

2022 Annual Report

Sherwood Grange Public School



4328

Introduction

The Annual Report for 2022 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

Sherwood Grange Public School
Bruce St
Merrylands, 2160
<https://sherwoodgr-p.schools.nsw.gov.au>
sherwoodgr-p.school@det.nsw.edu.au
9632 9447

Message from the principal

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

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

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

I proudly present this Annual Report for 2022 to the community of Sherwood Grange Public School as an account of the school's operations and achievements throughout the year.

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

Warm regards,

Vicki Robertson

Principal

School 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	2022 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: \$83,518.00
English language proficiency: \$66,485.20
QTSS release: \$51,714.45
Low level adjustment for disability: \$135,211.24
Integration funding support: \$115,518.00
Aboriginal background: \$3,028.41
Refugee Student Support: \$1,680.38
Professional learning: \$11,051.00

Summary of progress

Data Driven Teaching

In 2022 we continued to develop staff capacity in the analysis and use of data to drive programming through the refinement of school data collection systems, triangulation with external data sources and ongoing data talks. Data talks were stage based and whole school based with the purpose of monitoring trends in student achievement and planning explicit, targeted teaching. A full year of onsite teaching and learning has resulted in the collection of more accurate student data through the implementation of a range of quality assessments. Teacher self assessment against the School Excellence Framework (SEF) element *Data Skills and Use* placed school progress at Sustaining and Growing across all four themes, which reflects growth in the themes of *Data use in teaching* and *Data use in planning* when compared to 2021. This indicates that deep and collaborative analysis of student learning outcomes, and the identification of future learning is being embedded into whole school practice.

Differentiation

In 2022 a comprehensive range of intervention programs and strategies ensured that every student was known, valued and cared for. The strategic use of SLSO staff to meet the needs of identified students and provide differentiation through programs such as MiniLit and Playground Clubs resulted in improved academic, behavioural and social outcomes. Key staff engaged in InitialLit training and a review of the program's implementation was conducted. Adjustments were made to ensure equity in program delivery and fill the gaps in learning which had resulted from extended periods of learning from home in the previous two years. The school Personalised Learning Support Plan format was reviewed and modified to align more closely with the Nationally Consistent Collection of Data for School Students with Disabilities and support more effective interventions and curriculum adjustments. The focus for 2023 will be on continuing to build staff capacity in the early identification of student needs and high quality curriculum differentiation, particularly using the new K-2 syllabus documents.

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
NAPLAN Reading - Uplift of 9% of students in top two bands in Reading.	2022 results indicate an overall 10% decrease in students achieving in the top two bands in Reading. However Year 3 results indicated an uplift of 17%.

Literacy - Uplift of 5% of students achieving expected growth in Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Numeracy - Uplift of 8% of students in top two bands in Numeracy	2022 results indicate an 18% decrease in students achieving in the top two bands in numeracy.
Numeracy - Uplift of 5% of students achieving expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Attendance - Uplift of 4% of students attending >90% of the time	2022 data indicates a 27% decrease in students attending >90% of the time. Strategies will be implemented in 2023 to support progress towards the 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

Summary of progress

Assessment

In 2022 assessment practices in reading were refined across the school focusing on the effective implementation of InitialLit diagnostic assessments in K-2 and the Department of Education Stage Based Comprehension Assessments in 3-6. This resulted in the collection of more accurate data on student achievement and improved staff understanding of high quality assessments aligned with teaching and learning programs. Moderation of reading assessments prioritised as a focus of the professional learning each term, with Educational Leaders mentoring their teams in the analysis of student work samples against syllabus outcomes. Moderation has become an embedded collaborative practice and staff have demonstrated increased understanding of expected student achievement. As a result, trends identified through school-based assessments are consistent with external data sources including NAPLAN, Check In Assessments and Year 1 Phonics Screening. This has informed future learning goals and explicit teaching practices. Teacher self assessments against the SEF element *Assessment* showed an on balance judgement of Sustaining and Growing across the four themes, which is consistent with 2021. The focus in 2023 will be reviewing and refining assessment practices in Mathematics.

Feedback

In 2022 there was a strong focus on developing students' sense of belonging across the school. Focus group surveys were conducted to triangulate Tell Them From Me (TTFM) data and unpack student responses to the survey questions around belonging. A range of wellbeing initiatives were implemented including a school support dog, the Top Blokes program for Stage 3 boys and Mental Health Month. A new Student Wellbeing Officer continued to support students through a range of programs including circle time, check ins and structured playground activities. These activities resulted in a 13% uplift in students reporting a positive sense of wellbeing in TTFM. However, for the second year there was a dip in results between the Semester 1 and Semester 2 snapshots. The focus in 2023 will be on continuing to build on the positive results and implementing strategies to maintain a strong sense of belonging in Semester 2. A range of feedback was sought from parents including the implementation of the TTFM and school based surveys on specific topics including the re-establishment of a P&C. A working group was formed to re-establish a P&C, with the inaugural meeting to be held early in 2023. Participation rates in the TTFM parent survey were maintained from 2021. In 2022 strategies will be implemented to increase the participation rate and ensure data is an accurate representation of the school community.

