



WHOLE SCHOOL

Mission Statement: *That every visitor experiences a greater love for, and understanding of themselves, others and the earth, and a willingness to take positive action based on their new awareness.*

DQ5 – Student Engagement Working with students outdoors, Reality Therapy, Physically challenging programs, High job satisfaction, Friendly controversy learning routines, yarning circles, New authentic hands on content	The Learning Environment			Teaching, Learning & Assessment Strategies			Whistle and 5, Active Listening, first full of rules, Responsible behaviour plan, Reality therapy questioning, Standard operating procedures	DQ7 – Adherence to rules and Procedures
	DQ8 – Relationships	DQ1 – Routines	DQ6 – Behaviours	DQ2 – New Knowledge	DQ3 – Deepening Knowledge	DQ4 – Evidence of Learning		
	Responsible Behaviour Plan Creating student/client profiles for treks Pre and Post Visits Yarning Circles Enthusiastic, friendly and relevant approach	Class observation Student Data collection Activity Assessment tasks Professional Learning Communities Program Graduations Sharing effective practice Teacher team reflective meetings Whiteboard Learning goal displays	Responsible Behaviour Plan Class observation Student Data collection Rule displays Thinking rich learning routines Yarning circles Environmental, structural, and community considerations Collaborative rule discussions	C2C Australian Curriculum QCAR units QSA units Various environmental sites across coast Sunday Creek EEC Maroochy Wetlands Sanctuary Specialized scientific equipment Short and Long programs	C2C Australian Curriculum QCAR units QSA units Hands on practical experiences of new knowledge Pre and post visits	C2C Australian Curriculum Planning, Supporting senior investigation assessment tasks. Trialling new behaviours and behavioural awareness. Choice theory philosophy		
	DQ9 - High Expectations							
	Targeted programs for low expectancy students (Wilderness treks), Lesson filming to identify questioning ratios, reality therapy questioning, Class observations							



CLASSROOM EVIDENCE

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DQ5 – Student Engagement	Noticing and reacting when students not engaged * Managing response rate during questioning * physical movement Maintaining Lively pace * intensity & enthusiasm interesting information * group work	The Learning Environment			Teaching, Learning & Assessment Strategies			“withness” to promote proactive rather than reactive behaviours Apply consequences when behaviours are not appropriate	DQ7 – Adherence to rules and Procedures	
		DQ8 – Relationships	DQ1 – Routines	DQ6 – Behaviours	DQ2 – New Knowledge	DQ3 – Deepening Knowledge	DQ4 – Evidence of Learning			
		Understanding student interests and backgrounds Displays objectivity and control Positive classroom climate	Provide clear learning goals and a way to measure these Track student progress Celebrate student progress Establishing and maintaining classroom rules Classroom set up for supportive learning Student reflection	Establishing classroom routines and rules Organising classroom to promote positive learning	Identifying critical information Previewing activities (KWL, 3 level guides, brainstorming, word splashes etc) Students organised to interact with new knowledge (Cooperative learning strategies, think pair share, jigsaw) Knowledge chunked summarised (visual tools, images, flow charts etc) Reflecting on learning	Review of knowledge Students organised in groups to practice and deepen knowledge Similarities and differences (comparisons, classifying, analogies, metaphors, inductive and deductive) Examining errors (faulty logic, attacks, weak references, misinformation) Practice skills & processes Revise and adding to notes	Students organised in groups for complex tasks Hypothesis, generating and testing (decision making, problem solving, experimental inquiry, investigation, invention) Teacher as a resource provider			
		DQ9 - High Expectations								
Valuing and respect for all students Asking questions of low-expectancy students with same level of expectation and difficulty Probing incorrect answers with low-expectancy students with same rigour as other students										



STUDENT EVIDENCE

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DQ5 – Student Engagement	The Learning Environment			Teaching, Learning & Assessment Strategies			DQ7 – Adherence to rules and Procedures
	DQ8 – Relationships	DQ1 – Routines	DQ6 – Behaviours	DQ2 – New Knowledge	DQ3 – Deepening Knowledge	DQ4 – Evidence of Learning	
	Student teacher relationships is evident Students describe teacher as someone who cares Students view teachers as in control of class	When asked students can explain the learning goal When asked students can explain how their current activities relate to the learning goal When asked, students can explain the meaning of levels of performance in relation to success criteria. Students can predict their level of achievement based on a success criteria Students can update their status on learning goals Students show pride in accomplishments	Students follow clear routines during class When asked students can describe routines and procedures in class Students recognise cues and signals by teacher Students regulate their own behaviours Students can easily focus on instructions	Can describe why the content is important Can move to groups in orderly fashion and know about expectations Can explain linkages of prior knowledge, make predictions and provide a purpose for what they are about to learn Students actively engage in previewing activities Appear to know what is expected of them Can explain what they have learnt, ask clarifying questions and are involved in class discussions Volunteer answers to inferential questions and provide proofs for inference summarise and note take reflect on learning	Describe previous content on which new lesson is based Describe how the group work supports their learning Students know how to interact within groups to deepen their knowledge Link homework to learning Artefacts produced indicate knowledge has been extended Can explain similarities and differences Can describe errors in reasoning Perform skill, strategy or process with increased confidence and competence Make corrections to information and reflect on learning	Describe the importance of generating and testing hypothesis Can explain how groups support their learning Clearly work on tasks and can explain their hypothesis they are testing Artefacts indicate they are engaged in decision making, prob solving and experiential inquiry or investigation Seek teacher for advice and guidance	
	DQ9 - High Expectations						
Knows the teacher cares about them and treats all students with respect * knows the teacher expects everyone to participate * knows difficult questions are asked of everyone * knows the teacher will not “let them off the hook” or “give up on them” knows the teacher helps them with work							

Students are engaged *engage in academic games and can explain why they are useful *can explain how physical movement helps them learn * can adapt to transitions an reengage in activities *engage in friendly controversy * make and share connections about themselves and learning

know that the teacher is aware of their behaviour * cease inappropriate behaviour when signalled by teacher * accepts consequences for behaviour * knows teacher is appreciative of good work