

School plan 2018-2020

Sefton Infants School 5188

Sefton Infants School



Working Together

School background 2018–2020

School vision statement

Sefton Infants school is an inclusive learning community that values, supports and challenges all students in a nurturing early childhood environment. Students and their families have a strong sense of belonging at our school with positive and productive social and community connections, enabling students' wellbeing and learning to thrive along with successful transitions to the different stages of schooling. Our school provides explicit and differentiated teaching and learning programs that strive for all students to be active, confident and capable learners with strong foundations in their literacy and numeracy skills.

School context

Sefton Infants School is a small, well-resourced school that specialises in the education of children in the crucial early years of schooling. The school consists of a preschool which operates two programs catering for 40 children in their year prior to school. The preschool runs a two and a half day program. There are currently 110 students across Kindergarten, Year 1 and Year 2 classes at Sefton Infants School. The school caters for students from diverse backgrounds with 96% of our students from non-English speaking backgrounds.

Sefton Infants School is highly regarded within the community for its successful early years' curriculum which is designed to meet the individual academic, physical, social and emotional needs of young children in a caring and nurturing environment. The school values the contributions of students, staff, parents and community members to the learning process and welcomes, as well as acknowledges the complementary responsibilities of all members of the school community.

The teachers at Sefton Infants School work closely together to cooperatively plan and implement high quality learning programs. Input from the school community is actively sought to support educational programs. School Administrative and Support Staff (SASS) assist in the delivery of educational programs through their outstanding organisational skills and supportive relationship as an integral part of the school team. In addition, Sefton Infants School maintains strong links with other local schools and community agencies to further develop teaching and learning programs. All of these collaborative measures demonstrate our active demonstration of the Sefton Infants School motto of *Working Together*.

School planning process

In 2017, comprehensive evaluation and planning processes were undertaken involving active participation from a range of representatives across the Sefton Infants School community. Current practices were reviewed by collecting evidence and critically analysing a range of student data and teacher documentation, as well as the opinions of students, parents and staff via forums, focus groups and written surveys. Self-assessment using the School Excellence Framework also underpinned the planning process. This extensive evaluation process enabled the identification of strengths, in addition to opportunities and areas for development across the school.

As a result, three strategic directions were determined collaboratively with the school community to guide future plans of the school. The three strategic directions for 2018–2020 are:

1. Explicit teaching and learning
2. Inclusivity
3. Wellbeing

The following three year plan is based on enacting these three strategic directions. The underlying purpose of each strategic direction is explained, along with clear measures that will gauge the school's growth in this area. The roles of people, processes, as well as products and practices aligned with each direction are outlined.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Explicit teaching and learning

Purpose:

To deliver effective, evidence-based and data-driven teaching practices that ensure all students develop as confident and capable literacy and numeracy learners.



STRATEGIC DIRECTION 2

Inclusivity

Purpose:

For all students to be supported and challenged to achieve their personal learning goals through an inclusive and differentiated curriculum.



STRATEGIC DIRECTION 3

Wellbeing

Purpose:

To foster and integrate practices that develop students' physical and social-emotional wellbeing so that they can communicate confidently and interact positively with others.

Strategic Direction 1: Explicit teaching and learning

Purpose

To deliver effective, evidence-based and data-driven teaching practices that ensure all students develop as confident and capable literacy and numeracy learners.

Improvement Measures

* Increased percentage of students achieving or exceeding expected grade levels in literacy (based on three-year averages).

* Increased percentage of students achieving or exceeding expected grade levels in numeracy (based on three-year averages).

* A sustainable school-based system for collecting, analysing and reporting student assessment data.

People

Students

Develop understanding and application of skills and strategies in literacy and numeracy so that they can become capable and resourceful learners.

Staff

Develop deep understanding of evidence-based, explicit teaching strategies to improve students' literacy and numeracy.

Build capacity to collect and utilise data to inform explicit teaching and learning of

Leaders

Develop a coordinated approach to providing teachers with sustained differentiated professional learning for teaching and data strategies.

Parents/Carers

Build understanding of, and engagement with, student progress and achievement data.

Processes

Literacy:

Implement a whole school approach to support students to develop literacy skills.

