

# Strategic Improvement Plan 2021-2024

## Nillo Infants School 5128



# School vision and context

## School vision statement

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Our school vision statement is:

"Striving towards successful, confident and creative learners."

We provide a stimulating and caring environment where young students get the opportunity to become successful learners, be confident and creative individuals as well as a chance to become active and informed citizens.

There is an expectation for strong engagement for all students, with a high level of achievement in all aspects of literacy and numeracy to ensure a sound foundation for learning in the future. There is also a drive to provide extra curricular programs, such as the Kodaly music and STEM programs to provide stimulating opportunities to capture the creative ideas of students.

## School context

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Nillo Infants School is a unique K-2 school in Lorn, Maitland, with an enrolment of 56 students. Nillo Infants School promotes equity and excellence based on a foundation of the Early Years Learning Framework that is extended into high quality teaching and learning opportunities and programs. The community is supportive with high expectations for success. Parents elect to enrol their children at Nillo Infants School because of its small size and the school's ability to deliver individualised programs that cater for specific needs with a strong emphasis on leadership and positive recognition of students. Our continued focus is on literacy and numeracy, but also providing extra curricular activities such as the Kodaly music program and STEM programs.

Nillo Infants implements literacy and numeracy programs on a whole school basis. Procedures are firmly embedded to ensure all students have the opportunity to access quality education in every classroom, based on current research into best practice. This has led to a change in focus in teaching reading, with a move away from the the 3 cueing system and the use of programs such as L3, to a phonics based program. This has been underway for a period of two years, with positive results in consolidation of basic reading skills. This was positively recognised on student and parent surveys as a strength in the school. Numeracy instruction also follows a consistent pattern of instruction in all classrooms. Students have the opportunity to build skills and knowledge of strategies to solve arithmetical problems.

Students at Nillo Infants experience many opportunities to build leadership skills early in their school career, as the school is an infants only. Year Two students are required to run the assemblies, Kindergarten Buddies, sports shed, recycling and many other activities that are usually the domain of of much older students. The level of skill and confidence that this builds in our students provides them with a positive foundation for their future.

One of the areas of strength of Nillo Infants School is the ability to provide a safe and supportive environment for all students, with Student Wellbeing ranked highly by students and parents. At Nillo Infants all students are known, valued and cared for by all staff. There is a strong commitment to ensuring positive outcomes and relationships are achieved by all. Our community works together to establish a learning environment that is inclusive, welcoming and reflective, which sets up each child to reach his/her potential as they move into their primary years at partner schools.

Identifying and supporting students with identified needs is paramount in Nillo Infants School. Many strategies and resources are employed to provide the best possible opportunities to support student learning for all students. All stakeholders are consulted to formulate the best practice for students, and this is documented through IEP's, PLP's and other support systems.

The whole school community, involving students, staff and parents was consulted in preparation of the Situational Analysis. The School Excellence Framework and whole school data collection were used to determine areas for growth and areas for improvement. Through this process, we have determined that satisfaction from students and parents at Nillo is at a very high percentage. Current programs were generally understood and

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supported by the whole school community.

A number of areas were identified as targets for further growth. Through the analysis of data, including the review of NAPLAN data and the Check In Assessments, from external sources, vocabulary and writing skills were identified as areas of further development. Another focus area that evolved from this information was the need for further investigation into the teaching and learning cycle regarding the Mathematics strands of Measurement. From teacher surveys and discussion, data collection and analysis was identified as an area for further development. These areas are linked with Strategic Direction 1: Student growth and attainment. Built into this was the need for individual student goals to be identified to ensure all students have access to appropriate stage learning.

Parent and community surveys also indicated a need for further activities involving Aboriginal culture in the school and suggested gaining support from local Aboriginal groups. The same 4% also felt the need to include more multicultural background in student learning because of the diversity evident in our school with 9% of the student population identifying as speaking languages other than English.

The second area that was identified was the need for teachers and staff to access best practice based on current research. This will involve systems being established to develop the skills of all teachers for capacity building and leadership development which would develop a culture of whole school continuous improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

**Strategic use of data to inform teaching and learning with whole school structures that supports personalised learning that caters for the needs of all students.**

## Improvement measures

### Target year: 2022

As an infants only school, NAPLAN and Check In data is not available. Internal data sources have been used to prepare targets.

