

Strategic Improvement Plan 2021-2024

Sherwood Ridge Public School 4640



School vision and context

School vision statement

Sherwood Ridge Public School, an inclusive school where wellbeing and student growth and achievement for all is at the centre of what we do. Students and teachers actively engage in learning, with parents and carers as partners in this journey, all striving together to create a future generation of strong, capable and driven lifelong learners. At Sherwood Ridge every student, every teacher and every family is known, valued and cared for.

School context

Sherwood Ridge Public School is a vibrant, inclusive and innovative future-focused school in Kellyville with an enrolment of 797 students, including three support classes catering for the needs of students with Autism and Moderate Intellectual Disabilities. We share a community rich in culture with 53% of our students with a language background other than English. In 2021, 86% of the student population were born in Australia with 41% of students identifying as having English as an Additional Language or Dialect. As a school community we speak 50 different languages with Mandarin at 11%, representing our largest language group. 1% of our students identify as Aboriginal and overall student attendance is 94.58%.

With student growth and wellbeing at the centre of all decision making, the school strives to support all students to reach their potential within the classroom, in the playground, on the sporting field and across all areas of the curriculum. We foster a high expectations learning culture for all, to ensure a continuous cycle of school-wide improvement, one where every student, every teacher and every leader improves every year.

Students are provided with a variety of extra-curricular opportunities in Sport, STEM and the Creative Arts both during school hours and through the external providers who use our facilities.

The whole school community have been consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified three key areas that will form the focus of the next 4 years: Student Growth and Attainment, Educational Leadership and Collaborative Practice and A Planned Approach to Wellbeing and Engagement.

Vital to the success of these strategic directions is our passionate and dedicated educators and support staff who prioritise student learning and their wellbeing. With strong foundations in differentiated pedagogy, our teachers are supported through a highly visible and active Learning and Support Team and Instructional Leaders who work alongside our classroom teachers to provide personalised learning. We strive to develop self-directed learners who are able to articulate where they are at with their learning and what their next steps are to improve. All students have learning goals which they work towards achieving, taking responsibility for their learning progress and success.

Our work with individual students is responsive and closely monitored to ensure that we not only reduce the impact of disadvantage for our most vulnerable students but also ensure the needs of our high potential and gifted students are met. Individual and targeted support will be provided where growth is not evident, using pre and post assessment to assess the impact of this support.

The leadership team will continue to focus on creating a learning environment where collaborative practice and feedback strengthen teacher capacity to improve practice. Staff will be supported in the use of data driven practices and effective research-based teaching strategies through Instructional Leaders, personalised professional learning and accessing departmental support staff and resources to ensure ongoing improvement so that every student makes measurable progress each year. Key to this is achieving the identified

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system-negotiated target areas in Reading and Numeracy along with continual monitoring of student performance data to determine impact and areas of need at a class and whole school level. The involvement of the whole school community in this process is essential for success.

Work will take place on strengthening and embedding our approach to wellbeing and student engagement, one that sees teachers and parents working in partnership along with a committed P&C to meet the changing needs of our students. Supporting students to work through difficulties, build resilience and implement effective strategies to be successful when faced with challenges will be crucial in preparing our students for the future.

Our staff have a relentless focus on engaging students in learning and working with parents to inspire students to achieve their best and to strive for excellence in all that we do as a wider school community. Together this four year plan will support our students to grow into strong, capable and driven lifelong learners.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting, analysing and using data to drive differentiated instruction that focuses on explicit teaching strategies with individualised feedback and high expectations for all in order to challenge students and encourage continuous improvement.

Improvement measures

Target year: 2022

- A minimum of 62.7% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading (lower bound system negotiated target).

Target year: 2023

- A minimum of 62.4% of students achieving expected growth in NAPLAN reading (lower bound system negotiated target).

Target year: 2024

- At least 90% of students K-3 will have achieved school identified reading recovery level targets with associated comprehension: Kindergarten - Level 8; Year 1 - Level 18; Year 2 - Level 26; and Year 3 - Level 30.

Target year: 2024

- At least 90% of students K-6 will have achieved the learning indicators within the understanding texts element of the Literacy Progressions.

Target year: 2022

- A minimum of 53.4% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy (lower bound system negotiated target).

Target year: 2023

- A minimum of 64.8% of students achieving expected

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data collection, analysis and reflection are used for responsible curriculum delivery.

- Establish and use IL position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- PL in data literacy, data analysis and data use in teaching for all staff.

