Sherwood Grange Public School

2019 Annual Report

4328

Introduction

The Annual Report for 2019 is provided to the community of Sherwood Grange Public School as an account of the school's operations and achievements throughout the year.

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

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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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

100% of teachers using Learning Intentions and Success Criteria, Descriptive and Effective Feedback, peer and self assessment within daily practice.

100% of classrooms integrating technology within a future focused learning environment.

Progress towards achieving improvement measures

Process 1: Future focused learning environments that support EVERY CHILD to develop the skills and capabilities to thrive in a rapidly changing and interconnected world.

Evaluation	Funds Expended (Resources)
Increased resources has facilitated effective future focused teaching across the school. The purchase of additional laptops means that all students in 3–6 classes have individual access to reliable devices to facilitate effective engagement with future focused digital learning. All students in Stage 1 have access to Infinities to support their learning and develop technological skills. High quality, practical professional learning allowed all staff to develop their knowledge and understanding of new technologies for the classroom, including robotics and coding. The next step is to support the effective implementation of this knowledge in the classroom.	Purchase of additional laptops Purchase of Dash robotics kits Replacement of IWB projectors Professional development on the effective integration of technology in the context of the new Science and Technology syllabus led by the Science and Technology team. Robotics in the Classroom workshop hosted for local schools on Term 2 SDD.

Process 2: Teachers use high quality research to effectively design, implement and evaluate practices aimed at successfully providing EVERY CHILD with the skills and capabilities needed for a successful future.

Evaluation	Funds Expended (Resources)
Initalit was successfully expanded to Stage 1 classes, giving all students access to explicit, research based Literacy pedagogy. Students placed in differentiated, grade based groups, with additional teachers allocated to the program to reduce group sizes. The program was overseen by the Instructional Leader who supported staff through team teaching and demonstration lessons.	Initalit training, kits and texts to support program implementation in Stage 1 classes. Support staff and SLSOs allocated to support the delivery of Initalit K–2.

Progress towards achieving improvement measures	
Intervention groups continued as an effective, research based model of support for 3–6 students. Target students were identified through data analysis and participated in daily focused intervention lessons for five weeks. The effectiveness of the program is reflected in NAPLAN data, with 100% of targeted students achieving at or above the national minimum standard (NMS) in Reading and Writing, and 82% achieving at or above NMS in Mathematics. A team was formed to lead the implementation of the new PDHPE syllabus. The team participated in external professional development and led follow up training for all staff at Term 4 SDD. Planning days were provided to develop a scope and sequence for the new syllabus based on analysis of school context and student needs.	Instructional leader employed three days a week. Support staff allocated to the delivery of intervention groups for 3–6 students. Staff training in the implementation of the new PDHPE Syllabus. Planning days for PDHPE team to develop scope and sequences for the new syllabus.

Process 3: Teachers use a range of systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvements for EVERY CHILD.

Evaluation	Funds Expended (Resources)
Professional development about high quality assessment practice was delivered by supervisors at team meetings throughout the year. Teams collaboratively developed common assessment tasks, rubrics and marking guides to accurately assess student learning and identify next steps for teaching. Differentiation of assessment tasks was also a focus, to ensure that accurate data was collected about the achievement of EVERY CHILD. Consistent teacher judgement was developed through the ongoing moderation of assessment tasks. Teachers in K–2 were supported by the Instructional Leader in the effective implementation of the Initalit assessment tasks and use of data analysis to inform teaching. Data on student achievement in EAS and Place Value was collected through the Mastering Maths program, with professional learning provided throughout the year to support effective assessment practice and consistent teacher judgement.	Team meetings to develop and moderate high quality assessment tasks Initalit assessments K–2 Mastering Maths data collected K–6

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.

Improvement Measures

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.

100% of staff understand the process of identifying and referring students to the Learning and Support Team.

Progress towards achieving improvement measures

Process 1: Creating and maintaining a positive and safe school environment that engages and allows EVERY CHILD to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
The SWO led a range of initiatives aimed at maintaining a positive and safe school environment. Circle time programs supported classroom level wellbeing by fostering positive connections between students and developing the professional capacity of staff. The Playground Legends program continued to provide a positive, structured playground experience for students and was expanded to include a daily playground games led by SLSOs. The speech therapy program supported the language needs of students across the school. Classroom team teaching sessions developed the knowledge and skills of teachers in meeting the needs of students with expressive and receptive language issues. Screening assessments of targeted students gave teachers and clearer picture of student needs and strategies for meeting their needs in the classroom. Small group intervention sessions were provided to further support targeted students.	Chaplancy Funding used to employ Student Wellbeing Officer (SWO) for 2019 SLSOs employed for lunchtime programs Speech Therapist employed one day a week in Semester 1

Process 2: Social and emotional learning competencies are embedded in the curriculum, everyday life and school culture to provide opportunities for EVERY CHILD to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
The SWO led a range of initiatives to support the development of Social and Emotional Learning (SEL) competencies across the school. Classroom based circle time programs were implemented to support students across K–6. Small groups of students with similar needs participated in sessions to develop and practice SEL competencies in a small group setting. The PDHPE team developed the scope and sequence for the new syllabus with a focus on embedding SEL across the year based on analysis of student needs. Professional learning about the design of the scope and sequence and resources to support its implementation was delivered to all staff at Term	Chaplancy Funding used to employ Student Wellbeing Officer (SWO) for 2019 Planning days for development of scope and sequence for new PDHPE Syllabus

Progress towards achieving improvement measures	
4 SDD.	

