### Safe, Supportive, Connected and Inclusive Learning Environment

**Practices, Processes and Strategies**
- Effective student—teacher relationships based on the school PROUDs
- Shared learning intentions and achievement goals with staff, parents and students
- Attention to detail in the physical layout of the classroom and in quality classroom displays
- Immediate, quality and affirmative feedback to staff and students
- Teacher aide time timetables for quality leverage in learning
- Planned and purposeful staff and curriculum meetings with a focus on professional development and consistency of practice
- Shared understanding of assessments, including GTMs
- Developed community partnerships including indigenous, local business and government
- Active student leadership program with regular student council meetings and teacher mentor
- Established Primary to Junior Transition program
- Established Early Transitions via our Playgroup program and attention to age-appropriate pedagogies
- Establishment of PBL Action Team and focus on moving through Tier I

**Key Documents**
- Responsible Behaviour Plan for Students including PBL Schoolwide Expectations Matrix
- Homework Policy
- Wooroolin State School Health & Wellbeing Framework

### Student Centred Planning

**Practices, Processes and Strategies**
- Case management approach to learning
- Use of online spaces and digital technologies used to promote student autonomy
- Relevant homework to reinforce learning, provision of homework ‘tools’ to assist home learning
- Entry points for students are differentiated
- Diagnostic, Summative and Formative Assessment informs daily teaching pedagogy
- Enrolment Interviews
- Tight processes around students with disability and special needs including
  - Health and OOHC

**Key Documents**
- Individual Learning Plans including EBPs, ICPs, PLPs, Learning Support Plans
- Wooroolin State School Standards and Targets including EBP

### Evidence Based Decision Making

**Practices, Processes and Strategies**
- Decisions based on knowledge of the students, their prior learning and performance data
  - Know where each student is (Fleming)
  - Data on student progress is collected regularly so student learning is intentionally guided
  - Students placed in ability groups for instruction
- Use of data to improve student performance informed by feedback practices between all stakeholders
- Quality Planning
- Collect evidence of student achievement against the standards and benchmarks content
- Decisions validated by staff reflecting on research
- Cluster and school-based moderation
- Annual 3-way conferences and regular parent-teacher interviews
- Whole school, class, group and individual data analysis of student performance
- Staff professional development plans

**Key Documents**
- Regional Data Sets and Headline Indicators
- Quadrennial School Review (QSR), Annual Implementation Plan (AIP); Investing for Success (IS); School Opinion Survey (SOS)
- Teaching & Learning, and Discipline Audit documents
- OneSchool Data
- School data sets and tracking documents—whole school, class, group and individual
- Wooroolin State School Assessment Framework
- Wooroolin State School Assessment Planning and Testing Tools Overview
- End of Semester Report Cards
- Archer and Hughes [www.explicitinstruction.org](http://www.explicitinstruction.org)

### High Expectations

**Practices, Processes and Strategies**
- Every Day Counts, Every Student Succeeding, Making Wooroolin PROUD
- Comprehensive and challenging learning goals for each student based on agreed data sets
- Regular professional conversations within and beyond school
- Correction of all key work; dated and initialised
- Multiple sources of feedback including classroom profiling; walkthroughs and coaching, mentoring and feedback cycles
- Attention to detail in bookwork and handwriting
- Developing Performance Plans for staff

**Key Documents**
- DODW Charter for improvement 2017
- Individual student goal-setting and discussion with all stakeholders
- Bookwork Policy
- School PROUD documents
- Wooroolin State School Coaching and Feedback Model
- Regional School Improvement Tools (eg School Improvement Hierarchy Reflection Tool

### Alignment of Curriculum Pedagogy and Assessment

**Practices, Processes and Strategies**
- Combination of approaches—Direct Instruction, Effective Teaching, Differentiated Learning, Intensive Teaching, Focussed Teaching
- Teachers implementing the Australian Curriculum
- Explicit Teaching practices in all classrooms
- Differentiation in Maths, Spelling and Reading across the School
- Exemplar student responses for assessment provided where available
- Instruction is based on core literacy and numeracy ACARA
- Embedding digital technologies
- Provide guided and supported practice in skill development
- Consistency is achieved through adherence to scripts and models
- Move student learning from short-term to long-term memory
- School and cluster moderation
- Small Schools Cluster Early Years Network aligns curriculum, assessment and pedagogy
- Cross-schools use of shared staff eg STLaN

**Key Documents**
- Wooroolin State School Assessment Framework and Wooroolin State School benchmarks and Targets
- Wooroolin State School Assessment Planning and Testing Tools Overview
- Whole School Curriculum Plan
- Differentiated GTMs
- Regional Age-Appropriate Pedagogy strategic documents
- Wooroolin State School ‘Use of Digital Technologies’ framework

### Targeted and Scaffolded Instruction

**Practices, Processes and Strategies**
- Monitor learning and use feedback about student learning to inform future teaching and learning
- Individual Learning Plans/Learning Goals, especially around Reading
- Targeted use of digital technologies including Reading Eggs, iPad Apps (maths); smartboards
- Students practice and deepen their understanding of new knowledge
- Lesson intent shared in every E1 lesson (WALT WILF TIB)
- Establish classroom routines, structures and expectations
- Differentiation of teaching is defined as adjusting the entry point for instruction

**Key Documents**
- Reference to Archer and Hughes 16 Elements and Lyn Sharratt, Putting Faces on the Data
- Disability Standards for Education 2005/ QSL
- SAP Educational Adjustment Program
- Differentiation Planner
- Wooroolin State School Explicit InstructionTeaching Model

**Wooroolin State School 2017 Pedagogical Framework**

**Wooroolin State School is Making Wooroolin PROUD**

**LITERACY IN LEARNING MANTRA**

Monitor Progress Provide Feedback

Build a Whole School Approach to Improving Literacy

**Updated 14/02/2017**