The format for our Site Improvement Plan was developed after extensive review and consultation during 2009. It is intended to reflect the powerful organisational influence that the UNESCO Pillars of Learning have on our site. The Preschool priorities whilst embedded in our plan are also represented separately in the pre-school Quality Improvement Plan. The Governing Council and Student Voice are also represented. The plan combines current site issues with Partnership and DECD priorities to ensure that students, staff and parents at Nairne School have the greatest opportunity for ongoing and significant learning. It puts learning first.

Pillars of Learning in 2016

Learning to Know

Higher standards of learning achievement - DECD priority

- Literacy, Numeracy
- Interactive technologies and learning
- Personalised Learning—adults and children
- Australian Curriculum
- Early Years Learning Framework

Learning to Live Sustainably

Engage children, families & communities in sustainable practice – DECD priority

- Sustainable Learning & Living
- Value of outdoor play
- Kitchen Garden

Learning to Live Together

Improve health and wellbeing, Improve and integrate child safety, engage children, families and community - DECD priorities

- Positive Learning Culture
- Attendance
- Child Protection
- Connecting with community

Each Pillar of Learning is supported by staff, student and parent (Governing Council) Improvement Teams. These teams are responsible for the ongoing implementation of the plans.

Emergent planning processes allow priorities and expectations to be reviewed each term. Evidence is collected throughout the year by Improvement Teams and as a whole staff. This information is used to form the basis for the Annual Report.

“Strong cells organised through cohesive diversity rather than mechanical alignment.” (Sustainable Leadership, Andy Hargraves and Dean Fink 2006)
English, Mathematics, Personalised Learning & ICT

Priorities

- **Mathematics**: Whole school focus. External mentor to support learning. Electronic tracking data base in place. Maths content overview document, materials and student self-assessment remain as priorities. Support Heysen Partnership focus. All staff part of analysing data.
- **Literacy**: Whole school focus “Balanced Literacy Approach”. External mentor to support learning. Spelling remains a priority. All staff part of analysing data.
- **Interactive technologies and learning**: Whole school focus. Integration of ICT across the curriculum. Coordinator to support learning. Increase class based portable devices—iPads and notebooks.
- **Personalised Learning**: Whole school focus. External mentor to support learning. Continue implementing Walker Learning Approach (WLA) strategies.

Expectations

- All school data collection process in place and data on Sentral and Maths Tracking
- Make literacy agreements more public and develop whole school mathematics and ICT agreements.
- Growth orientated targets: Literacy and numeracy 10% increase in upper proficiency bands and 5% decrease in lower proficiency bands.
- 85% of students R-2 at SEA (rec- RRL5+, yr 1- RRL15+, yr 2 - RRL21+)
- All staff see themselves as learners.
- Intervention in literacy and numeracy will support 50+ students/year
- Extend focus on literacy and numeracy to include preschool
- One Plans exist for all aboriginal, GOM and Students with Disabilities.
- Make learning intentions, success criteria and feedback strategies clear for all students

Student Voice

Priorities

- Written application process
- Reporting on school events and new learnings.

Governning Council

Priorities

- Continued promotion and expansion of the LAP programme to 20 volunteers. Lap Packs to be created in literacy and maths.
- Parent, SSO and LAP workshops— maths, literacy, parenting, Sentral.
- Support after school language programme in Japanese, French and Spanish (currently 7 classes)
- Explore options for using IT to gather feedback from parents and communication options

Support Team

Positions

- Principal
- Coordinator in ICT and Learning
- Numeracy Consultant
- Literacy Consultant
- Preschool Consultant
- Walker Learning Consultant
Sustainable Learning & Living

Priorities

- **Recycling**: embed practises including composting, worm farms.
- **Redevelopment**: “D” garden and garden between office and gym
- **Water usage**: Change taps to timer taps, review oval watering, removable vandal proof taps.
- ** Beautification and addition to tree diversity**: landscape pathway near oval, planting around school, replant rm16 garden, rebuild rock wall near pizza oven, add plantings to Seniors/library verandah areas
- **Enhance**: Plan and develop outdoor play environments, OSHC, cricket nets upgrade, design, build new playground facilities between hard court and cricket nets, research musical play equipment.
- **Training and documentation**: data collection from solar panels. N.R.M school planner.
- **Future**: consult regarding development of back paddock with school community

