

# 2021 Annual Report

## Sherwood Grange Public School



4328

## Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

To meet the academic, social, emotional, creative and physical needs of every child in our care. This will be achieved through consistent explicit, evidence based teaching and a strong culture of collaborative practice where teachers analyse, interpret and use data to evaluate teaching and inform planning.

Every student will be known, valued and cared for within a culture of high expectations where students are able to connect, succeed and thrive. This will be achieved through a continued focus on meaningful, research based wellbeing programs and initiatives that drive ongoing school improvement.

## School context

Sherwood Grange Public School is located in a quiet suburban area in Merrylands West with a current enrolment of 274 students. 66% of students come from Language Backgrounds other than English, with Arabic and Turkish being the predominant language groups in the community. A strong focus on student wellbeing fosters a positive, settled school tone, where children feel happy, safe and supported. Highly skilled and inspirational teaching and administration staff foster an atmosphere in which students are encouraged to care for others and give their best.

Staff, parents and 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 where everyone has a sense of belonging.

The situational analysis was completed in 2020. Through the triangulation of a range of data sources and consultation with the school community we identified a need to develop teachers' data literacy skills and establish school wide processes for the systematic collection and analysis of data. Collaborative practices were identified as another area to be enhanced, with a focus on the use of relevant data to drive teaching and learning, plan interventions and improve student growth and attainment.

The three high level focus areas for improvement are:

**Strategic Direction 1 - Student Growth and Attainment**

**Strategic Direction 2 - Assessment and Feedback**

**Strategic Direction 3 - Collaboration and Leadership**

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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   | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| 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                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1: Student growth and attainment

### Purpose

To enhance capacity of staff in the authentic use of data to drive effective classroom practice by implementing school wide processes for consistent and systematic collection and analysis of meaningful data. This will result in improved student learning outcomes in reading and numeracy.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Teaching
- Differentiation

### Resources allocated to this strategic direction

**Socio-economic background:** \$107,178.79  
**Professional learning:** \$3,216.78  
**English language proficiency:** \$57,545.35  
**QTSS release:** \$55,722.65  
**Low level adjustment for disability:** \$133,300.85  
**Literacy and numeracy intervention:** \$47,089.56  
**Integration funding support:** \$121,256.00  
**Aboriginal background:** \$3,262.85  
**Refugee Student Support:** \$2,289.15  
**Literacy and numeracy:** \$2,096.00

### Summary of progress

#### Data Driven Teaching

In 2021 we developed staff capacity in the analysis and use of data to drive programming through the development and implementation of a Success Criteria Rubric System for data collection, analysis of external data sources and regular stage team data talks. These activities led to consistent, explicit teaching K-6 focused on shared goals drawn from a range of data sources. Student achievement of external performance measures began to align more closely with internal assessments, which demonstrates improved staff understanding of system expectations for student achievement. While significant progress was made in this initiative in Semester One, learning from home impacted progress significantly in Semester Two and data practices will need to be reestablished in 2022. Teacher self assessments against the SEF element *Data Skills and Use* showed improvement across all themes when compared to 2020. This indicates that while practices are not yet embedded across the school, teachers are developing a deeper understanding of best practice in the analysis and use of data.

#### Differentiation

In 2021 we strengthened our practices for identifying the need of students and interventions required to support their safe, equitable participation in all areas of school life. Through collaboration with families, external agencies and DoE specialist staff, we developed the skills and capacity of teachers, SLSOS and the executive team to meet the specific needs of every child. This resulted in effective, high impact interventions, safer student engagement and a sense of self confidence among SLSOS. Professional learning with the EAL/D Education Leader was not able to go ahead due to learning from home, but will be resumed in 2022 with a focus on meeting the needs of EAL/D learners through effective vocabulary instruction.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|-------------------------|------------------------------|
|                         |                              |