#### Writing

85% in Kindergarten working at ES1 outcomes in writing increasing from a baseline of 75% in 2020 using (PLAN 2)

88% in Year 1 working at beginning Stage 1 outcomes in writing, increasing from a base line of 82% in 2020 using (PLAN 2)

88% in Year 2 working at end of Stage 1 outcomes in writing, increasing from a baseline of 82% in 2020 using (PLAN 2)

#### Phonics

90% of all Kindergarten students will have achieved all single sounds and have reached Word Level 2 on Educheck (Baseline data is 70%)

85% of all Year 1 students will have achieved all single sounds and have reached Word Level 6 on Educheck (Baseline data is 66%)

85% of all Year 2 students will have achieved all single sounds and have reached Word Level 9 on Educheck (Baseline data is 66%)

#### Phonemic Awareness

85% of all Kindergarten students achieve automaticity in Level G in PAST assessment (Baseline data is 69% in

## Initiatives

### Strategic use of data

Strategic use of data

A focus on student assessment data, used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Review and development of school and network structures to support ongoing collaborative practices and capacity building of data use to inform teaching.
- Strategic planning and development of assessment practices based evidenced based research.

### Differentiated learning

A focus on an integrated approach to quality teaching, curriculum planning and delivery, and assessment, learning to promote excellence and responsiveness in meeting the needs of all students.

- High expectations for teaching and learning programs
- Collaborative planning for teaching and learning programs
- Use of evidence-based research to guide feedback strategies (Ie What Works Best)
- Develop culture of reflective practice

### Student Engagement

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Success criteria for this strategic direction

Strategic use of data

School staff collaborate to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

All staff work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. (5.4.3)

Differentiated learning

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

All teachers evaluate learning and teaching activities and use assessment data to differentiate for specific student needs across the full range of abilities.(1.5.3)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

All teachers select from an effective range of strategies to provide targeted feedback based on informed and timely judgement of each students current needs in order to progress learning. (5.2.3)

Student Engagement

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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PAST)

85% of all Year 1 students achieve automaticity in Level I in PAST assessment (Baseline data is 62% in PAST)

85% of all Year 2 students achieve automaticity in Level M in PAST assessment. (Baseline data in 60% PAST)

Mathematics SENA Assessment

85% of Kindergarten students working at Figurative level (Baseline data of 75% in 2020)

75% of Year 1 students working at Counting on (Baseline data of 61% in 2020)

95% of Year 2 students working at Facile level (Baseline data of 90% in 2020)

### Target year: 2022

The proportion of students attending 90% of the time or more will be equal to or greater than 82%

## Success criteria for this strategic direction

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Whole of school and personalised attendance approaches are implemented for improvement of regular attendance for all students.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data when provided from an external source
- Scout data
- Student work samples
- Literacy and numeracy
- PLAN2 data
- Student PLPs and IEPs
- Student survey responses
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

# Strategic Direction 2: SD 2 Whole School Continuous Improvement

## Purpose

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All teachers in the school are instructional leaders, working collaboratively to consistently model instructional leadership and support a culture of high expectations and engagement, resulting in sustained and measureable whole school improvement.

## Improvement measures

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### Target year: 2024

To enable growth in student outcomes:

100% of staff complete professional learning aligned with the School Improvement Plan

100% of teachers will develop a Performance and Development Plan with SMART goals aligned to the SIP

100% of teachers will achieve the majority of their SMART Goals

### Target year: 2024

To enable growth in student outcomes:

100% of teachers will have evidence of implementation of professional learning clearly visible in

- teaching/learning programs
- classrooms
- lesson observations

SEF SaS will demonstrate positive movement along the framework in areas of

- Teaching Domain - Data skills and use
  - Teaching Domain - Professional Standards
  - Leading Domain - Educational Leadership
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## Initiatives

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### Professional Learning

All staff will demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

- Whole school plan of Professional Learning that builds teacher capacity and is driven by the needs of students.

### High Performance Culture

There is a focus on instructional leadership to create a culture of high expectations resulting in sustained and measureable whole school improvement.

- focus on student progress and achievement and high quality service delivery through establishment of processes to support the Performance and Development Framework, support high level teacher efficiency and promote leadership.
  - Processes of Plan, Act, Review are formalised and embedded into professional practice.
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## Success criteria for this strategic direction

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### Professional Learning

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Staff participate in capacity building programs and implement principles of evaluative thinking. Teachers continually monitor the impact of programs and approaches used to improve practice as required.

All teachers plan for professional learning by accessing and critiquing relevant research, engage in high quality opportunities to improve practice. (6.2.3)

### High Performance Culture

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- All staff member's Performance and Development Plans

## Strategic Direction 2: SD 2 Whole School Continuous Improvement

### Evaluation plan for this strategic direction

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- Teaching/Learning programs
- Lesson observations
- Student work samples
- PLAN2 data
- Student PLPs and IEPs
- Student survey responses
- SEF SaS

The evaluation plan will involve:

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