

Sherwood Grange Public School

Annual Report



2016



4328

Introduction

The Annual Report for 2016 provided to the community of Sherwood Grange Public School is an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the *School Plan*. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Vicki Robertson

Principal

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Message from the Principal

At Sherwood Grange Public School 'Our Focus is on EVERY CHILD'.

Our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care. This is our passion and underpins all that we do.

The success of our school does not happen by chance. We are a thriving learning community because our students, staff, parents and carers work together within a climate of high expectations, mutual respect, inclusion, care and compassion.

Academic achievement and student wellbeing go hand in hand. While our core business is literacy and numeracy within a well-balanced curriculum across the six Key Learning Areas of English, Mathematics, Creative and Practical Arts, Science, HSIE and Physical Education; nurturing the development of the 'whole child' is essential. To this end, we ensure that EVERY CHILD is valued and given the opportunity to shine within and beyond the classroom.

Our achievements, individually and collectively, throughout 2016 were many and varied. This Annual Report gives us the opportunity to share some of those successes and highlights with you.

Vicki Robertson

Message from the school community

P&C President Report for the year ending 2016

I would like to start by thanking all the committee members and volunteers for their time and service throughout 2016.

I would also like to thank Vicki, the Executive, the Administration Staff and the teachers of Sherwood Grange Public School for all of their assistance and support during the year.

In 2016 we held many fundraising activities including slushie and iceblock days, the Election Day BBQ, the annual Mothers' and Fathers' Day stalls, the School Disco and the Twilight Markets, which ran both P&C and external stalls. The staff and parents of Sherwood Grange played a big part in the success of the Market and it was great to see our community coming together to support this huge event.

In my position as President I submitted a number of grant applications in 2016 which were successful and I wish to

acknowledge the vital financial support of our wider community:

- \$1200 from Merrylands Bowling Club for the SGPS Soccer Team
- \$500 from Holroyd Council which funded the gelato stand at the Twilight Markets
- \$500 from Starr Partners, Merrylands which funded the food stall at the Twilight Markets
- \$40,000 from Julia Finn our local MP which will pay for the installation for a Covered Outdoor Learning Area (COLA) in 2017

In the 2016 Christmas holidays the artificial turf was installed on the top side of the oval which is part of the overall COLA project. The students have enjoyed using the space for playing, reading and relaxing. The next phase of the project, to build the COLA structure, is on target for construction in mid-2017.

It has been a privilege being the President of the Sherwood Grange Public School P&C. I have made many friends, worked with many different individuals and seen smiles on the faces of many children. I would like to sincerely thank everyone who has supported the P&C, the school and the students.

Nancy Keasbery – 2016 P & C President

School background

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: care; fairness; excellence; inclusion; integrity; and participation. 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the *School Excellence Framework*, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the *School Excellence Framework*. The *Framework* supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At the end of 2016 our staff discussed the *School Excellence Framework* and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated in our professional learning sessions to thoroughly examine the *School Plan* to determine elements of the *School Excellence Framework* that the *Plan* most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the *Framework*. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our school focused on the five areas of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Positive and respectful relationships across the school community underpin a productive learning environment and support students' development. Through our implementation of the *KidsMatter Framework* students have developed the skills to care for self, and contribute to the wellbeing of others and the wider community. Explicit teaching of social and emotional learning has resulted in improved individual and collective wellbeing. Our school has systematic policies, programs and processes to identify and address the learning

needs of EVERY CHILD. Teachers and Executive members regularly collect and analyse internal and external assessment data to drive teaching practice which is supported by evidence-based pedagogy. Student Learning Meetings and Student Progress Reports provide the opportunity for discussion with parents regarding learning achievement and areas of growth. As a result, in the domain of learning, our students are provided the opportunities to connect, succeed and thrive across all aspects of the curriculum.

