

Sherwood Grange Public School

Annual Report



2017



4328

Introduction

The Annual Report for 2017 is provided to the community of Sherwood Grange Public School as 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

School contact details

Sherwood Grange Public School

Bruce St

Merrylands, 2160

www.sherwoodgr-p.schools.nsw.edu.au

sherwoodgr-p.School@det.nsw.edu.au

9632 9447

Message from the Principal

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

Our school purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care. This purpose drives all that we do at Sherwood Grange.

Sherwood Grange has an excellent reputation that reaches beyond the school gates. Students, staff, parents, carers and community members work together and support each other as we strive for excellence and continual improvement. Our School Values of care, fairness, excellence, inclusion, integrity and participation are embedded within the life and culture of the school. At Sherwood Grange our expectations are high and our focus on EVERY CHILD is relentless.

As you read this report you will see that there were many highlights and achievements across the six Key Learning Areas of English, Mathematics, Creative Arts, Science, HSIE and Personal Development, Health and Physical Activity (PDHPE) both within and beyond classrooms throughout 2017. From the individual achievements of a child progressing through guided reading levels; children moving along the Numeracy Continuum in Mastering Maths; student performances at the Sydney Opera House; to the success of the school debating team at the district final; we have so much to be proud of at Sherwood Grange.

Vicki Robertson

Message from the school community

P&C President's Report for the year ending 2017

Firstly, I would like to thank Vicki Robertson, the School Executive, the teachers and all the school administration staff for their assistance and unwavering support throughout the school year. Similarly, I would like to thank all our fantastic parent volunteers who assisted at all events and activities throughout the year. Without all of you, nothing would be possible.

I would also like to acknowledge the outgoing 2016 committee and thank them for all their efforts in the past and for making the passing of the baton a seamless process and I'd like to thank the current committee for all their work throughout the year. It's a big commitment on their part and it does not go unnoticed or unappreciated.

In 2017 we had a number of fundraisers including the usual annual events – Mother's & Father's Day stalls, Easter Fair sausage sizzle & lucky dip, Zooper Dooper days and the school disco. As our local Council elections were held in September and with SGPS being a polling station, we ran a sausage sizzle and cake stall on the day. We also held our

inaugural Colour Run event which was a great success and a fun day.

The COLA which was made possible by a grant of \$40,000 from the Community Building Partnerships scheme was erected over the December school holidays. It is providing shade for the children at lunch time and classes have also been held under the shelter. Much recognition is due to Nancy Keasbury for securing the grant for this structure.

We have also had our new uniform supplier confirmed and they are actively selling 'line items' no longer available at our onsite uniform shop. Once we sell out of existing stock Oz Fashions will be our sole uniform supplier with the onsite shop only opening to allow the students to try on uniforms for sizing in advance of ordering online. We thank everyone for their patience during the transition period.

Thank you to the whole school community for supporting us in our endeavours and here's to a successful 2018 and hopefully we will welcome some new faces at our events.

Deirdre Berry

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.

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 student development. Through our implementation of the *KidsMatter Framework* students have developed the skills to care for self and contribute to the wellbeing of others as well as 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 achievements 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 high expectations, explicit teaching, valuable feedback and the effective use of data. Teachers ensure that classrooms within our school are well organised and managed, lessons are engaging and meaningful and students have opportunities to succeed. Literacy and Numeracy sessions are planned and implemented with a strong knowledge of the curriculum outcomes and the needs of the students. Assessment instruments are used regularly to help monitor EVERY CHILD's learning progress and to identify areas for improvement. Structured planning evenings allowed teachers to work together 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, including the use of our Teaching and Learning Leader, are in place to provide formal mentoring to improve teaching and leadership practice. Our teachers participated in relevant and meaningful professional learning targeted to our school priorities. This included Mastering Maths, using meaningful technology in the classroom, effective feedback within the classroom and simple ways to use instruments in Music. Teachers consistently demonstrate their understanding of the Teaching Standards and know their students and how they learn and know their content and how to teach it.