Expectations

- All classes involved in environmental initiatives and classes encouraged to manage a project. Continue mini working bee strategy.
- Environmental initiatives are communicated to the community
- Maintain garden beds and colourful pots
- Staff make links with environment and curriculum eg. science, maths and art.
- Continue supporting—Nude Food days, butterfly garden, chicken coop, gym garden

Student Voice

Priorities

- Nude Food
- Recycling Programs
- Biodiversity plantings
- Energy use monitoring
- Nature Play Development

Governating Council

Priorities

- Support mini working bees
- Support research and building of chicken coop
- Support canteen and development of ‘Kids Kitchen’.
- Assist with the planning and development of outdoor play spaces
- Ideas for buffer zone adjacent to preschool and plant native trees
- Discuss uses for back paddock
- Assist with continued revegetation of forest/yard areas

Kitchen Garden & Kids Kitchen

Priorities

- Kitchen / Butterfly Garden SSO role continues to expand allowing opportunities for students to be involved in growing, cooking and eating fresh food using garden and kids kitchen
- Monitor planting cycle for kitchen garden beds, encourage classes to be involved in garden programmes.

Expectations

- All classes involved in either germination, propagation growing, composting, harvesting, food preparation and/or eating produce from garden and prepare meals with produce from the garden.

Preschool

Priorities

- Continue strong emphasis upon the value of outdoor play.
- Introduce art and sculpture into play areas
- Further develop a garden play space around the new preschool to encourage children’s positive interaction with the natural environment
- Continue “litter free” lunches everyday

Support Team

Positions

- Deputy Principal
- Kitchen / Butterfly Garden SSO
- Grounds person
Learning to Live Together

Positive Learning Culture

Priorities
- Maintain behaviour expectations and behaviour learning based on proactive, positive and restorative practices.
- Student voice will actively influence the school culture.
- Explicit grievance procedures and anti-bullying policy.
- Positive psychology is highlighted through the Virtues Project and is embedded in all aspects of school
- Increase understanding and acceptance of our multicultural community
- Implement the Aboriginal education strategy
- Engagement in learning
- Communicate with our community

Expectations
- Staff familiar with Aboriginal strategy
- Engagement in global activities
- Teachers are self-reflecting and modifying practice to increase engagement
- Staff practice restorative, logical and proactive practices to support students to develop relationships and increase engagement.
- Policies and procedures are available to all families on website
- Reduction in number of students reporting harassment or bullying.
- Engagement in global activities (Harmony Day, Peace Day)

Student Voice

Priorities
- Anti-bullying
- Welcome to new families
- Connections with others
- Connecting to charities and local community

Governing Council

Priorities
- Promote Parent Network meetings
- Parent workshops
- Connect with staff and student voice groups

Attendance

Priorities
- To develop practices which support regular attendance patterns for students.

Expectations
- Attendance policy will be reviewed annually
- Report to Governing Council twice a year
- Analyses of data presented to leadership twice a term and a summary reported to staff
- Achieve State attendance target of 94%
- Aboriginal children, Guardianship children and children identified with severe attendance concerns will have a “One Plan”.
- Regular communication with community about importance of on time and regular attendance
- Communicate with our community

Child Protection & Cybersafety Curriculum

Priorities
- Staff planning and implementing curriculum
- Students participating in workshops and increased understandings
- Development of Parent Network and PIE grant
- SMART training for all staff on site

Expectations
- Child protection curriculum is programmed weekly and integrated across the curriculum.
- Cybersafety linked to child protection.
- SMART plans developed for STAR (students at risk)

Preschool

Priorities
- Connecting with community—regular family events, shared play space with the JP, transition programme, playgroup
- Virtues project (P-yr7)
- Child protection

Support Team

Positions
- School Counsellor
- Professional Support Worker
- Summit Health
- Common Approach Co-ordinator