Process 3: Design and refine processes to ensure EVERY CHILD can connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
Timetabling of dedicated check in time for the Learning and Wellbeing Coordinator enabled more systematic wellbeing support and monitoring for vulnerable students. Systems were also developed to track the support provided to students and follow up as necessary. The Learning and Wellbeing Coordinator and executive staff participated in professional learning led by the APLS about supporting students with challenging behavioural needs. This enabled the development of effective Behaviour Support Plans and the implementation of systems to support the behavioural needs of students. Employing an additional LAST in Term 4 facilitated the effective hand over of the role for 2020. Student needs were more effectively supported through shared responsibility.	Learning and Wellbeing Coordinator time allocated to student check ins Professional learning provided by Assistant Principal Learning and Support (APLS)Additional Learning and Support Teacher employed two days a week in Term 4

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.

Improvement Measures

A comprehensive range of informal and formal leadership opportunities for students within and beyond the classroom.

An increase in teachers taking on informal and formal leadership opportunities across the school.

An increase in the number of staff leading and developing others.

Progress towards achieving improvement measures

Process 1: Opportunities for EVERY CHILD and EVERY TEACHER to build leadership attributes to facilitate whole school improvement.

Evaluation	Funds Expended (Resources)
The ECT mentoring program supported teachers in their first two years of teaching by paring them with an experienced mentor. This was also a key opportunity for meaningful distributed leadership, with the Instructional Leader guiding the process and providing support to mentors. External Validation provided a valuable opportunity for emerging leaders to be involved in the process of school governance. Four emerging leaders participated in the process and were responsible for the collection, annotation and analysis of evidence. Staff were also provided with the opportunity for leadership through curriculum teams. The Science and Technology team led the implementation of the new syllabus by leading professional development throughout the year and coordinating the Term 2 Staff Development Day. A range of leadership opportunities were provided for students in 2019. In addition to their daily responsibilities, the Sports Captains represented the school at the Premier's Sporting Challenge Launch Day. The SRC led a range of initiatives including fundraising for bush fire relief and surveying students as part of the process of applying for a playground equipment grant. The Year 5 leadership program was further refined in 2020 and effectively prepared students for leadership positions in Year 6.	Additional RFF for emerging leaders to mentor ECTs through ECT funding Casual relief for emerging leaders to participate in External Validation

Process 2: The refinement of policies, processes, practices and procedures that are compliant, adhere to systemic requirements and ensure the academic, social, emotional, creative and physical needs of EVERY CHILD are met.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The PDP process was supported through the provision of additional RFF for staff to meet with the Instructional Leader to develop their professional goals for the year. Staff goals were collated and opportunities provided for staff to attend professional learning aligned with their goals. A range of school policies and procedures were reviewed during 2020 including Digital Technology, Student us of Mobile Phones and Wellbeing. Ongoing review ensures that school procedures are in line with current Department of Education policy guidelines and are responsive to the current school context. Principal support funds were used to employ an additional SAO with expertise in WHS. In collaboration with the Assistant Principal, all school WHS processes were reviewed to ensure they were compliant with DoE requirements.	Casual relief for PDP meetings Principal Support used to employ additional School Administrative Officer (SAO) with WHS expertise one day a week

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 778.00)	During the year parent meetings were held with teachers released to develop Personalised Learning Plans (PLPs) for Aboriginal students at the school. Regular review meetings were held and PLPs were modified during these sessions. Financial support was provided to Aboriginal students to allow them to attend a variety of extra curricular and enrichment learning opportunities.
English language proficiency	**Funding Sources:** • English language proficiency ($57 609.00)	Funding the employment of an EaL/D teacher for four days a week allowed an intensive focus on targeted students with English as an additional language. Our Wellbeing coordinator, EaL/D teacher, School Wellbeing Officer and Admin Staff attend professional development to allow them to deepen their understanding of the refugee vsia's, how to support refugee families and where to access external supports for the school.
Low level adjustment for disability	**Funding Sources:** • ($36 469.00) • ($85 373.00)	In 2019 this funding allowed us to employ a teacher to implement small group systematic and explicit teaching. Focused Intervention Groups run for short, sharp sessions focused on Reading Comprehension and addition and subtraction strategies. These groups focused on Stage 2 students.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • ($61 362.00)	In 2019 our focus was ensuring that all staff had deep knowledge and understanding of the core programs that underline the teaching at Sherwood Grange Public School. This funding enabled: • Teachers with expertise to engage with Early Career and other teachers 'elbow to elbow' in classrooms to grow teaching practice. • In depth mentoring support teachers working through the accreditation and maintenance process. • Explicit professional development in InitiaLit, Learning Intentions and Success Criteria and Focus on Reading.
Socio–economic background	**Funding Sources:** • Socio–economic background ($91 461.00)	Students were provided additional learning and enrichment opportunities including PSSA sports, Opera House Performances, Dance and Choir performances and Overnight camp. 110 laptops were purchased to cater for the growing needs within the Stage 2 classroom. This also allows more up to date technology to be provided in K–2 classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	154	163	171	158
Girls	162	177	164	145

