Our Vision

At Warwick West State School we aim to provide the best educational outcomes for every child. We achieve our purpose by providing a quality curriculum which supports individual needs through a professional progressive and dedicated staff within a safe and productive learning environment.

A successful Warwick West State School student is:

- Confident and motivated for a life time of learning
- Considerate and respectful of others
- A positive contributor to school and community
- Demonstrates SHINE values

(World Wide Strategic Plan 2012-2015)

Our Values

At Warwick West State School we value excellence in education through


We value...

Security is when individuals are empowered to take risks in a safe, positive and supportive environment.

Healthy Relationships – we encourage healthy relationships through trust, confidence and appreciation in a non-discriminatory school environment.

Integrity is demonstrated when we value and honour each other with honesty, trust, humour, respect and co-operation.

Nurturing happens when the whole school community works together to support and encourage confidence. In a nurturing situation everyone feels valued and has the opportunity, and is encouraged, to reach their potential.

Excellence occurs when best practice is seen, heard and felt across the whole school community.
The foundations for our Pedagogical Framework are the three pillars

**3 Pillars of School-wide Pedagogy**

Pillar 1 – Explicit Teaching  
Pillar 2 – Coaching and Feedback  
Pillar 3 – Purposeful use of data

(As set out in the Darling Downs South West Region Charter of Expectations 2014)

Our Pedagogical Framework reflects the following core systemic principles

**Core Systemic Principles of our Pedagogical Framework**

1. Student-centred planning  
2. High expectations  
3. Alignment of curriculum, pedagogy and assessment  
4. Evidence-based decision making  
5. Safe, supportive, connected and inclusive learning environment.  
6. Targeted and scaffolded instruction

(Based on DETE Pedagogical Framework 2013)

**A Supportive Environment**

In order for our Pedagogical Framework to be implemented our school has worked hard to create the right conditions for GROWTH to occur. We are currently undertaking the process of implementing a School Wide Positive Behaviour Plan. This will continue in 2014.

High standards of behaviour are a precondition for learning. As part of the school plan our expectation is that there will be:

- consistent use of positive behaviour plans in all classrooms  
- positive behaviour will be recognised and celebrated through “Shining Star of the Month,” Rewards Room, behaviour letters to parents and “Superstar of the Week”  
- we will model and explicitly teach the behaviours we expect  
- there is a high standard of student bookwork and handwriting  
- high quality/ relevant classroom displays will make every classroom an inviting place to be.
Pedagogical Framework: 16 Elements of Explicit Instruction (Archer & Hughes)
embedded in the Dimensions of Teaching and Learning

1. Focus instruction on critical content
5. Begin lesson with a clear statement of goals and expectations
8. Use clear and concise language

2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. Design organised and focused lessons
7. Provide step-by-step demonstrations
10. Provide guided and supported practice
14. Deliver the lesson at a brisk pace
15. Help students organise knowledge
16. Provide distributed and cumulative practice.

6. Review prior skills and knowledge before beginning instruction
9. Provide an adequate range of examples and non-examples

11. Require frequent responses
12. Monitor student performance closely

Feedback model: “Three positives and a polisher”
Our Pedagogical Framework

At Warwick West State School the fundamentals underpinning our Pedagogical Framework are drawn from Education Queensland's *United in Our Pursuit of Excellence*. As teachers we provide learning experiences that ensure that every day in every classroom, every student is learning and achieving.

**The “Who” (Building Partnerships)**

At Warwick West State School we want every student to SHINE. Therefore students are at the centre of our Framework along with the values and beliefs we hold as a school community.

Warwick West State School is also committed to continuing to work closely with students, parents and the community to improve student learning outcomes. Teachers actively build effective relationships with each student and their family.

**The “What” (School Curriculum)**

Our school's Pedagogical Framework uses the Dimensions of Teaching and Learning (DOTAL) as the organizer. No dimension exists alone. Each dimension links to and supports the other. Teaching is a complex and challenging art. Attending to these teaching and learning dimensions requires teachers to actively question their practice and the decisions they make in the classroom every day. These decisions are more directed at “What” to teach.

