



Our Public Service Values to Southbrook Central SS Vision

At Southbrook Central State School, in all situations, teachers are consistent, insistent and persistent. Our students are our core business and we take responsibility for their progress. Our teachers have the courage and ability to innovate, reflect and adapt their teaching practices. We are a high performing staff who supports our students in achieving success academically, physically, socially and emotionally. Our people are encouraged to find work/life balance and continue to grow professionally and nurture their passion for education.



Customers first

- Know your customers
- Deliver what matters
- Make decisions with empathy

Our students are our core business and we take responsibility for their progress. We are a high performing staff who supports our students in achieving success academically, physically, socially and emotionally.



Unleash potential

- Expect greatness
- Lead and set clear expectations
- Seek, provide and act on feedback

Our teachers have the courage and ability to innovate, reflect and adapt their teaching practices.



Be courageous

- Own your actions, successes and mistakes
- Take calculated risks
- Act with transparency

Our teachers have the courage and ability to innovate, reflect and adapt their teaching practices.



Ideas into action

- Challenge the norm and suggest solutions
- Encourage and embrace new ideas
- Work across boundaries

Our people are encouraged to find work/life balance and continue to grow professionally and nurture their passion for education.



Empower people

- Lead, empower and trust
- Play to everyone's strengths
- Develop yourself and those around you

Evidence Based Decision Making

- Decisions based on knowledge of the students, their prior learning and performance data
 - Know where each student is at. (Fleming)
 - Data on student progress is collected regularly so student learning is intentionally guided.
 - Students placed in ability groups for instruction
- Use of data to improve student performance informed by feedback practices between all stakeholders
- Quality planning using 1 School 1 Plan
- Collect evidence of student achievement against the standards and benchmarks content (ACARA)
- Decisions validated by staff reflecting on research
- Students progress when firm in components of basic skills of reading, sight words, spelling and number facts

Key Documents and Strategies

- [DDSW 10 Page Data Set](#)
- [QSR/AIP](#)
- [Professional Development Plan](#)
- [ONE School Data](#)
- [Southbrook Central State School Assessment and Monitoring Framework with Benchmarks](#)
- [Cluster and school based Moderation](#)
- [Data analysis student performance](#)
- [Term 1 and 3 Progress meetings with parents](#)
- [End of Semester Report cards.](#)
- [Archer and Hughes, \[www.explicitinstruction.org\]\(http://www.explicitinstruction.org\).](#)

Alignment of Curriculum Pedagogy and Assessment

- Combination of approaches Direct instruction, Effective Teaching, Symphony of Teaching and Learning
- Teachers implementing the Australian Curriculum
- Explicit Teaching practices in all classrooms
 - Direct Teaching - Spelling, Reading, Grammar Conventions, Comprehension, Handwriting.
 - Explicit Teaching (Fleming)
 - Warm up, WALT, WILF, TIB
 - I do
 - We do
 - You do
- Assessment embedded in explicit teaching programs
- Exemplar student responses for assessment provided
- Instruction is based on core literacy and numeracy ACARA
- Embedding digital technologies and HOT - Symphony
- Guided and supported practice in skill development
- Consistency across the school - behaviour expectations, bookwork, homework, teaching of reading/spelling/comprehension/basic facts is achieved through adherence to explicit models.
- Move student learning from short-term to long-term memory

Key Documents

- [Southbrook Central State School Assessment and Monitoring Framework with Benchmarks](#)
- [Whole School Curriculum Plan](#)
- [Curriculum Mapping Documents](#)
- [Explicit Teaching Lesson Planner](#)
- [Adaptation Planner](#) and [Symphony Placemat](#)
- [Southbrook Central State School Timetables](#)
- [Guided Reading at Southbrook Central State School](#)

Safe Supportive Connected and Inclusive Learning Environment

- Effective student - teacher relationships
- Share learning intentions and achievement goals with all staff, parents and students
- Timely and consistent communication
- Organised and engaging physical layout of the classroom
- Quality classroom environment in every room (visual displays)
- Quality feedback - immediate, affirmative and corrective feedback to staff and students
- Observation and Feedback to all teachers
- Planned and purposeful staff & curriculum meetings
- Display, discuss and make connections with 'A' exemplars and 'non exemplars', criteria sheets and monitoring sheets.

Key Documents

- [School Wide Positive Behaviour Plan](#)
- [Homework Policy](#)
- [Data Journals](#)
- [Well-being Framework](#)
- [Morning Fitness Routines](#)
- [Classroom Observation Protocols/Standards](#)
- [Developing Performance Framework for teachers and teacher aides](#)
- [Professional development Plan](#)
- [Southbrook Central State School Charter of Expectations](#)
- [Southbrook Communication Matrix](#)

Student Centred Planning

- Ongoing assessment leads to reformation of ability groupings and movement of students amongst groups
- Start from where the students are at (use data to inform teaching)
- Use of online spaces and digital technologies is used to promote student autonomy
- Relevant homework to reinforce Classroom Instruction
- Entry points and support for students are differentiated - Placemat and aligned checklist for U2B and below NMS
- Diagnostic, Summative and Formative Assessment informs daily teaching pedagogy
- Enrolment Interviews

Key Documents and strategies

- [Individual Learning Plans](#)
- [STLN - diagnostic assessment and support programs](#)
- [Differentiation Checklist for Teachers](#)
- [Southbrook Central State School Assessment and Monitoring Framework with Benchmarks](#)
- [Homework Policy](#)

Targeted and Scaffolded Instruction

- Monitor learning and use feedback about student learning to inform teaching and learning
- Students placed in ability groups for instruction
- Mathletics, Reading Eggs.
- Have students practice and deepen their understanding of new knowledge
- Content and strategy are provided with materials as a prescribed set.
- Lesson intent (WALT WILF TIB) at the beginning of each lesson.
- Establish classroom routines, structures and expectations
- Differentiation of teaching is defined as adjusting the entry point for instruction

Key Documents

- [Reference to Archer and Hughes 16 Elements](#)
- [Individual student Learning Plans](#)
- [Disability Standards for Education 2005](#)
- [EAP Educational Adjustment Program](#)

High Expectations

- All students can succeed, high expectations, achieving regional benchmarks as set by DDSW
- Comprehensive and challenging learning goals for each student based on agreed data sets.
- Quality bookwork and high levels of presentation in every classroom
- Professional Conversations
- Correction of all work, all work dated and initialled
- Multiple Sources of Feedback
 - Classroom Profiling
 - Walkthroughs
 - Coaching, Mentoring and Feedback

Key Documents

- [DDSW Regional Charter of Expectations](#)
- [ILP](#)
- [Bookwork Policy](#)
- [Southbrook Central State School Charter of Expectations](#)
- [Walkthrough 'Look Fors'](#)
- [Southbrook Central Attendance Policy](#)
- [Southbrook Central State School Observations and Feedback](#)
- [Coaching and Feedback cycle for improved teaching](#)