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 aspirant 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.

our priorities

Literacy
- Implementing Australian Curriculum areas as developed, Early Years Learning Framework, “Supporting Literacy and Numeracy Success” booklets
- 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