At Wilston State School, through the provision of a caring and supportive learning environment, we aim for students to become:

- literate
- numerate
- effective communicators
- diverse and critical thinkers
- ethical and active citizens
- engaged lifelong learners
- confident, resilient, self-managed individuals who have high expectations of themselves

### Our teachers

- Commit to our [School Improvement Agenda](#)
- Know their students and how they learn
- **Know the content** and how to teach it
- Analyse and use data to improve teaching and learning
- Cater for the diverse learning needs of their students
- Differentiate the content, process and product to maximise student learning outcomes
- Engage in [Professional Learning Communities](#) – Book Clubs, Professional Development, Watching Others Work
- Engage with the [Developing Performance Framework](#): completing Performance Development Plans and participating in a [Supervisory Model](#) (differentiated supervision and support)
- Participate in coaching to improve teaching and learning
- Form powerful partnerships – school, parents and community
- Collaborate in Year Level Teams – (curriculum alignment - curriculum intent and assessment, A and C annotated exemplars, school and cluster moderation)
- Utilise information, communication technologies to engage learners and enhance teaching and learning.

### Policies and Procedures

**Policies and Procedures**

- Wilston State School Statements
  - Reading
  - Spelling
  - Numeracy
- **Staff Handbook**
- **Homework, Bookwork and Proofreading Policies**
- **Whole School Responsible Behaviour Plan for Students**
- Student Wellbeing
- Gifted and Talented Education Action Plan (GATE)

### Curriculum planning, assessment and reporting plans

**Curriculum planning, assessment and reporting plans**

- P-12 curriculum, assessment and reporting framework
- Whole school curriculum, assessment and reporting plan
- Curriculum alignment - curriculum intent and assessment, A and C annotated exemplars, school and cluster moderation
- Assessment Overview and Reporting Guidelines

### Our teachers implement:

**High Impact Teaching**

**Critical Teaching Functions Sequence**

- **PREPARE**
  - Activate Prior Knowledge
  - Learning goal
    - WALT - We are learning to..
  - Expectations
    - WILF – What I’m looking for..
- **TEACH**
  - I Do
  - We Do
    - Guide practice
  - Feedback
- **CONSOLIDATE**
  - You do
    - Independent practice
  - Review and reinforce

[Rapid Recall Routine](#) - Warm ups

This Pedagogical Framework is informed by the research of: Classroom Instruction that Works (Dean, Hubbell, Pitler & Stone 2011), Marzano (1998) and Explicit Instruction, Effective and Efficient Teaching (Archer & Hughes 2011).