The Brookstead State School Pedagogical Framework is the school's vision encompassing the delivery of explicit teaching to facilitate learning in the classroom. The framework has been designed to incorporate the well-being of Brookstead State School students.

At the core of the framework is our belief that:

- All students matter, every day
- All students can achieve high academic results
- Quality practices within the school enhance learning

The Pedagogical Framework is informed by national and international educational research, Education Queensland policy, National guidelines, discussions with teachers, other Band 5 principals, and our school community. The pedagogical framework is a set of organisers based on significant research that guides the quality delivery of our mandated curriculum. It is underpinned by the research of:

- Robert Marzano “The Art and Science of Teaching”
- Archer and Hughes “Explicit Instruction”
The Dimensions of Teaching and Learning form the basis of every teacher’s professional practice at Brookstead State School and is the framework of the C2C units.

The Framework sets out clear expectations of our teachers and requirements of our school. It informs our community of what we value and how we equip our students for the future.
Teaching, learning and preparing our students for the 21st century is the core business at Brookstead State School. Our task is to teach with explicit instruction, enabling students to learn, grow, improve and prepare for the future.

Our Core Learning Priorities are:

- Reading
- Writing (including spelling, grammar, punctuation, as well as structure)
- Numeracy
- Science
- Attendance, retention, attainment, transition of all students at key junctures
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

Our school uses a whole school plan for curriculum delivery. The plan is aligned with the P-12 the Queensland Curriculum Assessment and Reporting Framework (http://education.qld.gov.au/qcar/), Australian Curriculum (C2C), Early Years Guidelines.

The following Documents encompass our programs:

- Reading Framework
  - Brookstead State School Reading Policy.doc
- Spelling Policy/Framework
  - Brookstead State School follows the C2C Spelling Program
- Bookwork Policy
  - Brookstead State School Bookwork Policy.ppt
- Homework Policy
  - Brookstead State Primary School Homework Policy.doc
- Differentiation Policy
  - Brookstead State School Differentiation Policy.doc
Assessment Schedule

At Brookstead State School we use data to drive our school improvement agenda and to drive our differentiation program…the data tools we use include:

- Pat Reading – Term 1 & 3
- Pat Maths - Term 1 & 3
- Pat Science - Term 1 & 3
- Pat Vocab - Term 1 & 3
- Pat Spelling - Term 1 & 3
- NAPLAN – Term 2
- PM Benchmark - Each Term
- PROBE – Each Term

Classroom assessment and monitoring

C2C assessment – used at cluster wide moderation sessions to ensure consistency across the cluster – At the conclusion of each unit of work.

Data Analysis

After each set of assessment tasks have been completed, the data gained from these assessments, is analyzed by teaching staff. This data will provide information and identify those areas, within which, the students are experiencing the most difficulty. Differentiation strategies are then put into practice. These strategies will concentrate on those of concern and in so doing, improve student attainment.
<table>
<thead>
<tr>
<th><strong>COMPREHENSION</strong></th>
<th><strong>ACCURACY</strong></th>
<th><strong>FLUENCY</strong></th>
<th><strong>EXPAND VOCABULARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand what I read. (L=Literal, I=Interpretive/Inferential, C = Critical, CR = Creative)</td>
<td>I can read the words.</td>
<td>I can read accurately, with expression and understand what I read.</td>
<td>I know, find and use interesting words.</td>
</tr>
</tbody>
</table>

* Prior Knowledge  
* Making Connections  
* Questioning  
* Finding Main Idea (L)  
* Recalling Facts and Details (L)  
* Understanding Sequence (I) (L)  
* Comparing and Contrasting (I)  
* Making Predictions (I)  
* Finding Word Meaning in Context (I)  
* Drawing Conclusions and Making Inferences (I)  
* Distinguishing Between Fact and Opinion (C)  
* Recognising Cause and Effect (L,I)  
* Identifying Author’s Purpose (C)  
* Interpreting Figurative Language (I, C)  
* Summarising (L, I)  
* Visualising (I, CR)  
* Synthesising (I) (CR)  
* Evaluating/Reflecting (C, CR)  