Personalised Learning

Embed a learning culture that enables all students to create, receive feedback on and achieve their learning goals.

- PL on Literacy and Numeracy Progressions to personalise learning and understanding.
- Establish school-wide systems and practices for plotting students against the Learning Progressions.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised differentiated and responsive learning opportunities.
- Embed systems and practices that reduce the impact of disadvantage, supporting students with disabilities and/or diverse linguistic, cultural, religious and socio-economic backgrounds to ensure equal opportunity and enable all students to access the curriculum and achieve expected growth.

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

SEF: Effective Classroom Practice; Professional Standards; Curriculum; Educational Leadership

Data and feedback inform teaching practice and direct learners and learning, ensuring high expectations for all.

SEF: Learning Culture

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsibly as an integral part of classroom instruction.

SEF: Data Skills and Use; Reporting

Accurate, consistent teacher judgement is evident across the school.

SEF: Assessment

All students articulate, understand and achieve their literacy and numeracy learning goals.

SEF: Wellbeing

EAL/D and LaST teams are collaborative, build the capabilities of teachers and are an integral component of whole-school approaches to language, literacy and numeracy programs.

SEF: Learning and Development

Targeted Funds and Equity Loading are effectively allocated to support colleagues to develop effective teaching strategies and learning plans that address the learning strengths and needs of students with disabilities or from diverse linguistic, cultural, religious and socio-economic backgrounds.

SEF: Effective Classroom Practice; Professional Standards; Curriculum; Assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

growth in NAPLAN numeracy (lower bound system negotiated target).

Target year: 2024

- At least 90% of students K-6 will have achieved the learning indicators within the Additive Strategies element of the Numeracy Progressions.

Target year: 2024

- School maintains 'Sustaining and Growing' for all themes across the element of 'Student Performance Measures'.

Target year: 2024

- School achieves 'Excelling' for all themes across the element of 'Data Skills and Use'.

Target year: 2024

- All students identifying as Aboriginal or Torres Strait Islander have achieved their learning goals within their Personalised Learning Pathway.

Target year: 2024

- All students with a diagnosed or imputed disability with a Personalised Learning and Support Plan achieve their learning goals.

Target year: 2024

- All English as an Additional Language or Dialect students show expected growth along the EAL/D Learning Progressions in the area of Reading and Responding.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

To what extent have we achieved our purpose and can demonstrate teachers engaging in data informed practice?

Data:

We will use a combination of data sources.

These will include:

- NAPLAN
- Scout - Value Added
- PAT - Reading and Maths
- PLAN 2 - Understanding Texts, Additive Strategies
- SWANS assessment data
- EAL/D Learning Progressions
- Running records
- Student PLaSPs
- Student PLPs
- Focus students (6 per class, two high, middle and low)
- Student agency
- Student work samples
- Data walls
- Document analysis
- Observations
- Student learning goals
- Program walkthroughs
- Learning looks

Evaluation plan for this strategic direction

Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring (5 week cycle).
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and 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 and our progress towards achieving 'Excelling'.
- Executive team and whole staff reflection sessions.
- Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures published in the Annual Report each year, in the School Newsletter and on the School Website throughout the year.

Strategic Direction 2: Educational leadership and whole school collaboration

Purpose

In order to develop educational leadership across the school and build a high expectations learning culture we will develop and foster instructional leadership across the school learning community focused on a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Improvement measures

Target year: 2024

- 90% of staff in the People Matter Survey identify that they are confident that they contribute their best at work (base 82%).

Target year: 2024

- All staff aligning PDP goal one and two with school Strategic Directions with clear links to improving student outcomes.

Target year: 2024

- 70% of staff in the People Matter Survey identify that they are satisfied with opportunities available for career development in my organisation (base 59%).

Target year: 2024

- 70% of staff in the People Matter Survey identify that they have received the training and development they need to do their job well (base 59%).

Target year: 2024

- School maintains 'Excelling' in the theme 'Financial Management'.

Target year: 2024

- All teaching staff engage in using the AITSL Self-Assessment Tools.

Initiatives

High Expectations Learning Culture

Embed a learning culture to lead the school community to develop, articulate and commit to a shared vision focused on quality teaching and learning.

- Recognise, promote and build the leadership capacity of staff.
- Review and adapt the PDP process to align staff learning goals with school strategic directions, linking classroom practice to improvement in whole-school outcomes.
- Establish mentoring opportunities for executive to support aspiring leaders.
- Identify learning needs of staff and provide personalised professional learning opportunities.
- Establish clear links between fiscal management and improvement in student learning outcomes.

