Student Centred Planning

- Ongoing assessment leads to reformation of ability groupings and movement of students
- Start from where the students are at (use data to inform teaching)
- Use of online spaces and digital technology is used to promote student autonomy
- Relevant homework to reinforce learning
- Entry points for students are differentiated
- Diagnostic, Summative and Formative Assessment informs daily teaching pedagogy
- Enrolment Interview
- Inclusive curriculums aligned with DDA and DSE

Key Documents:
- Student Centred Planning
- BSSW 10 Page Data Set
- QSR/AS
- Professional Development Plan
- ONE School Data
- Cluster and school based Model
- Data analysis student performance/GSS
- 3-way meeting with parents
- End of Semester report cards
- Archer and Hughes - www.archerhughes.org

Safe Supportive Connected and Inclusive Learning Environment

- Effective student-teacher relationships
- Share learning outcomes with the student
- Organise the physical layout of the classroom
- Quality classroom environment in every room (visual display)
- Give quality feedback, provide immediate, affirming and constructive feedback to staff and students
- Principal coaching teachers and giving relevant feedback
- Planned and purposeful staff meetings
- Display, discuss and make connections with 'A' exemplars, criteria sheets, monitoring sheets

Key Documents:
- Collaborative Behaviour Plan for Students
- Homework Policy
- Well-being Framework
- Bowenville State School Coaching and Feedback
- Class equality Observation Protocol
- Developing Performance Framework
- Bowenville State School Charter of Expectations
- Newsletter, Website and School Brochure

Evidence Based Decision Making

- Decisions based on knowledge of the students, their prior learning and performance data
- Use of data to improve student performance informed by feedback practices between all stakeholders
- Collect evidence of student achievement against the standards and benchmarks context
- Data analysis student performance/SOS
- Students do not progress until firm in components of basic skills

Key Documents:
- BSSW 10 Page Data Set
- QSR/AS
- Professional Development Plan
- ONE School Data
- Cluster and school based Model
- Data analysis student performance/GSS
- 3-way meeting with parents
- End of Semester report cards
- Archer and Hughes - www.archerhughes.org

Bowenville State School Pedagogical Framework

- Ongoing assessment leads to reformation of ability groupings and movement of students
- Pedagogical Framework
  - Combination of approaches: Direct instruction, Effective Teaching, Symphony of Teaching and Learning
  - Start from where the students are at (use data to inform teaching)
- Teachers implementing the Australian Curriculum using C2C's
- Use of online spaces and digital technologies to promote student autonomy
- Explicit Teaching practices in all classrooms
- Relevant homework to reinforce learning
- Direct Teaching - Spelling Mastery, Guided Reading, Grammar Conventions, Reading Conventions, Underwriting
- Explicit Teaching (Fleming)
  - Enrolment Interviews
  - Warm-up, WALT, WILF, TIB
  - I do
  - You do
- Assessment embedded in explicit teaching programs
- EAP Educational Adjustment Program for identified students
- Differentiation of teaching is defined as adjusting the entry point for instruction
- Comprehensive and challenging learning goals for each student based on agreed data sets.
- Correction of all work, all work dated and initialled
- Students placed in ability groups for instruction

Key Documents:
- Bowenville State School Assessment and Reporting Guidelines and Policy
- Whole School Curriculum Plan
- Curriculum Mapping Documents
- Whole School Data Collection
- Teaching and Learning Audit
- Developing Performance Framework
- Student Responsible Behaviour Plan
- Whole School Curriculum Plan
- Differentiation Plan
- Bowenville State School Charter of Expectations
- ILP and Assessment Targets.

Values and Beliefs

At Bowenville State School we believe that every child can learn and that every day we work together to ensure that every student is learning and achieving to their potential. Every day counts.

Professional Learning and Leadership

Bowenville State School has processes and practices in place that ensure that professional learning supports pedagogy in the school. Our professional learning impacts on student learning and achievement through:

Key Documents:
- BSSW 10 Page Data Set
- QSR/AS
- Professional Development Plan
- ONE School Data
- Cluster and school based Model
- Data analysis student performance/GSS
- 3-way meeting with parents
- End of Semester report cards
- Archer and Hughes - www.archerhughes.org

Procedures Practices and Strategies

Bowenville State School has procedures, practices and strategies for teaching and learning that include differentiation, monitoring, assessment and moderation. These are supported by:

Key Documents:
- Research based explicit teaching strategies
- BSSW Assessment and Reporting Guidelines and Policy
- Student Responsible Behaviour Plan
- Whole School Curriculum Plan
- Differentiation Plan
- Guided Reading at Bowenville State School

Evidence Based Decision Making

- Decisions based on knowledge of the students, their prior learning and performance data
- Use of data to improve student performance informed by feedback practices between all stakeholders
- Collect evidence of student achievement against the standards and benchmarks context
- Data analysis student performance/SOS
- Students do not progress until firm in components of basic skills

Key Documents:
- BSSW 10 Page Data Set
- QSR/AS
- Professional Development Plan
- ONE School Data
- Cluster and school based Model
- Data analysis student performance/GSS
- 3-way meeting with parents
- End of Semester report cards
- Archer and Hughes - www.archerhughes.org

Targeted and Scaffolded Instruction

- Monitor learning and use feedback about student learning to inform teaching and learning
- Place students in ability groups for instruction
- Mathematics, Reading, Writing
- EAP Educational Adjustment Program for identified students
- Differentiation of teaching is defined as adjusting the entry point for instruction
- Comprehensive and challenging learning goals for each student based on agreed data sets.
- Correction of all work, all work dated and initialled
- Students placed in ability groups for instruction

Key Documents:
- Reference to Archer and Hughes 16 Elements
- Disability Standards for Education 2005
- EAP Educational Adjustment Program for identified students

High Expectations

All students can succeed, high expectation, achieving regional benchmarks as set by DSSW
- Empower each student with effective learning goals for each student based on agreed data sets.
- Quality feedback and high levels of presentation in every classroom.
- Professional Conversations
- Correction of all work, all work dated and initialled

Key Documents:
- DSSW Regional Charter of Expectations
- ILP and Assessment Targets
- Bowenville State School Charter of Expectations