



JIMBOOMBA STATE SCHOOL PEDAGOGICAL FRAMEWORK

"Ours the Future"



Consistent focus and commitment to ensure our students engage learn and achieve at their maximum potential, in a challenging technological and global community.

School Values: Be **Explicit**, **Consistent**, **Creative** and **Engaging** in everything we do.

Curriculum Intent

What do our students need to learn? Know the curriculum, Know your students.

Planning consideration:

- Alignment with the Australian Curriculum Prep – Year 6
- Implementation of C2C Version 8 across all subject areas
- ACARA P-6 Sequence of Achievement/Sequence of Content
- Alignment with JSS Explicit Improvement Agenda
- Alignment with JSS Whole School Curriculum Framework, Year Level and Unit Planning
- Shared understanding of assessment task/s, assessable elements and marking guides
- Embedding of general capabilities and cross curriculum priorities

Implementation:

- Year Level Team and Unit Planning
- Individual class planning
- Pre-testing to determine entry levels of knowledge, understandings and skills
- Differentiated instruction based on the needs of our students
- Shared reflection of curriculum implementation
- Diagnostic, Formative and Summative assessment to inform and improve student outcomes

Feedback

How do we use feedback to close the gap between where students are and where they aim to be?

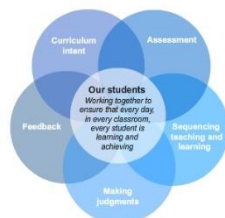
Planning consideration:

- Pre and post testing to determine student knowledge, understanding and skills
- Teacher, peer and self-feedback used to improve student learning

Implementation:

- Feedback is ongoing, timely and purposeful
- Feedback is positive and constructive
- Learning goals established collaboratively
- Students able to articulate – What are you learning? How are you doing in your learning? How do you know? How can you improve? Where do you go for help?

[Sharratt Questions](#)



Dimensions of Teaching and Learning



Assessment

What have students learnt and how well have they achieved?

Planning consideration:

- JSS Curriculum and Assessment Overview and targets
- Diagnostic and standardised school assessments used to track student progress (OneSchool)
- Assessment aligned to year level achievement standard and curriculum
- Shared understanding of assessment task/s and demands of the student
- Assessment to incorporate higher order thinking (HOT)
- Differentiated assessment maintaining curriculum intent
- Use of a variety of assessments to inform teaching (summative, formative)

Implementation:

- Backward mapping of curriculum from assessment
- Shared criteria for judgement aligned to achievement standards
- Use of Visible Learning Walls, Know and Do Charts
- Evidence based decision making
- Literacy Continuum Clusters used to track student progress
- Moderation processes to ensure consistency of teacher judgement
- Informs teaching practice and student learning goals
- Assessment integrated meaningfully into lesson planning
- Parent interviews and reporting twice a year

Making Judgements

How do we judge the quality of students' performance and the depth of learning?

Planning consideration:

- Shared understanding of the assessment task/s and its demands
- Understanding the standards identified to inform the quality of student performance (GTMJ)
- Exemplars used to develop clear expectations
- Determine timing of assessment tasks

Implementation:

- Provide clear, specific criteria to the students relevant to the task
- Be clear and transparent on how students will be judged
- Provide exemplars to unpack task standards (A-C standard)
- Engagement in professional dialogue during moderation with a focus on standards rather than student
- Inform students of progress

Sequenced Teaching and Learning

What do my students already know and what do they need to learn next?

Planning considerations:

- Backward mapping of assessment task/s to determine curriculum needs
- Pre-testing of student knowledge
- Scope and sequence of curriculum – prior and future learning
- Varied learning styles of students
- Differentiated learning needs and interests of students
- Know and Do charts to inform students learning

Implementation:

- Teaching expectations and direction clearly defined (WALT, WILF, TIB)
- Scaffolding teaching using Gradual Release of Responsibility (I DO, WE DO, YOU DO)
- Teaching approaches to include direct, indirect, interactive and experiential instruction
- Provide multiple pathways for learning
- Embed higher order, critical and creative thinking strategies
- Movement of students to more sophisticated and in-depth knowledge, concepts and skills – surface → deep → transfer ([Hattie](#))
- Embed Indigenous Perspectives

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Six Core Systemic Principles

