

2020 Annual Report

Sherwood Ridge Public School



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Introduction

The Annual Report for 2020 is provided to the community of Sherwood Ridge Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Sherwood Ridge Public School

Rosebery Rd

Kellyville, 2155

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

sherwood-p.school@det.nsw.edu.au

8824 3333

School vision

A collaborative, creative and inclusive environment from which each give their best.

School context

With an enrolment of 876 students, Sherwood Ridge is a Public Private Partnership funded school. Comprising of 56% LBOTE and three support classes supporting students with autism and moderate intellectual disabilities, our school is responsive to the needs of our students, parents and staff.

Underpinned by collaborative and consultative leadership, the school is committed to developing consistent, high quality educational practices using evidence based research to enable staff to put students at the centre of their learning. Teaching teams are structured to support the implementation of Visible Learning and Learner Qualities while collaboratively developing learning intentions, success criteria and providing effective feedback to guide student learning. With a focus on embedding 21st Century Learning skills and strategies in teaching and learning programs, students are supported to become determined and assessment capable. Sherwood Ridge prides itself in offering a wide range of extra curricula activities for students in order to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

TEACHING Effective Classroom Practice for Student Improvement

Purpose

Teachers are committed to identifying and implementing effective teaching methods in mathematics and English, using evidence-based teaching strategies where student assessment data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Improvement Measures

The school mean of students who find classroom instruction relevant to their everyday lives increases by more than 0.2 each year.

80% of students indicate a positive sense of belonging.

An increase of 5% each year in the number of students who are interested and motivated in their learning.

80% of staff ask parents to review and comment on students' work.

80% of staff engage in Instructional Teaching Rounds (ITR).

Progress towards achieving improvement measures

Process 1: Effective classroom practice

Lessons will be systematically planned and based upon evidence based research and teaching strategies.

Evaluation	Funds Expended (Resources)
<p>Year 4 and Year 5 Action Learning Project</p> <p>NAPLAN trend data reflects below expected growth from Years 3 to 5 in Literacy and Numeracy. Tell Them From Me Student Survey trend data reflects decreased engagement in the upper years along with a large percentage of students not feeling challenged in their learning. In 2019, Sherwood Ridge PS began a pilot project where the focus for all students in Year 4 was to explore an innovative and collaborative teaching and learning model. Data was positive and engagement increased for these learners which led to an expansion of this model in 2020 to include Year 5 learners.</p> <p>The Year 4 and 5 Action Learning Project initiative was designed to address the following issues:</p> <ul style="list-style-type: none">• Enhance quality teaching practice in future-focused education and build capacity of staff to teach in a co-teaching model environment;• Increase innovative practices in the school, including co-teaching, data driven differentiated success criteria, student-centred approaches to learning and reflective practices. <p>Evaluation of this project in 2020 reflects that the majority of students feel challenged in numeracy and half of the students now feel challenged as a learner in English. Internal assessment data for the Year 4 students demonstrates an increase from 67% in Term 4 2019 to 93% in Term 4 2020 of students who are reading at their expected instructional level for the grade. This is a 26% improvement for this cohort of students over a 12 month period.</p> <p>Most students stated that having two teachers in the learning environment helped them to grow as a learner through working in appropriately levelled groups across the KLAs. 61% of students enjoyed working across two or four classes in mixed groupings with different teachers.</p>	<p>\$41 242.77 spent on flexible furniture for students in Years 4 and 5</p>

Process 2: Data

Process 2:

A range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness will be embedded K-6.

Evaluation	Funds Expended (Resources)
<p><i>Data-Driven Practices in Literacy and Numeracy</i></p> <p>In 2020 the school participated in The Phonics Screening Check trial which is a short assessment that tells teachers how students are progressing in the area of phonics. It assesses the phonic knowledge and skills a student has learnt, to blend sounds together to read a word.</p> <p>The information gained from the assessment helped teachers make decisions during the teaching and learning cycle in the area of phonics. Student responses were mapped to indicators from the National Literacy Learning Progression with student assessment information available in the PLAN2 assessment tracking tool.</p> <p>As a follow up to this assessment the school used the Phonemic Awareness Diagnostic Assessment to gain further information on students who achieved low-grade scores. This assessment and the data gained from it will be used in future by the LST team to diagnose and support referred students who are requiring additional support in spelling and reading.</p> <p>Data tracking of student progress and achievement in mathematics was targeted and embedded in quality practice across K-6 in 2020 -</p> <p>Kindergarten: Best start assessment; Year 1: Implemented Additive Strategies Assessment to identify achievement levels of students; Whole grade implementation of TENS activities to support the acquisition of Additive Strategies and Whole Number concepts; Year 2: Whole Class TENS Assessment to identify areas of need within the cohort and guide the development of programming; Year 3: Check-in Assessment and CTJ of results; Data Talks in grades regarding Check-in data results; Modification of programming focus on Whole Number; Number and Algebra assessment and data review; Whole grade and class data review with changes made to programming and specific students identified and targeted for additional support; Year 4: Number and Algebra assessment and data review; Whole grade and class data review with changes made to programming and specific students identified and targeted for additional support; Year 5: Check-in Assessment and CTJ of results; Data Talks regarding Check-in data results; Modification of programming to focus on Whole Number; Year 6: focus on setting challenging open-ended questions and problem solving, teachers differentiated to meet needs of all students.</p> <p>Focusing on continuing to develop quality teacher practices and evaluation of the processes that were undertaken, teaching staff were able to implement the following initiatives and support improvements to student learning outcomes and make changes to practice. Kindergarten teachers used data to explicitly plan mathematical tasks to meet student's levels of achievement. Staff identified a continual need to modify the Mathematics Scope and Sequence to ensure that challenging concepts for the cohort of students were routinely revisited. Kindergarten worked to use short frequent focused (SFF) activities in their lessons to ensure concepts were thoroughly covered.</p> <p>Stage 1 teachers identified a need to focus on explicit whole number activities to begin each lesson, as evidenced in programs across the Stage. Students were working towards a better understanding of Whole Number concepts.</p> <p>Year 3 and Year 4 teachers identified a shift in student understanding of concepts and an increased ability to apply this knowledge when problem solving. Year 5 Check-in data showed varied evidence of Stage 3 outcomes,</p>	<p>\$2 500.00 - 5 x casual teachers to release teachers for Jolly Phonics Training</p> <p>\$1 800.00 - Jolly Phonics Resources</p>

Progress towards achieving improvement measures

enabling programming to be further differentiated to ensure all students' learning needs were met. Year 6 student feedback demonstrated further need to work on creating challenging activities that interest and engage students.