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|---|---|
| <b>Literacy</b> - Uplift of 5% of students in top two bands in Reading.           | 2021 results indicate a 13% uplift in students achieving in the top two bands in Reading. The goal for 2022 is to maintain and continue to build on this progress in order to achieve the 2022 improvement measure of an uplift of 9%.  |
| <b>Literacy</b> - Uplift of 3% of students achieving expected growth in Reading.  | 2021 results indicate a 17% uplift in students achieving expected growth in Reading. The goal for 2022 is to maintain and continue to build on this progress in order to achieve the 2023 improvement measure of an uplift of 7%.       |
| <b>Numeracy</b> - Uplift of 4% of students in top two bands in Numeracy.          | 2021 results indicate a 14% uplift in students achieving in the top two bands in Numeracy. The goal for 2022 is to maintain and continue to build on this progress in order to achieve the 2022 improvement measure of an uplift of 8%. |
| <b>Numeracy</b> - Uplift of 3% of students achieving expected growth in Numeracy. | 2021 results indicate a 13% uplift in students achieving expected growth in Numeracy. The goal for 2022 is to maintain and continue to build on this progress in order to achieve the 2023 improvement measure of an uplift of 7%.      |
| <b>Attendance</b> - Uplift of 2% of students attending >90% of the time.          | 2021 data indicates a decrease of 8.6% in students attending >90% of the time. Strategies will be implemented in 2022 to support progress towards the 2022 improvement measure of an uplift of 4%.                                      |

## Strategic Direction 2: Assessment and Feedback

### Purpose

To ensure quality data informs planning and decision making, current assessment and feedback practices will be evaluated and refined at a whole school and team level. This will result in the collection of accurate formative and summative assessment data and support consistent teacher judgement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment
- Feedback

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,562.67

### Summary of progress

#### Assessment

In 2021 assessment practices in reading were reviewed and refined through high impact professional learning, collaborative data analysis and collaborative planning. Teacher reflections on What Works Best (WWB): Assessment indicated improved staff understanding of assessment and deep, honest reflection on current practices. Teachers had a clear vision of where to next. High quality assessment tasks were planned but unable to be implemented during Term 3. The implementation of Check In Assessments across 3-6 and the Year 1 Phonics Screening Check improved staff understanding of a range of assessment practices and informed modifications to teaching practice that will facilitate and promote student success in future external assessments. 2021 NAPLAN results were also more closely aligned with internal assessment data than in previous years, which reflects an improved teacher understanding of quality assessment and systemic expectations for student achievement that is confirmed by WWB survey data which showed an uplift of 0.3 in response to the question *I make use of external points of reference when assessing student tasks*. Assessment moderation was an intended focus, but teacher workload, scheduling challenges and restrictions on face to face meetings meant that progress was limited. This is reflected in the WWB survey data, particularly responses to the question *I collaborate with others when marking/grading to ensure consistent teacher judgement*. 2022 will see a renewed focus on prioritising moderation to ensure consistent teacher judgement.

#### Feedback

In 2021 we increased the amount of feedback sought from students, staff and parents through the implementation of the full suite of Tell Them From Me surveys, WWB surveys and a range of school based staff surveys. The activities planned for responding to student feedback, particularly regarding their sense of belonging, changed significantly due to learning from home in Term 3. The focus shifted to maintaining students' connection with the school community through wellbeing challenges, class wellbeing Zoom meetings and regular phone calls to targeted students. The extended period of learning from home is reflected in a decrease of 5% in students reporting a positive sense of belonging between the Term 2 and Term 4 TTFM student surveys, however there was still an overall uplift of 8% when compared with 2020 survey results.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| 100% of teachers use effective assessment strategies to measure student progress against syllabus outcomes in Reading. | 100% of students are using effective assessment strategies to measure student progress against syllabus outcomes in Reading. The goal for 2022 is to consolidate this progress to ensure high quality assessment becomes a deeply understood and embedded practice. |
| Regular, systematic moderation of Reading assessments is embedded  | Delay in implementing initiatives in Term 3 required this progress measure to be continued into 2022. Feedback from Educational Leaders in Semester   |

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| school wide and all staff demonstrate consistent, evidence based judgement.                       | 1 indicated that 70% of classroom teachers have demonstrated improvement in consistent teacher judgement.  |
| Uplift of 10% of parents participating in the Tell Them From Me Survey.                           | Participation data indicates an 18% uplift in parents completing the Tell Them From Me survey. Strategies will be implemented in 2022 to promote parent participation in the survey in order to achieve the 2024 improvement measure of a 50% uplift.                              |
| Uplift of 5% in students reporting a positive sense of belonging in the Tell Them From Me survey. | Tell Them From Me data gathered in November indicates an uplift of 8% of students reporting a positive sense of belonging. Programs will be implemented in 2022 that will continue building on this progress in order to achieve the 2024 improvement measure of an uplift of 21%. |



### Strategic Direction 3: Collaboration and Leadership

#### Purpose

To enhance the collaborative culture and maintain high expectations, coaching and mentoring will support improved collaborative teaching practice and student outcomes across the school.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Distributed Educational Leadership
- Enhanced collaborative practices

