Prospectus 2012 - 2015

...endeavour...achievement...sustainability...thoughtfulness...
Welcome to East Narrogin Primary School

East Narrogin, established in 1963, is vibrant and exciting, with visitors often struck by the friendliness and confidence of our students. Nestled in the country town of Narrogin, our school is renowned for providing a welcoming, caring and stimulating learning environment, with a focus on high standards. We are guided by our motto – Endeavour, Achievement, Sustainability and Thoughtfulness.

As an independent public school, East Narrogin recognises the active and important roles of our parents, Parent and Citizen Association and School Board and acknowledges our school community’s trust and faith in the collective expertise and capacity of our school community to forge our own direction and adapt to a changing world.

The success of our whole school approaches in addressing the particular learning needs of our students has resulted in a National Literacy Award in 2007 and being awarded Literacy School of the Year at the 2010 Western Australian Education Awards.

We apply these whole school stairway approaches to all learning areas, to ensure our children acquire the essential knowledge, skills, understandings and values for learning steadily over their schooling, through systematic and targeted teaching.

School priorities in Literacy, Numeracy, Pastoral Care and Developing Community are supported by an experienced and dedicated team of teachers and school support staff. Specialists in literacy, numeracy, library, languages (Indonesian), physical education and the arts, also enhance our curriculum delivery.

Our Pastoral Care approaches support students to achieve their academic potential through development of the whole child and are supported by specific programs in student leadership and resiliency within a safe, accepting school environment. Our students are continually commended on their application of these skills during whole school events and special days.

We are fortunate to have wider community support for school programs and will continue to seek further opportunities to develop quality partnerships to maximise the learning of each student in our care.

“A s a parent of two students, a S chool B oard and P & C member, I frequently volunteer in classrooms and teach as a relief teacher in the school. The standards of teaching and learning and the dedication of all staff members to continue to improve and assist their students to reach their potential are very impressive. I am very confident that our School Community makes decisions that provide the best outcomes for our students.”

East Narrogin Primary Parent

Our Vision

At East Narrogin Primary School we are committed to achieving the highest possible outcomes, social and academic, for all students in our care.

Our Mission

Through a culture of shared, affirming school leadership, collaboration and reflection, we aim to provide the most appropriate learning programs within a positive and stimulating environment, to allow all students to achieve their full potential. We encourage a life-long respect for learning, value cultural differences and foster resilience and the ability to adapt to change.

Our Ethos

The East Narrogin school community includes staff, students, parents and caregivers, families and people connected to the school. We are committed to working together and acknowledge that:

★ Families are the first and continuing educators of their children;
★ Families and schools want the best for their children and we share the responsibility for each child’s learning;
★ All children have the right to reach their full potential and can succeed when provided with appropriate opportunities to learn;
★ The school community values quality teaching, respects teachers’ professional expertise as well as the expertise of community members;
★ The school community values and respects differences and can use these to work together with a focus on two-way communication; and
★ Student motivation and learning is improved when schools and families work together.
Our Beliefs

We believe that students learn best when:

- Their individual differences and learning styles are taken into account;
- Learning is meaningful, relevant and connected to their own experiences;
- They have their basic needs met, have the appropriate resources and are ready to learn;
- The learning environment is safe and they are supported to have a go and try new things;
- They can use their five senses to investigate and discover and can experience and practise what they are expected to learn;
- They are interested, engaged and motivated and know what is expected of them in their learning; and
- They are encouraged and supported in their learning by their families.

We believe that the best teaching:

- Starts with the needs of each child and builds on prior knowledge with well-paced and sequenced activities;
- Is best supported by whole school approaches to learning, using common language and teaching strategies across all years of schooling;
- Occurs when teachers are supported in their own learning and motivated to improve their practice through exposure to best practice and latest research;
- Involves students in real-life applications of their learning in culturally appropriate and relevant contexts;
- Uses a range of activities, experiences and resources to make learning interesting and fun;
- Scaffolds and supports students in their learning so that they achieve success and gain confidence to work independently;
- Uses a range of different teaching strategies according to students’ needs and appropriate to the learning context;
- Involves modelling and demonstrations when explicit teaching is required;
- Involves play, social interaction and collaborative activities to allow students to learn from and with others; and
- Occurs in a well-managed, safe environment with clear boundaries where teachers have high expectations of their students.

