

2020 Annual Report

Sherwood Grange Public School



4328

Introduction

The Annual Report for 2020 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 vision

*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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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)
There were two aspect of future focused learning within 2020. The first part of the year meant a change in direction for our students and teachers because of COVID. Resources were used to ensure that EVERY CHILD had access to learning when working from home, including the lending of most devices and the purchase of resources such as headphones, mouses and subscriptions for online programs. Time and funds were spent to upskill teachers in the use of Zoom, Google Classrooms and other online services to allow high quality, engaging and meaningful teaching to occur. In the second part of the 2020 high quality, practical professional learning allowed all staff to take their new learning of online teaching into the classroom. Laptops were purchased for Stage 1, allowing all students 1-6 to access technology every day.	Purchase of additional laptops and hardware. Purchase of subscriptions for online programs. Replacement of IWB projectors. Professional development on the effective use of technology for online learning led by the executive team.

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)
Initialit was successfully expanded to Year 2 classes, giving all students from K -2 access to explicit, research based Literacy pedagogy. Students were 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. Instructional Leaders were utilised to ensure that all teachers developed strong connections with students after COVID lockdown. Team teaching	Initialit 2 training, kits and texts to support program implementation in Stage 1 classes. Support staff and SLSOs allocated to support the learning in K-2. Two Instructional leaders employed two days a week.

Progress towards achieving improvement measures

allowed teachers to know their students and how they learn and allowed focused and high quality teaching and planning to occur.

The employment of a teacher to allow the creation of a twelfth class ensured that class sizes and organisation met the social, emotional and academic needs of every student in the school. Teachers were able to spend time getting to know the students in their class on a deeper level and use this knowledge to design and implement high quality, effective, research based lessons that catered for the needs of EVERY CHILD.

Additional teacher employed to ensure smaller class sizes and a focus on academic growth.

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

Evaluation	Funds Expended (Resources)
Online professional development was conducted to ensure that teachers had the skills and expertise to collect data during online learning. The analysis and moderation of this data demonstrated the importance of consistent teacher judgement. Professional dialogue and creative ways of collecting data allowed teams to accurately assess student learning and identify next steps for teaching. Consistent teacher judgement and differentiation remained a focus as teachers moved back into face to face teaching.	InitialLit Assessments K-2. Reading data collected K-6. Online learning on data collection through online teaching. Team Meetings to moderate and develop consistent teacher judgement across all KLAs.

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 daily playground games led by SLSOs. School and Community connections were fostered and supported through phone calls, home visits and COVID safe meetings with the Wellbeing team.	Chaplaincy funding used to employ Student Wellbeing Officer (SWO) for 2020. SLSOs employed for lunchtime programs.

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 Wellbeing Team led a range of initiatives to support the development of school wide Social and Emotional Learning (SEL) skills. This began with all staff developing a common understanding of what social and emotional skills are needed, how this fits with the cognitive development of students and the challenges of a trauma based background. This high level and practical professional development run by the team resulted in a clear understanding by all staff and the development of the school RAVES system. Social and Emotional Learning programs were then implemented in each classroom 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.	Chill out spaces created in all classrooms and playgrounds. Increased hours for SWO for COVID wellbeing interventions. LaST Teacher role extended to a wellbeing focus.

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

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 the OLT professional learning about Supporting Student Wellbeing and Mental Health. This enabled the development and implementation of systems to support the mental health and wellbeing needs of students and families.

Learning and Wellbeing Coordinator time allocated to student "check-ins."

Professional learning through OLT on Supporting Student Wellbeing and Mental Health.

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)
<p>COVID meant that some planned leadership opportunities for teachers and students could not occur and these were instead postponed until 2021.</p> <p>The Early Careers Teacher (ECT) mentoring program supported teachers in their first two years of teaching by pairing 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.</p> <p>Staff were provided with the opportunity for leadership through curriculum teams. The Personal Development, Health and Physical Education team led the implementation of the new syllabus by leading professional development throughout the year.</p> <p>A range of leadership opportunities were provided for students in 2020. Student Sport Captains worked creatively within the COVID restrictions to ensure that students still accessed fun sport and physical movement activities. The Students Representative Council (SRC) led a range of initiatives including fundraising for Operation Christmas Child. The Year 5 leadership program was further refined in 2020 and effectively prepared students for leadership positions in Year 6.</p>	<p>Additional RFF for emerging leaders to mentor ECTs through ECT funding.</p>

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)
<p>A range of school policies and procedures were reviewed during 2020. Ongoing review ensures that school procedures are in line with current</p>	<p>Casual relief for Performance and Development Plan (PDP) meetings</p>

Progress towards achieving improvement measures

Department of Education policy guidelines and are responsive to the current school context.

