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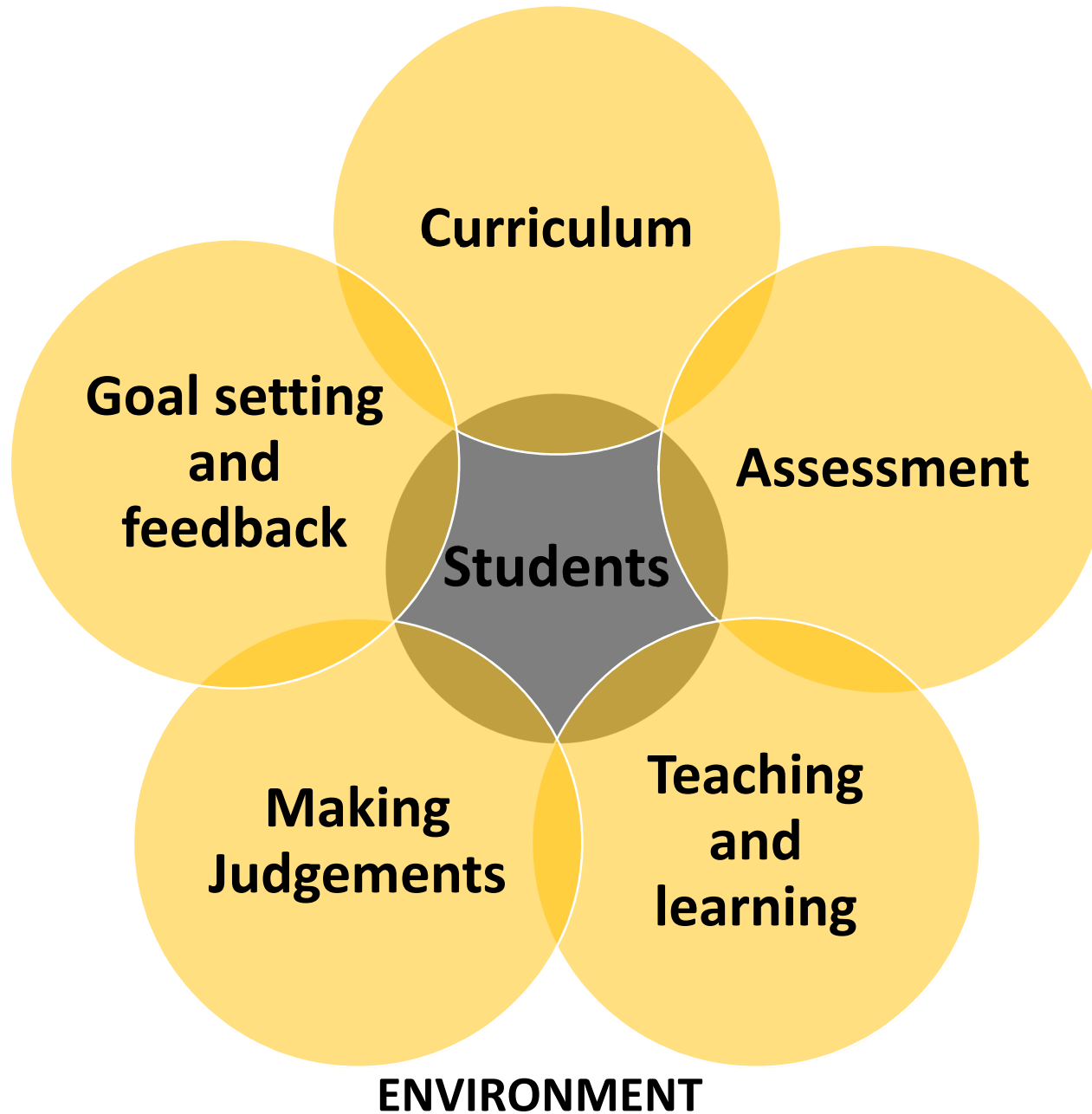
At Brisbane Central State School we believe that every child can learn.