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.5	93.9	92.8	92.6
1	95	93.4	92	92.6
2	94.9	93.8	93.5	93
3	94.5	93.5	94.3	91.2
4	94.2	92.9	93.4	92.8
5	95.2	94.3	94.3	93.5
6	92.6	93.6	94.6	91.8
All Years	94.6	93.6	93.5	92.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.58
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	337,930
Revenue	2,905,265
Appropriation	2,776,461
Sale of Goods and Services	1,225
Grants and contributions	124,846
Investment income	2,133
Other revenue	600
Expenses	-2,830,878
Employee related	-2,550,902
Operating expenses	-279,977
Surplus / deficit for the year	74,387

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	50,145
Equity Total	277,640
Equity - Aboriginal	2,778
Equity - Socio-economic	91,461
Equity - Language	57,609
Equity - Disability	125,792
Base Total	2,176,659
Base - Per Capita	78,604
Base - Location	0
Base - Other	2,098,055
Other Total	177,544
Grand Total	2,681,987

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
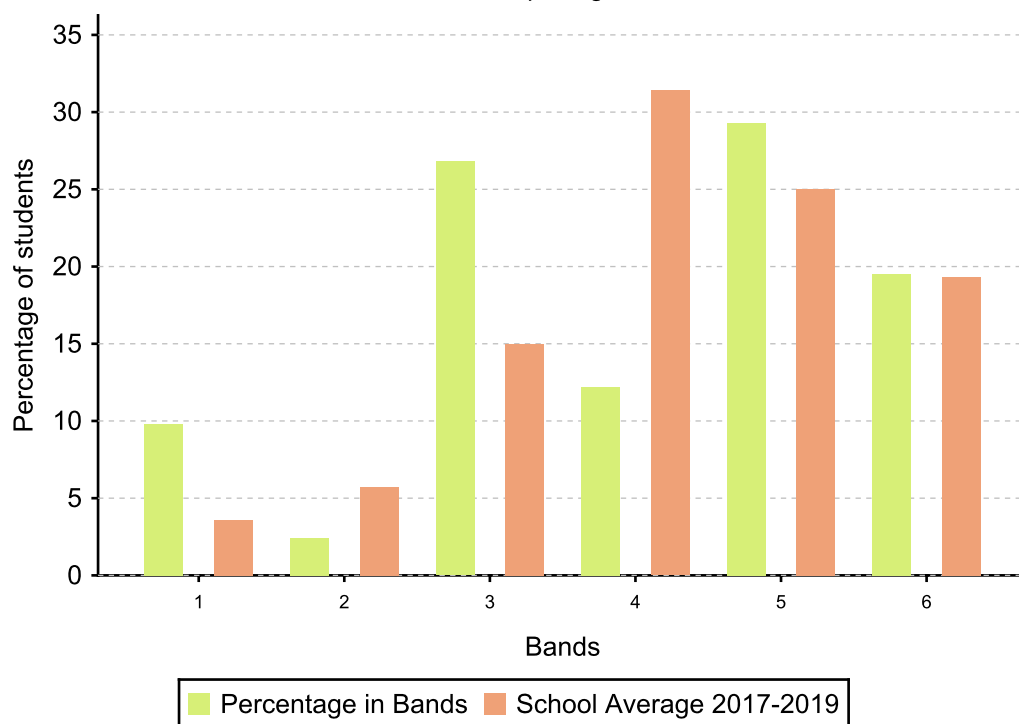
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
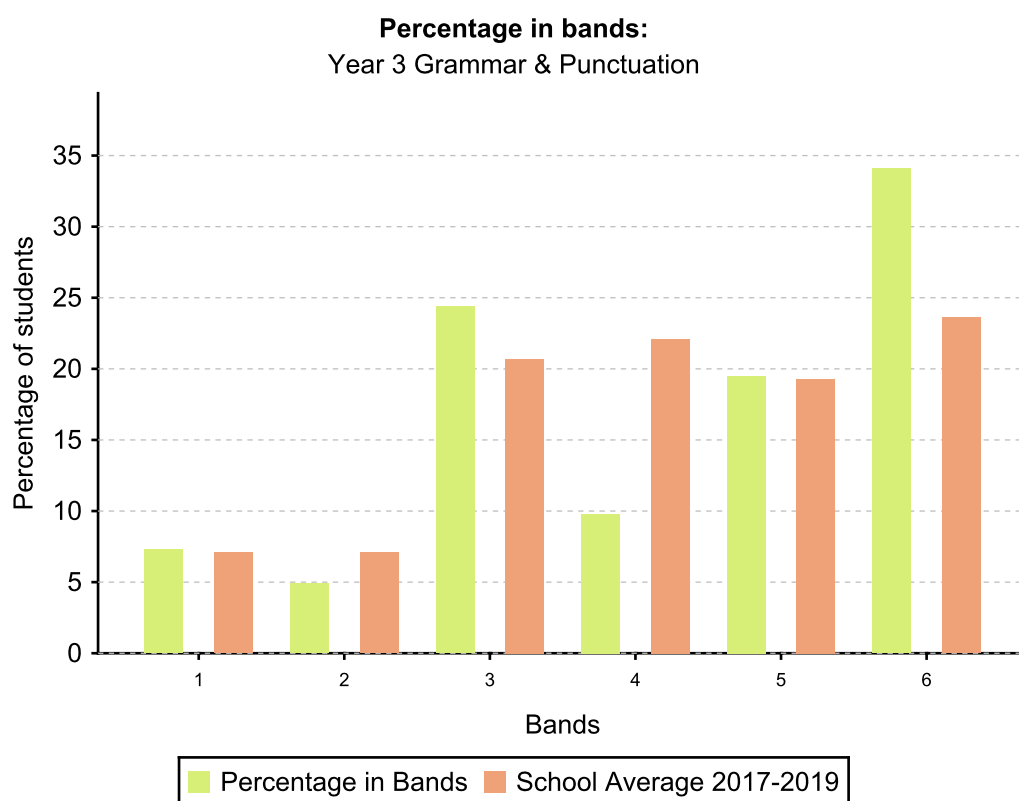
Band	1	2	3	4	5	6
Percentage of students	7.3	4.9	24.4	9.8	19.5	34.1
School avg 2017-2019	7.1	7.1	20.7	22.1	19.3	23.6

