



*OUR SCHOOL VALUES:*

*RESPECT, INTEGRITY*

*RESPONSIBILITY, LEARNING*

*PASSION FOR AVIATION HIGH SCHOOL*

**PEDAGOGICAL FRAMEWORK**

**2022**

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# TARGETS

- 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)
- A Culture That Promotes Learning**
  - 10% reduction in SDAs
  - 10% reduction in referrals
- Effective Teaching Practices**
  - A&B achievements = >60%
- 100% QCE**
- 90% OP 1-15**
- 100% VET/QCE/OP**



# VISION

AVIATION HIGH SCHOOL VALUES



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

100% RESPONSIBILITY · INTEGRITY · RESPECT · LEARNING · PASSION FOR AVIATION HIGH SCHOOL

## 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:

- Establishing expectations around the five core values
- Giving clear instructions
- Waiting and scanning
- Cueing with parallel acknowledgement
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving choice
- Following through

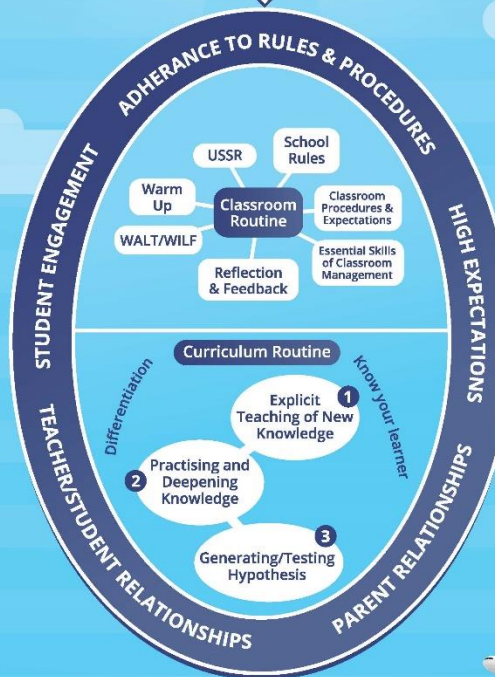
## EXPLICIT TEACHING AGENDA

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

## AHS PEDAGOGICAL FRAMEWORK

Incidental Learning



## 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 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
<b>Learning Goals</b>	We are learning to ..... What I'm looking for ..... This is because .....
WALT WILF TIB	
<b>I do, we do, you do</b>	<b>Teacher</b>
<b>I do</b>	<ul style="list-style-type: none"> <li>Provides direct instruction</li> <li>Establishes goals and purpose</li> <li>Models</li> <li>Thinks aloud</li> </ul>
<b>We do</b>	<ul style="list-style-type: none"> <li>Interactive instruction</li> <li>Works with students</li> <li>Checks, prompts, clues</li> <li>Provides additional modelling</li> <li>Meets with needs-based groups</li> </ul>
<b>You do - Individual learning</b>	<ul style="list-style-type: none"> <li>Provides challenges</li> <li>High Order Thinking activities</li> <li>Provides feedback</li> <li>Evaluates success</li> <li>Determines level of understanding</li> </ul>
<b>You do - Collaborative learning</b>	<ul style="list-style-type: none"> <li>Moves among groups</li> <li>Clarifies confusion</li> <li>Provides support</li> </ul>
<b>Reflection/Feedback</b>	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



# VISION

**CASE MANAGEMENT**

- Identified through data walls
- Peer Observation / Coaching Model focuses on explicit differentiation of target students
- Meeting support case management conversations (Data/JS/SS)

- 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**

- WISE / POLYA / FISH
- Temporary skill level
- Groupings
- Spaced Practice
- R2L Maths

**English / Humanities**

- Accelerated Reader
- R2L
- Exemplars
- HOTS Questioning

**Technology**

- Visual graphic organisers
- Exemplars
- Brainstorming
- Seating
- Real world scenarios