Teacher survey results indicated an increase in their confidence to plan, program and differentiate their Mathematics teaching. Teachers are finding more varied ways to assess and are making professional judgement based on the learning they see in their regular classroom lessons. Student learning outcomes are met with open-ended activities which allow students to show the varied ways they solve problems. Teacher observations show that student engagement increased in Mathematics lessons with students displaying increased levels of motivation to share their understanding and to engage in challenging learning tasks.

Future focus areas in Mathematics K-6 include: Whole number, including Additive Strategies and quantifying numbers; vocabulary/ concepts- making connections between previous learning, recalling concepts and building knowledge to apply to new thinking; and Working Mathematically.

Process 3: Professional Standards

Quality teaching will be evident and measured against the Australian Professional Standards. The principles of evaluative thinking will be evident with teams across the school.

Evaluation	Funds Expended (Resources)
<p><i>Building Collective Efficacy</i></p> <p>The 3-tiered model for professional learning (PL) is embedded at SRPS with PL delivered to the executive team initially so that all leaders have a common understanding and language that is then pushed out and delivered by the Assistant Principals in Stage meetings to teachers. This has resulted in a more consistent approach to PL delivery across the school. The third tier in the model is an opt-in approach called Teach Meets which are linked directly to staff PDP goals. Additional PL links to the school plan with a focus on the school strategic directions, and compliance training. A PL Record document is used to record information on each PL session, including the target audience, links to the elements of the Australian Professional Teaching Standards, and links to the SRPS 2018-2020 School Plan, and the School Excellence Framework. As a result, PL is aligned with staff PDP goals, the School Plan and the Australian Professional Standards for Teachers. This approach has meant that we work together with a collective focus on improving quality teaching and student learning outcomes. TTFM Teacher survey results further indicate that staff feel that collaborative practices are improving practice with an increase from a school mean of 8.0 which is above NSW State norm. There is a strong focus on developing a professional learning community that builds the teaching capacity of staff, develops leaders and showcases highly promising teachers to impact on whole-school improvement.</p> <p><i>Highly Accomplished Educators</i></p> <p>Four classroom teachers were selected through an Expression of Interest process to take on the role of Highly Accomplished Educator (HAE) for 2020. These specialist teachers worked shoulder to shoulder with their colleagues to improve practice through collaboration, demonstration, analysis and feedback of teaching and learning. Classroom teachers were surveyed to identify areas of focus as outlined in PDPs, Stage and school-wide targets or to meet the specific needs of identified students across the school. The team of HAE's worked with staff members to identify the best way to meet student needs. This sometimes meant finding other staff in the school to be mentors. Teacher feedback identified an enthusiasm to work alongside the HAE in order to receive individualised professional support and guidance. 100% of</p>	<p>Nil</p>

Progress towards achieving improvement measures

staff had the opportunity to access this support. The team of HAEs demonstrated an enthusiasm to work inside classrooms and were able to support Assistant Principals to analyse data and then develop programs to improve student learning.

The success of the HAE program can be seen not only through increased collaboration of teams when programming but also the willingness of classroom teachers to seek out collegial support for guidance. Our staff have indicated that they now welcome colleagues to view lessons without fear of judgement and as a result are more reflective in their practice. The 2020 TTFM Teacher Survey results indicate that 86% of teachers feel that work with other teachers has led to an increase in student engagement. Members of the 2020 HAE team indicated through evaluation surveys that they feel greater impact could be made if they had a common goal and purpose and could use each other to develop plans that improve teacher practice and student learning outcomes. The focus for the HAE's next year is to meet school-wide targets in numeracy, as identified in the Strategic Improvement Plan.

Process 4: Learning and Development

The school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation	Funds Expended (Resources)
<p><i>Instructional Teaching Rounds</i></p> <p>The Instructional Rounds (IR) project was implemented again in 2020 where the 'problem of practice' was identified as a lack of engagement and interest in learning for some students in Numeracy. Three teams of four teachers were released to work as an IR Pod to observe practice, collect data and engage in targeted professional learning on engagement and differentiation in Numeracy. Each Pod was supported to plan and embed innovative teaching strategies into their practice through a cycle of observation and reflection. In 2020, 68% of the teaching staff were involved in IR as either a member of a Pod or as an observed teacher. From this, 84% of teachers rated the use of IR as a valuable experience and opportunity for teacher professional development. The model has built opportunities for peer and self-reflection, as well as the analysis of student growth and impact on learning outcomes. 85% of teachers in the 2020 IR Pod's stated that there was significant improvement in their teaching of Numeracy - post IR. To provide depth and breadth of study, targeted professional development was centred on Numeracy and specifically around the areas of questioning, student-centred learning, differentiation and assessment. Throughout the different Pod's, staff engaged with colleagues to share and improve practice, IR Pod members reported a significant increase in their confidence levels in differentiating content and applying a range of strategies to further support, engage their students in Numeracy. After eight rounds of IR over the past two years, there has been a shift in culture at Sherwood Ridge PS with it now seen as best practice to open our learning spaces and share ideas, resources and teaching strengths with colleagues across the school. This culture of mentorship and building of trust has impacted on student engagement with SRPS Learner Survey results from this year indicating an increase in students' interest in their learning. Pre and post student and teacher survey results indicate that teachers feel they have an established network of colleagues they can turn to for support whom they trust and that IR changed their teaching and attitude for the better, providing a different perspective on teaching as a result. Students demonstrate increased engagement and interest in Numeracy. IR supported scaling systemic improvements of teaching and learning. It provided a structured approach for teachers to work together to improve practice across the school which resulted in improved student learning outcomes for all students.</p>	<p>\$10 000.00 - QTSS funding</p>

