Prairie State School provides a learning environment that is fun, safe and reflective of contemporary ideologies of primary education and the uniqueness of the local context. Our students come from the surrounding properties and from within the town and include third generations from our early enrolments. Our school provides for students from Prep till Year 12.

The staff at Prairie SS understand that a close, positive working relationship with parents and the community is essential to the quality of education our school can provide. The school works together with its local communities to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

Our Pedagogical Framework promotes our values and beliefs and is organised around the Dimensions of Teaching and Learning and incorporates Explicit Instruction. This document describes how our teachers build their planning, conduct their teaching and learning, carry out assessment, make judgements, and provide feedback. This is a working document and will change as policies are developed and implemented in our school.

**Curriculum Intent:**
Effective curriculum needs to be purposeful, differentiated and negotiated to cater for the specific needs of learners within the school context. In order to achieve this, teachers work together to engage with and enact mandated curriculum documents to create meaningful learning experiences. United in our pursuit of excellence outcomes, Education Queensland’s agenda for improvement through consistent curriculum planning and implementation to improve learning. How do we do this:

### Strategies we use:
- Align with mandated curriculum
- Develop Professional Networks
- Cluster Unit Planning
- Curriculum Excursions/Camps
- Numeracy Planning
- Literacy Planning
- ACARA (C2C) Multi-level unit plans
- SQS, The Arts, Health and Physical Education and Technology
- Essential Learnings (Dalrymple Alliance) Multi-level unit plans
- Curriculum Excursions/Camps
- Learning Support Planning
- Special Needs Planning
- G&T Programming
- PAT Reading
- PAT Mat
- Probe Yr5
- PM running records
- Diagnostic Testing
- Probe Yr5-7
- South Australian Spelling Test
- PAT Reading
- PAT Maths
- Student assessment profile folders
- Relevant Professional Development for staff
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported

### Evidence we see:
- Teacher feedback to students working together on their learning every day, in every classroom, every student’s learning and achieving
- Student assessment profile folders
- Focused staff meetings
- Relevant Professional Development for staff
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported

### Evidence we use:
-Guidance to making judgements
- Student assessment profile folders
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**Planning we do:**
- Align with Whole School Curriculum, Assessment and Reporting Plan.
- Engage in Professional Learning

**Feedback:**
Feedback is information and advice provided by a teacher, peer, parent or self about aspects of someone’s performance. The aim of feedback is to improve learning. Teachers and students use feedback to close the gap between where students are and where they aim to be. Teachers use self-feedback to guide and improve their teaching practice.

**Productive feedback:**
- is timely, ongoing, instructive and purposeful
- is given at the task, process and self-regulation levels
- is focused on the quality of student performance, not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility

**Planning we do:**
- Differentiate CCL plans
- Individual student achievement data to close the gap between where students are and where they need to be.
- Self and peer feedback
- Goal setting and reflection
- Pre-testing and post-testing

**Strategies we use:**
- Provide quality feedback against explicit individual student improvement goals
- Give timely feedback (within 1 day)
- Dalrymple Alliance Unit task Moderation
- School Report Cards
- P.M.I.
- QCARF unit feedback forms

**Evidence we see:**
- Guide to making judgements
- QCARF unit criteria sheets
- Conversations between teachers and students
- Students engaging in self and peer feedback
- Students know their level of achievement in each subject/where they are at in PM Benchmarks, spelling, Pat M.
- Moderated samples of work

**Evidence we use:**
- Unit and Assessment Overview in students’ books
- Student assessment profile folders
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**Curriculum Intent:**
- Whole School Literacy / Numeracy Planning
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- G&T Programming

**Strategies we use:**
- Whole School Curriculum, Assessment and Reporting Plan.
- Engage in Professional Learning

**Planning we do:**
- Align our assessment with the curriculum intent
- Use assessment to inform our teaching and learning

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