



Ferry Grove State School

✔ Great kids & families ✔ Great staff ✔ Great learning opportunities

Our Vision

Empower *and*
Connect learners *for*
Sustainable futures

Our Values

respect • responsibility • learning • effort • co-operation • care & compassion



Our School Wide Pedagogical Framework

uniquely **Ferry Grove**

Our Principles

Empowerment is an *overarching aim* of our SWP Framework, as it is fundamental to all members of the school community. It is both a multidimensional, educational process and a strong, social-justice principle. It develops belief in the ability of all learners to make decisions and solve problems. Empowerment helps individuals take ownership of their lives through choice and autonomy, with an outcome that results in the knowledge of how and the ability to influence our world. Empowerment is one of our **5 School Wide Pedagogical Principles**.

Connectedness within a community or organisation is the extent to which people feel valued, supported, involved and engaged. Making links to the real world and preparing learners to participate as active, global citizens is central to this principle.

Diversity is about recognising and valuing differences; where everyone is respected and appreciated for who they are, and has the opportunity to achieve - to be the best they can be.

Engagement initiates enthusiasm, optimism, curiosity and interest. It is evident in a learner's willingness, need, desire and compulsion to participate and be successful in the learning process.

Creativity enhances the capacity of the learner to think and experiment in original, flexible, divergent and innovative ways. Making a difference in our world needs creative thought.

Sustainability is a *guiding principle* of the FGSS school wide pedagogy. It is the quest for a sustainable society; one that meets the needs of the present without compromising the capacity of future generations to meet their own needs.

In addition, sustainable pedagogical practice at our school seeks to embrace the concept of 'slow pedagogy' - the creation of authentic and reflective learning experiences that support and sustain innovative, futures-oriented teaching and learning for all.

FGSS – School Wide Pedagogical Principles 2019 – Matrix

Empowerment	A strong social justice principle which develops a belief that all learners are able to make decisions, solve problems and have influence in their world.			
	Engagement	Creativity	Diversity	Connectedness
CHARACTERISED BY:	<p>Explicit planning for learning, demonstrating a clear understanding of differentiation.</p> <p>Open ended and tiered learning activities which challenge students' thinking.</p> <p>Provoking mild controversy within a trusting classroom environment.</p> <p>Aligning interests of individual students with learning styles.</p> <p>Use of varied assessment strategies; as, of and for learning.</p> <p>Feedback to students that is timely, realistic, individualised and ongoing.</p>	<p>Opportunities and support for students to think creatively.</p> <p>Choice as to how students demonstrate their learning.</p> <p>Classroom environments where risk taking, experimentation and persistence is encouraged and clearly evident.</p> <p>Reward and celebration of imagination, innovation and curiosity.</p>	<p>Inclusive practices modelling equity, equality and excellence, free from bias and stereotypes.</p> <p>Developmentally appropriate learning experiences focusing on students' strengths and learning needs.</p> <p>Time for learners to reflect, think deeply and evaluate their own and others' work to come to new, shared understandings.</p> <p>High expectations of learners who approach challenges with positivity and confidence.</p>	<p>Authentic, problem-based, and real world learning experiences.</p> <p>Purposefully connected and age appropriate curriculum delivery, where teachers and students have a shared responsibility for learning.</p> <p>Collaborative and co-operative learning; enabling student voice.</p> <p>Learning that empowers a student to make useful changes to their world.</p>
TEACHERS WHO:	<ul style="list-style-type: none"> ▪ Welcome students and actively build rapport. ▪ Encourage their students and create a climate of trust, with clear routines. ▪ Differentiate the curriculum, making it possible for all students to succeed. ▪ Are passionate, energetic educators who provide clear direction for what's next in learning. 	<ul style="list-style-type: none"> ▪ Understand creativity is learned and explicitly teach critical and creative thinking skills. ▪ Provide a supportive learning environment where it is safe to fail before being successful. ▪ Celebrate originality and perseverance. ▪ Allow students' imaginations to run wild. 	<ul style="list-style-type: none"> ▪ Are positive role models for diversity; challenging discrimination and reducing barriers. ▪ Celebrate, value and recognise all learning capabilities and differences. ▪ Facilitate opportunities to explore different perspectives. ▪ Challenge and extend students to reach their potential. 	<ul style="list-style-type: none"> ▪ Connect learning to the child, family and society ▪ Build effective relationships between students, teachers and families. ▪ Model the school values. ▪ Recognise that students connect to their learning when they work with their friends and have a say.
LEARNERS WHO:	<ul style="list-style-type: none"> ▪ Are self-motivated and enthusiastic. ▪ Listen, learn, concentrate, participate. ▪ Try hard and never give up. ▪ Know the routines. ▪ Use feedback to set goals and take control of their learning. 	<ul style="list-style-type: none"> ▪ Think outside the box and choose different ways of doing things. ▪ Use critical and creative thinking skills to challenge ideas and opinions. ▪ Share their original and imaginative ideas, and help others expand their mindset. ▪ Are mindful of their own thinking and reflect on their successes or failures. 	<ul style="list-style-type: none"> ▪ Feel a sense of belonging. ▪ Recognise everyone is unique with different strengths and passions. ▪ Learn from each other. ▪ Have a positive and confident belief in their abilities, and aspire to do their best. 	<ul style="list-style-type: none"> ▪ Take responsibility for their learning goals from constructive feedback. ▪ Enact school values. ▪ Work collaboratively: help others and let others help them. ▪ Connect and apply their learning to new and unfamiliar contexts.
LEARNING EXPERIENCES THAT	<ul style="list-style-type: none"> ▪ Have meaning and purpose, choice and agency. ▪ Are fun, hands on, provocative. ▪ Create a sense of 'flow' for learners - matching skill to challenge or just beyond. ▪ Provide opportunities for authentic, open ended investigations. 	<ul style="list-style-type: none"> ▪ Require a disciplined approach to creativity. ▪ Enable learners to construct their own unique ideas allowing for the unexpected and spontaneous. ▪ Involve collaborative risk taking and problem solving with others. ▪ Are filled with imagining, originality, creating and making. 	<ul style="list-style-type: none"> ▪ Empower learners to recognise, understand and celebrate difference. ▪ Are scaffolded with structure and flexibility. ▪ Include peer and self-reflection. ▪ Inspire all students. 	<ul style="list-style-type: none"> ▪ Are purposeful, relevant and future focussed. ▪ Balance student interest with curriculum requirements. ▪ Are connected to the real world and incorporate problem solving. ▪ Are about something that can be used to change the world.
Sustainability	A guiding principle where the quest for a sustainable society is achieved through futures oriented, authentic and reflective learning experiences.			

