

Learning for Life

our vision

Learning for life

our mission

To empower each student to reach their potential, by working together to provide a supportive, challenging, inclusive and respectful environment.

our key drivers

Culture of learning in an orderly environment

- All members of the school community are seen as learners and improvement is a goal for all. Learners reach their full potential.
- Implement the Australian Curriculum and Early Years Learning Framework and provide high quality resources and support to teaching staff to ensure high quality literacy and numeracy learning
- All teaching and support staff believe that they can make a difference to the learning outcomes (self-efficacy)
- There are high levels of expectation for students to strive for excellence/ meet individual learning goals
- Empower learners to set high standards for their education and reach their potential through tailored learning.
- Develop the professional knowledge, from within the school and the networks to enable high quality teaching and learning

Adaptive, supportive and collegial workforce

- "These are our kids" philosophy
- Embed collaborative planning with agreed-upon protocols for grade group teams and committees
- Identify and support children at risk of falling behind or becoming disengaged and target resources (human and fiscal)
- Ensure staff in all areas have the required knowledge and skills to support each other for learning, growth and achievement.
- Provide staff with regular and structured feedback on their performance.
- Implement strategies that enhance the health and wellbeing of our staff.
- Whole school approach, common understanding and support for behaviour management.

Strong, shared leadership

- Common vision and shared views
- Shared leadership of curriculum direction, resource management and supportive school environment.
- Behaviour management is shared.
- Provide opportunities for aspiring leaders to undertake leadership roles
- Pursue a strong and measurable approach to using appropriate data to review continuous improvement in all areas of the school.

Participation and Engagement

- Engage and retain all students through creative, innovative and supported learning programs and environments.
- Provide resources, facilities and infrastructure (including building and information technology) that support current and dynamic learning and teaching practices.
- Shared expectations are developed around our agreed values, completed by teachers, students and parents.
- Foster greater student voice
- Build a community culture that supports excellent student attendance.
- Open possibilities to global citizenship and cultural awareness
- Employ strategies that enhance the health and well-being of our students
- Acknowledge and celebrate our heritage and sustainability focus

Community Confidence and Involvement

- Create an orderly learning environment to promote community confidence.
- foster greater communication between each class teacher and their respective students & families about their teaching and learning program.
- Use the School Association as conduit for open communication, school improvement plans and policy development.
- Further develop opportunities for community involvement, sharing of resources and extended learning opportunities.
- Clear reporting to parents/carers about personal and Australian curriculum achievement.
- Engage with aboriginal families and students by making connections
- Create a shared responsibility for learning with parents.

we value –

Learning

All students, teachers and parents are encouraged to achieve their personal best, value learning and become life long learners

Respect

All members of the school will have shared expectations of respect shown to teachers, other staff, students, parents and environments. Our positive and effective interactions, based on civil language, are conducted on the basis of responsibility, integrity and accountability.

Equity

We all have the right to challenging and engaging learning opportunities in appropriate and inclusive settings.

Safety

We all have a right to participate in a secure, safe and supportive environment.

Well-being

We achieve growth and strength through caring relationships with all stakeholders.

Responsibility-We are accountable for our own actions, contributing to our school and society and taking care of the environment.

our priorities

Literacy and

- Implementing Australian Curriculum areas as developed, Early Years Learning Framework, "Supporting Literacy and Numeracy Success" booklet
- Working closely with Network 2 schools and Principal Network Leader
- Whole school approach, developing collective responsibility for achievement of every student

Numeracy

- Knowing where students are—using data to inform
- Using effective, evidence-based teaching strategies
- Strong assessment and feedback to student agenda
- Individual learning goals sent to parents

Australian curriculum

- Implementing English, History, Science and History in 2012, initial beginnings for Geography in 2013
- 2 year scope and sequence for Science and History
- Professional Learning in Staff meetings
- Moderation focus and task design
- Data focus, A-E focus, using above, below and C examples and aiming for improvement

Quality Teaching

- Grade groups, buddy colleagues/mentors/ -Professional learning communities
- Masters Teaching and Learning Framework and AITSL as guiding assessment
- Planning and assessment cycle
- Inquiry projects

Supportive School Environment

- Create an environment where the school values and "keys to success" are instilled in our school culture and are explicitly taught and modelled
- Whole school approach to establishing the school values, common understanding of behavioural expectations using resource, Bounceback
- Engaging aboriginal students through AEW lead support and individual targeting of needs