

2022 Annual Report

Sherwood Ridge Public School



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Introduction

The Annual Report for 2022 is provided to the community of Sherwood Ridge Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

In 2022, Sherwood Ridge PS opened our gates and classrooms once again in the first full year of uninterrupted school in some time, delighting in the sense of community this revived in our school culture. Each event was well attended by families, including Book Week and Easter Hat parades, Mothers and Father's Day afternoon teas, Harmony and Education Week community picnics and Grandparents' Day. What a year we had from sports carnivals and performing arts festivals, to science fairs and maths days, there have been many opportunities for our students to showcase their interests and talents. We will maintain this positive partnership, knowing that the link between home and school is vital for our students' sense of belonging.

In 2022, we opened our Yarning Circle with a traditional Smoking Ceremony performed by an Aboriginal Elder, with our SRC and School Captains in attendance, along with a performance by the Choir for our guests. It was a special moment for our school and one that will leave a legacy, marking a new beginning for Sherwood Ridge PS with a focus on Aboriginal Education and cultural inclusion.

Our P&C worked tirelessly to raise money for a Support Unit playground upgrade - Mission Possible, hosting trivia nights, walk-a-thons and discos, all the while keeping community at heart with stalls and second-hand uniform sales.

Our teachers engaged collaboratively in data-informed practice to ensure that each student continues to make progress in their learning, always making sure that wellbeing remains a priority. At SRPS our staff, both teaching and non-teaching, always put the needs of students first, demonstrating passion and dedication to high quality education.

My vision is for Sherwood Ridge to be a lighthouse school, known and respected for best practice. In 2022, we opened our doors to other schools in the local network, who sent teams of staff to join us for learning walks and to witness how we use data to inform practice, our inquiry approach to teaching and how we make links to Aboriginal Education. This is another accomplishment for us as a school this year and one that we need to call out and celebrate as a school community.

I thank our parents and carers for their unwavering support and for their partnership in educating their children. I look forward to 2023 and continuing that partnership in every child's learning journey.

Regards,

Mrs Jody Sullivan, Principal

School vision

Sherwood Ridge Public School, an inclusive school where wellbeing and student growth and achievement for all is at the centre of what we do. Students and teachers actively engage in learning, with parents and carers as partners in this journey, all striving together to create a future generation of strong, capable and driven lifelong learners. At Sherwood Ridge every student, every teacher and every family is known, valued and cared for.

School context

Sherwood Ridge Public School is a vibrant, inclusive and innovative future-focused school in Kellyville with an enrolment of 732 students, including three support classes catering for the needs of students with Autism and Moderate Intellectual Disabilities. We share a community rich in culture with 57% of our students with a language background other than English. In 2021, 86% of the student population were born in Australia with 41% of students identifying as having English as an Additional Language or Dialect. As a school community we speak 50 different languages with Mandarin at 11%, representing our largest language group. 1% of our students identify as Aboriginal and overall student attendance is 94.58%.

With student growth and wellbeing at the centre of all decision making, the school strives to support all students to reach their potential within the classroom, in the playground, on the sporting field and across all areas of the curriculum. We foster a high expectations learning culture for all, to ensure a continuous cycle of school-wide improvement, one where every student, every teacher and every leader improves every year.

Students are provided with a variety of extra-curricular opportunities in Sport, STEM and the Creative Arts both during school hours and through the external providers who use our facilities.

The whole school community have been consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified three key areas that will form the focus of the next 4 years: Student Growth and Attainment, Educational Leadership and Collaborative Practice and A Planned Approach to Wellbeing and Engagement.

Vital to the success of these strategic directions is our passionate and dedicated educators and support staff who prioritise student learning and their wellbeing. With strong foundations in differentiated pedagogy, our teachers are supported through a highly visible and active Learning and Support Team and Instructional Leaders who work alongside our classroom teachers to provide personalised learning. We strive to develop self-directed learners who are able to articulate where they are at with their learning and what their next steps are to improve. All students have learning goals which they work towards achieving, allowing them to take responsibility for their learning progress and success.

