Biddeston State School’s Pedagogical Framework is the school’s vision encompassing the delivery of explicit teaching to facilitate learning in the classroom. The framework has been designed to incorporate the well-being of Biddeston State School students. At the core of the framework is our belief that:

All students matter, every day
All students can achieve high academic results
Quality practices within the school enhance learning

The Framework sets out clear expectations of our teachers and requirements of our school. It informs our community of what we value and how we equip our students for the future.

Focus

At Biddeston SS, all students have the right to develop to their potential, and through quality curriculum, quality teaching, quality learning experiences, and with support, student achievement is maximised. Quality teaching is equitable and inclusive, engaging all students and valuing diversity of experiences, knowledge and skills. Learning experiences connect with students’ existing knowledge and skills and build on these when purposeful, intellectually challenging and relevant to promote depth of understanding. To ensure curriculum is aligned, quality teaching and learning experiences reflect the intended learning and assessment reflects what is taught.

At Biddeston State School we aim to achieve the best educational outcomes for every student in our school through quality curriculum, teaching and learning. Teachers maintain a safe, respectful, inclusive learning environment that promotes intellectual rigour in learning. Values are driven by the Friends For Life program.

BIDDESTON
S.P.S.
LABORAE ET LUCERE

Work and Play

Our school aims to provide the best possible conditions and opportunities for the educational development of all students.

Be Responsible
Be Respectful
Be Safe

Biddeston State School
Ph 46916145 Fax 46916133
the.principal@biddestoss.eq.edu.au
The five Dimensions of teaching and learning form the basis of every teacher’s professional practice at Biddeston State School. 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 what students already know and the best teaching strategies to support learning.

The School Improvement Hierarchy (SIH) provides a consistent framework for every level of the system to talk about improving student learning outcomes. It will become the system’s lens on school performance, and it will de-clutter our work and enable us to focus on what matters.

The How – Teaching Practice

Explicit Instruction
At Biddeston State School, our pedagogy is explicit instruction, encompassing the 16 Elements. Teachers direct the learning process, which is structured and explicit. Characteristics of Explicit Instruction are flexibility, promoting active engagement of all students, and structure of the learning process.

Feedback
Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by the teacher, peer, parent or self about aspects of one’s performance aimed at improving learning. Feedback is communicated through monitoring tasks, goal setting, written feedback, peer and self-reflection, parent interviews and reporting.

Differentiation
The key to a differentiated classroom is that all students are regularly offered choices and students are matched with tasks compatible with their individual learner profiles. Curriculum should be differentiated in four areas: Content, Process, Product and Environment.

Assessment, Data and Reporting
Biddeston State School’s analysis of systemic and school-based data is used to reflect on and guide all decisions in relation to teaching, learning and assessment to meet the needs of our students. It is also used to inform and enact our priorities. This is done individually and collaboratively across the school at the end of each unit and each term. Moderation forms an important part of our assessment process and is engaged in twice yearly across our Band 5 cluster schools.

Our data is collected using:
- Curriculum Assessment - C2C GTMJ
- NAPLAN (Yr 3, 5)
- PAT testing – reading comprehension, maths, science,
- PM Benchmark, Probe
- School & class internal assessment & monitoring
- Waddington spelling and reading

Reporting
Teachers report to parents with an A-E standards report, interim reports, NAPLAN report, weekly reports and interviews.
Teachers track student progress with student tracking profiles. Students track own progress and set achievable goals.

Documents to support our Pedagogical Framework
Biddeston SS Whole School Curriculum Plan
Biddeston SS Responsible Behaviour Plan
Biddeston SS Homework Policy
Biddeston SS Bookwork Policy
Biddeston SS Assessment, Timeline & Targets Policy
Biddeston SS Reading Policy – CAFÉ
Biddeston SS Charter
Biddeston SS Gifted Education Plan

Our Responsible Behaviour Plan facilitates high standards of behaviour so students participate positively.

Classroom Displays are purposeful, curriculum based and used to stimulate learning and reinforce the school’s improvement agenda.