MACKAY CENTRAL STATE SCHOOL

PEDAGOGICAL FRAMEWORK

VISION:
At Mackay Central State School, we work together to make a difference, ensuring that every child is achieving their full potential

TOGETHER, WE MAKE THE DIFFERENCE

BELIEFS
At Mackay Central State School, we believe...
- every student can make a difference to the world
- in improving every child, enabling them to reach their full potential
- in a culture of high expectations (School Motto: "Strive to Excel")
  - academic achievement
  - student behaviour and attendance
  - dress code and bookwork
- reliable, current achievement data is crucial to improving performance
- staff share accountability for student outcomes and wellbeing
- in expanding our students knowledge of the world through cultural experiences
- positive student–teacher relationships lead to positive outcomes
- Explicit Instruction is a powerful pedagogy and must be used as part of a balanced pedagogical approach
- Information and Communication Technologies (ICT) play a vital role in education and later life

VALUES
At Mackay Central State School, we value...
- the uniqueness of each individual
- the cultural diversity of our students
- every students right to learn
- the safety of the entire school community
- respect between students, teachers and the community
- a positive and supportive environment where every student feels worthwhile and valued
- high academic achievement
- high rate of attendance
- model behaviour

PRIORITIES
The core priorities at Mackay Central State School are...
- READING – “We are a Reading School”
- CONSISTENT CLASSROOM AND PEDAGOGICAL PRACTICES
- EFFECTIVE USE OF ACHIEVEMENT DATA
- HIGH LEVELS OF ATTENDANCE

Our students
Working together to ensure that every day, in every classroom, every student is learning and achieving

Feedback
Sequencing teaching and learning
Making judgments
Curriculum intent
Assessment

TOGETHER, WE MAKE THE DIFFERENCE

• Implement the mandated curriculum (ACARA, Essentials and EYCG)
• Provide sequenced and aligned curriculum through three levels of planning
• Work cooperatively to continually refine classroom planning

• Feedback is used as an essential component of improving learning
• Feedback is formal & informal
• Teachers and students use feedback to close the gap between where students are and where they intend to be

• Judgements are based on a range of evidence collected over a period of time, involving multiple opportunities
• Judgements are based on evidence matched against specific, explicit criteria
• Consistency of judgement is achieved through moderation and use of explicit predetermined standards

• Assessment is clearly aligned to curriculum intent, teaching and learning and achievement standards
  - Assessment is used to
    - evaluate progress
    - assess achievement
    - inform Teaching
  - Select effective teaching strategies that support the range of learners
  - Explicitly teach the knowledge, understanding and skills required to maximise learning
  - Differentiate to ensure students experience learning success every day
  - Provide multiple opportunities for all students to learn and consolidate knowledge, understanding and skills (RRR)
Principles of Assessment:
- Assessment is clearly aligned to curriculum intent, teaching and learning and achievement standards
- Assessment is used to
  - evaluate progress
  - assess achievement
  - inform teaching

What we do:
- Administer C2C assessment tasks aligned with ACARA curriculum
- Administer standardised and diagnostic assessment as per our internal monitoring schedule
  - i.e. M100W; NAPLAN Tests (Past and present); TOWRE; PAT-R; PM; CQ Benchmark Maths
- Enter and interpret data in One School
- Use a range of assessment techniques to cater for different learning styles
- Provide students with exemplars of assessment
- Provide students with GTMJ (Guide to Making Judgements) for relevant assessments
- Use assessment to identify where differentiation is required
- Use assessment to make decisions and changes to planned teaching and learning
- Differentiate assessment to meet a range of learning needs
- Administer assessment in an ongoing manner to enhance the relevance of teaching and opportunities for feedback to students
- Participate in data interpretation meetings as a school and individually

What we see:
- Teachers aligning assessment with mandated curriculum
- Teachers implement assessments as outlined on the School Curriculum and Assessment plan and Internal Monitoring schedule
- Teachers collaboratively selecting and adapting unit plans and assessments
- Differentiation cones
- Students aware of their achievement level and improvement
- Data Interpretation plans and graphs
- Setting targets for students
- Individual student goals
- Planned differentiation for students in teaching and assessment