**LEADERSHIP**

**PROFESIONAL LEARNING**

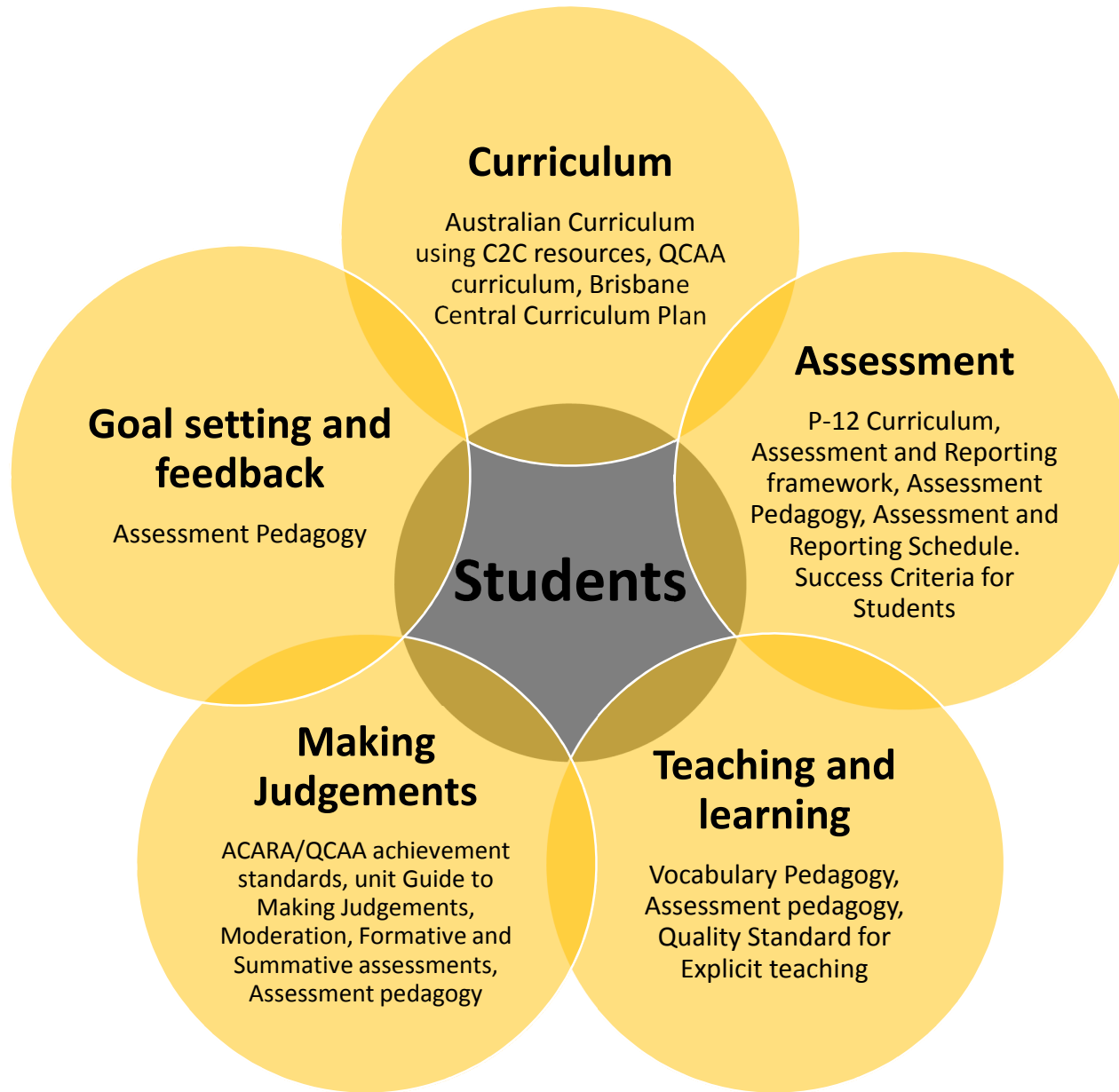Curriculum

Goal setting and feedback

Assessment

Students

Making Judgements

Teaching and learning

**ENVIRONMENT**

B.C.S.S.

