**Student Centred Planning**

Teachers:
- Use **assessment**:
  - For learning
  - As learning
  - Of learning
- Plan pre-assessment tasks for units and undertake inventory of student interests and learning styles to inform differentiated planning;
- Frequently monitor student understanding (planned formative assessment, diagnostic assessment) following School Assessment plan;
- Analyse NAPLAN, PAT, Report Card A-E data, Spelling Inventory to set targets and develop strategies for individual students;
- Use the OneSchool class dashboard, achievement tracker and data wall to monitor student achievement in order to tailor learning pathways and target resources;
- Planned year level meetings enabling collaborative decision making

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**Evidence Based Decision Making**

Teachers:
- Regularly monitor student achievement. They plan pre, formative and summative assessment to inform short term and long term planning to meet the needs of students;
- Refer to Student Portfolios
- Provide regular verbal and written feedback to students;
- Engage in agreed feedback practices to staff (walk throughs, professional conversations);
- Provide regular feedback to parents (parent/teacher interviews, report cards, end of unit assessment, formal/informal meetings).

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**Targeted and Scaffolded Instruction**

Teachers:
- Design instruction using a range of contemporary teaching strategies – WALT and WILF, Thinking Prompts, Gradual Release of Responsibility, QAR;
- Plan for and provide a differentiated program which is based on regular analysis of data, formative assessment and feedback from students;
- Direct resources to students for support / EAL/D / extension based on evidence.

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**Alignment of Curriculum, Pedagogy and Assessment**

Teachers:
- Are familiar with the Australian Curriculum website (Australian Curriculum on G Drive), Queensland Curriculum and WSS Curriculum Program
- Front end assessment and use Guide to Making Judgements, Achievement Standards, Standards Elaborations, Australian Curriculum Portfolios, and model responses /exemplars as a criteria for success;
- Utilise C2C units as a resource to ensure alignment of curriculum and assessment;
- Develop and use Wooloowin State School Planning Documents to determine curriculum intent and demands;

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**High Expectations**

Teachers:
- Set Learning targets for students. NAPLAN and PAT targets set;
- Provide support to students to set and reflect on their own learning goals;
- Explicitly plan for differentiated instruction to vary the pathways for learning;
- Embed Higher Order Thinking Skills into lessons and units of work;
- Use effective questioning / open ended questions/tasks;
- Plan authentic assessment tasks;
- Use digital technologies to engage and support/extend learners;
- Engage in ongoing professional learning as agreed in their Annual Performance Review informed by the Australian Professional Standards for Teachers. Strategies include: Induction provided for new teachers, coaching by Head of Curriculum, peer mentoring, unit planning sessions, learning lounges, book club, teaching / whole staff PD sessions.

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**Safe, Supportive, Connected and Inclusive Learning Environments**

Teachers:
- Follow the school's Responsible Behaviour Plan for Students to facilitate positive behaviours;
- Foster a positive classroom climate/culture that values diversity and encourages risk taking;
- Establish and maintain consistent classroom routines and procedures;
- Complete Curriculum Activity Risk Assessments when required
- Are familiar with the Learning and Wellbeing Framework.
- Believe that all students can learn/succeed;
- Celebrate student success;
- Motivate and engage students through the innovative use of ICTs;
- Foster the responsible and ethical use of digital technologies by enforcing the school ICT user agreement.