Resources we use:
- Whole School Curriculum and Assessment Plan
- Year Level Plans (KLAs)
- Unit Plans (C2C)
- Assessment entered in One School
- Internal monitoring schedule
- C2C exemplars and GTMJ
- RRR resources, schedule and core content
- Differentiation cone
- Data Interpretation templates
- Improvement graphs
- Data Wall
Principles of Curriculum Planning:
When planning curriculum at Mackay Central, we:
- Implement the mandated curriculum (ACARA, Essentials and EYCG)
- Provide sequenced and aligned curriculum through three levels of planning
- Work together to continually refine classroom planning

What we do:
Access C2C unit plans from G:\C2C or directly from One School as per the whole-of-school Curriculum Plan

1. Prior to commencing new unit, Identify curriculum intent and assessment
   - review content descriptors and standards to understand what students need to learn.
   - identify key concepts, facts, vocabulary and skills that students need to learn
   - consider literacy and numeracy requirements
   - identify previous learning to be reinforced and consolidated (CQ Planning Document)
   - identify required new learning
   - unpack C2C assessments to confirm or adjust what needs to be taught

2. Prior to commencing new unit, adapt and adjust teaching and learning sequence
   - review student data to identify strengths and areas for further teaching or practice
   - Identify Critical Content (CQ Planning Documents)
   - identify which lessons will require explicit instruction
   - Identify RRRs
   - select C2C lessons and resources

3. Commence unit, plan and teach lessons
   - set WALT and WILF for each explicit instruction lesson
   - Check for understanding throughout lessons
   - adapt and adjust lessons based on student learning and achievement
   - adapt and adjust RRR to reinforce and consolidate prior and new learning

Resources we use:
- Whole School Curriculum and Assessment Plan
- Year Levels Plans (Each KLA)
- C2C Unit Overviews, Lesson Plans and SDE resources (Updated and stored in a common location G:\)
- Current achievement data (Class assessment and Standardised sources)
- Differentiation Cone
- Explicit Instruction Procedure
- Year Level Achievement Standards (ACARA)
- Rapid Recall Routine (RRR) - G:\
- Mathletics / Reading Eggs
- Critical Content Overviews

What we see:
- Alignment with mandated curriculum: ACARA, Essentials, EYCG
- Teachers accessing the three levels of planning: (1) Whole school Curriculum and Assessment Plan (2) Year Level KLA plans (3) Unit Overviews, Lessons Plans and related resources, in developing planning and implementing curriculum
- Teachers collaboratively selecting and adapting C2C units based on ACARA
- Differentiation cones and data interpretation plans
- Teachers utilising data to plan (internal monitoring)
- Class plan for implementation of RRR
- Teacher targets
- Individual student goals
**Feedback**

**Principles of providing feedback:**
- Feedback is used as an essential component of improving learning
- Feedback is formal & informal
- Teachers and students use feedback to close the gap between where students are and where they intend to be

**What we do:**
- Provide parents with written reports twice yearly
- Provide opportunities for parent interviews
- Use individual student achievement data to close the gap between where students are and where they need to be
- Assist students to set regular learning goals and achievement targets
- Provide incentives and rewards for high achievement and studious behaviour (including effort, attendance and home reading)
- Provide continuous feedback throughout the teaching and learning process
- Provide regular marking and corrective feedback to students in their written bookwork
- Obtain feedback (Check for Understanding) from students to inform current teaching and future planning
- Engage in self-feedback and receive quality feedback from peers and administration on pedagogical practice.
- Provide students with information about their current level of achievement, improvement and comparison to school and national standards
- Participate in inter-school moderation to receive feedback on our standards
- Communicate student behaviour to parent using communication book

**What we see:**
- Whole School Data Wall displaying current achievement, year level means and standards
- Visible data in classes showing goals, individual improvements and targets
- Achievement awards including:
  - Student of the Week
  - Mathletics and Reading Eggs
  - Splatter Reading (Home reading)
  - Attendance
- One School Data Collection
- Use of data to close the gap
- Written reports generated in One School including comments related to year level achievement standards
- Parent-teacher interviews
- Communication book used by teachers and signed by parents
- Bookwork including regular marking and comments
- Ongoing instructive dialogue occurring between teachers and students

**Resources we use:**
- One School (Reporting, data collection, positive certificates)
- Differentiation Cones
- Data Interpretation Spread sheets and template
- Internal Monitoring Schedule
- Bookwork policy
- Whole of school data wall
- Goal Setting Policy
- Goal and Target setting templates
- Explicit Instruction feedback sheets
- Reading Eggs, Mathletics, Splatter rewards and certificates
Making Judgements