Percentage in bands:
Year 3 Reading
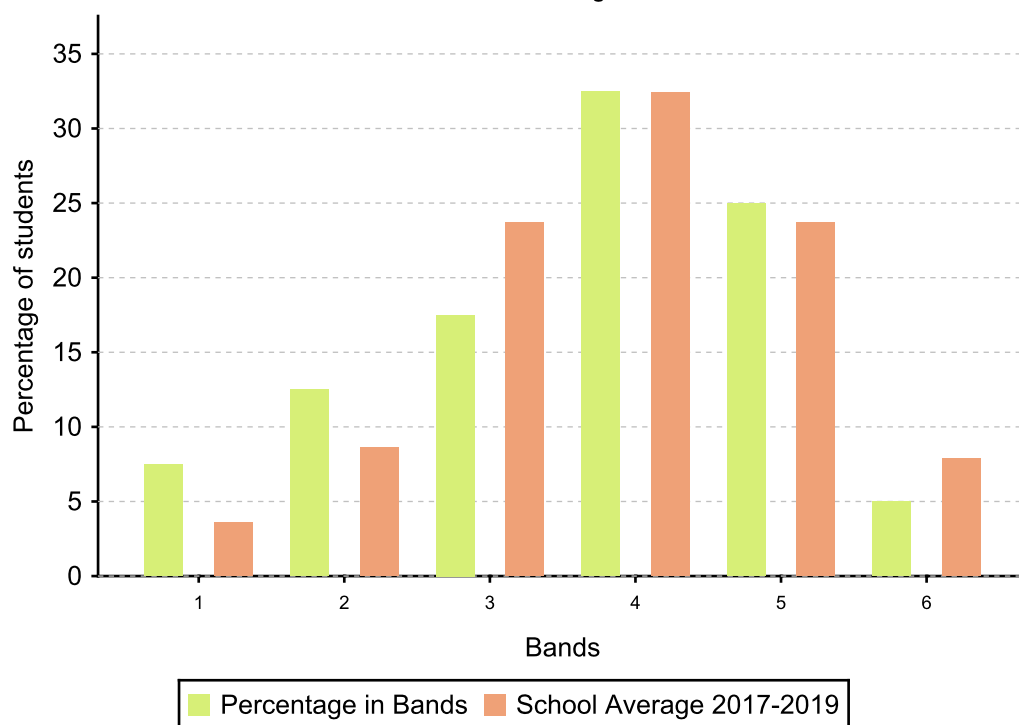
Band	1	2	3	4	5	6
Percentage of students	7.5	12.5	17.5	32.5	25.0	5.0
School avg 2017-2019	3.6	8.6	23.7	32.4	23.7	7.9

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	9.8	2.4	26.8	12.2	29.3	19.5
School avg 2017-2019	3.6	5.7	15	31.4	25	19.3