#### Resources allocated to this strategic direction

**Socio-economic background:** \$38.73

**Aboriginal background:** \$671.30

**English language proficiency:** \$7,045.57

**Literacy and numeracy:** \$7,344.07

#### Summary of progress

##### Distributed Educational Leadership

In 2021 an expanded executive leadership structure was implemented that included a Deputy Principal and two 0.5 Assistant Principals, allowing for an Assistant Principal on each stage. Feedback from staff and survey data indicates that this model has been highly successful with 92% of staff agreeing or strongly agreeing that the new structure has been beneficial and that they have felt more supported than in previous years. Reflections by the Educational Leaders Team show that the leadership opportunities provided have developed their skills and capacity in a range of areas including team management, collaboration, data use and assessment.

##### Enhanced Collaborative Practices

In 2021 teachers developed a deeper understanding of collaborative practices through high impact professional learning around WWB and engagement in team data talks. In Semester One, school wide practices for data talks were established and implemented which supported teachers to develop and work towards shared goals for student learning and achievement. School practice around data talks requires consolidation in 2022 due to the impact of learning from home in Term 3. Walk throughs were intended to be implemented in Semester Two but have been deferred. The need for a strengthened focus on collaborative practices is reflected in the WWB survey data, with teacher ratings in the area of collaboration indicating an improved understanding of true collaboration as opposed to cooperation. This is corroborated by teacher reflection on the Australian Institute for Teaching and School Leadership (AITSL) Essential Guide to Professional Learning - Collaboration which showed a 30% uplift in positive ratings of collaborative practices across the school.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| Increased leadership opportunities are made available to staff and systems for building leadership capacity and maintaining accountability are established. | In 2021 five additional staff members took on higher level executive leadership positions compared to 2020.                                |
| 100% of teachers engage in regular data talks and classroom walk  | In 2021 100% of teachers engaged in data talks. Strengthening and embedding this practice will be a focus in 2022. Classroom walk throughs |

|           |                        |
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| throughs. | were deferred to 2022. |
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| Funding sources  | Impact achieved this year   |
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| <p>Refugee Student Support</p> <p>\$2,289.15</p>       | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• The provision of SLSOs to support student engagement and language development in the classroom.</li> <li>• The establishment of playground clubs to support students' language and social development.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- refugee students being effectively supported to engage in all aspects of school life. SLSOs will remain an important aspect of student support at Sherwood Grange.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- professional learning for SLSOs to develop their skills and knowledge of how to most effectively support refugee students.</li> </ul>   |
| <p>Integration funding support</p> <p>\$121,256.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Sherwood Grange Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist the implementation of Personalised Learning and Support Plans for students with additional learning needs</li> <li>• staffing release for targeted professional learning around acquired brain injuries</li> <li>• additional staffing for the provision of structured playground activities to support the social and emotional development of students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the effective delivery of PLSPs and students meeting their personalised learning goals</li> <li>- students with additional needs being supported to engage safely in the playground</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- deeper collaboration between teachers and SLSOs around the implementation of PLSPs</li> <li>- professional learning for SLSOs focused on the specific needs of students they work with</li> </ul> |
| <p>Socio-economic background</p> <p>\$107,217.52</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sherwood Grange Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>  |

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| <p>Socio-economic background</p> <p>\$107,217.52</p>   | <p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching</li> <li>• Distributed Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• establishment of an off class Deputy Principal position</li> <li>• establishment of two additional 0.5 Assistant Principal positions to facilitate the educational leadership of each stage team</li> <li>• executive release time to support effective leadership and the planning and delivery of high impact professional learning</li> <li>• additional staffing to allow an off class Assistant Principal to lead learning support and intervention programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- staff buy in and commitment to meeting the improvement measures of the 2021-24 SIP</li> <li>- the development of teachers' skills in the collection, analysis and use of data to inform effective teaching and learning</li> <li>- curriculum leadership that ensures the effective delivery of data driven teaching from K-6</li> <li>- the targeted delivery of high quality intervention programs that result in measurable improvement in student achievement</li> <li>- achievement of system negotiated NAPLAN targets</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continuing the current educational leadership structure in 2022</li> <li>- shift towards stage based delivery of HIPL around data skills and use</li> </ul>   |
| <p>Aboriginal background</p> <p>\$3,934.15</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sherwood Grange Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Distributed Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (SLSO) to deliver personalised support for Aboriginal students</li> <li>• release time for teachers to develop Personalised Learning Pathways for Aboriginal students in collaboration with their carers and caseworkers</li> <li>• purchasing of resources to support ATSI perspectives across KLAS</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the development and implementation of high quality, relevant PLPS resulting in improved outcomes for Aboriginal students</li> <li>- effective classroom support for Aboriginal students</li> <li>- well resourced Aboriginal education for all students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- ongoing assessment of the needs of current ATSI students and monitoring of their progress towards PLP goals</li> <li>- expanding the collection of resources to support ATSI perspective across the curriculum</li> </ul> |
| <p>English language proficiency</p> <p>\$64,590.92</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sherwood Grange Public School.</p>   |

