At Brisbane Central State School we believe that every child can learn.

STUDENT LEARNING

- Curriculum
- Assessment
- Teaching and learning
- Making Judgements
- Goal setting and feedback

Students

ENVIRONMENT

LEADERSHIP

PROFESSIONAL LEARNING
STUDENT LEARNING
At Brisbane Central State School we believe that every child can learn.

Curriculum
Australian Curriculum using C2C resources, QCAA curriculum, Brisbane Central Curriculum Plan

Assessment
P-12 Curriculum, Assessment and Reporting framework, Assessment Pedagogy, Assessment and Reporting Schedule, Success Criteria for Students

Goal setting and feedback
Assessment Pedagogy

Making Judgements
ACARA/QCAA achievement standards, unit Guide to Making Judgements, Moderation, Formative and Summative assessments, Assessment pedagogy

Teaching and learning
Vocabulary Pedagogy, Assessment pedagogy, Quality Standard for Explicit teaching

Students

ENVIRONMENT
Responsible Behaviour Plan for Students, Work Place Health and Safety, Curriculum Risk Assessment
### Brisbane Central State School Pedagogical Framework

#### Expectations

**Curriculum**
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?
- How will we provide feedback?

**Assessment**
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?
- How will we provide feedback?

**Teaching and Learning**
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?
- How will we provide feedback?

**Making Judgements**
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?
- How will we provide feedback?

**Goal Setting and Feedback**
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?
- How will we provide feedback?

#### Resources

**Evidence we see:**
- Student data portfolio
- Planning documents
- Success Criteria
- A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported

**Evidence we see:**
- Implementation of assessment pedagogy
- Use of and understanding of success criteria checklist by teacher and students
- Differentiation
- Guide to Making Judgements (GTMJ) for all summative assessment tasks
- ‘A standard’ exemplars to guide explicit and unambiguous criteria expectations for students
- Data recorded on OneSchool as per the assessment Schedule.

**Evidence we see:**
- Feedback from Classroom Observations using Quality Standard for Explicit Teaching
- WALT/WILF visible for students
- Student articulation of WALT and WILF
- Student articulation of their learning goals
- Participation in coaching to improve practice through structured reflection.

**Evidence we see:**
- Negotiated Student Goal Setting
- Feedback discussions with parents, students and other teachers
- Written feedback in student workbooks and on assessment tasks

**Evidence we see:**
- Focused reflection between all stakeholders
- Students engaging in self and peer feedback
- Students articulating learning goals and the strategies to achieve them
- Teachers using student data and feedback from success criteria for quality teaching to plan next steps in professional learning & capacity building
- Student goals recorded
- Semester Reporting
- Parent Teacher Interviews

**Australia Curriculum**
- QLD Curriculum and Assessment Framework
- Brisbane Central SS Whole School Curriculum Plan
- Brisbane Central SS Assessment Pedagogy
- Brisbane Central SS Vocabulary Pedagogy
- Curriculum into the classroom resources (C2C) 
- Early Years Curriculum Guidelines linked to the Queensland Kindergarten Learning Guideline
- Professional Standards for Teachers

**Australian Curriculum Achievement Standards**
- Brisbane Central SS Assessment Pedagogy
- Success criteria checklist for students
- Brisbane Central SS Whole School Curriculum Plan
- Brisbane Central SS Assessment and Reporting Schedule
- Brisbane Central SS Vocabulary pedagogy

**Brisbane Central SS Assessment Pedagogy**
- Regular social moderation and use of standards, evidence and agreement to achieve consistency of judgement
- Build capacity for student/peer reflection to facilitate a shared learning culture
- Ongoing monitoring of student progress is used to establish student goals
- Involve students in the analysis of their learning and encourage the shared responsibility of the learning journey
- Ensure a consistent approach to making judgements and evidence based practises using data to inform the next step in teaching and learning.
- Use of the Standards Elaborations to ensure judgements are based on Australian Curriculum and Queensland Essential learning expectations
- Develop clear, specific criteria relevant to the task for students
- Teach students how to use success criteria checklist or GTMJ.

**Brisbane Central SS Whole School Curriculum Plan**
- Brisbane Central SS Assessment Pedagogy
- Success criteria checklist for students
- Brisbane Central SS Whole School Curriculum Plan
- Brisbane Central SS Assessment and Reporting Schedule
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 mass for Explicit Teaching
- WALT/WILF visible for students
- Student articulation of WALT and WILF
- Student articulation of their learning goals
- Participation in coaching to improve practice through structured reflection.

**Brisbane Central SS Assessment and Reporting Schedule**
- Use of individual student achievement data to close the gap between where students are and where they need to be
- Create student learning goal by:
- Triangulating data
- Using success criteria of unit outcomes
- Providing quality feedback by:
- Making it timely
- Explicitly linking to individual goals
- Linking to success criteria or assessment focus
- Written or verbal communication
- Use student data to provide evidence based feedback about the quality of teaching
- Seek quality feedback on teaching performance from students
- Use of data and feedback to inform appropriate individual and group differentiation
- Self-reflection and peer feedback
- Individual, class and year level goal setting

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