“Over the past seven years I have had the opportunity to see East Narrogin make significant positive change... the staff have become highly collaborative and self-driven to provide learning programs that best meet the needs of all students. The school community have been informed and involved in ‘whole school approaches’, which has been critical to the success of these strategies.”

East Narrogin Primary Parent and Teacher
Our Objectives and Focus Areas

1. To improve and strengthen community relationships with the intention of all stakeholders being active supporters of school programs.
2. To provide a safe, nurturing and inclusive learning environment focusing on the development of the whole child to ensure equitable access to learning programs.
3. To improve student performance in literacy achievement to better that of performance of students in statistically similar schools.
4. To improve student performance in numeracy achievement to better that of performance of students in statistically similar schools.

The East Narrogin Primary School community have identified four focus areas fundamental to the achievement of these objectives. These will be addressed through a number of proactive strategies over the next four years.

DEVELOPING COMMUNITY

Improvement Targets

* By 2015 to increase parent involvement in the school by 20% (as monitored by the Passport program);
* By 2015 to have representation from all families at key whole school reporting and celebration events: Term1 Parent Interviews/Class meetings; Term 3 Learning Journey and Term 4 Book Awards presentations;
* By 2015 survey of school community indicates 85% of respondents ‘agree’ or ‘strongly agree’ that East Narrogin Primary is successful in fostering a positive school identity, and involves and communicates effectively with parents;
* Complaints management data indicates parent satisfaction with the school management of parent complaints;
* By 2015 increase student enrolment so that in 2015 when Year 7s are accommodated into high school, enrolment remains stable (2012 enrolment is 275).

Major Strategies and Milestones

Whole school special events and programs

* Maintain and encourage registration in the Passport for Parent Participation Program, to acknowledge and encourage parents and family involvement in school activities;
* Utilise Passport Coordinator to coordinate passport tracking and distribution of East Narrogin dollars, and maintain communication with the school community;
* Provide 0-4 Program, to support families to prepare their children for school, to be self-funded by the school by 2013;
* Promote school-based Community Centre as a venue for Pastoral Care and community support programs;
* Coordinate whole school events to be family friendly, encouraging joint participation by community members and students;
* Actively encourage community participation in projects/activities to improve the school environment; and celebrate reconciliation and cultural diversity, i.e. Sustainable Schools program, PALS Arts projects, NAIDOC;
* Provide whole school showcase events: Class Assemblies, Book Award Presentation, Year 7 Graduation, Learning Journey;
* Provide Student Leader Program, involving weekly training in leadership skills, with roles and responsibilities shared amongst all Year 7 students, with opportunities for these to be showcased in the wider community – to be extended to all Year 6 students by 2014.

Communication and promotion strategies

* Utilise a variety of communication strategies to promote school programs and events to the school and wider community – fortnightly newsletters, home visits, student written personal invitations, P&C and School Board reports;
* Maintain website to increase community access to information about school programs and events;
* Utilise Promotions Officer to manage publicity and promotion of school programs and events to the wider community;
* Developing Community Team members to liaise with School Board and P&C in coordination of whole school events (i.e. fundraising, busy bees, promotion, celebration);
* Maintain school involvement in community events to showcase and promote our school to the wider community (i.e. Narrogin Show, Spring Festival).

Professional learning and capacity building

* Develop capacity of School Board through active participation, training and support;
* Provision of parent support programs as part of Community Centre program;
* Maintain provision and support for teachers to be up-skilled in using school website and managing content.

Resources

* Regular School Board meetings to monitor business plan and consider future directions;
* Regular meetings of Developing Community Team to monitor community satisfaction and success of communication and promotion strategies.
**PASTORAL CARE**

**Improvement Targets**

- By 2015 have 90% of students achieving C grade or above in Health outcomes (Self-management and Interpersonal Skills) as demonstrated application of resiliency skills taught as part of the Health curriculum;
- By 2015 student survey indicates 80% of respondents ‘strongly agree’ that East Narrogin Primary is successful in behaviour management, school perception, bullying and inclusivity;
- By 2015 have improvement in student behaviour so that 100% of students achieve Good Standing on a regular basis (at least 7 out of 8 times);
- The school suspension rate is maintained or improved from 2011 level of 7.8%;
- By 2015 overall attendance to exceed state average, with 80% of students in the ‘regular’ attendance category;
- By 2015 overall attendance of Aboriginal students to exceed state average, with 60% of students with ‘regular’ attendance.