Our school has a coherent and sequenced Curriculum Plan based on the Australian Curriculum, the Essential Learnings and the Early Years Curriculum Guidelines. This plan articulates how the Curriculum Into The Classroom (C2C) materials are used across the school and how units of work are to be developed. Our school's *Curriculum, Assessment and Reporting Plan* details the consistency of assessment, evaluation and moderation that occurs in every classroom in every year level.

Wherever possible teachers in year level cohorts will work together using an “Expert Model” to deliver the curriculum. Teachers work to their own strengths, taking responsibility for teaching Key Learning Areas across the whole year level or across classes.
Purposeful Use of Data

Together with our *Curriculum, Assessment and Reporting Plan* the Darling Downs South West Region’s *A Guide to Assessment Tools and Year Level Benchmarks* informs how data is systematically used to guide teaching and show improvement.

Differentiation

The SWAN committee supports classroom teachers to differentiate for all learners. This includes timely intervention, alternate programs, modified programs, consolidation and extension programs.

The “How” (Teaching Practice- Pedagogy)

Encircling the Dimensions of Teaching and Learning are the 16 Elements of Explicit Instruction which are drawn from the research of Archer and Hughes. This aligns with the Darling Downs South West Regional Charter of Expectations 2013.

While the broad construct of the DOTAL helps teachers organize the “What” to teach, the elements provide teachers with the basis for “How” to teach. At Warwick West State School we use these 16 pedagogical practices every day. These elements of “best practice” are evident in all classrooms. They are used when planning and delivering an Explicit Instruction lesson.

There is a clear expectation that these consistent, school-wide effective teaching strategies will be implemented by all teachers. There will be consistent evidence of Explicit Instruction in every classroom.

By implementing the 16 Elements of Explicit Instruction we achieve the six underlying principles:

1. Optimise engagement time/ time on task.
2. Promote high levels of success.
3. Increase content coverage.
4. Have students spend more time in instructional groups.
5. Scaffold instruction.
6. Address different forms of knowledge.

The “Capacity” (Instructional Leadership-Coaching)

School leaders actively support teachers’ professional development around Explicit Instruction. In order to deliver high quality pedagogical practice feedback is valued and practised at all levels. A systematic coaching and feedback process operates under the guidance of the Head of Pedagogy. Our goal is to engage with teachers in classrooms to strengthen and support teaching practice as a means to improve student outcomes.
Coaching - GROWING Together

At Warwick West State School we believe that an important part of being a professional is to continuing to learn and grow. Observing each other teach and having professional conversations around our work in classrooms is an important component of our ongoing professional development.

All teachers at our school are involved in lesson observations and peer coaching. The following model ensures that both lesson observers, and those teachers whose lessons are being observed, feel safe and collegial. Our goal is all-round growth, not only professionally for the teachers involved, but for the whole school community. Coaching is about growth rather than judgement.

<table>
<thead>
<tr>
<th>Our GROWTH Approach for Coaching</th>
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<tbody>
<tr>
<td>➢ Gather data</td>
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<tr>
<td>➢ Relate observations to our school pedagogical framework</td>
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<tr>
<td>➢ Observe</td>
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<tr>
<td>➢ Warmth of discussion</td>
</tr>
<tr>
<td>➢ Target future growth</td>
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<tr>
<td>➢ Honour the expertise of the teachers in our school.</td>
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(Based on the work of Gerald Alford)

Feedback is:

- Supportive not judgemental
- Specific to the agreed area of focus
- Confidential
- Descriptive
- Objective not subjective
Instructional Design - Explicit Instruction Methodology

As skilled practitioners teachers confidently use numerous Pedagogical Methods incorporating a balance of the four Pedagogical Strategies of Direct, Interactive, Indirect and Experiential learning. At Warwick West State School we use the Explicit Teaching Method whenever new concepts or skills are being taught.

