

Sherwood Grange Public School Plan 2015 – 2017

*At Sherwood Grange Public School our focus is on **EVERY CHILD***



Sherwood Grange PS

Sherwood Grange Public School: **School background** 2015 – 2017

SCHOOL VISION STATEMENT

OUR SCHOOL PURPOSE

*At Sherwood Grange Public School
our focus is on
EVERY CHILD*

As a learning community our purpose is to meet the academic, social, emotional, creative and physical needs of **EVERY CHILD** in our care.

We seek to create a challenging learning environment that encourages a sense of belonging, high expectations for success and differentiated instruction that is responsive to individual students.

Within a caring, respectful, supportive environment, our school is committed to instilling in each student a desire to learn and accept challenges.

Our school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, socially responsible and informed global citizens.

SCHOOL CONTEXT

Our school is located in a quiet suburban area in Merrylands West. It has a settled, extremely positive tone, where children feel happy and safe within a supportive environment. Highly skilled and inspirational teaching and administration staff foster an atmosphere in which students are encouraged to care for others and give their best. At Sherwood Grange Public School our purpose is to meet the academic, social, emotional, creative and physical needs of **EVERY CHILD** in our care. Collegial staff, supportive parents and proud 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: respect and tolerance; care and compassion; integrity; fairness; excellence; and responsibility. 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 for all.

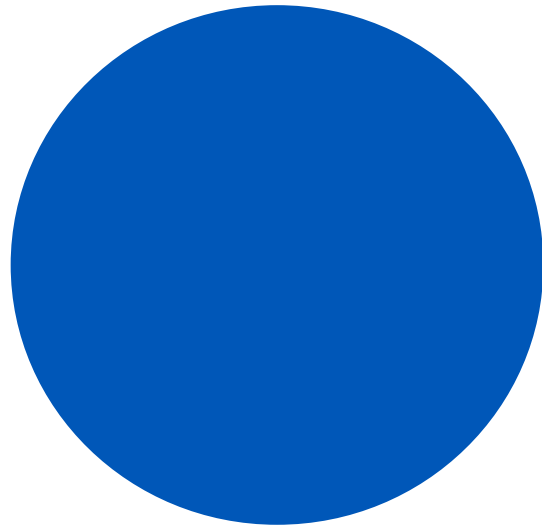
SCHOOL PLANNING PROCESS

Our Strategic Directions have been created from multiple data sources and informed by staff, parent and student input. Sources include evaluation of our 2012-2014 School Plan, curriculum evaluations, whole school program evaluations, focus group surveys and the analysis of systemic and school-based student learning outcomes data.

Our school community; staff, parents and students; were invited through surveys and focus groups to provide feedback on our current school performance and to contribute ideas to inform our planning for 2015-2017.

Throughout this three year planning cycle progress will be tracked through the monitoring of our yearly milestones, the annual school self-evaluation process and the analysis of school-based and systemic data. This will inform any adjustments that are to be made for the year ahead.

At all times throughout the three year duration of this School Plan we will ensure that “*At Sherwood Grange Public School our focus is on **EVERY CHILD***”.



Excellence in learning and wellbeing is imperative if we are to achieve our school purpose of meeting the academic, social, emotional, creative and physical needs of **EVERY CHILD**.

We aim to:

Enhance educational aspirations and ongoing performance improvement for EVERY CHILD.

Enhance the cognitive, emotional, social, physical and creative wellbeing for EVERY CHILD.

Enhance student confidence, creativity and critical problem solving capacity for EVERY CHILD.

Enhance the ability of EVERY CHILD to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.



**STRATEGIC
DIRECTION 2**
**Excellence in
quality teaching**

Excellence in quality teaching is imperative if we are to achieve our school purpose of meeting the academic, social, emotional, creative and physical needs of **EVERY CHILD**.

We aim to:

Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of EVERY CHILD.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for EVERY CHILD.

Enhance systems for collaboration and feedback to sustain Quality Teaching practices for EVERY CHILD.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for EVERY CHILD.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of EVERY CHILD.



**STRATEGIC
DIRECTION 3**

**Excellence in
leadership and
organisational
management**

Excellence in educational leadership and organisational management is imperative if we are to achieve our school purpose of meeting the academic, social, emotional, creative and physical needs of **EVERY CHILD**.

We aim to:

Enhance a culture of shared responsibility where EVERY CHILD, school staff and community members are given opportunities to embrace formal and informal leadership roles.

Enhance school wide management systems, structures and processes to ensure ongoing improvement for EVERY CHILD.

Enhance our already high expectations, strong values and culture of excellence to ensure that Sherwood Grange is a model of best practice in Public Education.

