

# School plan 2018-2020

## Sherwood Grange Public School 4328



# School background 2018–2020

## School vision statement

### OUR SCHOOL PURPOSE

*At Sherwood Grange Public School our*

*focus is on **EVERY CHILD**.*

As a learning community our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care.

We seek to create a challenging learning environment that encourages a sense of belonging, high expectations for success and differentiated instruction that is responsive to individual students.

Within a caring, respectful, supportive environment our school is committed to instilling in each student a desire to learn and accept challenges.

Our school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, socially responsible and informed global citizens.

## School context

Our school is located in a quiet suburban area in Merrylands West. It has a settled, extremely positive tone, where children feel happy and safe within a supportive environment. Highly skilled and inspirational teaching and administration staff foster an atmosphere in which students are encouraged to care for others and give their best.

At Sherwood Grange Public School our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care. Collegial staff, supportive parents and proud students set high expectations for the school. Excellence is promoted across all aspects of school life. Quality teaching, student engagement and differentiation of the curriculum are the focus of every classroom. We provide well planned and explicit learning experiences designed to cater for individual needs and maximise outcomes across Key Learning Areas.

Our school promotes and fosters the important social values of: care; fairness; excellence; inclusion; integrity; and participation. Parents, carers and community members are an integral part of our learning community. Particular emphasis is placed on maintaining a warm, welcoming and harmonious school environment for all.

## School planning process

Our Strategic Directions have been created from multiple data sources and informed by staff, parent and student input. Sources include evaluation of our 2015–2017 School Plan, curriculum evaluations, whole school program evaluations, focus group surveys and the analysis of systemic and school-based student learning outcomes data.

Our school community; staff, parents and students; were invited through surveys and focus groups to provide feedback on our current school performance and to contribute ideas to inform our planning for 2018–2020.

Throughout this three year planning cycle progress will be tracked through the monitoring of our yearly milestones, the annual school self-evaluation process and the analysis of school-based and systemic data. This will inform any adjustments that are to be made for the year ahead.

At all times throughout the three year duration of this School Plan we will ensure that “At Sherwood Grange Public School our focus is on EVERY CHILD”.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in teaching and  
learning

### Purpose:

Excellence in teaching and learning is imperative if we are to achieve our *School Purpose* of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.

### We aim to:

- Enhance creativity, collaboration, communication and critical thinking in EVERY CHILD.
- Ensure that EVERY TEACHER knows the content and how to teach it and knows their students and how they learn.
- Create classrooms that are reflective, connected and highly engaging for EVERY CHILD.
- Promote evidence-based teaching and learning strategies to enhance learning outcomes for EVERY CHILD.

## STRATEGIC DIRECTION 2

Excellence in wellbeing

### Purpose:

Excellence in wellbeing is imperative if we are to achieve our *School Purpose* of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.

### We aim to:

- Enhance the cognitive, emotional, social, physical and creative wellbeing for EVERY CHILD.
- Enhance the ability of EVERY CHILD to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.
- Develop the skills of EVERY TEACHER to monitor the wellbeing of EVERY CHILD.
- Create connections between the wider community that enhances student wellbeing for EVERY CHILD.

## STRATEGIC DIRECTION 3

Excellence in leadership

### Purpose:

Excellence in educational leadership is imperative if we are to achieve our *School Purpose* of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.

### We aim to:

- Enhance a culture of shared responsibility where EVERY CHILD, school staff and community members are given opportunities to embrace formal and informal leadership roles.
- Enhance school-wide management systems, structures and processes to ensure ongoing improvement for EVERY CHILD.
- Enhance our already high expectations, strong values and culture of excellence to ensure Sherwood Grange is a model of best practice in Public Education.