Explicit Teaching Lesson Structure

By using the Explicit Teaching Lesson Structure teachers move students through a Gradual Release of Responsibility Model (Pearson and Gallagher, 1983) in a lesson from Modelling by the teacher ➔ Guided and scaffolded practice ➔ Independent Performance

<table>
<thead>
<tr>
<th>Explicit Teaching Lesson Structure</th>
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<tbody>
<tr>
<td>Warm Up</td>
</tr>
<tr>
<td>Opening</td>
</tr>
<tr>
<td>WALT - We are learning to...</td>
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<tr>
<td>TIB - This is because...</td>
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<tr>
<td>WILF – What I’m looking for...</td>
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<tr>
<td>Body</td>
</tr>
<tr>
<td>I do</td>
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<tr>
<td>We do</td>
</tr>
<tr>
<td>You do</td>
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<tr>
<td>Closing</td>
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Core Systemic Principles

Our Pedagogical Framework reflects the following core systemic principles. At our school they are evident in the following practices:

**Student-Centred Planning**

At Warwick West State School this looks like…

| Decisions based on knowledge of all the students and their prior attributes | • Data samples used to identify students for targeted intervention eg PAT R and PM Reading levels used when grouping students for Explicit Teaching of Reading
• IEPAs developed for students with special needs |
|---|---|
| Range of agreed data used to tailor learning pathways and target resources. | • Data collected as detailed in the Curriculum, Assessment and Reporting Plan
• Minimum regional expectations used to set targets. |
| Frequent monitoring and diagnostic assessment to inform differentiation. | • Referrals to the SWAN Committee |

**High Expectations**

At Warwick West State School this looks like…

| Comprehensive and challenging learning goals for each student based on agreed data sets. | • Reading-ability groups based on NAPLAN, and PM Benchmark results
• Support of SEP students through an IEPA.
• Explicit Teaching of Reading as an identified school priority.
• Records for home reading. |
|---|---|
| Deep learning through higher order thinking and authentic contexts. | • Implementation of C2C Units which support deep learning and higher order thinking.
• Teacher Librarian supporting the teaching of Writing.
• Innovative design for SEP program.
• Expert model of teaching used in year level cohorts. |
| Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff. | • Classroom Walk Throughs
• Involvement of all teachers in coaching sessions and peer observations with the Head of Pedagogy. |
### Alignment of Curriculum, Pedagogy and Assessment

At Warwick West State School this looks like...

| Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities. | - School wide implementation of C2C for English, Maths, Science, History and Geography.  
- Explicit teaching of reading.  
- ICT embedded in all Learning Areas. |
|---|---|
| Assessment, with explicit criteria and standards, planned up front and aligned with teaching. | - Common assessment tasks and GTMTJ sheets used in Learning Areas and Key Learning Areas by all teachers in all year levels.  
- Assessment is front ended with assessment tasks guiding planning/teaching and learning considerations.  
- Guide To Making Teacher Judgements (GTMTJ)/ Criteria Sheets analysed by teachers during the planning phase.  
- All C2C assessment tasks undertaken by all teachers in each year level and assessed using the given GTMTJ sheet.  
- Common planning template used for Learning Area planning (HPE, The Arts, Technology). These are stored in G Drive.  
- GTMTJ Sheets explained to students.  
- Exemplars of work shared with students.  
- Adjustment of assessment tasks for SEP students and those with IEPA. |
| Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area. | - Explicit teaching of reading taught at the same time in each year level.  
- Consistent use of “What? Why? and Your Task” charts/explanations used in every classroom.  
- Anchor charts and topic related charts used in every classroom.  
- NAPLAN data and PAT R data used to inform planning and teaching reading.  
- Archer and Hughes 16 Elements of Explicit Instruction evident in lesson design and delivery.  
- Involvement of STLaN and SEP staff in planning (SWAN meetings).  
- Teacher Aides supporting delivery of Explicit Teaching and Reading Program and data collection process. |
| Moderation practices to support consistency of teacher judgement about assessment data. | - Year level moderation at nominated Team Meetings.  
- Involvement of all teachers in District moderation.  
- Common assessment tasks and GTMTJ sheets used in Learning Area and Key Learning Areas by all teachers in all year levels. |
## Evidence Based Decision Making

