



Clermont State School

School-Wide Pedagogical Framework

High Expectations

All members of the school community contribute to our ideal of 'high standards' - ALL STUDENTS CAN LEARN AND ACHIEVE, EVERY STUDENT IN EVERY LESSON MUST BE LEARNING

Learning Environment

Rules and Procedures

- -PBL Policies in alliance with School-Wide approach to managing student behaviour.
 - Behaviour review at
- the end of each day
 -Fun Friday
- Rewards days
- Rules, routines, expectations, rewards, consequences in each
- classroom

 -Assemblies to reinforce
 priorities of health,
 safety and well-being
 -Acknowledge positives
 (student of the week,
 Gotchas and associated

milestone certificates.

Fostering Productive Relationships via School Community

Engagement

- -Parent / teacher meet and greet during pupil free day in Term 1
- Parent / teacher interviews twice a year
- Report cards twice a year
 Positive feedback and regular contact with
 - regular contact with parents via class newsletters
- P&C Association
 Weekly newsletters
 (online and available for print)
- SMS Communication
- Transitions into Prep and into Year 7
 - Student council
- Student leadership -School events such as
- disco's, camps, movie nights etc.

THE GIVENS

- Adopt-A- Cop

Collegial Engagement

- Peer to peer observations, El observations, ESCM observations, walk throughs
- Staff and sector meetings Collaborative planning
- procedures
 Moderation processes

Student Engagement

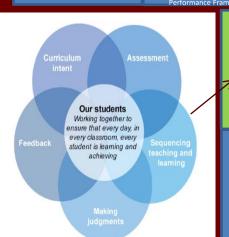
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- Individual learning goals
 Differentiation
 Aboriginal and Torres
 Strait Islander perspectives
 ISP, ICP, ESP,
- Extension programs
 STLAN facilitated
 intervention programs
 Math and English
- competitions
 School events such as
 sporting events, under 8's
 day, Book Week etc.
 - Eisteddfod
 STRIVE
 - Attendance awards

Teaching, Learning and Assessment

Explicit Instruction – what is taught must be made obvious to all students

Teacher Accountable Learning high expectations, benchmarks, standards, moderation, data tracking, peer observation, admin feedback, Developing

Moving Student Knowledge – short term to long term memory via innovative curriculum and differentiation



The teacher is actively directing all students in highly structured learning

highly structured learning activities, ensuring all students achieve and consolidate the learning objectives. Our school methods include: Explicit Instruction Intensive Teaching Structured Overview Drill and Practice The teacher activates and facilitates student learnin collaboratively and productively. Our schoo methods include: Whole Class Discussion Co-operative Learning Peer Partner Learning Reciprocal Teaching Guided Reading

Interactive Instruction

Indirect Instru

The teacher activates and facilitates learner centred activities. The learners are given real choices and decisions about what and how they are learning. Our school methods include: Inquiry Based Learning Inductive Learning Problem Based Learning Independent Learning

Experiential Instruction
The teacher activates and
facilitates learners

participation in experience that are real, simulated or dramatisations relevant to their current learning. Our schools methods include: Field Experience Simulations Role Play (particularly in the Early Years)

THE IMPERATIVES

For Students:

-Must believe staff genuinely care and support them.
-Must believe the work they are requested to do is at their
level and is relevant.

-Must have friends at school, they must feel included and accepted.

Teachers:

-Must believe every student can achieve highly.
- Must value to the importance of their role in children's lives
-Must continually build rapport with every student.
-Must know the next steps for learning for every child.

-Good working relationships with every child: ESCMs
-Explicit high expectations – focus on students moving from Ds to Cs and Bs to As
-High levels of presentation of all work: book work, classroom display
-Feedback is ongoing
-Work routines to be constantly emphasised and reinforced – rules, routines, expectations, rewards, consequences

Through implementation of the Australian Curriculum, we aim for students to become successful learners, confident and creative individuals, and active and informed citizens