OUR SCHOOL VALUES:

RESPECT, INTEGRITY

RESPONSIBILITY, LEARNING

PASSION FOR AVIATION HIGH SCHOOL

PEDAGOGICAL FRAMEWORK

2025

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VISION

AVIATION HIGH SCHOOL VALUES

AVIATION HIGH SCHOOL

Students at **AVIATION HIGH SCHOOL** pursue academic excellence and social responsibility in a safe, supportive and nurturing environment

RESPONSIBILITY · INTEGRITY · RESPECT · LEARNING · PASSION FOR AVIATION HIGH SCHOOL

TARGETS

1. Literacy and Numeracy
- NAPLAN Reading 96% (NMS), 25% (U2B)
- NAPLAN Writing 90% (NMS), 25% (U2B)
- NAPLAN Numeracy 98% (NMS), 35% (U2B)
- NAPLAN G&P 98% (NMS), 20% (U2B)
- NAPLAN Spelling 98% (NMS), 28% (U2B)

2. A Culture That Promotes Learning
- 10% reduction in SDAs
- 10% reduction in referrals

3. Effective Teaching Practices
- A&B achievements = >60%

4. 100% QCE
5. 90% OP 1-15
6. 100% VET/QCE/OP

EXPLICIT TEACHING AGENDA

For every lesson AHS teachers commit to the following non- negotiable:
- Student planners presented every lesson
- Warm ups
- WALT and WILF
- I do, We do, You do alone, You do together
- Differentiation of learning styles
- Feedback and reflection

ESSENTIAL SKILLS OF CLASSROOM MANAGEMENT (ESCM)

The AHS positive behaviour approach is based on the teacher taking responsibility for leading and maintaining a positive learning climate by:

1. **Establishing expectations around the five core values**
2. **Giving clear instructions**
3. **Waiting and scanning**
4. **Cueing with parallel acknowledgement**
5. **Body language encouraging**
6. **Descriptive encouraging**
7. **Selective attending**
8. **Redirecting to the learning**
9. **Giving choice**
10. **Following through**

STAFF FOCUS

Mark roll every class

Anomaly checks each lesson

Actively supervise scheduled duties

Punctuality – on time to classes

Not allowing students out early

Students are not to be out of class

Graffiti checks – consider seating/workstation plan for classes

Uniform checks- including jumper, jewellery, shoes, hats and nails

Notify office of room changes - or note on the door

Read Morning Notices

Check Homework

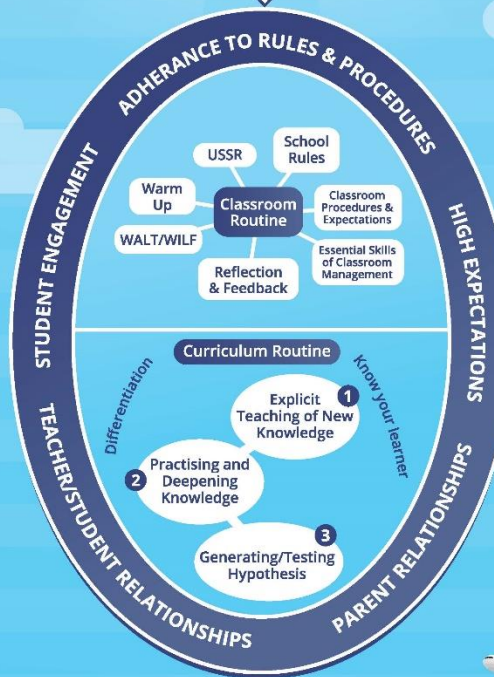**Applies to every class, every day**

AHS PEDAGOGICAL FRAMEWORK

Incidental Learning

ADHERANCE TO RULES & PROCEDURES

STUDENT ENGAGEMENT

HIGH EXPECTATIONS

TEACHER/STUDENT RELATIONSHIPS

PARENT RELATIONSHIPS

- USSR
- School Rules
- Warm Up
- **Classroom Routine**
- Classroom Procedures & Expectations
- WALT/WILF
- Reflection & Feedback
- Essential Skills of Classroom Management

Curriculum Routine

Differentiation

Know your learner

1. **Explicit Teaching of New Knowledge**
2. **Practising and Deepening Knowledge**
3. **Generating/Testing Hypothesis**

Incidental Learning

AHS CLASSROOMS IN ACTION

Uninterrupted Sustained Silent Reading (USSR)	5 minutes per lesson for every class.
Warm Ups	Switch on students thinking ready for the lesson
Learning Goals WALT WILF TIB	We are learning to .... What I'm looking for .... This is because ....

I do, we do, you do	Teacher	Student
I do Explicit teaching of new knowledge	• Provides direct instruction • Establishes goals and purpose • Models • Thinks aloud	• Actively listens • Takes notes • Asks for clarification
We do Practising and deepening knowledge	• Interactive instruction • Works with students • Checks, prompts, clues • Provides additional modelling • Meets with needs-based groups	• Asks and responds to questions • Works with teacher and classmates • Completes process alongside others
You do - Individual learning Generating/testing hypothesis	• Provides challenges • High Order Thinking activities • Provides feedback • Evaluates success • Determines level of understanding	• Works alone • Relies on notes, activities and classroom environment to complete task • Takes full responsibility for outcome
You do - Collaborative learning Generating/testing hypothesis	• Moves among groups • Clarifies confusion • Provides support	• Works with classmates, shares outcomes • Collaborates on authentic task • Consolidates learning • Completes process in small groups • Looks to peers for clarification
Reflection/Feedback		Did students understand the lesson? How do I know? Did students achieve the WILF expectations? What can I do to improve?