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 legislative requirements. The school leadership ensures organisational structures that enable management systems, structures and processes to work effectively to enhance learning outcomes for EVERY CHILD. Our school has productive relationships with external agencies, such as Woodville Alliance, local police, NRL development officers, external sporting companies with specific expertise and Westmead Children's Hospital to improve educational opportunities for students. 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 changes to the Multi Purpose Room (MPR), the purchase of 30 additional Infinity tablets to support student learning as well as additional Student Learning Support Officers (SLSOs) to work with intervention groups and enhance community communication.

Our self-assessment process will assist the school to develop our 2018–2020 School Plan, leading to further innovations in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 teaching practices for EVERY CHILD continued to drive staff development and saw effective and dynamic teaching and learning strategies implemented in the classroom.

The implementation of *Mastering Maths* across all classes K–6 ensured that EVERY CHILD was effectively tracked along the Numeracy Continuum across the Early Arithmetic Strategies (EAS) and Place Value (PV) aspects. Significant professional learning time was allocated to ensure teachers had the confidence to assess, track and provide EVERY CHILD with an adjusted activity that was engaging, focused and designed to improve student learning outcomes on a daily basis. This school wide initiative resulted in teachers being more confident in catering for the diverse needs of their students, improved student engagement and 100% of students progressing along the Numeracy Continuum and 81% of students at school benchmark.

All students in Years K–4 continue to have a device on a 1:1 ratio and students in Years 5–6 continue to bring their own device. This initiative has resulted in enhanced student engagement and improved learning outcomes across the curriculum. Furthermore, teachers started to integrate the future focused skills of creativity, collaboration, communication and critical thinking throughout programs of learning and assessment and started to use resources such as Google Apps for Education to enhance student opportunities and learning outcomes.

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.

The School Executive and the School Wellbeing Officer, with the help from outside agencies such as Woodville Alliance, delivered wellbeing programs that aimed to enhance the social and emotional intelligence of the students involved. Building on our *Bounce Back* program of learning, EVERY CHILD in Stage 3 participated in a targeted wellbeing initiative. The Stage 3 boys participated in *DrumBeats* with either Woodville Alliance or the School Executive and the Stage 3 girls participated in an explicit program titled *I am*. This resulted in students gaining a deeper understanding of themselves, gave students the skills to build relationships and opened a conversation about wellbeing.

Mental Health was also acknowledged and celebrated through October's Mental Health Month. EVERY CHILD participated in activities aimed at initiating a conversation about effective and good mental health. Tips and strategies were communicated to the community which created an awareness of the resources available for anyone aiming to improve their mental health and wellbeing.

Playground Legends provided an opportunity for students to have an outlet during play times to enjoy structured games and activities. Students across K–6 were invited to participate in games that built friendships and encouraged social skills within a controlled and encouraging playground environment.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---------------------------------|--|
| 90% of students from Kindergarten, Year 1 and Year 2 achieving expected school based | Resource Allocation Model (RAM) | 91% of K–2 students reached expected benchmarks in reading levels. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <p>and external benchmarks or identified SMART goals as outlined in Personalised Learning and Support Plans.</p> <p>80% of students from Year 3 and 5 exhibit expected growth in all aspects of the value added component of NAPLAN.</p> <p>Improved wellbeing outcomes as evidenced in school based and systemic data such as <i>KidsMatter</i> and <i>Tell Them From Me</i> surveys.</p> | <p>Teacher Professional Learning (TPL)</p> <p>Planning Literacy and Numeracy (PLAN)</p> | <p>83% growth from Year 3 NAPLAN to Year 5 in Reading, Spelling and Numeracy.</p> <p>84% growth from Year 3 NAPLAN to Year 5 in Grammar and Punctuation.</p> <p>As a result of data collected from surveys, we employed a School Wellbeing Officer. Programs included Girl Power, Circle Time, Rock and Water and the implementation of Bounce Back in all classrooms.</p> <p>A review of our School Discipline Policy began and implemented occurred across the school this year. A large number of students continue to receive Principal's Awards for continual achievement across all areas of school life.</p> |

Next Steps

- Students continued to be seamlessly tracked along the Numeracy Continuum by ensuring accurate collection of data for 2018.
- Professional learning on the Literacy and Numeracy Progressions.
- The Student Wellbeing Officer and SLSOs to extend Playground Legends.
- Connect with outside agencies to better support the needs of EVERY CHILD.
- Further professional learning on the learning dispositions students will require in the future.