In the domain of Teaching, our school focused on Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development, and Professional Standards. Classrooms within our school are well organised and managed, with well planned teaching taking place, so that students can engage in learning productively. Literacy and Numeracy sessions allow teachers to plan and implement quality teaching based on their knowledge of student needs. Assessment instruments are used regularly to help monitor EVERY CHILD's learning progress and to identify areas for improvement. Structured planning days allowed teachers to work together in stages to improve teaching and learning by unpacking the *What Works Best: Evidence-based practices to help improve NSW Student Performances* document and discussing the impact of it within our classrooms. Processes are in place to provide formal mentoring to improve teaching and leadership practice. This was achieved through an expansion of our teaching mentor program to allow three high impact teachers to work 'elbow to elbow' with colleagues in the classroom. Our teachers participated in relevant and meaningful professional learning targeted to our school priorities. This included *Mathematics Building Blocks for Numeracy* modules, differentiation within the classroom, engagement through technology and using a variety of mediums to engage in Visual Arts. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

In the domain of Leading, our school focused on Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes. Our school articulates a commitment to equity and high expectations for learning for EVERY CHILD and is responsive to changing needs. Our school has productive relationships with external agencies, such as universities, local police, NRL development officers, external sporting companies with specific expertise and Westmead Children's Hospital; to improve educational opportunities for students. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and inline with legislative requirements and obligations. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the *School Plan*. This included physical learning spaces being used flexibly, such as the refurbishment of the Multi Purpose Room (MPR) and the purchase of 70 Infinity tablets to support student learning.

Our self-assessment process assists the school to refine the strategic priorities in our *School Plan*, leading to further improvements in the delivery of education to our students.

For more information about the *School Excellence Framework*:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in learning and wellbeing

Purpose

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 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.

Overall summary of progress

Our school wide focus on evidence-based, best practice drove staff development and training and saw dynamic teaching and learning strategies implemented in the classroom.

Teacher mentors supported the implementation of Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) strategies in every classroom across the school. This resulted in higher levels of student engagement in Numeracy and encouraged student progress along the Early Arithmetic Strategies (EAS) and Place Value aspects of the Numeracy Continuum. Based on student data, 'Pop-Up Learning' was trialled and implemented in Stage 3 to revise and consolidate key concepts in Numeracy such as fractions and converting measurements.

Since 2015, all K–2 students have had access to the XO tablets on a 1:1 ratio which has resulted in increased engagement and confidence in using technology for learning within the 21st Century. To continue this development into Stage 2, 70 Infinities were purchased to ensure technology was available for each student. Teachers were trained in the use of this technology to enhance student learning outcomes across the curriculum. All teachers were trained in programs that engage students and enhance learning opportunities.

All teachers provided those students with additional learning needs, a *Personalised Learning and Support Plan* (PLSP) to set learning goals and discuss key strategies and procedures to ensure the student connects, succeeds and thrives within the classroom.

Building on the success of trials in Stage 2, our School Wellbeing Officer facilitated the introduction of *Circle Time* across the school. This provided teachers with a scaffold to explicitly teach social and emotional wellbeing concepts. Teachers collaboratively programmed the inclusion of *Circle Time* into *Bounce Back* sessions to further strengthen student understanding of wellbeing. The Wellbeing Officer also targeted small groups within the school to build confidence and wellbeing strategies. This included a '*Girl Power*' group and a '*Rock and Water*' program for boys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	92% of K–2 students reached expected benchmarks in reading levels.	Resource Allocation Model (RAM)
80% of students from Year 3 and 5 exhibit expected growth in all aspects of the value added component of NAPLAN.	92% growth from Year 3 NAPLAN to Year 5 in Reading, Spelling and Numeracy.	Teacher Professional Learning (TPL)
Improved wellbeing outcomes as evidenced in school based and	84% growth from Year 3 NAPLAN to Year 5 in Grammar and Punctuation.	Planning Literacy and Numeracy (PLAN)
	As a result of data collected from surveys, we employed a Student Wellbeing Officer. Programs included <i>Girl Power</i> , <i>Circle Time</i> , <i>Rock and Water</i> and the implementation of <i>Bounce Back</i> in all classrooms.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
systemic data such as <i>KidsMatter</i> and <i>Tell Them From Me</i> surveys.	Our <i>School Discipline Policy</i> was revised and implemented across the school this year. A large number of students continue to receive <i>Principal's Awards</i> for continual achievement across all areas of school life.	

Next Steps

- Student results analysed and plotted along the Numeracy Continuum. Teaching and learning programs designed to explicitly teach TEN and TOWN strategies based on the needs of EVERY CHILD.
- Using the Wellbeing Officer to continue targeting specific groups of students within the school who require specific support.
- Connect with outside agencies to provide further opportunities/support services for our students.
- Upskilling teachers in the use of Google Apps for Education.