Strategic Direction 1: Excellence in learning and wellbeing

PURPOSE

To enhance educational aspirations and ongoing performance improvement for EVERY CHILD.

To enhance the cognitive, emotional, social, physical and creative wellbeing for EVERY CHILD.

To enhance student confidence, creativity and critical problem solving capacity for EVERY CHILD.

To enhance the ability of EVERY CHILD to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

IMPROVEMENT MEASURE/S

90% of students from Kindergarten, Year 1 and Year 2 achieving expected school based and external benchmarks or identified SMART goals as outlined in Personalised Learning and Support Plans.

80% of students from Year 3 and 5 exhibit expected growth in all aspects of the value added component of NAPLAN.

Improved wellbeing outcomes as evidenced in school based and systemic data such as KidsMatter and Tell Them From Me surveys.

PEOPLE

Students:

Students develop effective learning habits that will prepare them to fully engage with a constantly changing future.

Students are explicitly taught 21st Century capabilities using the building, learning, power framework in order to become productive and informed global citizens.

Students value school by recognising their role in being a successful learner by regulating their own behaviour and being reflective on own practice.

Staff

Staff will deliver a world class, 21st Century learning environment for students through the provision of cutting edge and engaging teaching and learning programs which cater for individual learning needs.

Staff will build on their capacity to implement new curriculum models and will develop the ability to engage students in critically analysing their own learning.

Parents

Parents will develop confidence in, and the ability to contribute to, the school community through the strengthening of collaborative and inclusive partnerships.

PROCESSES

Students engaged in quality and uninterrupted Literacy and Numeracy blocks.

Students authentically using meta language and meta cognitive strategies linked to Learning Intentions, Success Criteria and Descriptive/Effective Feedback; Focus on Reading; General Capabilities and Cross Curriculum Priorities within the Australian Curriculum.

Peer and self-assessment linked to Learning Intentions and Success Criteria utilised in every classroom.

Students' needs met through Personalised Learning Support Programs (PLSPs).

Students explicitly taught social and emotional skills through the implementation of Bounce Back.

A 'team around the child' approach that encompasses effective wellbeing programs and a proactive Learning and Support Team (LST).

Learning that encompasses 21st Century skills and knowledge and allows for self-direction, student ownership and self-regulation.

Extra curricula activities that meet the needs of the whole child.

Evaluation Plan

Evaluation and analysis of internal and external data; including benchmarking, PLAN, NAPLAN, formative and summative assessment, school based surveys and LST referrals; to track individual student achievement, monitor wellbeing and drive school improvement.

PRODUCT AND PRACTICES

Product

90% of students from Kindergarten, Year 1 and Year 2 achieving expected school based and external benchmarks or identified SMART goals as outlined in Personalised Learning and Support Plans.

80% of students from Year 3 and 5 exhibit expected growth in all aspects of the value added component of NAPLAN.

Improved wellbeing outcomes as evidenced in school based and systemic data such as KidsMatter and Tell Them From Me surveys.

Practices

Students engaged in differentiated learning that meets individual and collective needs.

Students are respectful, responsible and resilient; and equipped with the capabilities required to be informed global citizens of the 21st Century.

Students reflecting and monitoring their own progress to inform their future learning goals based on Descriptive/Effective Feedback.

Students engaged in explicitly taught lessons on social and emotional skills.

Students engaged in positive and respectful relationships across the school community.

Student learning opportunities are significant, support development and are strongly aligned with the school's vision, values and priorities.

Students utilise effective and descriptive feedback from teachers based on Learning Intentions and Success Criteria to improve and achieve their learning goals.

Student performance tracked using systematic internal and external data.

Strategic Direction 2: Excellence in quality teaching

PURPOSE

To enhance effective teaching methods using evidence-based teaching strategies to meet the needs of EVERY CHILD.

To enhance the use of school-wide assessment data to identify student achievements and progress in order to inform future directions for EVERY CHILD.

To enhance systems for collaboration and feedback to sustain Quality Teaching practices for EVERY CHILD.

To enhance professional learning and its impact on the quality of teaching and student learning outcomes for EVERY CHILD.

To enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of EVERY CHILD.

IMPROVEMENT MEASURE/S

100% of teachers using Learning Intentions, Success Criteria, Descriptive/Effective Feedback, peer and self-assessment within daily practice across Key Learning Areas.

100% of teachers using formative assessment to inform their teaching and learning practices.

100% of Assistant Principals analysing data to target areas of need through using the Agile Schools Impact Model.