STUDENT FOCUS

Hats and sunglasses off in class	Except outdoor classes
Attend all whole-school events	Applies to every scheduled day event
Diaries at each class	Applies to every class every day
Personal mobiles, iPads and similar tablet devices to be used appropriately at all times	Teachers to confiscate any device as per IT policy
Students are not to be out of class	Note in diary or signed, dated and timed note
Students expected to line up outside all classes	All students – note specialty areas to develop a structure to align with the context of the situation
Stand behind desks (practical subjects to develop an appropriate operational response suitable to the specific environment)	Expected for Junior Secondary school, accepted practice for Senior Secondary school
Good morning/afternoon(each lesson)	Good manners in all situations
Address all staff appropriately	Use the appropriate title e.g. **Mr, Mrs, Ms or Miss** in all situations
Complete all homework and have a regular revision program	Depends on subject. Faculty consistency is important. Where appropriate, even a small amount needs to be given on a regular basis.
Students will be invited to enter and depart classes	All classes

MIGHTY MINDS
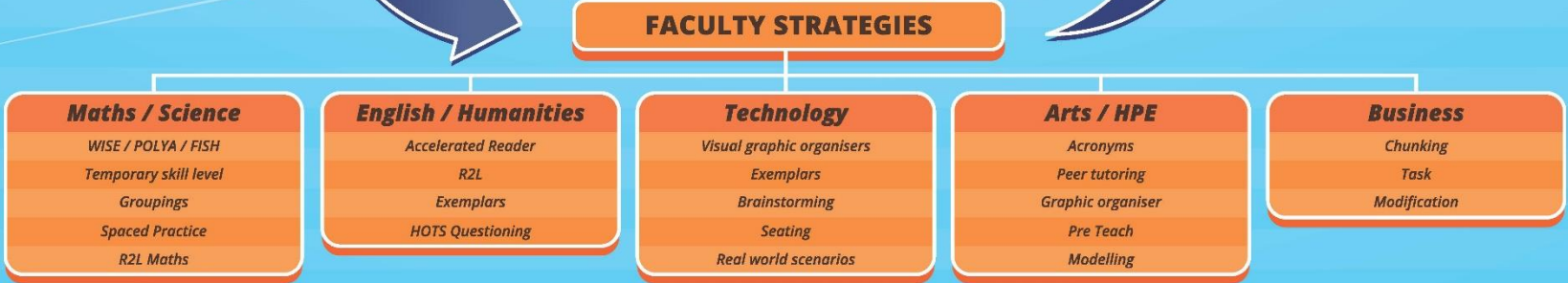Educational Consultants

VISION

CONSISTENCY

DATA — DIFFERENTIATION — U2B

- *Oneschool*
- *Learning Support*
- *Probe*
- *Mighty Minds (Yr 8)*
- *Achievement A-E*
- *NAPLAN (Yr7 and Yr9)*
- *Date walls*

U2B
- *Like schools*
- *NMS*
- *40%*

WHOLE SCHOOL

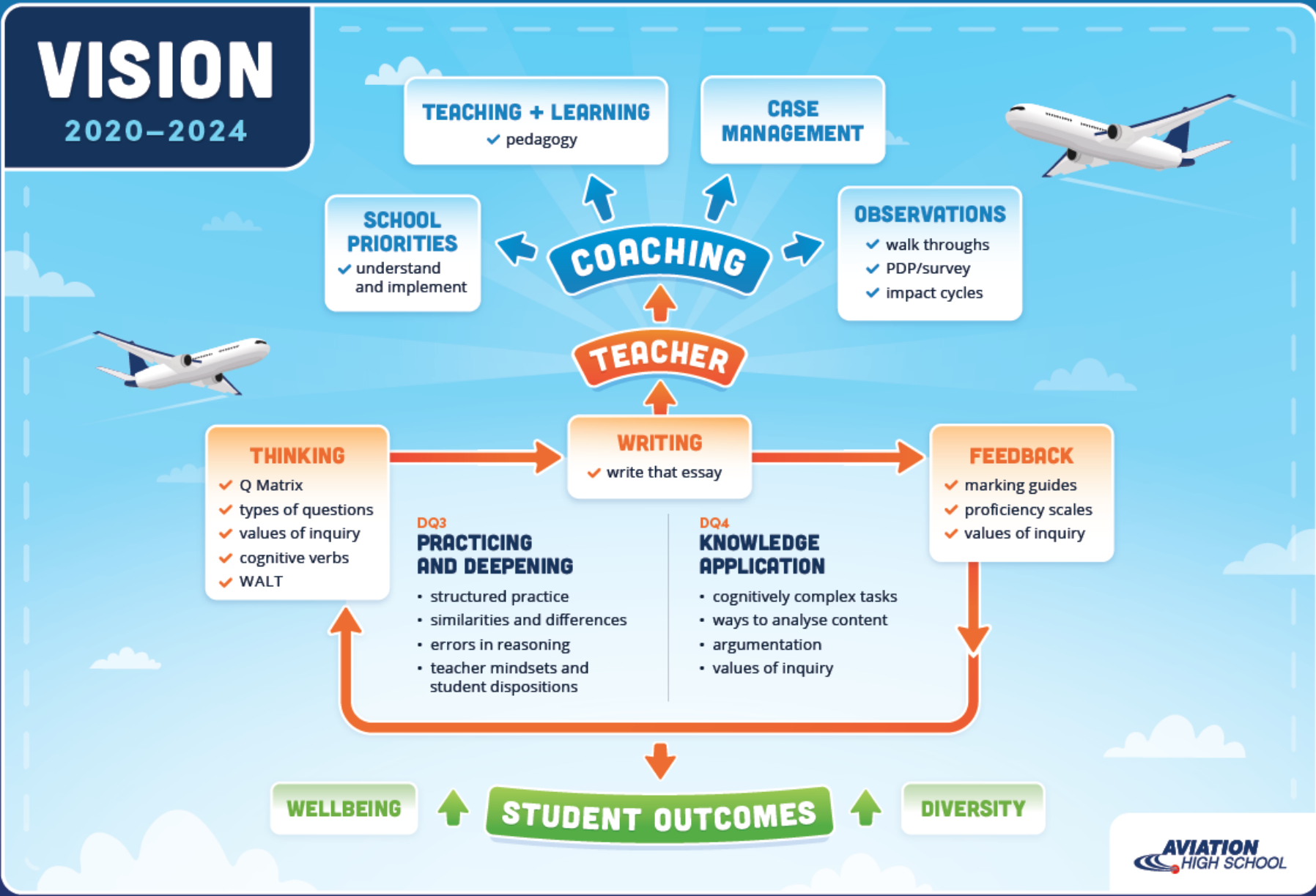- Scaffolding / Assessment
- Adjustments
- QAR
- Groupings
- Pace

