

School plan 2018-2020

Sherwood Ridge Public School 4640



School background 2018–2020

School vision statement

A collaborative, creative and inclusive environment from which “Each give their best”

School context

With an enrolment of 930 students, Sherwood Ridge is a Public Private Partnership funded school. Comprising of 46% LBOTE and three support classes supporting students with autism and moderate intellectual disabilities, our school is responsive to the needs of our students, parents and staff.

Under pinned by collaborative and consultative leadership, the school is committed to developing consistent, high quality educational practices using evidence based research to enable staff to put students at the centre of their learning. Teaching teams are structured to support the implementation of Visible Learning and Learner Qualities while collaboratively developing learning intentions, success criteria and providing effective feedback to guide student learning. With a focus on embedding 21st Century Learning skills and strategies in teaching and learning programs, students are supported to become determined and assessment capable. Sherwood Ridge prides itself in offering a wide range of extra curricula activities for students in order to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

School planning process

Our school plan has been developed through authentic consultation with all stakeholders.

Improving students “sense of belonging”, interest and motivation in learning, relevance of classroom instruction and advocacy in a positive learning environment was reflected through student feedback obtained from the school's Positive Action For Learning data, Tell Them from Me surveys informal and formal observations.

Parents were consulted via Facebook, P&C meetings, Tell Them From Me and the annual Parent Satisfaction survey. Findings indicated that parents wanted clearer communication, to be better informed of their child's progress, to have a focus on the “whole” child in an inclusive school environment.

Teachers participated Performance and Development conversations, Grade and stage discussions, School Operations and Tell Them From Me surveys and Learning Partner lesson observations. Feedback gathered indicated a need for a consistent approach to teacher learning and support by the school's leadership team, greater opportunities for collaboration, teacher to teacher, teacher to parent feedback and support in the development of learning goals for students. The need for greater access to and embedding of technology across the school was also highlighted.

The school's strategic directions were developed from the triangulation of the data and areas for development were prioritised.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
TEACHING Effective Classroom
Practice for Student
Improvement

Purpose:

Teachers are committed to identifying and implementing effective teaching methods in mathematics and English, using evidence-based teaching strategies where student assessment data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

**STRATEGIC
DIRECTION 2**
LEARNING High Performing
and Dynamic Learning Culture

Purpose:

The school culture is strongly focused on promoting learning excellence and performance improvement throughout the school community. A strategic, planned and integrated approach to quality teaching, whole school curriculum planning and delivery, improvement practices, assessment and wellbeing processes will enable all students to connect, succeed, thrive and learn.

**STRATEGIC
DIRECTION 3**
LEADING Systemic Leadership
and Collective Efficacy

Purpose:

The principal and school leadership team model and maintain a focus on distributed instructional leadership, evidenced based strategies and innovative thinking, supporting a culture of high expectations and community engagement, resulting in sustained, measureable whole school continuous improvement.

Strategic Direction 1: TEACHING Effective Classroom Practice for Student Improvement

Purpose

Teachers are committed to identifying and implementing effective teaching methods in mathematics and English, using evidence-based teaching strategies where student assessment data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Improvement Measures

As indicated through school surveys;

- 80% of students indicate a positive sense of belonging
- an increase of 5% each year in the number of students who are interested and motivated in their learning
- the school mean of students who find classroom instruction relevant to their everyday lives increases by more than 0.2 each year
- 80% of staff ask parents to review and comment on students' work
- 80% of staff engage in Instructional Teaching Rounds (ITR)

People

People

Students: are provided with quality learning experiences through the delivery of a rich curriculum that meets the needs of every student.

Staff: are supported in the development of effective teaching and best practice using evidence-based teaching strategies

Parents: are supported to become active participants in their child's education with clear communication of what their child is achieving through the utilisation of a range of communication platforms.

Community partners:

Continued development of an Innovative Learning Community of Schools to enhance opportunities to support student engagement, promote, model and implement innovation and change.

Processes

Effective classroom practice

Lessons will be systematically planned and based upon evidence based research and teaching strategies.

Data

A range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness will be embedded K-6.

Professional Standards

Quality teaching will be evident and measured against the Australian Professional Standards. The principles of evaluative thinking will be evident with teams across the school.

Learning and Development

The school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation Plan

Use TTFM and school based surveys to evaluate the needs of students, staff & parents

Practices and Products

Practices

Practice:

Quality educational and organisational innovations embedded to improve system wide framework.

Proactive learning teams across all levels of the school support quality educational and organisational practices and compliance of school and departmental policies and the Australian performance standards for teachers and leaders.

Products

All students will have Learning Goals

Visible Learning will be evident in all classrooms (LISC, feedback and I can statements)

The language of Growth Mindsets will be part of the SRPS language

School Scope and sequences exist for all KLA's

Class programs will reflect syllabus requirements

Formative and Summative assessments will be evident in teaching and learning programs

Quality Teaching model is evident across the school

Instructional teaching rounds and lesson observations will be occurring regularly

Strategic Direction 1: TEACHING Effective Classroom Practice for Student Improvement

Processes

Monitoring teaching & learning programs aligned to curriculum standards

Analysis of internal/external data

Implementation of differentiated assessment practices incorporating student voice and choice

Review PDP of staff to better align professional learning

Practices and Products

Professional Learning for staff will be individualised and targeted

Strategic Direction 2: LEARNING High Performing and Dynamic Learning Culture

Purpose

The school culture is strongly focused on promoting learning excellence and performance improvement throughout the school community. A strategic, planned and integrated approach to quality teaching, whole school curriculum planning and delivery, improvement practices, assessment and wellbeing processes will enable all students to connect, succeed, thrive and learn.

