

Strategic Improvement Plan 2024-2027

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 Public School, every student, every teacher and every family is known, valued and cared for.

School context

Sherwood Ridge Public School is a highly collaborative, inclusive and student-focused school in Kellyville with an enrolment of 635 students, including three inclusion and support classes, catering for the needs of students with autism spectrum disorder and moderate intellectual disability. Our community is rich and diverse in experience and cultural background with 60% of our students with a language background other than English. More than 80% of the student population were born in Australia with approximately 40% of students identifying as having English as an additional language or dialect. Our community speak 39 different languages, Mandarin representing our largest language group of 13%. 1% of our students identify as Aboriginal. The student attendance rate is in excess of 90% which has been steadily increasing from year to year, and remains above the state and local network average.

As a school we strive for excellence in all that we do through a continuous cycle of school-wide improvement; one where every student, every teacher and every leader improves every year. With a strategic improvement plan focused on student growth and attainment, effective teaching practice and student engagement, we have high expectations for all staff, students and the community, as we drive innovative and data-driven initiatives and activities. High quality curriculum provision and personalised learning ensures that every student achieves personal growth, is tracked longitudinally and is supported to achieve their personal best across the curriculum. Educators are supported through collaborative inquiry, data talks and professional learning in effective, explicit and inclusive teaching methods to provide data-driven, highly differentiated teaching and learning programs that meet the needs of students across a full range of abilities.

Engagement is an ongoing focus to ensure our students connect, succeed and thrive at each stage of their development and 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, allowing them to take responsibility for their learning progress and success. Our work with individual students is responsive and closely monitored to ensure that we reduce the impact of disadvantage for our most vulnerable students as well as ensure the needs of our high potential and gifted students are met. We foster student potential across all domains through providing the provision of extra-curricular opportunities in sport, STEM and the creative arts, both during school hours and through the external providers who use our facilities.

Nurturing a sense of belonging for all students, their families and our staff is of significant importance as we continue to build a planned approach to inclusion and wellbeing, fostering strong relationships across the community. An inclusive culture of high expectations, engagement and success for every child is the foundation of wellbeing at Sherwood Ridge Public School. We work in partnership with our families to best meet the academic, social, sensory, physical and emotional needs of all students. Supporting students to work through difficulties, build resilience and implement effective strategies to be successful when faced with challenges will continue to be crucial in preparing our students for the future.

Our staff have a relentless focus on engaging students in learning and working with parents

School vision and context

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and carers to inspire students to achieve their best and strive for excellence in all that we do as a wider school community. 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

To ensure the continuation of growth and attainment for every student across all curriculum areas, we will sustain whole-school data driven practice, embedded within a high expectations learning culture, one where every student makes measurable growth in their learning.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Curriculum Provision

Curriculum provision promotes high expectations for student learning and nurtures student agency through an evidence informed approach that is responsive to the learning needs of students and syllabus requirements.

The leadership team support teachers in developing a thorough understanding of the new curriculum by:

delivering high impact professional learning

unpacking syllabus documents

working with support materials

enacting department priorities

to ensure high quality curriculum provision and continued growth and attainment for all students across all areas of the curriculum.

Teaching teams work collaboratively to:

analyse and use data to inform practice

use syllabus documents and support materials to develop teaching and learning sequences/units focused on explicit teaching methods that meet the varied and complex needs of our students

develop assessment practices and procedures that monitor the growth and attainment of all students across all areas of the curriculum to ensure every student makes measurable progress.

Personalised Learning

All students across all achievement levels are provided with learning opportunities and tailored support to ensure that each student makes measurable growth and is engaged and challenged in their learning.

All teachers are supported by the executive team, learning support team and specialist teachers to develop

Success criteria for this strategic direction

- The school has achieved the improvement measure.
- 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.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice ensuring high expectations for all.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsibly as an integral part of classroom instruction and guide educational decisions.
- Team meeting sessions are used to achieve consistent teacher judgement across grade and stage teams.
- All students articulate, understand and achieve their literacy and numeracy learning goals that are directly linked to learning progressions.
- EAL/D and learning support teams are collaborative, build the capabilities of teachers and are an integral component of whole-school approaches to language, literacy and numeracy programs.
- 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.
- High potential and gifted students are identified and engage in talent development processes and programs.