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.

School Development Days, Stage Analysis Meetings and Twilight Sessions focused on evidence-based approaches to teaching and learning. Collection and analysis of Reading Levels and EAS and Place Value clusters, K-6 moderated Mathematics assessments and PLAN data were used to develop *Teaching and Learning Sequences* that were short, sharp and focused on the needs of EVERY CHILD.

One of the School Development Days was spent upskilling staff in the EAS and Place Value strands of Numeracy. This allowed a greater understanding of the skills students needed to develop and lessons which would explicitly teach these skills. Through this, Mastering Maths lessons began in every classroom and allowed for greater collection of moderated data to support student learning. This development of understanding was expanded via two Lesson Study days. The first Lesson Study involved stage groups observing teachers with their whole class and giving feedback on the structure of the maths lesson. The second lesson study of 2017 focused on the explicit language and questioning of Mathematics. Teachers taught small groups of students and the feedback from staff was extremely positive.

Another of our Staff Development Days had a Technology in the Classroom focus. This day was differentiated to allow for the needs of the teachers. It focused on developing the skills and knowledge of teachers to integrate technology into the everyday classroom. Teachers explored G Suite, web based resources for Mathematics and English including Kahoot and Mentimeter and collaborated to design ways to effectively use these in the classroom.

2017 brought the introduction of Professional Development Plan (PDP) Meetings between teachers and the Curriculum Leader. This allowed teachers to spend time planning, refining and reflecting on their goals over three PDP meetings spread throughout the year. Teachers reported an increase in confidence in achieving their goals and in their ability to meet student learning outcomes.

The establishment of the Curriculum Leader position allowed for an increase in elbow to elbow teaching and development. Our Curriculum Leader works in classrooms three days a week with a focus on improving student learning outcomes through team teaching, observation, quality feedback and goal setting with the classroom teacher. Through this program the Intervention Group focus changed from a long term K-6 focus to short 40 minute, five week sprints focused on explicit, focused teaching. Students are chosen using data analysis, with an aim to develop skills at a needs based level.

Training and development on the new syllabus documents and policy requirements continued in 2017. As History and Geography became mandatory documents our scope and sequences were changed and refined. Teachers spent time during School Development Days and Stage Meetings discussing the impact of the new syllabuses and the idea of questioning driving teaching.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <p>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.</p> <p>100% of teachers using <i>Formative Assessment</i> to inform 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>Resource Allocation Model (RAM)</p> <p>Teacher Professional Learning (TPL)</p> <p>Planning Literacy and Numeracy (PLAN)</p> | <p>Professional Learning focused on research-based pedagogy with a focus on explicit teaching in Mathematics. Teachers continued their development of <i>Descriptive and Effective Feedback</i> strategies.</p> <p>All classes K–6 continued to implement fortnightly Numeracy assessments to inform their teaching and learning practices.</p> <p>Other <i>Formative Assessment</i> tools were trialled such as using the whiteboards, hands down and student learning goal links.</p> <p>All Assistant Principals engaged in analysis of Mastering Maths results. They created targeted intervention groups to deliver short, sharp, focused activities.</p> |

Next Steps

- Intervention groups to continue with clear Learning Intentions and Success Criteria for each group of students. Pre and post data shared with classroom teachers and parents/carers.
- PDPs to be developed with stage supervisors and Curriculum Leader.
- Lesson Studies to consolidate pedagogy in Mastering Maths and other key programs.
- Curriculum Leader to continue working elbow to elbow with teachers.
- Teachers and students moving towards cloud based drives.
- Upskill 2018 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 community, leadership and strategic use of funding.

Staff roles and responsibilities were formalised with an increased opportunity for building leadership capabilities in all staff. Committee groups, such as the Technology Group and the Visual Arts 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.

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 continued to organise '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. 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. Our school's Twitter profile continued to provide snapshots of learning within and outside of the classrooms.

The school successfully changed the uniform shop supplier after parent feedback and requests. The school still operates an onsite uniform shop run by the P&C for sizing, however all uniforms are now ordered online. Through consultation with the community, small improvements were made to the uniform to enhance comfort and Sun safety.