Our work with individual students is responsive and closely monitored to ensure that we not only reduce the impact of disadvantage for our most vulnerable students but also ensure the needs of our high potential and gifted students are met. Individual and targeted support will be provided where growth is not evident, using pre and post assessment to assess the impact of this support.

The leadership team will continue to focus on creating a learning environment where collaborative practice and feedback strengthen teacher capacity to improve practice. Staff will be supported in the use of data driven practices and effective research-based teaching strategies through Instructional Leaders, personalised professional learning and accessing departmental support staff and resources to ensure ongoing improvement so that every student makes measurable progress each year. Key to this is achieving the identified system-negotiated target areas in Reading and Numeracy along with continual monitoring of student performance data to determine impact and areas of need at a class and whole school level. The involvement of the whole school community in this process is essential for success.

Work will take place on strengthening and embedding our approach to wellbeing and student engagement, one that sees teachers and parents working in partnership along with a committed P&C to meet the changing needs of our students. Supporting students to work through difficulties, build resilience and implement effective strategies to be successful when faced with challenges will be crucial in preparing our students for the future.

Our staff have a relentless focus on engaging students in learning and working with parents to inspire students to achieve their best and to strive for excellence in all that we do as a wider school community. Together this four year plan will support our students to grow into strong, capable and driven lifelong learners.

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	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting, analysing and using data to drive differentiated instruction that focuses on explicit teaching strategies with individualised feedback and high expectations for all in order to challenge students and encourage continuous improvement.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Operational funding: \$129,474.38
Literacy and numeracy: \$34,734.00
Literacy and numeracy intervention: \$96,534.00
QTSS release: \$44,474.24
6300 -School and community: \$87,283.00
Professional learning: \$30,688.00
English language proficiency: \$81,809.00
Low level adjustment for disability: \$208,198.62
Socio-economic background: \$19,530.00
Integration funding support: \$99,203.00
Refugee Student Support: \$993.00

Summary of progress

Our focus for 2022 was to improve student learning outcomes in reading and numeracy. We have refined and sustained a whole school process for collecting, analysing and using data to drive differentiated instruction. Instruction focused on explicit teaching strategies with individualised feedback and the use of high expectations in order to challenge and encourage continuous improvement for all students. Student growth and attainment focused on data driven practices, high impact professional learning and differentiated instruction including disability inclusion and high potential and gifted education. This focus was achieved through the continuation of the Instructional Leader position, Data Talks and Intensive Learning Support, along with the introduction of the activities Visible Learning Goals and Curriculum which centred around the introduction of the new K-2 Curriculum. 2022 has seen the achievement of six out of twelve progress measures. Of the remaining 6 progress measures, two were not able to be measured due to lack of NAPLAN data from 2020 to demonstrate expected growth. Four progress measures were not met, two being the NAPLAN top 2 bands targets and the remaining two being the check-in related targets. It is important to note that the NAPLAN trend data demonstrates that while there was a dip in comparison to 2021 results, there is still an upward lift in comparison to trend data, with 2022 being higher than all results from 2013 to 2019. This would suggest a cohort spike in 2021. While we have also not met the check-in assessment target our downturn in results is consistent with those across the state and for SSSG schools.

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
• A minimum of 66% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading (1.27% increase from 2021 Actual).	Self-assessment against the School Excellence Framework (Learning Domain) shows the school currently performing at 'Sustaining and Growing' in the element of 'Student Performance Measures' theme of NAPLAN. This has partly been achieved through a sustained focus on student growth and attainment with the implementation of high impact professional learning through Spirals of Inquiry in understanding and creating texts, and Instructional Leadership. In addition to this, our school is currently pushing into the level of 'Excelling' in the element of 'Student Performance