Strategic Direction 2

Excellence in quality teaching

Purpose

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.

Overall summary of progress

Our school wide focus on Assessment, Pedagogy and Curriculum ensured quality teaching based on the needs of EVERY CHILD.

Staff Development Days, Stage Analysis Meetings and Twilight Sessions focused on evidence-based approaches to teaching and learning. Collection and analysis of Reading Levels, K–6 moderated Mathematics assessments and PLAN data were used to develop *Teaching and Learning Sequences*. Students and classes in need of additional support were also identified through this process and resources provided accordingly. In Term 1, Stage 3 used the *Numeracy Skills Framework* diagnostic assessment to identify the needs of the class in order to bridge the gap between Stage 3 and Stage 4. Stage 2 developed and implemented a Numeracy skills assessment using the format of the Stage 3 assessment. This was implemented and analysed at the beginning of Semester 1, the end of Semester 1 and the end of the year. This informed teaching and resulted in measureable improvements for EVERY CHILD.

Our school continued to implement *Learning Intentions and Success Criteria* in Literacy and Numeracy sessions. New staff were upskilled in the school practices. Professional development focused on how to write effective *Learning Intentions*, including broad statements and more specific information in the *Success Criteria*. A variety of *Descriptive and Effective Feedback* strategies were trialled in classrooms, including thumbs up, traffic light system, exit slips and mini white board visuals. Teachers were given opportunities to share their strategies and reflect on their effectiveness in the classroom. As part of our *Twilight Learning Sessions* our school undertook the *Mathematics Building Blocks for Numeracy* modules. This evidence-based approach included a variety of professional readings that promoted collegial discussions on the importance of maths reflections and developing lessons that cater for the needs of EVERY CHILD. These professional discussions resulted in a positive change in teacher pedagogy.

Our school implemented the new History and Geography syllabuses. External professional development sessions were attended by small groups of teachers and then this information was delivered to all staff in Term 1. Stage-based *Teaching and Learning Sequences* were developed, trialled and evaluated. Resources were purchased to support the implementation of the Geography syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers using <i>Learning Intentions, Success Criteria, Descriptive and Effective Feedback</i> , peer and self-assessment within daily practice across Key Learning Areas.	Professional Learning focused on research-based pedagogy. Teachers studied and implemented hands down and visual learning to continue their development of <i>Descriptive and Effective Feedback</i> strategies.	Resource Allocation Model (RAM)
100% of teachers using	All classes K–6 continued to implement fortnightly Numeracy assessments to inform their teaching and learning practices.	Teacher Professional Learning (TPL)
		Planning Literacy and Numeracy (PLAN)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>their teaching and learning practices.</p> <p>100% of Assistant Principals analysing data to target areas of need through using the <i>Agile Schools Impact Model</i>.</p>	<p>Other <i>Formative Assessment</i> tools were trialled such as traffic lights, thumbs up, thumbs down and individual student goal setting.</p> <p>All Assistant Principals engaged in analysis of whole number results. They created 'Pop Up Learning' sessions to deliver short, sharp focus activities.</p>	

Next Steps

- Purchase of resources for implementation of History syllabus.
- Continued use of Numeracy Skills Assessments 3–6.
- Completion of *Mathematics Building Blocks for Numeracy* modules to align with our school focus on TEN and TOWN.
- Upskill 2017 new staff in *Learning Intentions*, *Success Criteria* and *Descriptive Effective Feedback* ensuring it is used in all classrooms.

Strategic Direction 3

Excellence in leadership and organisational management

Purpose

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 Sherwood Grange is a model of best practice in Public Education.

Overall summary of progress

Our school wide focus was on funding, community and leadership.

Class teachers were allocated \$200 to purchase classroom resources to support teaching and learning programs. This encouraged the creation of flexible learning spaces and positive and supportive learning environments. The Executive and School Administration Manager had regular budget meetings to discuss how funds could be utilised in the most effective manner to enhance learning opportunities for EVERY CHILD.

