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We are
leaders.



We are leaders.



Every person can be a leader.

There are many forms of leadership depending upon the strategies used and the purpose of: personal leadership, community leadership, political leadership, educational leadership, corporate leadership.

At Woongoolba State School, we are leaders.

This means that we believe that all people in our school community: students, teachers, other staff, parents and community members can 'lead' by taking responsibility for themselves, planning and setting goals and targets for their personal and educational lives, working together to generate positive outcomes in a team, listening to others, communicating ideas and beliefs confidently but with tolerance and understanding and caring for themselves both mentally and physically.

*All our dreams can come true, if we have the courage to pursue them.
(Walt Disney)*

Every community, whether it be a major city, country, neighbourhood or a school is successful providing that:

- Everyone feels a sense of belonging
- Everyone knows what is expected of them
- Everyone wants to and is encouraged to participate in it
- Everyone contributes positively to it.

In a school, everyone consists of students, staff, parents and community members. It is their united commitment that generates a positive and successful organisation.

Increased student performance, improved teacher pedagogy, decreasing examples of poor student behaviour and an active and supportive parent body are results connected to a school whose vision, goals, policies and practices are clearly identified and all in the community share and promote them.

I see our school as a jigsaw puzzle and the pieces are all the students and staff and parents and our community. Every piece is just as important as every other piece. Every piece is special. Without the contribution of every one, the puzzle cannot be whole. We need everyone to be the best they can be. We are all leaders in making our school great. (David Cramb, Principal)

The 'We are leaders' initiative means:

- Individual teachers unleashing the potential of students all over the world, one child at a time.
- A school-wide effort with all stakeholders engaged and contributing.
- Emphasis on focusing on what is most important to be teaching
- Emphasis on teaching timeless principles & skills that are relevant to today's global reality and preparatory for what tomorrow will bring.

The 7 Habits

To achieve this, we use the 7 Habits of Effective People by Stephen R. Covey to underpin our beliefs, policies and programs and 'The Leader in Me' also by Covey as a guide to the implementation of the Habits into schools. The habits are:

- **Be Proactive:**
 - *take action and be responsible*
- **Begin with the End in Mind:**
 - *consciously plan out and visualize your actions*
- **Put First Things First:**
 - *set priorities and carry them out*
- **Think Win-Win:**
 - *in negotiation, seek solutions that help both yourself and the other person*
- **Seek First to Understand, then to be Understood:**
 - *in communication, listen actively before you talk*
- **Synergize:**
 - *in work, open yourself to others to work effectively in teams*
- **Sharpen the Saw:**
 - *relax, rejuvenate, and revitalize yourself*



The 7 Habits model has been adopted in all aspects of schooling. It is a 'ubiquitous' approach.

"Ubiquitous" means that it is built into everything the school does. It is absolutely integral to the school's strategic blueprint for teaching leadership. (Covey 2008 p52)

In the 'We are leaders' initiative, the 7 Habits therefore is part of the school culture. It is not an 'add on' to fit into current programs and curriculum. The leadership principles form the basis of curriculum, pedagogy, school and classroom management and behaviour support.

We eat, we breathe, we sleep, we read, we lead!

The 7 Habits, symbols, visual cues and messages have been created and placed strategically around the school. Inspirational quotes are also a major factor to identify and emphasise our positive messages, goals and beliefs.

The school mission and vision are also publicly displayed on walls within the school:

- Our mission: *Developing leaders: every child, every day.*

The word 'developing' indicates that this is an on-going task. Each student is at a different stage in their journey. That is, at Woongoolba we do not say that leadership has been



'developed'. It is ever changing. Our school therefore, and its leaders are always open and ready for change.

If nothing changes, then nothing changes.

Our school believes strongly in the concept of 'differentiation'. This has also been described as a 'personal learning or 'individualised education' approach. For this reason, the words 'every child' and 'every day' are paramount to our philosophy.

- Our vision: *To innovate, to participate, to excel.*



INNOVATE

At Woongoolba, we believe in innovation in teaching and learning. Identifying new ideas, strategies and pedagogies and matching them to individual learning styles are vital in providing quality and effective teaching (great teaching) for the 21st century.

PARTICIPATE

Successful communities are built on participating and belonging. If members take ownership of their community, workplace, school, etc, they are more likely to want to participate in their positive growth and development and to demonstrate great leadership. Also, while participating in events, activities and programs, students, staff and parents also develop belonging.

EXCEL

Nothing is worth doing unless it is done well. All members of the Woongoolba community believe in the concept of excellence. Identify your ability, then set goals and targets to exceed it. Be the best you can be, and then be better.

We go beyond our best.

The Messages
The Messages



An important part of the 'We are leaders' initiative, is to publicly acknowledge and identify belief statements across the school. The goal is to constantly be reminding our community about what it is that makes us special as well as to build ownership of our message while creating a positive school culture.