Strategic Direction 2

LEARNING High Performing and Dynamic Learning Culture

Purpose

The school culture is strongly focused on promoting learning excellence and performance improvement throughout the school community. A strategic, planned and integrated approach to quality teaching, whole school curriculum planning and delivery, improvement practices, assessment and wellbeing processes will enable all students to connect, succeed, thrive and learn.

Improvement Measures

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

There is an increase in the number of staff who share student learning goals with other teachers.

Students K-6 attain a minimum of one Sherwood Star per year.

Progress towards achieving improvement measures

Process 1: Learning Culture

Adopt aspirational expectations of learning progress and achievement for all students to do their best and continually improve.

Evaluation	Funds Expended (Resources)
<p><i>Instructional Leader Mathematics</i></p> <p>The distributed leadership model continued in 2020 with the creation of an Instructional Leader Mathematics position to improve mathematics learning outcomes for students K-6 and to further enhance a strong learning culture across the school in numeracy. The role of the IL Mathematics leader was to analyse internal and external assessment data and to develop a plan of action to ensure school improvement in numeracy. A focus in 2020 across all grades for Mathematics included: ongoing work samples, annotations, CTJ of work samples, collaborative and cooperative programming; grade-based assessments; and the implementation of launch tasks and Tricky, Trickier and Trickiest success criteria through open-ended questioning to foster student-centred learning.</p> <p>The Mathematics' Committee played a pivotal role in supporting progress in this area through: resource purchasing and development; professional learning guidance; peer, team and demonstration teaching opportunities to meet specific professional learning needs of teachers; and the tracking of staff confidence in teaching Mathematics through surveying and tracking throughout the year on a data wall.</p> <p>The implementation of Instructional Rounds across the school had a focus on the teaching of Mathematics, specifically to strengthen quality Mathematics teaching, provide opportunities for staff to demonstrate skills for their colleagues, provide targeted professional learning for participants in relation to engagement and questioning in mathematics, NSW Mathematics Syllabus plotting and review, and lesson development, implementation and feedback.</p> <p>An area of future focus in Mathematics is to ensure that staff are implementing syllabus content and concepts and have the skills, understanding and knowledge in order to confidently and competently teach</p>	<p>\$1500.00 - 3 x casual teachers to cover classes for professional learning</p> <p>\$2500.00 - spent on Mathematics resources to support teaching and learning</p>

Progress towards achieving improvement measures

Mathematics in order to improve student learning outcomes across the school.

Process 2: Wellbeing

Implement evidence-based change to whole school practices in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<p>Wellbeing Project</p> <p>Student and staff wellbeing remained a priority for SRPS in 2020 with the continuation of a multi-faceted strategic plan implemented to improve student learning outcomes in wellbeing and to increase the proportion of students reporting a sense of belonging to their school. All staff focused on building and maintaining trusting and respectful relationships so that students could Connect, Succeed and Thrive.</p> <p>Key initiatives in Wellbeing in 2020 included: Wellbeing Journals utilised in classrooms across the school to guide teaching and learning in the aspects of wellbeing that are relevant to that student, that class at that moment in time; a focus on student voice and developing student leadership across the whole school, including enhancement of the Student Representative Council (SRC) model of practice; social and emotional learning processes to be modelled and reinforced through incidental and explicit teaching for students; staff knowing that every decision we make as a school focuses on the student and the Department Strategic Direction that every student is known, valued and cared for; Learning and Support processes and policies being evaluated and refined to improve practice; targeted professional learning for wellbeing in Smiling Minds; and transition programs from preschool to kindergarten, including the introduction of Sherwood Bear, Year 6 to high school, students coming into or transitioning out of the support unit and students from year to year were refined and embedded.</p> <p>As a result of the strategies implemented in 2020 we had an increase in students feeling a sense of belonging with 80% of students reporting that they want to come to school always or usually in the Belonging Student Survey. Tell Them From Me Student survey results indicate 8.4 on the side of strong agreement, that students feel that teachers are responsive to their needs and they have positive relationships with their teachers. This is equal with the NSW Government norm with Year 5 and Year 6 school mean higher than the NSW Government norm. The 2020 People Matter staff survey results indicated significant improvement in staff morale with Employee Engagement at 79%, an increase of 20% from 2019. This was further supported with Wellbeing, Health and Safety results at a high of 79%, an increase of 23% from 2019 for our staff.</p> <p>As part of the school evaluation cycle and highlighted in our Situational Analysis (SA) in the second semester of 2020, it became apparent that our future directions for Wellbeing in the school is a need to train our staff in Positive Behaviour for Learning (PBL) and ensure that this is ever-present in our classrooms, playgrounds and community as a language and a practice to support student behaviour and wellbeing, in order to ensure that at SRPS we have a safe and supportive school environment. Further to this, the SA highlighted the need to create an Instructional Leader Wellbeing role to further support teaching, leading and learning in the area of Wellbeing across the school next year.</p>	<p>\$720.00 - Caught You Being Good Awards</p> <p>\$200.00 - Wellbeing Student Journals</p> <p>\$2 700.00 - SLSO's for transition to schools for support class students</p> <p>\$1 420.00 - Sherwood Bears for Kindergarten 2021</p> <p>\$1 000.00 - 2 x casual teachers for professional learning PBL Training</p> <p>\$7 750.00 - Wellbeing badges, Presentation Day awards and printing</p>

