

Sherwood Ridge Public School

Annual Report



2017



4640

Introduction

With an enrolment of 930 students, Sherwood Ridge is a Public Private Partnership funded school. Comprising of 46% LBOTE and three support classes supporting students with autism and moderate intellectual disabilities, our school is responsive to the needs of our students, parents and staff.

Underpinned by collaborative and consultative leadership, the school is committed to developing consistent, high quality educational practices using evidence based research to enable staff to put students at the centre of their learning. Teaching teams are structured to support the implementation of Visible Learning and Learner Qualities while collaboratively developing learning intentions, success criteria and providing effective feedback to guide student learning. With a focus on embedding 21st Century Learning skills and strategies in teaching and learning programs, students are supported to become determined and assessment capable.

Sherwood Ridge prides itself in offering a wide range of extra curricula activities for students in order to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

The Annual Report for **2017** is provided to the community of **Sherwood Ridge 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.

Tracy Anderson

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School background

School vision statement

The school's motto "From Each their Best" underpins all that we do.

At Sherwood Ridge Public School our inclusive environment will support staff and parents to work together as a learning community in order to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

School context

Sherwood Ridge Public School is one of the four first Public Private Partnership funded schools, located in Sydney's North West sector.

In 2017 our school has a student enrolment of 933 students, 413 of which are identified with Language Background Other Than English (LBOTE) and three Aboriginal and Torres Strait Islander (ATSI). The school comprises of 35 mainstream classes, five of which are multi-age classes. The school has three Support classes for students with Autism and Moderate Intellectual Disabilities.

A number of programs have been refined and developed at Sherwood Ridge to ensure that equity and excellence is provided at all times and that its students will become successful learners, confident and creative individuals who are active and informed citizens as outlined in the Melbourne Declaration on Educational Goals.

Some key programs are:

- Innovative Learning Leader framework
- Visible Learning project
- Targeted LaST program
- Positive Action for Learning & Kidsmatter framework
- 4 C's of 21st Century embedded in the school's Learning (Library) Centre
- Implementation of Flexible Learning spaces and shared teaching experiences

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.

During 2017, our school continued to reflect and self-assess 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.

Once again, staff reflected on the progress being made across the school based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations. The staff are deepening their understanding of the purpose of the School Excellence Framework and how it is aligned to our Strategic Plan.

Our school has a strong focus on developing consistent, high quality educational practices using evidence based research to enable staff to put students at the centre of their learning. This year we have seen the Learning Centre become the focal point for embedding the four C's, **creativity, critical thinking, communication, and collaboration** into the everyday language of our students. Under the expert and passionate leadership of two expert teachers, this space has been used flexibly, supporting our students to become engaged in the concept of developing the 21st Century mindset of not thinking **of** things, but to thinking **about** them.

At Sherwood Ridge, our teachers remain committed to showing our students "Where to look" rather than telling them

“what to see”. Learning Intentions, Success Criteria, Self-regulation and Feedback continue to be a part of our daily routine, enabling our students to become self-directed learners in order to equip them with the skills to truly engage in 21st century learning.

Wellbeing at Sherwood Ridge is evident in every learning environment, providing students with opportunities to connect, succeed and thrive in areas that are relevant to their stages of learning and development. Sherwood Ridge Public School has explicit processes in place to collect, analyse and report internal and external student and school performance data. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

The school ensures professional learning is aligned with the school plan, evident in teacher’s Professional Development Plans and its impact on the quality of teaching and student learning outcomes is evaluated.

There is a commitment from the school leadership team to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Staff have purposeful leadership roles based on professional expertise.

The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. During Term 4, staff collaboratively engaged in a self-assessment session using version two of the School Excellence Framework. These results have driven our planning for the 2018–2020 Strategic Plan.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements 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

Develop consistent, high quality educational practices using evidenced based research to enable staff to put students at the centre of their learning

Purpose

To support our teachers in becoming change agents who will know and share the learning intentions of all lessons, give effective feedback and engage all students in the challenge of learning. Staff will see assessment as feedback to themselves and be able to use effect sizes to measure their impact on student learning.

