

# Sherwood Grange Public School

## Annual Report



2018



4328

## Introduction

At Sherwood Grange *Our Focus is on EVERY CHILD* and our *School Purpose* is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care.

There are many factors that contribute to Sherwood Grange being a successful school, including:

- High expectations, strong values and school pride embedded across the school community.
- Differentiated learning programs that embody intellectual quality, deep knowledge and significance.
- Enrichment opportunities both within and beyond the classroom.
- Proactive, supportive wellbeing programs to ensure that every student is known, valued and cared for and given opportunities to connect, succeed and thrive.
- School self evaluation practices inform continual improvement as we strive for excellence.
- Policies, procedures and practices that have outcomes for student at the core.

I proudly present this Annual Report for 2018 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.

Warm regards,

Vicki Robertson

Principal

## School contact details

Sherwood Grange Public School

Bruce St

Merrylands, 2160

[www.sherwoodgr-p.schools.nsw.edu.au](http://www.sherwoodgr-p.schools.nsw.edu.au)

[sherwoodgr-p.school@det.nsw.edu.au](mailto:sherwoodgr-p.school@det.nsw.edu.au)

9632 9447

## School background

### School vision statement

*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, supportive 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, inclusive 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.

In 2018, 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.

The results of this process indicated the following:

In the domain of learning we are sustaining and growing in four of the six elements. Adopting a strategic, evidence-based approach to assessment across the school has allowed for greater understanding of the areas of strengths and needs across the school. This has ensured that *Our Focus is on EVERY CHILD* allows us to better support our students academically and in regard to wellbeing. Wellbeing and learning are co-dependent and continues to be a priority. We have proactive programs and mechanisms embedded across the school to ensure the social, emotional, academic, creative and physical needs of all students are explicitly addressed and regularly monitored and reviewed.

In the domain of teaching we have strong evidence to support our self-assessment of sustaining and growing in all of the elements. We have strengthened our approach to quality teaching and learning through evidence-based practice and targeted professional learning. The re-introduction of Focus on Reading helped ensure that all teachers were using the same language and teaching strategies across the school. The introduction of InitialLit to Kindergarten is the first step in introducing systematic, explicit, quality teaching of phonics, reading and writing from Macquarie University. Strong teacher collaboration through stage planning evenings and strategic direction teams has ensured a whole school approach to reflecting on the effectiveness of our teaching and planning for future learning. The routine collection of reading and numeracy data and targeted professional learning to scaffold professional conversations, further developed

teacher skills in analysing and using student assessment data effectively. As a result, teaching and learning programs and the Learning and Support intervention are responsive to feedback and student achievement data. The revitalisation of the Performance and Development Plan process has allowed teachers to take greater ownership of their learning and ensures that professional goals are tied to the School Plan in a way that is effective and meaningful.

Our focus on developing leadership skills and refining administration practice has placed us in Sustaining and Growing across all four elements. Student leadership skills have been fostered and grown through the implementation of a systematic and explicit leadership program for Stage 3 students. For staff, developing further ownership and a deeper understanding of the School Plan through distributive leadership and the implementation of strategic direction teams has been a focus for 2018. The purchase and maintenance of school resources has been done strategically to support student engagement resulting in improved student outcomes and a high quality learning environment. The school Finance Committee collaborates to ensure that the budget for the year supports our students, teachers and school community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of high quality education for EVERY CHILD.

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 teaching and learning

### Purpose

Excellence in teaching and learning 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 creativity, collaboration, communication and critical thinking in EVERY CHILD.
- Ensure that EVERY TEACHER knows the content and how to teach it and knows their students and how they learn.
- Create classrooms that are reflective, connected and highly engaging for EVERY CHILD.
- Promote evidence-based teaching and learning strategies to enhance learning outcomes for EVERY CHILD.

### Overall summary of progress

Our school wide focus on evidence-based teaching practices for EVERY CHILD drove the planning and implementation of professional learning which was followed by thorough reflection and evaluation. As a result, efficacious and dynamic teaching and learning strategies are successfully being implemented in the classroom.