Process 3: Curriculum

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p><i>Instructional Leader English</i></p> <p>The distributed leadership model continued in 2020 with the creation of an Instructional Leader English position to improve English learning outcomes for students K-6 and to further enhance a strong learning culture across the school in literacy. The role of the IL English was to analyse internal and external assessment data and to develop a plan of action to ensure school improvement in literacy. Key strategies in 2020 across all grades for English included: a focus on English programming, specifically the explicit teaching of reading and writing, moving through modelled, guided and independent strategies; teaching teams collaboratively programming in English to ensure CTJ, data-based programming and collective efficacy across the grade; targeted professional learning on using data to inform teaching with a focus on what is going on for our learners; using quality literature to teach modelled reading and writing; Bump It Up Walls utilised for visible learning; development of whole-school English Scope and Sequence; implementation of the Phonics Screener for Year 1 students; implementation of the Catch-Up Assessment for Year 3 and Year 5 students; training for Kindergarten 2021 teachers in Jolly Phonics; implementation of Literatu Running Record assessment data records; and the inclusion of six MiniLit classes across the year.</p> <p>As a result of these strategies, we made significant gains in teaching and learning in the area of English across the school with:</p> <ul style="list-style-type: none"> • all staff reporting increased confidence in programming English with a clear understanding of what is included in a quality English program • all teams using Stage-based data to program for all modelled reading, writing and grammar lessons • all teams programming for English in 2-4 week intervals, continuously reflecting on data to inform practice • Bump It Up Walls used to track key progress in focus areas in English. <p>Areas for future focus for English for 2021 include: the implementation of Jolly Phonics for Kindergarten; the implementation of the new English Scope and Sequence with focus on reading instruction, grammar and spelling; continuation of collaborative programming; implementation of Fontus and Pinnell Benchmarking and Literacy Continuum to use as a focus for teaching guided reading; Spirals of Inquiry sessions in grade teams will focus on using data and current research to enhance teaching and learning in reading; implementation of PAT Reading, Grammar, Spelling and Vocabulary assessments; the Gold Star Reading Initiative implemented for students not reading at expected level across K-6; and the continuation of the MiniLit program for identified students. All strategies aim to enhance quality teaching practice in English and to improve student learning outcomes in English across the school.</p>	<p>\$3000.00 - 6 x casual teachers for planning days</p> <p>\$5 800.00 - Fountas and Pinnell Benchmark Kits</p> <p>\$1 800.00 - Literacy Continuums</p>

Process 4: Assessment & Reporting

The school uses systematic, reliable assessment and data information to evaluate student learning over time and engage with parents to improve understanding of student learning.

Evaluation	Funds Expended (Resources)
<p><i>Data Conversations</i></p> <p>We are moving towards a strategic and planned whole school approach to collect and analyse data to identify and meet student needs. During the scheduled Term 2 Stage meetings, K-6 staff were involved in 1:1 data conversations with the learning and support teacher. These conversations involved the sharing of information about students identified with additional learning and support needs in the mainstream classes. The level of adjustment required for each student was reviewed. Students whose needs</p>	

Progress towards achieving improvement measures

are being met through Quality Differentiated Teaching Practice (QDTP) are supported through active monitoring. Implementation of various plans, further strategies and the effective use of school personnel are used to meet the needs of students requiring supplementary, substantial or extensive level of adjustment.

In total, 57 students were discussed during these 1:1 data conversations. The meeting minutes are easily accessible for all staff in Sentral and provide valuable information for staff members about each of the students discussed. Follow up meetings are scheduled during the fortnightly LST meetings to discuss how the students are progressing and if further action is required to support the needs of each student.

Moving forward into next year, data conversations will occur on a regular basis to identify and meet the needs of all students across the school to improve student outcomes. All staff will ensure that meeting minutes are recorded for the students discussed, which will provide all staff with invaluable information about students, to ensure our students are known, valued and cared for.

Strategic Direction 3

LEADING Systemic Leadership and Collective Efficacy

Purpose

The principal and school leadership team model and maintain a focus on distributed instructional leadership, evidenced based strategies and innovative thinking, supporting a culture of high expectations and community engagement, resulting in sustained, measurable whole school continuous improvement.

Improvement Measures

There is an increase of 25% each year in the completion of the Tell Them From Me and Parent Satisfaction surveys by parents.

The leadership team and aspiring leaders undertake regular and systematic leadership learning.

80% of staff regularly use digital platforms to engage parents in student learning.

80% of staff engage in Instructional Teaching Rounds.

All teaching and learning programs are NESAC compliant.

80% Staff indicate that school leaders have helped improve their teaching.

Progress towards achieving improvement measures

Process 1: Educational Leadership

Distributed instructional leadership and evidence-based teaching is embedded school wide.

Evaluation	Funds Expended (Resources)
<p>Team Collaboration Time</p> <p>Internal trend data indicated that staff felt that they needed more time with their team to look at and analyse data and to plan together to improve student learning across KLAs. In order to support collaborative practices, QTSS funding was utilised in a way where time was provided for executive staff to work alongside their team during Team Collaboration Time once a fortnight. During this time, teachers work together to engage in professional discussion, collaborate to improve teaching and learning in their class, grade and stage and become involved in classroom observations. The SRPS 2020 People Matter Survey results indicated an increase of 9% from last year to a total of 80% score for teamwork and collaboration. Staff indicate that they feel that they have opportunity to collaborate with their colleagues and work together to achieve goals. The school leadership team was focused this year on continuous improvement in teaching and learning. Team Collaboration Time was an explicit system for collaboration and feedback with the aim of sustaining quality teaching practice based on student growth and achievement.</p>	<p>\$48 517.00 - QTSS Release funding 0.432 FTE</p>

Process 2: School Planning and Reporting

Systemic practices and processes are embedded across the school informing future directions for whole school improvement.