Principles of making judgements:
- Judgements are based on a collection of evidence over a period of time, involving multiple opportunities
- Judgements are based on evidence matched against specific, explicit criteria
- Consistency of judgement is achieved through moderation and use of explicit predetermined standards

What we do:
- Use standards, evidence and teacher agreement to achieve consistency of judgement
- Provide clear and explicit criteria to students (GTMJ : Guide to Making Judgements) about how they will be judged
- Provide exemplars of high quality student work to share with students
- Consider multiple demonstrations of student work to provide a balance representation of student achievement
- Participate in inter-school moderation with like-schools to ensure consistency in judgements and sharing of ideas.
- Compare student assessment against year level standards (School-based) and achievement standards (ACARA)
- Provide students with feedback regarding where they are in relation to school standards and national means
- Consider consistency between class assessments and standardised test results
- Consider all strands of KLAs in making overall judgements of achievement

What we see:
- Whole School Data Wall displaying current achievement, year level means and standards
- Students are aware of where they are in relation to year level standards
- Students have seen assessment exemplars / expectations
- Students have GTMJ for assessment tasks
- Teachers participating in Inter-school moderation
- Teachers using a range of evidence, over a period of time (multiple opportunities) to make judgements
- Teachers utilising One School to enter internal monitoring data and report
- Teachers referring to school standards in making judgements
- Teachers reviewing A-E data

Resources we use:
- Year level standards (School)
- Guide to making judgements (GTMJ) – C2C
- Unit Exemplars (C2C)
- Improvement graphs showing year level standards and means
- Year Level Achievement Standards (ACARA)
- Whole School Data Wall
- Internal Monitoring Schedule
- Curriculum and Assessment Schedule
- Year Level Plan (KLA)
- One School Reporting
- Interschool Moderation Process
Principles that guide our teaching practice:

- Select effective teaching strategies that support the range of learners
- Explicitly teach the knowledge, understanding and skills required to maximise learning
- Differentiate to ensure students experience learning success every day
- Provide multiple opportunities for all students to learn and consolidate knowledge, understanding and skills (RRR)

Resources we use:

- Teaching In CQR
- Explicit Instruction Overview
- Explicit Instruction Lesson Plan
- WALT and WILF
- RRR Network Resources
- RRR (Core Content and Coverage)
- Differentiation Cone
- Mathematics Placemats
- Improvement Graphs
- Data Interpretation Template

TOGETHER WE MAKE THE DIFFERENCE

MACKAY CENTRAL S.S.-TEACHING IN CQR

CURRICULUM INTENT OUR STUDENTS ASSESSMENT MAKING JUDGEMENTS FEEDBACK SEQUENCED TEACHING

DIRECT INSTRUCTION

The teacher is actively directing all students in highly structured learning activities. Ensuring all students achieve and consolidate the learning objectives.

Our schools methods include:
- Warm Ups
- Lesson Sequence
- Guided Reading
- Explicit Instruction
- Rate learning
- Modeled teaching/learning
- Demonstrated
- W.L.F.
- Targets & goals

INDIRECT INSTRUCTION

The teacher activates and facilitates learner centered activities. The learners are given real choices and decisions about what and how they are learning.

Our schools methods include:
- Differentiation of individuals
- Science experiments
- Pairs, groups, buddies, peer groups
- Learning centres & rotations
- Investigations
- Independent reading
- Demand writing
- Choice of topics in research/assignments

INTERACTIVE INSTRUCTION

The teacher activates and facilitates student learning collaboratively and productively.

Our schools methods include:
- Learning objects from CIC and other sources
  - Mathematics
  - Group Work
  - Interactive White Boards
  - Technology
  - Shared reading
  - Guided reading
  - Small group focus e.g. Writing
  - Group work, peer and buddy
  - Differentiation

EXPERIENTIAL INSTRUCTION

The teacher activates and facilitates learners participation in experiences that are real, simulated or dramatisations relevant to their current learning.