The continued use of *Mastering Maths* across K-6 ensured that EVERY CHILD was systematically tracked along the Numeracy Continuum across the Early Arithmetic Strategies (EAS) and Place Value (PV) aspects. In 2018, this data was collated online ensuring all teachers had easily accessible and up to date assessment information to track student learning and evaluate teaching programs, leading to focused teaching and learning to improve measurable outcomes for EVERY CHILD.

#### *Mastering Maths data*

- 57% decrease of ES1 students, from Term 1 to Term 4, in the bottom 2 bands.
- 87% of Stage 1 students achieved at or above benchmark levels.
- 70% of Stage 2 students achieved at or above benchmark levels.
- 74% of Stage 3 students achieved at or above benchmark levels.

The implementation of the *InitiaLit* program began in the Kindergarten classes. This evidence based whole class approach was designed to improve student learning outcomes by providing a strong foundation in the essential core knowledge needed to become successful readers and writers from the outset, with the intention that fewer children will fall behind and require more intensive intervention in later years. The *InitiaLit* program ensured consistent teaching and regular assessment across all Kindergarten classrooms.

From the assessment data collected, children were able to be grouped to meet the specific needs of EVERY CHILD in reading and writing. Students who were not meeting outcomes were identified early and provided with intervention programs of fluid grouping that were based on regular assessment results.

To prepare for implementation teachers engaged in significant professional learning and school funding was used to purchase the necessary books and resources. All Kindergarten teachers attended the two day training sessions and continued their professional development through webinars and professional discussions with the Macquarie University team who created the program.

The results demonstrated dramatic growth for all students:

- 88% of students achieved at or above expected benchmarks in phonics and phonemic awareness.
- The remaining 12% had been identified by the Learning and Support Team for additional support.
- 100% of students demonstrated consistent growth across all four terms.
- The top 20% of students were provided with additional support beyond *InitiaLit* to enrich their writing development.

Students across ES1 – Stage 2 have access to a school device on a 1:1 ratio and Stage 3 students continued to bring their own device. This initiative enhances student engagement, participation and improved learning outcomes across all Key Learning Areas. Furthermore, devices have allowed learning to become more student driven as students can pose questions and research answers and teachers can guide students through the process of screening vast amounts of



information to locate the information that is relevant. Resources such as Google Classroom provide personalised differentiated instruction to meet the individual learning needs of students.

We continue to ensure that those students with identified additional learning needs continue to connect, succeed and thrive within the classroom through learning goals outlined in their *Personalised Learning and Support Plan* (PLSP).

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At least 80% of students at or above benchmark in EAS, Place Value Strands and reading. Those at risk of not meeting benchmarks, identified and targeted through intervention programs.</p> <p>100% of teachers using Learning Intentions and Success Criteria, Descriptive and Effective Feedback, peer and self assessment within daily practice.</p> <p>100% of classrooms integrating technology within a future focused learning environment.</p>	<p>Team meetings focused on LI:SC and Descriptive and effective Feedback</p> <p>Set up and refinement of Tech Ninja's.</p> <p>XOs, Infinities, BYOD Smartboards, laptops/Chrome Books</p> <p>Initialit kits training days Modelled reading texts Guided decodable texts Creation of resources to support the program.</p> <p>Three SLSOs employed. Three teachers specialising in Learning and Support employed.</p> <p>Instructional Leader employed three days a week.</p>	<p>All classroom teachers provide Learning Intentions and Success Criteria specific to student learning and outcomes. Effective and descriptive feedback is provided to students for improved student outcomes.</p> <p>Tech Ninjas started halfway through first term, K–2 XOs were updated. A Tech Ninja has been allocated to support each class.</p> <p>Purchase of new Equipment. Updating of current equipment</p> <p>Assistant Principal and all Kindergarten teachers attended ongoing training in Initialit. Resources including decodable readers, teaching manuals were purchased.</p> <p>Using assessment data to accurately identify students most in need. Short, sharp learning sprints were developed to focus on individual student needs in Literacy and Numeracy. Those students with additional needs were referred to the Learning and Support Team and followed up with the school counsellor as necessary. Parents were regularly informed of student progress.</p> <p>Instructional Leader modelled and team taught with teachers in K–6. This allowed for the refinement of skills and an increase in teacher confidence.</p>

