



## Sherwood State School Annual Implementation Plan 2022

### School Improvement Priorities 2022

In 2022, teachers will continue to develop a deep understanding of the Australian Curriculum (know our curriculum), to be data informed and develop consistent moderation practices (know our students) and use explicit and timely differentiation (know our next steps) to assist our students to reach their potential and aspirational goals, *to do this we will:*

- Engage every teacher at Sherwood in the moderation process before, during and after the teaching and assessment of English. To further develop and expand curriculum implementation and understanding for all staff, Sherwood staff will also engage with external moderation practices, with a neighbouring school
- Develop, implement and embed an **Academic Case Management** process across P - 6. Within this **ACM** process; staff will collaborate within and across year level teams, with support staff and with line managers to deepen their knowledge of each student and develop clarity around 'their next steps' in order to **provide differentiation** that is authentic, timely and targeted
  - Key achievement targets P-2 English; all of our students are meeting NMS, 90% A – C with 80% of students achieving an A or B
  - Key achievement targets 3-6 English; all of our students are meeting NMS, 85% A – C, with 75% of students achieving an A or B
  - Key achievement targets SWD; all students achieving within the A – C range in both English and Mathematics
- Continue to build expert teaching teams to collaboratively and intentionally use writing data to inform students' next steps and improve writing outcomes from P-6. Part of this capability building will include developing signature practices such as; quick writes inclusive of specific and targeted feedback linking to Bump it up Walls, explicit conferencing and recrafting strategies and student goals

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

Actions: <b>whole school pedagogy and practice</b>	Targets/ Timelines	Responsible Officer/s
<p><b>Writing now comes into focus as a signature practice to build staff capacity and consistency</b></p> <ul style="list-style-type: none"> <li>• Deeper understanding of English Assessment task and agreed adjustment</li> <li>• Moderation Processes - consistency across and within year levels</li> <li>• Know your students and vary the pathway - encourage formative evidence to be sourced to impact on the next steps for teaching and learning</li> <li>• Use the Bump it Up Walls to provide authentic student feedback and to support all students to know their next steps</li> </ul> <p><b>Key SIGNATURE PRACTICES embedded and to remain key focys areas</b></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 and Close</b> reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Key achievement targets P-2 English; all of our students are meeting NMS, 90% A – C with 80% of students achieving an A or B</li> <li>➤ Key achievement targets 3-6 English; all of our students are meeting NMS, 85% A – C, with 75% of students achieving an A or B</li> <li>➤ Key achievement targets SWD; all students achieving within the A – C</li> </ul>	<p>Brigitte Gilbert (HOD - curriculum)</p> <p>Annaliese Lindsay Tania Carr Rob Read (Writing Extension support and Bump it Up Wall Coaches)</p>





<ul style="list-style-type: none"> <li>○ and the <b>explicit teaching of vocabulary</b></li> <li>○ All practice should be developed via <b>GRR (Gradual Release of Responsibility Model)</b></li> </ul>	range in both English and Mathematics	
<b>Actions: early years focus</b>	<b>Targets/ Timelines</b>	<b>Responsible Officer/s</b>
<p>Continue the focus on <b>intensive early years support</b> incorporating a strong emphasis on Strengthening our <b>TRANSITION PROGRAM</b></p> <ul style="list-style-type: none"> <li>• <b>Consolidate connections and strengthen partnerships</b> with our local ECECs</li> <li>• Development of an "Oxey Road" Early Years team, led by Stacey Thomasen and including the Regional Team</li> </ul> <p><b>KEY Early Years SIGNATURE PRACTICES embedded and to remain in focus</b></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>By the end of 2022</p> <ul style="list-style-type: none"> <li>• Key achievement targets P-2 English; all of our students are meeting NMS, 90% A – C with 80% of students achieving an A or B</li> <li>• Oxley Rd Early Years Team</li> </ul>	<p>Stacey Thomasen</p> <p>Amanda Hawkswell</p> <p>Stacey Thomasen</p>

### Improvement priority: Curriculum, Assessment & Reporting

<b>Actions: data informed practice – differentiation is everyone's business</b>	<b>Targets/ Timelines</b>	<b>Responsible Officer/s</b>
<p>Embed the implement <b>differentiation placements</b> for teachers to document practice with differentiation for students within in all tiers of support</p> <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	<p>Brigitte Gilbert</p> <p>Eliza Borsht</p> <p>Stacey Thomasen</p> <p>Amanda Hawkswell</p> <p>Leanne Reginato</p>
<p>Continue to embed <b>consistent moderation protocols</b> and build staff capacity and confidence in this process</p> <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
<p><b>Academic Case Management as a developing KEY SIGNATURE PRACTICE</b></p> <ul style="list-style-type: none"> <li>➢ Collaboration of teacher, Inclusion Team, KLA Specialist Teachers &amp; the 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> </ul>	Key Junctures for conversations and data tracking weeks 4 and 9 - the focus student could be -	Eliza Borsht





<ul style="list-style-type: none"> <li>➤ <b>Identify students, collect data and work samples and formative data 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>	<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>	
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### *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 2022</b>	ATPRs set by week 10 Term1 - and final review date to be in Term 4 2021	Amanda Hawkswell
Continue to implement a <b>variety of approaches</b> aimed at building the capacity of teachers : <b>coaching, mentoring, modelling, sharing at YLMs, team development, induction processes and WOW time</b> developed within the wholeschool 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 <ul style="list-style-type: none"> <li>➤ OSHC upgrade/expansion via pledged election funds</li> <li>➤ Upgrade the pool amenities via support from our P &amp; C</li> </ul>	Continue through 2022/23	Amanda Hawkswell Kelly Midgley
Actions: <b>resources &amp; 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 Alyce Valentine-Berrett
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,</b>		Leadership Team Kendall Cardwell





<p><b>Harmony Day, Say No to Bullying day, ANZAC Day, Year 6 Graduation etc.</b></p>		<p>Admin Team</p>
<p>Continue to promote <b>the student welfare fund and our ethos of 'paying it forward'</b></p>		<p>Amanda Hawkswell</p>

**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

**Tony Maksoud**

Assistant Regional Director