In the effort to promote community engagement our School Wellbeing Officer introduced 'Pop-Up Cafes' as an informal way for parents to meet and build relationships. The use of the Skoolbag App to inform the school community of important updates, events and changes to routine continued to be an effective tool for communication. Our school's Twitter profile continued to provide snapshots of learning within and outside of the classroom. Based on community requests and concerns, parenting programs such as 1–2–3 Magic were held over three consecutive weeks and provided strategies in dealing with challenging behaviours in a positive manner.

Staff roles and responsibilities were formalised and there was an increased opportunity for building leadership capabilities in all staff. Committee groups, such as the technology group, the beginning/new teachers group and the accreditation group, were introduced and led by various staff members. This resulted in staff collegiality and leadership opportunities. Year 5 students were trained in leadership as they prepared to apply for student leadership positions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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 and school website.	Our school continued to provide a range of student leadership opportunities including: <ul style="list-style-type: none">• Year 5 Leadership Program• Student Representative Council (SRC)• Year 5 Kindergarten Buddy Program• Student Leaders• House Captains and Library Monitors We continue to offer our teachers leadership opportunities such as: teacher mentors; accreditation leader; curriculum leaders; SRC leaders; and relieving Executive positions. Our school community was informed about school events through Skoolbag, Twitter, Newsletters and the school website.	Resource Allocation Model (RAM)

Next Steps

- Continued allocation of classroom budgets.
- Budget meetings for Executive members and School Administration Manager.
- Continuing all community projects.
- Building leadership capacity of staff through a variety of opportunities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a <i>Personalised Learning Pathway (PLP)</i> and are making progress across the Literacy and Numeracy Continuums.</p> <p>Strong collaboration and partnerships between our school and Aboriginal families promoted through the <i>KidsMatter Framework</i>.</p>	\$3 367.44
English language proficiency	<p>Professional Learning for our English as an Additional Language or Dialect (EAL/D) teacher allowed her to deepen her knowledge and understanding of quality teaching strategies.</p> <p>Employment of a <i>School Learning Support Officer (SLSO)</i> to work with targeted students using a variety of programs such as <i>Jolly Phonics</i> and <i>MiniLit/Reading Tutor Programs</i> to improve learning outcomes for students.</p> <p>Resources purchased to support the implementation of engaging and meaningful lessons.</p>	\$49 428.96
Low level adjustment for disability	<p>Funding the employment of a <i>School Learning Support Officer (SLSO)</i> to work with targeted students using both the MiniLit and the Reading Tutor Program.</p> <p>Each child identified as requiring additional support was placed on a <i>Personalised Learning and Support Plan (PLSP)</i>. This was done in consultation with parents/carers, class teachers and the Learning and Support Teacher.</p>	\$30 726.00
Quality Teaching, Successful Students (QTSS)	<p>In 2016 this staffing allocation was used to support our implementation of quality, evidence-based practices in every classroom. It enabled:</p> <ul style="list-style-type: none"> • Two high quality teachers to be off class to work 'elbow to elbow' in classrooms to support teachers. • Quality teaching and learning programs collaboratively designed through planning days. • Descriptive and Effective Teacher Feedback to improve teaching through peer observations. • Comprehensive and focused support for beginning teachers with the accreditation processes. 	<p>0.238 FTE</p> <p>1 day 1 hour 20 minutes per week</p>
Socio-economic background	<p>Students were supported in accessing a wide variety of learning opportunities including PSSA and camp.</p> <p>Purchase of resources including 70 Infinity tablets for use in Stage 2 classrooms, to increase student engagement and technology use.</p>	\$23660.46

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	130	144	151	154
Girls	153	164	165	162

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.9	95.1	95.5
1	96.4	96	94.3	95
2	96.4	96.1	94.6	94.9
3	95.4	96.7	94.8	94.5
4	95.3	95	95.3	94.2
5	95.6	95.9	94.7	95.2
6	96	95.5	96.4	92.6
All Years	95.8	96.1	95	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	2.92
Other Positions	0.12

*Full Time Equivalent

0% of staff come from an Aboriginal or Torres Strait Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional Learning was attended by all staff throughout the year. The focus of Professional Learning was determined through an analysis of school data and staff Professional Development Plans. Major areas of focus were Numeracy, evidence-based practice and Student Wellbeing.

This year our school elected to absorb the final two Staff Development Days into Twilight Learning Sessions. These valuable evenings allowed staff to unpack the Numeracy Continuum through the *Mathematics Building Blocks for Learning* modules. The professional readings and collegial discussions resulted in significant impacts on teaching in the classroom. Some of these sessions were used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training. Significant time was allocated to the teaching of Literacy and Numeracy and developing ways to

engage students in the learning process.