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| <p>English language proficiency</p> <p>\$64,590.92</p>         | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching</li> <li>• Differentiation</li> <li>• Distributed Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional bilingual staff to support communication</li> <li>• establishment of two additional 0.5 Assistant Principal positions to support effective curriculum leadership</li> <li>• establishment of Deputy Principal position to lead school improvement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- effective data analysis and the identification of school focus areas for improvement in reading</li> <li>- the effective delivery of targeted small group interventions that support the language development of EAL/D students</li> <li>- the delivery of HIPL around explicit teaching strategies led by stage Assistant Principals</li> <li>- EAL/D students exceeding system negotiated NAPLAN targets for expected growth</li> <li>- enhanced communication between the school and the Arabic and Dari speaking parent community</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continuing with the current educational leadership structure in 2022</li> <li>- collaboration between the educational leadership team and the EAL/D Education Leader around effective strategies for vocabulary instruction</li> <li>- HIPL to develop teacher knowledge of the EAL/D learning progressions and strategies for supporting students</li> <li>- continued HIPL focused on data driven teaching</li> </ul> |
| <p>Low level adjustment for disability</p> <p>\$133,300.85</p> | <p>Low level adjustment for disability equity loading provides support for students at Sherwood Grange Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching</li> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with MiniLit, an evidence-based intervention, to increase learning outcomes</li> <li>• Assistant Principal in off class role to lead the delivery of targeted intervention programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- effective leadership of learning and support that meets the individual needs of students with disabilities</li> <li>- improved phonics knowledge and reading skills of students engaged in targeted intervention programs</li> <li>- effective implementation of PLSPS and curriculum adjustments to meet the needs of students with disabilities</li> <li>- structured playground activities that support the needs of students and reduce behaviour incidents</li> </ul>   |

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| <p>Low level adjustment for disability</p> <p>\$133,300.85</p> | <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- review of school processes for the development and implementation of PLSPS</li> <li>- continuing the learning support case management role</li> <li>- HIPL for classroom and intervention teachers around explicit teaching strategies and reasonable adjustments</li> </ul>  |
| <p>Literacy and numeracy</p> <p>\$11,002.74</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sherwood Grange Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Assessment</li> <li>• Distributed Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy (School Magazine, Inquisitive)</li> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• SLSOs paid to attend school development days to engage in both whole school and targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the delivery of well resourced literacy and numeracy programs K-6</li> <li>- increased SLSO capacity to engage students and support the delivery on personalised literacy and numeracy programs</li> <li>- Improved literacy and numeracy outcomes as shown by NAPLAN results</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- maintaining subscriptions to high quality online resources that are widely used by staff</li> <li>- continued professional learning for SLSOs</li> </ul> |
| <p>QTSS release</p> <p>\$55,722.65</p>                         | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sherwood Grange Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs through curriculum leadership</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Effective collaboration between the Educational Leaders</li> <li>- Strong curriculum leadership of every stage team</li> <li>- High quality, data driven teaching and learning across K-6</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continuing the current model of executive release to maintain highly effective leadership</li> </ul>   |
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>   | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sherwood Grange Public School who may be at risk of not meeting</p>   |