**Arts / HPE**

- Acronyms
- Peer tutoring
- Graphic organiser
- Pre Teach
- Modelling

**Business**

- Chunking
- Task
- Modification

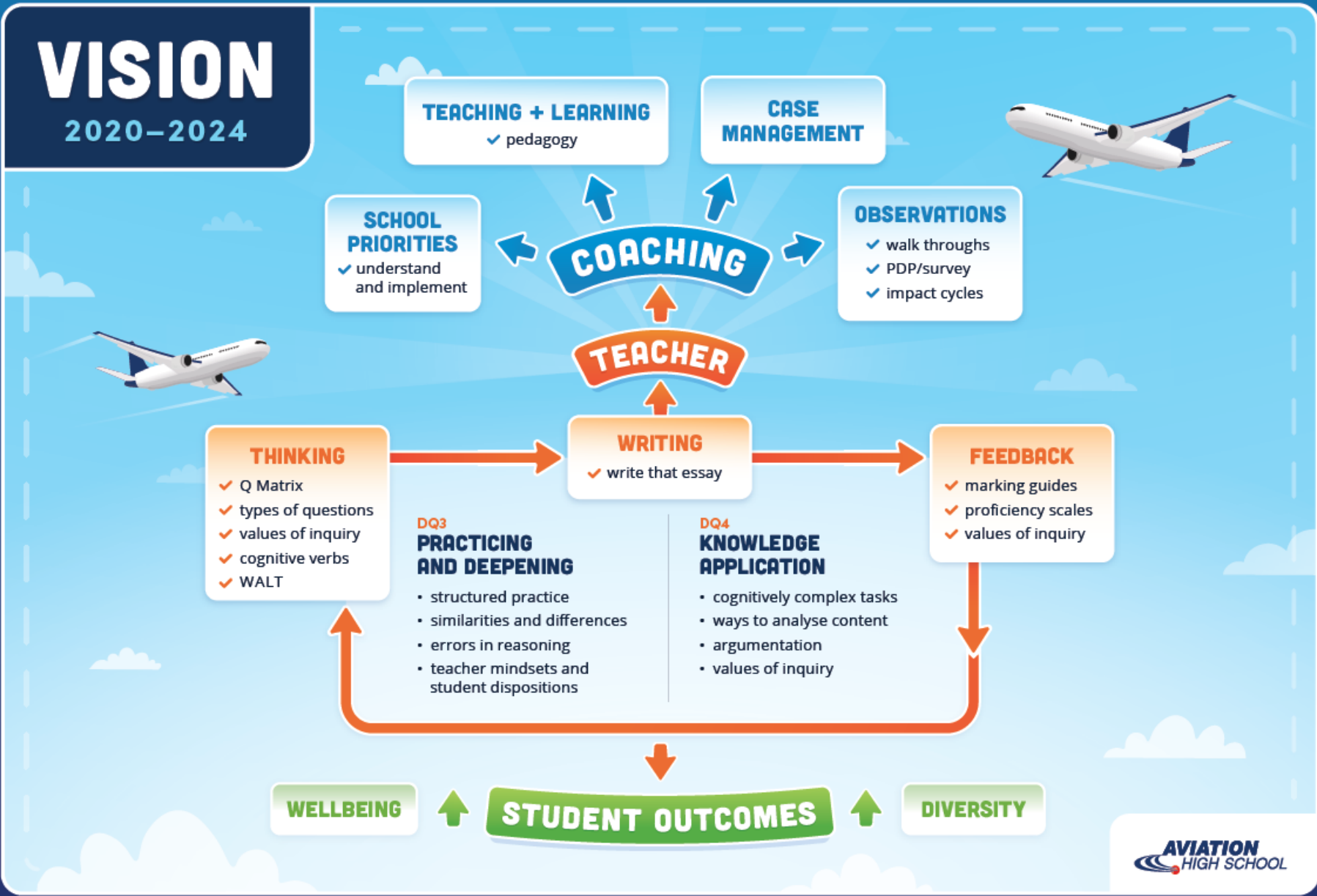
**INDIVIDUAL (1% STUDENTS)**

- 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

# VISION 2020-2024

KNOWING YOUR STUDENT ..... DATA ..... TARGETED COACHING

U 2 B ..... B'S TO A'S ..... INCREMENTAL IMPROVEMENT



## Pedagogical Framework

At Aviation High School there are a number of pedagogical practices that underpin the success of every student. In every classroom, everyday, The 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.