<ul style="list-style-type: none"> • A minimum of 66% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading (1.27% increase from 2021 Actual). 	Measures' theme of NAPLAN (Reading) where most (61%) students achieve in the Top 2 bands for NAPLAN Reading. Actual figure 60.88% 5.12% below target.
<ul style="list-style-type: none"> • A minimum of 69% of students achieving expected growth in NAPLAN reading (1.11% above 2021 Actual) 	There are no expected growth figures available from NAPLAN due to the cancellation of NAPLAN 2020.
<ul style="list-style-type: none"> • At least 70% of students K-3 will have achieved school identified reading targets with associated comprehension: Kindergarten - PM Level 8, F&P Level E; Year 1 - PM Level 17, F&P I; Year 2 - PM Level 22, F&P M; Year 3 - PM Level 25. F&P P. 	In 2022 83% of students K-3 are at or above the school identified reading targets with associated comprehension. Kindergarten achieved 81.6%; Year 1 achieved 79.3%; Year 2 achieved 84.3%; Year 3 achieved 85.8%.
<ul style="list-style-type: none"> • All staff using the Literacy Progressions within the sub-element Understanding Texts. 	100% of classroom teachers are using the NSW Literacy Progressions to track student learning in Reading in the sub-element of Understanding Texts (UnT). Through Spirals of Inquiry, the majority of teachers are tracking student learning in writing using the progression sub-elements of Creating Texts (CrT). Groups of teachers are also using the sub-elements of Grammar (GrA), Punctuation (PuN) and Fluency (FIY) in their classroom practice and as the foundation of Bump It Up Walls.
<ul style="list-style-type: none"> • A minimum of 56.5% of students achieving in the top two bands of NAPLAN numeracy (1.27% increase from 2021 Actual). 	Self-assessment against the School Excellence Framework in the Learning Domain shows the school currently performing at 'Sustaining and Growing' in the element of 'Student Performance Measures' theme of NAPLAN Numeracy where at least 35% of students achieved in the top 2 bands for NAPLAN numeracy. This has been achieved through shoulder to shoulder teaching, Data Talks and high impact professional learning based on evidence-based practice and current research in what works best. Actual figures 44.38% 12.12% below expected target.
<ul style="list-style-type: none"> • A minimum of 64.8% of students achieving expected growth in NAPLAN numeracy (lower bound system negotiated target). 	There are no expected growth figures available from NAPLAN due to the cancellation of NAPLAN 2020.
<ul style="list-style-type: none"> • All staff to gain a deeper understanding of the Numeracy Progressions. 	100% of classroom teachers are using the NSW Numeracy Progressions to track student learning in mathematics as a result of teacher collaboration and data analysis in Data Talks. Teachers have used the sub-elements of Additive Strategies and Multiplicative Strategies to assess student learning and design learning activities to meet student needs. All teachers have used the IfSA tool to assess student learning and track progress on the progressions in ALAN.
<ul style="list-style-type: none"> • School achieves 'Sustaining and Growing' for all themes in the element of 'Data Skills and Use'. 	Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing', for all themes in the element of 'Data Skills and Use' achieving this progress measure. This has been achieved through implementing Data Talks across K-6.
<ul style="list-style-type: none"> • All students receiving Intensive Learning Support show growth in their learning. 	All students receiving Intensive Learning Support have shown growth in their learning, evidenced by pre- and post- assessment data. Self-assessment against the Learning domain of the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' for the theme of 'Individual Learning Needs'. This has been achieved as a result of teaching staff and our School Counsellor using evidence-based approaches, programs and assessment.
<ul style="list-style-type: none"> • Overall growth in Numeracy Check-In assessment from Semester 1 to Semester 2 in Years 4 and 6. 	Year 6 Check-in data shows negative growth from Semester 1 to Semester 2 of - 4.6% with SSSG being -3.9 and the state -4.6% Year 4 Check-in data shows positive growth from Semester 1 to Semester 2 of 4.6% with SSG being 6.8% and the state being 7.4% The Check-in data for Year 6 is not reflective of ability, 2021 NAPLAN, PAT or in class assessment. In moving forward we need to look at testing timing, preparation and student engagement with the test to be better placed to achieve the best possible outcome for results.