Our schools methods include:
- Oral assignments presented to class
  - Reader’s theatre and Poetry
  - Role playing and acting
  - Reflection on learning and topics
  - Goal setting
- Hands on learning experiences

We value:
- the uniqueness of each individual
- the cultural diversity of our students
- every student’s right to learn
- the safety of the entire school community

- respect between students, teachers and the community
- a positive and supportive environment where every student feels worthwhile and valued
- high academic achievement
- high rate of attendance
- model behaviour
Explicitly teach the knowledge, understanding and skills required to maximise learning

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
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<tbody>
<tr>
<td><strong>Warm Ups</strong></td>
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<tr>
<td>1. Activate and build on prior knowledge</td>
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<td>2. Short term to long term memory</td>
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<tr>
<td>3. Recall core knowledge automatically</td>
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<td>4. Build confidence, concentration and skill</td>
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</tbody>
</table>

**Micro Skills**
1. Focus instruction on core content and skills
2. Sequence skills logically
3. Break complex skills and strategies into smaller parts
4. Plan organised and focused lessons
5. Begin lessons with a clear statement of the lesson’s goals and your expectations
6. Review prior skills and knowledge before beginning instruction
7. Provide step by step demonstrations
8. Use clear and concise language
9. Provide/model a range of examples
10. Provide sufficient guided practice
11. Require frequent responses from all students
12. Monitor student understanding closely
13. Provide immediate affirmative and corrective feedback
14. Deliver the lesson at a brisk pace
15. Help students organise knowledge
16. Provide distributive (over time) and cumulative (previous + new skills) practice

**W.A.L.T.**
WE ARE LEARNING TO........

**W.I.L.F.**
WHAT I AM LOOKING FOR....

Provide multiple opportunities for all students to learn and consolidate knowledge, understanding and skills (RRR)

Students learn best when they have multiple opportunities to organise, process, discuss and practise new learning. These opportunities make new learning more meaningful and allow students to make connections between what has been learned and is to be learned.

Rapid Recall Routine (RRR) occur daily and transfer skills and knowledge from short-term to long-term memory. Where applicable, general knowledge and skills are included to support all learning areas.
Differentiation Cone

Class: 2
Teacher:
Curriculum Areas:

Achieving Year Level expectations

Support needed

Intensive support

Strand Break-Down

Average Achievement:

- NUMBER
- SPACE
- ALGEBRA, FUNCTIONS AND PATTERNS
- MEASUREMENT
- GEOMETRY AND DATA

Strands

CD
Differentiation at Mackay Central State School is an educational response that accommodates the diverse needs, interests and current level of readiness of our students. In differentiating, teachers scaffold challenging new learning, foster independence and reflect a shared belief that all students can achieve or surpass curriculum expectations.

At Mackay Central State School, the key to differentiation is planning by teachers for ALL learners. Teacher planning is informed by the analysis of data from feedback, ongoing monitoring and assessment.

In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students.

When planning for focused teaching to meet all students’ learning needs and to ensure that all students, including high-achieving students, are appropriately engaged, challenged and extended the C2C materials and resources can be adapted in four ways:

As reflected in curriculum planning and enacted in classroom interactions, teachers may differentiate:
## Methods for class differentiation

<table>
<thead>
<tr>
<th>Communication: Teacher input/Process</th>
<th>Communication: Student Output/Product</th>
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<tbody>
<tr>
<td>Repeat, rephrase, model, highlight language and important points. Provide cues and prompts.</td>
<td>Focus on individual goals in class. e.g. communication, language, social skills</td>
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<tr>
<td>Provide concrete examples, visual support materials</td>
<td>Break tasks down into simple steps</td>
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<tr>
<td>Encourage hands on activities</td>
<td>Assess individual goals: e.g. communication of ideas rather than spelling</td>
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<tr>
<td>Plan for generalizations/ links to real life</td>
<td>Allow verbal / pictorial response instead of written</td>
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<tr>
<td>Simplify language/ pre-teach key vocabulary</td>
<td>Provide a Home / school communication book.</td>
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<tr>
<td>Provide specialist teacher input</td>
<td><strong>Time/Product</strong></td>
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<tr>
<td>Explicitly teach skills</td>
<td>Allocate extra time to complete tasks, adjust pace of activity, allow time to respond, engage.</td>
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<tr>
<td>Use visual aides / pictorial directions</td>
<td>Provide time to use learning resources: computer, calculator, dictionary</td>
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<tr>
<td>Curriculum/Content</td>
<td>Materials and Resources/Content</td>
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<tr>
<td>Identify similar curriculum goals but different higher order thinking skills</td>
<td>Modify worksheets, learning resources and homework</td>
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<tr>
<td>Individualize goals and modified content and skills</td>
<td>Using ICT to individualise challenging learning</td>
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<tr>
<td>Cater for learning styles: e.g. hands on: visual learner</td>
<td>Provide graphic organizers. Highlight key points.</td>
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<tr>
<td>Provide alternative assessment opportunities</td>
<td>Modify visuals, print, complexity of visual texts, interest level.</td>
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<td>Monitor data to provide program feedback.</td>
<td>Provide concrete materials</td>
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<tr>
<td>Implement additional support: e.g. fine motor, behaviour, phonics.</td>
<td>Modified assessment tasks and constraints</td>
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<tr>
<td>Modify quantity of work: e.g. no of spelling words, questions, length of presentation, writing expectations.</td>
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<tr>
<td>Health, Safety and Wellbeing/Environment</td>
<td>Level of support/ Environment</td>
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<tr>
<td>Risk Management Plan/ Health Management Plan/ Behaviour Management Plan current</td>
<td>Provide small group targeted support</td>
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<tr>
<td>Seating arrangement, learning contracts</td>
<td>Peer support program</td>
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<tr>
<td>Monitor lunchtime activities to support interaction, safety, explicit teaching of skills and positive social interactions.</td>
<td>Support Teacher: Literacy &amp; Numeracy support</td>
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<tr>
<td>Specialised Equipment</td>
<td>Involvement of AVT, GO, SLP, OT, other consultants</td>
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## Differentiation for Extension