FACULTY STRATEGIES

Maths / Science	English / Humanities	Technology	Arts / HPE	Business
WISE / POLYA / FISH	Accelerated Reader	Visual graphic organisers	Acronyms	Chunking
Temporary skill level	R2L	Exemplars	Peer tutoring	Task
Groupings	Exemplars	Brainstorming	Graphic organiser	Modification
Spaced Practice	HOTS Questioning	Seating	Pre Teach	
R2L Maths		Real world scenarios	Modelling	

INDIVIDUAL (1% STUDENTS)

- Checking for comprehension
- Practical Application
- Chunking / Sequencing
- Challenge Tasks
- Language adjustments
- Explicit / small number of instructions
- 1 on 1 help
- Explicit Feedback
- Reasoning
- Peer Teaching

MIGHTY MINDS
Educational Consultants

TARGETED COACHING

D A T A

KNOWING YOUR STUDENT

B'S TO A'S

U 2 B

INCREMENTAL IMPROVEMENT

VISION
2020–2024

TEACHING + LEARNING
- ✔ pedagogy

CASE MANAGEMENT

SCHOOL PRIORITIES
- ✔ understand and implement

COACHING

OBSERVATIONS
- ✔ walk throughs
- ✔ PDP/survey
- ✔ impact cycles

TEACHER

THINKING
- ✔ Q Matrix
- ✔ types of questions
- ✔ values of inquiry
- ✔ cognitive verbs
- ✔ WALT

WRITING
- ✔ write that essay

FEEDBACK
- ✔ marking guides
- ✔ proficiency scales
- ✔ values of inquiry

DQ3
PRACTICING AND DEEPENING
- structured practice
- similarities and differences
- errors in reasoning
- teacher mindsets and student dispositions

DQ4
KNOWLEDGE APPLICATION
- cognitively complex tasks
- ways to analyse content
- argumentation
- values of inquiry

WELLBEING **STUDENT OUTCOMES** **DIVERSITY**

AVIATION HIGH SCHOOL

Passion for Aviation High School

Feedback – 0.82 ES

ASOT Design Question 1 & 2:

- ✓ Multiple modes of feedback (between student, teacher and parent)
- ✓ Data Tracking
- ✓ Learning Apps

Poster 3

Future Pathways

Aviation
Careers
Further Education
Work Experience
Alternate Pathways

Thinking – 1.29 ES

ASOT Design Question 4 & 5:

We are all thinkers — as individuals and as a collective
- ✓ Questioning Techniques (Types of Questions + QAR)
- ✓ Thinking moves to build understanding (8 moves)
- ✓ Learning is an outcome of thinking and occurs at the point of challenge

Poster 3

Responsibility

Learning

School Priorities

Targets – 0.6 ES
- ✓ **35%** A
- ✓ **75%** U2B
- ✓ **96%** A-C
- ✓ **10%** down SDAs
- ✓ **95%** attendance

Data & U2B
- ✓ Case Management
- ✓ NCCD
- ✓ Writing
- ✓ NAPLAN

Poster 1

Consistency – 1.44 ES
- ✓ Classrooms in Action (Fleming Model)
- ✓ ESCMs
- ✓ High Expectations
- ✓ Student Management

Poster 1

Inclusion & Differentiation – 0.61 ES
- ✓ Student Support
- ✓ Adjusted Assessment
- ✓ Faculty Differentiation Strategies
- ✓ Club/Extra Curricular/Tutoring

Poster 2

Coaching – 1.01 ES

JIM KNIGHT - Impact Cycle
- ✓ Video
- ✓ Leading Humans
- ✓ Coaching Groups

Pedagogy – 0.57 ES
- ✓ ASOT

Poster 1

Best Practice – 1.34 ES
- ✓ Sharing and Collaboration
- ✓ Collective Efficacy

Culture is Teacher Mindset – 0.62 ES

- ✓ Growth
- ✓ Professionalism
- ✓ Respect
- ✓ Thinking / Challenges

- ✓ Collaboration
- ✓ Learning
- ✓ Acceptance
- ✓ Value

- ✓ Modelling
- ✓ Learning Community
- ✓ Collegiality
- ✓ Relationships

Student Poster
- ✓ School Values
- ✓ Learning
- ✓ Communication
- ✓ Wellbeing
- ✓ Student Graduate

Integrity

Respect

Pedagogical Framework

At Aviation High School, there are several pedagogical practices that underpin the success of every student. In every classroom, every day, The New Art and Science of Teaching and Explicit Instruction will be evident. Adding to these foundations is our case management aimed at enhancing and developing the high academic performance of our students. Staff participate in coaching to further enhance their skills in improving student performance and developing successful learners.