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 teachers use effective assessment strategies to measure student progress against syllabus outcomes in Reading.

Regular, systematic moderation of Reading assessments is embedded school wide and all staff demonstrate consistent, evidence based judgement.	Moderation of reading assessments is an embedded practice across all stages. Feedback from Educational Leaders indicates that 70% of teachers demonstrate consistent, evidence based judgement.
Uplift of 25% of parents participating in the Tell Them From Me Survey.	Participation data indicates that the 18% uplift in parents completing the Tell Them From Me Survey was maintained from 2021.
Uplift of 10% 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 13% of students reporting a positive sense of belonging.

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

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$2,136.00

Summary of progress

Leadership

In 2022 the expanded educational leadership structure established in 2021 was maintained, with the addition of an Assistant Principal, Curriculum and Instruction in Semester 2. There was a focus on developing the Educational Leadership Team's skills and knowledge of school governance systems, particularly planning and evaluation of the Strategic Improvement Plan in SPaRO. This resulted in improved staff capacity and the distribution of leadership across the team. The strategic allocation of staff roles and responsibilities saw all staff engage in roles beyond the classroom and provided opportunities for them to develop professional skills and knowledge aligned to their strengths and level of experience. In 2023 the focus will be on developing the Educational Leadership Team's knowledge of the new English and Mathematics syllabus documents in order to lead curriculum reform across the school.

Collaboration

In 2022 key collaborative practices including Data Talks and Quality Teaching Rounds were strengthened across the school. Under the leadership of the Assistant Principal, Curriculum and Instruction, systems were embedded for the ongoing analysis of a range of data sources and development of shared goals for student achievement. This resulted in stage teams engaging in deep collaboration across all phases of the teaching and learning cycle. Quality Teaching Rounds were introduced as an initiative to enhance collaborative practices across the school. The Educational Leadership Team engaged in High Impact Professional Learning to develop a shared understanding of the purpose of Quality Teaching Rounds and led the first round of observations and feedback with a focus on Learning Intentions and Success Criteria (LISC). Through professional learning, staff reflected and refined their practice before the second round of observations. Quality Teaching Rounds resulted in the consistent implementation of LISC across the school. In 2023 the focus of Quality Teaching Rounds will be the continued enhancement of LISC including the provision of effective teacher feedback and facilitation of student self reflection. These strengthened practices have continued the shift from a cooperative approach towards deeper, more authentic collaboration across the school. Teacher reflections on the Australian Institute of Teaching and School Leadership Essential Guide to Professional Learning - Collaboration which showed consistently positive ratings of collaborative practices across the school when compared to 2021. The time required for effective collaboration was identified as the main barrier to more substantial progress in this area and will be a focus in 2023, particularly in the context of curriculum reform.

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
An increased number of staff engage in roles beyond the classroom and systems for building leadership capacity and maintaining accountability are embedded.	In 2022, all staff engaged in roles beyond the classroom. In addition, 5 staff took on higher level executive duties in a relieving capacity throughout the year.

100% of teachers engage in Quality Teaching Rounds.

In 2022, 100% of teachers engaged in Quality Teaching Rounds, this practice will be strengthened and embedded in 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,680.38</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • engage with external providers and specialists to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in the following impact: Students from refugee backgrounds were supported to engage in differentiated learning and develop a sense of belonging. The teacher providing this strategic support worked closely with a DoE EAL/D specialist resulting in the development of skills and knowledge that impacted on the learning programs provided for targeted students. This strategic support resulted in improved outcomes for those students, particularly in their English development and social confidence.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - SLSOs continue to be employed to assist targeted students - SLSOs being aware of student individual PLPS and learning goal to ensure they can provide the appropriate support to assist students to achieve set goals
<p>Integration funding support</p> <p>\$115,518.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist the implementation of Personalised Learning and Support Plans for students with additional learning needs • additional staffing for the provision of structured playground activities to support the social and emotional development of students with additional needs <p>The allocation of this funding has resulted in the following impact: The use of funding to cater for the diverse learning and well being needs of individual students has resulted in the effective delivery of PLSPs and students meeting their personalised learning goals in consultation with parents and care givers. Students learning goals were developed, implemented and monitored as part of the PLSP process involving the Learning Support team, class teachers and SLSOs. Additional staff were employed to delivery small group instruction in Literacy using the MiniLit</p>