<ul style="list-style-type: none"> • Overall growth in Reading Check-in assessment from Semester 1 to Semester 2 in Years 4 and 6. 	<p>Year 6 Check-in data shows a difference from Semester 1 to Semester 2 of - SSSG being -7.7% and the state -6.6%. Year 4 Check-in data shows positive progress from Semester 1 to Semester 2 of SSG and the state being 8.2%. The Check-in data for Year 6 is not reflective of ability, 2021 NAPLAN, PAT or in class assessment. In moving forward we need to look at testing timing, preparation and student engagement with the test to be better placed to achieve the best possible outcome for results.</p>
<ul style="list-style-type: none"> • 50% of students at the completion of Year 1 are 'on track (28-40 out of 40) in the phonics screening assessment tool. 	<p>60% of our students at the completion of Year 1 are 'on track' in the phonics screening assessment tool, meeting this progress measure.</p>

Strategic Direction 2: Educational leadership and whole school collaboration

Purpose

In order to develop educational leadership across the school and build a high expectations learning culture we will develop and foster instructional leadership across the school learning community focused on a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

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.

- High Expectations Learning Culture
- Collaborative Practice and Feedback

Resources allocated to this strategic direction

Operational funding: \$160,394.04

School support allocation (principal support): \$38,604.00

6300 -School and community: \$237,047.60

QTSS release: \$114,921.19

Summary of progress

Our focus for 2022 was to continue to foster a learning culture that values collaboration while supporting individuals and teams to strengthen collective teacher efficacy and pedagogical understanding in order to improve student learning outcomes. With the ongoing use of a 3 tiered approach including individual support, grade/stage differentiated and targeted high impact professional learning and whole school approaches to developing teacher capacity, we have been able to further develop whole school collaboration and improve teaching practice. With a focus on high impact professional learning through Spirals of Inquiry, along with shoulder-to-shoulder teaching through the Mentoring, Highly Accomplished Educator, What Works Best Sprints and STEM Specialist programs, leaders have supported teachers to develop their practice and build an understanding of an ongoing cycle of school improvement. We have fostered a culture of collective efficacy and seen staff share, learn from one another and work towards achieving common goals and a shared vision of excellence through explicit teaching and high expectations for all. 2022 has seen the achievement of four out five progress measures with the fifth being on achieving 80% of the collective progress measures where we only achieved 65%. This initiative has been the most successful Strategic Direction in 2022 in terms of achievement of progress measures.

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
• School achieves 'Sustaining and Growing' in the theme 'Professional Learning' in the element of 'Learning and Development'.	Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing', achieving this progress measure. This has been achieved predominately through Spirals of Inquiry and in part What Works Best Sprints.
• School embeds financial processes to address school strategic priorities and meet 80% of identified improvement goals.	School has not met this progress measure. Of the 20 progress measures, 11 have been met, 6 have not been met with a further 3 no data available (NAPLAN Growth and TTFM with data still to come). This has resulted in 65% of the identified improvement goals met.
• School achieves 'Sustaining and Growing' in the theme 'Collaborative Practice and Feedback' in the element of 'Learning and Development'.	Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing', achieving this progress measure through the activities Spirals of Inquiry and What Works Best Sprints.
• School achieves 'Sustaining and Growing' in the theme 'Expertise and	Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' in the theme

<p>Innovation' within the element of 'Learning and Development'.</p>	<p>'Expertise and Innovation' within the element of 'Learning and Development' achieving this progress measure. This has been achieved predominately through HAE but also through Data Talks and Spirals of Inquiry.</p>
<ul style="list-style-type: none"> • School is working towards achieving 'Sustaining and Growing' in the theme 'High Expectations Culture' within the element of 'Educational Leadership'. 	<p>Self-assessment against the School Excellence Framework shows that the School is performing at 'Sustaining and Growing' in the theme 'High Expectations Culture' within the element of 'Educational Leadership', achieving this progress measure. This has been achieved predominantly through the Mentoring program.</p>

Strategic Direction 3: A strategic approach to wellbeing and engagement

Purpose

In order to nurture student wellbeing and foster engagement we will develop and sustain a planned approach that supports all students to connect, succeed, thrive and improve learning outcomes.