Principal support funds were used to employ an additional School Administration Officer (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.

The Performance and Development Plan (PDP) process was supported through the provision of additional RFF for Casual relief for PDP meetings. Staff goals were collated and opportunities provided for staff to participate in professional learning aligned with their goals.

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	Aboriginal Background Loading (\$5 246.00)	As per our school procedures, staff were released to meet with parents to develop Personalised Learning Plans (PLPs) during the year for Aboriginal students at the school. The PLPs were successfully implemented and monitored. Due to COVID restrictions review meetings were held over the phone with parents at the end of Term 1 and Term 3. Financial support was provided to Aboriginal students to participate in enrichment learning opportunities and ensure they had appropriate support at home.
English language proficiency	English Language Proficiency (\$72 490.00)	Professional Development for our Wellbeing Teacher and English as an Additional Language or Dialect (EAL/D) teacher allowed teachers to deepen their understanding of the impact of trauma on refugee students. Employment of School Learning Support Officers (SLSOs) to work with specific students on targeted interventions for students.
Low level adjustment for disability	Low Level adjustment for Disability (\$87 507 Staffing) (\$43 606 flexible)	Employment of School Learning Support Officers (SLSOs) to work with specific students on targeted interventions for students in K-2. Funding for an additional teacher to create a twelfth class meant smaller class sizes and high quality effective teaching for EVERY CHILD.
Quality Teaching, Successful Students (QTSS)	QTSS Funding (\$54 911)	In 2020 this staffing allocation was used to support our implementation of quality, evidence-based practices in every classroom. It enabled: * Three teachers with expertise to engage with teachers 'elbow to elbow' in classrooms to grow teaching practice. * Descriptive and Effective Teacher Feedback Program to improve teaching through peer observations. * Comprehensive and focused support for beginning teachers with the accreditation processes.
Socio-economic background	Socio-economic background (\$103 346)	Opportunities were given to students in a variety of learning opportunities and enrichment experiences including PSSA sports and Overnight Camp. Purchase of resources including 100 laptops for use in Stage 1 classrooms, as well as mice and headphones for students to use during online learning. These resources were designed to increase student engagement and access to essential technology resources to improve student learning outcomes.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	163	171	158	153
Girls	177	164	145	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	92.8	92.6	93.8
1	93.4	92	92.6	93.9
2	93.8	93.5	93	92.7
3	93.5	94.3	91.2	93.3
4	92.9	93.4	92.8	92.7
5	94.3	94.3	93.5	95.4
6	93.6	94.6	91.8	95.5
All Years	93.6	93.5	92.5	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.51
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.62

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	412,317
Revenue	3,064,046
Appropriation	2,951,068
Sale of Goods and Services	44,254
Grants and contributions	67,756
Investment income	968
Expenses	-3,200,513
Employee related	-2,811,299
Operating expenses	-389,214
Surplus / deficit for the year	-136,467
Closing Balance	275,850

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.

	2020 Approved SBA (\$)
Targeted Total	114,917
Equity Total	334,072
Equity - Aboriginal	5,246
Equity - Socio-economic	103,346
Equity - Language	94,367
Equity - Disability	131,114
Base Total	2,215,056
Base - Per Capita	72,873
Base - Location	0
Base - Other	2,142,183
Other Total	156,933
Grand Total	2,820,978

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Information about parent, carer, staff and student satisfaction was collected through a variety of surveys and focus groups.

Parents and Carer focus group data indicated that:

- parents and carers appreciated the work of teachers during online learning.
- parents and carers felt connected to the school during the COVID lockdown period.
- parents and carers value the strong sense of community at Sherwood Grange Public School.

Students

All 3-6 students participated in the Tell Them From Me survey, trends evident in this data included:

- 81% of students feel accepted and valued by peers and teachers at Sherwood Grange PS.
- 92% of children believe that the learning they do at SGPS is useful in their daily lives and will have a strong bearing on their future.
- 91% of students felt that they have an adult at school who consistently provides encouragement and can be turned to for advice.
- 90% of students feel that teachers hold high expectations for success at school.

Staff

Results of staff surveys and focus groups indicated a high level of confidence and satisfaction in their teaching and professional development at Sherwood Grange Public School, trends evident in this data included:

- 94% of teachers felt confident in their ability and understanding of positive classroom management.
- 88% of teachers felt confident in their ability to explicitly teach concepts to students.
- 88% of teachers felt confident in planning high quality, engaging lessons for students.
- 92% of teachers felt confident that they could support the wellbeing of the students in the school .

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.