## Next Steps

- Students to be tracked using the Numeracy Progressions to ensure that EVERY CHILD is receiving high quality, differentiated teaching.
- Professional learning on the Literacy and Numeracy Progressions.
- Further development of the Wellbeing and Learning Support role to include more individualised instruction.
- Continuation and refinement of Intervention Groups.
- Continued implementation of the *Initialit* program to incorporate Year 1.
- Purchase of new laptops to allow Stage 3, 1:1 devices.
- School funded "Instructional Leader" to continue working with teachers four days a week.

## Strategic Direction 2

Excellence in wellbeing

### Purpose

Excellence in 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 the cognitive, emotional, social, physical and creative wellbeing 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.
- Develop the skills of EVERY TEACHER to monitor the wellbeing of EVERY CHILD.
- Create connections between the wider community that enhances student wellbeing for EVERY CHILD.

### Overall summary of progress

Our school wide focus on EVERY CHILD's wellbeing aimed to enhance resilience, independence and connectedness. Professional development and resources allowed teachers to feel more supported in teaching and dealing with student wellbeing, while explicit teaching provided students with a greater skill level.

The Learning and Support Team ran targeted *Intervention Groups* to support the specific learning needs of small groups of students. This initiative was modelled on research by Simon Breakspear involving Learning Sprints. The groups have a five week focus and target teaching and learning activities aimed at accelerating skills and understanding in the shared focus area. All students achieved a high level of growth in reading, writing or Mastering Maths through the program and transferred these skills into the classroom. Classroom teachers, along with Learning and Support Team Teachers, have supported our students in the continual development of these skills in the classroom.

Our high functioning Learning and Support Team continued to provide support for teachers, students, parents and carers. Learning and wellbeing outcomes for students is always the focus. The team consists of our school Principal, three Assistant Principals, the School Counsellor and referring teachers. In keeping with our *School Purpose of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD in our care* the Learning Support Team has a "team around the child" approach through:

- 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.
- 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.
- Providing School Counsellor support where needed.
- Enhanced Enrolment Plans and Risk Assessments.
- Working with outside agencies and specialists.

Our school took part in a Body and Mind Wellbeing program in Term 2. Under explicit guidance, all students participated in safe and engaging activities that target specific outcomes from the PD/H/PE Syllabus. Students had a well-rounded experience in learning social, physical, emotional and mental wellbeing strategies. Teachers observed an improvement in student reactions towards managing emotions and behaviour.

Our school continues to implement the positive education Bounce Back program, with an approach to educate students on wellbeing, resilience and social-emotional learning. With the support of our schools Wellbeing Support Officer, all classes K-6 were explicitly and systematically taught core values and skills to help with their social and emotional learning, which underpin wellbeing and resilience.

The Learning and Support Team and the School Wellbeing Officer continued Playground Legends during lunch break times to provide more opportunities for students to engage and participate in social environments as well as foster positive friendships.

An Assistant Principal, along with the Learning and Support Team, provided an environment that supports students to develop knowledge, understanding and skills to manage their own health and wellbeing. Integrated and comprehensive approaches were taken to incorporate equitable opportunities to enhance their learning and the wellbeing of others. Some of which include:

- Developing Individual Health Care Plans with families for children with significant medical needs.
- Offering regular "check ins" with an Assistant Principal to support 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 that could be reached when students wanted to "check in".
- 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.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improve the percentage of students who feel supported and have positive relationships as indicated in school based and systemic data such as Kidsmatter and Tell Them From Me surveys.</p> <p>100% of staff understand the process of identifying and referring students to the Learning and Support Team.</p>	<p>Casual Days for teacher relief to complete PDP's and meet with parents.</p> <p>Chaplaincy Funding used to employ Student Wellbeing Officer for 2018.</p> <p>SLSOs employed for lunchtime programs.</p> <p>Body Mind Wellbeing Program run through Dance Fever company.</p> <p>Woodville Alliance</p>	<p>Teachers developed relevant PLSPs and PLPs for students as required. Parents were invited to meet with classroom teachers and all goals were communicated.</p> <p>Wellbeing Support Officer ran whole school, class based and small group instructions on wellbeing. Increasing student resilience and coping strategies. Teachers gained greater understanding of wellbeing teaching strategies.</p> <p>Working with the Student Wellbeing officer SLSO's ran Playground Legend programs 5 days a week.</p> <p>Students taught self awareness, coping strategies and resilience through Body Mind Wellbeing program.</p> <p>Woodville Alliance again ran DrumBeats to encourage male students to gain a better understanding of their emotions.</p>