<table>
<thead>
<tr>
<th>Communication: Teacher Input/ Process</th>
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<th>Communication: Student Output/ Product</th>
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<tbody>
<tr>
<td>Extend language and important concepts</td>
<td></td>
<td>Focus on individual goals in class. e.g. communication, language, social skills</td>
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<tr>
<td>Provide graphic organizers to assist: e.g. compare, classify, decision making problem solving.</td>
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<td>Level tasks predominately higher level Blooms, self chosen on class or negotiated topic</td>
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<tr>
<td>Teach metacognitive strategies such as thinking about thinking.</td>
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<td>Achievement of individual goals</td>
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<tr>
<td>Encourage independent investigation, team work, (intellectual peer group activities) and provide open ended tasks.</td>
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<td>Expect more in depth written responses,</td>
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<tr>
<td>Encourage specialist teacher input &amp; opportunities to engage with experts.</td>
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<td>Encourage work as a team rather than an individual; group investigations.</td>
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<td>Use ICT, internet programs eg. Learning place, to encourage independent investigation</td>
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<td>Projects with real world application/ real world audience.</td>
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<tr>
<td>Curriculum/ Content</td>
<td>Material and Resources/ Content</td>
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<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>Focus learning on similar goals with Higher Order Thinking concepts- (Blooms</td>
<td>Provide diversity of learning resources</td>
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<tr>
<td>taxonomy analysis evaluation, thinker keys, thinking hats, SCAMPER &amp; problem</td>
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<td>solving)</td>
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<tr>
<td>Individualized goals (HOTs) and modified content and skills and tiered assignments.</td>
<td>Negotiate open ended tasks</td>
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<tr>
<td>and self-assessment.</td>
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<tr>
<td>Fast track curriculum to cater for needs e.g. curriculum compacting – working with</td>
<td>Modify visuals, print, complexity of visual texts, interest level.</td>
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<td>multi-age higher level class</td>
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<tr>
<td>Provide pretest topics and concepts to adjust learning program and reduce</td>
<td>Modify assessment tasks and constraints</td>
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<tr>
<td>scaffolding.</td>
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<tr>
<td>Increase quantity of work: e.g. number of questions to be answered, length or oral</td>
<td>Increase self assessment opportunities</td>
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<td>presentation, length of written response.</td>
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<tr>
<td>Increase complexity on problem solving tasks to increase academic rigor. Use</td>
<td>Level of support/ Environment</td>
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<td>of enquiry based learning.</td>
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<tr>
<td>Learning Environment / Environment</td>
<td>Reduce personal assistance and encourage peer mentor assistance</td>
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<tr>
<td>Consider selected placement within class- freedom to self monitor</td>
<td>Time / Product</td>
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<tr>
<td>Separate space to develop negotiated learning goals and curriculum</td>
<td>Fast track timetable/ Individualise time line to complete tasks</td>
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<tr>
<td>Support dissemination of learning within classroom and extended learning</td>
<td>Allocate additional time to complete tasks, respond, engage and use learning resources</td>
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<tr>
<td>Plan and create different learning environments: excursions, camp</td>
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<td>Design selected class groupings</td>
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