

## Alignment of curriculum, pedagogy and assessment

- To ensure that the intended curriculum is the enacted curriculum:**
- Systematic delivery of the Australian Curriculum
  - Implementing effective, evidence-based pedagogies
  - Developing an expert teaching team

- Consistent, quality-assured approach to curriculum planning
- Three levels of planning – Whole School, Year Level Plans and Term Plans
- Explicit Instruction structure and practices in every classroom (Archer & Hughes)
- Embedded Assessment and Moderation Practices
- Focused Professional Learning for ALL staff

## Safe, supportive, connected and inclusive learning environments

- Our commitment is for the safety, support, connection and success for EVERY student!
- Effective teacher-student relationships.
- Welcoming, co-constructed learning environments.
- Quality feedback processes; providing immediate, affirmative and corrective feedback to staff and students
- Parental and community involvement is valued.

## Evidence-based decision-making

- Analysis and discussion of data
- Early and ongoing intervention
- Case management approach
- Shared responsibility and accountability

## Targeted and scaffolded instruction

- EFFECTIVE and EFFICIENT TEACHING**  
 Framed by the Gradual Release of Responsibility (Fisher & Frey)  
**Explicit Instruction** (Archer and Hughes)
- Sixteen Elements of Explicit Instruction: with a sharp focus on 3 elements each year.

## Student-centred planning

- Expert knowledge of the Australian Curriculum gives our teachers the proficiency and freedom to plan for each unique class in any given year.
- Planning for the highest level of engagement we seek to know each one of our students and how they learn.
- Differentiating our teaching / learning planning and implementation to meet the needs of our learners.

## High expectations

**COLLECTIVE TEACHER EFFICACY**  
 All teachers and leaders share the belief that they are able to achieve collective goals and overcome challenges to impact student achievement. Donohoo (2016) Collective Efficacy  
**SHARED BELIEFS and UNDERSTANDINGS**  
 High expectations and standards for every student, teacher and leader.

- **All students** can achieve high standards given the right time and the right support.
- **All teachers** can teach to high standards given time and the right assistance.
- High expectations and early, ongoing intervention are essential.
- **All leaders, teachers and students** can articulate what they do and why they lead, teach, and learn the way they do. Sharratt (2018) *adapting the work of Hill & Crevola, 1999*

