



School Improvement Unit Report

Sherwood State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Sherwood State School from 1 to 3 August 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Corner Oxley and Sherwood Roads, Sherwood
Education region:	Metropolitan Region
The school opened in:	1867
Year levels:	Prep to Year 6
Current school enrolment:	591
Indigenous enrolments:	1.4 per cent
Students with disability enrolments:	1.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1144
Year principal appointed:	2001
Number of teachers:	24 (full-time equivalent)
Nearby schools:	Oxley State School, Corinda State School, Graceville State School, Corinda State High School, Indooroopilly State High School
Significant community partnerships:	Sherwood Neighbourhood Centre, Artist-in-Residence, Kids in Mind, Ready Readers Program, Queensland Academy for Science, Mathematics and Technology
Significant school programs:	Sherwood Arrows Skipping Team, choral and instrumental music excellence programs, Opti-MINDS, robotics academic extension programs, Friends of the Nature Area.



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, deputy principal, Head of Curriculum (HOC), master teacher, music teacher, health and physical education teacher and language teacher
 - Guidance officer, Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, English as an Additional Language or Dialect (EAL/D) teacher, Speech Language Pathologist, Advisory Visiting Teacher (AVT), Business Services Manager (BSM) and administration officers
 - 24 classroom teachers and six teacher aides, 65 students and 18 parents
 - Parents and Citizens' Association (P&C) president, Indigenous parent, Adopt-a-cop, Kids in Mind program worker, Ready Reader program representative, Artist-in-Residence, Sherwood Neighbourhood Centre coordinator, Local Government councillor, tuckshop convenor and OSHC director
 - Principal Advisor Education Services – Metropolitan Region
 - Principals local high schools

1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Leanne Ibell	Peer reviewer
Lynne Foley	External reviewer



2. Executive summary

2.1 Key findings

- The school has developed a strong reputation within the community, which is evidenced by positive comments regarding the academic focus, music and sporting programs, the strength of the teaching team, and the behaviour and presentation of the students.

The tone of the school is caring, supportive and responsive with a strong sense of community. Staff members, parents and students have a positive view of, and express pride in their school. Parents report high levels of satisfaction regarding the quality of their child's education and are encouraged by the level of interest shown by teachers in supporting every student's success.

- The school offers a large range of extra-curricular opportunities to students.

These are valued by students, staff members, parents and the broader community. There is strong support of the Arts across the school including the choral and instrumental programs. The Arrows Skipping team is a signature program which has a long tradition in the school. Inter-school sports, swimming and extension academic programs such as robotics and Opti-MINDS are offered.

- Well established partnerships with a number of community organisations exist to improve opportunities and outcomes for students.

Many of these partnerships are long standing, and are considered part of the culture of the school. The Parents and Citizens' Association (P&C) is active, engaging in strategic planning, and fundraising to enhance school facilities and resources. Parents are supportive of the school and value the quality of programs offered.

- The principal and other school leaders view the development of staff members into an expert teaching team as central to improving outcomes for students.

It is clear that the strong outcomes for students result from the efforts of professional, dedicated and capable teaching and non-teaching staff members. There is a high level of commitment from staff members to improving student learning outcomes.

- The school leadership team is committed to implementing an improvement agenda which has a current focus on developing students' writing skills, implementing the Gradual Release of Responsibility (GRR) model and working with teachers to more effectively use data.

Many staff members articulate that there are more elements involved in this year's improvement agenda including the teaching of problem solving, higher order thinking and guided reading. An opportunity exists to narrow and sharpen the focus of the Explicit Improvement Agenda (EIA) to allow teachers to further embed collaboratively agreed strategies and teaching practices relating to the EIA.



- The school has a relatively new executive leadership team with the school's deputy principal, Head of Curriculum (HOC) and master teacher being new to their roles in the last 12 months.

Specific roles and responsibilities for members of the leadership team, teacher leaders and school committees are yet to be fully developed and broadly communicated.

- Curriculum into the Classroom (C2C) units are used as a core resource to assist teachers in planning and implementing curriculum units in all learning areas relating to the Australian Curriculum (AC).

Year level teams meet each term to collaboratively plan curriculum units. Teams are meeting with the HOC and master teacher to regularly discuss curriculum implementation. In the planning and review of curriculum it is apparent that most teachers are not yet making regular reference to the AC when planning, implementing and reviewing curriculum units.

- There is a pedagogical framework in place which draws on a range of approaches to effective teaching practice.

These resources have been collated into an electronic document which teachers are encouraged to use as a reference for high-yield teaching strategies. A process to determine agreed non-negotiable, high-yield teaching strategies ensuring consistent implementation of key elements of the school's pedagogical framework is yet to occur across the school.

- The school promotes collaboration and teamwork through regular year level meetings and planning sessions.

A recent strategy has been introduced to release all class teachers for 30 minutes each week to meet with the HOC and master teacher. Collegial conversations are held relating to curriculum planning, assessment, moderation and reporting processes. An opportunity exists to ensure that a culture of collaboration and teamwork is fully embedded across the school.

- There are a variety of approaches to understanding where students are at in their learning, and identifying starting points for teaching.

It is apparent that teachers are at different stages in their abilities to use student achievement data to genuinely cater for the range of student abilities in their classroom teaching practices. Teachers provide some differentiation for high achieving students. The approach is not yet guided by a whole-school framework which includes a focus on these students in curriculum planning, and the provision of Professional Development (PD) to broaden teacher capability.



2.2 Key improvement strategies

- Narrow and sharpen the focus of the EIA to ensure collaboratively agreed strategies and teaching practices are embedded across the school by all teachers in a more immediate manner.
- Document, monitor and communicate roles and responsibilities for the leadership team, teacher leaders and school committees to ensure that school priorities are implemented effectively and monitored regularly.
- Develop a whole-school curriculum framework to ensure all learning areas of the AC are enacted at the classroom level and quality assurance processes are in place to maintain the rigour and intent of the AC.
- Provide opportunities for teachers to further engage with the key elements of the school's pedagogical framework to ensure it is embedded into curriculum planning leading to a consistency of teacher practice across all classrooms.
- Further develop the culture of collaboration and teamwork across the school to ensure that regular opportunities are offered for staff members to work together to learn from each other's practices.
- Further support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.