United in the Pursuit of Excellence

**EQ ROADMAP PRIORITIES**

1. Unrelenting focus on improvement
2. Shared commitment to core priorities
3. Quality curriculum and planning to improve learning
4. Teaching focussed on achievement of every student
5. Monitoring student progress and responding to learning needs

**5 E’s LEARNING CYCLE – Inquiry Teaching**

- Engage
- Explore
- Evaluate
- Explain

**BYFIELD STATE SCHOOL**

**School Motto:** Reaching Beyond

**School Vision:**
Grow from challenges, Engage through actions,
Be happy in oneself

**BELIEFS:**
- Every student CAN experience success and achieve
- EVERY child matters EVERY day
- High expectations
- Clear communications
- Wellbeing promotes learning
- Maximum learning happens when planned
- Explicit Instruction makes a difference
- Shared commitment by all
- Daily reading is mandatory
- Engaged learners reduces behaviours
- Personal goals

**EXPLICIT INSTRUCTION**

1. Drills and Practices (linked to Learning Area)
2. Lesson Goal (WALT, WILF)
3. I Do (Teacher modelled)
4. We Do (Guided teaching, Joint Practices, CFU)
5. You Do (Independent Practice, CFU, Feedback)
6. Plough Back (Revise Lesson Goal, Correct Misconceptions, Feedback)

**DIFFERENTIATION**

Effective differentiation maximises student learning. All students have the opportunity to access their year level Core Learning Content Descriptions.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is taught?</td>
<td>How students learn the content?</td>
<td>What needs to be produced?</td>
<td>How is learning structured?</td>
</tr>
</tbody>
</table>

Where Content is adjusted, students are assessed at that Core Level assessment rubric. If Process, Product or Environment is adjusted, then year level assessment rubrics are used. Tiered tasks are embedded in strategy.

**SCHOOL CONTEXT**

Being educated in a small school is a very special and rewarding experience for any child. For students at Byfield State School they not only experience the value of an education in a small school, but the picturesque rainforest setting allows them to enjoy its serenity and the sounds of local wildlife. Our school caters for the educational needs of Prep – Year 6 children of the local rural area. We strive to ensure that every student achieves their best in their learning, life aspirations and social development. Every day at Byfield State School is unique, enriching and positive.

Byfield State School’s Pedagogical framework is guided by the Dimensions of Teaching and Learning. It places the student at the centre of all teaching. The Productive Pedagogies supports teachers in the metalanguage for teacher reflections.

**The Who:** Students
- Students

**Staff supporting students**
- School Strategic Plan
- School AIP
- Professional teachers
- Discipline Audit
- Coaching and feedback
- Byfield State School's "Teaching in QCR" is displayed in each classroom and office and contains methods explicit to our school for each instruction method.

**The How:** Explicit Instruction
- Impact Teaching Practices
- Drills & Practices
- High expectations
- Great Teachers = Great Results
### DIMENSIONS OF TEACHING at BYFIELD STATE SCHOOL

<table>
<thead>
<tr>
<th><strong>CURRICULUM INTENT</strong></th>
<th><strong>SEQUENCED TEACHING AND LEARNING</strong></th>
<th><strong>ASSESSMENT</strong></th>
<th><strong>MAKING JUDGMENTS</strong></th>
<th><strong>FEEDBACK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What we want students to know, understand and be able to do</td>
<td>The relationship between what is taught and how it is taught in order to maximise student learning</td>
<td>Evidence on which judgments about student learning are made in order to inform future teaching and learning</td>
<td>Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning</td>
<td>Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning</td>
</tr>
</tbody>
</table>

#### Strategies

- Australian curriculum
- Queensland curriculum (The Essentials)
- Multi-age C2C units
- Whole School Curriculum Plan
- Whole School Assessment Plan
- Whole School Improvement Schedule (Internal Monitoring)
- Teaching of Reading overview of Byfield State School’s method
- Teaching of Writing overview of Byfield State School’s method
- Teaching of Spelling, Vocabulary and Handwriting overview of Byfield State School’s method
- C2C Spelling Lists
- Lesson planning
- Cluster schools professional development

#### Explicit Instruction model

- Teaching strategies – Direct: Explicit, Intensive, Structured, Drill and Practice
- Indirect: Inquiry, inductive, Problem based, Independent

#### Interactive: Discussions, Co-operative and Peer-partner learning

- Reciprocal teaching
- Experiential: excursions, Simulations, Role play, Drama
- Know learners
- Differentiating at four levels – Content, Process, Product, environment
- Tiered tasks
- Activate prior knowledge

#### Evidence on which judgments about student learning are made in order to inform future teaching and learning

- whole School Assessment Plan
- Front-end assessment
- Analyse of mapped data
- Improvement Schedule Mapping
  - Concepts of Print
  - Phonics
  - Sight Words

#### NAPLAN Maths Previous tests

- Mental computations
- Reading
- Spelling (Words Their Way)

#### CQ Science test

- Differentiation
- Exemplars displayed
- Cluster moderation
- Range of assessment techniques
- C2C task assessments for multi-age units

#### Making Judgments

- ‘Something student did well, something to improve on’ strategy
- Self-reflections
- Parent/teacher interviews
- Goal setting, reviewing and resetting
- Timely feedback to student
- School reporting
- Gather assessment data and other information to determine forward learning needs

#### Evidence

- Unit overview plans in English, Maths, Science, History and Geography
- Student workbooks
- Student portfolios
- Student engagement
- Common understanding of the alignment between what is planned, taught, assessed and reported.

#### Student performance

- Student engagement
- Student feedback
- Lesson intent made clear
- Modelled, guided, shared and independent reading
- Mapping reading improvement each five weeks

#### Student Profile Diagnostic tests (One School)

- Student Profile (hard copy)
- Criteria sheets for C2C units
- Report cards
- Student reflections
- Determining support for students

#### Goal setting for improvement by students

- Results recorded on criteria sheet and shared with student
- Written and verbal feedback to student
- Parent/teacher discussions

#### Student teacher conversations

- Self and peer feedback (oral and written)
- Students know their level of achievement in reading, maths, spelling and science improvement
- Improvement in learning