



Torbanlea State School

Pedagogical Framework 2017-2020



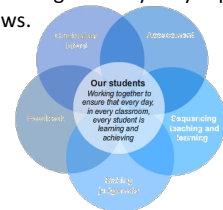
ENGAGEMENT

Student-centred planning:

- The Dimensions of Teaching and Learning underpin planning decisions.
- Planning is a collaborative process, with teachers and specialist support staff working together.
- Differentiated activities are planned for each unit, to cater for individual student needs.
- Feedback is provided to teachers about their planning to drive improvement.
- Targeted teacher aide support to address student needs is identified through data.
- Intensive teaching programs such as Speech Sound Pics (SSP), support mastery and application of phonics for reading and spelling.
- C2C units include oral language support and vocabulary instruction (STRIVE).
- Support-A-Talker and articulation as intensive targeted intervention.
- The Excellence Program provides extension for high achieving students.
- Individual student goals are set to drive student improvement in all classrooms.
- Individual Learning Plans (ILP) and Individual Curriculum Plans (ICP) are developed to ensure an inclusive education with every child experiencing success.

Evidence-based decision making:

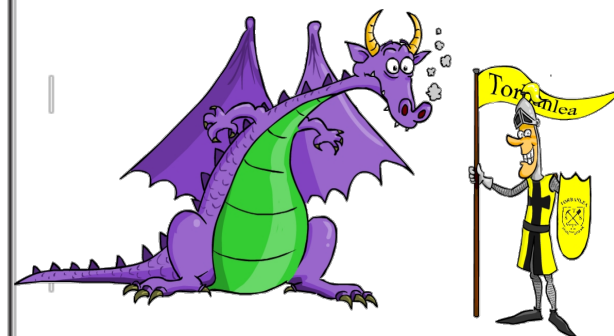
- At Torbanlea State School, teaching and learning is informed by student performance data and validated research.
- We use the Collaborative Data Inquiry Process to collect data according to the Whole School Data Plan. We interrogate and interpret data to set individual student learning goals and inform pedagogy.
- Teachers record student achievement in relation to both summative and standardised/diagnostic assessments in OneSchool Markbooks.
- PLT meetings/Data Wall conversations are held to track progress of individual students.
- Feedback is provided to staff through coaching and lesson observations in the context of school priorities and Developing Performance Plans. We provide feedback to students which is meaningful, timely and descriptive. It is based on individual student learning goals, regular assessment opportunities (assessment for, as and of learning) and checking for understanding practices. Explicit descriptive feedback is the key element in assessment that improves instruction. Parents receive feedback on their child's progress through twice-yearly reporting and parent-teacher interviews.



RELATIONSHIPS

Safe, supportive, connected and inclusive learning environments:

- Positive Behaviour for Learning (PBL) is fully implemented at Torbanlea State School.
- Expectations are explicitly taught in class and at the weekly Expectations Parade.
- Ten Micro-Skills for a positive classroom climate is implemented to ensure settled, focussed classrooms. Opportunity provided for classroom profiling.
- Pre-Prep program provides a positive and supportive transition to school.
- High School Transition programs are implemented for Year 6 students.
- Community engagement supports students through the P&C, Parent Café, Newsletters, Facebook, Home School Liaison Teacher and School Chaplain.
- Parent & Community Framework – guides, communication, learning partnerships, community collaboration, decision-making and participation.
- School sport provides opportunities for students, staff and parents to develop healthy habits and positive relationships.



HIGH EXPECTATIONS

High expectations:

- At Torbanlea State School there are high expectations of all staff members and students.
- All students are encouraged and supported to reach their full potential through the setting of comprehensive and challenging Individual Learning Goals which are specific, measurable, attainable, realistic and time-bound (SMART goals). These goals are based on agreed data sets.
- All students are challenged through the use of Higher Order Thinking Strategies, authentic contexts and the use of Digital Pedagogies to become life-long learners.

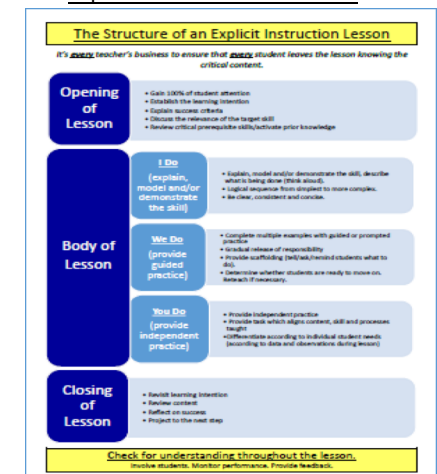


EXPLICIT INSTRUCTION

Targeted and scaffolded instruction:

Explicit Instruction Model

At Torbanlea State School Explicit Instruction is the structured, systematic and effective methodology for teaching concepts and skills. It is every teacher's business to ensure that every student leaves the lesson knowing the critical content. Explicit Instruction lessons are categorised by a series of distinct phases which are outlined in Torbanlea State School's [Explicit Instruction Guidelines](#).