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.

- A Planned Approach to Wellbeing
- Whole School Engagement

Resources allocated to this strategic direction

Operational funding: \$104,007.31

6300 -School and community: \$20,000.00

Aboriginal background: \$1,045.00

Professional learning: \$17,550.00

Summary of progress

Our focus for 2022 was to continue to foster a supportive, positive learning culture in which teacher efficacy impacted on student wellbeing and engagement. All students connect, succeed, thrive and improve learning outcomes. With a sustained and planned approach, we strived to embed evidence-based changes to whole school wellbeing practices, nurturing student wellbeing. We maintained a relentless focus on creating an environment of high challenge and support to promote enthusiastic, independent learners who are committed to lifelong learning.

With a focus on the continuation of the Year 4/ 5 Project and Student Agency, the introduction of the Wellbeing Mentor role and the inclusion of an activity for Aboriginal Education and Parents as Partners in Learning we have strived to engage the whole school community in a shared vision where every student, teacher and family is known, valued and cared for. This has resulted in the ongoing nurturing of a cohesive and inclusive learning culture where our students can achieve their best.

2022 has seen the achievement of two out of five progress measures. Of the three remaining progress measures, two are Premiers Targets, one being Attendance which has not been met and the other being Wellbeing which we are awaiting Tell Them From Me results. The third progress measure is based on the Tell Them From Me area of students placing themselves in the desirable quadrant with high skills and high challenge. This progress measure is the least favourable out of all school progress measures.

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
• A minimum of 91.1% students attending school 90% of the time or more (lower bound system-negotiated target).	The school did not meet this progress measure as in 2022 the actual was 55.2%, requiring an uplift of 35% to reach the lower bound target of 91.1%. The school has continued to use the systems embedded to closely monitor student attendance. 5 weekly data monitoring is in place with individual student monitoring for students whose attendance is less than 80%. Deputy works closely with HSLO and classroom teachers to support individual attendance. Attendance has improved slowly across the year. Existing target will remain the same for 2023.
• Score a minimum of 89.6% in the Tell Them From Me Wellbeing Aggregate (lower bound system-negotiated target).	The school did not meet this target as in 2022 the actual was 81.28%, requiring an uplift of 8% to reach the lower bound system-negotiated target of 89.6%. A continued focus on achieving the progress measure is the focus of the Wellbeing Mentor who has been able to ensure that all initiatives, processes and practices have purpose and validity. Achieving a score of 81.28% in 2022 ensures the need for continued focus. This progress

