

# Strategic Improvement Plan 2021-2024

## Sefton Infants School 5188

Sefton Infants School



Working Together

# School vision and context

## School vision statement

Sefton Infants School's vision is to provide high quality, explicit teaching and learning programs that are inclusive, collaborative and responsive to the learning needs of every student. As a nurturing early childhood education setting, our school strives to build solid foundations for student wellbeing and learning, empowering our students to be active and confident learners with strong literacy and numeracy skills. We believe ongoing connection and engagement with our school community is vital for our students' wellbeing to thrive and to achieve their learning potential.

## School context

Sefton Infants School is a small metropolitan school located in a suburb of south-west Sydney. The school specialises in early childhood education, catering for students from Preschool to Year 2 only. The preschool consists of two groups of 20 children, with each group attending a two-and-a-half-day prior to school program. There are currently 107 students enrolled from Kindergarten to Year 2. Strong connections with local schools and effective transition programs are implemented to ensure the graduating students of Sefton Infants School continue to thrive in their next stages of learning.

The school is highly regarded within the community for its early childhood curriculum focused on meeting the learning and wellbeing needs of young children in a caring and nurturing environment. As an inclusive learning community with high expectations, Sefton Infants School values, supports and challenges every student to reach their individual potential. The school also values its diverse population of which 94% are from a language background other than English. Collaborative teaching practices, including specialist learning programs and community language programs in Arabic and Vietnamese, along with collaboration with parents/carers and local community agencies are integral to Sefton Infants School supporting and caring for all students. These cooperative measures embedded in the school's culture are an active demonstration of the Sefton Infants School motto of *Working Together*.

Sefton Infants School completed an extensive situational analysis, along with inclusive school community consultation late in 2020. These processes identified the following three focus areas for the school's 2021-2024 Strategic Improvement Plan:

### 1. Student growth and attainment

Analyses of a range of student results based on data gathered over the last three years reveal the need to continue explicit intervention in the teaching and learning of literacy and numeracy at Sefton Infants School. Work on explicit teaching practices included in the previous school plan will be further developed and specific pedagogy related to writing and numeracy, particularly related to English as an Additional Language or Dialect (EAL/D) to suit the background of the majority of students will be incorporated in this school improvement plan. The situational analysis also highlighted varying levels of teacher knowledge, expectations and consistency in teaching and assessing these learning areas. Hence, underpinning this focus area will be the development of more effective employment of the Literacy and Numeracy Learning Progressions to guide and track student growth and attainment.

### 2. Quality assessment informs instruction

The need to embed more effective formative and summative assessment practices at Sefton Infants School for individual, group and school improvement was identified as a common element during the situational analysis. Reviewing, developing and implementing a consistent whole school schedule of high quality, diagnostic assessments that can inform and monitor individual and cohort improvement needs to be undertaken in this new school planning phase. Improving data collection practices across the school will also involve

## School vision statement

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## School context

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developing greater consistency of teacher judgement within and across stages, as well as with internal and external student measures. Evidence of learning, including a range of formative assessment strategies to inform teaching and the meeting of student learning needs also needs to be employed more consistently across classes. This improvement area will strive to ensure that instruction is planned purposefully and informed directly by ongoing assessment data. It is envisaged that this focus area will be integrated with the other two improvement areas.

### 3. Connection and engagement

The need to improve the school's processes and procedures for communicating and engaging parents/carers in student progress was revealed in school community survey data and self-assessment ratings against the School Excellence Framework (SEF) as well as the national preschool standards addressed by ACECQA (Australian Children's Education and Care Quality Authority). As part of this area of improvement, Sefton Infants School will seek to develop more personalised learning programs, reporting and feedback practices to increase the engagement of students and their families in the learning process and ultimately improve student learning outcomes. Developing connection and engagement in learning is linked strongly to improving student attendance, which will also be targeted in this improvement area.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to improve student learning outcomes in literacy and numeracy, we will develop expert skills in using ongoing student data to plan, implement and evaluate explicit and differentiated instruction.

## Improvement measures

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### Target year: 2024

An increase of 8% or more of K-2 students achieving the expected grade reading level as determined by the school's three-year average baseline.

### Target year: 2024

An increase of 11% or more of K-2 students achieving or exceeding the expected grade level in Numeracy Progression for Quantifying Numbers and Additive Strategies as determined by the school's three-year average baseline.

## Initiatives

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### Literacy

Expert analysis of ongoing student data to provide explicit and differentiated teaching of literacy.

- Develop data skills and systematic use of Literacy Progressions (PLAN2), EAL/D Progressions, as well as SCOUT to track progress and inform teaching.
- Employ effective professional learning models to build teacher capabilities and collective pedagogical, evidence-based literacy teaching strategies to ensure effective classroom practice.

### Numeracy

Expert analysis of ongoing student data to provide explicit and differentiated teaching of numeracy.

- Develop data skills and systematic use of Numeracy Progressions (PLAN2), as well as SCOUT to track progress and inform teaching.
- Employ effective professional learning models to build teacher capabilities and collective pedagogical, evidence-based numeracy teaching strategies to ensure effective classroom practice.

## Success criteria for this strategic direction

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- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools such as PLAN2 and EAL/D progressions. Teachers use data effectively to evaluate student understanding of lesson content. (SEF: Data skills and use)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF: Curriculum)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF: Effective classroom practice)
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. All adjustments lead to improved learning. (SEF: Differentiation)

## Evaluation plan for this strategic direction

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### Question:

How effectively are we using ongoing student data to provide explicit instruction and what has been the impact on student outcomes in literacy and numeracy?