PEOPLE

Students:

Students able to provide feedback on teaching and learning practices through structures such as focus group surveys.

Staff

Staff will build individual and collective capacity to deliver innovative Quality Teaching and administrative practices through professional learning that explores their strengths and allows them to develop targeted areas as specified in their Performance Development Plan (PDP).

Staff will develop knowledge and a deep understanding of curriculum with a focus on 21st Century skills as evident in performance appraisal.

Parents

Parents will become more engaged in students learning, developing a collaborative learning community through opportunities for communication via a number of mediums.

PROCESSES

Great Teaching, Inspired Learning (GTIL) initiatives across the school that promotes professional development through:

- Performance Development Plans (PDP)
- Induction, Mentoring and coaching for beginning teachers
- Peer observation and reflection
- Effective professional learning
- Teacher performance linked to National Teaching Standards
- All teachers meeting accreditation requirements.

Research-based pedagogy embedded into daily practice. Including:

- Focus on Reading strategies
- Reading Recovery
- MiniLit, Reading Tutor Program
- TEN and TOWN
- Learning Intentions, Success Criteria and Effective/Descriptive Feedback
- Formative Assessment

Professional learning on the Australian Curriculum and implementation of the New South Wales Board of Studies syllabuses.

Teaching and learning that encompasses 21st Century skills and knowledge and allows for self-direction, student ownership and self-regulation.

Evaluation Plan

Classroom 'walkthroughs'.

Self-assessment and evaluation of PDPs.

Analysis of authentic school-based and systemic data to inform school improvement directions and actions.

PRODUCT AND PRACTICES

Product

100% of teachers using Learning Intentions, Success Criteria, Descriptive/Effective Feedback, peer and self-assessment within daily practice across Key Learning Areas.

100% of teachers using formative assessment to inform their teaching and learning practices.

Practices

Teachers have a thorough understanding of the new syllabus documents. Syllabuses implemented according to mandatory guidelines.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Teachers regularly review learning with each student to ensure they have a clear understanding of how to improve their learning.

Teachers draw on and implement evidence-based research to improve their performance and development.

Teachers engaged in collaboration, classroom observation of effective practice and peer feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Teachers work in four week cycles utilising the Agile School Impact Model to ensure we are targeting areas of need and making the most impact on student learning.

Strategic direction 3: Excellence in leadership and organisational management

PURPOSE

To enhance a culture of shared responsibility where EVERY CHILD, school staff and community members are given opportunities to embrace formal and informal leadership roles.

To enhance management systems, structures and processes to ensure ongoing improvement for EVERY CHILD.

IMPROVEMENT MEASURE/S

A comprehensive range of informal and formal leadership opportunities for students within and beyond the classroom.

An increase in teachers taking on informal and formal leadership opportunities across the school.

Improved methods of communication within and across the school community. For example; skoolbag app, class Edmodos, twitter, P&C Facebook page and school website.

PEOPLE

Students:

Students feel a sense of pride, belonging and engagement with Sherwood Grange PS and the local community.

Staff:

Staff will strengthen lines of communication between themselves, parents and students through electronic communication channels.

Staff engage with, and make connections with the wider community by promoting school activities..

Parents:

To create tools, specifically designed for our diverse community which will provide opportunity for parents / carers to give progressive feedback about the school plan and programs.

Community partners:

To continue to seek and build on strategic partnerships to foster key programs and provide educational expertise and leadership.

PROCESSES

Effective use of global funding and RAM allocation to meet the needs of EVERY CHILD through strategic financial and resource management.

Providing staff with opportunities for building capacity and leadership succession.

Leadership roles for students including Student Leadership Team, Student Representative Council, House Captains, Library Monitors, Techsperts, Buddy Programs and explicit training for Stage 3 students.

An inclusive, informed parent community actively engaged in our shared purpose of meeting the needs of EVERY CHILD.

Evaluation Plan

Analysis of school-based surveys.

Data gathered on community use of skoolbag app, twitter, class Edmodos, P&C Facebook page and school website.

PRODUCT AND PRACTICES

Product

A comprehensive range of informal and formal leadership opportunities for students within and beyond the classroom.

An increase in teachers taking on informal and formal leadership opportunities across the school.

Improved methods of communication within and across the school community. For example; skoolbag app, class Edmodos, twitter, P&C Facebook page and school website.

Practices

Leaders across the school (students, staff and parents/carers) ensure the school community is committed to the school's Strategic Directions and practices.

School leaders ensure that practices and processes are transparent and responsive to school community feedback.

School leaders ensure that administrative practices and school policies are collaboratively constructed, reviewed and clearly communicated to all stakeholders.