Sherwood Grange Public School 4328 (2019) Printed on: 1 June, 2020

Percentage in bands:
Year 3 Writing
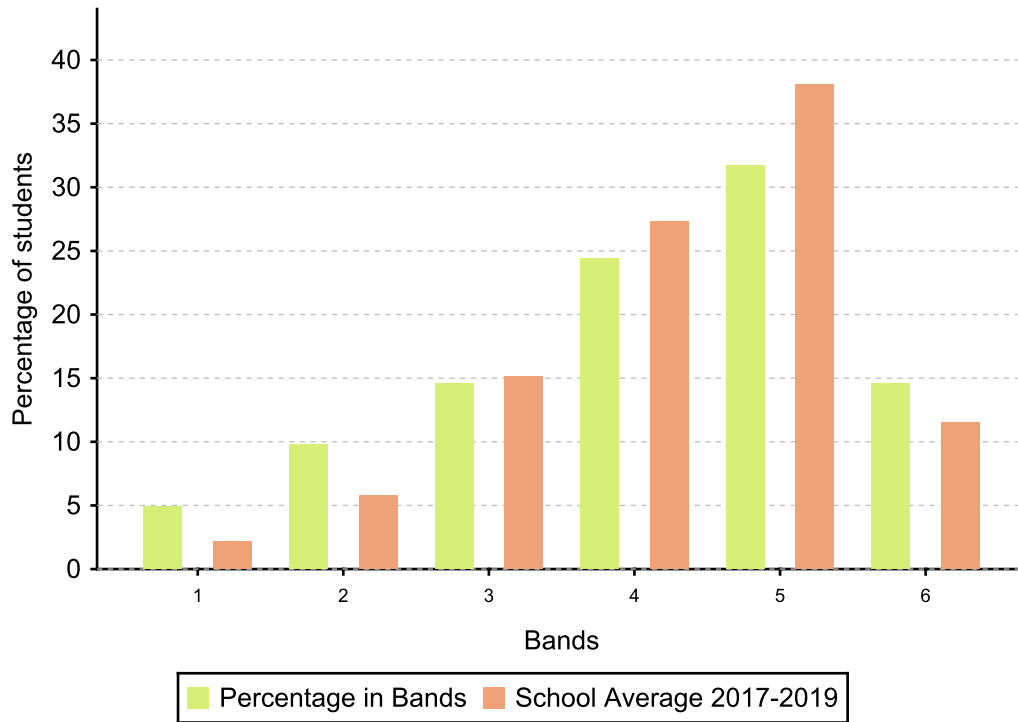
Band	1	2	3	4	5	6
Percentage of students	4.9	9.8	14.6	24.4	31.7	14.6
School avg 2017-2019	2.2	5.8	15.1	27.3	38.1	11.5

Percentage in bands:
Year 5 Grammar & Punctuation
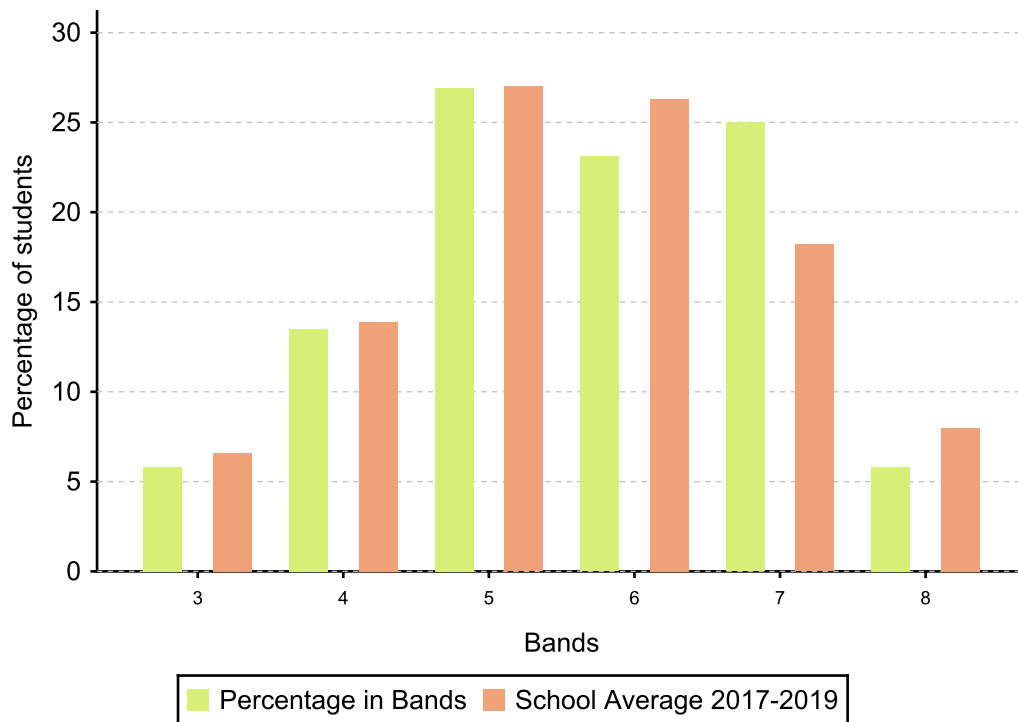
Band	3	4	5	6	7	8
Percentage of students	5.8	13.5	26.9	23.1	25.0	5.8
School avg 2017-2019	6.6	13.9	27	26.3	18.2	8