ART AND SCIENCE OF TEACHING	FLEMING'S EXPLICIT INSTRUCTION ( CLASSROOMS IN ACTION) /FREY'S MODEL OF RELEASE OF RESPONSIBILITY	AVIATION HIGH SCHOOL INITIATIVES TO ADDRESS OUR PRIORITIES
DQ1: Learning Goals	WALT WILF TIB	Learning from others – the role of learning intentions (LI) and Success Criteria (SC)
DQ2: Interact with new Knowledge	I Do, We Do	Write that Essay – a new approach to writing.
DQ3: Practice and Deepen Knowledge	Warm ups, You do it together, You do it Alone	Thinking/ Errors in reasoning Teacher mindsets and student dispositions
DQ4: Generate and Test hypothesis	You do it Alone	Questioning types, QAR,
DQ5: Engagement	Warm ups, We Do, You Do it together and Alone	Faces on the Data – knowing your student, Lesson design with the students' abilities/interests in mind Technology – ipads, Teaching and Learning team Performance Conversations/Peer Observations
DQ6: Classroom rules and Procedures DQ7: Adherence to these	AHS Classrooms in Action – Students have come to expect a certain structure to their lessons	School Values Essential Skills of Classroom Management
DQ8: Relationships with Students	AHS Wellbeing Program- Leading Humans Yr 10 program First 20 Days	Putting Faces on the Data - Case management, U2B Feedback
DQ9: Communicate High Expectations	Expectations around student/teacher roles in Explicit instruction – Traffic Light Posters.	CoC plan for students School Values Wellbeing program
DQ 10: Develop Effective Lessons into a cohesive Unit.	Whole school Curriculum Plan Whole School Unit Planning	ASOT training for new staff Adherence to the intent of the Australian Curriculum – Teaching and Learning team

Our case management is centred around 'knowing our students (Sharrat)'. Focus on students and their growth tracked across the year. Coaching enhances this process through peer feedback and HOD observations where selected strategies and differentiation are reflected on by both the teacher and the coach/mentor. 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

Susan Taylor - Deputy Principal

Heads of Department		Welfare Leaders	
Aerospace/Aviation/Technology	Jack Clarke		<u>Name</u>
English/Humanities	Nadene Benjak	Year 7/8	Scott J Clark
Maths/Science	Craig McGrath	Year 9/10	Mat Shallcross
Senior Schooling	Denise Dunn	Year 11/12	Sean Riordan
HPE/ARTS/ Wellbeing	Lauretta Dowling		
Junior School	Mara Kitson		
Guidance Officer	Alison McFarlane		
Curriculum Coordinators			
7-9 Humanities	Chris Cummings	7-9 Science	Donna Kliess
7-9 Arts	Mel Ellis	Aviation	Keren Ham

### Term Dates

Term 1:	Monday 24 January	To	Friday 01 April	10 weeks
Term 2:	Tuesday 19 April	To	Friday 24 June	10 weeks
Term 3:	Monday 11 July	To	Friday 16 September	10 weeks
Term 4:	Tuesday 4 October	To	Friday 09 December	10 weeks

### Daily Routine:

Form Class	8.45am – 8.55am
Session 1	8.55 am – 10.05am
Morning Break	10.05 am – 10.45am
Session 2	10.45 am – 11.55am
Session 3	11.55 am – 1.05pm
Afternoon Break	1.05 pm – 1.35pm
Session 4	1.35 pm – 2.45pm

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 2022

*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) 98% NMS; 30% U2B- currently (Y9) 93.6% NMS; 25.7% U2B – (Y7) Target 100% NMS; 38% U2B- currently 96.8% NMS; 34.2% U2B
- d. Writing – Target (Y9) 98% NMS; 20% U2B – currently (Y9) 94.1% NMS; 10.8% U2B, (Y7) target 90% NMS; 30% U2B- currently (Y7) 85.3% NMS; 24.8% U2B
- e. Grammar and Punctuation – Target (Y9) 100%NMS; U2B 35%,- currently 95.3%; U2B 29.9%- (Y7) target 90% NMS; 35% U2B- currently 88.2% NMS; 30% U2B
- f. Spelling – Target 100% NMS; U2B 30%- currently (Y9) 98.1% NMS; 25.2% U2B; (Y7) target 95% NMS; 35% U2B- currently 93.6% NMS; 33.6% U2B
- g. Numeracy target ( Y9) 98% NMS; 30% U2B- currently (Y9) 100 NMS; 26.4% U2B; (Y7) target 100% NMS; 40% U2B – currently 97.3% NMS; 37.3% U2B
- h. Achievement levels 7-12 target A-C 95%; U2B 65%- currently A-C 93.2%, U2B 63.4%, A standard only target 28% currently 24.4%

### 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; teachers model reading
2. Reading in context
3. Reading to Learn

### Writing

1. All faculties share responsibility for supporting the writing improvements that we strive for
2. Write that Essay
3. On-demand writing in every subject
4. Literacy requirements identified and embedded in all junior school units and assessment items

### Numeracy

4. Explicit teaching strategy
5. Translation of words sentences to mathematical sentences.
6. 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

- i. As =>25%
- ii. A + B => 65%
- iii. D, E, NR < 10%

### b. Strategies – Every student can be successful

- i. Implementation of Aviation High School explicit teaching model – ASoT (DQ 1, 2, 3, 4, 5, 6, 8) 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 Dashboard 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 2022.

