

Strategic Improvement Plan 2021-2024

Sherwood Grange Public School 4328



School vision and context

School vision statement

To meet the academic, social, emotional, creative and physical needs of every child in our care. This will be achieved through consistent explicit, evidence based teaching and a strong culture of collaborative practice where teachers analyse, interpret and use data to evaluate teaching and inform planning.

Every student will be known, valued and cared for within a culture of high expectations where students are able to connect, succeed and thrive. This will be achieved through a continued focus on meaningful, research based wellbeing programs and initiatives that drive ongoing school improvement.

School context

Sherwood Grange Public School is located in a quiet suburban area in Merrylands West with a current enrolment of 274 students. 66% of students come from Language Backgrounds other than English, with Arabic and Turkish being the predominant language groups in the community. A strong focus on student wellbeing fosters a positive, settled school tone, where children feel happy, safe and supported. Highly skilled and inspirational teaching and administration staff foster an atmosphere in which students are encouraged to care for others and give their best.

Staff, parents and 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 where everyone has a sense of belonging.

The situational analysis was completed in 2020. Through the triangulation of a range of data sources and consultation with the school community we identified a need to develop teachers' data literacy skills and establish school wide processes for the systematic collection and analysis of data. Collaborative practices were identified as another area to be enhanced, with a focus on the use of relevant data to drive teaching and learning, plan interventions and improve student growth and attainment.

The three high level focus areas for improvement are:

Strategic Direction 1 - Student Growth and Attainment

Strategic Direction 2 - Assessment and Feedback

Strategic Direction 3 - Collaboration and Leadership

Strategic Direction 1: Student growth and attainment

Purpose

To enhance capacity of staff in the authentic use of data to drive effective classroom practice by implementing school wide processes for consistent and systematic collection and analysis of meaningful data. This will result in improved student learning outcomes in reading and numeracy.

Improvement measures

Target year: 2022

NAPLAN Reading - Uplift of 9% of students in top two bands in Reading.

Target year: 2023

NAPLAN Reading - Uplift of 7% of students achieving expected growth in Reading.

Target year: 2022

NAPLAN Numeracy - Uplift of 8% of students in top two bands in Numeracy

Target year: 2023

NAPLAN Numeracy - Uplift of 7% of students achieving expected growth in Numeracy.

Target year: 2022

Attendance - Uplift of 4% of students attending >90% of the time

Initiatives

Data Driven Teaching

School wide systems for the collection and analysis of meaningful data will be established to develop staff capacity to analyse and use data. Team based professional learning will focus on the effective use of consistent, high quality data to drive the teaching and learning cycle and improve student outcomes.

Differentiation

Analysis of a range of internal and external data sources will inform effective differentiation that meets the needs of every child and supports student achievement against defined success criteria. Teachers will respond to trends in student achievement with pedagogical changes that result in improved student outcomes. Data will be used to identify students for high impact interventions that boost student achievement in identified areas of need.

Success criteria for this strategic direction

SEF - Curriculum (Differentiation) - 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.

SEF - Student Performance Measures (Internal and External Measures)- Students meet expected targets for growth and attainment. Data shows achievement on external measures is consistent with progress and achievement on internal assessments.

SEF - Data Skills and Use (Data Literacy)- All teachers have a sound understanding of student assessment. They analyse, interpret and use data to inform planning, identify interventions and modify teaching practice.

SEF - Data Skills and Use (Data Analysis)- The learning goals for students are informed by the analysis of internal and external student progress and achievement data.

Evaluation plan for this strategic direction

Question - To what extent have we met our purpose and can demonstrate impact on outcomes in reading and numeracy?

Data - We will use a combination of data sources including NAPLAN (Reading and Numeracy), Attendance data, Stage Success Criteria Data and Year 3-6 Check In Assessments.

Analysis - The school will analyse and review progress towards the improvement measures annually.

Implications - The findings from the analysis will inform future actions and annual reporting on school progress measures.

Strategic Direction 2: Assessment and Feedback

Purpose

To ensure quality data informs planning and decision making, current assessment and feedback practices will be evaluated and refined at a whole school and team level. This will result in the collection of accurate formative and summative assessment data and support consistent teacher judgement.