(Archer, A. & Hughes, C., Hollingsworth, J. & Ybarra, S., Far North Queensland Region)

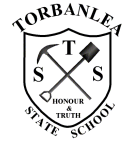
Varying Pedagogy

Teachers will also choose from a range of pedagogies to engage students such as authentic tasks, open ended learning, cooperative learning & physical activity.

Alignment of curriculum, pedagogy and assessment:

Whole School Level	Year Level
<ul style="list-style-type: none"> ▪ Australian Curriculum ▪ Whole school curriculum & reporting framework. 	<ul style="list-style-type: none"> ▪ School scope & sequence
Unit Level	Classroom Level
<ul style="list-style-type: none"> ▪ Adapt/Adopt/Differentiate C2C units ▪ Identify unit learning goals & success criteria. 	<ul style="list-style-type: none"> ▪ Weekly lesson plans ▪ Clearly communicate lesson goals & success criteria.


- **Backward mapping** links assessment tasks to lesson plans with a clear line of sight from the planning to teaching phases
- **Diagnostic, formative and summative** assessment inform planning decisions.
- **Summative assessment** tasks are accompanied by guides to making judgements that align with year level achievement standards.
- Year level and cluster school **moderation** ensures quality assurance and consistency of teacher judgements.



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WHAT	WHY	HOW	WHEN	WHO
<p>LITERACY & NUMERACY</p> <p>↓</p> <p>AUSTRALIAN CURRICULUM</p> <p>↓</p> <p>ENGLISH MATHS SCIENCE HUMANITIES & SOCIAL SCIENCES HEALTH & PHYSICAL EDUCATION TECHNOLOGIES THE ARTS LANGUAGES</p> <p>↓</p> <p>BEHAVIOUR CURRICULUM (PBL)</p> 	<p>ENSURE STUDENTS HAVE THE KNOWLEDGE & SKILLS TO ACCESS THE HIGH SCHOOL CURRICULUM</p> <p>↓</p> <p>CREATE CRITICAL CREATIVE THINKERS</p> <p>↓</p> <p>DEVELOP HEALTHY SOCIALLY CAPABLE STUDENTS</p> <p>↓</p> <p>DEVELOP 21ST CENTURY CITIZENS</p>	<p>ENGAGE STUDENTS IN LITERACY & NUMERACY OPPORTUNITIES ACROSS THE CURRICULUM</p> <p>↓</p> <p>ALIGN CURRICULUM, PEDAGOGY & ASSESSMENT</p> <p>↓</p> <p>MAKE EVIDENCE BASED DECISIONS TO DEVELOP STUDENT CENTRED TEACHING & LEARNING PLANS</p> <p>↓</p> <p>ENGAGE STUDENTS THROUGH AUTHENTIC TASKS, OPEN ENDED LEARNING, CO-OPERATIVE LEARNING, PHYSICAL ACTIVITY</p> <p>↓</p> <p>PROVIDE TARGETED AND SCAFFOLDED INSTRUCTION SET INDIVIDUAL STUDENT GOALS</p> <p>↓</p> <p>ESTABLISH SAFE, SUPPORTIVE CONNECTED & INCLUSIVE LEARNING ENVIRONMENTS</p> <p>↓</p> <p>MAINTAIN HIGH EXPECTATIONS</p>	<p>EVERY DAY</p> <p>↓</p> <p>ACROSS ALL KLA'S</p> <p>↓</p> <p>LITERACY BLOCKS</p> <p>↓</p> <p>NUMERACY BLOCKS</p> <p>↓</p> <p>SPECIALIST LESSONS</p> <p>↓</p> <p>TRANSITIONS</p> <p>↓</p> <p>PLAY TIME</p>	<p>EVERYBODY</p> <p>↓</p> <p>CLASS TEACHERS</p> <p>↓</p> <p>TEACHER AIDES</p> <p>↓</p> <p>SPECIALIST TEACHERS</p> <p>↓</p> <p>ADMINISTRATION</p> <p>↓</p> <p>SUPPORT STAFF</p> <p>↓</p> <p>PARENTS</p> <p>↓</p> <p>STUDENTS</p>