Student-Centred Learning		High Expectations		Alignment of Curriculum, Pedagogy and Assessment	
What	How	What	How	What	How
<ul style="list-style-type: none"> • decisions based on knowledge of students, skills, background and learning styles • data used to vary learning pathways and target resources • monitoring, formative and summative assessment to inform student differentiation • data based personal learning goals • use of whole school, year level and unit planning to ensure common curriculum and assessment understanding 	<ul style="list-style-type: none"> ✓ levelled literacy intervention ✓ allocated support staff for identified students ✓ identification of U2B students using a variety of data ✓ extension teaching and learning strategies to enhance student learning ✓ allocation of mentors P-3 and 4-6 to work with teachers and U2B students ✓ targeted use of IFS funding to improve student learning ✓ planned use of Age Appropriate Pedagogies in P-2 ✓ differentiation of content, processes, products and environment to cater for student needs ✓ JSS Assessment overview with year level targets ✓ diagnostic and NAPLAN data analysed to determine learning needs ✓ student portfolio of assessments ✓ data walls based on Literacy Continua and Fountas and Pinnell ✓ tracking of student data on OneSchool ✓ early start and literacy continua used for tracking and goal setting ✓ ICP's for identified students ✓ flexible groupings ✓ learning goals set for all students based on EIA 	<ul style="list-style-type: none"> • comprehensive and challenging learning goals for each student • ongoing mentoring, support and professional development in teaching and learning for all staff • deep learning through higher order thinking and critical and creative thinking 	<ul style="list-style-type: none"> ✓ staff professional development aligned with school explicit improvement agenda ✓ staff developing performance plans identifying areas of strength and areas for development ✓ school based professional development plan ✓ high expectations, every student everyday display board visible to parents and students ✓ attendance policy and targets ✓ attendance data posters in all classrooms ✓ contact with parents to support attendance ✓ induction programme of new staff ✓ mentoring of new teachers with identified mentor ✓ literacy mentors working with identified students in U2B ✓ implementation of regional U2B framework ✓ participation in cluster Days of Excellence for high achieving students across a range of subject areas ✓ whole school focus on school explicit improvement agenda ✓ visible learning displays focusing on student improvement ✓ unpacking exemplars of high quality work ✓ students and teachers use terminology "aiming for an "A" to promote high expectations ✓ exposure to analysis of quality literature ✓ setting of "rich tasks" ✓ embedding of critical and creative thinking ✓ implementation of close reading strategy to improve comprehension and vocabulary 	<ul style="list-style-type: none"> • pedagogy aligned with curriculum intent, achievement standard and demands of each subject • embedding of general capabilities and cross- curriculum priorities • assessment, with explicit criteria aligned with year level achievement standard, planned up front and aligned with teaching • alignment to P-12 Curriculum and Reporting Framework • data collection practices consistent across the school • moderation practices to support consistency of teacher judgement around assessment data 	<ul style="list-style-type: none"> ✓ whole school curriculum and assessment overview ✓ curriculum aligned with ACARA content descriptions and achievement standards ✓ year level and unit planning for each subject ✓ regional PEAC's to support unit planning, assessment and pedagogy ✓ all teachers involved in moderation of assessments to ensure consistency and rigorous A-E data ✓ participation in cluster moderation ✓ moderation timetabled into staff meeting calendar ✓ leadership member to support moderation process ✓ strong professional learning teams ✓ JSS documents on intranet ✓ unit planning and assessment in G drive ✓ year level planning days each term ✓ planning using C2C units, resources and assessment ✓ adopt and adapt C2C units to suit pedagogy and learning styles and maintain rigor in assessments ✓ teacher knowledge across all areas of the curriculum ✓ assessment adjusted to reflect ICP's for identified students

Evidence-based Decision Making		Targeted and Scaffolded Instruction		Safe, Supportive and Inclusive Learning Environment	
What	How	What	How	What	How
<ul style="list-style-type: none"> teaching and learning informed by student performance data agreed feedback practices for staff, parents and students 	<ul style="list-style-type: none"> development of Professional Learning Teams (PLT) focusing on collaboration and student achievement development of SMART Goals based on Literacy Continua markers to track evidence of student achievement allocation of literacy mentors to focus on building teacher capacity in literacy purchased speech pathology time to focus on phonemic awareness indicated from early start data data profiles – summary of student data for the semester on OneSchool identification of high achieving students using, NAPLAN, PAT-R data and Fountas and Pinnell plotting of student literacy progress on Literacy Continua analysis of school opinion survey to identify areas of concern targeted use of teacher aides and funding for resources to address student needs whole class and individual analysis of Fountas and Pinnell reading data and C2C reading assessments support for identified students to ensure engagement at school and in the curriculum feedback practices <ul style="list-style-type: none"> teacher → student → parent student → student 	<ul style="list-style-type: none"> comprehensive range of teaching strategies that support curriculum intent, engage students, using available technology differentiated and scaffolded teaching based on identified needs of students 	<ul style="list-style-type: none"> I Do – We Do – You Do WALT, WILF and TIB charts used to identify learning intentions small group Levelled Literacy Intervention for identified students indigenous teacher supporting identified indigenous students differentiation of instruction pre-testing to ascertain students prior knowledge targeted and explicit instruction based on students' needs personal learning goals for students explicit and timely feedback implementation of a range of teaching strategies to suit the learning styles of students and promote engagement identification of how students learn through targeted questioning and analysis of data implementation of close reading strategy using increasing complexity of TDQ's visible learning walls, student friendly know and do charts unpacking of GTMJ and assessment assessment and criteria transparent to students use of exemplars to analyse support/extension for identified students band scaling of EAL/D students to identify needs develop strategies to support EAL/D students culture of sharing good practice in weekly staff meetings 	<ul style="list-style-type: none"> consistent, whole-school approach to classroom and behaviour management recognition of difference, student well-being and development of student autonomy innovative, responsible and ethical use of digital technologies 	<ul style="list-style-type: none"> SWD students inclusive in school environment ISP's formulated to identify goals for SWD students PBL (Positive Behaviour for Learning) committee analysing behaviour data to identify tier 2 and 3 behaviour students PBL driving supportive school environment with rules "BE SAFE, RESPECTFUL and RESPONSIBLE" PBL lessons taught and reviewed PBL coach completion of Functional Behaviour Analysis to develop strategies for individual students PBL mentor classroom observations to support teacher's behaviour management strategies formulation of behaviour plans and risk assessment for identified students identified key support staff eg. Guidance Officer, Chaplain, Indigenous support teacher student recognition through student of the week, star program and reward days end of year awards, across a range of areas, presented at school's end of year parade. Parents of recipients invited. strong music, choir and instrumental music program Student Needs Action Committee (SNAC) to identify students at risk or high achievers health plans on OneSchool for identified students school newsletter, facebook and website to inform parents parent information nights and interview nights computer labs to teach ICT skills and embedding of ICT's across the curriculum