Improvement measures

Target year: 2024

100% of teachers use effective assessment strategies to measure student progress against syllabus outcomes in Literacy and Numeracy.

Target year: 2024

100% of teachers demonstrate consistent, evidence based judgement in providing effective feedback on student achievement.

Target year: 2024

Uplift of 50% of parents participating in the Tell Them From Me Survey.

Target year: 2024

Uplift of 21% of students reporting a positive sense of belonging in the Tell Them From Me survey.

Initiatives

Assessment

To support improved data literacy it is necessary that assessment practices yield quality data and that teacher judgement of student achievement is consistent. Ongoing evaluation and refinement of assessment practices across the school will ensure the collection of reliable data that accurately reflects student attainment and is consistent with external performance measures.

Feedback

Explicit systems that facilitate professional dialogue between teachers and the provision of descriptive, effective feedback to students and parents will be embedded in order to engage all members of the school community in reflection on student achievement and sense of belonging. Regular feedback will be elicited from students, staff and parents and inform strategies for ongoing improvement.

Success criteria for this strategic direction

SEF - Assessment (Summative Assessment)- The school analyses progress and achievement data and a range of other contextual information.

SEF - Assessment (Whole School Monitoring of Student Learning)-The school uses systematic and reliable assessments to evaluate learning and implements changes in teaching that lead to measurable improvement. Teachers moderate assessments and demonstrate consistent, evidence-based judgement.

SEF - Data Skills and Use (Data Use in Planning)- There is a coordinated effort by school staff to engage the school community to reflect on progress and achievement data to develop plans and strategies for improvement.

SEF - Effective Classroom Practice (Feedback) Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Evaluation plan for this strategic direction

Question - To what extent have we met our purpose and can demonstrate impact on school assessment and feedback practices?

Data - We will use a combination of data sources including, TTFM surveys, What Works Best Teacher survey and focus groups.

Analysis - Annually the school will analyse and review progress towards the improvement measures.

Implications - The findings from the analysis will inform future actions and annual reporting on school progress measures.

Strategic Direction 3: Collaboration and Leadership

Purpose

To enhance the collaborative culture and maintain high expectations, coaching and mentoring will support improved collaborative teaching practice and student outcomes across the school.

Improvement measures

Target year: 2024

100% of teachers demonstrate high levels of professional practice and engage in roles beyond the classroom that are reflective of their level of experience and expertise as measured against the Australian Professional Standards for Teachers.

Target year: 2024

100% of teachers embed effective collaborative practices to improve student outcomes.

Initiatives

Distributed Educational Leadership

Enhanced opportunities for distributed educational leadership will support the development of leadership and management skills for aspiring leaders across the school. Formal coaching and mentoring systems will be established to enhance the capacity of all teachers and maintain a culture of high expectations. This will result in improved student outcomes and a strong pipeline of leaders.

Enhanced collaborative practices

Formal systems will be embedded that facilitate a highly collaborative school culture where teachers work in partnership to achieve common goals. Teachers will engage in ongoing professional dialogue, share evidence based practices, observe colleagues and receive regular feedback on their teaching. This will lead to ongoing improvement of teaching practice and student results.

Success criteria for this strategic direction

SEF - Learning and Development (Collaborative Practice and Feedback)- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback between teachers.

SEF - Learning and Development (Coaching and Mentoring)- Mentoring and coaching support the ongoing development and improvement of all teachers.

SEF - Educational Leadership (Instructional Leadership) - A focus on distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement.

SEF - Educational Leadership (Performance Management and Development) - 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.

Evaluation plan for this strategic direction

Question - To what extent have we met our purpose and can demonstrate impact on collaborative practices and distributed leadership?

Data - We will use a combination of data sources including What Works Best Teacher survey and focus groups, school based teacher surveys and Australian Professional Standards for Teachers.

Analysis - Annually the school will analyse and review progress towards the improvement measures.

Implications - The findings from the analysis will inform future actions and annual reporting on school progress measures.