This is a set of materials to outline Kentville State School's approach to teaching and learning and ensures continued high quality teaching focussing on the achievement of every student. We are committed to providing a caring, supportive and safe environment underpinned by strong values.

**Our Vision**

Our vision was the result of an IDEAS journey commenced in 20005 and completed in 2007. As we are a small school, we wanted to keep the family atmosphere, thus the HAND IN HAND was included. As the student, staff parents and community of Kentville State School, we needed to UNITE to allow the student to BELIEVE that they have many opportunities through various pathways to achieve their chosen SUCCESS.

**Values and Beliefs**

- Respect
- Responsibility
- Fairness
- Friendship
- Safe Environment

Explicit teaching of independent learning skills, cooperative practices and effective social skills help embed these school values. Our school community view these values as essential in setting the tone of the school. These values align with Productive Pedagogies which is a research validated approach.
At Kentville State School our approach is that by developing the capacity of our staff, including the Principal, the best possible outcomes for our students can be achieved.

All staff complete a Staff Development Framework which guides the Whole school Professional Development Plan. This framework outlines short and long term goals. Staff meet with the principal in term one each year to develop and monitor their progress towards agreed goals. The Principal works with their supervisor in the development of their plan.

Throughout the year, all staff are encouraged to attend professional development opportunities as they arise.

Staff are encouraged to participate in discussion lists:
Admin – AO2 network
Curriculum coordinator – HOD, C2C
Principal – Small Schools

**Staff Meetings**

A general staff meeting is held each Thursday afternoon after school from 3.15pm until 4.00pm

**Teacher Talk**

From 4.00pm to 5.00pm teacher talk involves all teaching staff. Items for discussion may involve analysis of data, implementation of curriculum and relevant cluster agendas.

**Peer Observation and Feedback**

<table>
<thead>
<tr>
<th>Our school coaching model is GROW</th>
<th>Coaching is seen as</th>
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<tbody>
<tr>
<td>Goal</td>
<td>Professional Development and to support Staff Development framework</td>
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<tr>
<td>Reality</td>
<td>Controlled by the coachee</td>
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<tr>
<td>Options</td>
<td>Action plan focus</td>
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<tr>
<td>Way forward</td>
<td>Supportive and confidential not supervision</td>
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</table>
In 2013, peer observation and feedback will be undertaken by our pedagogical coach, Carly Dunrow.

The goal will be taken from *The Sixteen Elements of Explicit Instruction* from *Explicit Instruction: Effective and Efficient Teaching* by Anita L Archer and Charles A Hughes 2011.

These sixteen elements are

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. Design organised and focused lessons
5. Begin lessons with a clear statement of the lesson’s goals and your expectations
6. Review prior skills
7. And knowledge before beginning instruction
8. Provide step-by-step instruction
9. Use clear and concise language
10. Provide an adequate ranges of examples and non-examples
11. Require frequent responses
12. Monitor student performance closely
13. Provide immediate affirmative and corrective feedback
14. Deliver the lesson at a brisk pace.
15. Help students organise knowledge
16. Provide distributed and cumulative practice
At Kentville, there is a whole school approach to teaching the two classes, P 3 and 4 - 7, which work in a large classroom with cupboards separating each class. This allows for differentiation of students and ease of timetabling.

Music and PE are provided by specialist and LOTE is delivered by online learning.

Kentville Practices

1. There is consistent evidence of Explicit Teaching in every classroom
2. Use of ICTs in the explicit teaching process
3. Consistent use of ACARA by every teacher
4. High standards of student presentation and handwriting from all students
5. Quality classroom displays
6. A systematic coaching and feedback process
7. Clear evidence that data is being systematically used to guide teaching and show improvement
8. A positive behaviour plan in classrooms and playground
9. A belief and commitment that all students will achieve the Regional Benchmarks

Curriculum

The Curriculum Framework is based on developing inquiries that provide students with opportunities
- To demonstrate the content descriptors in English, Mathematics, History and Science from the Australian Curriculum.
- To demonstrate Essential Learnings – Knowledge and Understanding and Ways of Working- in five Key Learning areas KLAs in a learning context that promotes the development of Life Long Learning Attributes and is connected to real-life experiences.

The curriculum consists of eight Key Learning Areas. Three of the key Learning Areas are guided by the C2C multi-age units under the umbrella of the Australian Curriculum

- English
- Mathematics
- Science
- History
The other Key learning areas are guided by the QCAR framework and use the Essential Learnings

- Studies of Society and Environment
- Technology
- The Arts
- Health and Physical Education including smart Moves
- LOTE

Curriculum Organizers
Kentville State School adopted the roles of the five citizens as the curriculum organisers. The citizen’s framework recognises that the community and in particular state school parents expect schools to provide students with opportunities to develop as creative, healthy and informed citizens, with the skills necessary to build positive human relationships and to accept a shared responsibility for developing the well being of self, others and the larger living world.