STRIVE TO EXCEL

BRISBANE CENTRAL

# 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

## Goal setting and feedback

Assessment Pedagogy

## Assessment

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

## Students

## 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

**LEADERSHIP**

School Improvement Agenda, Strategic plan

**PROFESSIONAL LEARNING**

Professional Learning Framework, Action Learning Project, Annual performance development plans.

Research Basis: Hattie, Knight, Sharratt, Timperley, Teaching and Learning Branch, Education Queensland

# ENVIRONMENT

**Responsible Behaviour Plan for Students, Work Place Health and Safety, Curriculum Risk Assessment**

# Brisbane Central State School
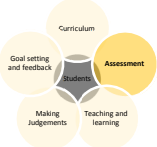## Pedagogical Framework

| Curriculum | Assessment | Teaching and Learning | Making Judgements | Goal Setting and Feedback |
|---|---|---|---|---|
| ■ What do our students already know? <br> ■ **What do they need to learn?** <br> ■ How do we teach this? <br> ■ How will students demonstrate their learning? <br> ■ How will we know how well our students have learned? <br> ■ Where to next? <br> ■ How will we provide feedback? | ■ **What do our students already know?** <br> ■ What do they need to learn? <br> ■ How do we teach this? <br> ■ **How will students demonstrate their learning?** <br> ■ **How will we know how well our students have learned?** <br> ■ **Where to next?** <br> ■ **How will we provide feedback?** | ■ What do our students already know? <br> ■ What do they need to learn? <br> ■ **How do we teach this?** <br> ■ How will students demonstrate their learning? <br> ■ How will we know how well our students have learned? <br> ■ Where to next? <br> ■ **How will we provide feedback?** | ■ What do our students already know? <br> ■ What do they need to learn? <br> ■ How do we teach this? <br> ■ How will students demonstrate their learning? <br> ■ **How will we know how well our students have learned?** <br> ■ Where to next? <br> ■ **How will we provide feedback?** | ■ **What do our students already know?** <br> ■ **What do they need to learn?** <br> ■ How do we teach this? <br> ■ How will students demonstrate their learning? <br> ■ How will we know how well our students have learned? <br> ■ **Where to next?** <br> ■ **How will we provide feedback?** |
| **Expectations** <br> ■ Allocated planning time <br> ■ Differentiation <br> ■ Triangulate data to inform curriculum delivery <br> ■ Student Trackers spread sheets that track targeted juncture assessment and monitoring <br> ■ Collection and collation of monitoring data at regular intervals to support targeted teaching <br> ■ Student and year level goal setting <br> ■ Diagnostic assessment | **Expectations** <br> ■ Assessment: <br> - for learning: to use student progress to inform teaching (formative) <br> - of learning: to assess student achievement against goals and standards (summative) <br> - as learning: to inform students' future learning goals (diagnostic) <br> ■ 'A' standard exemplars jointly constructed and deconstructed with students <br> ■ Interrogation of data at short (unit), medium (term/semester) and long term junctures (yearly) to monitor student progress using agreed standards and expectations <br> ■ Review of results led by leadership team to plan the next steps in teaching and learning <br> ■ Modification of planning to meet specific whole class, small group and individual student needs <br> ■ Moderation processes to ensure common and rigorous judgements on the evidence of student work at school and cluster level | **Expectations** <br> Balanced use of teaching strategies including <br> ■ Using success criteria to guide teaching and learning <br> ■ Strategic use of 21st Century learning tools and devices to support the learning and student engagement <br> ■ Targeted and scaffolded instruction <br> ■ Understanding of and provision for varying learning styles <br> ■ Triangulating data to inform teaching <br> ■ Using Student Trackers spread sheets <br> ■ Differentiation of instruction and success criteria to meet individual student needs <br> ■ Deep knowledge of students and student capabilities <br> ■ Classroom Observations <br> ■ Literacy and numeracy instruction planned and embedded across all learning areas to maximise learning | **Expectations** <br> ■ Regular social moderation and use of standards, evidence and agreement to achieve consistency of judgement <br> ■ Build