

Woodville Primary School – OUR MISSION:
Challenging every student to learn, achieve and flourish

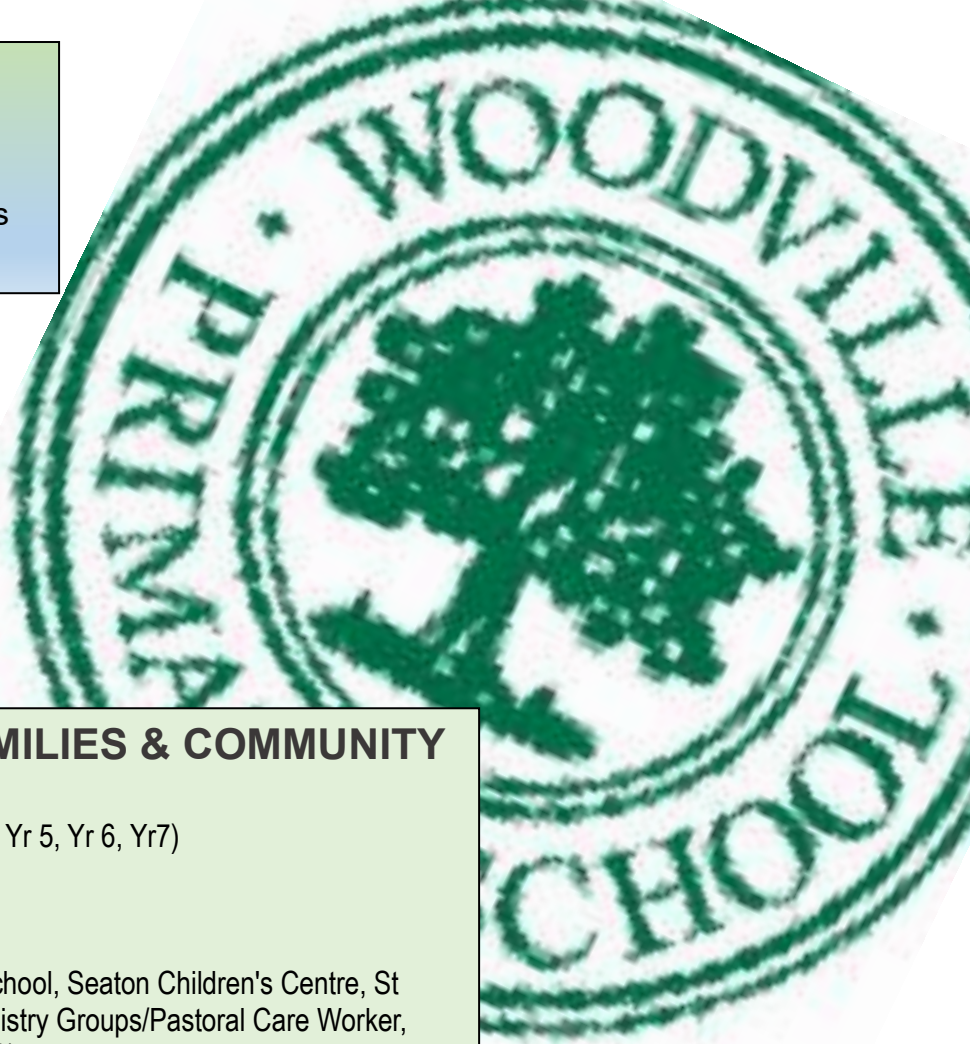
OUR VISION:
As a school community we work to develop STUDENTS WHO ARE CONFIDENT THINKERS, CREATORS AND INVENTORS OF THEIR FUTURES.

- CORE BELIEFS:**
- All students can learn, grow and FLOURISH
 - Learning occurs best in a safe, supportive, flexible environment where everyone feels included and respected
 - Students are ENGAGED and CHALLENGED to persist and make growth – Growth Mindset (effort leads to achievement)
 - Learners develop RESILIENCE and INDEPENDENCE
 - Everyone’s voice needs to be heard and acknowledged (not necessarily agreed with)
 - CRITICAL and CREATIVE THINKING skills underpin our Teaching and Learning programs
 - Students develop skills, experiences and confidence for lifelong learning, health and wellbeing through provision of supported opportunities by staff
 - HIGH EXPECTATIONS (with support) of ourselves and of every child in academic and personal pursuits are a RIGHT
 - ONGOING PROFESSIONAL GROWTH through a cycle of reflective review, research and evidence based pedagogy

- DECD/PARTNERSHIP DIRECTIONS**
1. Leading collaborative site and partnership culture through capacity building
 2. Developing critical and creative thinking through Community Of Learners
 3. Student and Community partnerships for collective impact

- SITE DIRECTIONS/PRIORITIES**
1. High Quality Pedagogy
 2. Community of Learners
 3. Culture of Growth

