

Safe Supportive Connected and Inclusive Learning Environment

- Effective student - teacher relationships
- Share learning intentions and achievement goals with all staff parents and students
- Organise the physical layout of the classroom
- Quality classroom environment in every room (visual displays)
- Give quality feedback, provide immediate, affirmative and corrective feedback to staff and students
- Principal coaching teachers and giving relevant feedback
- Planned and purposeful staff meetings
- Display, discuss and make connections with 'A' exemplars, criteria sheets, monitoring sheets.

Key Documents

- Responsible Behaviour Plan for Students
- Homework Policy
- Well-being Framework
- Wheatlands State School Coaching and Feedback
- Classroom Observation Protocols
- Developing Performance Framework
- APST Ed Studio
- Wheatlands State School Charter of Expectations
- Newsletter, Website, Facebook site

Student Centred Planning

- Ongoing assessment leads to reformation of ability groupings and movement of students amongst groups
- Start from where the students are at (use data to inform teaching)
- Use of online spaces and digital technologies is used to promote student autonomy
- Relevant homework to reinforce learning
- Entry points for students are differentiated
- Diagnostic, Summative and Formative Assessment informs daily teaching pedagogy
- Enrolment Interviews

Key Documents

- Individual Learning Plans
- Wheatlands State School Standards and Targets
- Evidence Based Plans
- Student Performance Tracking

Alignment of Curriculum Pedagogy and Assessment

- Combination of approaches Direct instruction, Effective Teaching
- Teachers implementing the Australian Curriculum
- Explicit Teaching practices in all classrooms
 - Direct Teaching - Spelling Mastery, Guided Reading, Grammar Conventions, Reading Conventions, Handwriting, STRIVE, 7 Steps to Writing Success
 - Explicit Teaching (Anita Archer)
 - Warm up, WALT, WILF, TIB
 - I do
 - We do
 - You do
- Assessment embedded in explicit teaching programs
- Exemplar student responses for assessment provided
- 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

Key Documents

- Wheatlands State School Assessment and Monitoring Framework with Benchmarks
- Whole School Curriculum Plan
- Curriculum Mapping Documents
- Explicit Teaching Lesson Plan
- Wheatlands State School Timetable
- Guided Reading at Wheatlands State School



Aspiration - Integrity - Resilience - Empathy

Our School Community

Evidence Based Decision Making

- Decisions based on knowledge of the students, their prior learning and performance data
 - Know where each student is at. (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 using 1 School 1 Plan
- Collect evidence of student achievement against the standards and benchmarks content (ACARA)
- Decisions validated by staff reflecting on research
- Students do not progress until firm in components of basic skills

Key Documents

- DDSW 10 Page Data Set
- QSR/AIP
- Professional Development Plan
- ONE School Data
- Cluster and school based Moderation
- Data analysis student performance/SOS
- 3-way meetings with parents
- End of Semester Report cards.
- Archer and Hughes, www.explicitinstruction.org.
- John Fleming, Gdrive/Coredata/Curriculum

High Expectations

- All students can succeed, high expectations, achieving regional benchmarks as set by DDSW
- Comprehensive and challenging learning goals for each student based on agreed data sets.
- Quality bookwork and high levels of presentation in every classroom
- Professional Conversations
- Correction of all work, all work dated and initialled
- Multiple Sources of Feedback
 - Classroom Profiling
 - Walkthroughs
 - Coaching, Mentoring and Feedback
 - Feedback to students

Key Documents

- DDSW Regional Charter of Expectations
- ILP and Assessment Targets.
- Bookwork Policy
- Wheatlands State School Charter of Expectations

Targeted and Scaffolded Instruction

- Monitor learning and use feedback about student learning to inform teaching and learning
- Students placed in ability groups for instruction
- Mathematics, Reading Eggs.
- Have students practice and deepen their understanding of new knowledge
- Content and strategy are provided with materials as a prescribed set.
- Lesson intent (WALT WILF TIB) at the beginning of each lesson.
- 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
- Disability Standards for Education 2005
- EAP Educational Adjustment Program
- ICP's