Strategic Improvement Plan 2021-2025

Sir Eric Woodward Memorial School 5675

School vision and context

School vision statement

We are growing together and learning for life. Every student in our school is known, valued and cared for and will be nurtured to continually improve and be challenged in a safe environment to learn.

School context

Sir Eric Woodward School (SEWS) is a K-12 school in St Ives and is part of the Pittwater Network of schools. The school offers both on site and distance education to meet the needs of a diverse student population.

The school is supported by a committed parent body and local community members. We set high expectations in a safe and supportive environment to ensure all of our students can reach their full potential. We prepare our students for rewarding lives by delivering positive and engaging learning experiences enabling them to achieve the best outcomes for success at school and beyond.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure teachers use effective assessment and data informed practice to improve student outcomes in literacy, numeracy, communication and curriculum based skills for life.

Improvement measures

Achieve by year: 2025

A targeted approach to assessment will be embedded to support personalised learning plans for all students.

Achieve by year: 2025

All teachers will demonstrate effective assessment practice to inform the explicit teaching of literacy, numeracy, communication.

Initiatives

Effective Assessment

- Embed high impact professional learning to build teacher and tutor capabilities in the use of assessment as part of the teaching and learning cycle.

- Embed evidence based student centred teaching practices.

Use of data to improve practice

- To produce a whole school approach to assessment procedures.

- Embed high impact professional learning to build teacher and tutor capacity to ensure valid data collection.

- Build staff and tutor capacity to review progress data and plan the next step in a student's learning journey.

Success criteria for this strategic direction

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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals are monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

How will we know teachers are using effective assessment?

- assessment procedure/guide for teachers
- professional learning/training films for teachers and tutors
- whole school professional learning schedule
- staff Performance and Development Plans
- classroom observation
- scope and sequence documents
- differentiated teaching and learning programs
- adjustments to learning tasks

How will we know if students are showing growth and attainment based on individualised student data analysis?

- assessment of Lateral Progress tracking data
- Planning Literacy And Numeracy, PLAN 2 data
- student Personalised Learning Plan (PLP) reviews
- teacher support Review of Assessment and Planning meetings

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- school reports
- use of valid and reliable assessments
- tutor instructions feedback
- parent feedback
- differentiated teaching and learning programs

Strategic Direction 2: Student Wellbeing

Purpose

Support all of our students to connect, succeed, thrive and learn with confidence. There will be a planned approach to developing whole school wellbeing processes that support positive behaviour and high levels of wellbeing and engagement.

Improvement measures

Achieve by year: 2025

All students demonstrate improved positive behaviour choices across whole school.

Achieve by year: 2025

All staff embed whole school processes to monitor, regulate and enhance student wellbeing outcomes.

Initiatives

Positive behaviour

- Embed a whole school approach to student wellbeing and engagement through a Positive Behaviour for Learning (PBL) framework.
- Develop high quality teacher/student relationships to enhance increased opportunities for learning.
- All teaching staff to access high impact professional learning to ensure explicit teaching of positive behaviours across the school.
- Develop strong partnerships with SEWS families to support increased positive behaviour management within their environment.

Approaches to enhance student wellbeing

- All staff engage in professional learning to support the introduction of whole school wellbeing programs.
- Embed explicit systems to enhance teacher collaboration to support student wellbeing outcomes.
- Establish strong processes for monitoring and communicating wellbeing outcomes across whole school and community.
- Embed an applied approach to lead student improvement in independence, self-direction and self regulation.

Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

How do we measure the application of positive behaviour strategies on student wellbeing?

- ebs: ontrack behaviour incident data; student Wellbeing (Synergy) notes
- accredited therapy dog student tracking sheets
- anecdotal data; staff and executive meeting minutes
- student leadership program
- suspension data; attendance rates (Scout) and staff/community feedback

What is the impact of staff professional learning and increased teacher collaboration on student wellbeing?

- student Personalised Learning Plans; student/class programs; tutor/parent feedback; school review; student reports
- collection of consistent learning resources across all

Evaluation plan for this strategic direction

stages

- professional learning feedback, assessment data and work samples

Strategic Direction 3: Successful transitions and personalised pathways

Purpose

To develop and support enhanced systems and practices across the school. To focus on transition programs to maximise success at school and beyond.

Improvement measures

Achieve by year: 2025

Strengthen collaborative practices to enhance student transition outcomes.

Achieve by year: 2025

All students have access to appropriate supports to ensure successful transitions.

Initiatives

Effective collaboration

- All teachers access high impact professional learning to support collaborative practices.
- Processes of school communication are strengthened through the development of student transition plans.
- Build strong partnerships across network of operations to support student transitions.

Successful transitions

- All teachers access professional learning to strengthen student transition and personalised learning.
- Develop high quality, clear processes for transitions at various stages within SEWS.
- Establish strong processes for transitions across the whole school.
- Embed student transition plans into a whole school approach.

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The staff evaluate professional learning activities to identify, systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

What is the impact of building strong relationships and strengthening collaborative partnerships with our students and school community?

- strengthening professional networks throughout NSW
- feedback from external providers
- attendance data obtained from ebs
- internal surveys: student/parent
- external survey: Tell Them From Me
- annual student reviews

How do we measure the impact of successful student transition processes?

- individual student programs, Individual Transition Plans, Personal Learning Plans and NDIS plans
- reporting of success in newsletters and Annual School Report
- internal student survey results
- SEWS staff implement evidence-based change to whole school practices, resulting in measurable

Evaluation plan for this strategic direction

improvements for successful transitions in and out of SEWS