Evaluation	Funds Expended (Resources)
<p>School Excellence in Action - School Planning Cycle</p> <p>During the second half of 2020, we focussed on school improvement as we prepared a new planning cycle for our school. This process involved an</p>	<p>\$2 500.00 - 5 x casual teachers for executive planning days</p>

Progress towards achieving improvement measures

authentic and rigorous self-assessment process to inform a situational analysis on current practice, analysis of data to ascertain where we were as a school, where we want to be and a focus on where to next. The leadership team worked relentlessly with staff to collect evidence to support the situational analysis and to decipher where the 'gaps' were for our students and what we need as a school in order to enhance student growth and attainment.

Targeted professional learning (PL) in research-based theory, including the CESE 'What Works Best 2020' documents was undertaken with stage teams. PL with the leadership team focussed on the relevant documents, tools, research and resources needed to support the development of the situational analysis and school plan. An in-depth book study on 'Leading Professional Learning: Practical Strategies for Impact in Schools' by Timperley, Ell, Le Fevre and Twyford provided opportunity for the leadership team to identify strategies to set the school up for success in the change process that accompanies school planning.

The partnership between home and school is vital for student learning and wellbeing, and school improvement so we actively engaged whole-staff, student and parent input in creating our 2021-2024 Strategic Improvement Plan to ensure that the school community work together to ensure that we focus on improvement. This evaluative process enabled us to confidently identify the needs of our students, teachers, staff, leaders and parents through the use of relevant and reliable data to establish a common understanding of a way forward for our school. As a result, a comprehensive, data-driven situational analysis was conducted and guided the creation of a well-informed, collaborative and unique school plan which focusses on school performance in relation to system targets and improvement measures, with a relentless push to continue to strive for excellence in all that we do for our students at Sherwood Ridge PS.

Process 3: School Resources

Administrative systems structures and processes underpin ongoing school improvement and professional effectiveness of all school members.

Resources are strategically used to achieve and improve student outcomes and high quality service delivery.

Evaluation	Funds Expended (Resources)
<p>School Resourcing for School Improvement</p> <p>Resources were strategically used to achieve improved student outcomes and high quality service delivery in 2020.</p> <p>Financial Management</p> <p>The Business Manager position remained in place in 2020 to support the school principal establish clear links between fiscal management and improvement in student learning outcomes. As a result, school finances and budget are directly linked to school priorities and initiatives. Student learning outcomes remain a priority as the school principal has more time for educational leadership and to build the leadership capacity of the school executive.</p> <p>P&C and School Playground Project</p> <p>Trend data over time highlighted increasing undesirable behaviours in the playground and a need for students to be engaged in positive social and emotional learning during break times. With our P&C keen to contribute to the school in a visible way both stakeholders formulated a plan to transform the school environment to meet the growing needs of our student body. In 2019</p>	<p>\$41 850.00 (School support allocation) - 0.326 FTE Business Manager</p> <p>\$55 302.00 (School funded) - 0.674 FTE Business Manager</p> <p>\$2500.00 - Growth Mindset signs for playground stairs</p> <p>\$56 600.00 - P&C donation towards playground upgrades</p> <p>\$20 000.00 - OshClub Donation towards playground upgrades</p> <p>\$35 806.00 - school funds spent on playground upgrades</p> <p>\$3 982.00 - Years 3-6 Playground fencing</p> <p>\$4 966.00 - Years K-2 Playground</p>

Progress towards achieving improvement measures

the SRC worked closely with the P&C to review the playground and propose upgrades. Our P&C continue to donate funds towards the playground upgrades with \$56 600.00 spent in 2020 on the works completed. An additional \$20 000.00 was donated by our out of school hours contractor, OshClub towards the project allowing this project to become a community initiative that supports our students both in and out of school hours.

Works completed in 2020 included: Growth Mindset signs for the MPC stairs; the installation of a K-2 Natural Playground/Fort; the installation of a inclusive play zone with a timber pirate boat and car track; fencing for both the K-2 and 3-6 play equipment for safety; and Aquabubblers for students to refill their drink bottles. All other works are scheduled to be completed in 2021, including a natural obstacle course to be constructed in the playground, a Yarning Circle and other initiatives to enhance the school site to incorporate outdoor learning spaces to increase student and community engagement.

Community Users

Positive connections with our local community are of benefit to our students and our school. Despite limitations on community users in 2020 with COVID-19 restrictions, we successfully hired out school facilities to various community users including: OshClub, IIH Canteen, and the K-12 Uniform Shop. Funds received from community users hiring the school facilities were spent on playground upgrades and resources for teaching and learning.

fencing

\$4 350.00 - installation of Aquabubblers

Process 4: Management Practices and Processes

School community satisfaction is measured, management practices and processes are shared and responsive to school community feedback.

Evaluation	Funds Expended (Resources)
<p>Management Practices and Processes</p> <p>As a school we are responsive to parent and community feedback about teaching and learning and this includes service delivery within our administrative processes. Trend data through the Tell Them From Me (TTFM) Parent survey indicates that 74-75% of our parents would recommend our school to other families. We strive to improve this result and continue to aim for whole school improvement. An area of growth has been an increase from 6.8 in 2019 to 7.3 in 2020 of parents who indicated in the TTFM Parent Survey that the school's administrative staff are helpful when they have a question or problem. This was a focus area for improvement in 2020. The Service Delivery and Communication 2020 Parent Survey indicated that 73% of our parents rated the school's service delivery as good to very good.</p> <p>In 2020 we had to learn to engage with our community in different ways due to the impact of COVID-19. One such impact was communication with families when students were learning from home and when we did not have parents on school site. We evaluated our communication processes and the decision was made with our P&C to continue to send out notes through the School App rather than in paper, therefore we became a paper-free school only sending home notes to students when they require permission from a parent. As a result, the school was able to save expenditure on copier ink and paper and we could redirect this to purchase resources to support teaching and learning. The school saved over \$7 000.00 on printer and copier ink costs and over \$6 000.00 saved on paper costs in 2020. We are proud of the positive impact this will have long term on our environment, reducing emissions and saving paper.</p> <p>Stemming from a school review in 2019 on communication platforms, we continued to utilise various platforms for specific purposes throughout the year. Being able to engage parents in a meaningful way with their child's</p>	<p>\$4 856.00 - Seesaw for Schools subscription</p> <p>\$1 200.00 - SZapp subscription</p> <p>\$5 912.00 - Sentral subscription</p> <p>\$5 800.00 - Schoolbytes subscription</p> <p>\$2 500.00 - Smartboxfor archiving and record keeping</p> <p>\$1 000.00 - signage</p> <p>\$12 000.00 - replacement of electronic school community noticeboard</p>