The School Executive and then the whole staff met with Peter Lee to seek advice about compliant programs and scope and sequences. As a school we reflected on best practice and made adjustments to our class timetables. The executive team and committee teams adjusted scope and sequences to reflect legislative and New South Wales Education Standards Authority (NESA) requirements.

The School Executive had professional development with Mark Hagan – Principal School Leadership. During this session, the team was upskilled on further requirements with NESA, discussed the 2018–2020 School Plan and external validation requirements.

Throughout the 2017 calendar, there were various opportunities to relieve in higher roles, including as an Assistant Principal and Principal. Teachers also had the opportunity to lead grade teams with the support and guidance of an Assistant Principal.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---------------------------------|--|
| A comprehensive range of informal and formal leadership | Resource Allocation Model (RAM) | Our school continued to provide a range of student leadership opportunities including: |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| <p>opportunities for students within and beyond the classroom.</p> <p>An increase in teachers taking on informal and formal leadership opportunities across the school.</p> <p>Improved methods of communication within and across the school community. For example: Skoolbag App; class Edmodos; Twitter and school website.</p> | | <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 <p>We continue to offer our teachers leadership opportunities such as: teacher mentors; accreditation leader; curriculum leaders; SRC leaders; and relieving Executive positions.</p> <p>Our school community was informed about school events through Skoolbag, Twitter, Newsletters and the school website.</p> |

Next Steps

- Continuing to allocate 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.
- Focus on compliance as new syllabus documents are implemented.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|-------------------------|--|
| Aboriginal background loading | \$3 377.00 | <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> |
| English language proficiency | \$46 225.00 | <p>Professional Learning for our English as an Additional Language or Dialect (EAL/D) teacher allowing her to deepen her knowledge and understanding of quality teaching strategies.</p> <p>Employment of three part-time <i>School Learning Support Officers (SLSOs)</i> to work with targeted students through an intervention program 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> |
| Low level adjustment for disability | \$125 424.00 | <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 through intervention groups.</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> |
| Quality Teaching, Successful Students (QTSS) | 0.238 FTE = \$24 175.00 | <p>In 2017 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 accreditation processes. |
| Socio-economic background | \$71 866.00 | <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> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2014 | 2015 | 2016 | 2017 |
| Boys | 144 | 151 | 154 | 163 |
| Girls | 164 | 165 | 162 | 177 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 96.9 | 95.1 | 95.5 | 93.9 |
| 1 | 96 | 94.3 | 95 | 93.4 |
| 2 | 96.1 | 94.6 | 94.9 | 93.8 |
| 3 | 96.7 | 94.8 | 94.5 | 93.5 |
| 4 | 95 | 95.3 | 94.2 | 92.9 |
| 5 | 95.9 | 94.7 | 95.2 | 94.3 |
| 6 | 95.5 | 96.4 | 92.6 | 93.6 |
| All Years | 96.1 | 95 | 94.6 | 93.6 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

Classroom teachers monitor attendance and follow school systems and structures to ensure all absentee notes are handed in. This involves sending notes home to parents and making follow up calls.

When a student's attendance is of concern, the Assistant Principal will seek the advice from the Home School Liaison Officer (HSLO). Students will then be placed on a Lateness and Monitoring Program (LAMP) form to track attendance. If required the HSLO may take further legal action.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 12.43 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.92 |
| Other Positions | 0 |

*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 | 0 |

Professional learning and teacher accreditation

All staff attended professional learning 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, assessment for and of learning and evidence-based practices.

This year our school elected to absorb the final two School Development Days into Twilight Learning Sessions. During these sessions staff analysed data, unpacked the syllabus and moderated work samples to ensure consistent teacher judgement when assessing learning and reporting to parents/carers. Staff also collaborated to design innovative and engaging

programs of learning and assessment that aligned with the *What works best: Evidence-based practices to help improve NSW student performance*. Some of these sessions were also used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training.

In 2017 we had four beginning teachers. These teachers were employed in temporary and permanent positions and through our School Accreditation Group began the process of achieving their accreditation.