STRATEGY	PURPOSE	GOOD EXAMPLES	POOR EXAMPLES
<b>TIMING</b>	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.
<b>AMOUNT</b>	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
<b>MODE</b>	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.
<b>AUDIENCE</b>	To reach the appropriate students with specific feedback.	Communicating with an individual, giving information specific to the individual performance.	Using the same comments for all students.

	To communicate, through feedback, that student learning is valued.	Giving group or class feedback when the same mini-lesson or re-teaching session is required for a number of students.	Never giving individual feedback because it takes too much time.
<b>FOCUS</b>	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!").
<b>COMPARISON</b>	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.
<b>FUNCTION</b>	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.
<b>VALENCE</b>	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 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
<b>I do</b>  Explicit teaching of new knowledge	<ul style="list-style-type: none"> <li>• Provides direct instruction</li> <li>• Establishes goals and purpose</li> <li>• Models</li> <li>• Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listens</li> <li>• Takes notes</li> <li>• Asks for clarification</li> </ul>
<b>We do</b>  Practicing and deepening knowledge	<ul style="list-style-type: none"> <li>• Interactive instruction</li> <li>• Works with students</li> <li>• Checks, prompts, clues</li> <li>• Provides additional modelling</li> <li>• Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and responds to questions</li> <li>• Works with teacher and classmates</li> <li>• Completes process alongside others</li> </ul>
<b>You do it together</b> Collaborative learning  Generating/testing hypothesis	<ul style="list-style-type: none"> <li>• Moves among groups</li> <li>• Clarifies confusion</li> <li>• Provides support</li> </ul>	<ul style="list-style-type: none"> <li>• Works with classmates, shares outcomes</li> <li>• Collaborates on authentic task</li> <li>• Consolidates learning</li> <li>• Completes process in small group</li> <li>• Looks to peers for clarification</li> </ul>
<b>You do it alone</b>  Individual learning  Generating/testing hypothesis	<ul style="list-style-type: none"> <li>• Provides challenges</li> <li>• High Order Thinking activities</li> <li>• Provides feedback</li> <li>• Evaluates success</li> <li>• Determines level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Works alone</li> <li>• Relies on notes, activities and classroom environment to complete task</li> <li>• Takes full responsibility for outcome</li> </ul>
Reflection/feedback  Implementation of Proficiency Scales ( Teaching and Learning Team)	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?	



# **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	<input type="checkbox"/> Are there a maximum of 4 rules? <input type="checkbox"/> Are rules clear, brief, reasonable? <input type="checkbox"/> Are they clearly displayed? <input type="checkbox"/> Are visual prompts used? <input type="checkbox"/> Are rules explicitly taught? <input type="checkbox"/> Are consequences explicitly taught? <input type="checkbox"/> Are rules reinforced each session? <input type="checkbox"/> Praise students who follow rules?
2. Giving Instruction	Telling students what to do	<input type="checkbox"/> Are the instructions short, clear and simple? <input type="checkbox"/> Do instructions help students to be organised? <input type="checkbox"/> Are visual prompts used to aid instruction? <input type="checkbox"/> Do instructions cue students for engagement? <input type="checkbox"/> Do instructions start with a verb? <input type="checkbox"/> Do instructions come one at a time? <input type="checkbox"/> Avoid detailed explanations? <input type="checkbox"/> Has teacher checked for understanding?
3. Waiting and Scanning	Stopping to assess what is happening	<input type="checkbox"/> Wait 5-10 seconds after giving instruction? <input type="checkbox"/> Avoid excess teacher talk? <input type="checkbox"/> Maintain eye contact with students?
4. Cueing with parallel acknowledgement	Praising a student to prompt others	<input type="checkbox"/> Regularly offer praise? <input type="checkbox"/> Use proximity when cueing? <input type="checkbox"/> Make eye contact with the students? <input type="checkbox"/> Offer descriptive encouragement when desired behaviour is demonstrated?
5. Body Language Encouraging	Use of proximity, body language and facial expression to encourage appropriate behaviour	<input type="checkbox"/> Good proximity? <input type="checkbox"/> Positive body language? <input type="checkbox"/> Positive facial expressions? <input type="checkbox"/> Positive hand gestures?
6. Descriptive Encouraging	Using praise that describes a behaviour	<input type="checkbox"/> Frequently used to promote good behaviour? <input type="checkbox"/> Avoid simplistic praise? <input type="checkbox"/> Descriptive encouraging that incorporates use of classroom rules?
7. Selective Attending	Intentionally giving minimal attention to safe off task behaviour	<input type="checkbox"/> Ignore off task behaviour appropriately? <input type="checkbox"/> Acknowledge students previous good behaviour? <input type="checkbox"/> Offer a prompt in close proximity? <input type="checkbox"/> Pause to give time to comply? <input type="checkbox"/> Acknowledge when compliance is gained?
8. Redirecting to the Learning	Prompting students displaying inappropriate behaviour	<input type="checkbox"/> Use a calm friendly voice? <input type="checkbox"/> Use proximity? <input type="checkbox"/> Give time for student to comply?
9. Giving a Choice	Describing the students choices and likely consequences	<input type="checkbox"/> Respectfully worded? <input type="checkbox"/> Choices offered are clear and reasonable? <input type="checkbox"/> Done without an audience?