### Data:

- Internal assessments e.g. Running Reading Records, Literacy and Numeracy progressions (PLAN2), EAL/D progressions
- External assessments e.g. NAPLAN to track graduating students, standardised assessments

## Evaluation plan for this strategic direction

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- Program document analysis
- Observations
- Teacher surveys
- Student work samples
- Resource analysis

### **Analysis:**

Ongoing analysis and evaluation of the data planned in the implementation and monitoring of the plan. The school will review progress towards improvement measures annually.

### **Implications:**

The findings from the analysis will determine next steps and future directions.

# Strategic Direction 2: Quality assessment informs instruction

## Purpose

To ensure our teaching programs are responsive to the learning needs of the students and achieve their learning outcomes, we will develop high quality, ongoing summative and formative assessment practices that are consistent across the school.

## Improvement measures

### Target year: 2024

An increase of 13% or more of K-2 students achieving or exceeding the expected grade level in Literacy Progression for Creating Texts as determined by the school's three-year average baseline.

### Target year: 2024

School self-assessment using the School Excellence Framework (SEF) elements of 'Assessment' and 'Data skills and use' indicates improvement from Delivering to Sustaining and Growing.

## Initiatives

### Summative Assessment

Embed sustainable and consistent whole school processes for collecting and analysing data to respond to student learning needs.

- Develop/source, implement and evaluate assessment methods that are valid, reliable, objective and inclusive.
- Build consistent, evidence-based teacher judgement and moderation of assessments.
- Develop teacher capacity to reflect on, and respond to, assessment through teaching effectiveness at individual, group and whole school levels.

### Formative Assessment

Embed sustainable and consistent whole school formative assessment practices to inform teaching and meet the learning needs of students.

- Professional learning to deepen understanding and use of evidence-based formative assessment strategies appropriate for early childhood education.
- Development and implementation of consistent formative assessment strategies across the school to inform instruction.

## Success criteria for this strategic direction

- Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (SEF- Data skills and use)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF: Assessment)
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF: Student performance measures)
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. (SEF: Assessment)
- The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. (SEF: Assessment)

## Evaluation plan for this strategic direction

### Question:

What has been the impact of consistent, whole school practices in summative and formative assessment on student learning outcomes?

### Data:

- Internal assessments e.g. Running Reading Records, Literacy and Numeracy progressions (PLAN2)
- External assessments e.g. NAPLAN, standardised

### Evaluation plan for this strategic direction

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assessments

- Document analysis (Programs and assessment)
- Observations
- Teacher surveys
- Student work samples
- Student Voice

#### **Analysis:**

Analyse and triangulate the data throughout the plan implementation to determine the extend to which the purpose has been achieved.

#### **Implications:**

Analysis findings will be evaluated to guide future actions. School progress according to the improvement measures will be published in the annual report.

# Strategic Direction 3: Connection and engagement

## Purpose

In order to increase our students' and families' active roles in monitoring and contributing to aspirational learning progress, we will develop strategies and processes that increase attendance, personalise learning and facilitate ongoing feedback and exchange of information on learning.

## Improvement measures

### Target year: 2024

An increase of 15% or more of students in targeted literacy/numeracy and preschool programs achieving personalised learning goals as determined by the school's baseline and three-year data averages.

### Target year: 2022

Lift the percentage of students attending greater than 90% of the time by 4.8% above system devised baseline.

### Target year: 2024

School self-assessment using the School Excellence Framework (SEF) elements of 'Effective Classroom Practice' and 'Reporting' indicates improvement from Delivering to Sustaining and Growing.

## Initiatives

### Personalised Learning

Embed a learning culture that empowers students to be active in the development, monitoring and achievement of their learning goals.

- Strategic use of student assessment data to develop individualised learning goals and plans, as well as other responsive, targeted learning opportunities.
- Develop teacher capabilities to extend and refine use of effective feedback and self-assessment to improve student learning.

### Active Community Involvement

Foster a school culture that actively supports student attendance and engages families in the development, monitoring and achievement of their children's learning goals.

- Develop leadership skills and strategies in collecting, analysing and responding to student attendance data.
- Review, adapt and evaluate reporting to parent processes to increase family participation, feedback and strengthen student learning outcomes.
- Investigate, develop and employ strategies to engage the school community in reflecting on student progress data and involvement in planning for further improvement.

## Success criteria for this strategic direction

- Well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. (SEF: Wellbeing)
- There is collective school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound information about each child's learning needs in consultation with parents/carers (SEF: Wellbeing)
- 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. (SEF: Curriculum)
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (SEF: Effective classroom practice)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF: Reporting)
- Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF: Learning Culture)
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF: Data skills and use)

## Evaluation plan for this strategic direction

### Question/s:



## Strategic Direction 3: Connection and engagement

### Evaluation plan for this strategic direction

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To what extent are the students aware and engaged in their learning progress? To what extent are families connected and engaged in their child's learning progress? How are our student and family connection and engagement initiatives impacting on student performance?

#### **Data:**

- Internal assessments e.g. Mini-lit
- Student reports, work samples
- Individual Education Plans and Personalised Learning Plans
- Document analysis (Programs, IEPs)
- Observations and checklists
- Teacher, parent surveys
- Student Voice, Focus Groups, Interviews.
- Class Dojo, Sentral online records
- Resource analysis

#### **Analysis:**

Analysis will be embedded in the plan via progress and implementation monitoring as well as annual progress review towards improvement measures.

#### **Implications:**

Where do we go from here? Findings to help decide future actions in this improvement area.