# Strategic Direction 1: Excellence in teaching and learning

Purpose	People	Processes	Practices and Products
<p>Excellence in teaching and learning is imperative if we are to achieve our <i>School Purpose</i> of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>Enhance creativity, collaboration, communication and critical thinking in EVERY CHILD.</li> <li>Ensure that EVERY TEACHER knows the content and how to teach it and knows their students and how they learn.</li> <li>Create classrooms that are reflective, connected and highly engaging for EVERY CHILD.</li> <li>Promote evidence-based teaching and learning strategies to enhance learning outcomes for EVERY CHILD.</li> </ul>	<p><b>Students</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>understand the purpose of their learning and the intended outcomes.</li> <li>actively participate in and take ownership of their learning experiences.</li> </ul> <p><b>Staff</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>design and implement evidence-based quality teaching experiences.</li> <li>develop quality teaching techniques of differentiation, formative and summative assessment and effective feedback.</li> <li>understand the requirements of the current syllabus documents and ensure compliance across all KLAS.</li> <li>explicitly teach future focused capabilities that prepare students to achieve learning needs.</li> </ul> <p><b>Leaders</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>demonstrate instructional leadership, promoting and modelling effective, current, evidence-based practice.</li> <li>collaborate and model effective practice, providing effective feedback to drive and sustain ongoing, school-wide improvements.</li> <li>impact teaching practices through targeted professional learning.</li> </ul>	<p><b>Future focused learning environments</b> that support EVERY CHILD to develop the skills and capabilities to thrive in a rapidly changing and interconnected world.</p> <p>Teachers use high quality research to effectively design, implement and evaluate practices aimed at successfully providing EVERY CHILD with the skills and capabilities needed for a successful future.</p> <p>Teachers use a range of systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvements for EVERY CHILD.</p> <p><b>Evaluation Plan</b></p> <p>Progress towards improvement measures will be evaluated using:</p> <ul style="list-style-type: none"> <li>NAPLAN data</li> <li>Mastering Maths</li> <li>Reading levels</li> <li>Writing samples</li> <li>assessment (formative and summative)</li> <li>rubrics</li> <li>PDPs</li> <li>Surveys</li> <li>Program of learning and assessment evaluation and reflection</li> <li>Classroom observations</li> </ul>	<p><b>Practices</b></p> <p>Teachers collaborating to develop Consistent Teacher Judgement (CTJ) and moderation of assessments.</p> <p>Collaborative professional learning focused on evidence-based practice and constructive internal and external data analysis.</p> <p>Students reflecting and monitoring their own progress to inform their future learning goals based on descriptive/effective feedback.</p> <p>Students engaged in differentiated learning that meets individual and collective needs.</p> <p>Planned lessons are significant, support development and are strongly aligned with the school's vision, values and priorities.</p> <p>Students utilise effective and descriptive feedback from teachers based on Learning Intentions and Success Criteria to improve and achieve their learning goals.</p> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>XO Devices in all K–2 classes.</li> <li>Infinites in all Stage 2 classes.</li> <li>Stage 3 students accessing devices.</li> <li>Online Assessment Data.</li> <li>InitialLit program.</li> <li>Reading Tutor program</li> <li>Intervention programs</li> <li>PLSPs</li> </ul>
Improvement Measures			
<p>At least 80% of students at or above benchmark in EAS, Place Value Strands and reading. Those at risk of not meeting benchmarks, identified and targeted through intervention programs.</p> <p>100% of teachers using Learning Intentions and Success Criteria, descriptive and effective feedback, peer and self assessment within daily practice.</p> <p>100% of classrooms integrating technology within a future focused learning environment.</p>			

# Strategic Direction 2: Excellence in wellbeing

## Purpose

Excellence in wellbeing is imperative if we are to achieve our *School Purpose* of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.

We aim to:

- Enhance the cognitive, emotional, social, physical and creative wellbeing for EVERY CHILD.
- Enhance the ability of EVERY CHILD to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.
- Develop the skills of EVERY TEACHER to monitor the wellbeing of EVERY CHILD.
- Create connections between the wider community that enhances student wellbeing for EVERY CHILD.

## Improvement Measures

Improve the percentage of students who feel supported and have positive relationships as indicated in school based and systemic data such as Kismatter and Tell Them From Me surveys.

100% of staff understand the process of identifying and referring students to the Learning and Support Team.

## People

### Students

will:

- develop self-awareness and self-regulation of their own emotions and behaviours to develop positive relationships..
- build their skills to be confident and resilient learners.

### Staff

will:

- enable success by personalising student learning and supporting students to achieve.
- enable success by contributing to a positive, supportive and encouraging learning environment.

### Parents/Carers

will:

- enable aspirations of every student and be provided essential expertise through internal and external counselling and wellbeing services to guide student growth and development.

### Leaders

will:

- establish structures and processes to identify, address and monitor student wellbeing.

## Processes

Creating and maintaining a positive and safe school environment that engages and allows EVERY CHILD to connect, succeed and thrive.