To help develop leaders and promote 'belonging' we have implemented the Fence Friends project. All students in the school have designed and painted a wooden image representing themselves. These have been attached to the front fence of the school to symbolise their importance and membership to the school. The project is also designed to enhance a positive school culture and to improve attitudes and perceptions to schooling and learning.



Recognising success:

Publicly announcing and recognising great achievement is another important factor in the initiative. Current leaders and those of the past are listed on the 'We are leaders' board.



As well as displaying trophies and other awards that students have achieved on behalf of the school, Woongoolba announces, "We Honour the Greatness in You" to symbolise the school's recognition of each students' contribution.

Few things help an individual more than to place responsibility upon them and to let them know that you trust them (Booker T Washington)



Celebrating Traditions:

Any successful culture tends to develop its set of traditions. Woongoolba State School has long-held traditions and events and has commenced new ones to align the leadership philosophy to the school.

- Leadership Day: To provide an opportunity for students to demonstrate their leadership and speaking skills as well as to provide an opportunity for community involvement, Woongoolba has launched Leadership Day. The day will be aligned with the school's official

birthday each year and will involve community, education and political leaders who will attend and talk with the children about leadership.

- Remembrance Day: For the last 25 years, Woongoolba has commemorated this day on November 11 each year. This is another community event that includes local leaders and representatives as well as veterans. The ceremony is managed and hosted by student leaders. The leadership philosophy has become incorporated in this event.
- Leaders' Week: At the beginning of each school year, students and teachers spend the first week developing the classroom culture. Classes create special names, students and teachers work together to write mission statements, goals and targets, students identify their 'Aus Identity' persona, and the school hosts a community BBQ to welcome everyone and to launch the new year.

'Marking our territory':

Constant messages and reminders about the school philosophy are key to the development of a shared culture.



Pathways across the school have been named after the 7 habits to remind students about these principles and to assist in ownership of the initiative by the students and staff. By creating these street names, it makes it easier to adopt the language and connect it to the school ideology.

The model and the concept

The model and the concept

Woongoolba School has developed a whole school model (See Appendix 1) which includes the mission, vision and academic goals statements, school values, improvement drivers and of course, central to the model: the 7 Habits.

The model provides an overview of the school's direction under the 'We are leaders' initiative.

The 6 Improvement Drivers:

- Increase challenging educational opportunities for all students
- Provide a positive, harmonious, supportive learning community for all
- Develop, share & analyse data to support & improve student performance
- Develop & support a quality workforce to improve teacher performance
- Engage, collaborate and share our journey with our community
- Identify quality resources to support teachers and ensure students success



The Concept Map (See Appendix 2) demonstrates the strategies (on the umbrella) to be used to achieve outcomes for each of the drivers (under the umbrella).

All children smile in the same language.

The Strategies: Social/Emotional:

KidsMatter: KidsMatter Primary is a flexible, whole-school approach to children's mental health and wellbeing for primary schools. KidsMatter provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids. There is strong evidence that KidsMatter also has benefits for children's learning. There are 4 components to Kids Matter:

(<http://www.kidsmatter.edu.au/primary/>)

- - A Positive School Community
 - Social & Emotional Learning for Students
 - Working with parents and carers
 - Helping children experiencing mental health difficulties

In years to come, your students may forget what you taught them, but they will always remember how you made them FEEL.

- **Differentiation:** At Woongoolba, we believe that all teaching and learning must be targeted to each individual child. The school uses quality data to ascertain each student's performance which is then connected to specific pedagogical strategies for each child in each learning area.

If you treat all students as if they are gifted, and you always look at them through the lens of being gifted in at least some aspect, they will rise to that level of expectation.

- The Data Notebook: Every child at Woongoolba has their own Data Notebook. This tool links all the approaches used by the school as well as student and school data, goals and targets to create the student's personal learning profile. Teachers work with individual students on a regular basis to update the data notebook as students reach targets and goals.

- The Aus Identities: **Aus IDentities** is a powerful system based upon the principles of Personality Profiling, with a series of highly specialized programs that are suitable for people of all ages and from all walks of life.. Aus IDentities helps individuals and teams to celebrate their own unique talents and to appreciate the differences of those around them. Aus Identities is a program of self-awareness that allows teachers to create a more inclusive and harmonious educational experience. This strategy also allows teachers to identify each child's individual learning style, behaviour, core needs and values. (ausidentities.com.au)



- Evidence based pedagogy: Through assessment tools such as TORCH and Words Their Way, teachers are able to develop specific and explicit teaching strategies for individual students based on the results of each child's these assessment devices.



- The Personal Learning Profile: Teachers create a learning profile for each student which provides a link to the targets and goals, current results, students and school targets and specific teaching strategies required for that child.

