Nairne School
Preschool-7
Improvement Plan
2014-2015

Learning To Live Together

Learning To Live Sustainably

Learning To Know
This format was developed after extensive review and consultation during 2009. The preschool priorities are embedded in the plan but are also represented separately in the preschool QIP. In addition our Governing Council and student leadership 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 2015

Learning to know: (Every child will make progress every term. Regional priority)
- Literacy, Numeracy
- Interactive technologies and learning
- Personalised Learning—adults and children
- Australian Curriculum
- Early Years Learning Framework

Learning to Live Sustainably: (A successful and sustainable organisation: DECD priority)
- Sustainable Learning & Living
- Kitchen Garden
- Value of Outdoor play

Learning to Live Together: (Connecting with community: DECD priority)
- Positive Learning Culture
- Attendance
- Child Protection
- Connecting with community

Each Pillar of Learning is supported by an Improvement Team which is 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 Hargreaves and Dean Fink 2006)
Learning to Live Together

Positive Learning Culture

Priorities:
- Develop a staff culture that base behaviour expectations and learning on proactive and restorative practices.
- Student voice to ensure it is actively influencing the school culture
- Use explicit grievance procedures and anti bullying policy
- Positive psychology through the Virtues Project is embedded in all aspects of school structure and practice

Expectations:
- All staff practise restorative, logical and proactive practices that support students to develop strong relationships and encourage engagement in learning.
- Policies and procedures are available to all families on website
- Reduction in number of students reporting harassment or bullying

PRESCHOOL

Priorities:
- Connecting with community- regular family events, shared play space with the JP, transition programme, playgroup
- Virtues project
- Child protection

Student Network Meetings

Eg Mark LeMessieur, Autism SA

Students – L2LT

- Anti-bullying
- Welcome to new families
- Kids feeling connected

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

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)

School counsellor:
- Mentor CPSW
- Support and embed student voice structure
- Support choir
- Working across preschool– year 7
- Support engagement programmes including lunchtime clubs

Attendance

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

Expectations:
- Attendance policy will be reviewed annually
- Reporting to Governing Council (wk 3 tm 2.4)
- Analyses of data presented to leadership twice a term and a summary reported to staff
- Achieve State attendance target of 93%
- Aboriginal children and children identified to the Regional Attendance Officer will have a “One Plan”.
- Regular communication with community

Governing Council – Learning to Live Together

Advertise/promote
Parent Network meetings
Eg Mark LeMessieur, Autism SA

Students – L2B

- Positive school culture
- Develop school leadership
- Develop feedback

Preschool

Priorities:
- Connecting with community – regular family events, shared play space with the JP, transition programme, playgroup
- Virtues project
- Child protection

Students – L2LT

- Anti-bullying
- Welcome to new families
- Kids feeling connected
English, Mathematics, Personalised Learning and ICT

Priorities:
- **Mathematics**: Whole school focus. External mentor to support learning for all staff and students. Electronic tracking document linked to the Aust. Curriculum is used by all staff. Explore use of associated planning document, materials and student self assessment.
- **Literacy**: Whole school focus “Balanced Literacy Approach”. External mentor to support learning for all staff and students.
- **Interactive technologies and learning**: Whole school focus. Integration of ICT across the curriculum. Coordinator to support learning for all staff and students. Increase class based portable devices—ipads and notebooks. Explore Weebly’s, Scootle, Online NAPLAN
- **Personalised Learning**: Personalised learning approach for all teaching staff. Continue exploring potential for students. Use Walker Learning Approach as basis for our work preschool—year 7

Expectations:
- Agreed whole school data collection process in place and data recorded on Central and Maths Tracking.
- Make whole school literacy agreements more public
- Develop whole school mathematics agreements using same framework as literacy
- Develop whole school ICT agreement.
- Growth orientated targets: Literacy and numeracy 10% increase in upper proficiency bands and 10% decrease in lower proficiency bands.
- Literacy: 82% above level 10 by end yr 1, 78% above level 20 by end yr 2
- All staff see themselves as learners.
- Intervention in literacy and numeracy will support 50+ students/year
- One Plans exist to support all aboriginal, GOM, Students with Disa

PRESCHOOL

Priorities:
- Early Years Learning Framework
- Incorporate ‘Belonging, Being & Becoming’ in Preschool planning, practise and review.
- Implementation of the National Quality Standards.
- Utilising the ‘Relate, Respond, Reflect’ document.

Governing Council – Learning to Know

Priorities:
- Promotion and expansion of the LAP programme
- Parent workshops— maths, english, parenting
- Coordinate after school language courses in Japanese and French and explore other options
- Explore options for using IT to gather feedback from parents and communication options
- Install new IT student management system across the school

Student Voice - L2K

- reporting on school events and new learnings.

- Coordinator in ICT and Learning
- Maths mentor
- Literacy mentor
Learning to Live Sustainably

Sustainable learning and living

Priorities:
- **Recycling**: embed practises and incorporate new models: composting, worm farms.
- **Focus school**: Sustainability Focus School and share practises
- **Water usage**: Keep changing taps to timer taps.
- **Community**: Planting projects with council—Trees for Towns, Trees for Life.
- **Beautification and addition to tree diversity**: pathway near oval, planting around school
- **Audits**: Energy audit to collect usage data.
- **Enhance**: Plan and develop outdoor play environments.
- **Training and documentation**: staff and students data collection from solar panels, N.R.M school planner.
- **Future**: discuss and consult regarding development of back paddock

Expectations:
- All classes involved in environmental initiatives and classes encouraged to manage a project.
- Environmental initiatives are communicated to the community: Nairne News, Courier, newsletters, website
- Staff make links with environment and curriculum areas e.g. science, maths and the arts.
  - New initiatives are supported—Nude Food days, butterfly garden, chicken coop

PRESCHOOL: priorities
- Continue to develop a stronger 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

Kitchen Garden and Kids Kitchen

Priorities
- “Gardenista” role continues to expand allowing for opportunities for many students to be involved in growing, cooking and eating fresh food
- Implement Sustainability and Education School Planner
- Develop planting cycle for kitchen garden beds
- Support SSO role for garden and kids kitchen
- Promote kitchen garden programme on “Eat Right Be Active” website.

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

Governering Council - Learning to live Sustainably

- Support working bees—small and whole school
- Support research and building of chicken coop
- Support canteen & 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

Student Voice—L2LS
- Energy reduction
- Energy saving strategies for students

Sally “gardenista”
Wally Groundsperson

Governing Council