

PEDAGOGICAL FRAMEWORK

Nobby State School



This Pedagogical Framework has been designed collaboratively with the school community to ensure high quality, evidence based teaching practices focussed on success for every student.

Our Values and Beliefs about Teaching and Learning

Although the Nobby community has a low Index of Community Socio-Educational Advantage ([ICSEA](#)) rating, the community, including school staff, parents and students, have high expectations related to day-to-day teaching and learning practices, and the outcomes students achieve.

Our community shares a common goal of striving for excellent results. We do through this through a strong desire to increase active learning time, pursuing core learning priorities, persevering with programs that are achieving results, motivating staff to be proactive and driven to see student academic improvement, ensuring common and shared language, ensuring consistency of behaviour and learning expectations, being innovative to promote greater academic results and an improvement in student.

We believe in teaching the whole child, and that everyone has a role to play in maximising the student's academic and social outcomes.

Professional learning and instructional leadership

Our school is committed to ongoing professional learning. This is evidenced via our Annual Improvement Plan (AIP), the staff Professional Development Plans (PDPs), the school professional development plan, the cluster collaboration initiative and the school coaching and feedback model. We believe in building capacity of all teaching staff in a cyclical way, to constantly provide upward momentum of teaching practices within the classrooms.

The principal and experienced senior teacher are committed to instructional leadership, evidenced by the observations of lessons for all teaching staff.

Research

Our school is committed to utilising Archer & Hughes' Explicit Teaching. Within this, we have a shared understand of the 16 elements of explicit teaching, and use this a frame for observing lessons and building capacity of the teaching staff.

When making decisions and considering best possible solutions, we have referred to the following:-

- Archer & Hughes
- John Hattie
- David Gillespie
- Michael Fullan

The Process

This document was created in consultation with Nobby School staff in 2016.

With thanks to Greenlands State School for providing the format.

Core Systemic Principals	Nobby State School practices
<p data-bbox="125 240 483 276">Student-centred planning</p> <ul data-bbox="125 316 533 751" style="list-style-type: none"> <li data-bbox="125 316 533 459">• decisions based on knowledge of the students and their prior learning and attributes <li data-bbox="125 499 533 608">• range of agreed data used to tailor learning pathways and target resources <li data-bbox="125 647 533 751">• frequent monitoring and diagnostic assessment to inform differentiation 	<p data-bbox="557 201 2040 312">School Assessment Plan- The assessment plan is rigidly delivered. The student results are recorded in OneSchool for future reference. When and as required, staff utilise the OneSchool data to inform student placement within key English and maths areas.</p>
	<p data-bbox="557 312 2101 424">Diagnostic Testing- Teachers will use a variety of diagnostic testing to ensure that student programs are centred on need. Diagnostic testing refers to benchmarks created by the DDSW region. Results of diagnostic testing helps to inform teaching (reading groups), home reading, intervention inclusion.</p>
	<p data-bbox="557 459 2024 536">Pre and post-tests- A variety of testing is used to identify students' academic ability. This allows lessons (content) to be focussed on 'what' the student requires next in their academic journey.</p>
	<p data-bbox="557 571 1977 611">Analysis of whole school data- this allows for the identification of the school's core learning priorities.</p>
	<p data-bbox="557 647 2101 794">Student Groupings- Students are grouped in response to individual need- this is based on pre-tests and diagnostic testing data; constantly monitored and altered to suit the subject and topics within the subject (e.g. ability groups set for using units or measurement in maths, and reset before starting new topic of compare, order and represent decimals)</p>
<p data-bbox="125 951 383 986">High expectations</p> <ul data-bbox="125 1026 533 1390" style="list-style-type: none"> <li data-bbox="125 1026 533 1169">• comprehensive and challenging learning goals for each student based on agreed data sets <li data-bbox="125 1209 533 1390">• agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff 	<p data-bbox="557 911 2123 951">Coaching and Feedback- All teaching staff to be involved in ongoing observation, feedback and coaching loop.</p>
	<p data-bbox="557 1023 2069 1169">Data charts in classrooms- student diagnostic data, linked to the regional benchmarks, are displayed in classrooms. Students use these achievements (and learning individual learning booklets) to set goals each term/ semester. Awards and certificates presented to students during parade for achieving set goals and benchmarks.</p>
	<p data-bbox="557 1209 2078 1321">Staff Professional Development Plan and School Professional Development Plan- The school will create an annual Professional Development plan based on the identified core learning priorities. Each staff member requires a staff PDP based on the core learning priorities, and their strengths/ identified focus areas.</p>
<p data-bbox="125 1433 510 1509">Alignment of curriculum, pedagogy and assessment</p>	<p data-bbox="557 1393 2092 1469">Curriculum plans- NSS Have developed plan based on the Australian Curriculum for maths and English. Our science curriculum is also based on AC. We continue to use AB cycle for HASS; using C2C units.</p>
	<p data-bbox="557 1505 2096 1540">Assessment Plan- The school's assessment plan has been designed to adhere to Regional Benchmarks and</p>