		<input type="checkbox"/> Time to comply? (egg timer) <input type="checkbox"/> Students are familiar with the range of choices?
10. Following through	Ensuring consequences are enforced	<input type="checkbox"/> Teacher remains positive and calm? <input type="checkbox"/> A plan to seek help if needed? <input type="checkbox"/> Avoids emotion and never back down?

Language of <b>Expectations</b>	<b>Micro-skills Criteria</b>	<b>Teachers Indicators</b>
	<b>Establishing Expectations</b>	<input type="checkbox"/> Sustains focus on purposeful learning activities. <input type="checkbox"/> Avoids unnecessary interruptions. <input type="checkbox"/> Completes non-teaching tasks promptly <input type="checkbox"/> Requires students to complete assignments and set work <input type="checkbox"/> Sets and adheres to timelines for completion of work <input type="checkbox"/> Sets standards for completeness and correctness <input type="checkbox"/> Negotiates and implements consequences if standards are not adhered to
	<b>Giving Instructions</b>	<input type="checkbox"/> Ensures that the selection and sequencing of objectives and content takes into account students' prior learning and the body of the subject matter <input type="checkbox"/> Designs learning activities to enable the achievement of the identified objectives <input type="checkbox"/> Develops strategies to resolve potentially difficult aspects of learning <input type="checkbox"/> Gains and maintains students attention <input type="checkbox"/> Speaks clearly and confidently <input type="checkbox"/> Maintains an appropriate sequence, complexity and length of instruction <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Acknowledges listening
	<b>Waiting and Scanning</b>	<input type="checkbox"/> Uses techniques to stimulate and maintain student interest <input type="checkbox"/> Encourages and reinforces participation <input type="checkbox"/> Ensures individuals and groups have equal opportunity to participate <input type="checkbox"/> Models active listening practices <input type="checkbox"/> Builds on students' contributions <input type="checkbox"/> Maintains pace of discussion <input type="checkbox"/> Avoids unnecessary interruptions or domination of discussion
	<b>Cueing with parallel acknowledgement</b> <u>Verbal or non-verbal</u>	<input type="checkbox"/> Uses techniques to stimulate and maintain student attention <input type="checkbox"/> Matches quantity, complexity and relevance of content to students <input type="checkbox"/> Uses teaching aids <input type="checkbox"/> Uses appropriate voice, speech and body language <input type="checkbox"/> Reviews and highlights key points <input type="checkbox"/> Assesses student understanding and responds accordingly