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|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p> | <p>minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to allow an off class Assistant Principal to lead the delivery of evidence-based literacy and numeracy intervention programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- rigorous use of data to identify students for small group intervention</li> <li>- increased teacher capacity to plan and deliver explicit, targeted interventions that effectively meet the identified needs of students</li> <li>- measurable student growth in literacy and numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Maintaining the current leadership model for intervention programs</li> <li>- Further school based professional learning for interventionist staff around data analysis and use in planning</li> </ul>   |
| <p>COVID ILSP</p> <p>\$163,233.01</p>                        | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in reading and number</li> <li>• releasing teaching staff to support the administration of the program through data analysis and monitoring of student progress</li> <li>• employment of additional staff to plan differentiated learning tasks during learning from home</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- delivery of effective, evidence based small group intervention programs</li> <li>- expansion of the school's existing intervention program to target an increased number of students</li> <li>- higher levels of engagement with learning from home among targeted students</li> <li>- measurable student progress in literacy and numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- focus support on students in Years 1-3 for whom COVID has caused the most signification disruptions to the development of foundational literacy and numeracy skills</li> <li>- continued professional learning for staff around data analysis and evidence based teaching strategies</li> </ul> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 171        | 158  | 153  | 139  |
| Girls    | 164        | 145  | 151  | 136  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 92.8 | 92.6 | 93.8 | 90.9 |
| 1         | 92   | 92.6 | 93.9 | 93.1 |
| 2         | 93.5 | 93   | 92.7 | 93.1 |
| 3         | 94.3 | 91.2 | 93.3 | 90.3 |
| 4         | 93.4 | 92.8 | 92.7 | 92.3 |
| 5         | 94.3 | 93.5 | 95.4 | 90.4 |
| 6         | 94.6 | 91.8 | 95.5 | 92.3 |
| All Years | 93.5 | 92.5 | 94   | 91.8 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)                    | 9.46 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 275,850                 |
| <b>Revenue</b>                        | 2,991,257               |
| Appropriation                         | 2,953,298               |
| Sale of Goods and Services            | 1,917                   |
| Grants and contributions              | 35,089                  |
| Investment income                     | 453                     |
| Other revenue                         | 500                     |
| <b>Expenses</b>                       | -2,958,866              |
| Employee related                      | -2,707,034              |
| Operating expenses                    | -251,833                |
| <b>Surplus / deficit for the year</b> | 32,391                  |
| <b>Closing Balance</b>                | 308,241                 |

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

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

|                         | 2021 <b>SBAR Adjustments (\$)</b> |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 104,555                           |
| <b>Equity Total</b>     | 309,043                           |
| Equity - Aboriginal     | 3,934                             |
| Equity - Socio-economic | 107,218                           |
| Equity - Language       | 64,590                            |
| Equity - Disability     | 133,301                           |
| <b>Base Total</b>       | 2,121,229                         |
| Base - Per Capita       | 74,941                            |
| Base - Location         | 0                                 |
| Base - Other            | 2,046,288                         |
| <b>Other Total</b>      | 172,455                           |
| <b>Grand Total</b>      | 2,707,282                         |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The student, parent and staff Tell Them From Me (TTFM) surveys were completed across the school in 2021 to elicit feedback from all stakeholders in the school community.

### Parent/Carer Satisfaction

Parent responses in the 2021 TTFM 'Partners in Learning' Parent Survey reflect the challenges of maintaining positive connections and communication with the school community during learning from home and under COVID-19 restrictions when students returned to site. This is most apparent in the average scores for the measures 'Parents feel welcome' and 'Parents are informed' which were both below the NSW Government norm for primary schools. The closure of the P&C in 2020 is another contributing factor to this trend. Responses to measures related to ongoing school practices and culture showed higher levels of satisfaction, with the average scores for 'Inclusive school', 'School supports learning' and 'School supports positive behaviour' aligning with the NSW Government norm. The focus in 2022 will be on increasing participation rates in the TTFM parent survey to strengthen the validity of the data and on rebuilding the sense of belonging within the school community.

### Student Satisfaction

Student responses in the 2021 TTFM Primary Survey indicate positive levels of student satisfaction and social-emotional outcomes. Comparative data for the areas of 'Sense of Belonging', 'Advocacy at School' and 'Positive Learning Climate' all showed an increase in positive responses since 2020. While the overall trends were positive, the challenges faced by students during learning from home were reflected in slight drops in positive responses for most survey areas between the April and November surveys. Activities planned as part of the Strategic Improvement Plan in 2022 will focus on addressing TTFM trends through new initiatives and strengthening current wellbeing practices in order to enhance students' sense of belonging.

### Teacher Satisfaction

Teacher responses in the 2021 TTFM 'Focus on Learning' Survey indicated high levels of teacher satisfaction with scores across the eight drivers of student learning closely aligned with NSW Government Norms. The highest average scores were in the area of 'Inclusive School', particularly questions regarding establishing clear expectations for behaviour and learning. Lower scores in areas related to parent involvement reflected the results of the parent survey and the changes to school practice due to COVID-19 guidelines. A focus in 2022 will be strengthening school practices related to parent involvement in order to drive student outcomes.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.