Percentage in bands:

Year 5 Reading
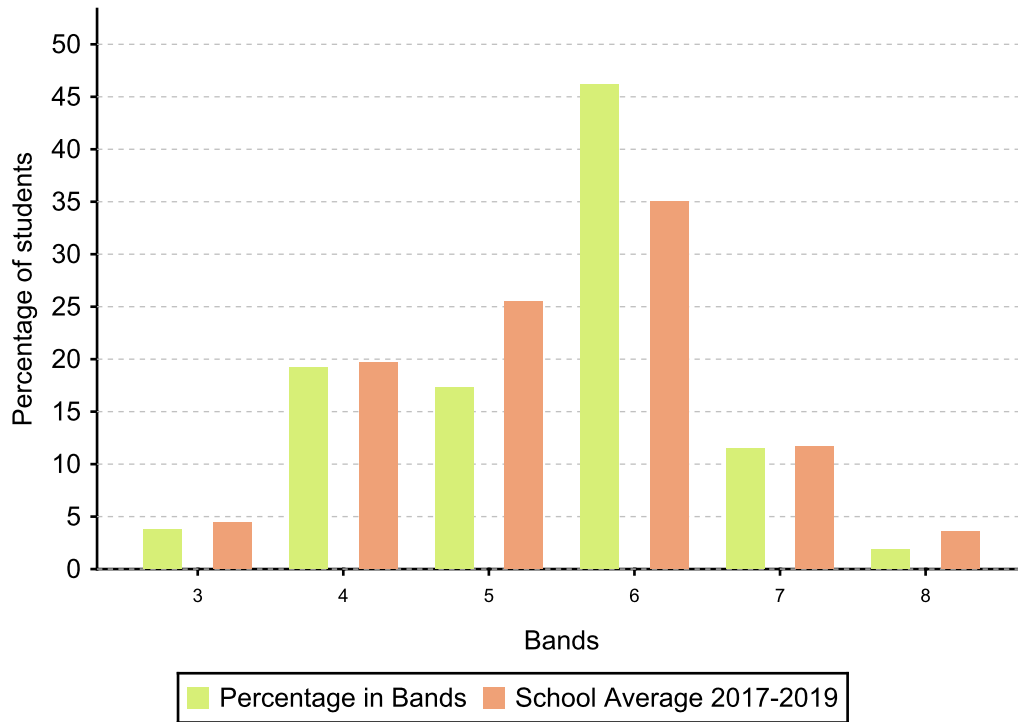
Band	3	4	5	6	7	8
Percentage of students	3.8	19.2	17.3	46.2	11.5	1.9
School avg 2017-2019	4.4	19.7	25.5	35	11.7	3.6

Percentage in bands:

Year 5 Spelling
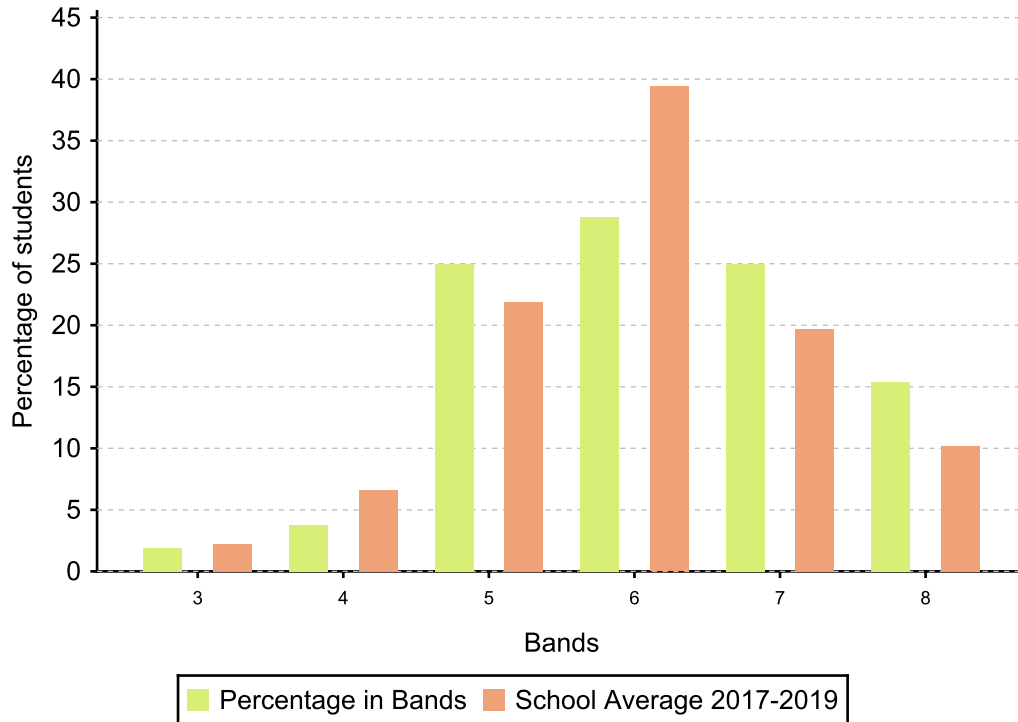
Band	3	4	5	6	7	8
Percentage of students	1.9	3.8	25.0	28.8	25.0	15.4
School avg 2017-2019	2.2	6.6	21.9	39.4	19.7	10.2