<ul style="list-style-type: none"> • Score a minimum of 89.6% in the Tell Them From Me Wellbeing Aggregate (lower bound system-negotiated target). 	<p>measure is also being addressed through Student Agency, Spirals of Inquiry and many aspects of our Strategic Improvement Plan. Existing targets will remain the same across 2023.</p>
<ul style="list-style-type: none"> • School achieves 'Sustaining and Growing' in the theme 'A Planned Approach to Wellbeing' in the 'Wellbeing' element. 	<p>Our school has achieved the progress measure of achieving 'Sustaining and Growing' in the theme 'A Planned Approach to Wellbeing' in the 'Wellbeing' element. Students (W.A.V.E.), Staff (Wellbeing) and Parents (TTFM) completed surveys to assess levels of engagement and wellbeing. From these surveys, the school has delivered measurable improvements to teaching programs, school facilities and extra-curricular clubs.</p>
<ul style="list-style-type: none"> • 52% of students in the Tell Them From Me Student Survey are placed in the desirable quadrant with high skills and high challenge (base 49%). 	<p>The school did not meet this progress measure as in 2022 the actual was 38%, requiring an uplift of 14% to reach the lower bound target of 52%. 38% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.</p>
<p>School maintains 'Sustaining and Growing' in the theme 'High Expectations' in the element of 'Learning Culture.'</p>	<p>There is demonstrated commitment within SRPS that all students make learning progress. This is evident through the use of individual learning plans to support students' learning including gifted and high potential students, Out of Home Care and students with additional needs. These plans are continually updated, with parent consultation. Partnerships with parents and students are evident through the sharing of learning goals on reports and termly on the Seesaw App for all students. By communicating goals we demonstrate our support for clear improvement aims and planning for learning. Thus, Sherwood Ridge has maintained 'Sustaining and Growing' in the theme 'High Expectations' in the element of 'Learning Culture'.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$993.00</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of specialised staff to support students with additional language needs, including students from diverse backgrounds and cultures. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - individualised support for new refugee students based on assessment data completed by the EAL/D teacher and staff - specialist in-class support for identified students, including withdrawal of small groups and one-to-one-support, enabling all students to access the curriculum and resources to achieve expected growth in their learning - support from the EAL/D specialist teacher in collaboration with classroom teachers in identifying language demands, resulting in an increase in confidence in using everyday conversational language. <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to work as a LST team with specialist staff using their in-depth knowledge of students and their families to sustain academic growth. A focus for 2023 will be to foster positive relationships with culturally and linguistically diverse parents to improve home-school communication to enhance learning and wellbeing.</p>
<p>Integration funding support</p> <p>\$99,203.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sherwood Ridge 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO staff to provide additional support for students who have high-level learning needs and receive integration funding • development of PLaSPs that specifically cater for literacy, numeracy, physical, social/emotional needs of students with additional learning needs or a disability • PLaSPs are developed in consultation with parents and carers, implemented and reviewed by staff, to ensure student's needs are being met and their personalised learning goals are being achieved • creation of systems to support needs of students when transitioning through grades, teachers, programs, schools and between primary and high school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all eligible students demonstrating progress towards their personalised learning goals <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, SLSO staff will continue to provide in-class and playground support for identified students to meet their wellbeing needs so that students successfully achieve their personalised learning goals.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sherwood Ridge Public School who may be</p>

<p>\$19,530.00</p>	<p>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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional SLSOs to implement the Gold Star Reading program to support identified students with additional needs and/or low engagement in reading <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students from a range of backgrounds being able to access equipment, uniforms and activities - improved reading outcomes with each student moving at least two reading recovery levels, some students moving up three levels - increased engagement with quality texts - increased reading fluency, confidence and enjoyment of reading. <p>After evaluation, the next steps to support our students will be:</p> <p>Next year, specialist staff will continue to provide intensive, targeted support for students from diverse backgrounds to access texts, reading resources and the opportunity to work with an adult to practice reading on a regular basis to ensure equal opportunity and enable all students success in their learning.</p>
<p>Aboriginal background</p> <p>\$1,045.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sherwood Ridge 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"> • A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • PLPs for all Aboriginal students identifying learning goals and a cultural goal • Aboriginal Education Committee formed to further develop staff and community understanding of Aboriginal heritage and culture development • Department expert leading high impact professional learning for teaching staff in the 8 Ways of Learning • purchasing of resources to further support teaching and learning of Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - upskilling staff in teaching strategies that support Aboriginal students in their learning and engagement in school - development and implementation of a school Acknowledgement of Country co-created by Student Representative Council, approved by the local AECG - Aboriginal student's learning needs being explicitly met through their PLP's - Staff and students developing a stronger understanding of the significance of the school's cultural spaces - local history included in History and Geography units of work K-6 - increased use of Literature containing content about Aboriginal peoples, histories and culture - identification of sites in our local area that are culturally significant to Aboriginal and Torres Strait Islander peoples linking to their understanding of connection to land and place

