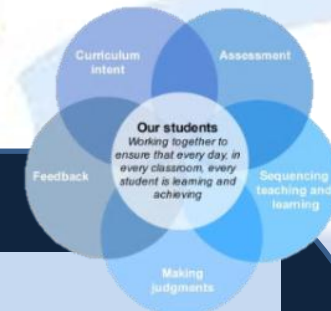




# Fig Tree Pocket State School

Learning for a better world

Pedagogical Framework



## Teachers at Fig Tree Pocket State School:

### promote learning by:

- believing in every child's ability to succeed
- setting clear expectations through the development of rules, routines and procedure
- providing ongoing clear and constructive feedback to students
- setting explicit and realistic work goals
- differentiating content and delivery
- building relationships
- engaging activity and interest through creativity
- providing opportunities for student collaboration
- providing annotated exemplars of quality work
- providing multiple ways for students to demonstrate their understanding
- ensuring clear and varied lines of communication between student, school and home
- providing a safe and inclusive work space
- reflecting on their own professional practice by developing personal Performance Plans
- sharing their passion.

### plan collaboratively to:

- develop curriculum plans that are grounded in its intent according to mandated curriculum documents
- make use of available and innovative resources
- build upon student prior knowledge and experience
- deliver curriculum objectives in a flexible manner to cater for identified student learning needs
- recognise learning as a continuum that is not capped at a year level.
- diagnose readiness to determine learning and assessment targets
- align, target and collate [formative assessment](#) that allows for the monitoring of student understanding
- provide upfront parameters and explicit criteria for summative assessment tasks to students as a clear path to achievement
- continually set high expectations and goals for all learners
- provide an authentic context for student learning.
- design a sequence of lessons that build on prior learning
- introduce new concepts and skills through [explicit instruction](#)
- embed [innovative ICT practices](#) as a means of gathering and sharing new knowledge from communities on a local and/or global scale
- connect learning to the real-world through [inquiry-based](#) learning
- ensure instructional practice enables student high achievement.
- collect evidence of student achievement and growth through a variety of mediums over time (work samples)
- make evaluative decisions that are based on evidence aligned with school based, regional and [AC exemplars](#) and standards
- understand FTPSS achievement data records and profile
- moderate across year level in school and cluster for consistency of judgement.
- ensure feedback is personal, explicit, timely, achievable and understood by the learner
- provide ongoing and developmentally appropriate feedback that leads towards future success and learning
- keep learning objectives achievable.

CURRICULUM  
ASSESSMENT  
SEQUENCING TEACHING & LEARNING  
MAKING JUDGEMENTS  
FEEDBACK

ACHIEVEMENT

EVIDENCE

RELATIONSHIPS

DIFFERENTIATION

ALIGNMENT

CONTEMPORARY

### Our Vision

At Fig Tree Pocket State School we aim to maintain our school culture that ensures every day, every student is learning and achieving to their potential.

We value a learning environment that:

- ✓ is safe, supportive and productive
- ✓ maintains strong community ties
- ✓ assumes high expectations for all
- ✓ promotes student excellence
- ✓ celebrates achievement
- ✓ adopts sustainable practices
- ✓ models life-long learning processes
- ✓ develops higher order thinking skills
- ✓ enables professional dialogue
- ✓ creates Professional Learning Committees
- ✓ fosters reflective practices
- ✓ nurtures respect for place, self & others.

### Our actions are guided by:

#### FIG TREE POCKET STATE SCHOOL

Strategic Plan - AIP  
School Achievement Data  
Improvement agenda  
Frameworks:

- Curriculum
- P-12 Assessment & Reporting
- Gifted Education
- Parent & Community Engagement

REGION - Metropolitan Brisbane  
Kenmore Cluster

#### STATE - DETE - EQ

QSA - [Essential Learnings](#)  
[Early Years Curriculum Guidelines](#)  
[C2C Resources](#)  
[The Roadmap](#)  
[Teaching, Learning & Discipline Audit](#)

#### NATIONAL

[ACARA - NAPLAN](#)  
[Australian Curriculum & Reporting Framework](#)  
[AITSL - Performance Standards](#)

...walking the walk!

### Students at Fig Tree Pocket State School:

...know what to do to achieve... strive to achieve their best...set realistic goals...take responsibility for their learning... participate... make links any time, any place...use technology innately...communicate to stay informed... connect with others ...create... critique... publish... collaborate...adapt...ask questions...reflect ..are confident... learn by doing...are open to change...are consumers and producers of knowledge... **ARE OUR FUTURE**