	NEW ART AND SCIENCE OF TEACHING	AVIATION HIGH SCHOOL EXAMPLES	
Feedback	DQ1: Learning Goals	WALT WILF TIB Term goals	Classrooms in Action
	DQ2: Using Assessments	Writer's Toolbox Formative assessment Exit tickets	Feedback – Values of Inquiry Data and U2B Marking guides
Content	DQ3: Direct Instruction Lessons	I Do, We Do, You Do Cognitive verbs Exemplars	Thinking Routines Errors in reasoning WTB
	DQ4: Practicing and Deepening Lessons	I Do, We Do, You Do Higher Order Thinking Thinking Routines	Questioning types, QAR Students engaging with ICT Worked examples
	DQ5: Knowledge Application Lessons	You Do Thinking Routines	Problem solving Formative assessment (monitoring)
	DQ6: Strategies in All Lessons	Thinking Routines WALT WILF TIB USSR and USSW I Do, We Do, You Do	Inclusion & differentiation Feedback Efficacy & same practice Highlighting critical information
Context	DQ7: Engagement Strategies	Thinking Routines Classroom layout Academic games	ESCMs ICTs used in the class Feedback
	DQ8: Rules and Procedures	Code of Conduct Classroom Procedures Classrooms in Action	School values Unit Plans ECSMs
	DQ9: Building Relationships	Wellbeing Programs First 20 Days Coaching – Triads Extra curricular activities	School values Putting faces on the data - Case management, U2B Reward Days & Camps
	DQ 10: Communicating High Expectations	Whole School Curriculum Plan Whole School Unit Planning Staff efficacy Staff culture	NASOT training Student poster Common language School values

Glossary

USSR – Uninterrupted Sustained Silent Reading

USSW – Uninterrupted Sustained Silent Writing

ESCMs – Essential Skills of Classroom Management

NASOT – New Art and Science of Teaching

U2B – Upper Two Bands WTB – Writer's Toolbox

WALT – We Are Learning To

WILF – What I'm Looking For

TIB – This Is Because

Our case management is centred around 'knowing our students(Sharrat)'. Focus on students and their growth tracked across the year. Coaching (Jim Knight – Impact Cycle) enhances this process through peer feedback and teachers videoing their lessons where selected strategies and differentiation are reflected on by both the teacher and the coach/mentor TRIAD system). This cycle of data tracking, strategy selection, reflection and feedback occurs in scheduled meetings throughout the year.

AVIATION HIGH SCHOOL

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"Pursue Excellence"

Administration
David Munn   -   Principal

Andrew Read   -   Deputy Principal
Nadene Benjak   -   Deputy Principal
Mara Kitson   -   Deputy Principal

Heads of Department		Welbeing Leaders and Support Staff	
Aerospace/ARTS/Technology	Jack Clarke	**Year Level/Role**	**Staff Member**
English	Sean Riordan	**Year 7**	Caitlin Shepley
Maths	Scott Clark	**Year 8**	Jake Mawn
Senior Schooling	Nikita Harrison	**Year 9**	Linda Pritchard
HPE/ Wellbeing	Jasmine Naylor	**Year 10**	Katie Burnett
Humanities	Chris Cummings	**Year 11**	Katie Coonan
Science	Donna Kliess	**Year 12**	Sean Riordan
Guidance Officer	Alison McFarlane	**School Nurse**	Eilidh Hambling
		Youth Support	Nate Bianchi
		Social Worker	Caitlin Higgins
		Behaviour Support	Althea Hickman
Curriculum Coordinators			
Arts	Mel Ellis	**Aviation/ P-Tech**	Keren Ham

Term Dates 2025

Term 1:	Tuesday 28 January	To	Friday 04 April	10 weeks
Term 2:	Tuesday 22 April	To	Friday 27 June	10 weeks
Term 3:	Monday 14 July	To	Friday 19 September	10 weeks
Term 4:	Tuesday 07 October	To	Friday 12 December	10 weeks

Daily Routine:

	Normal Times
Form Class	8.45am – 8.55am
Session 1	8.55 am – 10.05am
Morning Break	10.05 am – 10.40am
Session 2	10.40 am – 11.50am
Session 3	11.50 am – 1.00pm
Afternoon Break	1.00 pm – 1.30pm
Session 4	1.30 pm – 2.40pm
Form Class	2.40pm -2.50pm

Students are expected to be in their classrooms from the designated lesson start times until the designated completion times. Making the best use of lesson time is a priority for all students and teachers.

SCHOOL VISION

Pursue Excellence

Students at Aviation High School pursue academic excellence and social responsibility in a safe, supportive, nurturing environment.

SCHOOL VALUES

Aviation High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, expected, modelled and reinforced.

The school's five core values are embedded in every aspect of school life. We value students who demonstrate:

Responsibility
Be accountable for your own actions, resolve differences in peaceful ways and take care of the environment.

Integrity
Act with honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

Respect
Treat self and others with consideration and regard as individuals of worth.

Learning
Engage with others to develop knowledge, understanding and skills to maximise academic, social and personal abilities.

Passion for Aviation High School
Enjoy learning and Aviation experiences by being positive, committed and willing to embrace challenge and change.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

The school community has developed a comprehensive Responsible Behaviour Plan for Students (2015-2018) which is a guide for student behaviour.

It is the Responsibility of students to:
- Attend school regularly, on time, be ready to learn and take part in school activities
- Act at all times with respect and show tolerance towards other students and staff
- Work hard and comply with directions from the teacher and Principal
- Abide by school rules, meet homework requirements and wear the school uniform
- Respect the school environment.

Priorities for 2025-30

Teachers are responsible for driving all strategies. You set the example; you are the role model for students.