### Next Steps

- *Intervention Groups* to continue with a further focus on communicating with parents and carers.
- Grant achieved to employ a Speech Therapist once a week for six months to develop the skills of teachers and students.
- Wellbeing Support Officer and Wellbeing and Learning Support Teacher programs ensuring that every student is known, valued and cared for.



## Strategic Direction 3

### Excellence in leadership

#### Purpose

Excellence in educational leadership 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

Excellence in leadership is driven by our School Purpose of meeting the academic, social, emotional, creative and physical needs of EVERY CHILD in our care. A culture of shared responsibility has enabled us to broaden opportunities for students, staff, parents and community members to take on formal and informal leadership roles. Throughout 2018 there has been an increase in both the number of individuals embracing leadership opportunities and the quality of leadership being provided.

A systematic and explicit leadership program for Year 5 students saw students identifying positive leadership qualities and characteristics as they were mentored in the development of the skills needed to "follow their own path". A model where student members of Enrichment Groups (Debating and Tech Ninjas) were mentored by the coaching teacher and then in turn mentored their peers was introduced. The result of programs such as these included the following outcomes:

- An increase in the number of students nominating for leadership positions.
- Significant improvement in the intellectual quality of the speeches candidates presented to their voting peers.
- Improved learning outcomes for all students who were mentored by their "expert peers".

A distributive model of leadership focused on building the capacity of staff. The Executive Team of three Assistant Principals was mentored both collectively and individually by the Principal through an "at the elbow" coaching style. Emerging leaders were identified and supported through their Professional Development Plans. They were mentored by the Executive Team and provided opportunities such as leading a curriculum area, engaging in professional learning and presenting professional learning. All teachers were invited to apply for relieving executive positions through Expressions of Interest (EOI). The result of initiatives such as these included the following outcomes:

- 61% of teachers undertook instructional leadership roles.
- A member of the Executive Team securing a promotion through Merit Selection.

The school sought to increase parent/carer involvement and offer avenues for community leadership. Pop Up Cafes organised by the Wellbeing Support Officer, who was also a parent at the school, allowed parents to mingle in an informal manner. The P&C continued to thrive under the leadership of the President and Executive who warmly encouraged more parents to be involved and take on areas of responsibility. The P&C applied for grants to implement an intensive Kindergarten Transition Program, provide shade shelter in the playground and employ a speech therapist. The result of initiatives such as these included the following outcomes:

- The P&C organised events that not only engaged the community, but raised significant funds that were used to purchase laptops for students.
- An eight week Kindergarten Orientation Program prepared students for a smooth transition and entry into school.
- An onsite speech therapist has screened specific students, provided professional learning for teachers and team taught in classrooms.
- Sun Safety was enhanced through the installation of shade shelters adjacent to the school oval.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
---	-------------------------------	-----------------------------

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A comprehensive range of informal and formal leadership 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>An increase in the number of staff leading and developing others.</p>	<p>Leadership programs run throughout the year with Stage 3 teachers, Librarian, Wellbeing Support Officer and SRC coordinators.</p> <p>Science and Technology Team attended Professional Development.</p> <p>Professional Learning on Compliance – Peter Lee Primary inspector.</p>	<p>Student leadership programs allow all students to develop leadership skills and then experience leadership through SRC, School Leadership, Library Monitors and House Captains.</p> <p>Following attendance of Professional Development new Scope and Sequence and lessons developed for Science and Technology. Professional Development given to staff to prepare them for new syllabus.</p> <p>Following professional Learning on Program and Scope and Sequence compliance all Scope and Sequences changed to become compliant. All teachers programs refined to meet compliance targets.</p>

