



# Sherwood State School

## Annual Implementation Plan 2021

### School Improvement Priorities 2021

**By December 2021 80% of our students will be in the U2B in Reading, to do this we will:**

1. Develop a consistent case management process to ensure every child matters every day-we will know our students and vary their path
2. Continue to develop staff data literacy to ensure they are data informed and as such can identify, articulate and adapt their teaching and learning practices to best cater for the diverse needs within their classrooms
3. Achieve full implementation and clarity of the Australian Curriculum teaching demands for P-6 in the teaching of English

#### Improvement priority Focus Area: Teaching & Learning

Actions: <b>whole school pedagogy and practice</b>	Targets/ Timelines	Responsible Officer/s
<p><b>Reading</b> is a key practice that remains in focus at Sherwood</p> <ul style="list-style-type: none"> <li>➤ <b>Continue to develop</b> in every classroom (with the support of additional TA time) the school's approach to reading               <ul style="list-style-type: none"> <li>○ <b>Guided</b></li> <li>○ <b>Shared</b></li> <li>○ <b>Modelled</b> and <b>Close</b> reading</li> <li>○ and the <b>explicit teaching of vocabulary</b></li> <li>○ All practice should be developed via <b>GRR</b> (Gradual Release of Responsibility Model)</li> </ul> </li> </ul>	<p>By the end of 2021:</p> <ul style="list-style-type: none"> <li>➤ All students are meeting NMS</li> <li>➤ 80% of students will achieve in the U2B for reading</li> <li>➤ 70% of students within each cohort achieve an A or B in English</li> </ul>	<p>Brigitte Gilbert (HOD -curriculum)</p> <p>Stacey Thomasen</p>
Actions: <b>early years focus</b>	Targets/ Timelines	Responsible Officer/s
<p>Continue the focus on <b>intensive early years support</b> incorporating a strong emphasis on -</p> <ul style="list-style-type: none"> <li>➤ <b>Phonics (SSP)</b> - term 1 teacher coach</li> <li>➤ <b>Phonemic awareness (Heggerty)</b> - including refresher PD</li> <li>➤ <b>Oral language focus</b></li> <li>➤ <b>Handwriting development via links to improved motor development (Tricky Fingers)</b></li> </ul> <p>Continue to work with 'catchment' ECEC's and the <b>regional team</b> to allow the constant reflection and adjustment of the Sherwood <b>Transition to Prep Plan</b></p> <ul style="list-style-type: none"> <li>➤ <b>Consolidate connections</b> and <b>strengthen partnerships</b> with our local ECECs</li> <li>➤ Provide further opportunities for <b>new families</b> (prep aged children) to be <b>involved in our school community</b> and activities</li> </ul>	<p>By the end of 2021:</p> <ul style="list-style-type: none"> <li>➤ 80% of all prep and year 1 students will reach the set school reading targets/benchmarks</li> </ul> <p>Make contact with ECEC's every term - build our community presence</p>	<p>Stacey Thomasen Term 1 SSP coach- Lauren Simic</p> <p>Amanda Hawkswell</p>