Overall summary of progress

Students are continuing to be encouraged and equipped with the skills to take ownership of their learning through the provision of engaging learning experiences in order to develop critical thinking, problem solving, creativity, communication and collaboration skills and strategies. Teaching programs continued to reflect a change in pedagogy to engage, inspire and motivate students in order to become lifelong learners. Differentiation and focused support were an integral part of classroom practice. Data was regularly collected and analysed providing evidence to drive classroom programs and interventions to support all students. Staff continue to develop their capability to utilise ICT resources effectively to enable students to collaborate and engage in relevant and meaningful learning tasks. Engaging learning experiences, clear learning intentions, high quality evidenced based frameworks, visible learning, learner qualities, appear in class programs, classroom displays and conversations and as a part of Performance and Development plans across the school. Parents as active participants in their child's education with clear communication of what their child is achieving utilising a range of communication platforms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>80% of students K–6 are at grade appropriate clusters in reading.</p> <p>80% of students K–2 are at grade appropriate clusters in writing.</p> <p>95% of Aboriginal students are achieving at or above state average based in NAPLAN.</p> <p>80% Year 5 & Year 7 NAPLAN data shows students meeting expected growth.</p>	<p>\$64 820</p>	<p>Staff collaboratively developed quality writing units including the development and use of Writing Rubrics.</p> <p>Staff participated in Consistency of Teacher Judgement (CTJ) discussions. Staff participated in demonstration lessons and modelled lessons for other staff.</p> <p>Words Their Way Spelling, CAFÉ reading strategies, CARS and STARS for Reading and Super Six reading strategies are becoming more pronounced in classroom practise.</p> <p>An adjusted mathematics scope and sequence was trialled and implemented. Measurement of teaching and learning impact through measuring effect sizes was used to determine student growth.</p> <p>School based data was reviewed and analysed against the Learning Continuums to determine progress on student learning targets.</p> <p>Evidence that the Australian curriculum is embedded into programs with fidelity through the continued use of stage planning exists.</p> <p>Most students throughout the school participate in collaborative learning experiences in the Learning Centre. The 4Cs of 21st Century learning were embedded in the Learning Centre Program.</p> <p>Some classes are working towards using flexible learning spaces within classrooms.</p>

Next Steps

Students will be provided with quality learning experiences through the delivery of a rich curriculum that meets the needs of every student, while staff will be supported in the development of effective teaching and best practice using evidence-based teaching strategies

In order to be highly engaged, resourceful, reflective and resilient lifelong learners we will:

- 1) Understand and implement The 4 C's of Education.
- 2) Understand differentiated approaches to curriculum development, delivery and assessment.
- 3) Continue to embed 21stC Learning in all classes across the school.
- 4) encourage expert teachers to share their knowledge whilst working with teams to ensure collaboration is evident.

Strategic Direction 2

Develop whole school organisational practices which enable all students to be highly engaged and self-directed in their learning

Purpose

To provide students with an environment where students will be assessment capable learners who articulate their learning, take risks, set learning goals, track their own progress and know what success looks like by working in a strategic and sustainable manner to ensure they become successful learners.

Overall summary of progress

Explicit teaching of Learner Qualities of Connectedness, Determination, Question, Wonder, Think and Reflect to assist students develop creativity and critical thinking was embedded. Continued focus on high quality professional learning in the areas of mathematics and English with a continued focus on the integration of concept based programming into English. Visible learning is evident in all classrooms; use of learning intentions, success criteria, explicit feedback, rubrics and formative assessment strategies are evident. Programs reflect strategies implemented in the classroom for a differentiated curriculum. Data sets collected from across a wide range of sources indicate that school curriculum programs and teaching practices are effectively developing the knowledge, understanding and skills of all students, using evidence-based teaching practices. Utilisation of student interviews and teacher surveys to evaluate learning intentions, success criteria and student feedback utilised by all staff. The Learning Centre has become the focal point for embedding the four C's of the 21st Century Classroom through an innovative program delivered by expert teachers, while utilising ICT tools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>PLAN data shows that 80% of each grade is performing at or better than expected clusters.</p> <p>An increase of Aboriginal & EAL/D parental engagement and participation in school activities/lessons is evident</p> <p>100% of parents of students who have a disability are active participants in the development of Individual Education Plans (IEP)</p> <p>100% of Aboriginal parents are active participants in the development of Personalised Learning Pathways.(PLP)</p>	<p>\$15 640</p>	<p>Continuums/PLAN software data were analysed & used for Consistency of Teacher Judgement and program development.</p> <p>Student progress is effectively communicated to parents.</p> <p>Programs reflect strategies implemented in the classroom for a differentiated curriculum.</p> <p>Professional learning opportunities provided to all staff to support knowledge of the curriculum, how students learn and how to differentiate learning.</p> <p>Staff participate in demonstration lessons and model lessons for other staff based upon the qualities of a learner.</p> <p>Concepts and implementation of Visible Learning is embedded in teaching programs.</p> <p>IEP's and PLP's are developed in consultation with key stakeholders.</p> <p>Student progress tracked against learning continuums and school based data points.</p> <p>In the learning Centre, students are able to participate in high quality lessons, utilising ICT tools to collaborate within their learning. Students are regularly exposed to learning opportunities that encourage collaborative learning practices within classrooms.</p>

Next Steps

Students will be provided with engaging learning experiences in order to develop critical thinking, creativity, communication and collaboration skills and strategies. Staff will be supported to be proactive about their own learning by engaging in ongoing professional learning as reflected in performance and development Plans (PDP) and the strategic directions of the school.