* Concepts About Print (CAP)  
* Phonemic Awareness  
* Phonics (These first three are necessary precursors to accuracy in reading)  
* Does It Make Sense? - Cross Checking  
* Use a Key Picture Clue  
* Try a Popper  
* Listen to How it Sounds  
  - Use beginning and end sounds  
  _ Blend/chunk sounds  
  _ Stretch sounds  
* Flip the Sound  
* Look for little words in big words  
* Search for similarities  
* Backtrack and read again  
* Skip it and read on  

* Voracious reading  
* Automaticity - Sight words and high frequency words  
* Phrasing - Adjust and apply different reading rates to match text  
* Expression - Use punctuation to enhance phrasing and prosody  
* Appropriate level texts/good fit texts  

* Voracious reading  
* Tune in to interesting words and use new vocabulary in speaking and writing  
* Use word parts to determine the meaning of words:  
  - prefixes  
  - suffixes  
  - origins (etymology)  
  - abbreviations  
* Synonyms/antonyms  
* Ask someone to define the word for you  
* Use dictionaries, thesauruses and glossaries as tools.  
* Use pictures, illustrations and diagrams.
## Pedagogy

**(the how)**

<table>
<thead>
<tr>
<th>What informs our practice?</th>
<th>How are we going to help students improve their learning outcomes?</th>
<th>What monitoring tools are going to be accessed and used?</th>
<th>How are we going to foster collaborative capacity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 Queensland Curriculum Assessment and Reporting Framework, National Curriculum ACARA and State Curriculum (C2C), data analysis from diagnostic testing</td>
<td>Explicit Instruction (Archer and Hughes) Teaching higher order thinking Modelling Targeted teaching Individual goal setting</td>
<td>NAPLAN PAT-R/Sp/V/M/Sc PM Benchmark PROBE Regional Benchmarks School based assessment and monitoring systems (Cars and Stars, weekly spelling, differentiated maths/number testings)</td>
<td>Band 5 small schools within the cluster have worked together to create a pedagogical framework that is underpinned by the DDSW Region Charter of Expectations, we will continue to work together to create and undertake PD opportunities that are focused on improving the learning outcomes of the students in our schools.</td>
</tr>
</tbody>
</table>

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<tr>
<th>What Intervention Plans will be available?</th>
<th>How do we define, teach, support school wide behavior?</th>
<th>Analysis of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP (Individual Education Plans) and support from AVT special needs, guidance officer support, extra teacher aide hours to support students requiring support</td>
<td>Friends for Life – this program is based around supporting our peers and our students in building resilience and problem and solving for life</td>
<td>Leaders will analyse data to inform whole-school and individual student improvement strategies. Teachers will engage in the frequent monitoring of student achievement using system and school based data to drive and inform practice</td>
</tr>
</tbody>
</table>
Quality classroom teaching has a profound influence on student learning and wellbeing. At Brookstead S.S. we encourage risk taking and celebrate success in a supportive, safe environment.

At Brookstead State School we believe:

- Our school is driven by a deep belief that every student is capable of successful learning which develops a culture of school improvement.
- High priority is given to building and maintaining positive and caring relationships between staff, students and parents.
- Maintaining a learning environment that is safe, respectful, tolerant, inclusive and
that promotes intellectual rigour and promotes learning.

- A Responsible Behaviour Plan for students facilitates high standards of behaviour so that the learning and teaching can be effective and students can participate positively.
- Values are driven by Friends For Life. We aim to strengthen children’s social emotional skills so they can manage their own learning, behaviour and emotional wellbeing now and into the future.
- Classroom Walkthroughs build teacher capacity as we raise expectations, model strong leadership and promote differentiated intervention for all within a collaborative environment.
- Classroom Displays are purposeful, curriculum based and used to stimulate learning and reinforce the school’s improvement agenda.

Partnerships

This Pedagogical Framework was created with cluster colleagues, including Band 5 principal colleagues, pedagogy coach, staff and community members.