## Improvement priority: Curriculum, Assessment & Reporting

Actions: <b>data informed practice – differentiation is everyone’s business</b>	Targets/ Timelines	Responsible Officer/s
Embed the implement <b>differentiation placements</b> for teachers to document practice with differentiation for students within in all tiers of support <ul style="list-style-type: none"> <li>➤ PLPs</li> <li>➤ Case notes</li> <li>➤ Differentiation Placemats - these can be individualised</li> <li>➤ Understanding of inclusion strategies and process</li> </ul>	Expected to be linked to class plans every term	Brigitte Gilbert Leanne Reginato Peta Stuart Stacey Thomasen Amanda Hawkswell
Develop <b>consistent moderation protocols</b> and build staff capacity and confidence in this process <ul style="list-style-type: none"> <li>➤ “How do we know?”</li> <li>➤ Moderate and calibrate the process</li> <li>➤ Moderation process and protocols will include - before, after, after, end</li> </ul>	Have consistency of practice embedded by 2022	Brigitte Gilbert Stacey Thomasen
<b>Data Conversations</b> <ul style="list-style-type: none"> <li>➤ Collaboration of teacher &amp; leadership team               <ul style="list-style-type: none"> <li>○ Not data driven - teachers to develop a cycle that allows them to be data informed</li> </ul> </li> <li>➤ <b>Identify students, collect data and work samples to track growth and movement</b> to ensure clarity of discussion, decision making and reporting               <ul style="list-style-type: none"> <li>○ Build teacher capability and understanding of evidence- based, quality differentiation, aligned to the AC, to cater for all students <b>including high achieving students</b></li> </ul> </li> <li>➤ Continue to develop understanding and use of the literacy continua to know next steps and vary the pathway</li> </ul>	Every 2 weeks - the focus student could be - <ul style="list-style-type: none"> <li>➤ extending an 'A' student who shows no relative gain</li> <li>➤ move a 'C' student to a 'B'</li> <li>➤ a disengaged 'D' who has potential to grow</li> </ul>	Brigitte Gilbert Stacey Thomasen Amanda Hawkswell

## Improvement priority: Staff Development

Actions: <b>professional development</b>	Targets/ Timelines	Responsible Officer/s
Continue implementing our revised <b>ATPR Process</b> encouraging staff to link their goals to our key agendas. Develop, plan and implement the process for <b>collegial engagement for 2021</b>	ATPRs set by week 5 Term1 - and final review date to be in Term 4 2021	Amanda Hawkswell
Continue to implement <b>a variety of approaches</b> aimed at building the capacity of teachers: <b>coaching, mentoring, modelling, sharing at YLMs, team development, induction processes</b> and <b>WOW time</b> developed within the whole school PD plan	Across the year as appropriate	Brigitte Gilbert Stacey Thomasen Amanda Hawkswell



### Improvement priority: Facilities, Resourcing and management

Actions: <b>facilities</b>	Targets/ Timelines	Responsible Officer/s
Continue to <b>work with region</b> around our <b>master facilities plan</b> and ongoing maintenance schedule > OSHC upgrade/expansion via pledged election funds > Upgrade the pool amenities via support from our P & C	Continue through 2021/22	Amanda Hawkswell Katie McDonald
Actions: <b>resources</b>	Targets/ Timelines	Responsible Officer/s
Develop a longer-term plan to improve school security: security cameras, re-key all master keys for the school	By the end of 2022	Amanda Hawkswell Katie McDonald
> Work with region to implement our phone upgrade	Complete by end term 3 2021	Amanda Hawkswell Katie McDonald Mana Khalilpour
Actions: <b>management</b>	Targets/ Timelines	Responsible Officer/s
Maintain committee structures to ensure collaboration and communication is valued: <b>Student services Committee, Well-being Committee, WHS committee, Year Level Coordinators and Year Level Teams</b>	Continue to adjust and improve across 2021	Everyone

### Improvement priority: Community

Actions: <b>communication</b>	Targets/ Timelines	Responsible Officer/s
Continue to improve communications via: updates and improvements to <b>school website</b> , use of <b>school Facebook page, newsletters and newsflashes</b> (investigate the development and use of a school app.)		Amanda Hawkswell Kendall Cardwell
Actions: <b>events and sense of community</b>	Targets/ Timelines	Responsible Officer/s
Maintain annual days of celebration/commemoration of significant events; <b>Under 8's Week, School Leaders' Induction, Harmony Day, Say No to Bullying day, ANZAC Day, Year 6 Graduation</b> etc.		Leadership Team Kendall Cardwell Admin Team
Continue to promote <b>the student welfare fund and our ethos of 'paying it forward'</b>		Amanda Hawkswell

### Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Amanda Hawkswell

Principal



David Smithson

P and C President



John Faragher

Assistant Regional Director

