Safety, Respect, Learning

(Research base: Explicit Instruction: Effective & Efficient Teaching by Archer & Hughes 2011)

INITIAL— October 2014

Reviewed—October 2015

- Beliefs
- Underpinnings
- Procedure & Practice

Access to best Learning Resources
- **Human**
  - External Agencies –student welfare expertise
  - Learning opportunities outside school not necessarily curriculum based → more skill/experience
    - Maths team Challenge
    - Debating
  - Expert teachers
- **Print/Digital**
  - Test—magazines, journals
  - Websites
  - Studios
- **Physical (Learning environment)**
  - Software, Computers/laptops
  - Equipment
  - Classroom setup
- **Current Practice—HR**
  - identify need & respond with investigation/access to areas of expertise
  - professional development
  - encourage staff to maintain up to date pedagogies
  - encourage to become experts
  - internal PD—prac
- **Need to do:**
  - invest in time, classroom environments to be uniform
  - more opportunity for shared practice on our core business
  - identify key channels for Contemporary resources

Procedure
- PCG Roll marking
Practice
- PCG contact with home
- Sign in/out processes re: managed t/t & illness
- On ID Attend
- Daily absence lists
- After 3 days letter home
- Actions for absences—letter; suspension

Procedure
- Continued absence
Practice
- Absence summary sheets for follow up
- Refer to HOY for parent contact— DP—attendance officer
- P/T Interview with student
- Support necessary in school & out— managed attendance, program pathways options, progress reports
- Reference to Y Class
- Process of letters
- RO informed
- Re-enrolment if return or cancellation

Procedure
- P/T interviews by admin
Practice
- Check ID Attend absences at these meetings to see a pattern or issue

- **Explicit Teaching—16 elements**
- **Supportive & safe learning environment**
- **Flexible & appropriate pathways**
- **Subject mastery - Teachers**
- **ICT innovation & support**

Guidelines for:
- Drafting
- Teacher feedback & Students
- Homework
- Bookwork - faculty specific

- **Relevant Literacies for subject area: enhancing & developing through**
  - modelling
  - use of exemplars
  - identifying relevant subject literacies
  - spiralling curriculum: ensuring literacies are developed from year 7: apprenticeship of students into ways of acting, thinking, responding & creating
- **Appropriate professional development**
  1. whole school—in key priority areas of Comprehension, writing, spelling, literacy training and subject literacies
  2. faculty/individuals—staff as experts in subject literacies
- **Assessment to reflect key literacies of subject areas**
  - review of assessment
  - appropriate professional development to ensure subject currency
- **Acknowledgement of value of all subject literacies & all subjects**
  - not only an emphasis on traditional literacies of reading & writing
  - also acknowledgement of more practical literacies

Access to best Learning Resources

Satisfactory Attendance

*Student Engagement
Knowing the learner
Relevant curriculum*

Quality Feedback to Students

Opportunities for quality extra curricular & co-curricular learning

Learning Matters – my own and that of students

Education improves the quality of one's life

Developing responsible & socially aware citizens

Focussing on subject literacies

Education needs to be a positive experience

What are our beliefs about Teaching and Learning?

Fostering independent learners

Quality Feedback for Teachers

Everyone learns differently

Everyone can learn/improve

We start students where they are

Early identification of needs & Sourcing pathways – negotiating 'best fit' –EARLY!

Supportive partnership between students, staff and families

High Expectations

Assessment & Reporting are part of the Learning experience

Subject Mastery

- Classroom walkthroughs by HODs; DPs; Principal – consistent structure
- Continuation of Faculty Coaching model

- **Year Level Teams (HOYs, DP) meet regularly to consider Report data; Progress Reports; Behaviour data.**
- **May refer to Support Services/GO**
- **May implement VPR, Managed Timetable, Alternative Pathway**
- **SET Planning Yr 10 Term 4 & Review of SET Plan Yr 11 Term 3**

Reflecting on data and using it to inform pedagogy

Students need to be ready to learn

Quality relationships

Supportive and safe environment (Happiness)

Procedure
- Liaise with previous primary schools
Practice
- The Team (EALD, SEP, HOSES, Learning Support coordinator) undertakes visits to schools
- Student files—OneSchool (for SEP info LFC Co-ordinator) - behaviour—GO)RO
- Testing—ACER etc, WIAT (GOs) - SEP assessments— collection of data—ESP for DOCs - ESL info
Procedure
- Review/organise testing
Practices
- ACER, GO, Behaviour, LFC, ESPs, SERS—support plans @ yr level—ICP for below yr level, PAT tests—Reading/Maths
Procedure
- Program Offerings
Practice
- LGS/LNU; SET Plan; SEP based support; M/tt; WE/SATs; PLC; Flexi; S2S; Tafe; YCLC; BSDE; ESL—TA support or w/d; Indigenous; TA Support or w/d; Adolescent Mental Health Ward (inpatients/outpatients); Counselling Support; Study Skills Classes

- **Input from previous school**
- **TEACHER—access Classroom Dashboard**
- **(Past performance/current outcomes/lifting the bar)**
- **Assessment Items—reflect on and act upon assessment outcomes (Use peer partner/HOD/Support staff i.e. SEP, ESL, GO, Learning Support)**
- **HODs—Class and Subject data—to inform PD/DPF**
- **Moderation (peer and HOD)**

Procedure
- Wanting to support: General, physical and emotional well being of student
Practice
- Breakfast club
- Counselling support—Chaplain, Social Worker and School Nurse
- Mentoring by Teachers
- Referral to outside agencies (counselling/testing)
- Family support—mediation or referral to agencies i.e. DOCs
- Peer support
- Medical support—illness—mental health
- School support to acquire—uniforms, books or stationery
- Strong interpersonal relationships with parents/students/staff
  - need to know
  - sharing of information
  - sense of communication
- Consideration of prior knowledge & experiences of students
- Establishing learning needs, styles and support

Procedure
- Student to Student
- Student to Teacher
- School to Family
- Shared Values/Goals
- Supportive/Inclusive
- Productive
Practice
- Model behaviours that show respect, co-operation & achieve personal goals
- Develop an atmosphere of equality and mutual respect that values the individual
- School Statement of Expectations
- Processes for relationship restoration
- Peer mediation

Procedure
- CHSHS Code of School Behaviour (Behaviour Management flow chart— Teacher usage)
- Responsiveness (timely documentation) and proactive
Practice
- Management strategies, mutual trust and respect
- Recognition of variety of student success & community participation
- Proactive programs to support reactive plans and processes

Subject Mastery
- Teaching in subject area/s in which you have expertise
- Appropriate professional development if lacking expertise:
  - e.g. whole school
  - individual
- Appropriate support structures within school
  - team teaching
  - mentoring
  - accessing/developing online resources
- Currency—online resources
  - Keeping up to date with industry practices e.g. VET
  - QCAA PD of subject area assoc. conferences
  - One Channel PD
  - Support for post-graduate study
- Being able to differentiate for a range of learners