<ul style="list-style-type: none"> • pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities • assessment, with explicit criteria and standards, planned up front and aligned with teaching • lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area • moderation practices to support consistency of teacher judgment about assessment data 	<p>school based programs. It indicates the range of formative, summative and diagnostic processes required across all year levels.</p> <p>Moderation- The teaching staff participate in 2 moderation processes per year with cluster colleagues to discuss assessment and making judgments.</p> <p>Collaboration- The development of the Clifton Cluster Collaboration days allows all teaching staff to meet 4 times per year. During these days, teachers engage in meaningful discussion and work together to develop tasks, share best practice and engage in purposeful professional development.</p>
<p>Evidence-based decision making</p> <ul style="list-style-type: none"> • teaching and learning informed by student performance data and validated research • quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning • agreed feedback practices for staff, parents and students 	<p>Essential Assessment (EA) - We use a web based program (EA) to assist in supporting the delivery of the AC maths. Pre-tests from EA are used to 'group' students based on their current understanding of the topic before the teaching of the topic is to begin.</p> <p>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 P&C meetings (as appropriate). The school will publish data sets in newsletters, website and at P&C Meetings to ensure data is shared and understood. Trends from such data will play an important role in strategic planning and each teacher's classroom planning and teaching.</p> <p>Student Reporting- Student reports must be processed according to the current EQ policy. Teachers will be given time lines by the Principal to ensure reports are issued each semester. Our school encourages informal meetings with parents to discuss student progress. Teachers should follow up (each term) to ensure parents have ample opportunity to meet with them for student progress updates.</p> <p>Staff Coaching & Feedback- The principal designs a model to allow teaching staff to engage with development of performance via classroom observations, feedback and coaching sessions. All teaching staff are strongly</p>