Collaborative Practice and Feedback

Foster a professional learning environment that drives collaborative practice and inquiry, is founded on high expectations, supports collegial feedback and strengthens explicit teaching, resulting in ongoing improvement for the wider school community.

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Expertly use school resources to support teachers in collaborating together frequently, valuing the sharing of ideas and advice in non-threatening, encouraging ways.
- Establish mentoring and coaching support to ensure ongoing development and improvement for all teachers.
- Identify highly accomplished educators to demonstrate, support and work alongside teachers to strengthen and sustain quality teaching practice.

Success criteria for this strategic direction

The school has a high performing teaching staff whose capacities are continually built on to ensure every student experiences high quality teaching.

SEF: Professional Standards; Educational Leadership

Staff seek higher levels of accreditation or leadership roles within the school/department.

SEF: Professional Standards; Educational Leadership

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.

SEF: Learning and Development

Clear long term financial planning is integrated with school planning and implementation processes to meet the priorities of the school.

SEF: School Resources

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

SEF: Curriculum; Assessment; Effective Classroom Practice; Learning and Development; School Planning, Implementation and Reporting

There are explicit systems for collaboration and feedback on teaching that sustains quality teaching practice

SEF: Learning and Development

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement

SEF: Educational Leadership; School Planning, Implementation and Reporting; Professional Standards

Strategic Direction 2: Educational leadership and whole school collaboration

Improvement measures

Target year: 2024

- 10% increase in People Matter Survey results in Teamwork and Collaboration (base 80%).

Target year: 2024

- School achieves 8.7 in the Data Informs Practice Drivers of Student Learning in the Tell Them From Me Teacher Survey (base 7.7).

Target year: 2024

- School maintains 'Sustaining and Growing' in the element of 'Assessment'.

Target year: 2024

- 95% of staff in the People Matter Survey identify that they have received feedback to improve their work in the last 12 months (base 88%).

Target year: 2024

- 1.0 increase in 'School leaders have taken the time to observe my teaching' in the Tell Them From Me Teacher Survey within the Leadership Driver of Student Learning (base 5.9).

Target year: 2024

- 10% increase in People Matter Survey results in Feedback and Performance Management (base 73%).

Target year: 2024

- School achieves 'Excelling' in the element of 'Learning and Development'.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in educational leadership and whole school collaboration?

Data:

We will use a combination of data sources.

These will include:

- NAPLAN
- Scout - Value Added, Human Resources
- People Matter Survey
- Tell Them From Me Survey
- SEF yearly evaluation
- PDPs
- Staff accreditation
- Staff leadership capacity
- PL evaluations/exit slips
- Budget meeting minutes
- Expenditure reports and requests
- eFPT
- Overview report
- AITSL Self-Assessment Tool
- What Works Best Toolkit
- LST meeting minutes
- Peer observations
- Learning walks

Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring (5 week cycle).

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and 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 and our progress towards achieving 'Excelling'.
- Executive team and whole staff reflective sessions.
- Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the school website throughout the year).

Strategic Direction 3: A strategic approach to wellbeing and engagement

Purpose

In order to nurture student wellbeing and foster engagement we will develop and sustain a planned approach that supports all students to connect, succeed, thrive and improve learning outcomes.

Improvement measures

Target year: 2022

- A minimum of 91.1% students attending school 90% of the time or more (lower bound system-negotiated target).

Target year: 2022

- Score a minimum of 89.6% in the Tell Them From Me Wellbeing Aggregate (lower bound system-negotiated target).

Target year: 2024

- 10% increase in Student Positive Sense of Belonging in the Tell Them From Me Student Survey.

Target year: 2024

- 10% decrease in students who identify bullying in the Tell Them From Me Student Survey and correlating Sentral internal data.

Target year: 2024

- Decrease by 10% the number of aggressive and violent incidents on Sentral.

Target year: 2024

- 25% reduction in behaviour incidents for students in the top tier of the PBL triangle through individualised intervention.

Target year: 2024

- Identified students with specific learning needs

Initiatives

A Planned Approach to Wellbeing

Implement and embed evidence-based changes to whole school wellbeing practices that promote a supportive environment across the whole school and foster student learning.