## Next Steps

- Student leadership programs and opportunities to be embedded and grown.
- Emerging Instructional Leaders identified and mentored.
- Authentic community engagement to foster parent/carers involvement and leadership.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 432	During the year staff were released to meet with parents to develop Personalised Learning Plans (PLPs) for Aboriginal students at the school. The PLPs were successfully implemented and monitored. Review meetings were held with parents at the end of Term 1 and Term 3. Financial support was provided to Aboriginal students to allow them to attend additional events/excursions and participate in enrichment learning opportunities.
<b>English language proficiency</b>	\$57 666	<p>Six teachers attended the TELL course in 2018 to develop their understanding of how to teach English Language Learners more effectively.</p> <p>Professional Development for our Wellbeing Teacher and English as an Additional Language or Dialect (EAL/D) teacher allowed them to deepen their understanding of the impact of trauma on refugee students.</p> <p>Employment of three part time School Learning Support Officers (SLSOs) to work on small group interventions for targeted students.</p>
<b>Low level adjustment for disability</b>	0.8 FTE = \$83 290 Flexible = 36 490	<p>Funding the employment of a School Learning and Support Officer (SLSO) to work on small group interventions for targeted students.</p> <p>The allocation was also used to employ a teacher to support our implementation of short, sharp and focused Intervention Groups with K–2 students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$60 490	<p>In 2018 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"> <li>• Two teachers with expertise to engage with teachers 'elbow to elbow' in classrooms to grow teaching practice.</li> <li>• Quality teaching and learning programs collaboratively designed through planning days.</li> <li>• Descriptive and Effective Teacher Feedback Program to improve teaching through peer observations.</li> <li>• Comprehensive and focused support for beginning teachers with the accreditation processes.</li> </ul>
<b>Socio-economic background</b>	\$89 926	<p>Opportunities were given to students in a variety of learning opportunities and enrichment experiences including PSSA sports, Opera House Performances and Overnight Camp.</p> <p>Purchase of resources including 90 laptops and 30 Infinity tablets for use in Stage 2 and 3 classrooms. These resources were designed to increase student engagement and access</p>

<b>Socio-economic background</b>	\$89 926	to essential technology resources.
----------------------------------	----------	------------------------------------

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	154	163	171
Girls	165	162	177	164

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.5	93.9	92.8
1	94.3	95	93.4	92
2	94.6	94.9	93.8	93.5
3	94.8	94.5	93.5	94.3
4	95.3	94.2	92.9	93.4
5	94.7	95.2	94.3	94.3
6	96.4	92.6	93.6	94.6
All Years	95	94.6	93.6	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Teachers at Sherwood Grange Public School are committed to managing student attendance using Department of Education attendance policy and procedures.

- Teachers are provided with an annual refresher on DoE Attendance Policy requirements and attendance marking procedures and follow up.
- School systems ensure that all absenteeism, including late arrival, is followed up through notes and phone calls home.
- Regular attendance checks are completed by the Learning and Support/Wellbeing Coordinator and the Home School Liaison Officer (HSLO).

- Individual student concerns are regularly discussed at the the Learning Support Team.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

0% of staff come from 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

Throughput 2018 all staff participated in a combination of mandatory and elective professional learning to enhance their skills and develop their professional knowledge. The focus of professional learning was on ensuring that all staff were appropriately trained and confident in teaching evidence based programs such as Focus on Reading and Bounce Back. This was determined through analysis of teacher Performance and Development Plans and the 2018–2020 School Plan.

Four Twilight Learning Sessions allowed the school to absorb the two School Development Days that are designated for the end of Term 4. During these sessions staff unpacked the English Syllabus and worked through the Literacy Progressions. This allowed for the development of consistent teacher language when discussing student learning outcomes. Staff also



collaborated to revise the English Scope and Sequence to better incorporate the critical and creative thinking skills and ensure compliance in line with Department of Education requirements..

During the year professional learning sessions were used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis Training.