**Major Strategies and Milestones**

**School structure and special programs**

- Maintain and refine Pastoral Care Policy as a holistic approach to provide integrated support in the three domains as referenced by the *Health Promoting Schools Framework* (World HO), i.e. Curriculum, teaching and learning; School organisation, ethos and environment; and Partnerships and services;
- Provide a formalised whole school approach to Health Plan with reference to school policies: *ENPS Road Safety Guidelines*; *ENPS Drug Education Guidelines*; *ENPS Sun Protection Policy*; and *ENPS Healthy Eating and Physical Activity Policy*;
- Achieve Gold level targets, using the *Changing Health, Acting Together* (CHAT) model of school engagement, as the final stage of implementation of whole school approach (Health Plan) to resilience, drug and road safety education, by 2015;
- Utilise *Learning Support Coordinator* to coordinate staff professional development and interagency support for identified students with learning needs, and assist classroom planning and case management; in particular developing and monitoring individual and group education plans, focusing on appropriate second wave and third wave teaching within the literacy or numeracy block structure, with reference to *ENPS Literacy Block Policy*;
- Establish Behaviour Committee to coordinate review of school Behaviour Management Policy and audit existing approaches to ensure practices are inclusive, restorative and well-understood by the whole school community;
- Utilise Pastoral Care team to coordinate and provide special programs, mentoring and opportunities for building healthy relationships for individuals and groups of targeted students with social and emotional needs (i.e. *School Chaplaincy Program, School Volunteer Program, Breakfast Club, Rainbows Program*) as well as support classroom teachers to monitor Attendance Plans for identified students.

**Focus classroom strategies**

- Utilise *ENPS Scope and Sequence* charts in Resiliency, Drug Education and Road Safety to inform classroom teaching;
- Provide explicit teaching of values/resiliency skills through Health contexts: Sun Protection, Healthy Eating, Protective Behaviours, Drug Education and Road Safety;
- Explicit teaching of target behaviours as supported by Good Standing Policy to articulate expectations of student behaviour and appropriate incentive programs to acknowledge and support active citizenship;
- Maintain daily Breakfast Club program as incentive for student attendance and engagement.

**Parent/community links**

- Incorporate *Smart Steps* into 0-4 Program to support parents to model safe behaviours and decisions in the road environment for young children;
- Coordinate special days, forums and opportunities to support healthy concepts, and showcase student learning in Health curriculum to community;
- Maintain communication with community on aspects of Pastoral Care plan through regular updates, newsletters, and committee involvement;
- Maintain Passport system as incentive for student attendance and parent involvement in school programs.

**Professional learning**

- Health Committee to attend SDERA forums/professional learning to enhance leadership in implementing school Health Plan;
- Health Committee to lead staff in developing assessment tasks, sharing and reviewing whole school approaches;
- Behaviour Committee to undertake training in *School-wide Positive Behaviour Support*, and then support staff to be up-skilled in whole school approaches to behaviour management as required.

**Resources**

- Continue to use *Challenges and Choices* as prime source to support teaching of resiliency concepts;
- Trial and consolidate classroom resource kits to support Health curriculum;
- Regular meetings of Pastoral Care Team to ensure regular communication and coordinated case management for students at risk;
- Utilise Community Centre as Pastoral Care activity base;
- Regular meetings of Behaviour Committee to monitor whole school behaviour management approaches.
LITERACY

Improvement Targets

- To achieve NAPLAN results that are above those of statistically similar schools in all literacy areas – Reading, Writing, Spelling, Punctuation & Grammar, from 2012 – 2015;
- By 2015 show an increase in the number of students in the top 20% and a reduction in the number of students in the bottom 20% when compared to 2012 NAPLAN data for Reading, Writing, Spelling, Punctuation & Grammar across all year groups;
- By 2015 have 80% of students identified through pre-primary on-entry assessment as ‘needing support’ in 2012 to achieve at least minimum standards in Year 3 NAPLAN Reading;
- By 2015 have 100% of students identified through pre-primary on-entry assessment as ‘achieving all tasks’ in 2012 to achieve at least national average in Year 3 NAPLAN Reading;
- Show a 5% improvement in the school mean in NAPLAN Reading, Writing, Spelling and Punctuation & Grammar performance from 2012 – 2014 for the Year 3 (Yr 3-5) and Year 5 (Yr 5-7) cohort;
- By 2014 have 75% identified Year 4 students in 2012 achieving the D grade in English, to have increased to a C grade in Year 6;
- By 2015 have 60% of Year 5 and 7 students achieving above state WAMSE Society and Environment Test Standard;
- Show a 5% improvement in the school mean in WAMSE Society and Environment from 2012 – 2014 for Year 5 (Yr 5-7) cohort.