1. **Literacy/Numeracy**

    a. **Junior Secondary Targets**
       NAPLAN testing: Year 7 and Year 9 students

    b. Improve NAPLAN results over the next 2 years.
    c. Reading – Target (Y9) 95% NMS; 75% Strong to Exceed- currently (Y9) 89% NMS; 69.4 Strong to Exceed – (Y7) Target 95% NMS; 75% Strong to Exceed- currently 92.3% NMS; 71% Strong to Exceed U2B
    d. Writing – Target (Y9) 95% NMS; 65% Strong to Exceed – currently (Y9) 92.4% NMS; 61% Strong to Exceed U2B , (Y7) target 95% NMS; 75% Strong to Exceed - currently (Y7) 92% NMS; 71.7% Strong to Exceed U2B
    e. Grammar and Punctuation – Target (Y9) 90%NMS; Strong to Exceed 60%,- currently 83.5%; Strong to Exceed 53.6%- (Y7) target 90% NMS; 75% Strong to Exceed U2B- currently 83.2% NMS; 67% Strong to Exceed
    f. Spelling – Target 96% NMS; Strong to Exceed 80%- currently (Y9) 95.8% NMS; 74.2% Strong to Exceed U2B; (Y7) target 95% NMS; 85% Strong to Exceed U2B- currently 93.2% NMS; 79.6% Strong to Exceed U2B
    g. Numeracy target (Y9) 96% NMS; 65% Strong to Exceed- currently (Y9) 93 NMS; 60% Strong to Exceed; (Y7) target 96% NMS; 75% Strong to Exceed – currently 94.2% NMS; 68% Strong to Exceed
    h. Achivement levels 7-12 target A-C 96%; U2B 75%- currently A-C 95.2%, U2B 66.7%, A standard only target 35% currently 27%
    i. **Senior Secondary Targets**
        i. 100% QCE
        ii. 90% ATAR
        iii. 100%SAT/VET

    j. **Strategies:Reading**

        1. Uninterrupted Student Sustained Reading (USSR) – 5 minutes/lesson
        2. Reading in context
        3. Readability Adjustments for assessment
        4. Intensive reading support
        Writing

        1. All faculties share responsibility for supporting the writing improvements that we strive for
        2. Writer's Tool Box
        3. Uninterrupted Student Sustained Writing (USSW) – 5 minutes/lesson
        4. On-demand writing in every subject
        5. Literacy requirements identified and embedded in all junior school units and assessment items
        Numeracy

        5. Explicit teaching strategy
        6. Translation of words sentences to mathematical sentences.
        7. Numeracy requirements identified and embedded in all school units and assessment items

2. **A culture that promotes learning in every classroom**

   a. Targets

      i. 10% reduction in School Disciplinary Absences (SDAs)
      ii. 10% reduction in behaviour referrals
      iii. 20% increase in Positive Behaviour entries

   b. Strategies – Every minute of every lesson counts

      i. Clear focus on positive belief in each student – ongoing feedback to support growth

      ii. Consistent school wide routines for all classes – Being on time to class; being prepared for class; identifying lesson goals; respect the learning environment. **(Teachers must model these routines before students will do them.)**
      iii. Teachers focus on knowing your students –Case Management, individual conversations; gather data using OneSchool Dashboard; build relationships through mutual respect; students are people first
      iv. Build student leadership – opportunities for students to lead in classrooms; leadership positions in all junior classrooms
      v. Parent/Teacher Relationships – building on partnerships with parents to promote learning-sharing learning goals with parents; engage parents in the child's learning; ask parents for feedback; parents informed regularly on student progress; no surprises in report cards (parents must be made aware of a less than satisfactory result); communication through planners; emails; phone calls; parent-teacher interviews.

3. **Effective teaching practices**

   a. Targets-2025

      i. As =>30%

      ii. A + B => 70%

      iii. D, E, NR < 10%

   b. Strategies – Every student can be successful

      i. Implementation of Aviation High School explicit teaching model – NASoT and Fleming - WALT; WILF; TIB; Warm-ups; I Do; We Do; You Do it together; You Do it alone; Reflection and feedback.
      ii. Effective feedback for students including - student classwork; individual progress; assessment (pre-testing, formative and summative); criteria expectations; written and oral feedback; strategies to improve learning outcomes negotiated with students .
      iii. High expectations with targets set for every student based on data – Case Management:- use OneSchool/TrackED to analyse data; all students set personal targets for every subject; teachers set targets for students for each subject and discuss and negotiate with students; students know rank in class and discuss strategies to improve performance; parents are provided with feedback on student achievement of goals
      iv. All teachers negotiate targets with HODs
      v. Differentiation applied to all students in all learning areas by all teachers – use data on students to tailor learning experiences; provide regular feedback in a variety of forms to support student learning; use a variety of teaching focuses (strategies) to match different learning styles
      vi. Peer Mentoring/Coaching practices to be implemented to encourage professional learning to improve teaching practices.

4. **Summation**

    a. Ensure all students have the skills to learn

    b. Improve teaching practices to engage students

    c. Create positive relationships where all students feel supported, safe and part of a team

    d. Engage in positive relationships with parents to improve student outcomes

5. **Feedback, Thinking, Feedback and reflection is part of the staff PD for 2025.**

STRATEGY	PURPOSE	GOOD EXAMPLES	POOR EXAMPLES
TIMING	For students to get feedback while they are still mindful of the learning target. For students to get feedback while there is still time for them to act on it.	Returning a test or assignment the next day. Giving immediate oral responses to questions of fact. Giving immediate oral responses to student misconceptions. Providing flash cards (which give immediate right/wrong feedback) for studying facts.	Returning a test or assignment two weeks after it is completed, Ignoring errors or misconceptions (thereby implying acceptance), Going over a test or assignment when the unit is over and there may be no opportunity to show improvement, unless it is formative.
AMOUNT	For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case). For students to get feedback on "teachable moment" points but not an overwhelming number.	Selecting two or three main points about a paper for comment. Giving feedback on important learning targets. Commenting on at least as many strengths as weaknesses.	Returning a student's paper with every error in mechanics edited Writing comments on a paper that are more voluminous than the paper itself Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers
MODE	To communicate the feedback message in the most appropriate way.	Using written feedback for comments that students need to be able to save and look over. Using oral feedback for students who don't read well. Using oral feedback if there is more information to convey than students would want to read. Demonstrating how to do something if the student needs to see how to do something or what something "looks like".	Speaking to students to save yourself the trouble of writing. Writing to students who don't read well.
AUDIENCE	To reach the appropriate students with specific feedback. To communicate, through feedback, that student learning is valued.	Communicating with an individual, giving information specific to the individual performance. Giving group or class feedback when the same mini-lesson or re-teaching	Using the same comments for all students. Never giving individual feedback because it takes too much time.