In 2018 we had three beginning teachers. These teachers were employed in temporary and permanent positions. Two teachers received their accreditation at proficient level, while a group of six teachers began the process of achieving their accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	219,564
<b>Revenue</b>	3,132,858
Appropriation	2,926,182
Sale of Goods and Services	2,432
Grants and Contributions	195,922
Gain and Loss	0
Other Revenue	4,790
Investment Income	3,532
<b>Expenses</b>	-3,014,493
Recurrent Expenses	-3,014,493
Employee Related	-2,633,844
Operating Expenses	-380,649
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	118,366
<b>Balance Carried Forward</b>	337,930

Sherwood Grange Public School complies with State and Federal policy requirements and governance structures when undertaking financial management planning and reporting to meet its legal and statutory obligations.

The Finance Committee makes decisions based on:

- Strategic directions in the School Plan
- Maximising academic and wellbeing outcomes for students
- Maximising the use of available resources and assets

Sherwood Grange received P&C initiated Community Grant Funding which enabled the purchase and installation of additional shade structures to be used during both learning time and at lunch time.

In 2017 the school was the recipient of a new security fence, including snake-resistant panels to its rear boundary. In 2018 the Department of Education Assets Unit, in conjunction with the school, funded and retrofitted an electronic operation system, including cctv, to the front entry and carpark gates. This project also involved the relocation of the school's main pedestrian entry. The new systems have been a valuable asset in keeping our students, parents, staff and the wider community safe.

School-based and P&C run fundraising activities provided additional funds which were used to support student learning and wellbeing outcomes for students. These funds allowed for the replacement of electronic whiteboards and the purchase of laptops for every Stage 3 student.

Funds carried over to 2019 are planned for new directional signage at all of our entry gates, additional enhancement of the school grounds, professional learning and the purchase of technology to further engage students and enhance learning outcomes.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,413,922
Base Per Capita	65,746
Base Location	0
Other Base	2,348,176
<b>Equity Total</b>	270,783
Equity Aboriginal	3,432
Equity Socio economic	89,926
Equity Language	57,666
Equity Disability	119,759
<b>Targeted Total</b>	22,327
<b>Other Total</b>	106,644
<b>Grand Total</b>	2,813,676

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.

We are proud of our student achievement in 2018:

- The percentage of Year 3 students in the top two bands is 39.6% in spelling, 25% in grammar and punctuation, 45.8% in reading, 56.3% in writing and 16.7% in numeracy. Year 3 students experienced a positive growth in reading and writing in the top 2 bands from 2017 NAPLAN.
- The percentage of Year 5 students in the top two bands is 18.2% in reading, 4.4% in writing, 18.2% in spelling, 22.7% in grammar and punctuation and 20.5% in numeracy. Year 5 students experienced a positive growth in numeracy and reading in the top 2 bands from 2017 NAPLAN. We had one Aboriginal student in Year 3 sit the NAPLAN test in 2018. We did not have any Year 5 Aboriginal students.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

#### Year 3 Literacy

- 81% of students in the top 3 bands for Spelling.
- 87% of students in Band 3 or higher for Grammar and Punctuation.
- 90% of students in Band 3 or higher for Reading.
- 79% of students in the top 3 bands for Writing (of these 56.2% achieved Bands 5 and 6).
- 11% growth from 2017 in the top band for Reading.

#### Year 5 Literacy

- 86.3% of students showing positive growth in Spelling.
- 84% of students in Band 5 or higher in Grammar and Punctuation.

- 77.2% of students in Band 5 or higher in Reading.
- 75% of students in Band 5 or higher in Writing.
- Year 5 Grammar and Punctuation has increased to above State expected growth.

#### Year 3 Numeracy

- 87.6% of students achieved Band 3 or higher.
- A 5.1% decrease of Year 3 students in the bottom two bands from 2017 –2018.

#### Year 5 Numeracy

- Overall Numeracy results showed that 86.3% of students achieved Band 5 or higher.
- A 9% decrease of Year 5 students in the bottom two bands in Numeracy from 2017.
- A 5% increase of Year 5 students in the top band (8) from 2017.
- The school average scaled growth in Year 5 for Numeracy was 93.6% which is in line with the State average growth.
- 63.4% of students were at or above expected growth which is 8% above the expected State growth.

