



# McDOWALL STATE SCHOOL – PREP to YEAR 6

## SCHOOL VALUES STATEMENT

### 2018-2021

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The McDowall State School delivers **excellence** in **quality preparatory** and **primary education services**.

The **purpose** of the McDowall State School is to:

- implement the Australian preparatory and primary curriculum;
- deliver effective professional teaching services within a supportive school learning environment; and
- facilitate achievement of personal excellence.

Our **vision** is for all students to:

- experience success;
- assume increasing levels of self-responsibility;
- achieve pre-determined learning outcomes;
- experience a supportive learning context strengthened by partnerships.

Our decision-making is guided by the following **values**:

#### 1. Focus on the Child

Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

#### 2. Quality Curriculum

Teachers being able to interpret, construct, implement and review the best curriculum possible.

#### 3. Effective Teaching Resulting in Learning

Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

#### 4. Partnerships – Staff, Students, Parents and Community

Parents and community actively supporting child learning and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make 'Our Great State School' even better.

#### 5. Best Outcomes for All Students

We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the 'most appropriate school programme' at which-ever school location for the specific learning needs of their child.

We will **achieve** the **best outcomes for all students** through an on-going commitment towards:

### 1. Focus on the Child.

**Know the child (individual, circumstance, culture & aspirations). Celebrate childhood.**

**Understand developmental stages and implications of childhood. Listen and respect of child's 'voice'.**

**Decision-making and learning through affirmation & consequence.**

- Demonstration of respect for self.
- Demonstration of respect for others.
- Taking responsibility for their own actions (and choices).
  - Obedience.
  - Morality.
  - Self-discipline & Self-regulation.
  - Service.
- Clearly stated sustained high standards of expectation.
- Firm, consistent, transparent, understanding intervention.
- Nurturing and safe learning environment.
- Permitting other students to learn.
- Nurturing emotional health and wellbeing.

**The right to participate in and share in quality learning.**

- Personal goal setting toward aspirations.
- Knowledge & ownership of their curriculum journey.
- Challenge and extension – Every lesson, every day.
- Personal responsibility for learning.
- Checkpoint / benchmark / data progress monitoring.
- Support, guidance and targeted instruction.
- Truth in reporting and meaningful feedback.
- Differentiated learning pathways.
- Experience of success, satisfaction and pride.
- The McDowall SS Learner Characteristics.

**A socially and educationally just experience.**

- Equitable support, intervention and resource investment.
- Tolerance of individual differences.
- Identification and addressing of barriers to learning.
- Use of adaptive technologies.
- Recognition for diligence, perseverance and effort.

### 2. Quality Curriculum.

**Australian Curriculum and associated time allocations informed.**

**School Curriculum Plan.**

- Clear, concise Curriculum Model.
- Spiraling sequence of P-6 student learning (journey).
- Visionary.
- Connected, integrated, immersive learning experience.
- Fostering deep learning: Blooms Revised Taxonomy.
- Fostering skilled learning: Gardiners Multiple Intelligences.

**Referenced against Australian Curriculum Assessment Standards.**

- Moderated A-E Progress Report Ratings.
- School Annual Checkpoints.
- Triggers for learning intervention and extension.
- Implementation of a School Assessment Plan.
- Implementation of a School Data Plan.

**Year Level Curriculum Work Units.**

- Well planned in terms of expectation, sequence & timing.
- Curriculum Into The Classroom (C2C) – Reference Tool.
- Student immersive learning experience.
- Explicit statement of concepts, skills and understandings.
- Contemporary, local area referenced, engaging curriculum.
- Effective time management and balance of time allocations.
- Differentiated learning challenges: vertically & laterally.
- Explicit expectations, standards & tracking student progress.
- Year Level tracking of student achievement.
- Consistency in assessment and truth in reporting / feedback.
- Socially just inclusion and participation of all students.
- Targeted, aligned curriculum support resources.
- Year Level data analysis to ensure curriculum effectiveness.

### 3. Effective Teaching Resulting in Learning

**Australian Professional Standards for Teachers informed.**

- Graduate.
- Proficient.
- Highly Accomplished.
- Lead.

**Performance Development Planning.**

- Aspirational target setting.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Professional standards informed indicators.

