

Student-Centred Planning

- purposeful and planned use of data to inform teaching
- setting individual learning goals with students; homework includes goals shared with parents
- differentiation of curriculum content, delivery and assessment to meet students individual needs
- Adopt immediate, affirmative and corrective feedback practices throughout the teaching and learning cycle. (Archer and Hughes).
- Address the social, emotional and intellectual needs of every student through our Learning and Wellbeing Framework.

High Expectations

'Only Our Best is Good Enough'

- Comprehensive and challenging learning goals for each student based on purposeful data
- Explicitly modelling and teaching high expectations of student learning, bookwork and behaviour (using our Responsible Behaviour Plan)
- Promoting a collaborative school culture where all staff share responsibility for student achievement, evaluation of the impact of teaching methods and attainment of the whole school improvement agenda

Alignment of Curriculum, Pedagogy and Assessment

- Planning is aligned to mandated curriculum— ACARA, and units adapted for the multi-age context from the Curriculum into the Classroom resource (C2C QLD)
- Curriculum is front ended with assessment, so the learning intent is clear to students.
- We use consistent and validated approaches to monitoring and data collection to inform teaching and learning
- We use a wide range of research based pedagogical practices which best match the curriculum content and learner needs. These include Explicit Instruction and Dimensions of Teaching and Learning (DoTaL)

We are focused on improvement through-

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery



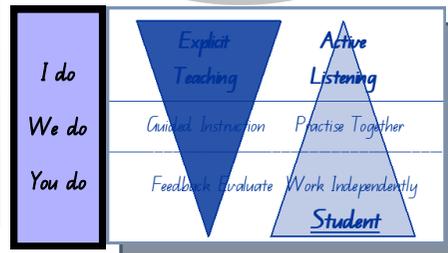
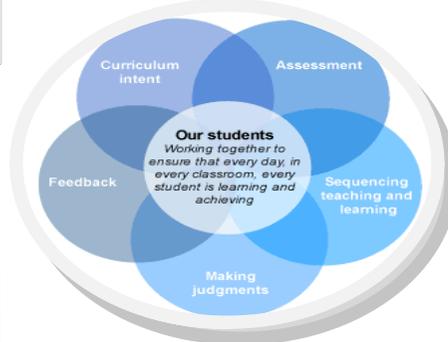
'Only Our Best is Good Enough'



Kulpi State School Pedagogical Framework

*We value *Learning *Respect
*Responsibility *Safety*

Our practices are underpinned by these values as we ensure 'high quality teaching is focused on the achievement of every student'.

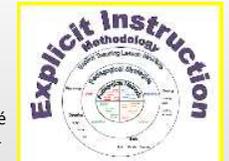


Evidence-based Decision Making

- Teaching and learning is informed by student performance data and validated research
- There are agreed feedback practices for staff, parents and students including the use of homework overviews, viewing of notes on student work samples, end of term meetings, staff meetings with targeted review of student progress, use of data folders, formal and informal parent teacher meetings, and One School report cards
- Data is collected specifically to match against the Darling Downs South West Regional Benchmarks; this informs pedagogical practices for individual students
- Students at risk of not achieving National Minimum Standards have an evidenced based plan or an ICP used to target instruction

Targeted and Scaffolded Instruction

- We use clearly established classroom routines, structures and expectations
- We work within the structured framework of the six principles of the Explicit Instruction Methodology for the focused teaching of all knowledge, concepts and skills—connecting what is new to what is known
- We use the whole school Café approach to reading; individuals have conferences focused on their reading goals, with specific feedback targeting their needs and abilities provided



Key School Documents

- Annual Implementation Plan (AIP)
- Whole School Curriculum, Assessment and Reporting Plan
- Learning and Wellbeing Framework
- Parent and Community Engagement framework (PACE)
- Responsible Behaviour Plan
- Bookwork Policy

Safe, Supported, Connected and Inclusive Learning Environments

- We use consistent, whole-school approaches to classroom and behaviour management as described in our Responsible Behaviour Plan and the Learning and Wellbeing Framework
- We recognize and value difference, plan for student well-being and consciously develop student autonomy
- We teach students about the responsible and ethical use of digital technologies.
- We communicate regularly in a variety of ways with students, parents, carers, colleagues and community members in a positive, considerate and open manner.