The Meandarra Mission –
Striving for Excellence with Every Child
Achieving Every Day!

Excellence – Leadership – Respect
Innovation & Creativity – Diversity & Inclusiveness

Our Belief
At Meandarra State School we believe that every child can reach their full potential through a challenging, safe and supportive learning environment and every day matters.

MEANDARRA STATE SCHOOL PEDAGOGICAL FRAMEWORK

6 Pillars of Meandarra State School's School-wide Pedagogy
Pillar 1—Teacher Accountability
Pillar 2—Responsible Behaviour Plan for Students & Essential Skills for Classroom Management
Pillar 3—Explicit Instruction
Pillar 4—Effective relationships between teachers, parents and students
Pillar 5—Coaching and Feedback
Pillar 6—Purposeful use of data

Evidence Based Decision Making
- Decisions based on knowledge of the students, their prior learning and performance data
- Know where each student is at.
- Data on student progress is collected regularly so student learning is intentionally guided.
- Students placed in ability groups for instruction
- Use of data to improve student performance informed by feedback practices between all stakeholders
- Quality planning using 1 School 1 Plan
- Collect evidence of student achievement against the standards and benchmarks content (ACARA)
- Decisions validated by staff reflecting on research
- Students do not progress until firm in components of basic skills

Key Documents
- Meandarra State School School-wide Assessment and Internal Monitoring Schedule, Indicators, Regional Benchmarks and Targets
- Class Data Analysis Folders
- Framework with Benchmarks
- Whole School Curriculum Plan
- Curriculum Mapping Documents
- Explicit Teaching Lesson Plan
- Symphony Placemat and bookmarks
- Classroom Timetables and school schedules
- Meandarra State School Teaching and Learning Handbook

Safe Supportive Connected and Inclusive Learning Environment
- Effective student – teacher relationships
- Share learning intentions and achievement goals with all staff parents and students
- Organise the physical layout of the classroom
- Quality classroom environment in every room (visual displays)
- Give quality feedback, provide immediate, affirmative and corrective 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
- Responsible Behaviour Plan for Students
- Homework Policy
- Well-being Framework
- Meandarra State School Teaching and Learning Handbook
- Classroom Observation Protocols
- Developing Performance Framework
- Newsletter, Website

Targeted and Scaffolded Instruction
- Monitor learning and use feedback about student learning to inform teaching and learning
- Students placed in ability groups for instruction
- Mathletics, Reading Eggs
- Have students practice and deepen their understanding of new knowledge
- Content and strategy are provided with materials as a prescribed set
- Lesson intent (WALT/WILF) at the beginning of each lesson
- Establish classroom routines, structures and expectations
- Differentiation of teaching is defined as adjusting the entry point for instruction

Key Documents
- Reference to Archer and Hughes 16 Elements
- Disability Standards for Education 2005
- EAP Educational Adjustment Program
- Class Data Analysis Folders
- Meandarra State School Teaching and Learning Handbook
- Unit Plans in OneSchool with differentiation included

High Expectations
- All students can succeed, high expectations, achieving regional benchmarks as set by DDSS
- Comprehensive and challenging learning goals for each student based on agreed data sets
- Quality bookwork and high levels of presentation in every classroom
- Professional Conversations
- Correction of all work, all work dated and initialled
- Multiple Sources of Feedback
- Classroom Profiling
- Walkthroughs
- Coaching, Mentoring and Feedback

Key Documents
- DDSS Regional Charter of Expectations
- Individual Learning Plans
- Bookwork Policy
- Meandarra State School School -Wide Assessment and Internal Monitoring Schedule, Indicators, Regional Benchmarks and Targets
- Meandarra State School Teaching and Learning Handbook

Student Centred Planning
- Ongoing assessment leads to reformation of ability groupings and movement of students amongst groups
- Start from where the students are at (use data to inform teaching)
- Use of online spaces and digital technologies 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 interviews

Key Documents
- Meandarra State School Teaching and Learning Handbook
- Individual Learning Plans
- Meandarra State School School -Wide Assessment and Internal Monitoring Schedule, Indicators, Regional Benchmarks and Targets

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Acknowledgements
- Meandarra State School Pedagogical Framework Map
- Trinity Beach State School Teaching & Learning Handbook 2013
- DDSS Charter of Expectations

Key DETE Documents
- DETE Strategic Plan 2013-2017
- P-12 Curriculum, Assessment and Reporting Framework
- Pedagogical Framework
- Parent and Community Engagement Framework

Unite in our pursuit of excellence