The four key organisers are

- Informed Eco citizen
- Informed Democratic citizen
- Informed Healthy citizen
- Informed Creative citizen

Key Learning Areas

At Kentville State School decisions were made at the end of 2012 as to how each of the eight Key Learning Areas will be organized in 2012 -2014.

English
It was decided to follow the multi-age C2C units. Two by 1 hour blocks will be allocated to work on the appropriate C2C unit.

Maths
As a staff, the decision was made to follow the C2C straight year level units and adapt them to fit into a multi-age classroom.

Science
As a staff, the decision to follow the C2C straight year units on a three year cycle was considered most appropriate because 50% of students remain at Kentville for their primary schooling.

History
The C2C history units for the straight year levels are used on a three year cycle. See The Curriculum Overview for their integration.

Technology
As a staff, teachers have decided to continue on the three year cycle where the Essential Learning from Technology are assessed at least once per semester.

SOSE
In 2013, the Essential Learnings have been used and are listed in each unit overview. In 2014 Geography will replace some of these Essential Learnings and Civics and citizenship will be implemented in 2015.

**The Arts**
At Kentville State School, music is provided by an itinerant music specialist who provides a 45 minute lesson to each class. Each of the other four strands – Dance, Drama, Visual Arts and Media will be assessed in one of the four terms throughout the year.

**HPE**
PE will be provided by an itinerant PE teacher who will provide a 60 minute lesson to each class. In addition to this, Smart Moves will be undertaken. School sport throughout the year consists of:
- Swimming in terms 1 and 4
- Athletics Carnival
- T-ball Gala Day
- Touch football and Netball Carnival
- Small Schools Ball Games Carnival

Health is taught explicitly in one term per year, replacing the SOSE unit.

**LOTE**
Due to the lack of availability of a LOTE teacher in our area, we have outsourced LOTE via the Brisbane School of Distance Education. Japanese lessons are conducted via an internet link on a weekly basis at an additional cost to the school.

**Year Level Overviews**
At Kentville State School the Year level overviews have been organized by classes - P to 3 and 4 to 7. Each unit overview over the three year cycle will include a unit name, unit descriptions, assessment and resources

- English
- Maths
- Science
- Technology
- The Arts
- SOSE in terms 1, 2, and 3 and Health in Term 4
- Music and PE overviews are included on a yearly basis by the itinerant teacher
- LOTE overview is provided by the Brisbane School of Distance Education
Embedding ICTs into all parts of the curriculum. We believe children’s learning is enhanced when digital technologies are integrated across the curriculum. They allow children to access and manipulate information as well as develop creative skills as they make movies, web pages and digital presentations. Each classroom has a digital camera, digital projectors, interactive whiteboards and seven computers. Each child has a set of headphones.

**Unit plans**

Unit plans at Kentville State School are developed by the class teacher. There is no set template for class planning. Areas to be included are:

- Curriculum Intent
- Teaching and Learning Sequence
- Resources
- Differentiation
- Assessment

**Differentiation**

Kentville State School develops and implements curriculum that is inclusive and responsive. Our unit plans include strategies for supporting students and enriching and extending students as we acknowledge that one size doesn’t fit all. Teachers complete a Differentiation Checklist for each unit. A copy is attached as an Appendix. Intervention strategies and resources include:

<table>
<thead>
<tr>
<th>Intervention Program managed by STLaN</th>
<th>Specific resources are provided to assist the student</th>
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</thead>
<tbody>
<tr>
<td>Advisory Visiting Teachers</td>
<td>Individual goal setting to focus student attention on continual improvement. See attached Kentville Advancement Plan</td>
</tr>
<tr>
<td>More time to complete tasks</td>
<td>Providing frequent, quality feedback to assist students to take the next steps</td>
</tr>
<tr>
<td>Task is broken down into manageable steps</td>
<td>Individual intervention Programs</td>
</tr>
<tr>
<td>EAP/Ascertainment</td>
<td>ATSI support</td>
</tr>
<tr>
<td>Gifted education and extension programs</td>
<td>Specific learning resources and materials purchases</td>
</tr>
</tbody>
</table>
## Our Strategies