Progress towards achieving improvement measures

learning was a fundamental and vital aspect of teaching and learning in 2020 when they were not able to come on site and physically visit classrooms or school events in person. The Seesaw for Schools App enabled parents to share in the learning through their child's learning journal. The School's Facebook page is accessed by 90% of our parents according to the Service Delivery and Communication 2020 Parent Survey. This platform is utilised as a way to celebrate the successes of our students and to enhance a feeling of belonging within our community for certain events, including the Virtual Easter Hat Parade and Education Week online. The School App and Website were fundamental tools in sharing notes and important health and safety advice with students and parents throughout the ever-changing COVID-19 guidelines throughout the year.

A significant process that was implemented in 2020 was the introduction of the Parent Portal through Sentral Education software. We utilised two features of the Parent Portal - online reports and student attendance. Sharing of student learning progress with parents was strengthened through the use of the Parent Portal for reporting as parents could access their child's progress report at any point in time and it also significantly reduced the amount of paper used within the school. The use of the attendance feature meant that parents received a text message from the school when their child was absent, replacing the need to send an email or note upon their return. Parent feedback was positive, especially in relation to saving time and being a more streamlined and efficient method of recording attendance as a school.

The Service Delivery and Communication 2020 Parent Survey highlighted areas of success in a year of restrictions, with 100% of parents stating that they communicated with their child's class teacher in 2020, and 96% of parents communicated with office staff. 91% of parents who completed the survey indicated that they rated the school's communication in relation to COVID-19 as good to very good.

Future directions include the School Administration Manager (SAM) leading a Service Delivery activity as part of the new school plan to seek community feedback throughout the year, reflect on current practice and make informed decisions to improve practice to ensure that there is high quality service delivery at Sherwood Ridge Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$676.00 Resources	This funding was used to maximise Aboriginal and Torres Strait Islander perspectives across teaching and learning in English through the purchase of teacher resource materials. The school has maximised Aboriginal student learning through identifying and analysing data, including School Based data, Learning Progressions, SCOUT data and attendance rates in order to plan individualised and differentiated learning, as reflected in the goals in Aboriginal students Personalised Learning Pathway (PLP).
English language proficiency	<p>\$87 507.00 - 0.800 FTE (Staffing) Specialist EAL/D Teacher</p> <p>\$22 660.00 - 0.400 FTE (Flexible) Specialist EAL/D Teacher - Semester 2</p> <p>\$21 473.00 - (Flexible) SLSOs in class support</p> <p>\$10 000.00 - (Flexible) EAL/D resources</p>	<p>In 2020 Sherwood Ridge Public School was allocated funding for 4 days per week (0.800 FTE) for specialist teachers to assist the students who are members of families who speak English as an Additional Language or Dialect (EAL/D). These students comprise 55.8% of our total language backgrounds other than English (LBOTE) students and 71 different languages are spoken within the school community.</p> <p>The specialist teachers focused on intensive English lessons and social skills for all new arrival students from non-English speaking backgrounds. These lessons not only assisted these students with their English language skills but also their transition to a new country and school.</p> <p>The specialist teachers also worked in mainstream classes, collaborated programs with classroom teachers, developed resources and scaffold lessons to support EAL/D student's immediate language needs in the area of literacy. During our online learning phase, the specialist teachers provided learning packs for beginning EAL/D students and continued constant contacted to support families via weekly phone conversation using the Department of Education interpreting services.</p> <p>Equity funding was used to purchase new and improved resources for EAL/D students, including iPads, computers and language games which has contributed to supporting student's development of English and engagement in learning.</p> <p>At the end of the year new arrival students with limited English received an individualised EAL/D Student Progress Report to inform parents and guardians of their progress in English using the ESL scales, this was in addition to their Semester 2 Student Progress Report written by their class teacher. All students successfully made progress against the ESL scales which assessed student's English language proficiency in the areas of oral interaction, reading and responding and writing.</p>