Language of <b>Acknowledgement</b>	<p><b>Body language encouraging</b></p> <ul style="list-style-type: none"> <li>• Walk around the room</li> <li>• Touch the work of students who are on- task</li> <li>• Pause after one tour of room, approach off-task students</li> <li>• Smile, nod eye contact for students who are on-task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a behaviour management approach which emphasizes positive consequences and focuses on improvement to encourage responsible behaviour</li> <li><input type="checkbox"/> Provides possible feedback that takes into account the different needs of individual and groups of students</li> </ul>
	<p><b>Descriptive encouraging</b></p> <ul style="list-style-type: none"> <li>• State the obvious that is positive</li> <li>• Use sooner rather than later</li> <li>• Brief and to the point</li> <li>• Use frequently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses content, class management strategies, teaching methods and behaviour management techniques to enhance the learning environment and to develop students' social skills</li> <li><input type="checkbox"/> Recognises occasions significant to students</li> <li><input type="checkbox"/> Provides appropriate opportunities for students to contribute to class decisions making</li> <li><input type="checkbox"/> Does not tolerate harassment of any form</li> <li><input type="checkbox"/> Acknowledges helpful and courteous behaviour</li> </ul>
Language of <b>Correction</b>	<p><b>Selective attending</b></p> <ul style="list-style-type: none"> <li>• Is not ignoring</li> <li>• Student is not disrupting others</li> <li>• Safety is not an issue</li> <li>• Use a subtle encourager when student comes on-task</li> <li>• If behaviour persists, redirect</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes action to enable all students to have equal access to teacher time and attention, use of teaching materials and equipment</li> <li><input type="checkbox"/> Designs learning activities in accordance with the preferred learning styles of students</li> <li><input type="checkbox"/> Negotiate tasks and processes with students</li> <li><input type="checkbox"/> Sets talks to extend all students' current levels of achievement</li> <li><input type="checkbox"/> Identifies potential barriers to students learning and takes steps to remove them</li> <li><input type="checkbox"/> Uses internal and external support services when appropriate</li> <li><input type="checkbox"/> Presents positive and self-determining role models</li> </ul>
	<p><b>Redirect to the learning</b></p> <ul style="list-style-type: none"> <li>• Verbal or non-verbal</li> <li>• Question about task/offer help</li> <li>• Allow take-up time</li> <li>• Use peripheral vision to monitor</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is approachable and courteous</li> <li><input type="checkbox"/> Displays interest and concern for students</li> <li><input type="checkbox"/> Displays patience and empathy</li> <li><input type="checkbox"/> Is sensitive to the preferred communication patterns of individuals and groups</li> <li><input type="checkbox"/> Avoids destructive criticism, embarrassing or demeaning comments</li> </ul>
	<p><b>Giving a choice</b></p> <ul style="list-style-type: none"> <li>• Give a choice you can follow through</li> <li>• Positive choices provide the intent to finish the work at another time</li> <li>• Resist engaging in secondary behaviours (arguing, etc)</li> <li>• Use a firm, calm and measured tone</li> <li>• Keep language to a minimum</li> <li>• Allow take up time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate opportunities for negotiating the curriculum</li> <li><input type="checkbox"/> Designs activities and tasks in accordance with students readiness</li> <li><input type="checkbox"/> Creates a resource-rich learning environment</li> <li><input type="checkbox"/> Encourages students to pose questions, develop hypotheses and plans, gather and analyse information, formulate conclusions and reflect on outcomes</li> <li><input type="checkbox"/> Circulates amongst and assists students, when appropriate</li> </ul>
	<p><b>Follow through</b> ("It is the certainty of the consequence rather than the severity of the consequence that is important" ..... Rogers 1995)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applies consequences promptly, fairly and consistently to students behaving irresponsibly</li> <li><input type="checkbox"/> Delivers consequences in a calm but firm manner</li> <li><input type="checkbox"/> Maintains self-control</li> <li><input type="checkbox"/> Follows through with consequences</li> <li><input type="checkbox"/> Avoids the issue of inappropriate consequences</li> </ul>

<b>Who enacts consequences</b>	<b>Unacceptable behaviour</b>	<b>Some Examples</b>	<b>Behaviour Incident Categories</b>	<b>Possible Support and Intervention Strategies</b>	<b>Support Provider</b>
<b>Minor</b>  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	Staff room peer support, Teacher buddy system, PGD partner support, HOD discussion, Parental support, Guidance Officer support, Other, Counselling by HOD/WL, Parental and HOD/WL interview, Guidance and support staff, District behaviour programs, Other
<b>Major</b> 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 6:

### ***What will I do to Establish or Maintain Classroom 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
- Check graffiti – seating plan for classes
- Check uniform – including jumper, jewellery shoes, socks, nails and hat
- Notify office of room changes – or note on the door
- Read morning notices
- Check homework

Applies to every class, in most situations, every day

Applies to every Form / session 1 class

When given, must be checked & marked

## Student Focus

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, unless Teacher has specified use for lesson	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 e.g. <b>Mr, Mrs, Ms</b> or <b>Miss</b> in all situations
Complete all homework 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.

