

Narrabundah Early Childhood School

Network: South/Weston

Strategic Plan 2018-2022

This page is intentionally left blank.

School Profile

Our school is a learning community that highly values life-long learning and facilitates excellence in student achievement. Our practices focus on enabling all stakeholders to demonstrate our motto: '**Learning Excellence**'.

Respectful relationships form the basis of all interactions at Narrabundah Early Childhood School. We believe in forming genuine partnerships with families and across services in the learning, care and development of children. At NECS we believe that enrolling a child means enrolling a family.

Vision

At NECS we work collaboratively to provide a secure foundation for a community of lifelong learners that enables all members to reach their potential in all aspects of their life.

Mission

Our mission is to create secure, solid foundations from which a lifelong love of learning, curiosity, creativity, and innovation enables the development of compassionate citizens under the umbrella of respect for country, self, family, community and others.

Values

Signature Behaviours:

- Respect for Self
- Respect for Others
- Respect for our Environment

At Narrabundah Early Childhood School we **RISE** above any challenges by showing **Respect**, **Inclusion**, **Safety** and learning **Excellence**.

Beliefs

At NECS we have strong beliefs around how children learn and our role as Educators in this learning.

We believe:

- All children can learn
- We all learn at our own pace
- Everyone is unique and has something to contribute
- Everyone learns differently
- Learning should reflect the diversity of every child
- Environments need to have a variety of spaces so children can be quiet or active
- A variety of resources to support programs is essential
- We all teach differently

As educators we will:

- Inspire others
- Create warm and friendly learning spaces
- Be approachable
- Create positive relationships with families
- Be effective communicators
- Collaborate and share ideas
- Look after ourselves

All children have the right to:

- Learn, love and feel loved
- Laugh
- Feel safe and accepted
- Feel respected
- Have a voice and be valued

School Improvement Planning

Priority One: Improved wellbeing for each child

Student outcomes to be achieved through this priority include: Students are empowered, confident and resilient learners, equipped with skills to succeed in a rapidly changing world.

Wellbeing – Self-awareness and Self-management

- By 2022, 95% of children in year two will demonstrate their ability to negotiate and resolves conflict effectively.
- By 2022, 95% of children will usually or always works towards learning goals.

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*

National Quality Standard – Quality Area focus: *Quality Area 5 - Relationships with children*

Education Directorate Priorities: Demonstrate evidence informed decision making; Foster our learning culture; Invest early; Create schools where each student loves to learn

| | | | | |
|--|--|---|--|---|
| <ul style="list-style-type: none"> • Develop ICT skills to support wellbeing: <ul style="list-style-type: none"> - Making videos of PBL Scenarios - Professional Learning focused on Wellbeing – Kids Matter, PBL, Trauma | Term 1 – Week 6 Term 2 – Week 6 Term 3 – Week 6 Term 4 – Week 6 | Led by Aspiring leader - Cadeyrn Led by Community Coordinator & Aspiring leader - Cadeyrn, | Technology Time to develop Scheduled PLCs to develop PL | -Videos produced to reflect signature behaviors and PBL -PL delivered |
| 1.4. Professional Learning – clearly articulate the expectations of educators working at NECS around wellbeing: <ul style="list-style-type: none"> • Coaching and mentoring – To provide PL, coaching and mentoring in NECS approach that supports social and emotional learning | January 2018 January 2018 | Led by Principal Led by DP and Executive teacher | PLC and administration meeting at beginning of the year Coaching and mentoring plan | -Statement of expectations around wellbeing developed to support all educators -Coaching and mentoring plan in conjunction with Professional Learning plan developed that clearly articulates expectations around social and emotional learning in the classroom and around the school |
| 1.5. Story Park – develop agreed guidelines regarding the use of Story Park and other communication tools to support the social and emotional learning of each child | January 2018 | Led by DP and Executive teacher | | - Communication protocols developed, put in handbooks and shared with community |
| 1.6. Differentiation – use baseline data collated from semester reports to explore, analyse, | | Led by DP and Executive teacher | Access to wellbeing data from semester | Data set for wellbeing collated |