		session is required for a number of students.	
FOCUS	To describe specific qualities of the work in relation to the learning targets. To make observations about students' learning processes and strategies that will help them figure out how to improve. To foster student self-efficacy by drawing connections between students' work and their mindful, intentional efforts. To avoid personal comments.	Making comments about the strengths and weaknesses of a performance. Making comments about the work process you observed or recommendations about a work process or study strategy that would help improve the work. Making comments that position the student as the one who chooses to do the work. Avoiding personal comments.	Making comments that bypass the student (e.g., "This is hard" instead of "You did a good job because …"). Making criticisms without offering any insights into how to improve. Making personal compliments or digs (e.g., "How could you do that?" or "You idiot!").
COMPARISON	Usually, to compare student work with established criteria. Sometimes, to compare a student's work with his or her own past performance. Rarely, to compare a student's work with the work of other students.	Comparing work to student-generated rubrics. Comparing student work to rubrics that have been shared ahead of time. Encouraging a reluctant student who has improved, even though the work is not yet good.	Putting up wall charts that compare students with one another. Giving feedback on each student's work according to different criteria or no criteria.
FUNCTION	To describe student work. To avoid evaluating or "judging" student work in a way that would stop students from trying to improve.	Identifying for students the strengths and weaknesses in the work. Expressing what you observe in the work.	Putting a grade on work intended for practice or formative purposes. Telling students the work is "good" or "bad". Giving rewards or punishments. Giving general praise or general criticism.
VALENCE	To use positive comments that describe what is well done. To make suggestions about what could be done for improvement.	Being positive. Even when criticizing, being constructive. Making suggestions (not prescriptions or pronouncements).	Finding fault. Describing what is wrong and offering no suggestions about what to do. Punishing or denigrating students for poor work.

Aviation High School aspires to elevate its commitment to pedagogical excellence, creating a dynamic learning environment aligned with national standards. Whole school staff professional Development on HARVARD thinking Routines. This endeavour not only prepares students for the future but also positions the school as a beacon of educational innovation within the aerospace and broader academic landscape.

Improvement Strategies:

1. Facilitate Deep Visioning Work:

Engage the school and wider community in envisioning the preferred future to inform strategic planning.

2. Collaboratively Develop an Inclusion Framework:

Create a whole-school culture of inclusion with documented systems, processes, responsibilities, and accountabilities.

3. Cultivate Student Agency:

Collaboratively explore dimensions of student responsibility for learning, fostering self-efficacy and ownership of learning across all classes.

4. Explore Opportunities for Embedding Higher Order Thinking and Cultural Inclusivity:

Integrate Australian Curriculum general capabilities and cross-curriculum priorities into faculty curriculum plans.

5. Engage in Scan and Assess Process:

Build community understanding of factors impacting the enrolment of female students in the school, focusing on addressing challenges.

By implementing these improvement strategies alongside Harvard Project Zero, Aviation High School aims to navigate the future with strategic vision, inclusivity, and student-centric practices, ensuring sustained excellence and adaptability in the dynamic educational landscape.

AVIATION HIGH SCHOOL CLASSROOMS IN ACTION

UNINTERRUPTED SUSTAINED SILENT READING (USSR)	Minimum 5 minutes per lesson for every class. Best if USSR/W begins the lesson to settle students. Students to bring reading material to every lesson
WARM UPS	Switch on student thinking ready for the lesson. Brings knowledge from short term to long term memory
LEARNING GOALS	WALT – We are learning to… WILF – What I am looking for… TIB – This is because…

I DO, WE DO, YOU DO IT TOGETHER, YOU DO IT ALONE	TEACHER	STUDENT
I do Explicit teaching of new knowledge	• Provides direct instruction • Establishes goals and purpose • Models • Think aloud	• Actively listens • Takes notes • Asks for clarification
We do Practicing and deepening knowledge	• Interactive instruction • Works with students • Checks, prompts, clues • Provides additional modelling • Meets with needs-based groups	• Asks and responds to questions • Works with teacher and classmates • Completes process alongside others
You do it together Collaborative learning Generating/testing hypothesis	• Moves among groups • Clarifies confusion • Provides support	• Works with classmates, shares outcomes • Collaborates on authentic task • Consolidates learning • Completes process in small group • Looks to peers for clarification
You do it alone Individual learning Generating/testing hypothesis	• Provides challenges • High Order Thinking activities • Provides feedback • Evaluates success • Determines level of understanding	• Works alone • Relies on notes, activities and classroom environment to complete task • Takes full responsibility for outcome
Reflection/feedback Implementation of Profiency Scales (Teaching and Learning Team) VOI- Values of Inquiry	Did students understand the lesson How do I know? Did students achieve the WILF expectations? What can I do to improve? What can they do to improve?3	
Thinking Routines in the lessons for 2025	1. See- Think- Wonder 2. Take Note 3. Claim-Support -Question	

ESCM – ESSENTIAL SKILLS OF CLASSROOM MANAGEMENT

The AHS positive behaviour approach is based on the teacher taking responsibility for leading and maintaining a positive learning climate by:

1. **Establishing expectations around**

   – the five core values.