FGSS – School Wide Pedagogical Principles 2019 – Student Statements

Empowerment	Engagement	Creativity	Diversity	Connectedness	Sustainability
<p>I am <u>empowered</u> as a student when...</p> <ul style="list-style-type: none"> ▪ I take control of my own actions and can make a difference. ▪ I am engaged, focused, not distracted, playing and having fun. ▪ We have self-control. ▪ I am inspired by stories of people whom have put their knowledge and skill to change the world in a good way, knowing if I try, I can do the same. ▪ I know what's going on around the school. ▪ I get to do jobs around the class. 	<p>I feel really <u>engaged</u> as a learner when...</p> <ul style="list-style-type: none"> ▪ I listen and learn. ▪ We are concentrated on our work. ▪ It is something I enjoy and can put my own spin on. ▪ People encourage us. ▪ I am participating. ▪ I try really hard and don't give up. ▪ We are doing a test and we are listening to the teacher because I don't want to miss anything. 	<p>I am a <u>creative</u> learner because...</p> <ul style="list-style-type: none"> ▪ I think outside the box and give 100%. ▪ I use my imagination; let my imagination run wild. ▪ I like imagining. ▪ I try something different every time. ▪ I love to think about how to make items. ▪ I help others expand their mindset. ▪ I share ideas. ▪ I am original. 	<p><u>Diversity</u> in my learning happens when...</p> <ul style="list-style-type: none"> ▪ I have different passions. ▪ I am working with a person I am not familiar with. ▪ No matter what you look like or how rich, each of us is special. ▪ Even if you are different (gender, race), you are still the same. ▪ New students come from around the world to learn. ▪ We work in groups. ▪ You let everyone in your group share ideas. 	<p>I am <u>connected</u> in my learning when...</p> <ul style="list-style-type: none"> ▪ I ask questions. ▪ I help others and others help me. ▪ Doing a group project and letting ideas go crazy. ▪ I understand. ▪ I am working well with others. ▪ I am united. ▪ I am learning about something that I can use to change the world. ▪ We work in a group with other people you know. 	<p>Learning is <u>sustainable</u> when...</p> <ul style="list-style-type: none"> ▪ Something is hard but you keep on trying; you never give up, or give up trying. ▪ Everyone works hard; everyone works together. ▪ Everyone is participating. ▪ You keep going, you never give up trying. ▪ You keep together, organised, tidy, and neat. ▪ Being strong and resilient.