<p>Aboriginal background</p> <p>\$1,045.00</p>	<p>- providing an environment of cultural safety for Aboriginal students, staff, parents and other members of the school community.</p> <p>After evaluation, the next steps to support our students will be: Next year, staff will continue to engage in the 8 Ways of Learning course and embed this knowledge throughout teaching practices. Focusing on increasing staff knowledge and understanding of Aboriginal Education and Aboriginal perspectives in all syllabus documents across the curriculum to further increase Aboriginal perspectives in teaching and learning programs. We will further unpack the Strong Strides Together document for future planning. In 2023, we will foster an environment of cultural safety for Aboriginal students, staff, parents and carers, making stronger partnerships with the local AECG and local Aboriginal community.</p>
<p>English language proficiency</p> <p>\$81,809.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sherwood Ridge 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist EAL/D teacher 3 days a week to provide intensive support for targeted students from EAL/D backgrounds both individual and in-class support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • EAL/D students at the beginning level of the EAL/D Learning Progressions receive intensive support to increase access to curriculum and enrich learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - intensive support for EAL/D learners to access academic language needs across the curriculum - EAL/D learners achieved expected growth on the EAL/D learning progressions - all students receiving targeted group support increased on average one level in at least one area of the learning progressions and on average one level on the ESL scales - most EAL/D students who received intense support increased on average a reading growth of 5 benchmarked reading levels <p>After evaluation, the next steps to support our students will be: The school's specialist EAL/D teacher will continue to work as part of a dynamic learning and support team to provide intensive, targeted support for EAL/D students. In consultation with The Ponds EAL/D Leader, deliver high impact professional learning to increase capabilities of teachers to meet the diverse needs of students from differing linguistic, cultural and religious backgrounds to ensure equal opportunity and enable all student's success in their learning. A focus for 2023 will be to continue to build and maintain positive partnerships with families from differing cultural backgrounds to ensure that home-school communication is valued to enhance student learning and wellbeing.</p>
<p>Low level adjustment for disability</p> <p>\$208,198.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Sherwood Ridge 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 including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$208,198.62</p>	<p>include:</p> <ul style="list-style-type: none"> • engagement of a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for targeted students within the classroom through the employment of School Learning and Support Officer • development of needs-based learning and support programs to meet the physical, cognitive, social/emotional and sensory needs of identified students • specialist staff collaborating with classroom teachers to build capacity in meeting the needs of identified students • specialist LaST and SLSOs employed to support targeted students across K-6, through the delivery of programs, including LaST literacy and numeracy programs, MiniLit for identified Year 1 and 2 students, and in-class and/or playground support for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all staff informed of which students in their class are included on the NCCD and are therefore tracked by the Learning Support Team, providing staff with valuable information about individual needs of each student - in consultation with students, parents/carers, PLaSPs including SMART goals were developed for 17 mainstream students with a diagnosed or imputed disability, resulting in 13 students achieving their goals - 39 students in Year 1 or 2 accessed the MiniLit program, implemented by SLSOs, resulting in all students demonstrating growth in spelling and increased between two and four reading levels; and all students improved in their ability to blend CVC words, read sight words and read and write simple sentences - 28 students in mainstream classes received SLSO assistance in the classroom and/or playground to further support their physical, cognitive, social/emotional and sensory needs, resulting in the achievement of SMART goals from PLaSPs. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, Learning and Support will continue to focus on a team approach of specialist staff with LaST, EAL/D, SLSO and COVID ILS skillsets to ensure student needs are known, understood, tracked and met across the school. The different stages across the school will continue to be supported through a case management approach based on data. The employment of trained SLSOs and specialist teaching staff will continue to allow a greater number of students being supported.</p>
<p>Professional learning</p> <p>\$48,238.00</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 Ridge 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 Practices • Personalised Learning • A Planned Approach to Wellbeing • Whole School Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • differentiated, high impact professional learning for all staff using a variety of formats, aligned with school priorities, the needs of students, and the achievement of professional goals • embed individual student learning goals as the impetus for collaborative planning, programming, instruction and evaluation of the curriculum in every classroom. The aim is to ensure that every student has data-driven, personalised learning goals in Literacy and Numeracy • implementation of new K-2 curriculum within which all teachers effectively develop their knowledge and understanding of syllabus content and curriculum requirements • teachers supported in developing their cultural competence through HIPL