<p>Integration funding support</p> <p>\$115,518.00</p>	<p>program involving students needing intervention. Students progress was recorded and monitored displaying growth in literacy after completing the program.</p> <p>The engagement of additional SLSOs to support students with additional needs on the playground, assisted students to engage in appropriate play with peers to develop a sense of well being and belonging.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - deeper collaboration between teachers and SLSOs around the implementation of PLSPs - professional learning for SLSOs focused on the specific needs of students they work with
<p>Socio-economic background</p> <p>\$83,518.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Teaching • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Initialit program to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>Funding was used strategically to enable students to access appropriate learning programs and educational experiences. Support staff were employed to support students in their learning, with a focus on literacy and numeracy. Funds were used so that student could attend and participate in extra curricula activities. This impact increased engagement in learning and build a genuine sense of belonging. The funding was used to build capacity within the leadership team, which directly impacted on the provision of high quality teaching and learning within classrooms. The employment of wellbeing staff provided social and emotional support for vulnerable students both within classroom and on the playground. The collection and analysis of data resulted in the identification of students requiring additional support was then implemented.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Update EAL/D reporting policy and procedures to ensure all NAPS and EAL/D students have a relevant report of achievement and language development - Continue with AP Wellbeing off class role to coordinate the Wellbeing Hub
<p>Aboriginal background</p> <p>\$3,028.41</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$3,028.41</p>	<ul style="list-style-type: none"> • release time for teachers to develop Personalised Learning Pathways for Aboriginal students in collaboration with their carers and caseworkers • purchasing of resources to support ATSI perspectives across KLAS <p>The allocation of this funding has resulted in the following impact: Students from an Aboriginal and Torres Strait Islander background were supported through the development and implementation of high quality, relevant PLPS resulting in improved outcomes for students. These plans were developed collaboratively with the parent or care giver, student and teacher to ensure the individual students goals were meeting the need of the individual student. All class teachers supported Aboriginal and Torres Strait Islander students through effective classroom pedagogy by integrating Aboriginal perspectives across all Key Learning Areas. Funding was used to purchase new educational resources for teachers to support students within the classroom.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuing the current educational leadership structure in 2023 - shift towards stage based delivery of HIPL around PLPs and catering for needs of students from an Aboriginal and Torres Strait Islander background
<p>English language proficiency</p> <p>\$66,485.20</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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • establishment of two additional 0.5 Assistant Principal positions to support effective curriculum leadership • establishment of Deputy Principal position to lead school improvement <p>The allocation of this funding has resulted in the following impact: Students from all four phases of English language learning at Sherwood Grange Public School have been supported through effective data analysis and the identification of school focus areas for improvement in reading. The effective delivery of targeted small group interventions that support the language development of EAL/D students has ensured all students language needs have been identified and catered using the ESL scales as content descriptors to measure achievement and growth. The employment of bilingual SLSOs and support staff have opened communication to all students and parents, particularly to the Arabic and Dari parent community.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuing with the current educational leadership structure in 2023 - collaboration between the educational leadership team and the EAL/D Education Leader around effective strategies for vocabulary instruction - HIPL to develop teacher knowledge of the EAL/D learning progressions and strategies for supporting students - continued HIPL focused on data driven teaching
<p>Low level adjustment for disability</p> <p>\$135,211.24</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$135,211.24</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Driven Teaching • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Minilit program to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The employment of a full time Assistant Principal Wellbeing impacted students throughout the school by providing a strong wellbeing focus across the school. Assistant Principal coordinated the Learning and support team, assisting teachers to identify students requiring additional support. Support for teachers in making adjustments for students in class through PLPS was implemented. Working collaboratively with the Learning Support team, School counselor and external practitioners, applications for relevant Integration Funding support or placement at specialist classes was completed for students requiring additional support. The MiniLit program, targeting students with learning needs in literacy, assisted students to develop basic English concepts and understanding in phonics and reading. Assessment data concluded the majority of students who participate in the program made progress and growth.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - review and consolidate school processes for the development and implementation of PLSPS - continuing the learning support case management role - HIPL for classroom and intervention teachers around explicit teaching strategies and reasonable adjustments for all students
<p>Professional learning</p> <p>\$13,187.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sherwood Grange Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Enhanced collaborative practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff Development Days unpacking syllabus content and expectations • Stage based Professional Learning to plan units of work, assessment and reporting comments • Staff Professional learning on InitialLit and MiniLit • Whole school Curriculum Reform Professional Learning <p>The allocation of this funding has resulted in the following impact: Professional Learning was implemented at school Staff development days, meetings and in stage based teams. Casual relief for Educational Leaders planning days allowed for the collaborative planning of HIPL delivered to stage teams. Course fees and casual relief for teachers to attend professional learning aligned with school priorities and PDP goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to expand opportunities for teachers to attend off site professional learning aligned to school priorities and PDP goals - Ensure all K-2 and relevant executive staff have current InitialLit training to ensure evidence informed planning and high quality program delivery - All staff accessing relevant Curriculum Reform Professional Learning and