EMPOWERMENT



ENGAGEMENT



CREATIVITY



DIVERSITY



CONNECTEDNESS



SUSTAINABILITY



FGSS - School Wide Pedagogical Principles 2019 - Evidence

	Empowerment	Engagement	Creativity	Diversity	Connectedness	Sustainability
EVIDENT IN CLASSROOMS	<p>←</p> <ul style="list-style-type: none"> Student Council Student Leadership Program Peer Mediators Higher Order Thinking Strategies Sexual Health Program Zones of Regulation Classroom jobs Principal for a Day 	<ul style="list-style-type: none"> FGSS Direct Instruction Model STRIVE – Vocab program Writing Toolkit Phonemic Awareness Anita Archer Writing Approach School Camps Competitions eg fire safety Happy, busy, constructive talk School / classroom rules Teddy Bears Picnic Swimming Lessons Varied assessments 	<ul style="list-style-type: none"> FGSS Connected Curriculum Problem Solving STEM Prep Art Show Writers Workshops – Yr 3 Raw Art Footsteps Graduating Students School Legacy Project Green Screen 	<ul style="list-style-type: none"> Inclusive education philosophy Differentiated Learning Assistive Technology ICPs, PLRs Intervention programs eg Multilit Indigenous Perspectives Poet in Residence – Luke Circle Time Drum Beat 	<ul style="list-style-type: none"> Read-Out with Prep Content Learning in Languages Engaging experts in classrooms Bunyaville, Refugee Stories World Day Celebrations Class Buddies Christmas Shoe Box Appeal Excursions & Camps 	<p>→</p> <ul style="list-style-type: none"> School Values Classroom recycling & composting Reverse garbage Veggie Garden Teacher Aide & Garden Gurus Chicken Coop
EVIDENT ACROSS THE SCHOOL:	<p>←</p> <ul style="list-style-type: none"> Distributed Leadership Model Rock & Water program Peer mediators Interschool Sport SPAG BOL Debating AV Crew Senior Leaders Mindfulness Whole School Behaviour Management Policy Yr 3 Assembly Presenters Environment Warriors Beginning teachers Year Level Teams & Co-ordinator 	<ul style="list-style-type: none"> Maths Jam / Slam Interschool Sport Ready Reading Program ISP Meetings Parent Teacher Conferences Year 1 Morning reading Science Week & Film Festival Book Week Excursions & Incursions Reading Support School Chaplain Information Evenings Parent support Timetables Staff induction 	<ul style="list-style-type: none"> FGSS Connected Curriculum Instrumental Music Program SPAG BOL Expressive Arts Week Talent Quest & Showcase Choral Program Competitions eg Model Building, Book week, Defence, Talent Quest etc iPad program 	<ul style="list-style-type: none"> HOSES SNAC SEP support for students with disabilities Learning Support & STLANs Inclusive classrooms NAIDOC Celebrations ATSI – Teacher Aide iPAD Program Science Week Book Week Bright Sparks Instrumental Music Program LOTE – Oktoberfest Maths Slam /Jam Buddy classes 	<ul style="list-style-type: none"> Defence School Mentor & projects eg Yr 5 games, letters to veterans, Defence morning tea Anzac Day & Remembrance Day School Assemblies Guidance Officer Under 8s & Over 8s Day Student Council Fundraising Science Week Book Week Discos Carols night Sports & Swimming Carnivals Joy Germs 	<p>→</p> <ul style="list-style-type: none"> School Values Collaborative Professional Development Personal Professional Development Recycling & Composting Tuckshop Energy Efficiency Evidence Based Intervention Programs – eg Multilit Year Level Planning Days Literacy Day Induction
EVIDENT WITHIN THE BROADER SCHOOL COMMUNITY	<ul style="list-style-type: none"> White Ribbon FGSS Health & Wellbeing Program Act for Kids Piccabeen Triple P Parenting Program Student leaders visit to parliament house 	<ul style="list-style-type: none"> FGSS Festival Buddies High School Read-Out in Prep 	<ul style="list-style-type: none"> Brisbane Bands Festival State Honours Ensemble Program FGSHS Gala workshops and concert 	<ul style="list-style-type: none"> NAIDOC Camp Quality visit Religious Instruction Japanese School Homestay Program RUOK Day Harmony Day Shave for a Cure 	<ul style="list-style-type: none"> Day for Daniel Morecombe OSHC Sporting Schools Programs Links to Early Childcare Centres P&C - Coffee Cart, IMPS, FAST 42 for 42, Shave for a Cure School Chaplain & breakfasts Prep Play & transition visits Get Set for Prep Meet the Teacher sessions Retirement home School Council 	<ul style="list-style-type: none"> Active Travel Program Bush Neighbours