Evaluation plan for this strategic direction

Questions

Do all teachers demonstrate personal responsibility for improving their teaching practice, continually building on their knowledge and understanding of evidence-informed

Strategic Direction 1: Student growth and attainment

Initiatives

their understanding of personalised learning and ensure measurable growth for each student by:

Expertly using student assessment data to reflect on teaching effectiveness and provide individualised, differentiated and responsive learning opportunities.

Ensuring high potential and gifted students are identified and supported to maximise learning opportunities and are challenged in their learning.

Further development and implementation of consistent systems and practices that reduce the impact of disadvantage, support 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.

Evaluation plan for this strategic direction

practice and effective curriculum delivery to ensure growth and attainment for all students?

Are we responsive to the learning needs of all students?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic directions. This analysis will guide the school's future directions. We will use a combination of data sources, including: NAPLAN data; check-in assessment data; Scout data; literacy and numeracy PLAN2 data; student focus groups; SEF SaS survey; PAT Reading and Numeracy assessments; Year 1 Phonics Screener; Kindergarten Best Start; EAL/D learning progressions; student PLaSPs; student PLPs; student work samples; observations; student learning goals; and learning looks and walks.

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 intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes and our progress towards achieving 'Excelling'.
- Executive team and whole staff sessions.
- Annual review of progress towards achieving the improvement measure.

Implication

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Effective teaching practice for continuous improvement

Purpose

To ensure the development of a school-wide feedback culture, we will implement explicit systems and practices of collaboration and feedback to sustain high-quality instruction, focussed on differentiation and challenge, to maximise learning and build the capacity of staff to drive improvement.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective Classroom Teaching

Highest priority is given to identifying, understanding and implementing effective, explicit and inclusive teaching methods that optimise learning progress and growth across the full range of abilities.

The leadership team drive a self-sustaining and self-improving community built on high expectations, professionalism and a commitment to high-quality teaching by:

understanding and adopting current evidence-informed teaching strategies (WWB, Lyn Sharratt, Michael Fullan, latest DoE resources)

continually evaluating the effectiveness of teaching practices and building on teacher knowledge and understanding of teaching pedagogy and how to improve student learning outcomes through explicit teaching

delivery of high impact professional learning to support the diversity of our learners through the examination and implementation of a three tiered model comprising of support, core and enrichment/challenge to cater for EAL/D, HP&G and students with diagnosed and imputed disabilities

implementation of effective differentiation strategies that support individual growth, student voice and maximise learning opportunities

developing teacher knowledge and understanding of ways to authentically meet the literacy and numeracy needs of Aboriginal students to reduce the gap of disadvantage.

Collaborative Practice and Feedback

High educational aspirations and ongoing performance improvement drives a collaborative culture based on evaluative practices, facilitating explicit systems for collaboration and feedback, to sustain quality teaching practice.

Success criteria for this strategic direction

- The school has achieved the improvement measure.
- The school has a high performing teaching staff whose capacities are continually built on to ensure every student experiences high quality teaching and student learning is differentiated to ensure the varied needs of individuals are met.
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- 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.
- There are explicit systems for collaboration and feedback on teaching that sustains quality teaching practice.
- At each level (leader, teacher, student and community) there is a school-wide system, consistent language and structure for effective feedback.

Evaluation plan for this strategic direction

Question

Are there explicit systems and practices of collaboration and feedback that facilitate a shared responsibility for student improvement and contributes to a transparent learning culture?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions. We will use a combination of data sources, including: NAPLAN data; check-in assessment data; Scout data; People Matter Employee Survey; Tell Them From Me surveys; staff PDPs; PL evaluations/exit slips; literacy and numeracy PLAN2 data; student focus groups;

Strategic Direction 2: Effective teaching practice for continuous improvement

Initiatives

Embed whole-school systems of collaborative practice to support teachers to:

deliver effective teaching practices including explicit teaching and feedback, underpinned by high expectations

build teacher capabilities and collective pedagogical practice to develop and implement high-quality, evidence-based curriculum resources and assessments

use information about individual capabilities and needs to plan for learning and engage students in rich learning experiences that develop vital skills for flourishing now and in the future

analyse student learning growth and outcomes and plan for ongoing learning for each student using data to drive school-wide improvement.

Development of a high expectations feedback culture by:

understanding and adopting current evidence-informed feedback practices (WWB, Sharratt, Hattie and Timperley, department resources)

delivering high impact professional learning for all staff on effective feedback through a planned and tiered approach, developing the capacity of the leadership team followed by classroom teachers and students

developing school-wide systems, language and structure for effective feedback with students.