| | | | | |
|---|---------------------------|---|--|---|
| <p>understand, plan, document and report on how to move every child forward in their social and emotional learning.</p> <ul style="list-style-type: none"> • PLC focus • Walkthroughs from peers to provide feedback using Wellbeing as the lens | <p>Week 4/Term 1 2018</p> | <p>with professional learning teams</p> | <p>1 & 2 reports around wellbeing over years</p> <p>PLC meeting to explore specific data</p> <p>Deputy and Executive teacher to provide time for Walkthroughs to occur</p> | <p>Focused PLC meetings to explore wellbeing data conducted and evidence of planning to address needs</p> <p>Educators paired up</p> <p>Timetable developed for walkthroughs</p> <p>Walkthroughs occurring and feedback provided</p> |
| <p>1.7. Feedback</p> <ul style="list-style-type: none"> • Walkthroughs using dialogue from <i>Friendly Schools Plus</i> • Circle Time an active part of every learning space • Bump it up walls in every learning space linked to our rubric to explicitly articulate to children how to move from one grade to the next | <p>Begin Term 2 2018</p> | <p>Led by Executive teacher</p> | <p>PLC time to explore <i>Friendly Schools Plus</i> PL around Circle Time</p> <p>Time to create Bump it Up walls in PLCs</p> | <p>Walkthroughs occurring using <i>Friendly Schools Plus</i> dialogue</p> <p>Circle Time a part of daily routine in every learning space</p> <p>Bump it Up walls in every learning space</p> <p>Children surveyed regarding the feedback they receive</p> |
| <p>1.8. Partnerships</p> <ul style="list-style-type: none"> • Investigate partnerships that support the wellbeing outcomes for our children | <p>Begin Term 3 2018</p> | <p>Community Coordinator with leadership team</p> | <p>Audit of current partnerships</p> | <p>Statement against each partnership stating clear link to our strategic priorities around wellbeing, child</p> |

| | | | | |
|--|--|--|--|---|
| | | | | development and learning across all areas |
|--|--|--|--|---|

Priority Two: Maximize the growth in learning for every child

Student outcomes to be achieved through this priority include:

- Every child will show growth in learning across all six mathematical domains – Number, Algebra, Measurement, Geometry, Statistics and Probability, in oral language, reading and writing
 - By 2022, 95% of children will be at standard / high / outstanding in **speaking** domain of end of year report
 - By 2022, 100% of children reach the **ACT Reading Benchmark** at the end of year two
 - By 2022, 85% of children receive a grade of at standard / high / outstanding in **writing** at the end of year two
 - By 2022, 90% of children receive a grade of at standard / high / outstanding in **Number** at the end of year two
 - By 2022, 85% of children receive a grade of at standard / high / outstanding in **Algebra** at the end of year two
 - By 2022, 95% of children receive a grade of at standard / high / outstanding in **Measurement** at the end of year two
 - By 2022, 95% of children receive a grade of at standard / high / outstanding in **Geometry** at the end of year two
 - By 2022, 90% of children receive a grade of at standard / high / outstanding in **Statistics** at the end of year two
 - By 2022, 85% of children receive a grade of at standard / high / outstanding in **Probability** at the end of year two

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice and Collaborative Partnerships with Families and Communities*

Education Directorate Priorities: Demonstrate evidence informed decision making; Foster our learning culture; Invest early & Create schools where each student loves to learn

| | | | | |
|---|---|---|--|--|
| | | | | |
| <p>2.2 Curriculum Sequenced plan for curriculum delivery using the Australian Curriculum Achievement Standards:</p> <ul style="list-style-type: none"> • Explicit teaching of English and Mathematics • How does Inquiry Learning support English and Mathematics? • Use of targeted resources: <ul style="list-style-type: none"> - BEE Spelling - First Steps - Phonological Awareness - Balanced Literacy Program -Balanced Numeracy Program -Count Me In Too | <p>Oral language – 2018</p> <p>Reading – 2018</p> <p>Writing – 2020</p> <p>Mathematics - 2019</p> | <p>Curriculum team – led by Aspiring leader - Megan</p> | <p>Professional learning workshops</p> <p>New professional texts for staff</p> <p>Budget for new materials and resources</p> | <p>- Scope and sequence from preschool to year two for lesson delivery</p> <p>- Curriculum statements developed to support how Inquiry Learning supports English and Mathematics</p> |
| <p>2.3 Technology</p> <ul style="list-style-type: none"> • Develop videos that support how we teach English and Mathematics at NECS | <p>Beginning of 2019 a suite of videos developed</p> | <p>Aspiring leader / ICT coordinator – Tahlia</p> | <p>Time allocation for Aspiring leader (Tahlia) to develop videos</p> <p>Purchasing of new devices</p> | <p>Classroom observations and feedback reflect use of current learning and teaching pedagogies</p> |
| <p>2.4 Professional Learning - clearly articulate the expectations of educators working at NECS around teaching English and Mathematics:</p> <p>Coaching and mentoring – To provide PL, coaching and mentoring in NECS approach that</p> | <p>Coaching cycles in place at beginning of 2018 and at the beginning of each subsequent year</p> | <p>DP and Executive teacher</p> | <p>Timetabling will include additional teacher release time to enable collaboration and teacher to teacher</p> | <p>Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback</p> <p>Professional Learning plan clearly articulates expectations at the classroom level</p> |

