

School plan 2018-2020

Narrandera East Infants School 4214



School background 2018–2020

School vision statement

At Narrandera East Infants School we provide excellence in early learning in a stimulating, caring environment promoting a culture of continuous evaluation to ensure the best practice of quality educational programs. Our staff inspire students to develop a passion for learning and assist students to achieve personal success in all endeavours.

“Excellence in Early Learning through the provision of future focussed educational opportunities ensuring our students thrive as tomorrow’s leaders, workers and citizens.”

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a safe, nurturing learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 57 students. Aboriginal students comprise 23% of students, 2% of students are from a language background other than English and 31% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

At NEIS there is a strong focus on inclusion and student wellbeing that is reinforced through individual learning plans and the delivery of differentiated teaching programs.

All elements of quality teaching are embedded in classroom practice.

Our staff are all experienced and expert teachers who actively engage in professional learning directly linked to personal goals and strategic directions.

The school is supported by the Resource Allocation Model (RAM) equity loading in:

- Aboriginal Background
- Low Level Adjustment for Disability
- Quality Teaching, Successful Students
- Socio-economic Background

School planning process

In Term 3 2017, the planning process for the 2018–2020 school plan commenced with the evaluation of the present school plan. During this period staff, parents and students spent time reviewing current initiatives and practices. Data and evidence was collected from both internal and external sources and analysed to determine areas of strength and areas for development, with ideas for future directions recommended. This included parent, staff and community surveys and focus groups, P & C and staff meetings. The findings were then presented to community members for further reflection. The revised data was used to develop strategies under the 5 P's (Purpose, People, Processes, Products and Practices) to meet the 3 identified 2018–2020 strategic directions. These directions articulate the schools priorities over the next three years in the three areas of the School Excellence Framework, Learning, Teaching and Leading. The directions are future focused and will drive a whole school culture of educational excellence.

The directions are:

1. Creating a positive learning culture
2. Fostering quality teaching practice
3. Promoting effective collaborative leadership

The draft plan was presented to staff on the Term 1 School Development Day of 2018 and to P&C in March 2018. The NEIS School Plan is a working document formulated through a collaborative effort of all stakeholders. It has been designed to drive the future directions of the school and support both the Vision Statement and the 3 Strategic Directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Creating A Positive Learning
Culture

Purpose:

To provide all students with meaningful, effective, future focussed learning experiences through the delivery of a differentiated, personalised and integrated curriculum.

To engage and nurture every child by focussing on their social, emotional and physical well-being allowing them to become more receptive to learning and developing a greater capacity to achieve.

STRATEGIC DIRECTION 2

Fostering Quality Teaching
Practice

Purpose:

To foster a culture of continued school improvement where teachers as leaders are committed to individual and collective learning to meet the needs of every student in an inclusive classroom environment. To build teacher capacity through targeted, professional and evidence –based learning practices to ensure the delivery of explicit, sequential and future focussed learning programs.

STRATEGIC DIRECTION 3

Promoting Effective
Collaborative Leadership

Purpose:

To enhance our collective ability to improve student engagement and learning outcomes through the continual expansion of teaching and leadership capacity. To enable and empower all members of the school community to demonstrate leadership and innovation through a collaborative approach to decision making in all areas of school curriculum, practices and policies.

Strategic Direction 1: Creating A Positive Learning Culture

Purpose	People	Processes	Practices and Products
<p>To provide all students with meaningful, effective, future focussed learning experiences through the delivery of a differentiated, personalised and integrated curriculum.</p> <p>To engage and nurture every child by focussing on their social, emotional and physical well-being allowing them to become more receptive to learning and developing a greater capacity to achieve.</p>	<p>Students</p> <p>Students are empowered to connect, succeed and thrive through engagement in a rich, personalised, future focussed curriculum.</p> <p>Staff</p> <p>Staff will deepen their understanding of child mental health, language development and all aspects of social, emotional and physical well being in order to implement effective learning strategies for communication, awareness and resilience.</p> <p>Leaders</p> <p>School leaders will co-ordinate the development of integrated, inquiry based learning within a future focussed, technology rich environment.</p> <p>Parents/Carers</p> <p>Parents will be empowered through strategies to enhance child well being, communication and learning at home.</p> <p>Community Partners</p> <p>Expertise of community groups and individuals will be engaged to support classroom programs.</p>	<p>Personalised Learning</p> <p>Students use feedback on their learning to identify and articulate their learning intentions and to develop strategies to boost self management, social skills and resilience. This is supported by:</p> <ul style="list-style-type: none"> • ILP's /PLAN • Formative self assessment strategies. <p>Future Focussed Learning</p> <p>Students are guided, encouraged and provided with opportunities to be future focussed learners through:</p> <ul style="list-style-type: none"> • STEAM • Technology • Visible Learning • Flexible learning spaces <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Progress reports twice a term in PLAN and on milestones • Review and evaluation strategies • Staff, student and parent survey data • TEN/LaST/Teaching Programs • Learning Intentions and success criteria 	<p>Practices</p> <p>Students can identify and articulate "learning intentions". Learning intentions and success criteria are evident in all classrooms.</p> <p>Student health and well-being issues are identified and supported by staff, parents and community to create and sustain a positive learning environment.</p> <p>Future focussed learning is driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programming and reporting.</p> <p>.</p> <p>Products</p> <p>A school differentiated curriculum exists that enables every child to connect and succeed in an intellectual, social, emotional and physical level.</p> <p>A child centred learning environment is supported by future focussed, inquiry based technology rich learning experiences.</p>
Improvement Measures			
<p>All students demonstrate growth in their ability to identify and articulate learning intentions and the importance of maintaining a healthy lifestyle.</p> <p>All students will achieve success through differentiated, future focussed, personalised learning.</p>			