<p>Low level adjustment for disability</p>	<p>\$131 261.00 - 1.2 FTE (Staffing) - Specialist Learning and Support Teachers</p> <p>\$79 891.00 (Flexible) - SLSOs for in class support</p>	<p>Each school year Sherwood Ridge Public School receives an allocation of funding, pooled for students with a low level disability. Staff determine individual needs through school-based assessments and SCOUT data. IEPs are developed for all students with a diagnosed or imputed disability requiring their learning and support needs to be actively monitored. Students are tracked on the Nationally Consistent Collection of Data (NCCD) which provides a data base for staff to be informed of the individual needs of these students. The IEP is handed on to the student's next teacher for immediate individualisation to ensure students can successfully access the curriculum. Specialist LaST and SLSOs support targeted students across K-6 through the delivery of the programs including MiniLit for Year 1, MacqLit for Years 3-6, Intensive Reading Support and in-class support. Students are targeted through referral to the school's Learning and Support Team, as well as internal and external data. The school has fortnightly LST Meetings which involve the collaboration of school specialist staff (LaST, EAL/D teachers, the School Counsellor, Assistant Principal of Support Classes) in the support of students referred with academic, behavioural, social and emotional needs. This year the team discussed 80 students across K-6 including, including students in the support classes. Parents are consulted and informed throughout the process and successfully work in partnership with the school. External agency support is utilised to further support the students. These meetings result in the implementation of additional strategies, further referrals, monitoring and teacher or student support to ensure the wellbeing needs of students are being addressed.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$168 998 - 1.545 FTE - QTSS Release (Staffing) - 3 x casual teachers for the implementation of Instructional Rounds; temporary teachers employed to enable Team Collaboration Time; temporary teachers employed to release executive staff to mentor, coach and provide professional learning for their teams.</p>	<p>QTSS funding allowed the implementation of Instructional Teaching Rounds. The Implementation of Instructional Rounds focused on student engagement, feedback and mathematics. This has had a significant impact on teacher practice with staff reporting a significant increase in their confidence levels in differentiating content and applying a range of strategies to further engage students. Survey results indicated an increase in students' interest in their learning. Pre and post teacher survey results indicate that teachers feel they now have an established network of colleagues they can turn to for support who they trust and that Instructional Rounds changed their teaching and attitude for the better. A portion of QTSS funding was utilised to provide Team Collaboration Time scheduled each fortnight to provide time for teachers to look at student data as a team, partake in rich collegial discussion about teaching and learning, and to plan and program together in a grade or stage team. This further enhanced collaborative practice across the school and improved practice, resulting in improved student learning</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$168 998 - 1.545 FTE - QTSS Release (Staffing) - 3 x casual teachers for the implementation of Instructional Rounds; temporary teachers employed to enable Team Collaboration Time; temporary teachers employed to release executive staff to mentor, coach and provide professional learning for their teams.</p>	<p>outcomes across the school. In addition, QTSS funding was utilised to release executive staff, Assistant Principals, to be present in classrooms across the grade or stage to work shoulder to shoulder with classroom teachers to improve practice and improve learning outcomes. Class teachers gain a sense of belonging, trust and support from their supervisor when the executive teacher has the opportunity to spend additional time with them each week. This time assists all teaching staff to further develop their skills and knowledge across KLAs to ensure that a culture of high expectations, informed practice and wellbeing is embedded across the school in every learning space.</p>
<p>Socio-economic background</p>	<p>\$15 528.00 (Flexible) - SLSO support in classrooms to support IEPs</p> <p>\$5 000.00 (Flexible) - student assistance provided for uniforms, excursion payments, and extra curricular activities for those student's families in need of financial assistance</p>	<p>Socio-economic funding has supported the implementation of intensive, targeted programs and strategies embedded by specialist teachers and SLSOs. Data, such as SCOUT, School based internal data, Learning Progressions, and Attendance rates were analysed in order to plan individualised and differentiated learning.</p> <p>Funds were used to support families in need and offer financial support so students could attend excursions and school camps. When necessary, school uniforms and food were provided for students. In addition, Student Learning Support Officers (SLSOs) were employed to support students with learning needs and to ensure that all goals set in Out of Home Care IEPs were met.</p>
<p>Support for beginning teachers</p>	<p>\$14 481.00 Support for beginning teacher</p> <p>\$14 481.00 School funded support for beginning teacher</p>	<p>In 2020, SRPS had funding of \$14 481.00 to support two beginning teachers. These teachers were given additional time released off their class to engage in activities to support the development of their skills.</p> <p>They participated in:</p> <ul style="list-style-type: none"> • collegial discussions around programming, assessment and classroom management • mentoring by their supervisors and experienced members of their grade/stage team in planning and curriculum knowledge • classroom observations of their teaching followed by feedback discussions • observations of colleagues and expert teachers in a variety of learning experiences in order to improve their skills • internal and external professional development to improve their content knowledge, strategies for curriculum development and classroom management skills. <p>Beginning teachers were supported by their supervisors in the development of their Performance Development Plans (PDP). These plans were based on school and personal goals. Beginning teachers also engaged in discussions with their supervisors to define the steps required to meet their goals. They were also given additional time off class to support their accreditation journey.</p>

<p>Support for beginning teachers</p>	<p>\$14 481.00 Support for beginning teacher</p> <p>\$14 481.00 School funded support for beginning teacher</p>	<p>Beginning teachers have increased their knowledge, understanding, skills and confidence across a range of aspects of their teaching responsibilities. This has resulted in improved outcomes for the students of Sherwood Ridge Public School. They have reached the goals outlined in their PDP's and are beginning to plan goals for further improvement. Beginning teachers are in the process of completing their accreditation documentation.</p>
<p>Integration funding support</p>	<p>\$66 582.00 (Targeted funding) - full expenditure on SLSO support for all students who receive integration funding</p>	<p>Teaching and learning programs across the school support individual learning needs of students with integration funding. SLSOs are timetabled to provide support to classroom teachers who have students in their class with identified, additional learning needs or a diagnosed disability.</p>
<p>Literacy and numeracy</p>	<p>\$91 883.00 - 0.840 FTE Literacy and Numeracy Intervention (Staffing)</p> <p>\$34 734.00 (Flexible) - Literacy and Numeracy - SLSOs for literacy and numeracy program support in the classroom</p>	<p>The introduction of Instructional Leaders in Literacy and Numeracy resulted in focused attention to explicit programming of Literacy and Numeracy, shared understanding of quality teaching through professional learning, collaborative programming, demonstration lessons/peer feedback and deep analysis of student learning with measures for assessment for, as and of learning. This focus has shown promising results not only in student achievement but also in the development of teacher practice and teacher collective efficacy and will continue to be a focus in the next school plan where impact can be accurately measured.</p> <p>Fifty Year 1 students accessed the MiniLit program to support their literacy development and showed progress in reading and spelling. Thirty students in Years 3-6 accessed the MacqLit program to support their literacy development and showed progress in reading and spelling.</p>
<p>Professional learning</p>	<p>\$51 340.00</p>	<p>During 2020 professional learning opportunities were limited due to COVID-19 NSW Health and DoE restrictions on meetings and PL experiences. Staff participated in school development days, staff development meetings, grade administration and grade team meetings (grade learning discussions), committee meetings and stage planning. Staff also participated in online professional learning via the Zoom app.</p> <p>On school development days staff participated in the following professional learning: In Term 1 - Code of Conduct; Child Protection update and NESAs. In Term 2 - 'Overcoming Struggle and Uncertainty' Dr Adam Fraser. In Term 3 - Launch of 'School Excellence in Action' Mark Scott and Murat Dizdar; English PL on planning and programming. Term 4 - creating a school vision and team planning.</p> <p>The following mandatory training was</p>

