

School Excellence Plan 2024-2027

Sir Eric Woodward Memorial School 5675



School vision and context

School vision statement

At Sir Eric Woodward School we are growing together and learning for life. Every student in our school is known, valued and cared for and is nurtured to continually improve and be challenged in a safe environment. Our school sets high expectations for every student using evidence based teaching. We work closely with our school community as we strive for continual improvement.

School context

Sir Eric Woodward School (SEWS) is a K-12 school in St Ives and is part of the Pittwater Network of schools. The school offers both on site and distance education to meet the needs of a diverse student population. We cater for students with intellectual disabilities and autism. Some of our students have additional needs including: physical disabilities, complex health care and behaviour support needs as well as vision and hearing impairments. Students enrolled in Distance Education are able to access this specialist educational provision from across NSW. Student lessons are delivered via an online learning platform. All students are assessed for enrolment at our school via a placement panel.

Our students require extensive ongoing adjustments for learning according to the National Consistent Collection of Data (NCCD). The school has 28% of the student population who come from an English as an Additional Language or Dialect (EALD) background and 9% of students who identify as Aboriginal or Torres Strait Islander (ATSI).

The school is supported by a committed parent body and local community members. We set high expectations in a safe and supportive environment to ensure all of our students can reach their full potential. We prepare our students for rewarding lives by delivering positive and engaging learning experiences enabling them to achieve the best outcomes for success at school and beyond. We have a strong focus on student wellbeing and communication.

The SEWS school community have been consulted as part of a thorough Situational Analysis and as part of the development of our new School Excellence Plan. We are building on our partnership with the Hornsby branch of the Aboriginal Education Consultative Group (AECG). The partnership aims to improve outcomes for Aboriginal learners by ensuring that they have access to an education system that values their cultural heritage and identity and supports their learning.

Sir Eric Woodward is well resourced with a recent focus on improving facilities for our students. There is a new multi purpose hall, an upgraded hydrotherapy pool, three diverse playground spaces, a library, a communication hub for live online lessons, sensory equipment, learning spaces and friendly and welcoming classrooms. We are very fortunate to be supported by the Sir Eric Woodward Memorial Association with an ongoing partnership.

There are a number of activities and partnerships offered at SEWS. This includes: community access, therapy dog program, buddy program, inclusive school sporting activities, links with local SSP's and the Longneck Environmental Education Centre.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for success, explicit teaching, effective assessment and data collection will be used to inform practice.

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: 2027

All students demonstrate growth and achievement in reading by the end of 2027, using the Literacy Pre-cursors or Progressions indicators.

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 90.45% in 2023 to 90.95% by 2027.

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: 2027

All students demonstrate growth and achievement in reading by the end of 2027, using the Numeracy Pre-cursors or Progressions indicators.

Initiatives

Effective Assessment in Reading and Numeracy

- Embed high impact professional learning to build teacher and tutor capabilities in the use of reflective assessment linked to Learning Intentions and Success Criteria.
- Reflective analysis of data drives evidence based student centred explicit teaching strategies.

Success criteria for this strategic direction

- Teachers are using the targeted assessment tools (Passport for Learning, Literacy and Numeracy Pre Cursors and Progressions) and resulting data to effectively assess students, on a planned basis to inform classroom instruction.
- Accurate, consistent teacher/SLSO and tutor judgement is evident across the school.
- All students make progress towards their reading and numeracy goals.

Evaluation plan for this strategic direction

How will we know teachers are using effective assessment and data analysis to inform classroom instruction?

- Evidence of data analysis is used to inform teaching practice and learning outcomes.
- Evidence of adjustments in PLP's and learning programs (annotation of program)
- Student work samples with teacher feedback

How will we know if students are showing growth in reading and numeracy?

- Literacy and Numeracy progressions, precursors and passport for learning data shows student growth in stage level.
- Regular evaluation and adjustments to Student Personalised Learning Plan (PLP) goals demonstrates growth towards reading and numeracy goals.
- School reports show current level of achievement
- Systematic use of the DoE assessment tools to provide evidence of student growth

Strategic Direction 2: Communication

Purpose

In order to maximise student communication skills and build strong foundations for life, we will continue to develop and refine explicit teaching practices responsive to the learning needs of individual students.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

All stage 5 and 6 teachers, students and families/caregivers are engaged in the post school transition process and have strong relationships with a range of disability service providers.

Effective Communication

Achieve by year: 2027

All students have a communication profile and have made progress towards attaining their PLP communication goal .

Initiatives

Communication

- Develop and embed the use of a whole school communication profile to support the achievement of personalised learning goals
- Ensure effective and planned strategies and processes are in place to encourage engagement of all stakeholders in determining post school options.

Success criteria for this strategic direction

- Students have a communication profile and have made progress towards attaining their PLP communication goal
- All stakeholders are informed and engaged in the transition to post school pathways.

Evaluation plan for this strategic direction

How will we know all students have a communication profile and have made progress towards attaining their PLP communication goal ?

- Evidence of collaborative PLP meeting with parents, therapists and school staff outlining communication goal.
- Completed student communication profiles.
- Evidence of measurable SMART goal progress.
- Evidence of collaboration in DP/AP support meetings.

How will we know strategies and processes are in place to engage all stakeholders in post school decision making.

- Evidence of professional learning for staff
- Evidence of support materials for families
- Development of state wide networks with support teachers transition
- Partnerships with post school service providers