Major Strategies and Milestones

School structure and special programs

- Implement the Australian Curriculum: English by 2014, and Australian Curriculum: History by 2015, according to ENPS Teaching and Reporting Schedule 2012 – 2015, working through stages – familiarisation, identifying gaps, developing and trialing units of work, consolidation and embedding;
- Provide a formalised whole school approach to integrated Literacy Block structure (incorporating Gradual Release Model of Responsibility in use of teaching strategies i.e. modelled, shared, guided, independent reading and writing);
- Utilise literacy teaching and support model (identifying first wave, second wave and third wave teaching – within the literacy block structure as referenced by ENPS Literacy Block Policy);
- Utilise literacy teacher/s for modelling and coaching support in whole school approaches (through Gradual Release Model); and planning, monitoring and teaching support across the school with emphasis on the early childhood;
- Utilise support staff (ATAS tutor and education assistants) for in-class and small group support for identified students at risk – second and third wave teaching;
- Provide alternative literacy program (CCALS) for identified students from years 3-7;
- Maintain partnership with the Literature Centre – authors in residence and viewing workshops to support focus on literature (Australian Curriculum).

Focus classroom strategies

- Consolidate and review literacy stairway (common language and approaches) and identify where support is required for new teachers;
- Maintain implementation schedule for introducing new teaching approaches, strategies and resources – investigation and trial in selected classes; whole school or phase implementation; consolidation; embedded practice and review;
- Focus on strategies to improve teaching of reading comprehension, spelling, and language conventions across the school;
- Focus on common tools and approaches to teaching of narrative and persuasive writing (with reference to ENPS Text Form Stairway);
- Implement common approach to the introduction and systematic teaching of phonics and the development of phonological awareness in the early childhood by 2013;
- Maintain systematic teaching of inquiry process across whole school (ENPS Research Stairway);
- Maximise the use of technology (through Interactive Whiteboards) as a teaching resource and to access digital learning material to enhance and support curriculum delivery.

Professional learning

- Continue to host and coordinate the Great Southern Schools Network Literacy hub to develop teacher literacy leaders in network schools to implement the Australian Curriculum;
- Maintain provision and support for all staff to be up-skilled in whole school approaches;
- Schedule regular sharing and time to review whole school approaches.

Parent/community links

- Strengthen and encourage parent and family support of whole school home reading program;
- Provide opportunities for students to showcase their literacy skills to the whole community and experience real-life literacy application through incursions and excursions.

Resources

- Continue to use First Steps Reading and Writing as prime source for teaching strategies and planning approaches;
- Trial and consolidate resources to support spelling and reading comprehension to implement whole school by 2013;
- Regular meetings of Literacy Team to review, investigate, maintain and update literacy resources.
**NUMERACY**

**Improvement Targets**
- To achieve NAPLAN results above those of statistically similar schools in Numeracy, from 2012 – 2015.
- By 2015 show an increase in the number of students in the top 20% and a reduction in the number of students in the bottom 20% when compared to 2012 NAPLAN data for Numeracy across all year groups.
- By 2015 have 80% of students identified through on-entry assessment as ‘needing support’ in 2012 to achieve at least minimum standards in Year 3 NAPLAN Numeracy.
- By 2015 have 100% of students identified through on-entry assessment as ‘achieving all tasks’ in 2012 to achieve at least national average in Year 3 NAPLAN Numeracy.
- Show a 7% improvement in the school mean in NAPLAN Numeracy performance from 2012 – 2014 for the Year 3 (Yr 3-5) and Year 5 (Yr 5-7) cohort.
- By 2014 have 80% identified Year 4 students in 2012 achieving the D grade in Mathematics, to have increased to a C grade in Year 6.
- By 2015 have 50% of Year 5 and 7 students achieving above state WAMSE Science Test Standard.
- Show a 7% improvement in the school mean in WAMSE Science from 2012 – 2014 for Year 5 (Yr 5-7) cohort.