Strategic Direction 2: Fostering Quality Teaching Practice

Purpose	People	Processes	Practices and Products
To foster a culture of continued school improvement where teachers as leaders are committed to individual and collective learning to meet the needs of every student in an inclusive classroom environment. To build teacher capacity through targeted, professional and evidence –based learning practices to ensure the delivery of explicit, sequential and future focussed learning programs.	Students Students will monitor their own learning and provide feedback to teachers about the effectiveness of instruction	Provide systematic, personalised professional learning that is relevant, future focussed evidence based and aligned with individual PDP's	Practices Teachers are actively engaged and committed to developing their own capacities and capabilities and their willingness to share expertise.
Improvement Measures All teachers are working towards personalised performance and development goals, reflective of the teaching standards and linked to the current school plan.	Staff Staff will be engaged in differentiated, evidence based professional learning that is purposeful and directly linked to identified school initiatives and student needs.	Engage in high quality professional learning in Literacy and Numeracy learning progressions.	Teachers are committed to developing best practice and actively engage parents to become involved in their child's learning.
All teachers are engaged in professional learning programs linked to their personal goals to further develop teacher capacity.	Staff Staff will maintain accurate records and assessment data in order to evaluate and adjust their teaching strategies to maximise student learning.	Evaluation Plan Program Supervision Performance and Development Plans Professional Learning Evaluations Student Performance Data/PLAN	Products Teacher quality has been enhanced through engagement in high quality, relevant and evidence based professional learning experiences.
	Leaders Leaders will use evidence based data and current research to encourage and seek professional learning opportunities for all staff in order to improve learning outcomes for students.		The school has embedded a collective responsibility for ongoing improvement in teaching practice to ensure student success.
	Parents/Carers Parents will be supported and encouraged to develop their understanding of school programs and their capacity to support student learning at home.		
	Community Partners Strong partnerships will be fostered with external agencies and our Narrandera Community Of Schools Group to deliver relevant and meaningful learning experiences.		

Strategic Direction 3: Promoting Effective Collaborative Leadership

Purpose

To enhance our collective ability to improve student engagement and learning outcomes through the continual expansion of teaching and leadership capacity. To enable and empower all members of the school community to demonstrate leadership and innovation through a collaborative approach to decision making in all areas of school curriculum, practices and policies.

Improvement Measures

All staff are actively engaged in professional learning to strengthen leadership capacity. All students demonstrate growth in leadership capabilities.

80% of parents/carers will become active, collaborative partners in their child's learning.

People

Students

Students will be engaged in leadership experiences and opportunities within their classrooms, school environment and also in representative roles in the wider community.

Staff

Staff as leaders will implement targeted professional learning programs linked to personal goals and the school plan.

Leaders

Leaders will demonstrate instructional leadership and evidence-based practice to improve performance and develop capacity.

Parents/Carers

Parents will be active and supportive partners of all school programs and initiatives.

Community Partners

Strong partnerships will be promoted with community organisations and the Narrandera network of schools to enhance learning opportunities for all students.

Processes

Staff/Student Leadership

Staff and students are provided with many opportunities to develop and demonstrate leadership capacity.

Collaborative Leadership

Staff are given the opportunity to build leadership capacity through improved knowledge of curriculum innovation and compliance practices and targeted professional learning.

Evaluation Plan

- Professional Development Plan (PDP) monitoring and review
- Monitoring of compliance training
- Regular reporting against milestones

Practices and Products

Practices

All staff and students are actively engaged and committed to developing their own capacities and capabilities as potential leaders.

A collaborative approach and responsibility for learning is developed within the school culture where parents and community are active and engaged in their child's education.

Products

Leadership quality is enhanced through engagement in innovative, relevant evidence-based professional learning experiences.

Collaborative partnerships result in a collective responsibility and commitment to student learning and success.