2. **Giving clear instructions**

   – telling students concisely what is expected.

3. **Waiting and scanning**

   – pausing to assess and to allow take-up time.

4. **Cueing with parallel acknowledgement**

   – praising one to encourage others.

5. **Body language encouraging**

   – smiling, nodding, proximity.

6. **Descriptive encouraging**

   – praise by describing the desirable behaviour.

7. **Selective attending**

   – not obviously and immediately reacting to behaviours.

8. **Redirecting to the learning**

   – prompting on-task behaviour.

9. **Giving choice**

   – describing options and consequences.

10. **Following through**

    – doing what you said you would do.

ESSENTIAL SKILLS CHECKLIST

Essential Skill	Description	Checklist
1. Establishing Expectations	Making Rules	☐ Are there a maximum of 4 rules? ☐ Are rules clear, brief, reasonable? ☐ Are they clearly displayed? ☐ Are visual prompts used? ☐ Are rules explicitly taught? ☐ Are consequences explicitly taught? ☐ Are rules reinforced each session? ☐ Praise students who follow rules?
2. Giving Instruction	Telling students what to do	☐ Are the instructions short, clear and simple? ☐ Do instructions help students to be organised? ☐ Are visual prompts used to aid instruction? ☐ Do instructions cue students for engagement? ☐ Do instructions start with a verb? ☐ Do instructions come one at a time? ☐ Avoid detailed explanations? ☐ Has teacher checked for understanding?
3. Waiting and Scanning	Stopping to assess what is happening	☐ Wait 5-10 seconds after giving instruction? ☐ Avoid excess teacher talk? ☐ Maintain eye contact with students?
4. Cueing with parallel acknowledgement	Praising a student to prompt others	☐ Regularly offer praise? ☐ Use proximity when cueing? ☐ Make eye contact with the students? ☐ Offer descriptive encouragement when desired behaviour is demonstrated?
5. Body Language Encouraging	Use of proximity, body language and facial expression to encourage appropriate behaviour	☐ Good proximity? ☐ Positive body language? ☐ Positive facial expressions? ☐ Positive hand gestures?
6. Descriptive Encouraging	Using praise that describes a behaviour	☐ Frequently used to promote good behaviour? ☐ Avoid simplistic praise? ☐ Descriptive encouraging that incorporates use of classroom rules?
7. Selective Attending	Intentionally giving minimal attention to safe off task behaviour	☐ Ignore off task behaviour appropriately? ☐ Acknowledge students previous good behaviour? ☐ Offer a prompt in close proximity? ☐ Pause to give time to comply? ☐ Acknowledge when compliance is gained?
8. Redirecting to the Learning	Prompting students displaying inappropriate behaviour	☐ Use a calm friendly voice? ☐ Use proximity? ☐ Give time for student to comply?
9. Giving a Choice	Describing the students choices and likely consequences	☐ Respectfully worded? ☐ Choices offered are clear and reasonable? ☐ Done without an audience? ☐ Time to comply? (egg timer) ☐ Students are familiar with the range of choices?
10. Following through	Ensuring consequences are enforced	☐ Teacher remains positive and calm? ☐ A plan to seek help if needed? ☐ Avoids emotion and never back down?

	Micro-skills Criteria	Teachers Indicators
Language of Expectations	**Establishing Expectations**	☐ Sustains focus on purposeful learning activities. ☐ Avoids unnecessary interruptions. ☐ Completes non-teaching tasks promptly ☐ Requires students to complete assignments and set work ☐ Sets and adheres to timelines for completion of work ☐ Sets standards for completeness and correctness ☐ Negotiates and implements consequences if standards are not adhered to
	Giving Instructions	☐ Ensures that the selection and sequencing of objectives and content takes into account students' prior learning and the body of the subject matter ☐ Designs learning activities to enable the achievement of the identified objectives ☐ Develops strategies to resolve potentially difficult aspects of learning ☐ Gains and maintains students attention ☐ Speaks clearly and confidently ☐ Maintains an appropriate sequence, complexity and length of instruction ☐ Checks for understanding ☐ Acknowledges listening
	Waiting and Scanning	☐ Uses techniques to stimulate and maintain student interest ☐ Encourages and reinforces participation ☐ Ensures individuals and groups have equal opportunity to participate ☐ Models active listening practices ☐ Builds on students' contributions ☐ Maintains pace of discussion ☐ Avoids unnecessary interruptions or domination of discussion
	Cueing with parallel acknowledgement Verbal or non-verbal	☐ Uses techniques to stimulate and maintain student attention ☐ Matches quantity, complexity and relevance of content to students ☐ Uses teaching aids ☐ Uses appropriate voice, speech and body language ☐ Reviews and highlights key points ☐ Assesses student understanding and responds accordingly
Language of Acknowledgement	**Body language encouraging** • Walk around the room • Touch the work of students who are on- task • Pause after one tour of room, approach off-task students • Smile, nod eye contact for students who are on-task	☐ Uses a behaviour management approach which emphasizes positive consequences and focuses on improvement to encourage responsible behaviour ☐ Provides possible feedback that takes into account the different needs of individual and groups of students
	Descriptive encouraging • State the obvious that is positive • Use sooner rather than later • Brief and to the point • Use frequently	☐ Chooses content, class management strategies, teaching methods and behaviour management techniques to enhance the learning environment and to develop students' social skills ☐ Recognises occasions significant to students ☐ Provides appropriate opportunities for students to contribute to class decisions making ☐ Does not tolerate harassment of any form ☐ Acknowledges helpful and courteous behaviour