capacity for student/peer reflection to facilitate a shared learning culture <br> ■ Ongoing monitoring of student progress is used to establish student goals <br> ■ Involve students in the analysis of their learning and encourage the shared responsibility of the learning journey <br> ■ Ensure a consistent approach to making judgements and evidence based practices using data to inform the next step in teaching and learning. <br> ■ Use of the Standards Elaborations to ensure judgements are based on *Australian Curriculum* and *Queensland Essential learning* expectations <br> ■ Develop clear, specific criteria relevant to the task for students <br> ■ Teach students how to use success criteria checklist or GTMJ. | **Expectations** <br> ■ Use of individual student achievement data to close the gap between where students are and where they need to be <br> ■ Create student learning goal by: <br> - Triangulating data <br> - Using success criteria of unit outcomes <br> ■ Providing quality feedback by: <br> - Making it timely <br> - Explicitly linking to individual goals <br> - Linking to success criteria or assessment focus <br> - Written or verbal communication <br> ■ Use student data to provide evidence based feedback about the quality of teaching <br> ■ Seek quality feedback on teaching performance from students <br> ■ Use of data and feedback to inform appropriate individual and group differentiation <br> ■ Self-reflection and peer feedback <br> ■ Individual, class and year level goal setting |
| **Resources** <br> ■ Australian Curriculum <br> ■ Queensland Curriculum and Assessment Framework <br> ■ Brisbane Central SS Whole School Curriculum Plan <br> ■ Brisbane Central SS Assessment Pedagogy <br> ■ Brisbane Central SS Vocabulary Pedagogy <br> ■ Curriculum into the classroom resources (C2C) <br> ■ Early Years Curriculum Guidelines linked to the Queensland Kindergarten Learning Guideline <br> ■ Professional Standards for Teachers | **Resources** <br> ■ Brisbane Central SS Assessment pedagogy <br> ■ Success criteria checklist for students <br> ■ Brisbane Central SS Whole School Curriculum Plan <br> ■ Brisbane Central SS Assessment and Reporting Schedule | **Resources** <br> ■ Brisbane Central SS quality standards <br> ■ Brisbane Central SS assessment pedagogy <br> ■ Brisbane Central SS vocabulary pedagogy | **Resources** <br> ■ Australian Curriculum Achievement Standards and Content Descriptions <br> ■ Queensland Essential learning descriptors <br> ■ P-12 Curriculum, Assessment & Reporting framework <br> ■ OneSchool Dashboard used to inform class, year level and school strategic planning | **Resources** <br> ■ Brisbane Central SS Assessment Pedagogy <br> ■ Success criteria checklist <br> ■ Brisbane Central Assessment and Reporting Schedule <br> ■ Brisbane Central Student Tracker <br> ■ Feedback from classroom observations using the Quality Standards |
| **Evidence we see:** <br> - Student data portfolio <br> - Planning documents <br> - Success Criteria <br> - A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported | **Evidence we see:** <br> - Implementation of assessment pedagogy <br> - Use of and understanding of success criteria checklist by teacher and students <br> - Differentiation <br> - Guide to Making Judgements (GTMJ) for all summative assessment tasks <br> - 'A standard' exemplars to guide explicit and unambiguous criteria expectations for students <br> - Data recorded on OneSchool as per the assessment Schedule. | **Evidence we see:** <br> - Feedback from Classroom Observations using Quality Standard for Explicit Teaching <br> - WALT/WILF visible for students <br> - Student articulation of WALT and WILF <br> - Student articulation of their learning goals <br> - Participation in coaching to improve practice through structured reflection. | **Evidence we see:** <br> - Negotiated Student Goal Setting <br> - Feedback discussions with parents, students and other teachers <br> - Written feedback in student workbooks and on assessment tasks | **Evidence we see:** <br> - Focused reflection between all stakeholders <br> - Students engaging in self and peer feedback <br> - Students articulating learning goals and the strategies to achieve them <br> - Teachers using student data and feedback from success criteria for quality teaching to plan next steps in professional learning & capacity building <br> - Student goals recorded <br> - Semester Reporting <br> - Parent Teacher Interviews |