- **Rules & Values:** At Woongoolba we value:
 - Our Bodies: 'We move and nurture'
 - Our Minds: 'We learn and share'
 - Our School and Community: 'We participate and represent'
 - Our Ideas: 'We create and compose'
 - Our Natural World: 'We connect and act'

These values connect to our curriculum organisers:

- The Healthy Citizen
- The Informed Citizen
- The Democratic Citizen
- The Creative Citizen
- The Eco-Citizen

The Strategies: Academic

- **Australia Curriculum:** This will form a significant part of the teaching and learning programs at Woongoolba from 2012. This curriculum will provide teachers with a guide for their planning, teaching and assessing. Teachers will make professional judgements around appropriate units, lessons and resources to use to implement the curriculum as well as providing appropriate modifications for ALL students so that they can access the curriculum at their own unique learning level.
- **Dimensions of Learning: Dimensions of Learning** is a comprehensive model that uses what researchers and theorists know about learning to define the learning process. Its premise is that five types of thinking -- what we call the five dimensions of learning -- are essential to successful learning. The Dimensions framework will help to:
 - maintain a focus on learning;
 - study the learning process; and
 - plan curriculum, instruction, and assessment that takes into account the five critical aspects of learning.

The Dimensions are:

- ***Attitudes and Perceptions:*** A key element of effective instruction is helping students to establish positive attitudes and perceptions about the classroom and about learning.
- ***Acquire and Integrate Knowledge:*** When students are learning new information, they must be guided in relating the new knowledge to what they already know, organizing that information, and then making it part of their long-term memory.
- ***Extend and Refine Knowledge:*** It must be understood that acquiring and integrating knowledge is not the end of learning. The most effective learning takes place when students extend and refine the knowledge they acquire in order to develop an in-depth understanding of that knowledge.
- ***Using Knowledge Meaningfully:*** The purpose of acquiring knowledge is to be able to use it meaningfully. That is, when we use knowledge to deal with specific issues that we care about, we become truly immersed in learning. Using knowledge meaningful emphasises this important part of learning.



- **Habits of Mind:** We can facilitate the development of mental habits that will enable students to learn on their own.

The **Dimensions of Learning** framework includes specific ways to develop students' self-regulatory, creative, and critical thinking skills. Marzano, Robert J., Pickering, Debra J., et al. (1997).

- **Learning Innovators Project:** At Woongoolba, reading has been identified as the priority in terms of the Improvement Agenda. The following strategies have been implemented to assist in the improvement of reading:
 - Reading resources based on levels
 - Quarterly Running Records assessment using PM & IPI
 - Reading Data Wall
 - Targeted human resources in reading
 - PD
 - Literacy Block
 - Guided Reading
 - TORCH assessment
 - Rocket Readers intervention



The reading project uses TORCH data to analyse student performance and group students based on specific needs required in reading. The project then links need with pedagogy so that teachers can explicitly teach specific pedagogical strategies to targeted groups. The strategies are:

- 3 person Re-reading
- Vocab Jumble
- QAR
- Making Connections
- Reciprocal Reading



The project is designed for all students in years 3-7 and will run from Semester 2 2011 – end of Semester 1 2012.

Everybody reads at Woongoolba

Classroom leading

Classroom leading

A 'leading' teaching and learning environment is one that provides the atmosphere which encourages and engages students in learning. Bright colours, inspiring quotes and messages on posters, student work and clear management processes all add to create a quality learning area.

At Woongoolba, we believe in establishing a positive environment so that students will have a positive attitude to learning.

This environment includes the clear display of the 7 habits and all related messages so that students develop ownership of their room as well as the initiative.

Classrooms are also organised to encourage differentiated learning with areas for group work and targeted activities.

Classrooms must also encourage excellence by identifying key targets and goals as well as being a safe and secure place for students to feel most comfortable.



Be the leader you can be.

*You have brains in your head
You have feet in your shoes.
You can steer yourself and directions you choose.
You're on your own.
And you know what to do.
And YOU are the one who'll decide where to go...
(Dr Seuss: Oh! The Places You'll Go)*

At Woongoolba State School we are leaders. We believe that all students can develop timeless leadership principles in order to become valued and active citizen's in the 21st century.

Our journey has only begun and each week more ideas and strategies are discussed and implemented in order to strengthen our mission to develop leadership in every child.



We care about each child because each child has an important role to play in the improvement of our school. We talk about targets in terms of 100% as we believe that no child should be left behind, particularly in reading.

While we value the development of relationships we do not walk away from the belief in excellence. Everyone must set targets to improve. Everyone is capable of going one better.

By lowering the threat, don't lower the challenge.

Successful communities, businesses, families etc achieve success through travelling a simple path.

- Purpose: what is the reason for doing what you are about to do. Teachers and students must consider this before embarking on a task or lesson. Without a clear, useful purpose, they may not be a successful outcome.
- Process: How are you going to get there? A goal is only as good as the planning in how you are going to achieve it. Consider quality processes in all you do.
- Outcome: Did you achieve it? Always challenge yourself to see if you have achieved the outcome. If not, re-evaluate and consider your purpose and process.

A leader takes control. A leader takes responsibility. A leader is accountable. A leader works with other leaders to create amazing results.

At Woongoolba, we are leaders.



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