OUR VALUES:
Trust - responsibility, confidence, self belief & resilience
Co-operation - getting along, collaboration & teamwork
Fairness - inclusion, compassion & equity
Respect - valuing, honesty & acceptance



OUR STAFF - 2018
Administration & Support Staff & ACEO Carrie Fleming
Early Years Team 1: Brie (Yr1), Tracey (Rec), Olivia (Rec)
Early Years Team 2: Effie (Yr 1/2), Kathryn (Yr1/2), Sabrina (Yr 2), Mike (Yr 2/3),
Primary Years: Damien (Yr 3/4), Lil (Yr 3/4), Mim (Yr 5), Stefan (Yr 4/5)
Middle Years Team: Lisa (Yr 6), Monica (Yr 6/7), Kim (Yr 6/7), **Specialist Teachers:** Gail (H&PE/ NIT), Kim (Indonesian NIT), Harvinder (Indonesian NIT), Kathy (Pastoral Care Worker), Anne (EALD, Reading Support), Ellen (AET), Kate (HASS NIT), Jordan (NIT), Karly (Learning Improvement Primary - Partnership)
Leadership Team: Wendy (Wellbeing & Engagement), Kirsty (Deputy), Maria (Principal).
Year Level Teams: **Rec:** Tracey, Olivia, **Yr 1/2:** Effie, Kathryn, Brie, **Yr 2/3:** Sabrina, Mike, **Yr 3/4:** Damien, Lil; **Yr 4/5:** Mim, Stefan,; **Yr 6/7:** Monica, Lisa, Kim

OUR LEARNERS, FAMILIES & COMMUNITY PARTNERS
Students (Rec, Yr 1, Yr 2, Yr 3, Yr 4, Yr 5, Yr 6, Yr7)
Parents/Families
Minister/CE/ED/PC
Governing Council
Community (Adelaide Miethke Preschool, Seaton Children's Centre, St Margaret's Preschool, Schools of Ministry Groups/Pastoral Care Worker, Cafe Woodville, Breaky Friday, OHSC)
Partnership Schools and Partnership Support (Karly Hefferan, Daniel Balacco PC, Paul Newman ED, Partnership schools)
Extra Curricula (After school sports, instrumental music)
Support Services (Speech, Psych, Attendance, Behaviour, ACEO)
Positive Pathways, The Grove

INPUTS & RESOURCES
 Expertise and skills in Teaching and Learning – Languages (Indonesian), Science, H&PE, EALD, Special Education, Aboriginal Education
 Budget/RES, Facilities, Staffing, Community Volunteers, IT, Grants,

INTERNAL MANAGEMENT PROCESSES
 Induction, Leave, PAC, NIT, Budget/Finance, Staffing, Staff Meetings, Timetable, SSO support roles, committees, procedures (enrolment, transition, grievance), policies (behaviour, attendance, allergy awareness, school guidelines/agreements), NEPs, IEPs, Enrolment, classroom support, OHS, PDPs, Hazard, Injury, Accident Reporting, ICT

- CRITICAL TEACHING AND LEARNING PROCESSES (HIGH QUALITY PEDAGOGY)**
- **Creating safe and rigorous conditions for learning** (Social and emotional wellbeing, relationships, attendance)
 - **Shared understanding/beliefs/coherence about pedagogical practices** (Literacy- Guided Reading, Numeracy – Mathematical mindsets, PiTW, Science – Inquiry Units) --> Whole School Agreements: Effective Feedback, Intellectual Stretch, High Expectations, CCT
 - Activating **student voice** (student action teams, garden action team, peer reading support, authentic student voice)
 - **Developing pedagogical content knowledge and practice in curriculum frameworks** (Child Protection, TfEL, AC)
 - **Providing empowering professional learning and capacity building through PLC processes** (Literacy, Continuity of Learning, Cross year level, Unit, and Year level);
 - **Professional development** (Coaching support – Karly, PFDs, Staff meetings, external, staff input into setting directions);
 - **Performance development processes** (meetings, PDPs)
 - **Effectively monitoring and tracking learner achievement and growth, including formative/summative assessment and reporting processes** (e.g. Student Reports, Scorelink)
 - Strengthening ongoing whole site self-review and direction setting through analysis of multiple measures of data (perception, demographic, process, achievement)

FEEDBACK
 Perception (Parent/Staff/Student Surveys/Feedback, Self-Reflection MDI, AEDC), Observations, Performance Development Conversations, Student Achievement (Attendance, NAPLAN, PAT, RR, WTW), Student Reports, AITSL tool, TfEL Compass Tool

DELIVERABLES, OUTCOMES, RESULTS
 Whole School Pedagogical Agreement by Term 4, 2018
 100% of staff in 'agreement' that the professional learning provided is supporting their professional practice
 100% of students achieving Department For Education Achievement Standards, with a focus on English and Maths and based on NAPLAN and Running Records and PAT-Reading and PAT-Maths Data.
 Identified students on Negotiated Learning Plans will have individual targets for achievement.