

Strategic Improvement Plan 2021-2024

Narrandera East Infants School 4214



School vision and context

School vision statement

At Narrandera East Infants School we aim to provide excellence in early learning through a culture of continual improvement that effectively responds to the social, emotional and learning needs of our students.

School context

Established in 1961, Narrandera East Infants School (NEIS) is a unique Kindergarten to Year 2 school offering students a strong start to their educational journey, within a safe nurturing environment. The school is located on the eastern edge of the township of Narrandera, a thriving rural community in the heart of Wiradjuri Land, alongside the Murrumbidgee River, in the Riverina Region of NSW. The school caters for a diverse and rich range of family backgrounds with a current enrolment of 59 students including 10 Aboriginal students and 8 students from English as an Additional Dialect background.

Through this diversity NEIS has a strong belief that every student is known, valued and cared for through a focus on specific student wellbeing programs, equity and inclusion which is reinforced through proactive processes and differentiated individual learning pathways. The school offers strong cultural, sporting, leadership and extra curricula programs, with close proximity to natural bushland, and community sporting facilities.

The school conducted a situational analysis in consultation with staff, parents, students and the community. Based on the outcome of this process, the school will focus on developing consistent classroom practice informed by effective use of data to maximise learning for all students from a variety of ability ranges. High expectations and strong partnerships across the entire school community will improve student wellbeing which directly leads to improvement in student learning. A focus on evidence based literacy and numeracy programs is also a feature of the school's commitment to improvement.

These focus areas aim at ensuring our school continues to improve and best meet the aspirations of our community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve growth and attainment in reading and numeracy, there will be consistent school-wide practices that monitor and respond, using evidence based strategies, to what individual students know and understand.

Improvement measures

Target year: 2022

The percentage of students in the top two bands in reading for students who were at Narrandera East Infants School before attending Year 3 at Narrandera Public School will increase by 6%.

Target year: 2022

The percentage of students in the top two bands in numeracy for students who were at Narrandera East Infants School before attending Year 3 at Narrandera Public School will increase by 6%.

Target year: 2024

The percentage of students in Year 1 demonstrating improvement in results in the Year 1 Phonics Assessment increase.

Initiatives

Effective Classroom Practice

Teachers will identify, understand and implement the most effective explicit teaching methods in reading and numeracy.

Assessment / Data Skills and Use

School-wide assessment data is consistent, planned, regular, and directly informs teaching practice.

Teachers routinely use a range of formative assessment strategies to inform their teaching and adapt their practice, to meet the learning needs of students.

Learning and Development

Quality teaching practice is supported by explicit systems for collaboration and feedback. Professional learning is aligned to the school plan, and its impact on teaching and student outcomes are evaluated.

Success criteria for this strategic direction

Learning progress for individual students is optimised as teachers ensure the most effective evidence-based explicit teaching practices are employed.

Teachers have a common understanding of knowing how students learn to read and become numerate, and are consistently implementing best practice teaching strategies.

The school uses systematic and reliable assessment information to review, track and provide feedback on individual learning over time and implement necessary changes in teaching.

Teaching programs and assessment processes identify, regularly monitor and review individual student learning needs.

Teachers develop a learning pathway for individual students which they are aware of and can clearly articulate.

There are explicit systems that facilitate professional dialogue, collaboration, modelling of effective practice and the provision of specific and timely feedback.

Evaluation plan for this strategic direction

What has been the impact of supporting teachers to use explicit, evidence based teaching methods on individual student academic success?

How has the full range of assessment strategies improved the teaching and learning cycle within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include, reading and numeracy assessments, work samples, observations, teaching and learning programs, staff Performance Development Plans, peer observation data.

Regular analysis and review of these data sources and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made for the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: SD 2 Wellbeing for Learning

Purpose

In order to support the wellbeing of all students so that they can connect, succeed, thrive and learn, the whole school operates in a strategically proactive and planned approach using evidence informed wellbeing practices.

Improvement measures

Target year: 2022

The percentage of students attending school for greater than 90% of the time will increase by 8%

Target year: 2024

Responses from a school developed survey for students, staff and families show an improvement in understanding of school values and processes that enhance wellbeing.

Target year: 2024

95% of families attend learning based invitations to discuss student progress.

Initiatives

Wellbeing

Our school will, through a planned approach, implement evidence-based student wellbeing programs that support school-wide practices to promote social, emotional and ultimately academic engagement.

The school collects, analyses and uses data to evaluate whole school wellbeing programs and their impact on student engagement.

Individual Learning Needs

There is a collective school and community responsibility for student learning and success. Planning for learning is informed by sound holistic information about individual students wellbeing and learning needs in consultation with parents and carers.

Success criteria for this strategic direction

Improvement in student achievement is in direct correlation to an improvement in wellbeing.

Students, supported by all staff and their parents and carers have self awareness, empathy and the ability to regulate emotions, through a school-wide collective responsibility. Individual Learning Pathways are driven by holistic information in deliberate and regular consultation with parents and carers.

Evidenced based wellbeing programs regularly monitor and review individual wellbeing needs which informs planning for intervention, internal support or linking with external support agencies .

The school learning community has a strong understanding of local Aboriginal culture and an authentic partnership is evident. Students have a strong sense of meaning and purpose and are connected with their cultural background and community in which they live and learn.

Evaluation plan for this strategic direction

What has been the impact of wellbeing strategies employed by the school to enhance students' social and emotional growth?

The school uses external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include student attendance, school based behaviour and engagement data, survey responses, work samples, observations, teaching and learning program adjustments.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made for the future direction, in collaboration with school staff,

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Evaluation plan for this strategic direction

students and community.