Percentage in bands:
Year 5 Writing
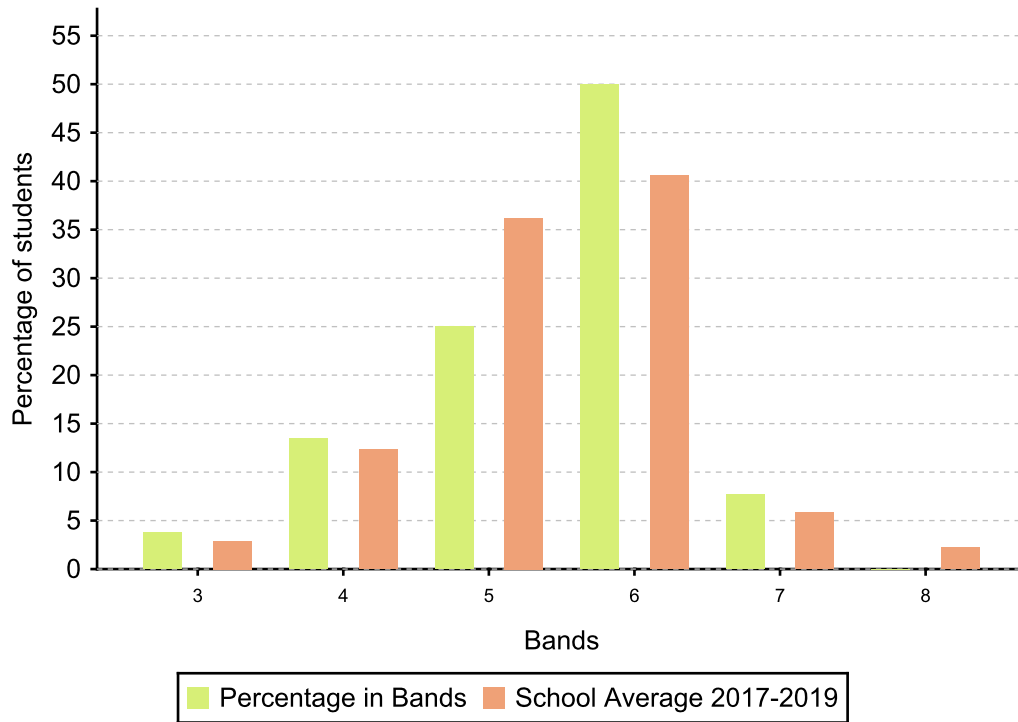
Band	3	4	5	6	7	8
Percentage of students	3.8	13.5	25.0	50.0	7.7	0.0
School avg 2017-2019	2.9	12.3	36.2	40.6	5.8	2.2

Percentage in bands:
Year 3 Numeracy
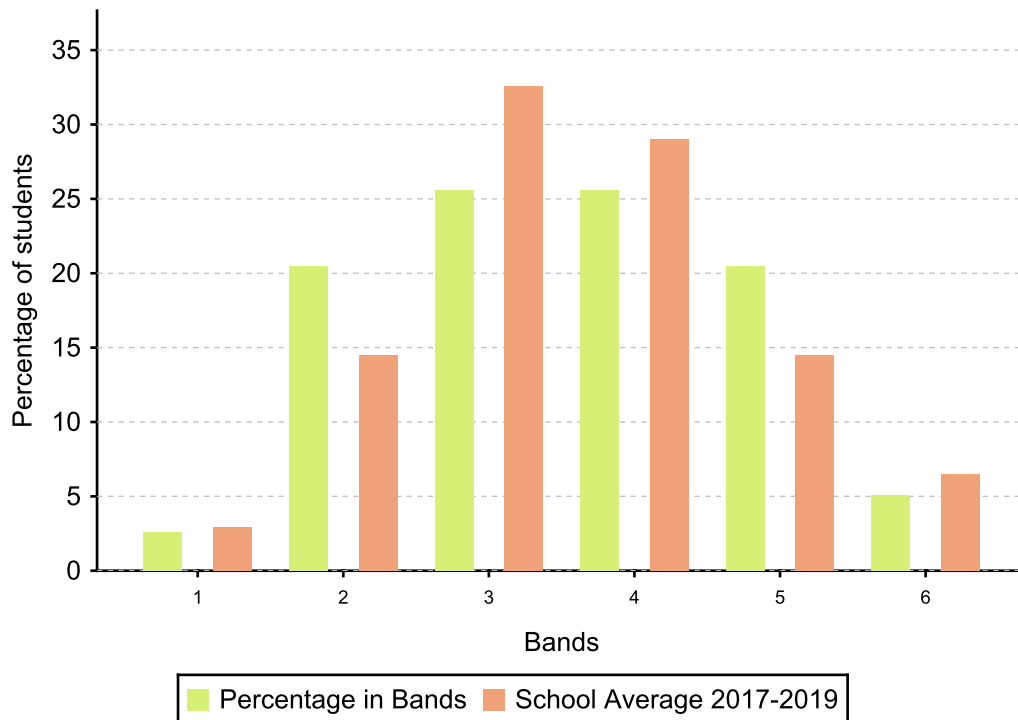
Band	1	2	3	4	5	6
Percentage of students	2.6	20.5	25.6	25.6	20.5	5.1
School avg 2017-2019	2.9	14.5	32.6	29	14.5	6.5

