At Yelarbon State School, we have a culture of high expectations based on the beliefs that –

- Each student can achieve high standards, given the right time and the right support.
- Each teacher can teach to high standards, given the right assistance.
- High expectations and early and ongoing interventions are essential.
- Teachers and administrators need to be able to articulate what they do and why they teach the way they do.

This means that not only do we have a high expectation that all of our students can achieve and perform, but we also have a high expectation for our teachers and their practices.

At Yelarbon State School, teachers are expected to –

- Have a high expectation for their teaching practice
- Accept accountability for each student’s learning
- Establish an atmosphere of high expectations – have high expectations for our students
- Plan and teach in ways that are consistent with our school-wide pedagogy
- Use an Explicit Instruction methodology, including -
  - Explicit Teaching Lesson Structure (Warm Up, Opening, I DO – WE DO – YOU DO, Closing)
  - ICTs and Contemporary Teaching and Learning Practices
  - Higher Order Thinking Skills (Symphony of Teaching and Learning)
  - A variety of pedagogical strategies and methods that move students' learning from fully supported instruction through to independent learning
- Plan purposeful consolidations sessions (warm ups) to move learning from short term to long term memory
- Display Learning Intentions (WALT) and Success Criteria (WILF) for all lessons
- Use data to inform teaching and monitor student learning and to meet minimum benchmarks
- Use differentiation strategies to eliminate the tail and to cater for high achievers
- Focus on high standards of student presentation and handwriting
- Regularly correct student work and provide feedback to students
- Embed ALL school-wide learning programs and expectations – eg. Bookwork Expectations, Whole School Programs...