In 2016 we had three beginning teachers. These teachers were employed in temporary positions and through our School Accreditation Group began the process of achieving their accreditation. Two *New Scheme Teachers* completed their maintenance of accreditation at Professional Competence. Three Executive members joined a networking group focusing on achieving accreditation at *Highly Accomplished*.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 financial statement is provided to the parent and/or community groups (P&C). Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	150 814.49
Global funds	192 094.73
Tied funds	208 391.83
School & community sources	72 635.64
Interest	2 981.86
Trust receipts	10 764.60
Canteen	0.00
Total income	637 683.15
Expenditure	
Teaching & learning	
Key learning areas	12 090.71
Excursions	4 578.46
Extracurricular dissections	35 763.54
Library	3 281.03
Training & development	8 277.48
Tied funds	115 896.49
Short term relief	52 622.80
Administration & office	32 764.69
School-operated canteen	0.00
Utilities	24 610.99
Maintenance	24 745.00
Trust accounts	9 264.66
Capital programs	0.00
Total expenditure	323 895.85
Balance carried forward	313 787.30

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	368 364.07
(2a) Appropriation	322 244.59
(2b) Sale of Goods and Services	68.20
(2c) Grants and Contributions	45 338.16
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	713.12
Expenses	-179 588.76
Recurrent Expenses	-179 588.76
(3a) Employee Related	-85 002.19
(3b) Operating Expenses	-94 586.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	188 775.31
Balance Carried Forward	188 775.31

	2016 Actual (\$)
Base Total	2 134 186.58
Base Per Capita	17 236.56
Base Location	0.00
Other Base	2 116 950.02
Equity Total	199 001.64
Equity Aboriginal	3 367.44
Equity Socio economic	23 660.46
Equity Language	49 428.95
Equity Disability	122 544.79
Targeted Total	15 771.48
Other Total	67 250.95
Grand Total	2 416 210.65

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Sherwood Grange Public School has a Finance Committee made up of the Principal, Administration Manager and the Assistant Principals. They meet regularly to discuss and monitor the budget to ensure that expenditure is aligned with the School Plan.

Funds were set aside in 2016 for the purchase of two photocopiers, the upgrade of the Multipurpose Flexible Learning space and the Playground Enhancement Project in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

NAPLAN

In the *National Assessment Program – Literacy and Numeracy*, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy

95% of students scored in Band 3 or higher in Reading.

100% of student reaching a Band 3 or higher in Writing.

82% of students in the top three bands in Writing.

83% of students in the top three bands in Spelling.

42.5% of students in the top band for Grammar and Punctuation, this is 11% higher than the state average.

Year 5 Literacy

92% of students made positive growth in Reading.

53.6% of students in the top three bands in Reading.

92% of students made positive growth in Spelling.

48.9% of students in the top three bands in Writing.

Year 3 Numeracy

65% of students in the top three bands for Numeracy.

A 6.4% increase of students reaching the top three bands from 2015–2016 in Numeracy.

Year 5 Numeracy

92% of student making positive growth in Numeracy.

A 16.8% increase of students in the top three bands from 2015–2016.

A 19.1% decrease of students in the bottom two bands from 2015–2016.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities:**

Improving education results, schools are required to report their student performance for the top two NAPLAN bands in literacy and numeracy.

The percentage of Year 3 students in the top two bands has increased for reading, spelling, grammar and punctuation and numeracy and slightly decreased for writing.

The percentage of Year 5 students in the top two bands has increased for all areas including reading, writing, spelling, grammar and punctuation, and numeracy .

Parent/caregiver, student, teacher satisfaction

Parents/Carers

All parents and families were invited to complete the *Tell them from Me Survey*, however, only 24 responses were received. While it is difficult to extract valid data from such a small sample, the following observations can be made:

The majority of parents feel welcome when they visit the school; can easily speak with their child's teachers; feel they are well informed about school activities; felt that the school's administrative staff were helpful when they have a question or problem; felt that they were kept updated with regards to their child's behaviour; believed that teachers encouraged their child to do their best at school; felt that the school supported positive behaviour; responded that their child felt safe at school; and had talked to their child's class teacher.