Percentage in bands:
Year 5 Numeracy
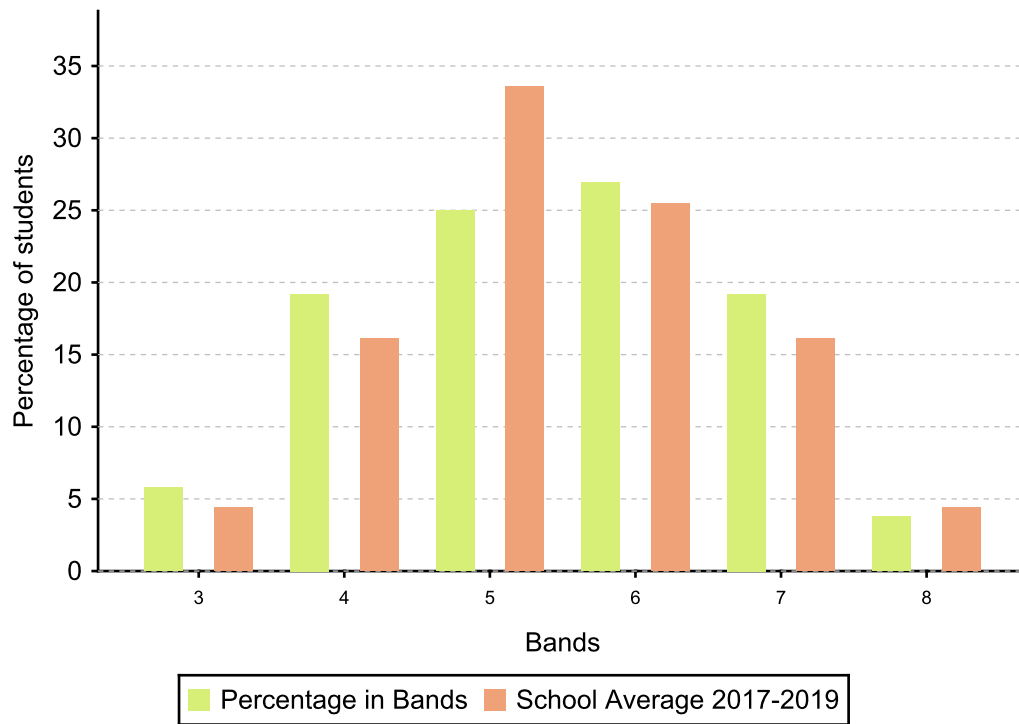
Band	3	4	5	6	7	8
Percentage of students	5.8	19.2	25.0	26.9	19.2	3.8
School avg 2017-2019	4.4	16.1	33.6	25.5	16.1	4.4

Parent/caregiver, student, teacher satisfaction

Parents/carers, students and staff were surveyed, to develop a picture of the level of community satisfaction at Sherwood Grange PS.

Parents/Carers

An online survey of parents/carers indicated that:
- 88% agreed that Sherwood Grange PS maintains high standards and expectations of all students
- 86% were satisfied with the way Sherwood Grange PS caters to the individual needs of EVERY CHILD
- 87% felt connected to the school community
- 93% agreed that the communication systems used by the school were effective in meeting a range of purposes and community needs
- 98% we satisfied with the opportunities provided for the school community to be involved in a range of social, celebratory and extra curricular school events.

StudentsAll students participated in classroom based well being surveys, trends evident in this data included:
- Most students reported having a positive connection with their classroom teacher
- The majority of students reported strong positive relationships within their peer group
- Students generally displayed a positive attitude towards their learning and felt that it was appropriately challenging
- Extra curricular opportunities are a highly valued aspect of school life and contribute significantly to student well being.

Staff

Results of an online survey indicated overall high levels of satisfaction among staff at Sherwood Grange PS. Analysis of responses identified the following contributing factors:
- A highly supportive staff culture
- Effective collaboration within and between teams
- A focus on staff well being
- The shared commitment to achieving the best possible outcomes for EVERY CHILD.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.