School Purpose

In partnership with staff, students parents and community, Coppabella State School offers an individualized, quality education that empowers students to participate in an ever-changing society. Coppabella State School provides students with opportunities to engage in a range of challenging learning experiences in a supportive, inclusive and safe environment where students can reach their full potential.

Values & Beliefs about Teaching and Learning

- A teaching and learning environment which promotes engaged and enthusiastic learners
- An explicit instruction approach which develops
- Life-long learners who use higher order and critical thinking skills
- All students given the opportunity to focus on their own personalised areas of improvement
- An approach which engages, stimulates and challenges the physicality of life
- Consistent and clear communication

Phone: 4958 0144   Fax: 4958 0166  E-mail: the.principal@coppabelss.eq.edu.au

Every day, in every classroom, every student is learning!
Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by a teacher, peer, parent or self about aspects of one’s performance aimed at improving learning.

Feedback includes:
- Monitoring tasks – C2C
- Use of performance data for achievement and goal setting
- Teachers communicate feedback through written, spoken, non-verbal, formal and informal (including conferences)
- Written feedback in workbooks and assessment tasks
- Individual student assessment profile folders
- Peer and self reflection
- Parent information evenings
- Parent/teacher interviews
- Semester written report cards

**The Dimensions of Teaching and Learning**

The five Dimensions of teaching and learning form the basis of Coppabella State School teachers’ professional practice. At its centre are students. Each dimension links to and supports the others. No one dimension exists in isolation. There is no fixed starting point — most teachers begin by considering the mandated curriculum while taking into account where students already know and the best teaching strategies to support learning.

**The DIMENSIONS OF TEACHING AND LEARNING**

**Supportive Classroom**
- Student control
- Student support
- Engagement
- Self-regulation
- Explicit criteria

**Intellectual quality**
- Higher order thinking
- Deep knowledge
- Deep understanding
- Substantive conversation
- Knowledge as problematic
- Metalinguage

**Recognition of difference**
- Cultural knowledge
- Inclusivity
- Narrative
- Group identity
- Citizenship

**Relevance (connectedness)**
- Connectedness to the world
- Problem-based curriculum
- Knowledge integration
- Background knowledge

**Productive Pedagogies** are effective pedagogy, incorporating an array of teaching strategies that:
- support classroom environments, recognition of difference, implemented across all key learning and subject areas.

Effective pedagogical practice promotes:
- The wellbeing of students, teachers and the school community improves students’ and teachers’ confidence
- contributes to a sense of purpose for being at school
- builds community confidence in the quality of learning and teaching in the school.

**Making Judgements - How well have students learned?**

Teachers make judgments against specified standards on evidence from multiple sources. Assessment assists teachers to make judgments and to inform the next steps for learning.

By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
- Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
- Make judgments based on evidence and evidence from student work.
- Match the evidence to the task-specific standards descriptors.
- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

**Curriculum Intent — The What**

Coppabella State School has a whole-school assessment plan which:
- incorporates all learning areas
- identifies types of assessments to ensure a range and balance of assessments throughout the school year
- identifies when assessments (both teacher-designed and external) will be implemented
- identifies processes for achieving consistency of teacher judgments via moderation procedures
- ensures data is recorded electronically in OneSchool

Coppabella School State has a whole-school assessment plan which:
- incorporates all learning areas
- identifies types of assessments to ensure a range and balance of assessments throughout the school year
- identifies when assessments (both teacher-designed and external) will be implemented
- identifies processes for achieving consistency of teacher judgments via moderation procedures
- ensures data is recorded electronically in OneSchool

**ASSESSMENT — For, As and Of Learning**

Coppabella State School Warm Ups are used to consolidate core literacy and numeracy skills taught following explicit instruction.

- Move learning from short term to long term memory
- Are fast paced, planned and elicit a number of student responses
- Vary in length from 5—20 minutes
- Balance rote and applied learning
- Use a variety of presentation modes (electronic, hands-on, verbal, written, kinaesthetic)
- Require active participation of students using a variety of tools
- Are delivered as an explicit session prior to, within, or in isolation to literacy/numeracy sessions

**Warm Ups**

At Coppabella State School Warm Ups are used to consolidate core literacy and numeracy skills taught following explicit instruction.

- Move learning from short term to long term memory
- Are fast paced, planned and elicit a number of student responses
- Vary in length from 5—20 minutes
- Balance rote and applied learning
- Use a variety of presentation modes (electronic, hands-on, verbal, written, kinaesthetic)
- Require active participation of students using a variety of tools
- Are delivered as an explicit session prior to, within, or in isolation to literacy/numeracy sessions

**Modelled Teaching (I DO)**

- Define concept/skill to be taught
- Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise ‘think-alouds’
- Break down into clearly defined steps
- Use clear language
- Revise, reinforce and CFU

**Joint Construction (WE DO)**

- Guide students’ practice—high frequency of responses
- Ensure high rates of success—differentiated for students
- Provide timely feedback, clues and prompts—CFU
- Have student continue to practise multiple examples to fluency
- Return to ‘I DO’ if students not beginning to achieve mastery

**Independent Practice (YOU DO)**

- Students perform modelled skill/strategy independently
- Teacher constantly CFU and circulating room
- Differentiation evident—work given at level
- Check and correct students’ independent work

**Review and Plough Back**

- Review key concepts and consolidate understanding
- Provide feedback on individual student performance
- Checking For Understanding—Should be on-going throughout all stages of the sequence

At Coppabella our signature pedagogy is:

**Explicit Instruction**

**Learning Intention and Success Criteria**

All lessons begin with a clear Learning Intention and Success Criteria. Coppabella State School uses: WALT (We are learning to) WILF (What I am looking for)

This is established through:
- care celebration planned teaching episodes.
- lessons matched to the Australian Curriculum.
- differentiated to meet the learning goals of different groups of learners.
- individualised goals are developed to meet students’ specific learning needs.
- the use of a differentiated placemat to identify modifications to curriculum planning.
- Establishment of ILP/EIP when relevant/appropriate.

**BLOOM’S TAXONOMY**

Provides an excellent starting point for teachers wanting to move beyond the basic question and answer techniques. Bloom classified the types of questions used by educators in assessing students by verb form. The type of action required by the verbs used in an assessment question indicates the cognitive demands being placed on students.

At Coppabella State School we apply Bloom’s Taxonomy as a tool for:
- developing differentiation within teaching and learning episodes.
- the development of students’ learning goals and achievement targets.