<p>Professional learning</p>	<p>\$51 340.00</p>	<p>undertaken, Code of Conduct, Child Protection, Fire Training, Anaphylaxis and CPR.</p> <p>In Term 1, the following PL was undertaken through Staff Development Meetings: Reading Eggs, English Data Driven Planning and Programming which became a series of PL's across the year and PD/H/PE. There was a Twilight Session on an Introduction to Learning and Teaching in Innovative Learning Environments.</p> <p>In Term 2, most meetings and PL were undertaken via the Zoom app and focussed around planning for at-home learning, using Google Classroom and staff wellbeing.</p> <p>In Term 3, whole staff PL was undertaken in Wellbeing and English. A series of workshops were also held around the new school Strategic Improvement Plan: The School Planning Cycle, Keep, Chuck, Change, What Works Best Analysis themes 3,4,5,6,7 and 8. There was also a series of Opt - in sessions on teaching students diagnosed with Autism Spectrum Disorder, and School Excellence Framework evaluation.</p> <p>In Term 4, whole staff PL was undertaken in Report Writing, Situational Analysis, High Potential and Gifted Education Policy, PAT Assessments and Smiling Minds.</p> <p>Other PL was undertaken in PAL, Best Start and Teaching Strategies for Behaviour Support. Highly Accomplished Educator teaching staff supported their colleagues through targeted professional learning in Mathematics through team teaching and demonstration lessons.</p> <p>Various executive staff were involved in the following professional learning: School Planning Cycle, What Works Best, SIP, SCOUT, Spirals Master Class and local executive network meetings.</p> <p>Early Career Teachers were supported through the school's mentoring program, which involved the pairing of Early Career Teaches with experienced teachers and the provision of time for lesson observations and feedback, planning and professional discussions around learning.</p>
<p>School support allocation (Principal Support)</p>	<p>\$41 850.00 (School support allocation) - 0.326 FTE Business Manager</p> <p>\$55 302.00 (School funded) - 0.674 FTE Business Manager</p>	<p>The Business Manager position remained in place in 2020 to support the school principal establish clear links between fiscal management and improvement in student learning outcomes. As a result, school finances and budget are directly linked to school priorities and initiatives. Student learning outcomes remain a priority as the school principal has more time for educational leadership and to build the leadership capacity of the school executive.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	496	493	464	439
Girls	435	434	412	382

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95.7	95.1	94.2
1	95.6	94.4	95.1	94
2	95.6	95.5	94.7	95.9
3	94.9	96.4	95	94
4	95.1	94.9	95.2	95.4
5	94.9	95.1	94.8	95.1
6	94.6	94.2	94.1	94.6
All Years	95.2	95.2	94.8	94.8
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.48
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.87

*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	1,385,727
Revenue	7,325,367
Appropriation	6,845,354
Sale of Goods and Services	60,267
Grants and contributions	407,133
Investment income	5,143
Other revenue	7,470
Expenses	-7,317,539
Employee related	-6,540,173
Operating expenses	-777,366
Surplus / deficit for the year	7,828
Closing Balance	1,393,555

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	66,582
Equity Total	373,996
Equity - Aboriginal	676
Equity - Socio-economic	20,528
Equity - Language	141,640
Equity - Disability	211,152
Base Total	5,805,220
Base - Per Capita	215,439
Base - Location	0
Base - Other	5,589,781
Other Total	520,808
Grand Total	6,766,606

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

In 2020, data from the Tell Them From Me Parent Survey indicated that parents and carers felt welcomed at Sherwood Ridge PS and that information from the school was presented clearly and in plain language, especially during the remote, home learning period and through the many changes required in the school relating to the global COVID-19 pandemic (6.8). They also felt that their child's reports were informative and written in terms they could understand (6.2). Parents believed that their children were encouraged to do their best and teachers took into account their child's needs, abilities and interests when planning and teaching (7.1). They felt the school supported positive behaviour through school expectations and acted on issues in a timely manner (7.3).

Parent participation in the school through P&C, committees and fundraising was maintained during COVID-19 restrictions. Overall, all surveys indicated that parents felt valued as a part of the school community, even in a challenging year.

Students felt a positive sense of belonging (66% - Tell Them From Me Student Survey) and that they had positive relationships with teachers and peers (85%). Students valued schooling (90%) and found school interesting and motivating (73%). They also felt that their learning was effective (8.4), relevant (7.7) and that teachers were explicit and provided feedback (7.7). Students also had positive relationships (8.4) with their teachers and felt that teachers provided positive safe working environments that fostered success (8.4).

Teachers felt that school leaders create a safe orderly environment that supports the establishment of goals for both students and teachers (6.6 - Tell Them From Me Teacher Survey). Teachers indicated that they felt that the school has a collaborative environment which is evidenced through grade and Stage planning, program sharing and in-class support (8.0). Teachers felt that a culture of high expectations has been fostered throughout the school through professional learning, goal setting and collaborative planning (8.1). They also see the use of data as a key factor in moving students forward and informing their practice (7.7). Teachers see the school as an inclusive, positive place to work (8.5).

Parents, students and teachers feel that Sherwood Ridge Public School is a safe school that supports positive behaviour, learning and wellbeing.

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.