Pedagogical Framework

Glen Aplin

Values and Beliefs
At Glen Aplin we value our students and our school community. We value relationships within the school that will lead to the best possible outcomes for students. We hope that students who attend Glen Aplin School will develop fully as individuals so that they can become self-reliant, employable, productive, resilient, and responsible members of our world.

We believe learning should be fun and productive and that students should be happy to come to school.

We believe that our teaching is directly proportional to students' need of engagement, satisfaction, improvement and achievement.

Alignment of Curriculum, Pedagogy & Assessment
Glen Aplin School Programs have been worked out in a 2 year cycle. The programs provide coverage of the C2C units from prep-year 7 in English, Maths, Science and History (Geography as of 2024).

Our teaching is aligned to the curriculum intent of the C2C unit and demands of the subject area. lesson design and delivery including monitoring and data collection is consistent across the school due to the development of and use of common student folios.

State School

Evidence Based Learning
Evidence of student learning and performance gained through data profiles, school assessment data base and student folios.

Decisions about areas of improvement are made through the analysis of data. The process involves teachers as well as SMOH teacher and STEAM.

Data analysis informs priorities for the purchase of resources (including human resources) and the professional development plan for teachers.

Self, Supportive, Connected and Inclusive Learning Environments
Glen Aplin has a Positive Behaviour Plan based on the four pillars of Peace Building which is incorporated into the Responsible Behaviour Plan.

1. Praise People
2. Give up Put Downs
3. Notice hurts and right wrongs
4. Seek Wise People

Parent involvement in our school operations is encouraged. Assemblies are held at school twice a week. On Monday morning the weekly positive behaviour focus is discussed and thought. On Friday, positive behavioural awards are presented and celebrated at an assembly to which parents are invited. There is a consistent whole school approach to Behaviour, in class and in the playground through our positive behaviour plan. Consistent communications made through newsletters, websites, school signs and learning and well being frameworks.

Targeted and Scaffolded Instruction
Glen Aplin School has adopted explicit instruction as our signature pedagogy. Warm-ups are used to consolidate prior and numeracy skills.

Lessons begin with a clear learning intention and success criteria.

WALT – We are learning to...
WILF – What I’m looking for...

The following sequence of Explicit Instruction is used:

Modelled Teaching – I do
Joint Construction – We do
Independent Practice – You do
Review and Reflect – How do

The 16 elements of Explicit Instruction.

Student Control Planning
Planning is based on student needs.
Whole school assessment plan to determine and assess areas of strength and weakness.
ILPS for students needing support and extension. New format for 2013.
Assessment cycle every 3 terms.

High Expectations
Clear and explicit expectations of students on display in each classroom.

All students have individual targets.
All targets designed for students to be working at their optimum. Teachers negotiate with students on this.

Individual Target Ladders used to map improvement and challenge students for individualised improvement and high levels of achievement.

Emphasis of ladders on improvement not just levels of achievement.

All students working hard to celebrate success not just high achievement.

Every Student in Every Classroom Striving to Improve