Requested improvement areas were; parents and carers would like to be more informed about their child's behaviour, both positive and negative; and they would like more extracurricular opportunities for their children.

Students

Students in Years 4, 5 and 6 were surveyed and expressed a positive attitude towards the following areas:

- participation in sport (PSSA: Netball; Newcombe Ball; Rugby League; Cricket; Softball; T-Ball, Soccer, School/Zone/Regional Swimming, School/Zone/Regional/State Athletics, School/Zone/Regional/State Cross Country and Dance Fever)
- participation in extracurricular activities (Dance; Choir; Debating; Public Speaking; Mathematical Olympiad, excursions, incursions)
- sense of belonging
- positive behaviour
- were interested and motivated
- tried hard to succeed
- found instruction relevant to their everyday lives
- had positive relationships

Teachers

Survey results from teachers indicate a high level of support in the following areas:

- establishing challenging and visible learning goals for students
- creating new learning opportunities for students
- being provided with useful feedback about teaching practice
- improving teaching practice
- monitoring student progress
- creating a safe and orderly school environment
- support during stressful times

Policy requirements

Aboriginal education

Sherwood Grange Public School is strongly committed to improving the academic, social and emotional outcomes of Aboriginal and Torres Strait Islander students within our school. We aim to ensure success and achievement in every aspect of their education.

In 2016 our key programs and initiatives to achieve these goals included:

- Developing *Personalised Learning Pathways* for Aboriginal and/or Torres Strait Islander students in consultation with their families;
- Ongoing participation in events to highlight Aboriginal Education including NAIDOC Week, Reconciliation Week and Harmony Day;
- Transition to high school program for an Aboriginal student in Year 6; and
- Development of *Quality Teaching* programs that include elements of Aboriginal cultural experiences to ensure all students are educated about Aboriginal history, culture and current Aboriginal Australia.

Multicultural and anti-racism education

Sherwood Grange Public School has approximately 60% of students from language backgrounds other than English. Our *School Values* of fairness, inclusion, care and integrity are designed to highlight the importance of an inclusive school community that values multiculturalism.

In March, Sherwood Grange Public School celebrated Harmony Day. By participating in a range of Harmony Day activities, students learnt about and understood how Australians from all backgrounds work together to enrich our great country. The school created a *Tree of Harmony* that allowed all students to represent themselves and their culture in a display. Discussions in classrooms around differences and respect engaged students in the message of harmony.

Integrated throughout History, Geography and English teaching and learning programs are culturally inclusive messages. Learning programs include explicit teaching

of cultural, linguistic and religious differences designed to promote harmony and our '*School Values*'.

Our school has two trained *Anti-Racism Contact Officers* and an *Anti-Racism Policy* in operation. The message of anti-racism is promoted throughout the school and any incidents of racism are reported to the *Anti-Racism Contact Officer* for follow up and resolution.

Support was provided to students who are learning English as a Second Language. Emphasis was placed on early intervention with Kindergarten and Stage 1 students focusing on skills to help boost language development, as well as reading and writing abilities, setting up a strong foundation for them to build their skills in future years. Some of the support was given to students in their classrooms, while some students participated in withdrawal groups to focus on specific English skills.

Other school programs

Creative and Performing Arts

The Arts continue to be a focus across the school in 2016.

Students represented our school once again at the Granville/Strathfield 'Our Spectacular' at the Opera House. The dance group choreographed by Miss Alicia Reinhard and Miss Jennifer Bradshaw wowed the audience with their performance to the song 'Ghostbusters', which tied in with the theme 'Showtime'.

The Opera House school choir directed by Miss Esther Kim and Miss Kimberley Thomson were a part of the 'Our Spectacular' choir involving hundreds of students from a number of schools. Together they sang a repertoire of songs reflecting the theme. The standard displayed by the combined schools choir was outstanding.

3 – 6 students who were not in the Opera House choir or dance groups participated in fortnightly Creative and Performing Arts (CAPA) groups enjoying drama, music and art.

K – 2 students enjoyed coming together every Wednesday afternoon to sing and dance.

Premier's Spelling Bee

The Premier's Spelling Bee in 2016 challenged students in a fun way. Our participation allowed four students to represent our school at the District Competition.