In order to continue as innovative, collaborative and future focused teachers and leaders we will:

- 1) Recognise and share outstanding teaching practice, through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning whilst building leadership capabilities.
- 2) Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.
- 3) Engage parents in all aspects of the educational process through regular communication on curriculum and a changing pedagogy.
- 4) Further use of collaborative learning practises will be embedded in teaching across the school. Students in stage 3 will use ICT tools to focus on collaborative learning practises within the classrooms on a daily basis.

Strategic Direction 3

Developing community trust and strategic support to ensure our students become active and informed future leaders.

Purpose

To engage the community through a visual display of the learning process by developing a shared language so that all stakeholders can become active participants in giving students the knowledge, skills and experiences to become creative, innovative and resourceful learners.

Overall summary of progress

The Wellbeing, Positive Action for Learning (PAL) and KidsMatter teams met on a regular basis in 2017 in order to ensure that the physical, social, emotional and cognitive wellbeing of all students was supported. Student incident data, using SENTRAL as its data collection platform, was analysed on a term-by-term basis to ensure that positive behaviours were acknowledged, rewarded and interventions put in place to support students with additional wellbeing needs. Teachers used programs such as Kidsmatter, Circle Time and friendly Kids Friendly Classrooms to promote wellbeing throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Positive Action for learning (PAL) data indicates an increase of students being able to articulate the schools expectations and how these are linked to learning.</p> <p>There is an increase in parental completion of QSL surveys.</p> <p>Data demonstrates that we have greater than 95% of universal strategies in place.</p> <p>Attendance rates are equal to or above state average</p>	\$18 760	<p>The review of the Wellbeing and Discipline Policy was finalised with all stakeholders including students, staff and the wider school community consulted to foster trusting, receptive relationships. The perspectives of all stakeholders were taken into consideration and a policy which supports the overall wellbeing of students, staff and the community was developed and implemented throughout the school, demonstrating the school's commitment to fostering positive home-school relationships.</p> <p>KidsMatter, a program designed to decrease the risk factors in children (factors which increase the likelihood of mental health difficulties occurring) and increase the protective factors in children (the tools needed to have positive social and emotional skills, which are essential for good mental health) was officially launched in Term 3, with the wider school community invited to watch lessons on Social and Emotional Learner Competencies in classrooms. Teachers were engaged in professional learning for components 4 and 5 and the Social and Emotional Learner Competencies were combined with the current PAL Expectations to create one comprehensive set of 5 School Expectations which were easier for students to learn and amenable to more situations.</p> <p>Parent feedback through the school's Facebook page and surveys such as 'Tell Them From Me' in 2016, indicated parent desire to attend school assemblies and that factors such as its scheduled timeslot of 11:30am made attendance prohibitive to parents that worked. As a result, assemblies in 2017 were scheduled for 9am and offered more flexibility to working families and subsequently higher attendance rates.</p> <p>Parents remain informed of school activities and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Positive Action for learning(PAL) data indicates an increase of students being able to articulate the schools expectations and how these are linked to learning.</p> <p>There is an increase in parental completion of QSL surveys.</p> <p>Data demonstrates that we have greater than 95% of universal strategies in place.</p> <p>Attendance rates are equal to or above state average</p>		<p>information through multiple forums such as the school Facebook page, the school SZapp, and the school website. In 2018, more classes will be trialling the use of app such as Seesaw which will provide parents with the opportunity to engage with their child’s learning on a day-to-day basis by viewing the learning experiences undergone by their children.</p> <p>In order to foster student engagement and awareness of our PAL expectations, students are awarded with Sherwood Stars for demonstrating the qualities of safe, respectful learners. Sherwood Ridge Public School’s goal of having 90% of students from Years 1–6 achieve a badge this year has been achieved. Of our 810 students in Years 1–6, 756 (93%) have received a badge, with 70 out of 121 Kindergarten students (58%) also achieving this goal.</p>