Numeracy:

Implement a whole school approach to support students develop numeracy skills.

Evaluation Plan

PLAN

NAPLAN

Internal student performance data

EAL/D Learning Progressions

Student observations

Student work samples

Program documentation

Lesson observations

Practices and Products

Practices

* Proficient, evidence-based teaching strategies for literacy and numeracy.

* Consistent whole-school based procedures for collecting, analysing and reporting student performance data.

* Use of student data to inform all literacy and numeracy teaching.

Products

* Students receive explicitly targeted teaching and learning of literacy and numeracy at their learning level.

* Reliable and consistent tracking of students on learning progressions and other informative performance data.

* Parents provide feedback on student progress and achievement data and participate in plans for improvement.

Strategic Direction 2: Inclusivity

Purpose

For all students to be supported and challenged to achieve their personal learning goals through an inclusive and differentiated curriculum.

Improvement Measures

* Increased proportion of students achieving expected growth in literacy.

* Increased proportion of students achieving expected growth in literacy.

* Increased number of students achieving personal goals as developed in Individual Education Plans (IEPs).

People

Students

Develop a growth mindset and build independence to be active and reflective learners who pursue learning goals.

Staff

Build knowledge and understanding of additional student learning needs, as well as effective teaching strategies to meet diverse learning needs.

Develop capabilities to plan and implement flexible, differentiated and personalised learning programs.

Parents/Carers

Develop confidence and skills for active engagement in planning and reviewing their children's personalised learning plans.

Leaders

Increase knowledge of and capacity to develop productive relationships with community agencies to support student learning needs.

Processes

Additional learning needs:

Develop and apply effective pedagogy and differentiation strategies to cater for additional learning needs

Transition:

Implement strategies to support students' successful school transitions.

Evaluation Plan

PLAN

NAPLAN

Internal student performance data

Individual Education Plans

Student observations

Student work samples

Program documentation

Lesson observations

Student and community surveys re: inclusivity and school transitions

Transition data

Practices and Products

Practices

* Effective teaching and school transition strategies to cater for specific additional learning needs.

* Planning, implementation and monitoring of high quality differentiated teaching and learning programs across all classes/groups.

* All teachers use formative assessment strategies to inform differentiated teaching and learning.

Products

* Students receive explicitly targeted teaching and learning to cater for their individual and/or collective learning needs.

* High quality Individual Education Plans (IEPs) developed, implemented, monitored and reviewed for all students with additional learning needs.

* Students use feedback and self-assessment to improve and extend their learning.

* Successful student school transitions to Preschool, Kindergarten and Year 3.

Strategic Direction 3: Wellbeing

Purpose

To foster and integrate practices that develop students' physical and social-emotional wellbeing so that they can communicate confidently and interact positively with others.

Improvement Measures

* Increased proportion of students achieving expected age levels for fundamental movement skills and fine motor skills.

* Increased number of students consistently demonstrating improved communication and social skills.

People

Students

Develop and apply physical and social skills to engage in safe play and positive, reciprocal interactions with others.

Staff

Build knowledge and shared consensus of strategies that can be integrated to develop students' physical skills, communication skills and social-emotional wellbeing.

Parents/Carers

Increase understanding of importance of physical skills as well as social-emotional wellbeing of students.

Develop capacity to implement and share strategies to support communication and wellbeing at home.

Processes

Implement whole school approach to foster active lifestyle practices and support the development of gross and fine motor skills.

Integrate whole school approach to support and develop students' social skills and emotional wellbeing.

Evaluation Plan

Student tracking on learning continuums for gross and fine motor skills and social skills

Student behaviour and award data

Teacher, student and parent surveys re: social skills and emotional wellbeing

Language samples of social interactions

EAL/D Progressions / ESL Scales

Tell Them From Me Surveys

Collection of data on healthy food at school

Practices and Products

Practices

* Sustainable whole school strategies and programs to foster active lifestyles.

* Effective and consistent teaching of gross and fine motor skills.

* Integrated and consistent teaching and learning of communication and social skills.

Products

* Increased student experience and competency with gross and fine motor skills.

* Confident and resilient students who can express themselves clearly and interact positively with others.