Debating

Our school debating team, coached by Miss Kimberley Thomson, participated in the Granville & Strathfield School Education Areas Debating Program. The team, consisting of eight Stage 3 students, competed against schools in our local area. They successfully won six out

of seven debates which resulted in a 'playoff' for the semi finals.

Sport

In 2016 students of Sherwood Grange PS continued to showcase their sporting prowess. Our PSSA teams competed in the Merrylands/Parramatta Zone summer and winter competitions. Both girls and boys T-Ball teams successfully made it through to the grand final, but, unfortunately were outplayed on the day. The junior and senior Newcombe Ball teams played in the semi finals and the senior Newcombe Ball team made it into the grand final, however, were beaten on the day. The senior girls Netball team played in the semi finals, but unfortunately lost and the junior girls Netball team made it to the grand final which resulted in a draw.

We were able to send numerous students across all sports to compete in the Merrylands/Parramatta Zone regional carnivals for swimming, cross country, athletics, softball, netball, soccer and Rugby League. Two students, Isabella C and Nicola C, successfully competed in the State Cross Country and Isabella also made it through to the State Athletics for 800m.

Our association with the Parramatta Eels allowed students the opportunity to participate in the 'Backyard Football' program which upskilled students in the basic fundamentals of catching, passing and teamwork. They endorse the mantra that playing sport promotes fun, friendship and fitness. Through the Parramatta Eels we also participated in the Peter Wynn's 7's Rugby League competition and our senior team won the grand final.

The Western Sydney Wanderers Cup was another organised competition that our senior soccer team had the privilege of participating in. This was non-competitive and all students thoroughly enjoyed the opportunity to play soccer throughout the day. Students were most impressed with the WSW merchandise they received.

We have continued to provide specialised instruction in athletics and gymnastics to all students through the company 'Dance Fever'.

Our school, once again, received a Sporting Schools grant and we were able to offer 3–6 students opportunities to engage in learning the skills of basketball, netball and orienteering.

Reading Recovery

In our sixth year of Reading Recovery we continue to achieve fantastic results. A total of eight Year 1 students received targeted one-on-one reading and writing support. All students achieved a high level of growth through the program and transferred these skills into the classroom. The Reading Recovery Teacher also supported the Year 1 teachers to continue the development of these skills in the classroom. As a

result of the Reading Recovery Program all Year 1 students achieved growth in reading and writing. Reading Recovery will continue in 2017.

Learning and Support

Our high functioning Learning and Support Team continued to provide support for teachers, students, parents and carers. The team consists of our school Principal, three Assistant Principals, the School Counsellor and referring teachers. In keeping with our school focus on the academic, social, emotional, physical and creative needs of EVERY CHILD the Learning Support Team strives to provide support in a variety of ways;

- Adjusting inclusive student learning programs and providing support for teachers to write Personalised Learning and Support Plans (PLSPs).
- Supporting staff in developing learning programs that address particular learning needs.
- Encouraging parent and carer involvement in their child's education at all levels.
- Working collegially with the Itinerant Support Teacher Hearing who worked at our school with students who have a hearing impairment.
- Working collegially with outside agencies such as psychologists, Family and Community Services, speech and occupational therapists, psychiatrists, paediatricians and counsellors.
- Successfully applying for extra funding to support students with a specific diagnosis or emerging need in the classroom. Strategic implementation of *MULTILIT*, an early intervention program for targeted students.
- Successfully applying for a school grant to allow a speech therapist to work with K–2 students and teachers to identify challenges, team teach lessons and provide additional resources for teachers.

Student Wellbeing

Our school continued on our *KidsMatter* journey in 2016, with a focus on educating and supporting teachers in Social and Emotional Learning. Teachers were trained in the implementation of *Circle Time* and *Bounce Back* by the *School Counsellor* and *School Wellbeing Officer*. All classes K–6 were explicitly and systematically taught core values to help with their social and emotional learning skills which underpin wellbeing and resilience.

The revision of our *School Discipline Policy* involved the review and revision of our school expectations and values. These were taught explicitly at school and stage assemblies, with a fortnightly focus on individual values. Students receive Values Awards based on their demonstration of the focus value. The school installed colourful values pencils upon entry to the grounds and values signs in prominent positions to ensure that all students, teachers and the community are exposed to the language and expectations of our school.