Next Steps

Distributed instructional leadership and evidence-based teaching is embedded school wide. Systemic practices and processes will be embedded across the school, informing future directions for whole school improvement. Administrative systems structures and processes will underpin ongoing school improvement and professional effectiveness of all school members. Resources will be aligned strategically to achieve and improve student outcomes and high quality service delivery. Parents will be supported to become active participants in their child’s education with clear communication of what their child is achieving through the utilisation of a range of communication platforms. A collaborative learning community will be established by providing opportunities for parents and teachers to work together to improve the intellectual quality of programs within the school. A responsive, whole school approach, maintaining customer satisfaction and improvement of service delivery will be established and maintained.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The school has maximised Aboriginal student learning through identifying and analysing data eg PLAN Data, School Based data, Learning Continuums, SMART data and Attendance rates in order to plan individualised and differentiated learning.	All students have an individual Personalised Learning Pathways (PLP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating progress above the average level compared with non-Aboriginal students. Funding enabled students to have in class support with a focus on literacy and numeracy achievements. Parental engagement and participation in school activities/lessons is high.
English language proficiency	English language proficiency funding has allowed for Intensive, targeted programs and strategies to be embedded by a specialist teacher to further enhance and support student language proficiency learning. EAL/D, PLAN Data, School Based data, Learning Continuums, SMART data and Attendance rates are analysed in order to plan individualised and differentiated learning.	All teachers are involved in team teaching with EALD staff to improve their skills and understandings. Class teachers and the specialist EAL/D teacher collaboratively plan, implement and monitor individualised programs of support for EAL/D students. Achievements of EAL/D students' are measured against the EAL/D phases. Review and analysis of school based data against the EAL/D phases and Continuums have been used to determine progress on student learning targets A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included increased use of interpreters and the Schoolzine digital newsletter with translator capabilities. As a result these measures are strengthening parent and community engagement in school activities.
Low level adjustment for disability	Analysis of data from within the school, eg PLAN, School Based, Learning Continuums, SMART and Attendance rates in order to plan intensive and targeted programs has been utilised.	The school's Learning and Support Team processes have been enhanced with a focus on supporting teachers in personalising learning and support and differentiation. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes and the learning and support teacher facilitated classroom teachers' discussions about adjustments to support individual student learning. Specialist LaST teacher and SLSO's have been employed to further enhance and support student learning. Review and analysis of school based data against the Continuums have been used to determine progress on student learning targets.
Socio-economic background	Socio-economic funding has supported the implementation of intensive, targeted programs and strategies to be embedded by specialist teachers and SLSO's. Data, such as PLAN, School Based, Learning Continuums, SMART and Attendance rates are analysed in order to plan individualised and	All teachers and the specialist LaST teachers collaboratively plan, implement and monitor individualised programs of support for students identified as requiring a learning adjustment and or accommodation. Student progress has been tracked and reviewed against learning continuums and school based data points.

Socio-economic background	differentiated learning	All teachers and the specialist LaST teachers collaboratively plan, implement and monitor individualised programs of support for students identified as requiring a learning adjustment and or accommodation. Student progress has been tracked and reviewed against learning continuums and school based data points.
Support for beginning teachers	Mentoring structures and collaborative practices of support are embedded to improve professional knowledge and practice.	All teachers were released from class for two hours each week, to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management, student engagement and Maths and English curriculums. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. The teachers have also actively participated in stage planning and reporting. In feedback provided. Teachers, in collaboration with team leaders, monitor and review Performance Development Plans (PDP). Professional Learning has been used to support the implementation of the Beginning Teachers PDP. Beginning and mentor teachers were provided time to observe each other's lessons and the lessons of teachers identified as having expertise in a particular teaching area. Beginning teachers reported increased levels of knowledge, skill and confidence as a result of the observations, opportunities and discussions had with their mentors. This has, in turn, increased the attainment of learning outcomes for students at Sherwood Ridge Public

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	484	481	489	496
Girls	407	411	451	435

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	96.5	96.8	95.5
1	96.4	95.8	95.2	95.6
2	95.8	95.2	95	95.6
3	95.7	95.4	96.2	94.9
4	94.9	95.1	95.1	95.1
5	95.1	94.9	95.1	94.9
6	95.5	94.4	94.6	94.6
All Years	95.7	95.4	95.5	95.2
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

Sherwood Ridge Public School;

- provides a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community
- recognises and rewards excellent and improved student attendance and punctuality;
- maintains accurate records of student attendance;
- implements programs and practices to address attendance issues when they arise
- provides clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Ongoing monitoring of student attendance by the class teacher, supervisor and Deputy Principal/s and

Principal. Attendance issues are tracked, monitored and communicated to the parents. Ongoing concerns or no improvement in attendance after class teachers, supervisors and Deputy Principals have intervened, are referred to the Learning Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	36.07
Teacher of Reading Recovery	0.82
Learning & Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	8.87
Other Positions	0

*Full Time Equivalent

Sherwood Ridge Public School has one Aboriginal member of staff in an executive position

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	64
Postgraduate degree	36

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	531,233
Revenue	7,315,702
Appropriation	6,787,377
Sale of Goods and Services	80,947
Grants and Contributions	437,525
Gain and Loss	0
Other Revenue	0
Investment Income	9,854
Expenses	-7,004,982
Recurrent Expenses	-6,985,842
Employee Related	-6,388,286
Operating Expenses	-597,557
Capital Expenses	-19,140
Employee Related	0
Operating Expenses	-19,140
SURPLUS / DEFICIT FOR THE YEAR	310,720
Balance Carried Forward	841,953

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	5,505,109
Base Per Capita	146,811
Base Location	0
Other Base	5,358,298
Equity Total	280,173
Equity Aboriginal	2,150
Equity Socio economic	21,135
Equity Language	103,756
Equity Disability	153,131
Targeted Total	586,260
Other Total	263,602
Grand Total	6,635,144

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.