Language of Correction	**Selective attending** • Is not ignoring • Student is not disrupting others • Safety is not an issue • Use a subtle encourager when student comes on-task • If behaviour persists, redirect	☐ Takes action to enable all students to have equal access to teacher time and attention, use of teaching materials and equipment ☐ Designs learning activities in accordance with the preferred learning styles of students ☐ Negotiate tasks and processes with students ☐ Sets talks to extend all students' current levels of achievement ☐ Identifies potential barriers to students learning and takes steps to remove them ☐ Uses internal and external support services when appropriate ☐ Presents positive and self-determining role models
	Redirect to the learning • Verbal or non-verbal • Question about task/offer help • Allow take-up time • Use peripheral vision to monitor	☐ Is approachable and courteous ☐ Displays interest and concern for students ☐ Displays patience and empathy ☐ Is sensitive to the preferred communication patterns of individuals and groups ☐ Avoids destructive criticism, embarrassing or demeaning comments
	Giving a choice • Give a choice you can follow through • Positive choices provide the intent to finish the work at another time • Resist engaging in secondary behaviours (arguing, etc) • Use a firm, calm and measured tone • Keep language to a minimum • Allow take up time	☐ Provides appropriate opportunities for negotiating the curriculum ☐ Designs activities and tasks in accordance with students readiness ☐ Creates a resource-rich learning environment ☐ Encourages students to pose questions, develop hypotheses and plans, gather and analyse information, formulate conclusions and reflect on outcomes ☐ Circulates amongst and assists students, when appropriate
	Follow through ("It is the certainty of the consequence rather than the severity of the consequence that is important"….. Rogers 1995)	☐ Applies consequences promptly, fairly and consistently to students behaving irresponsibly ☐ Delivers consequences in a calm but firm manner ☐ Maintains self-control ☐ Follows through with consequences ☐ Avoids the issue of inappropriate consequences

Who enacts consequences	Unacceptable behaviour	Some Examples	Behaviour Incident Categories	Possible Support and Intervention Strategies	Support Provider
Minor Classroom teacher / Playground Duty teacher	Potential unsafe behaviours Non participation in class Other minor unacceptable behaviours Unsafe behaviours causing minor harm/damage Refusal to follow program of instruction Abuse/threats Non-compliance with school policies and procedures	Late to class Failure to work Dropping litter Misuse of equipment Disruption of class Out of uniform	Academic Infringement Anti-social behaviour Avoidance behaviour IT abuse Non-compliance Vandalism Other	Counselling/warning by teacher Morning break detention After school detention Litter duty Contact parent Academic review Strategic seating plan Buddy teacher class	Parental and HOD/WL interview, Guidance and support staff, District behaviour programs, Other Counselling by HOD/WL, Parental support, Guidance Officer support, Other, Staff room peer support, Teacher buddy system, PGD partner support, HOD discussion,
Major HOD (Head of Department) DP (Deputy Principal) Principal	Harassment and bullying Defiant/threat to adults Unsafe behaviour causing major harm/damage Malicious aggressive/ violent behaviours Substance misconduct (tobacco or other illicit substance) Wilful non compliance Grossly offensive behaviours Wilful and persistent non-compliance with school policies and procedures Persistent refusal to follow program of instruction	Persistent refusal to comply with uniform policy Verbal abuse towards others Deliberate and continued disruptive behaviours in class Repeatedly missing detentions Truancy Continued threatening and intimidating actions towards others	Academic Infringement Anti-social behaviour Avoidance behaviour IT abuse Bullying harassment Non-compliance Physical Aggression Vandalism Verbal aggression Serious misdemeanour Substance abuse Other	Morning break detention After school detention Conduct card Contact parent- phone/ interview Absenteeism letters Time out from class 1-5 days Suspension 1-20 days Suspension 1-20 days Cancellation of enrolment Behaviour Improvement Conditions (BIC) Recommendation for exclusion	

CLASSROOM RULES AND PROCEDURES

Aviation High School is an Art and Science of Teaching school. We adopt the philosophy of Design Question 8:

Establish Rules and Procedures

As a member of the Aviation High School community, I understand and accept responsibility for my actions by:

- Being polite, honest. Courteous and treating all members of the school community respectfully
- Being punctual to all schedules lessons and events
- Seeking to resolve all problems in a non-abusive and non-violent manner
- Taking pride in my personal appearance and dressing to comply with expected dress codes
- Being prepared for all lessons, ready to work on arrival to class, demonstrating a genuine interest in all lessons
- Completing all work to the best of my ability
- Promoting a positive school image
- Following through on all commitments / promises

Underlying philosophy: *The little things matter* and *persistence and consistency* encompass the above and are evidenced through the daily basic actions listed below:

Staff Focus

- Mark roll every class

- Check roll anomalies each lesson

- Actively supervise schedules duties

- Be punctual – on time to classes

- Do not release students early   Applies to every class, in most situations, every day

- Check graffiti – seating plan for classes

- Check uniform – including jumper, jewellery shoes, socks, nails and hat

- Notify office of room changes – and add change to Compass or place a note on the door

- Read morning notices   Applies to every Form / session 1 class

- Check homework   When given, must be checked & marked

☑	Hats off in class	Except outdoor classes
☑	Diaries at each class	Applies to every class every day
☑	No personal mobile phones, iPods or electronic devices in class	Teacher to send student with the device to office for confiscation & require receipt to teacher upon return
☑	Student are not to be out of class	Note in diary or signed, dated and timed note. Diary to be carried with student when out of class
☑	Students are expected to line up outside all classes	All students – note specialty subject areas may develop and manage own procedures for students waiting for class
☑	Address all staff appropriately	Use the appropriate title in all situations
☑	Complete all home learning and have a regular revision program	Check Welfare Diary and Assessment Planner
☑	Students will be invited to enter and depart classes	All classes

When each member of the school community adheres to the ***Basic Actions***, we are not only ensuring our school maximises available time and energy, but also that the ***school values of***:

- Responsibility
- Integrity
- Respect
- Learning
- Passion for Aviation High School

are imbedded in all we do.