| | | | | |
|--|--------------------|---|--|---|
| supports teaching and learning around English and Mathematical skill and concept acquisition. | | | observation and coaching time | |
| <p>2.5 Story Park Develop agreed guidelines regarding the use of Story Park and other communication tools to support the sharing and development in English and Mathematical skill and concept acquisition for each child</p> | Term 1 2018 | Led by DP and Executive teacher | PLC time allocation to work with teams | <p>Satisfaction data indicates high levels of parental satisfaction</p> <p>Internal tracking demonstrates all staff are effectively using the agreed guidelines</p> <p>Communication protocols developed, put in handbook and shared with the community</p> |
| <p>2.6 Differentiation – Use baseline data collated from semester reports, PM Benchmarks, RENFREW action Picture test and Australian Curriculum Moderation to explore, analyse, understand, plan, document and report on how to move every child forward in their English acquisition and mathematical knowledge, understanding and skill development.</p> <ul style="list-style-type: none"> • PLC focus <p>Walkthroughs from peers to provide feedback using the focus for the annual action plan as the focus:</p> <ul style="list-style-type: none"> - 2018 – Reading & Oral Language - 2019 – Mathematics - 2020 – Writing - 2021 – Mathematics - 2022 – Writing | Week 8/Term 1 2018 | Led by Aspiring leader (Megan) with teams | <p>Access to data.</p> <p>Time allocation for all teachers to collect data.</p> <p>Narrabundah Acceleration Program (NAP) volunteers supported.</p> <p>DP and Executive teacher provide time for walkthroughs to occur</p> | <p>Data sets collated.</p> <p>Focused PLC meetings scheduled to explore data and evidence of planning to address individual student needs.</p> <p>Specific goals in ILPs, IEPs and PLPs to address student needs.</p> <p>Small group intervention program data shows improved learning outcomes for students in identified area.</p> <p>Educators paired up</p> <p>Timetable developed for walkthroughs</p> |

| | | | | |
|---|---|--|---|---|
| | | | | Walkthroughs occurring and feedback focused on strategic priority |
| <p>2.7 Feedback Walkthroughs around specific focus. Individual learning goals for each child Bump it up walls in every learning space linked to our rubric to explicitly articulate to children how to move from one grade to the next in speaking, reading and writing, mathematics</p> | <p>Feedback PL delivered in January / February 2018</p> | <p>Aspiring Leader, DP and Executive teacher</p> | <p>Time in PLC to explore feedback and provide PL.</p> <p>DP and Executive teacher provide time for walkthroughs to occur</p> | <p>PL provided and feedback indicates how teaching practice has changed</p> <p>Educators paired up</p> <p>Timetable developed for walkthroughs</p> <p>Walkthroughs occurring and feedback focused on strategic priority</p> |
| <p>2.8 Partnerships Investigate partnerships that support English and Mathematical skill and concept acquisition for each child</p> | <p>End of 2018 – audit complete</p> <p>Evaluation process developed to show benefit of partnerships to our strategic priorities</p> <p>End of 2019 – all partnerships aligned to strategic priorities</p> | <p>Community Coordinator with Executive team</p> | <p>Part of leadership meetings.</p> <p>On agenda once a term to reflect with Community Coordinator and Principal at weekly meeting.</p> | <p>Documentation indicates formalized agreement with community groups we are partnering with and clear alignment to our priorities.</p> |

Endorsements

School Principal

SIGNATURE

Name: Bernadette Hayes

Board Chair

SIGNATURE

Name: John Norgrove

Director School Improvement

SIGNATURE

Name: Wayne Prowse