Improvement Measures

- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- Students are achieving higher than expected growth on internal school progress and achievement data.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- There is an increase in the number of staff who share student learning goals with other teachers
- Students K–6 attain a minimum of one Sherwood Star per year.

People

People

Students: Are provided with engaging learning experiences in order to develop critical thinking, creativity, communication and collaboration skills and strategies.

Staff: are supported to be proactive about their own learning engaging in ongoing professional learning as reflected in performance and development Plans (PDP) and the strategic directions of the school.

Parents: To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of programs within the school

Community partners: The school's curriculum supports high expectations for student learning and is enhanced by learning alliances with other schools.

Processes

Learning Culture

Adopt aspirational expectations of learning progress and achievement for all students to do their best and continually improve.

Wellbeing

Implement evidence-based change to whole school practices in wellbeing and engagement to support learning.

Curriculum

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.

Assessment & Reporting

The school uses systematic, reliable assessment and data information to evaluate student learning over time and engage with parents to improve understanding of student learning.

Evaluation Plan

Use TTFM and school based surveys to evaluate the needs of students, staff & parents

Practices and Products

Practices

Quality teaching and learning practices across the school demonstrated through differentiated English and mathematics lessons and assessments to improve student achievement.

Positive, respectful relationships are widespread among students

Data is used to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Products

Exit slips and rubrics are used frequently by students and staff

Data walls are used and evident in classrooms

PLAN/Learning progressions are used to monitor, reflect and refine teaching and learning

Formative assessment is used flexibly and responsively to inform teaching

Consistent, evidence-based judgement and moderation of assessments regularly occurs

Feedback from students on their learning is evident

Student reports are personalised, detailed, clear and specific.

Wellbeing practices are evident in teaching programs

Strategic Direction 2: LEARNING High Performing and Dynamic Learning Culture

Processes

Monitoring teaching & learning programs aligned to teaching standards

Student evaluations and self –

reflections embedded T&L programs.

Strategic Direction 3: LEADING Systemic Leadership and Collective Efficacy

Purpose

The principal and school leadership team model and maintain a focus on distributed instructional leadership, evidenced based strategies and innovative thinking, supporting a culture of high expectations and community engagement, resulting in sustained, measureable whole school continuous improvement.

Improvement Measures

- There is an increase of 25% each year in the completion of the Tell Them From Me and Parent Satisfaction surveys by parents.
- The leadership team and aspiring leaders undertake regular and systematic leadership learning.
- 80% of staff regularly use digital platforms to engage parents in student learning.
- 80% of staff engage in Instructional Teaching Rounds.
- All teaching and learning programs are NESAs compliant.
- 80% Staff indicate that school leaders have helped improve their teaching

People

People

Students: to support the leadership development through the SRC creating an inspiring learning environment for all students through the provision organisational innovations and systems leadership across the school.

Staff: to develop staff workforce capabilities by implementing and sustaining quality school wide systems and organisational structures to support the attainment of personal and collective efficacy, aligned to the school plan and vision.

Parents: To establish a collaborative, responsive and whole school approach maintaining customer satisfaction and improvement of service delivery.

Community partners: to establish proactive learning alliances with other schools and community members to introduce educational and organisational innovations that improve school wide systems and practices.

Processes

EDUCATIONAL LEADERSHIP

Distributed instructional leadership and evidence-based teaching is embedded school wide.

SCHOOL PLANNING AND REPORTING

Systemic practices and processes are embedded across the school informing future directions for whole school improvement.

SCHOOL RESOURCES

Administrative systems structures and processes underpin ongoing school improvement and professional effectiveness of all school members.

Resources are strategically used to achieve and improve student outcomes and high quality service delivery.

MANAGEMENT PRACTICES AND PROCESSES

School community satisfaction is measured, management practices and processes are shared and responsive to school community feedback.

Evaluation Plan

Survey to review organisational practices

Practices and Products

Practices

The leadership team will lead, plan, monitor and reflect on models of best leadership and teaching practice within each grade.

The leadership team will lead the implementation of IT and use of the physical environment to enhance learning.

The Leadership team and staff will use a variety of strategies to engage the school community in all aspects of operations.

Products

Instructional Teaching Rounds occur across all grades within the school

Innovative, evidenced based research practices are evident in teaching and learning programs school wide.

Flexible learning spaces are established

A cloud based data collection point will be established and maintained.

Staff are proficient in the use of technology within the school

IT is purchased, maintained and embedded across the school

Team leaders regularly meet with individual team members to develop, maintain and monitor goals.

Professional Learning is aligned to staff

Strategic Direction 3: LEADING Systemic Leadership and Collective Efficacy

Processes

throughout the implementation of new systems and educational reforms.

Review and streamline communication processes

Ensure consistency in public relations

Practices and Products

Performance and Development Plans and the school's Strategic Directions.

Digital platforms are used to engage the community in student learning and school operations.