All pre 2014 teachers were accredited at proficient level and are now working towards maintaining their accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 188,775 |
| Revenue | 2,895,764 |
| Appropriation | 2,765,088 |
| Sale of Goods and Services | 114 |
| Grants and Contributions | 127,592 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,970 |
| Expenses | -2,864,975 |
| Recurrent Expenses | -2,852,100 |
| Employee Related | -2,565,214 |
| Operating Expenses | -286,886 |
| Capital Expenses | -12,875 |
| Employee Related | 0 |
| Operating Expenses | -12,875 |
| SURPLUS / DEFICIT FOR THE YEAR | 30,789 |
| Balance Carried Forward | 219,564 |

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 2017 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.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,336,041 |
| Base Per Capita | 48,293 |
| Base Location | 0 |
| Other Base | 2,287,748 |
| Equity Total | 246,891 |
| Equity Aboriginal | 3,377 |
| Equity Socio economic | 71,866 |
| Equity Language | 46,225 |
| Equity Disability | 125,424 |
| Targeted Total | 32,034 |
| Other Total | 69,793 |
| Grand Total | 2,684,760 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

School performance

NAPLAN

In the National Assessment Program, 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

- 80% of Year 3 students in the top 3 bands for writing.
- 92% of students scored in Band 3 or higher in Reading.
- 96% of students reaching a Band 3 or higher in Writing.
- 82% of students in the top three bands for Spelling.
- 82% of students reaching a band 3 or higher in Grammar and Punctuation.

Year 5 Literacy

- 100% of Year 5 students made growth in Spelling from their Year 3 NAPLAN results.
- 82% of student showing positive growth in Reading.
- 97.6% of students reaching a band 5 or higher in Writing.
- 82% of students showing positive growth in Reading.

Year 3 Numeracy

- 82.3% of students reaching a Band 3 or higher in Numeracy.

Year 5 Numeracy

- 78% of students reaching a Band 5 or higher in Numeracy.
- An 18% decrease of Year 5 students in the bottom 2 bands in Numeracy from 2016–2017.
- A 15.1% increase of Year 5 students in the top 3 bands in Numeracy from 2016–2017.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 is 46% in writing, 45.1% in spelling, 51% in grammar

and punctuation, 21.5% in numeracy and 19.6% in writing.

The percentage of Year 5 students in the top two bands is 14.7% in Reading, 12.2% in Writing, 29.3% in Spelling, 24.4% in Grammar and Punctuation with a increase up to 17% for Numeracy.

In accordance with the **State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands**, schools are required to report their student performance for the top two NAPLAN bands in literacy and numeracy.

We had no Aboriginal students sit the NAPLAN test in 2017.

Parent/caregiver, student, teacher satisfaction

Parents/Carers

All parents and families were invited to complete the 2017 Satisfaction Survey, however, only 21 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 the school has a friendly and supportive front office; communicates events effectively; has high expectations for behaviour; and has an approachable executive team. The majority reported that staff take an active role in making sure all students are included in school activities and that the school expectations and values are communicated and understood.

Requested improvement areas were helping students build positive friendships, additional extracurricular opportunities for their children and more messages communicated through the Skoolbag App for parents who can not make the morning assembly.

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)
- learning was significant and important
- believed that school was important for when they grew up
- understanding the Learning Intention for lessons
- made friends at school easily and felt a sense of belonging
- teachers caring about them individually
- teachers listening to what they had to say
- class rules and expectations were understood

- teachers expecting the best out of students.

Teachers

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

- establishing challenging and visible learning goals for students
- assessment procedures are helping and guiding future teaching
- striving to understand the learning needs of EVERY CHILD
- creating new learning opportunities for students
- being provided with useful feedback about teaching practice
- monitoring student progress
- using a variety of teaching strategies
- 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 2017 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
- 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

With approximately 65% of students from language background other than English and School Values embedding care, fairness, inclusion and integrity into everyday school life, Sherwood Grange Public School is a school that values and promotes multiculturalism.

Harmony Day was a chance for the Sherwood Grange community to join together and celebrate the rich diversity of the many cultures that make up our school. During March students spent time making artworks, researching countries and enriching their understanding of how Australians from all backgrounds work together to enrich our great country.

Our Harmony Day focus of cultural understanding and inclusion was continued through our History, Geography, English and PDHPE programs. 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.