<table>
<thead>
<tr>
<th>Supportive School Environment</th>
<th>Connectedness</th>
<th>Recognition of Difference</th>
<th>Intellectual Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Support</strong></td>
<td><strong>Metalanguage</strong></td>
<td><strong>Cultural Knowledge</strong></td>
<td><strong>Higher Order Thinking</strong></td>
</tr>
<tr>
<td>• Chaplain</td>
<td>• Consistent use of language</td>
<td>• LOTE - Japanese</td>
<td>• Symphony of Teaching</td>
</tr>
<tr>
<td>• Breakfast club</td>
<td>• Teachers model language</td>
<td>• NAIDOC week</td>
<td>• Lateral Thinking Day</td>
</tr>
<tr>
<td>• Professional Networks</td>
<td>• Word walls</td>
<td>• Vietnam, Samoa and Philippines included in school community</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Explicit Quality Performance Criteria</th>
<th>Connectedness to the real world</th>
<th>Inclusivity</th>
<th>Deep Knowledge</th>
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<tbody>
<tr>
<td>• Whole School Assessment Plan</td>
<td>• Whole school term Excursions</td>
<td>• Supportive P and C</td>
<td>• Explicit Teaching Model</td>
</tr>
<tr>
<td>• Assessment for learning, of learning and as learning</td>
<td>• Annual Camp Years 3 to 7</td>
<td>• Kentville Intervention Plan</td>
<td>• Gradual Release of Responsibility</td>
</tr>
<tr>
<td>• Regional Benchmarks</td>
<td>• Use of Digital Technology</td>
<td>• Authentic contexts</td>
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<th>Student Direction</th>
<th>Problem based Curriculum</th>
<th>Narrative</th>
<th>Deep Understanding</th>
</tr>
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<tbody>
<tr>
<td>• Individual Learning Plan</td>
<td>• Investigations</td>
<td>• Personal Experiences</td>
<td>• Use of exemplars</td>
</tr>
<tr>
<td>• Kentville Differentiation</td>
<td>• Value the process</td>
<td>• Annual Citizen’s Awards – Healthy, Eco, Democratic, Creative, Informative</td>
<td>• Hands on activities</td>
</tr>
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<td>• High expectations</td>
<td>• Koala Kafe</td>
<td></td>
<td>• Staff Professional Development Framework</td>
</tr>
<tr>
<td>• ESP, ISP, Closing the Gap and ESL</td>
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<td>• Reflective Practices</td>
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<th>Knowledge Integration</th>
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<th>Substantive Conversation</th>
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<td>• Various learning pathways</td>
<td>• Kentville Curriculum Plan</td>
<td>• Inter-school sport – athletics, ball games, softball, touch football, swimming</td>
<td>• Internal, small schools and cluster moderation</td>
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<td>• Flexible groupings</td>
<td>• Term Overview Example</td>
<td>• Under Eights</td>
<td>• Weekly Teacher Talk</td>
</tr>
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<td>• Responsible Behaviour Plan</td>
<td>• Adopt and adapt C2C</td>
<td>• Leadership Days</td>
<td>• Collaborative Planning</td>
</tr>
<tr>
<td></td>
<td>• Koala Kafe curriculum Support</td>
<td>• Laidley Show School display</td>
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<th>Academic engagement</th>
<th>Background Knowledge</th>
<th>Active citizenship</th>
<th>Knowledge as Problematic</th>
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<td>• Use of online ICT programs (Raz Kids, IXL Maths, Ziptales, Tux</td>
<td>• Pre-assessment Tasks</td>
<td>• ANZAC Parade</td>
<td>• Life long learners</td>
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<td>• Background Experiences</td>
<td>• Greening Australia</td>
<td>• Self discipline</td>
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<td>• Prior Learning</td>
<td>• School leaders Day</td>
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Procedures Overview

We value using a range of timely, authentic and genuine feedback which enables our students to achieve success.

- Use of data to close the gap
- School Reporting
- Parent-teacher interviews

We value well-sequenced, engaging teaching and learning which meets the needs of our students.

- Varying learning styles
- Link to school priorities
- Use Symphony of Teaching
- Follow DDSW Explicit Teaching Model
- Daily plans

We value a rich curriculum with intellectual rigour.

- ACARA
- C2C
- Essential Learnings
- Early Years Guidelines
- Clear understanding of students’ needs
- Differentiation based on support plans

We value authentic assessment of and for learning.

- Align with curriculum intent, teaching and learning
- Analyse data
- Modify planning and assessment tasks
- Displayed examplars

We value consistency and comparability in making judgements.

- Goal Setting in students’ books
- Learning Goals displayed
- Written feedback in students’ books

Our Students

Working together to ensure that every day in every class provides opportunities for all students to learn and achieve in an inclusive and engaging environment.