NAPLAN Analysis –Year 3

Reading

40.3% in top band compared with 29.2 for the state.

64% of students in the top 2 bands compared with 51% for the state.

87.1% of students in top 3 bands compared with 73.7% for the state.

Students in the top 3 bands has increased by 8.2% from 2016.

Writing

61.3% of students in top 2 bands compared with 53.2% for the state.

84% of students in top 3 bands compared with 76.3% for the state.

Students in the top 3 bands has decrease by 4.6% from 2016 where 89.3% of students were in the top 3 bands.

Spelling

Nearly half of all students were in the top band compared with 28.3% for the state.

73.4% of students in top 2 bands compared with 52.7% for the state.

89.5% of all students were in the top 3 bands compared with 73.8% for the state.

There was an increase of 0.2% of student in the top three band from 2016.

NAPLAN Analysis –Year 5

Reading

13.3% of students in top band compared with 18.4% for the state.

45.2% of students in the top 2 bands compared with

39.7% for the state.

78% of students in top 3 bands compared with 65.8% for the state.

Students in the top 3 bands has increased by 11.1% from 2016.

Writing

23.9% of students in top 2 bands compared with 18.1% for the state.

60.2% of students in top 3 bands compared with 48.1% for the state.

Students in the top 3 bands has increased by 3% from 2016.

Spelling

15% of all students were in the top band compared with 17.4% for the state.

39.8% of students in top 2 bands compared with 38.2% for the state.

69.9% of all students were in the top 3 bands compared with 67.7% for the state.

There was an increase of 11.9% of student in the top three band from 2016.

Growth

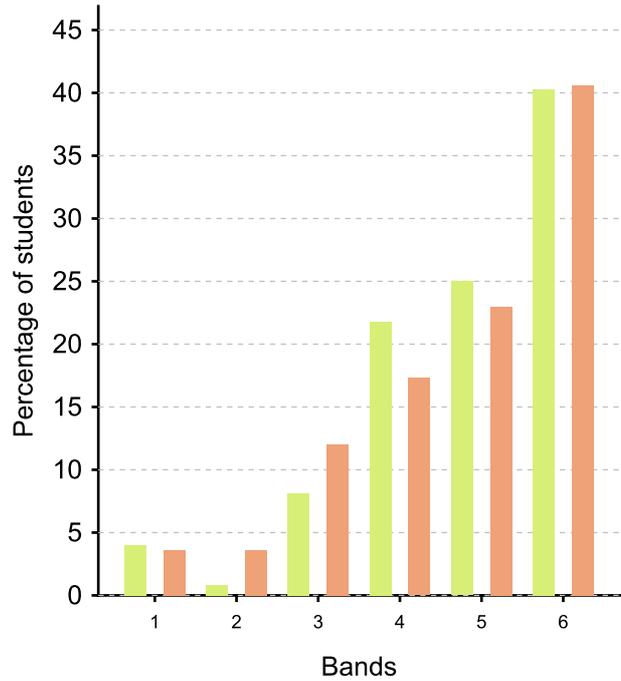
In reading 52.3% of students are meeting the expected growth compared with 59.8% in 2016.

In spelling 58.9% of students are meeting the expected growth compared with 48.7% in 2016.

In grammar and punctuation 62.6% of students are meeting the expected growth compared with 54.7% in 2016.

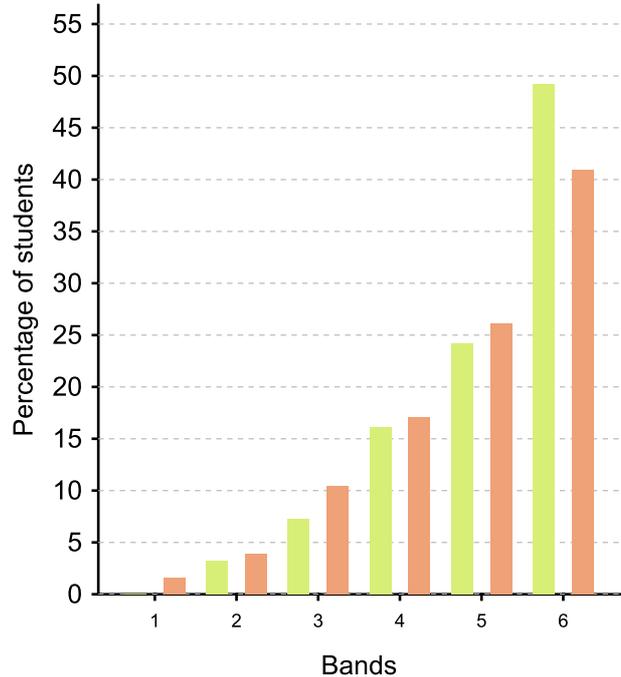
Percentage in bands:

Year 3 Reading

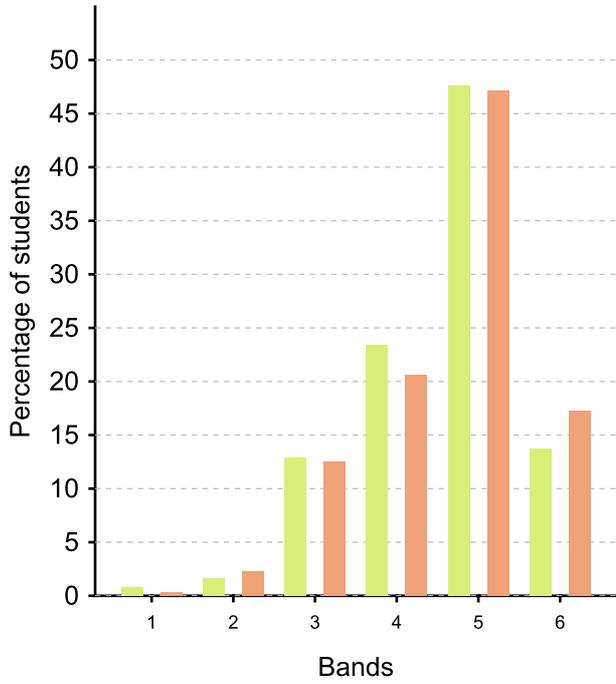


Percentage in bands:

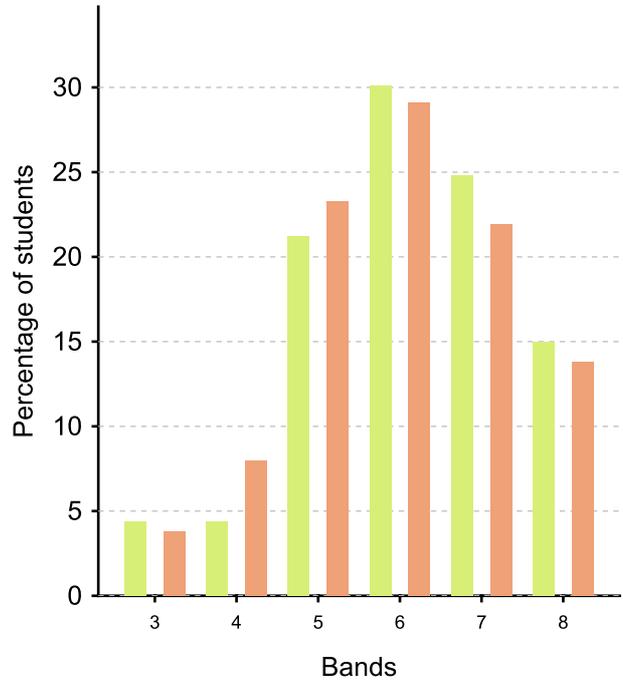
Year 3 Spelling



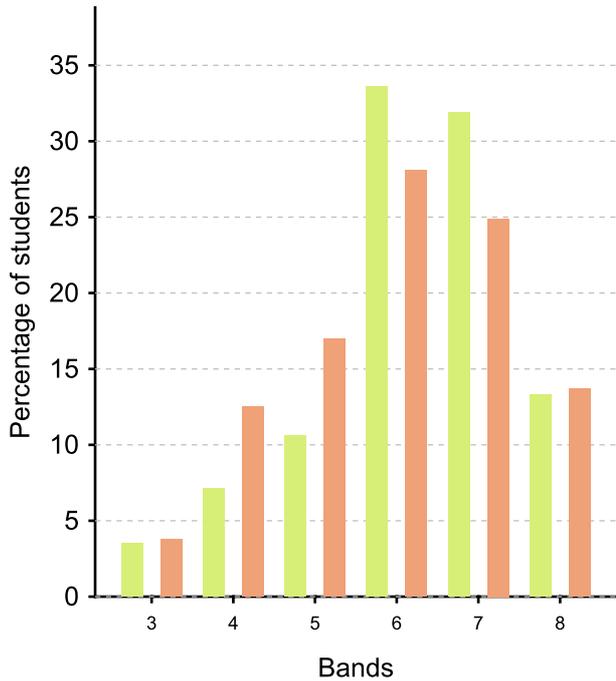
Percentage in bands:
Year 3 Writing



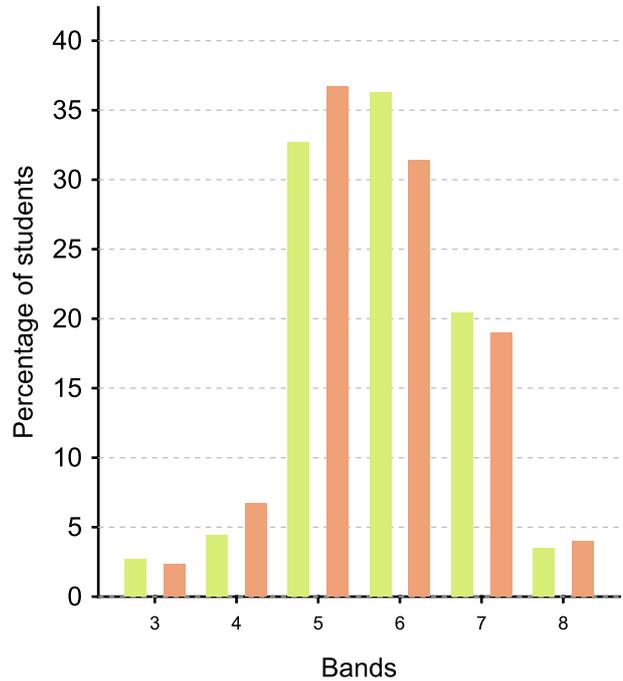
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Numeracy – Year 3

In 2017, 124 Year 3 students sat for the 2017 National Assessment Program in Numeracy. Year 3 students continued to perform above the state and regional averages in Data, Measurement, Space and Geometry, and Number, Patterns and Algebra.

In overall Numeracy, 78.1% of Year 3 students performed in the top three bands of the six-band scale compared with the state average of 70.6%

Number, Patterns and Algebra

The NAPLAN results for Year 3 indicate that 76.5% of year 3 students achieved in the top 3 bands compared with the state average of 68.5%. They showed that 54.5% of Year 3 students were in the top 2 bands for Number and Patterns & Algebra which well exceeds the state percentage of 43.7%.

Measurement, Data, Space and Geometry

The NAPLAN results indicate that 78% of students achieved in the top 3 bands in Data, Measurement, Space and Geometry in Year 3 compared with the state average of 65.2%. They showed that 51.2% of Year 3 students were in the top 2 bands for Measurement, Data, Space and Geometry which well exceeds the state percentage of 37%.

Numeracy – Year 5

113 Year 5 students sat the 2017 National Assessment Program in Numeracy. In 2017, Year 5 students continued to perform above the state in Data, Measurement, Space and Geometry and comparably in Number, Patterns and Algebra. They showed that 71.7% of all students performed in the top three bands of the eight-band scale for overall Numeracy which is greater than the state average of 61.8%.

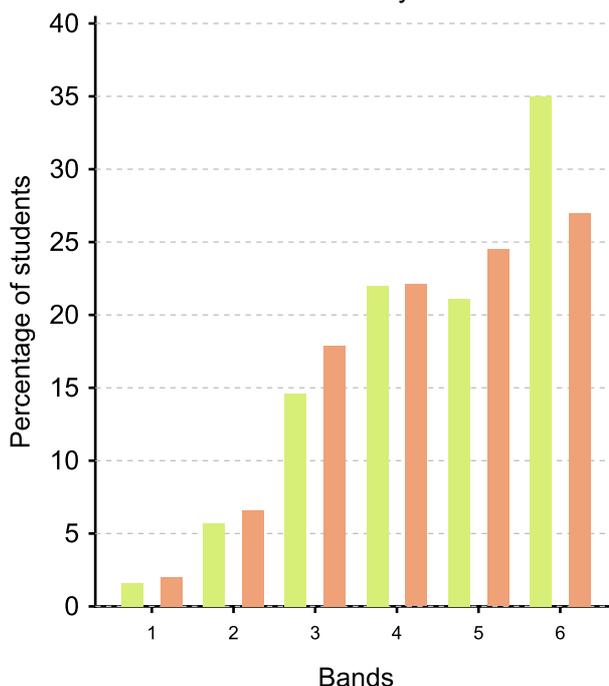
Number, Patterns and Algebra

The results for year 5 indicate 66.4% of students achieved in the top three bands of the eight-band scale for Number, Patterns & Algebra. This compared favourably to the state percentage of 57.5%.