	<p>encouraged to participate. Teaching staff receive prompt feedback about each lesson observation from the principal. This is designed to improve teaching performance and student learning. Observations are based on the explicit teaching model. Opportunities to host visits from other schools and teachers may also take place to help with mentoring and coaching roles.</p>
	<p>Explicit Improvement Agenda (EIA) - We create a concise document each year to capture the details of the core learning priorities. The priorities are identified via a thorough analysis of data. The EIA lists data used in choosing core learning priorities, the strategies to be used to promote the improvement, the benchmarks and targets for the year.</p>
	<p>Intervention programs- We utilise 2 research backed, Australian university designed and researched intervention programs in the areas of literacy and numeracy. Student inclusion in these programs is based on the analysis of student data. The school teaching group, which includes visiting specialists (GO, SLP) make decisions together as a group, using data collected via the school assessment program and other classroom data collections.</p>
	<p>School assessment plan- a rigid assessment plan is in place to appropriately track student academic progress. Results are transcribed to both student learning books and data charts. Student achievements are acknowledged on weekly parades.</p>
	<p>Resources- Resources (including financial and human) to support student learning are allocated by the Principal after careful analysis of student academic data, consultation with staff and consultation with the community regarding their values and beliefs of education.</p>
<p>Targeted and scaffolded instruction</p> <ul style="list-style-type: none"> • comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology • differentiated and scaffolded teaching based on identified needs of students 	<p>Differentiation- Student academic needs are considered when setting small groups for spelling, reading and maths. Nightly revision/practice of sightwords is based on what they can do, not what age/ year level they are currently at.</p>
	<p><i>Learning Support programs</i>- Learning support teachers (STLaN, AVT etc.) must use programs that support and integrate with the established school programs. These would include Multilit programs, QuickSmart maths, You Can Do It, Friends for Life etc. Responsible staff members must ensure they meet regularly with classroom teachers (or the team that supports the student) to give progress updates. Appropriate anecdotal notes are kept by the staff implementing the program for use by the teachers. All support provided to students is recorded in the student's OneSchool profile.</p>
	<p>Available Technology- The school is well resourced with the latest digital technology resources. This includes iPads, laptops, desktop machines, Interactive Projectors, Wi-Fi, and NBN. Teachers and aides need to ensure they exploit these resources to their maximum potential.</p>
	<p>Explicit instruction- Our school utilises pedagogies, structures and methodologies of Archer & Hughes: Explicit</p>

	<p>Instruction. The strategies and pedagogies employed are designed to engage students and have them learn to their optimum level.</p>
<p>Safe, supportive, connected and inclusive learning Environments</p> <ul style="list-style-type: none"> • consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy • innovative, responsible and ethical use of digital technologies. 	<p>Learning & Wellbeing Framework- The school has established a Wellbeing Framework. This documents shows how we have addressed the key areas of; learning environment, curriculum & pedagogy, policies & procedures, Partnerships. It is available on the school website.</p> <p>Behaviour- The school has consulted with all stakeholders 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 to be supported in classrooms by the establishment of rules (displayed in each room) and the appropriate classroom routines. The school utilises a responsible thinking room for reflection of inappropriate behaviour, as well failure to complete homework and home reading. All instances of major inappropriate behaviour, or visits to the responsible thinking room, are listed on the student's profile in OneSchool.</p> <p>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, publishing parenting skills information. The Principal will follow EQ procedures to follow up on any attendance issues.</p> <p>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 when they achieve or reach school and regional benchmarks and targets. To promote a sense of family / team, we will also celebrate birthdays and student achievements at assemblies. Information about student achievement and improvements will also be published in the newsletters.</p> <p>Communication- Communication between all members of the school community is the key strategy to building the 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, once per term information afternoons, curriculum articles (e.g. Curriculum Corner in newsletter), Principal reports at P&C meetings, annual Meet & Greet.</p> <p>Goal & Achievement Books- Students from years 2-6 have their own learning book. They use these books to keep track of their attendance, set goals for maths and English against the benchmarks, and track their achievements. It is important for students to be part of their learning progress so that each student has the intrinsic motivation to extend their strengths (and help others) and to promote their deficits. They establish learning goals and regularly reflect on how they progressing to meet their goals. Students are also aware of their progress via the data charts in each classroom.</p>

	<p>Parent engagement and parent teacher interviews- We encourage parents to be highly involved in our school. They assist in classrooms and it is expected that they support the P&C projects throughout the year. Parent /Teacher interviews are held at the end of terms 2 and 4.</p>
	<p>Student well-being- frequent regular discussion between teachers and visiting staff (GO, SLP, SET), occur to discuss current referrals to support staff. Referrals to support services may receive support in a variety of ways. This may include 1-on-1 counselling, small group sessions, sessions with the school chaplain or assistance with referrals to outside agencies. The learning support team (consisting of teachers, GO, SLP and SRET meet once per term).</p>