**Relevant, challenging, purposeful teaching.**

- Challenging all students – Every lesson, every day.
- Australian Curriculum General Capabilities.
- Vertically / laterally sequenced Work Units.
- Student goal setting toward aspirations.
- Student knowledge & ownership of their curriculum journey.
- Meaningful, truthful, timely reporting and feedback.
- Immersed learning responsive to needs of individual learners.
- Investigatory and inquiry-based learning.
- Range of teaching styles used / learning styles supported.
- Learning is enjoyable.
- Effective time management and work life balance.
- Access to professional support and assistance.

**Staff Team Action Research.**

- Professional educators.
- Identification of barriers / impediments to student learning.
- Aspirational target setting and visionary description.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Evaluative reflection and professional learning.
- Action Learning Cycles led by Leadership Forum Rep.
- Informing the School Pedagogical Profile.
- Informing the McDowall SS Way.
- Staff mentoring, coaching and collaborative learning.

**Neuroscience informed School Pedagogical Profile.**

- Maximising learning retention and transference.
- Alignment of teaching strategy to how the brain learns.
- Improved responsiveness to student learning needs.
- Teaching responsiveness to
- Improving teaching effectiveness in terms of learning outcomes.
- Executive functioning skills development.

**Supportive, secure, safe learning environment.**

- Established rapport.
- Strong, firm classroom discipline.
- Effective partnerships and communication strategies.

#### 4. Partnerships .....

#### Staff, Students, Parents and Community.

Parents fulfilling the role and responsibilities of parents.  
 Professional staff delivering school services on behalf of parents.  
 Professional teachers achieving best possible student outcomes.  
 Students are ready to learn and achieving best possible outcomes.  
 Community actively enhancing the teacher / student relationship.

- Shared responsibility for the development of students.
- Shared commitment in the development of students.
- Teaching and learning partnerships benefiting students.
- Teamwork.
  - Mutual respect.
  - Mutual approachability & courtesy.
  - Mutual acknowledgement of effort.
  - Diligent engagement & collaboration.
  - Open, honest communication.
  - Mutual focus on the child.
  - Community skilling and information.
    - Information Evenings.
    - Teacher / Parent Meetings.
    - School Events & Activities.
    - Phone & Electronic Communications.
  - Opportunities for Parent Engagement.
    - Classroom assistance invitations.
    - School Council.
    - P&C Association – Various Roles.
- Pride and belonging in the school, community and nation.

Student preparedness for school.

- Pre-school instruction, tutoring and preparation.
  - Base level self-responsibility – Obedience.
  - Achieving Kindy Level Academics.
  - Emotional readiness.
  - Social skills.
  - Regular engagement in normal conversation.
  - Regular shared reading and discussion.
- Punctuality at school.
  - Calm.
  - Settled.
  - Have all requisites.
  - Good healthy breakfast and a packed lunch.
  - Good night's sleep.
- Parental interest in child's day at school.
  - Reinforcement of student learning.
  - Applying learning within home context.
  - Practising / consolidating learnt skills.
  - Mutually respectful communication with teacher.

Professional Action Research partnerships.  
 Financial contributions to School Budget.

- Better facilities.
- Better resources and equipment.
- Better educational experiences.
- Better educational services.

Supportive, secure and safe school environment.

#### 5. Best Outcomes For All Students .....

#### Staff, Students, Parents and Community.

Stakeholder commitment to school purpose, vision and values.  
 Unrelenting focus on the child and their learning progress.

Active learning (a) Student (b) Teacher (c) Parent.

- Valuing of life-long learning.
- Opportunities to challenge and extend learning.
- Opportunities to identify individual strengths.

Growth Mindset development.

- Confidence.
- Tolerance.
- Resilience.
- Persistence.
- Empathy.

Socially just access, inclusion and participation for all students.

McDowall SS Learner Attributes.

- Collaborative.
- Investigative.
- Self-directed and independent.
- Literate.
- Numerate.
- Technologically capable.
- Problem-solver.
- Inquirer.
- Critical and creative thinker.

Best possible facilities, equipment, resources and experiences.

'You Can Do It' Programme.

- Learning capability skills.

We will **achieve** the **best outcomes for all students** through an ongoing commitment towards:

SCHOOL RULES	SCHOOL MOTTO
Respect for Yourself	Courtesy in conduct
Respect for Others	Honesty in judgement
Take Responsibility for Your Own Actions	Knowledge on which to base informed decisions

#### SCHOOL CREED

This is our school, Let peace be here. Let the rooms be full of contentment. Let love abide here, Love of our Earth, Love of mankind and Love of life itself. Let us remember that as many hands make a house, So many hearts make a school.