Aboriginal students received support for Literacy and Numeracy across Years K–4. Intervention Programs focused on increasing student reading levels, comprehension skills and Early Arithmetic Strategies. These interventions aimed to support the Premier's Priority of increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. Although only one Aboriginal student sat the NAPLAN in 2018, all students demonstrated growth in their reading and numeracy levels.

Aboriginal students also benefited from the establishment of an Indigenous Club coordinated by one of the school's Assistant Principals and an Aboriginal Education and Wellbeing Officer. This program, run weekly, allowed students to develop and deepen their connection with country and strengthen their connection with the school.

## Parent/caregiver, student, teacher satisfaction

Parents, Carers, Students and Teachers were given the opportunity to respond to question on Student Outcomes and School Climate and Culture in 2018.

#### Parents

From the Parent/Carer responses the following observations can be made:

- 84% of Parent/Carers believe that Sherwood Grange meets the academic, social, emotional, creative and physical needs of EVERY CHILD in its care.
- 88% of Parents/Carers recognise that there is a

strong sense of community at the school.

- 86% believe that the school sets and upholds high expectations and standards for EVERY CHILD.
- The strength of the communication between home and school was recognised, with 92% of Parents/Carers supporting the avenues available.
- 98% of Parents/Carers value the varied and meaningful opportunities that they have to be involved in their child's schooling.

## Students

Students in Years 4, 5 and 6 were surveyed through the Tell Them From Me survey. Results are based on data collected from 116 students.

- 98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 86% of students are interested and motivated in their learning.
- 97% of students try hard to succeed in their learning.
- 91% of students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn.
- 92% of students feel teachers are responsive to their needs.
- 93% of students understand that teachers have high expectations for all students to succeed.
- 91% of students participate in a variety of sports throughout the year, including PSSA, school/zone/regional swimming, athletics and cross country, zone sport teams and sport gala days.
- 72% of students participate in extracurricular activities including dance, choir, visual arts group, debating and multicultural public speaking.
- 87% of students surveyed feel accepted and valued by their peers and by others at their school.

## Teachers

All teachers were surveyed and the following observations can be made:

- 79% of teachers feel highly supported as a member of staff.
- 93% of teachers indicate a high level of collaboration to support the planning, implementation and assessment of student learning outcomes.
- All teachers commented on the impact of the school mantra, "Our Focus is on EVERY CHILD", on the positive atmosphere of the school.
- The majority of teachers reflected on the professional standards that are upheld by both teachers and students.
- 95% of teachers commented on how having wellbeing as a priority within the school created a positive environment to work and learn in.

## Policy requirements

### Aboriginal education

Sherwood Grange Public School is strongly committed to improving the academic, social, emotional, creative and physical outcomes of Aboriginal and Torres Strait Islander students. We aim to ensure engagement, participation, inclusion, enjoyment and achievement in every aspect of their education.

In addition, the school is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

In 2018 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 culture and history 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

Sherwood Grange Public School demonstrates commitment to providing quality teaching and learning programs for all students; including those from culturally, linguistically and religiously diverse backgrounds. Our School Values of care, fairness, excellence, inclusion, integrity and participation are the basis for all expectations within the school.

Our multicultural education and anti racism programs:

- increase social inclusion and community harmony by providing all of our students with the knowledge, skills and values needed to participate successfully in our culturally diverse society.
- support the specific needs of our LBOTE students including students learning English as an additional language or dialect (EAL/D), new arrivals and refugees.
- are integrated into all Key Learning Areas to ensure that students are consistently and explicitly taught acceptance of and respect for Australia's cultural, linguistic and religious diversity.
- include two Anti Racism Officers that support students, teachers and the wider community.
- utilise the Wellbeing Support Officer to promote connectedness with all families.

