - Provision of Whole School Curriculum plan including Year 1 and/or band plans & Unit plans.
- Staff at the centre of practice.
- Developing deep knowledge of students and student capabilities.
- Use of authentic contexts with the curriculum being connected and challenging.
- Focus on core literacy and numeracy content to develop automatically skills.
- Focus on developing deep cognitive processing for vocabulary and comprehension.
- Consider student background culture, knowledge and experiences.
- High expectation of teaching practice to the curriculum intent.
- Teachers provided additional NCT and DL planning time to intentionally collaborate to improve tasks, marking guides, interpretation of assessment and reporting data and to differentiation.

Evidence we see:
- Whole School Curriculum Plan
- Three levels of planning
- Marking guides and task sheets
- Student profiles
- A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported.
- Authentic, respectful, and trust worthy student-teacher relationships.
- Reference to minimum time allocation

Evidence we see:
- High expectations with every student succeeding with one year’s growth for one year’s learning.
- Enactment of Student Code of Conduct, with same day response in a safe, supportive and respectful environment. 
- Student articulating their learning past learning goals.
- Individualised instruction
- Purposeful use of data to influence teaching and learning
- Teachers supporting each other, focusing on areas of expertise.

Resources
- Australian Curriculum
- Whole School Curriculum Plan
- Three levels of planning
- Curriculum into the classroom resources (CC2)
- Early Years Curriculum Guidelines
- Playgroup program
- NAPLAN results
- Early start data (literacy / numeracy continuum
- Staff induction program
- Staff wellbeing plan
- CARA
- Anita Archers 16 elements of explicit teaching

Evidence we see:
- Implementation of assessment schedule & data literacy plan
- Summative assessment using marking guides based on Australian standards
- Tracking of student progress and achievement
- Differentiation of assessment tasks to meet student needs.

Evidence we see:
- Teachers using student data and to plan next steps in professional learning & capability building.
- Discussions with other staff, parents and students based on data.
- Student goal setting
- Cluster / like schools moderation
- Support services referrals and actions
- Staff participation in coaching and feedback to improve practice through structured reflection.

Resources
- Australian Curriculum
- Whole school moderation process
- DSS Assessment schedule
- DSS Data literacy plan
- Student folios, mark books / OneSchool
- DSS Assessment Review framework & Reporting framework (CARA)
- Student progress reports

Evidence we see:
- Semester Reporting
- Parent-teacher interviews
- Focused reflection between all school staff
- Students engaging in self and peer feedback.
- Students articulating learning goals and the strategies using SMART goals.
- Written feedback in student work and on assessment tasks
- Increased autonomy and students seeing themselves as responsible for their own learning.

Resources
- DSS Assessment Schedule
- School data profile
- DSS Data literacy plan
- DSS coaching and feedback process
- Personal learning goals
- Headline indicators
- School opinion survey
- Student services flowchart of action.
- DSS PD & explicit improvement agenda
- AIP & I4S
- DSS student leadership & awards
- Parent and community engagement plan

Be safe! Be responsible! Be respectful!

Choice theory (Glasser); Principles of SWPBS
Multiple intelligences (Gardner)

Bloom’s taxonomy – higher order thinking