Professional learning \$13,187.00	additional release time to plan for the implementation of the new K-2 and 3-6 English and Mathematics syllabus
QTSS release \$51,714.45	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: The QTSS funding was used to ensure effective collaboration between the Educational Leaders by providing time for the team to meet, collaborate and plan the educational programs across the school. this resulted in strong curriculum leadership of every stage team and high quality, data driven teaching and learning across K-6. Stages used a variety of assessment tools both summative and formative to assess student achievement of syllabus outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing the current model of executive release to maintain highly effective leadership
COVID ILSP \$133,540.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: COVID ILSP funds were utilised for the delivery of effective, evidence based small group intervention programs using the MiniLit program as a guide for instruction. Funds were also used for the expansion of the school's existing intervention program to target an increased number of students requiring small group instruction in literacy and numeracy. Data suggests measurable student progress in literacy and numeracy due to the implementation of explicit instruction.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - delivery of effective, evidence based small group intervention programs - expansion of the school's existing intervention program to target an increased number of students - higher levels of engagement with learning in classrooms - measurable student progress in literacy and numeracy

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	158	153	139	127
Girls	145	151	136	131

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	93.8	90.9	85.5
1	92.6	93.9	93.1	85.7
2	93.0	92.7	93.1	85.9
3	91.2	93.3	90.3	86.6
4	92.8	92.7	92.3	83.9
5	93.5	95.4	90.4	89.4
6	91.8	95.5	92.3	85.6
All Years	92.5	94.0	91.8	86.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.41
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	308,241
Revenue	3,280,060
Appropriation	3,189,400
Sale of Goods and Services	1,316
Grants and contributions	84,059
Investment income	4,485
Other revenue	800
Expenses	-3,175,174
Employee related	-2,914,185
Operating expenses	-260,988
Surplus / deficit for the year	104,886
Closing Balance	413,127

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.

	2022 SBAR Adjustments (\$)
Targeted Total	117,198
Equity Total	342,013
Equity - Aboriginal	3,028
Equity - Socio-economic	115,669
Equity - Language	88,105
Equity - Disability	135,211
Base Total	2,133,185
Base - Per Capita	69,487
Base - Location	0
Base - Other	2,063,698
Other Total	312,441
Grand Total	2,904,838

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.

Parent/caregiver, student, teacher satisfaction

The student, parent and staff Tell Them From Me (TTFM) surveys were completed across the school in 2022 to elicit feedback from all stakeholders in the school community.

Parent/Carer Satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parent responses indicate that in regard to 'Two-way Communication with Parents', the most positive responses indicates that **parents feel welcome** at Sherwood Grange PS as indicated through statements such as:

- I am well informed about school activities.
- Teachers listen to concerns I have.
- Written information from the school is in clear, plain language.
- The school's administrative staff are helpful when I have a question or problem.

Parents at Sherwood Grange **support learning at home** through the following statements as parents agree:

- they discuss how well their child is doing in his or her classes.
- Encourage their child to do well at school.
- Praise their child for doing well at school.
- Talk with their child about feelings towards other children at school.

Parents view that the **School supports learning** as teachers have high expectations for their child to succeed and teachers show an interest in the child's learning. Teachers expect homework to be done on time and expect their child to work hard.

Sherwood Grange Public School supports positive behaviour as parents strongly believe their child is clear about the rules for school behaviour. Teachers expect their child to pay attention in class maintain control of their classes.

Student Satisfaction

Student responses in the 2022 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' are still an area of focus for Sherwood Grange PS.

72% of students outlined they had a positive sense of belonging and 93% of students displaying positive behaviour at school.

Students indicated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback and feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Students understand there are clear rules and expectations for classroom behaviour.

Our most positive result was that students view that school staff emphasise academic skills and hold high expectations for all students to succeed.

While the overall trends were positive, the challenges faced by students returning to school from 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 2023 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 2022 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. Other positive areas include 'Data Informs Practice' and 'Collaboration', where teachers indicated that:

- assessments help teachers understand where students are having difficulty.
- formal assessment tasks to help students set challenging goals.
- regular use of data from formal assessment tasks to decide whether a concept should be taught another way - formal assessment tasks to inform lesson planning
- students are given feedback on how to improve their performance on formal assessment tasks
- they work with other teachers in developing cross-curricular or common learning opportunities.
- collaborate and talk with other teachers about strategies that increase student engagement and discuss learning problems of particular students with other teachers.

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 2023 will be strengthening school practices related to parent involvement in order to drive student outcomes.

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 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

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.