Social and emotional learning competencies are embedded in the curriculum, everyday life and school culture to provide opportunities for EVERY CHILD to connect, succeed and thrive.

Design and refine processes to ensure EVERY CHILD can connect, succeed and thrive at school.

## Evaluation Plan

Progress towards improvement measures will be evaluated using:

- TTFM analysis
- Attendance monitoring
- the Wellbeing Framework
- Analysis of referral process
- Student 'check ins'

## Practices and Products

### Practices

Students use the metalanguage of emotional intelligence to effectively communicate.

All staff and community members undertake the appropriate mandatory training to comply with legislative and policy requirements.

Leaders effectively use school and system resources to support the learning and wellbeing of all students.

Adjustments to the learning environment are made and documented as required.

Resources such as the School Counsellor, School Wellbeing Officer and Woodville Alliance are used to best meet individual and collective student needs.

Initiatives, such as Mental Health Month, Harmony Day, Every Child Matters Week, are celebrated and recognised to promote positive wellbeing.

Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

### Products

- Learning and Support Referral Package
- Bounce Back program
- School Wellbeing Officer via Chaplaincy Program
- Playground programs
- PLSPs

# Strategic Direction 3: Excellence in leadership

Purpose	People	Processes	Practices and Products
<p>Excellence in educational leadership is imperative if we are to achieve our <i>School Purpose</i> of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>Enhance a culture of shared responsibility where EVERY CHILD, school staff and community members are given opportunities to embrace formal and informal leadership roles.</li> <li>Enhance school-wide management systems, structures and processes to ensure ongoing improvement for EVERY CHILD.</li> <li>Enhance our already high expectations, strong values and culture of excellence to ensure Sherwood Grange is a model of best practice in Public Education.</li> </ul>	<p><b>Students</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>participate in school programs to build their leadership capacity.</li> <li>contribute to the decision making processes of the school.</li> </ul> <p><b>Staff</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>develop leadership capabilities and capacities.</li> <li>participate in purposeful leadership roles based on professional expertise.</li> <li>encourage and value school community partnerships.</li> <li>promote an engaging school culture of high expectations through quality teaching and learning programs.</li> </ul> <p><b>Parents/Carers</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>support the decision making process that creates and maintains a culture of high expectations.</li> </ul> <p><b>Leaders</b></p> <p>will:</p> <ul style="list-style-type: none"> <li>drive whole school improvement through succession planning and leadership density.</li> <li>mentor aspiring executives using a quality leadership model.</li> <li>network with colleagues in decision making processes to ensure a model of best practice.</li> </ul>	<p><b>Opportunities for EVERY CHILD and EVERY TEACHER to build leadership attributes to facilitate whole school improvement.</b></p> <p>The refinement of policies, processes, practices and procedures that are compliant, adhere to systemic requirements and ensure the academic, social, emotional, creative and physical needs of EVERY CHILD are met.</p> <p><b>Evaluation Plan</b></p> <p>Progress towards improvement measures will be evaluated using:</p> <ul style="list-style-type: none"> <li>PDPs</li> <li>Analysis of school-based and external assessment data</li> </ul>	<p><b>Practices</b></p> <p>Fair and equitable distribution of leadership opportunities provided to staff, students and the wider community.</p> <p>School leaders ensure that administrative practices and school policies are collaboratively constructed, reviewed and clearly communicated to all stakeholders.</p> <p>Leaders across the school (students, staff and parents/carers) ensure the school community is committed to the school's values and high expectations.</p> <p>Students contribute to school decision making through involvement in the Student Representative Council.</p> <p>Staff have the opportunity to take on leadership roles such as Stage Coordinators, Dance Group, Choir, PSSA, STEM, Visual Arts Group, Tech Ninjas and Playground Legends.</p> <p>Targeted professional learning is provided for staff in accordance with individual Performance Development Plans and linked with Australian Professional Standards.</p> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>Scope and Sequences for all Key Learning Areas.</li> <li>School policies.</li> <li>Leadership program and positions</li> </ul>
Improvement Measures			
<p>A comprehensive range of informal and formal leadership opportunities for students within and beyond the classroom.</p> <p>An increase in teachers taking on informal and formal leadership opportunities across the school.</p> <p>An increase in the number of staff leading and developing others.</p>			