

# School plan 2018-2020

## Nillo Infants School 5128



# School background 2018–2020

## School vision statement

Our school vision statement is:

"Striving towards successful, confident and creative learners."

We provide a stimulating and caring environment where young students get the opportunity to become successful learners, be confident and creative individuals as well as a chance to become active and informed citizens.

## School context

Nillo Infants School is a small K–2 school in Lorn, Maitland. Nillo Infants School promotes equity and excellence based on a foundation of the Early Years Learning Framework that is extended into high quality teaching and learning opportunities and programs. The community is supportive with high expectations for success. Parents elect to enrol their children at Nillo Infants School because of its small size and the school's ability to deliver individualised programs that cater for specific needs with a strong emphasis on leadership and positive recognition of students. Our continued focus is on literacy, numeracy, music, technology and student well-being. There is a strong commitment to ensuring positive outcomes and relationships are achieved by all.

Our community works together to establish a learning environment that is inclusive, welcoming and reflective, which sets up each child to reach his/her potential as they move into their primary years at partner schools.

## School planning process


All stakeholders, students, staff and community, have been consulted to assist in identifying strengths and areas of need and then determining priorities for future planning.

Students, staff and community were provided with opportunities to participate in surveys, discussion forums, P&C meetings and focus group discussions.

Staff and community were informed of reforms and initiatives through newsletters, staff meetings and parent body meetings. This led to the development of three strategic directions for Nillo Infants School for 2018 to 2020.

Work on the milestones continues as staff and community work collaboratively to continue development of the plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Quality Teachers

**Purpose:**

To build a collaborative culture where teachers are activators of learning; have high expectations; are committed to excellence; and continually strive to reflect, maintain and improve on quality teaching practice.



## STRATEGIC DIRECTION 2 Inspired Learners

**Purpose:**

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment. To engage students as future focused learners through a variety of learning experiences and contexts.



## STRATEGIC DIRECTION 3 Wellbeing for all

**Purpose:**

To build a comprehensive and inclusive framework to support cognitive, social, emotional, physical wellbeing which measurably improves individual and collective wellbeing.

# Strategic Direction 1: Quality Teachers

## Purpose

To build a collaborative culture where teachers are activators of learning; have high expectations; are committed to excellence; and continually strive to reflect, maintain and improve on quality teaching practice.

## Improvement Measures

Increasingly collaborative culture creates teachers who are activators of learning.

Evidence of professional learning is increasingly visible in class practice, programming and student assessment data.

Teacher self assessment and reflection is increasingly impacting on programming, assessment and pedagogy.

85% of students achieving at or above expected cluster levels in literacy and numeracy.

## People

### Students

Engage and actively participate by learning through a variety of curricular and extra-curricular programs to achieve our purpose.

### Staff

All staff members are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies to activate student learning.

### Parents/Carers

Participate in forums and meetings to actively engage with child's learning.

### Community Partners

Develop and enhance support networks with local preschools and primary partner schools.

## Processes

### Best Practice

Research and implement best practice to build a reflective teaching culture and quality pedagogy.

### Collaboration

Development of and establishment of key systems and procedures to support high quality collaboration and effective implementation of quality teaching.

## Evaluation Plan

Tell them From Me surveys

Class observations against QTF and Australian Teaching Standards

PDP analysis

Program checks

Individual meetings

Internal school data

Self reflection

Analysis of collaborative practice from staff meeting minutes

L3 and TEN staff evaluations

Progressions

## Practices and Products

### Practices

Staff collaborate to share expertise and develop a deep understanding of syllabus documents.

Staff are committed to and confidently use evidence based teaching practises to enhance student outcomes

Staff will reflect upon their learning and how this is implemented in the classroom.

Ongoing professional learning collegial support and implementation of targeted literacy and numeracy programs will occur

### Products

As a result, staff will collaborate to gain knowledge, share expertise and develop and implement best practice.

Teaching and learning programs will be driven by student data and differentiated to meet individual needs

Professional goals of staff are linked to the Standards and the 2018–2020 school plan

# Strategic Direction 2: Inspired Learners

## Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment. To engage students as future focused learners through a variety of learning experiences and contexts.

## Improvement Measures

Students are aware of their personal learning goals and will recognise when they have achieved them.

Students will demonstrate an increasing ability to be problem solvers, independent and self reliant.

Future focused learning strategies are increasingly evident in all class contexts.

## People

### Students

Students will be engaged in learning experiences that are purposeful and successful. They will feel empowered in their learning and be able to confidently reflect on their achievements and goals

### Staff

Develop a deeper understanding of differentiation of the curriculum in order to best meet individual learning needs.

Staff know their students and positively promote strengths and self-esteem.

### Parents/Carers

Parents/ carers are informed of their child's learning needs and given opportunities to support them in partnership with the school.

### Community Partners

Active engagement of community members with relevant skill sets.

## Processes

### Effective Students

Research, design and deliver learning experiences that are create students who are problem solvers, self reliant and independent learners.

### Future Focused Students

Students determine own learning goals to become more self-directed learners and reflect future focussed learning practices..

## Evaluation Plan

### PLAN data

Internal and external data

TEN data

Classroom observations

Program evaluations

Staff, student and parent surveys

## Practices and Products

### Practices

From now on Progressions will map student progress every term.

From now on Data collection for L3 and numeracy strategies will be collected every five weeks.

From now on, students will have the skills to be problem solvers, independent and self reliant.

From now on, students will demonstrate future focussed learning skills.

### Products

As a result, 85% of students are achieving at or above cluster levels in literacy and numeracy.

As a result, Adjustments to learning are implemented for every student at risk.

As a result, students will be happy, balanced and effective students at Nillo Infants School.

# Strategic Direction 3: Wellbeing for all

## Purpose

To build a comprehensive and inclusive framework to support cognitive, social, emotional, physical wellbeing which measurably improves individual and collective wellbeing.

## Improvement Measures

Parents have an increasing range of skills and understanding to support student wellbeing and resilience, and reduce anxiety.

Reduction in issues related to student wellbeing and anxiety.

Increased knowledge in staff members on strategies to support personal health and wellbeing.

Increased knowledge in staff members on strategies to support personal health and wellbeing in students.

## People

### Students

Display positive behaviours for learning in all settings building resilience and social competence.

### Staff

Develop processes to enhance wellbeing with students, colleagues and community.

### Parents/Carers

Providing opportunities for parents to develop skills and build on social goals for their children.

### Community Partners

To engage community agencies to provide professional learning for all.

## Processes

Research and implement best practice programs to develop a school culture which values positive student wellbeing.

Systematic delivery of whole school programs to build social competence and resilience

## Evaluation Plan

Parent, staff and student surveys

TTFM

Wellbeing data

Class program analysis

School culture evaluations

## Practices and Products

### Practices

From now on, enhanced practices for positive staff wellbeing will be evidenced in increased performance against the School Wellbeing Framework

### Products

From now on, students will use enhanced social skills and demonstrate improved resilience and emotional intelligence, as observed by teaching staff.

From now on, school culture demonstrates an improved sense of collective wellbeing.