**Major Strategies and Milestones**

**School structure and special programs**
- Implement the *Australian Curriculum: Mathematics* by 2014, and *Australian Curriculum: Science* by 2015, according to ENPS Teaching and Reporting Schedule 2012 – 2015, working through stages – familiarisation, identifying gaps, developing and trialing units of work, consolidation and embedding;
- Provide a formalised whole school approach to Numeracy Block structure, incorporating the following progression of strategies: mental calculation starter, whole class focus (modelled), activity (guided), independent work, and plenary (maths journal);
- Utilise numeracy and science teacher/s for modelling and coaching support in whole school approaches (through *Gradual Release Model of Responsibility*); and planning, monitoring and teaching support across the school with emphasis on the early childhood;
- Utilise support staff (ATAS tutor and education assistants) for in-class and small group support for identified students at risk.

**Focus classroom strategies**
- Develop numeracy stairway (common language and approaches) to embed agreed whole school approaches;
- Maintain implementation schedule for introducing new teaching approaches, strategies and resources – investigation and trial in selected classes; whole school or phase implementation; consolidation; embedded practice and review;
- Focus on strategies to improve teaching of mental calculation and problem solving;
- Utilise problem solving approaches, maths investigations, and cooperative learning in maths teaching;
- Utilise classroom sets of manipulatives, measurement and problem solving resources to support hands-on learning of maths concepts (concrete to abstract);
- Develop Scope and Sequence charts for: maths language and terminology; techniques for mental calculation; and problem solving strategies by end of 2013;
- Utilise the investigation planner, 5Es instructional model and cooperative learning teams to structure science investigations;
- Employ science journals and word walls to promote development of scientific language;
- Maximise the use of technology (through Interactive Whiteboards) as a teaching resource and to access digital learning material to enhance and support curriculum delivery.

**Professional learning**
- Numeracy and science specialists to attend the Great Southern Schools Network Numeracy and Science hubs to enhance numeracy and science leadership in implementing the *Australian Curriculum*;
- Maintain provision and support for all staff to be up-skilled in whole school approaches;
- Schedule regular sharing and time to review whole school approaches.

**Parent/community links**
- Promote maths and science learning to parents through assemblies, newsletters, learning journey and community Maths and Science Celebration Days;
- Provide opportunities for students to showcase their numeracy skills to the whole community and experience real-life numeracy application through incursions and excursions.

**Resources**
- Continue to use *First Steps Number; Measurement; Space; and Chance and Data* as prime source for teaching strategies and planning approaches;
- Utilise ENPS Scope and Sequence for use of *Primary Connections* resources to support *Australian Curriculum: Science* implementation;
- Regular meetings of Numeracy Team to review, investigate, maintain and update maths and science resources.
Our Whole School Community Expectations

At East Narrogin we are committed to working together as a whole school community to achieve the very best for our students. We have developed a set of expectations to show that we share the responsibility for student learning.

As students, we are expected to:

- Come to school every day;
- Be on time to class in the mornings and then return promptly to class after recess and lunch;
- Wear our school uniform with pride;
- Be prepared with pens and pencils at school and bring money for school trips and visits when required;
- Be aware of other people’s feelings and be respectful to family, other students and staff;
- Follow the School Behaviour Code as taught and promoted at school;
- Display this good behaviour at school, but also on school buses and when on excursions in the community;
- Be responsible for our own behaviour and accept the consequences for inappropriate behaviour;
- Look after, and show respect for our own property and school property; and
- Try our best at school by joining in and playing a part in school activities and events.

As parents and caregivers, we are expected to:

- Help our children come to school regularly and on time so they can learn;
- Help our children be prepared for the school day by providing lunch, uniform, pens and pencils, and money for school trips and visits when required;
- Help our children understand the School Behaviour Code, school rules, why we have them, and why we need to follow them;
- Encourage our children to try their best at school and complete school and home work;
- Maintain a mutually respectful two-way communication with the school so that we can work together;
- Let the school know if our children are going to be late, away or are sick;
- Let the school know if something has happened at home that might have upset our children;
- Enjoy our children’s time at school and be part of their learning by attending special days/events at school; and
- Support our children’s school by sharing thoughts and ideas.

As teachers and school support staff, we are expected to work together to:

- Provide learning and programs to better assist all children’s needs;
- Provide children with purposeful learning that incorporates Aboriginal perspectives;
- Encourage a mutually respectful two-way communication relationship with parents;
- Promote opportunities when community can have a say and be part of school decision-making;
- Work together with the school community to promote a friendly welcoming environment that encourages attendance of families to school events and activities;
- Be patient, use empathy and be accepting of differences in ways of doing things (This does not excuse inappropriate behaviour or disrespect); and
- Be role models, promote and support students to learn and follow the School Behaviour Code.