- Implement school procedures process maps for attendance and personalised support plans for students at risk.
- Review existing wellbeing policies and procedures, identifying how students' cognitive, social, physical and spiritual wellbeing is being catered for and supported, embedding new practices to best cater for the needs of all students.
- Establish and use IL position to work with teachers using data to monitor and support student wellbeing.
- Expertly use knowledge of identified students to provide individualised support within the classroom, playground and throughout periods of educational transition.

Whole School Engagement

A relentless focus on creating a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic independent learners, committed to lifelong learning and a community that shares in this vision.

- Develop and support connections between school and the wider school community through programs, community events and a shared responsibility for high expectations, inclusion and engagement.
- Inspire, motivate and celebrate achievement with teachers, students and parents working in partnership to meet the needs of individuals and their families.
- A targeted approach to engagement for all students across the curriculum, fostering and developing the general capabilities and embracing cross curriculum priorities.

Success criteria for this strategic direction

Individualised attendance plans for all students not meeting attendance target to ensure student absence does not impact learning outcomes.

SEF: Learning Culture

School-wide implementation and collective responsibility for student wellbeing and engagement in learning resulting in measurable improvements across the school in learning outcomes, sense of belonging and reduction in negative tracking incidents.

SEF: Wellbeing; Effective Classroom Practice

Teachers feel supported and equipped with the necessary skills required to meet the wellbeing needs of all students and develop individualised support programs as needed.

SEF: Wellbeing; Effective Classroom Practice

School facilities are used by the local community and provide additional opportunities for students and their families.

SEF: School Resources

School is responsive to community feedback, working in partnership to strengthen service delivery and customer satisfaction.

SEF: Management Practices and Processes

Links between home and school are evident with clear, regular communication strengthening parent understanding of student learning progress.

SEF: Reporting; Educational Leadership

All teachers are committed to engaging and motivating students to deliver their best and to continually improve, providing and gaining feedback from students on their learning, their challenges and their achievements.

SEF: Learning Culture; Assessment; Effective Classroom Practice

Strategic Direction 3: A strategic approach to wellbeing and engagement

Improvement measures

participate in individual transition programs at an inter and intra school level.

Target year: 2024

- Yearly increase in the number of community users who use the school grounds and provide services to the wider school community.

Target year: 2024

- School maintains 'Excelling' in the theme 'Service Delivery' in the 'Management Practices and Processes' element.

Target year: 2024

- 80% customer satisfaction with site and facility resourcing in Parent Survey results.

Target year: 2024

- 80% of parents access Sentral Parent Portal.

Target year: 2024

- 80% of parents access their child's Seesaw for Schools Learning Journal.

Target year: 2024

- 10% increase in students who are 'Interested and Motivated' in the Tell Them From Me Student Survey.

Target year: 2024

- Yearly increase in the Tell Them From Me Student Survey data from Years 4 to 5 in the areas of: 'Positive Sense of Belonging'; 'Positive Relationships'; and 'Students That Value School Outcomes'.

Target year: 2024

- Yearly Student Agency projects in partnership with

Initiatives

- Establish systems of practice that support and inspire student agency across all areas of the curriculum and the wider school community, developing student leadership both within the classroom and across the school.
- Identify, connect and engage High Potential and Gifted students across all domains, identifying their specific learning needs, analysing and evaluating the effectiveness of differentiated programs and provisions, to ensure they have access to quality learning opportunities that meet their needs and aspirations.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in whole school wellbeing and engagement?

Data:

We will use a combination of data sources.

These will include:

- Scout - Attendance and Wellbeing
- Tell Them From Me surveys
- People Matter survey
- SEF yearly evaluation
- Spiral of Inquiry key questions
- Sentral
- Staff leadership capacity
- PL evaluations/exit slips
- PAT - Social and Emotional Wellbeing
- Bump it up walls
- Goal setting data
- Student learning project partnerships
- Year 4/5 project engagement surveys and academic results

Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring (5 week cycle).
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School

Strategic Direction 3: A strategic approach to wellbeing and engagement

Improvement measures

teaching staff and the P&C.

Target year: 2024

- Student Agency present in all teaching and learning programs across the school.
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Target year: 2024

- 60% of students in the Tell Them From Me Student Survey are placed in the desirable quadrant with high skills and high challenge (base 49%).
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Evaluation plan for this strategic direction

Excellence Framework elements and themes and our progress towards achieving 'Excelling'.

- Executive team and whole staff reflective sessions.
- Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year and in the newsletter and on the school website throughout the year).