### Other school programs

#### Senior Dance Group

This year our Senior Dance Group performed not only at the Granville/Strathfield 'Our Spectacular' at the

Sydney Opera House, but also performed at the Merrylands High School Creative Arts showcase. It was a wonderful opportunity for students to perform in the local area. The students performed the beach holiday themed dance "Fun in the Sun" which depicted the joy of a beachside holiday in the 1920s. Their teachers, Miss Reinhard and Mrs Lopez, were very proud of both of their performances.

### **Junior Dance Group**

Our Junior Dance Group this year included 22 very dedicated K–2 students. They performed at the opening of the Sherwood Warrior Games and Kindergarten Orientation. They performed beautifully to the song Under the Sea from the Little Mermaid. Their teachers Mrs Lopez and Miss Dennis were extremely proud of their achievements and hard work.

### **Debating**

Our school's Stage 3 Debating Team, coached by Miss Thomson, participated in the Granville, Strathfield and Holroyd School Education Areas Debating Competition. The team, consisting of ten Stage 3 students, spent the year developing their skills in the areas of writing and speaking. It was a successful year for the team, resulting in the students reaching the Semi-Final round of the competition.

### **Wellbeing Support Officer**

Wellbeing Support Officer (WSO), Mrs Kim Whale, supported the wellbeing of students by conducting whole class 'circle solutions' which enhances communication and collaboration, creating a safe and supportive classroom which fosters friendship. Mrs Whale, facilitated Playground Legends, a passive play space within the playground at lunchtime, as well as running small groups addressing a range of needs such as social skills, resilience, anxiety, and family breakdown. Mrs Whale continued to hold Pop-Up cafes to encourage parent engagement within the school and relationship development between parents.

### **Visual Arts Group**

The Stage 2 and Stage 3 Visual Arts Group is an enrichment program for students with many opportunities to develop skills in appreciating their own artworks and to learn from their successes and failures. Students enjoyed every session and were inspired, engaged and passionate about developing their artistic abilities. The students were also given the opportunity to visit The Museum of Contemporary Art and engage in hands on activities with contemporary artists.

### **PSSA**

Sherwood Grange Public School continued competing in PSSA with other primary schools in the local area. In PSSA summer sport we had teams representing our school in Cricket, Softball and T-ball. During the winter months we participated in Netball, Soccer, Rugby league and Newcombe Ball. In 2018 the boys T-Ball and Senior Cricket team won their grand-final. The Newcombe Ball and Soccer teams were successful in

making it to the semi-finals, but unfortunately lost. All teams showed great teamwork and played with great sportsmanship.

### **Swimming Carnival**

Students in Year 3–6 who were able to swim the required strokes attended our Annual Swimming Carnival. It was a successful day where students participated in a variety of swimming races. From this event, students were selected to represent our school at the Zone Swimming Carnival.

### **Cross Country**

Students participated in the school Cross Country event. Students ran the required distance around the school grounds. Students were then selected to represent our school at the Zone Cross Country Carnival.

### **Athletics Carnival**

Students from Kindergarten to Year 6 attended the Athletics Carnival at Holroyd Sports Ground. Students participated in a variety of races, events and activities involving athletics skills. A Team of 60 students was taken to the Zone Carnival.

### **Field events**

Students from Year 3–6 participated in our school field events. From this, a group of students attended the PSSA Field Carnival.

### **Swimming School**

Students in Years 2, 3, 4, 5 and 6 were invited to attend an intensive ten day learn to swim program at Merrylands Pool. Instructors from the Department of Education Swimming School Scheme led students through activities in and out of the water to develop water confidence and provide basic skills in water safety and survival.

### **Fundamental Movement Skills**

Students participated in Fundamental Movement Skills (FMS) activities which were run through our RFF program. The weekly sessions helped to support skill development in throwing, catching, striking, dodging, balancing, galloping, running, hopping, jumping and kicking. These are important skills to develop as it allows students to enjoy a wide range of physical activities, sports and recreational pursuits.

### **Sporting Grants**

The Sporting Schools Grant allowed students in Year 3–6 the opportunity to engage in learning the skills of table tennis and lacrosse.

Backyard League supported our K–2 students in developing the skills and learning the rules of Rugby League. Students enjoyed the opportunity to improve their throwing, catching and balancing skills.