Teaching and Learning
Quality Relationships
Student Centred
Use of Data
Whole school data cycle
Triangulation of data sets - school A-E data, diagnostic, NAPLAN etc.
Deep analysis of data to inform practice & report to parents
Basis for authentic student-teacher feedback and feed-forward
Informs teacher judgement
Ensures accountability
Used as a planning tool
Cyclical, personalised & transparent
Case studies
Community Partnerships
Community team
Joey's Pre-Prep/Playgroup
P&C Association
Signature community events & celebrations outlined in community calendar
Sports & Arts excellence
Cluster leadership network
Parent-teacher interviews
Community newsletter
Open classrooms
Community garden
Networking liaison
Community forum
Supportive Environment
Quality behaviour management
Kuraby Kanga's Keys to Success
Active Learning Team
Curriculum Support Teachers
Expert teaching teams
Collaborative decision-making
Shared accountability
Aspirational opportunities
Constructive feedback
Professional culture
Building capabilities
Effective WPH&S framework
Physical and human resources aligned
Induction
Staff and parent handbooks
Timely student & parent induction process
Staff induction with professional development
Mentoring and coaching
Orientation for new teachers
Transitional days
Staff orientation days
Mosque and Temple
School-based interpreter service
Student Well-being
School behaviour plan
School inclusion model
Supported play centre
Top-up breakfast club
Attendance initiative
Student goal setting
Student leadership process
Student council
Enrichment programs
Growth mindset
Peer mentoring
Celebration of success
Staff Well-being
Recognition of teacher contribution
Appropriate allocation of teaching duties
Recognition of work-life balance
Release time as required for professional duties
A culture of collaboration, consultation and learning
Growth mindset/Glasser
Constructive feedback & feed-forward
Workplace rehabilitation
Inclusion
KITES team
A school culture of acceptance & life-long learning
Differentiation, individualisation & personalisation of student learning
EAL/D & inclusion profiles
Bandscaling process
Recognition of different learning styles
Open classrooms and flexible seating
Student-led conferences
Curriculum
Whole school curriculum plan
Four levels of planning
Four levels of Aust. Curriculum
Aligned to Aust. personalised & pedagogical knowledge
Is aspirational, creative, critical & thinking
Encourages creative teaching & research-based pedagogical release
Resources / pedagogical models - explicit, grounded in practices - responsibility, learning, of teaching, nurturing, precision teaching, age-appropriate pedagogies
K-6 pigmument
Assessment
Whole school assessment plan
Focuses on Australian Curriculum Achievement Standards
Four types of assessment (diagnostic, formative, summative & standardised)
Includes teacher and student criteria rubrics & exemplars
Encourages quality not quantity
Fair and equitable conditions for all students

Educational research that underpins the school's pedagogical framework.

Michael Fullan
Global Leadership Director,
New Pedagogies for Deep Learning
PEDAGOGY

"When the school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement."

John Hattie
Professor of Education
Director of the Melbourne Education Research Institute,
University of Melbourne
PEDAGOGY / DATA / CURRICULUM DESIGN

"We need direct attention at high quality teaching and high expectations that students can meet with appropriate challenges."

Carol Dweck
Lewis and Virginia Eaton Professor of Psychology at Stanford University
PEDAGOGY / WELL-BEING

"In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, 'Oh, I'm going to reveal my weaknesses,' you say, 'Wow, here's a chance to grow."

Lorna Earl
Director of Aporia Consulting Ltd
Retired Associate Professor Ontario Institute for Studies in Education
DIFFERENTIATION

"Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as 'given' or 'known' and what he or she needs in order to learn, differentiation is no longer an option. It is an obvious response."

Pedagogical Content Knowledge (PCK)
Lee Shulman
Professor – Stanford Graduate School of Education
PEDAGOGY

"Refers to the overlap of information about subject knowledge, that is knowledge of the subject being taught, and pedagogical knowledge, that is knowledge of how to teach." (i.e. planning, assessment, etc.)

William Glasser
MD in Psychiatry
Western Reserve University Cleveland
SUPPORTIVE ENVIRONMENTS / RELATIONSHIPS

"We learn responsibility through involvements with responsible fellow human beings who are intelligent enough to allow us freedom to try out our newly acquired responsibility as soon as we show readiness to do so."

Anita Archer PhD
Educational Consultant
PEDAGOGY / ASSESSMENT

"How well you teach equals how well they learn."

Sheena Cameron
Director of Kohia Education Centre Auckland University
PEDAGOGY / CURRICULUM DESIGN / ASSESSMENT

"A strategy is a plan to help you achieve something. So a reading strategy helps you to achieve understanding of the text. Students need to know how the strategies help them to be better readers."

Benjamin Bloom
Bloom's Taxonomy
PhD in Education
University of Chicago
CURRICULUM DESIGN

"Education must be increasingly concerned about the fullest development of all children and it will be the responsibility of the schools to seek learning conditions which enable each individual to reach the highest level of learning possible."

Dr Lyn Sharratt
Doctorate in Education
University of Toronto
PEDAGOGY / DATA

"It's about ensuring assessment that differentiates instruction, both formative assessment 'for' and 'as' learning and somewhat 'of' assessment. And we need to look for those assessment practices that not only engage students but empower them to be capable of assessing their own learning and knowing how to improve."

Robert Marzano PhD
Cofounder and Chief Academic officer of Marzano Research in Denver, Colorado
PEDAGOGY / DATA

"Characteristics of sound feedback include: that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement."

Gradual Release of Responsibility
Doug Fisher PhD
& Nancy Frey PhD
Professors of Educational Leadership
San Diego State University
PEDAGOGY / CURRICULUM DESIGN

"All teaching staff implement this teaching and learning strategy where students are guided to become confident in taking ownership & responsibility for their learning."