Evaluation plan for this strategic direction

SEF SaS survey; EAL/D learning progressions; staff and student surveys; student work samples; learning looks; What Works Best toolkit; peer observations; and learning walks.

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 measure.
- Regular professional discussions around the School Excellence Framework elements and themes and our progress towards achieving 'Excelling'.
- Executive team and whole staff sessions.
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Implication

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Student engagement for learning success

Purpose

To ensure a shared commitment to fostering engagement in an inclusive culture that places staff and student wellbeing at the centre of all decision making, we will have a sustained focus on building and celebrating student agency, resilience and an authentic sense of belonging for learning success.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 92.34% in 2023 to 93.4% by 2027.

Initiatives

A Planned Approach to Inclusion and Wellbeing

Embed a school-wide and data-informed approach to support student and staff wellbeing that empowers all to connect, succeed, thrive and learn within our educational community.

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of their colleagues and students which is achieved through:

implementation and professional learning on the new behaviour policy and other wellbeing initiatives

the ongoing use of school-wide data to track wellbeing and behaviour to further develop whole-school systems and processes that support the wellbeing of both staff and students

using knowledge of identified students to provide individualised support within the classroom, playground and throughout periods of educational transition

embedding processes that ensure all students feel empowered and can access staff members for guidance, support and assistance.

Engagement

Strong relationships are fostered across the community that support a collaborative, inclusive culture of high expectations, engagement and success for every child.

All staff will contribute to a culture of high expectations and a shared sense of responsibility for student engagement, learning development, success and wellbeing by:

ongoing monitoring of attendance and the development of personalised support plans that ensure improved student attendance and that absences do not impact learning outcomes

ensuring student voice and agency are used to inform and

Success criteria for this strategic direction

- The school has achieved the improvement measure.
- Individualised attendance plans for all students not meeting attendance target to ensure student absence does not impact learning outcomes.
- Consistent school-wide implementation and collective responsibility for student wellbeing and engagement in learning, resulting in measurable improvements across the school in learning outcomes and sense of belonging.
- Teachers feel supported and equipped with the necessary skills required to meet the wellbeing needs of all students.
- Clear evidence of the use of data to track student wellbeing and behaviour resulting in individualised student plans that support behaviour and wellbeing of staff and students.
- All students can identify a staff member for guidance, support and assistance.
- Clear evidence of student voice and agency throughout the school in learning, initiatives and activities.
- Improved sense of belonging as seen through internal and external measures.
- Links between home and school are evident with increasing connections for all cultural groups throughout the lifecycle of the Strategic Improvement Plan.
- Evidence of connections across the wider community that supports a shared responsibility for high expectations, inclusion and engagement.
- 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.

Evaluation plan for this strategic direction

Question

Strategic Direction 3: Student engagement for learning success

Initiatives

refine practices and processes that are responsible and proactive in meeting emerging needs and deepen students' sense of belonging

fostering strong partnerships with parents/carers that recognise the uniqueness of each student and their family, ultimately supporting student motivation for continuous and ongoing improvement

developing and supporting connections between the school and the wider community through programs, community events and a shared responsibility for high expectations, inclusion and engagement

developing strong authentic connections with our Aboriginal community to ensure that we are making strides together to inform, educate and plan for a future where there is a sense of belonging for all.

Evaluation plan for this strategic direction

As a school community is there evidence that we are strongly focused on nurturing a high expectations learning culture that fosters educational aspirations and supports the wellbeing of all so that they can connect, succeed, thrive and learn?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions. We will use a combination of data sources, including: Scout attendance and wellbeing reports; Tell Them From Me surveys; People Matter Employee Survey; SEF SaS survey; WAVE student survey results and analysis; School Bytes wellbeing and incident data; parent and community surveys; PL evaluations/exit slips; PAT social and emotional wellbeing assessment data; event participation numbers for parents/carers; Family School Partnership evaluations/rankings.

Analysis

Analysis will be embedded within the initiatives through:

- Progress and implementation monitoring (5 week cycle).
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- Regular professional discussions around the School Excellence Framework elements and themes and our progress towards achieving 'Excelling'.
- Executive team and whole-staff PL sessions.
- Annual review of progress towards achieving the improvement measure.

Implications

Strategic Direction 3: Student engagement for learning success

Evaluation plan for this strategic direction

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.