



Darling Heights State School Pedagogical Snapshot

Darling Heights State School is a student centred multicultural community that believes in working together to grow the potential of all students. Our community has a strong sense of identity and culture which is captured in our vision

“Grow With Knowledge - Many Paths, Many futures”.

Our school values:

We value an accepting and caring community which respects striving for excellence in sustainable futures. Our community values lifelong learning, the search for excellence, and respect for self, others and the environment. We recognise the effort of all to strive for the best that they can be. These values are embedded in all we do as evidenced in our School Wide Pedagogical Framework and our School Wide Positive Behaviour Support.

School Wide Pedagogical Framework (SWPF) – how we teach

- The **Diversity Principle**
- The **Community Principle**
- The **Achievement Principle**
- The **Learning Principle**
- The **Relationship Principle**



School Wide Positive Behaviour Support (SWPBS) – how we support behavioural choices

- **Safety**
- **Thinking**
- **Acting responsibly**
- **Respect**



At our school everyone is expected to work together so that together we can achieve our potential.



Diversity is the differences between individuals or groups of people in age, cultural background, ethnicity, religious beliefs, gender, physical and intellectual abilities, socio economic background and life experience.

For our community, diversity is central, like the trunk of our tree from which branches community, achievement, learning and relationships. The Diversity Principle means that we:

- demonstrate acceptance of and respect for the uniqueness of all individuals, ensuring varied opportunities that reduce the barriers to learning and engagement.
- provide an inclusive environment that ensures equal opportunities for all learners regardless of culture, background or need.
- provide quality education that embraces the educational goals of equity, diversity and social justice.
- differentiate the curriculum to cater for individual student needs.

Community is a group of people who interact regularly to share a common interest for something they do or learn.

The Community Principle means that we:

- assume collective responsibility for managing a sense of belonging
- promote an inclusive community through shared beliefs, attitudes, values and positive interactions.
- provide opportunities for continual collaboration, communication and partnership amongst all vested parties.
- contribute to our professional, collegial learning community.

Achievement is the attainment of personal goals through individual endeavour, persistence and skilled practice, even in the face of challenges.

The Achievement Principle means that we:

- facilitate high standards of achievement by providing quality teaching.
- improve student achievement by aligning individual student goals with school practices.
- teach, monitor, assess and provide timely feedback to facilitate curriculum goals.
- model a strong work ethic and encourage persistence.

Learning is the active process of acquiring knowledge, skills, behaviours and attitudes through experience, practice, study, or being taught.

The Learning Principle means that we:

- understand and differentiate for individual learning styles and needs.
- recognise that learning is an active process of acquiring knowledge, skills, behaviours and attitudes.
- work collaboratively to make learning authentic, experiential and connected to the students' real world.
- foster self-efficacy (including intrinsic motivation) to promote lifelong learning.

Relationship is defined as a connection between individuals and is often thought of in terms of its influence and what it provides for the individual.

The Relationship Principle means that we:

- Continue our commitment to providing a healthy, safe and engaging environment.
- Promote positive student outcomes through respectful relationships that foster social skill development.
- Model respect for diverse individual identities.