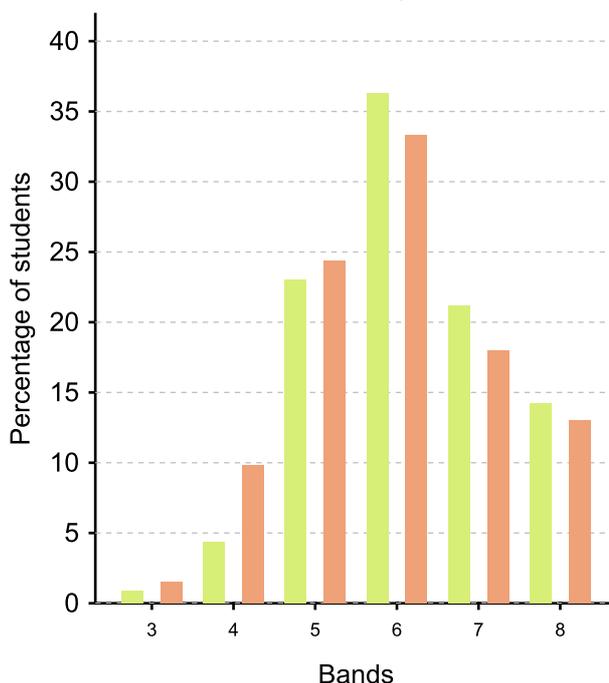
Data, Measurement, Space and Geometry

Results for year 5 indicate 75.2% of students achieved in the top three bands of the 8 band scale for Measurement, Data, Space and Geometry compared to the state average of 62.6%.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Parent/caregiver, student, teacher satisfaction

Most parents felt welcome when they visited the school and that they could easily talk to their child's teacher (7.8). They felt that they were well informed about school activities (8.0) and that teachers listened to their concerns (7.3) and that written communication from the school was clear and in plain language (7.3). Parents felt that if teachers had concerns about their child's behaviour that they would be informed immediately.

Parents felt that reports were written in terms that they could understand and that they were well informed about their child's progress. 67% of parents spoke to their child's teacher two to three times a year and 22% more than three times. 67% of parents attended parent meetings two to three times a year and 33% more than three times.

67% of parents felt that informal meetings were the most useful form of communication followed by formal meetings 56%, emails and phone 33%.

67% thought that the school newsletter was the most useful communication for finding out about school news followed by 44% social media, 38% text and 33% email.

Parents felt that teachers had high expectations for their children (6.7) and were interested in their child's learning and were encouraged to do their best work (6.9). They also believed that teachers take into account their child's needs, abilities and interests (6.7) and they expected their child to work hard (7.8).

Parents felt that the school supports positive behaviour and that their children were expected to pay attention in class and that school behaviour expectations were made clear and followed. They also saw the school as a safe place for their children because of the teacher expectations around behaviour.

The school has a devoted contingent of parents who volunteer to support school programs. We have 11% of parents who help out every week. They assist in classrooms, at school events and through P&C activities such as the Mother's and Father's day stalls.

Overall parents think that Sherwood Ridge is a safe school that supports positive behaviour and learning.

Policy requirements

Aboriginal education

Aboriginal Education and the Aboriginal Education Policy are important components of the school's curriculum. Ensuring that all students have an understanding of Australia's indigenous people and their history is embedded within the school's Human Society and its Environment program. In 2017, the school participated provided in an interactive work shop during NAIDOC Week. Students were immersed in Aboriginal culture through an interactive, virtual reality

experience. Using a personal virtual reality headset, students witnessed Aboriginal culture without leaving the classroom. They learned to hunt with a boomerang, eat grubs to survive and dance with tribesmen from the Pamagirri Aboriginal Group. The headset enabled the students to play interactive games, watch 360-degree videos and an animated film outlining some of the popular beliefs of Aboriginal myths. 2017 also saw students provided with programs focusing on Aboriginal history, social, artistic and sporting achievements; implemented individualised Personal Learning Pathways; ensured whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.

Multicultural and anti-racism education

In 2017, Sherwood Ridge was allocated funding for 4 days per week (0.8 FTE) for specialist teachers to assist the students who are members of families who speak English as an Additional Language or Dialect (EAL/D). These students comprise 46% of our total students and 56 different languages are spoken within the school community.

The specialist teachers worked in classrooms with the mainstream teachers, assisting the EAL/D students with their immediate learning needs in mathematics and English. Teaching and learning strategies were also offered to classroom teachers to ensure that programs were differentiated for the EAL/D students if and when appropriate.

Three students enrolled in school in semester 2 who were newly arrived in Australia. They accessed the New Arrivals Program (NAP) and will continue on this program next year if required. No refugee students enrolled in the school. NAP endeavours to provide students with basic English language proficiency so that they can participate in classroom situations with confidence. The three students received an EAL/D report at the end of the year.