At Warwick West State School this looks like…

| Teaching and learning informed by student performance data and validated research. | • Reading group composition based on identified needs of individual students and reviewed each term.  
• Data analysis used to identify and plan content/skills/strategies and processes to be included in each year levels Explicit Teaching of Reading Program.  
• Teacher aides will take students to revise fundamental sounds and Fry Words.  
• Sounds, vocabulary and sight words revised in consolidation sessions and warm ups. |
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<td>Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning.</td>
<td>• Data collection undertaken as per the school Curriculum, Assessment and Reporting Framework and fed back to teachers for analysis and inclusion in the Explicit Teaching of Reading planning each term.</td>
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| Agreed feedback practices for staff, parents and students. | • Teachers to feedback to students their results based on GTMTJ criteria.  
• Written reporting to parents each semester.  
• Interview with parent offered each semester.  
• NAPLAN Report included with Semester Two written report for Years 3, 5 and 7 students.  
• Student’s PM Level or PAT R results reported to parents as part of report card process. Reference is also made to District Minimum Expectations for the specific year level.  
• Explanation of Stanines and PM Levels to staff by STLaN.  
• Analysis of standardised tests by STLaN and shared with teachers.  
• Diagnostic results and tests recorded on student profile and regularly updated in One School. |

## Safe, Supportive, Connected and Inclusive Learning Environments

At Warwick West State School this looks like…

| Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy. | • SWPB Program being introduced across the school.  
• Explicit teaching of positive behaviours operating across the school and reinforced on parade.  
• Responsible Thinking process embedded in each classroom- including question sheet and set process to follow for referrals.  
• Pink tickets at lunch time.  
• Formation of individual classroom (and specialist teacher’s) expectations at the beginning of each year and reviewed each term. Expectations displayed in every classroom using the Y chart.  
• Overarching SHINE values highly visible and reinforced on parade.  
• Rewards Program in place including- Shining Star of the Week/ Month, individual behaviour card, rewards room etc.  
• Behaviour levels fed back to parents for students in Years 6 & 7.  
• Orange sticks for emergency response clearly visible in every classroom.  
• One school behaviour records and positive comments maintained regularly.  
• STLaN and SEP teachers working closely with class teachers to plan and implement learning programs that meet individual differences.  
• Regular SWAN meetings with year level groups.  
• Chaplain- Breakfast program. |
**Targeted and scaffolded instruction**

At Warwick West State School this looks like…

| Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology. | • Implementation of 16 elements of Explicit Instruction (Archer and Hughes)  
• Decision made on an agreed format for “What? Why? Your task…” component of Explicit Instruction.  
• Consistent use of “What? Why and Your task…” charts/ explanations used in every classroom.  
• Consolidation sessions and warm ups used specifically for Reading, Spelling, Number Facts and in other Learning Areas.  
• ICT’s are integrated in all areas of the curriculum. Teachers and students interact with various digital devices e.g. ipads, smart boards  
• Posters/charts/exemplars of current work on display in classrooms.  
• Clear expectations especially around I Do, We Do and You Do sessions with charts on display in all classrooms. |
| Differentiated and scaffolded teaching based on identified needs of students. | • Reading groups (targeted ability grouping around specific needs).  
• SEP- supported small learning groups that focus on literacy and numeracy  
• Teacher aides to assist groups in classrooms.  
• Flexible differentiation- adapting lessons as per students in group. |
Sixteen Elements of Explicit Instruction

Anita L. Archer and Charles A. Hughes, 2011.

When planning and delivering an explicit instruction lesson the following sixteen elements need to be considered.

1. **Focus instruction on critical content** - Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

2. **Sequence skills logically** - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. **Break down complex skills and strategies into smaller instructional units** - Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (i.e. practiced as a whole).

4. **Design organized and focused lessons** - Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. **Begin lessons with a clear statement of the lesson’s goals and your expectations** - Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

6. **Review prior skills and knowledge before beginning instruction** - Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. **Provide step-by-step demonstrations** - Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

8. **Use clear and concise language** - Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.

9. **Provide an adequate range of examples and non-examples** - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. **Provide guided and supported practice** - In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses** - Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.

12. **Monitor student performance closely** - Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. **Provide immediate affirmative and corrective feedback** - Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

14. **Deliver the lesson at a brisk pace** - Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

15. **Help students organize knowledge** - Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

16. **Provide distributed and cumulative practice** - Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.