

# MILMAN STATE SCHOOL PEDAGOGICAL FRAMEWORK

*“Strive for Success” - in all areas of teaching, learning and well-being*

Milman State School is a professional and caring learning community with a focus on continuous improvement in student outcomes. We believe that all students have the right to learn in a safe and supportive learning environment - within this environment all school community members treat each other with respect and take responsibility for their actions.

We are committed to effective partnerships within and beyond the school community. Parents are valued as partners in their child's learning and supported through the provision of open communication and, opportunities for active participation and consultation.

Our school is committed to engaging students in purposeful learning through the implementation of Explicit Instruction. There are high expectations for the success of all students with programs designed and delivered through a whole school pedagogy based on individual learning needs; informed by a range of data collection and analysis. Success is acknowledged and celebrated at all levels. "Every child, learning every day"

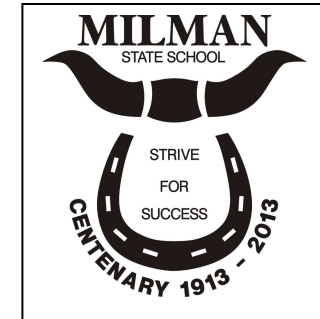
Values at Milman State School are enacted through: "Learners and teachers working together to ensure that every day, in every classroom every student is learning, achieving and experiencing success."

Milman State School is a multi-age setting with two multi-age classrooms; grouped as a Junior and Senior Room.

We believe that this type of setting enhances continuity in teaching and learning, and the forming of positive and effective relationships between teachers and students, and between students. Advantages of mixed age groups are; that younger students benefit from the positive role models of older students while older students have the opportunity to develop and display leadership through demonstrating their knowledge and understanding.

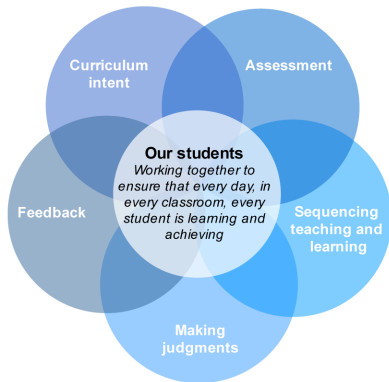
Learning in a multi-age setting looks like students:

- working on activities independently and/or in a range of groupings
- building cooperative learning skills, e.g. sharing, turn taking, listening, mentoring, negotiating and considering alternative points of view
- working with others at times who have similar or different capabilities



<http://www.milmanss.eq.edu.au/index.html>

**Dimensions of Teaching and Learning**  
inform our Whole school Curriculum Plan



Teachers investigate, implement and consolidate:

- What do we need students to learn?
- What do students already know?
- What do students need to learn?
- What do we need to do to improve learning?

- How well have students learned?
- How will we measure how students have learnt?

What evidence of learning is required for students to demonstrate what they know and can do?

How will curriculum be taught to maximise learning for all students?

Book work policy

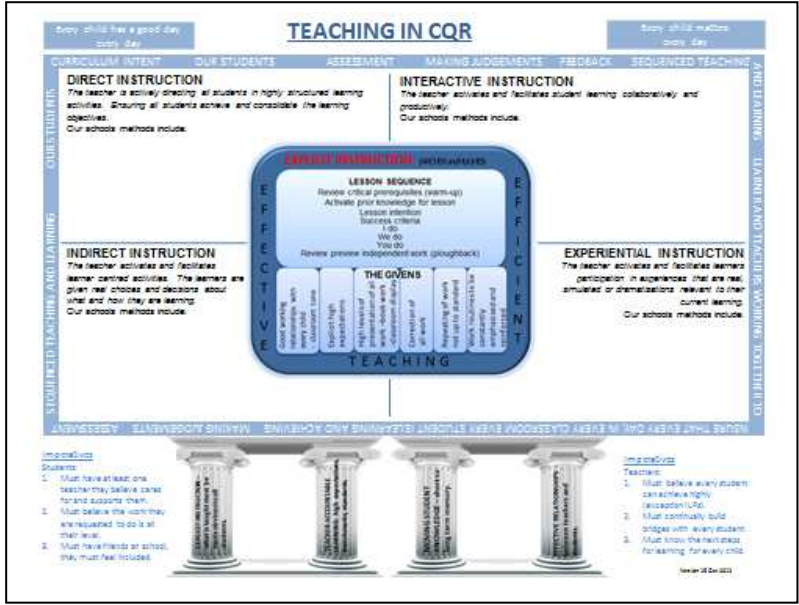
**High expectations**

Student goal setting for priority learning areas and personal educational goals

Homework policy

Collaboration

**Milman State School**  
Formal Observation  
classroom visits  
and walk throughs



**The Explicit Instruction model**

- is used to introduce new curriculum content
- I Do* - Explicit teaching and modelling of concept/skill
- We Do* - Guided Practice in small group activities
- You Do* - Independent Practice (supported by teacher feedback)
- Plough Back* - Ensure every child understands skill/concept

**Evidence based decision making**

- 5 weekly goal data collection and analysis
- C2C unit assessment
- Internal monitoring
- NAPLAN data and analysis

Specific  
Measurable  
Achievable  
Realistic  
Time bound

**Differentiated instruction**

All students have the opportunity to engage in mainstream curriculum. A cone represents differentiated instruction based on student need.

Whole class  
Group  
Individual

We provide students a range of ways to: access curriculum, instruction and assessment demonstrate and express what they learn understand and take in information



**BE SAFE**

**BE RESPONSIBLE**

**BE RESPECTFUL**

**A safe supportive connected inclusive learning environment** is maintained through developing effective relationships between students and teachers and parents

*'Wellbeing for life and living'*



*Be at School - 'Every Day Counts'*