English Language support was provided to students who are learning English as a second language. Support for Kindergarten and Stage 1 students in their early years of language development was a priority. This allowed emphasis to be placed on language development, reading and writing strategies and for students to set a strong foundation for learning.

Other school programs

Creative and Performing Arts

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 of 'Around the World'. The standard displayed by the combined schools' choir was outstanding. Students across the school also participated in engaging Creative and Performing Arts lessons throughout the year which fostered skills in drama, dance, visual arts and music.

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 Mrs Jennifer Mobbs, wowed the audience with their performance to traditional Scottish music which tied in with the theme 'Around the World'.

In 2017, the Junior Dance Group (Stage 1) under the guidance of Mrs Deborah Lopez and Miss Genevieve Swift had the opportunity to showcase their wonderful skills at the end of year K-2 Assembly and Talent Quest. This opportunity empowered the students and there was a visible growth in confidence performing in front of a large audience. They made new friends whilst learning how to work together as part of a team as they mastered new moves and routines.

The Stage 2 and Stage 3 Visual Arts group was a wonderful way for our students to explore their creative sides with the support of our teachers Miss Esther Kim and Mrs Mireille Ghanous. Students were highly engaged and enthusiastic at each Visual Arts session, freely developing their artistic abilities. Students' artwork was proudly displayed in our school foyer. They were also given the opportunity to visit the Museum of Contemporary Art and engage in various artistic programs led by the School Access Program Coordinator.

Debating

Our school Stage 3 debating team, coached by Miss Kimberley Thomson, participated in the Granville, Strathfield and Holroyd School Education Areas Debating Competition. The team, consisting of ten Stage 3 students, competed against schools across Sydney. They experienced great success in the competition resulting in winning the competition grand final.

Sport

In 2017 students of Sherwood Grange Public School continued to showcase their sporting talent. We had three teams compete in the Merrylands/Parramatta PSSA summer competition and four teams in the winter competition. Two of our summer teams, girls T-Ball and boys softball, won their respective grand finals and the senior netball and junior soccer 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, but unfortunately lost. Numerous students across all sports competed in the Merrylands/Parramatta Zone regional carnivals for swimming, cross country, athletics, softball and soccer. As a result, Nicola C and Elianna H went on to successfully compete in the State Athletics carnival and Abbey S was selected in the State softball team and travelled to Lismore to participate in a softball tournament. Our association with the Parramatta Eels allowed students the opportunity to participate in the Peter Wynn's 7's Rugby League competition. For the second year running, our senior soccer team participated in The Western Sydney Wanderers Cup. This was a non-competitive competition and all students thoroughly enjoyed the opportunity to play numerous soccer games throughout the day. Through our association with 'Dance Fever', specialised instruction was provided in athletics and dance to all students with a dance showcase for parents in Term 4. The Sporting Schools grant allowed students in Years 3-6 the opportunity to engage in learning the skills of volleyball and this grant also provided us with volleyball equipment to utilise at school.

Reading Recovery

In our seventh 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, Miss Hanan Fares, 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.

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 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.
- Utilising teachers and SLSOs to target small groups of students in Intervention Groups to improve student learning outcomes.

Student Wellbeing

Our school continued on our *KidsMatter* journey in 2017, 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 Learning and Support Team and the School Wellbeing Officer created a Playground Legends group during two lunchtimes a week to provide more opportunities during break times with the aim to teach social skills and foster positive friendships.

An Assistant Principal provided students with regular check ins to ensure the emotional wellbeing of students at different times throughout the year. This included students who were having difficulties with friendships or dealing with different issues at home. The Assistant Principal was a consistent person on school grounds who could be reached when students wanted to check in.

School Wellbeing Officer

Mrs Kim Whale supported new kindergarten students and families transitioning to school through classroom lessons focused on social skills and conversations with parents answering questions. Kim spent time running Circle Solutions in all classrooms. Circle Solutions is a framework for social and emotional learning that encourages stronger relationships with peers and teachers within the classroom and on the playground. Mrs Whale supported Mr Shearer (Assistant Principal) in running Playground Legends, a space for more passive play for students on the playground. She also implemented parent pop-up cafes to engage parents and the community by creating a space for parents to ask questions and build relationships.