<p>Professional learning</p> <p>\$48,238.00</p>	<p>in Aboriginal perspectives so that every student has an understanding of Aboriginal heritage, culture and history of the interaction between Indigenous and non-Indigenous peoples</p> <ul style="list-style-type: none"> • staff participating in High Impact Professional Learning on developing student voice and agency within the classroom. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all staff have engaged in high impact professional learning that aligns with their PDP goals and/or the Strategic Improvement Plan with clear links to improving student outcomes - 100% of staff have aligned at least one PDP goal to the Strategic Improvement Plan and made measurable gains in improving student outcomes as a collective through engagement with high impact professional learning targeting Strategic Direction 1 - Student Growth and Attainment - staff have further enhanced their understanding of EAL/D learners, disability adjustments and behaviour support to further meet the varying needs of all students - curriculum leaders engaged with NSW Maths Strategy K-2 and 3-6 developing deep curriculum knowledge to then lead and share teaching pedagogy and resources across the school, improving quality teaching practices in numeracy - school leaders engaged in The Ponds Network Community of Practice and other leadership development professional learning that built capacity in their role, provided opportunities to engage with colleagues across the network/state to further develop school and leadership practices - school leadership has been strengthened through four Assistant Principals and a Deputy Principal engaging in the Middle Leadership Pathways Professional Learning course. <p>After evaluation, the next steps to support our students will be:</p> <p>Professional development will continue with a three tiered approach focussing on providing teachers with what they need to ensure student progress and achievement. Funding will be targeted to continue to support teacher PDP goals which will require all staff to have at least one PDP goal aligned to the Strategic Improvement Plan. We will continue to provide opportunities for staff to engage in professional learning at a school, network and department level, targeting areas within the Strategic Improvement Plan. Leaders will lead professional learning within their teams and across the school sharing knowledge, expertise and practices gained from leadership professional learning. Teachers will actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p>
<p>Literacy and numeracy</p> <p>\$34,734.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sherwood Ridge Public School from Kindergarten to Year 6.</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 Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of an instructional leader to work shoulder to shoulder with teachers to demonstrate best practice in teaching literacy and numeracy to support student learning in English and mathematics across the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the instructional leader continued to work shoulder to shoulder with K-6 classroom teachers to demonstrate best practice in teaching strategies for literacy and numeracy - high impact professional learning in both literacy and numeracy with Spirals of Inquiry and regularly scheduled professional learning sessions for mathematics through Data Talks - in English the Instructional Leader has worked alongside DP Lead Learner English to move teams through the Spirals of Inquiry phases, looking at improving writing data with an explicit focus on using Bump it Up Walls a

<p>Literacy and numeracy</p> <p>\$34,734.00</p>	<p>teaching tool and effective student and teacher feedback</p> <ul style="list-style-type: none"> - teaching teams have engaged in data collection and assessment, analysis, High Impact Professional Learning, collaborative planning, implementation and evaluation including school wide learning walks - each fortnight the instructional leader worked with teachers in year groups to analyse mathematics data to drive programming based on student needs, with a focus on explicit teaching strategies in the 'big ideas' of number linked to the numeracy progressions - upward trend in the percentage of students achieving in the top two bands of NAPLAN Reading which was 61% with the system-negotiated target baseline of 55.4% - the percentage of students achieving in the top two bands of NAPLAN Numeracy was 44.38% with the system-negotiated target baseline of 45.9% - Year 6 Writing Data in Check-In reflects the work done in Spirals of Inquiry with the average writing score of 22.6 against the State being 20.7. <p>After evaluation, the next steps to support our students will be:</p> <p>Appointment of an Assistant Principal, Curriculum & Instruction (1.0) from 2023 onwards. Within this role the APC&I will work alongside the Deputy Principals and in partnership with Assistant Principals in English and Mathematics to effectively implement and support classroom teachers in the new K-2 Curriculum and prepare for the 3-6 Curriculum. Further work will specifically focus on reading, number and place value.</p>
<p>QTSS release</p> <p>\$159,395.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sherwood Ridge 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 Practices • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum through Data Talks • Assistant Principals provided with additional release time to support classroom programs • implementation of What Works Best Sprints <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - classroom teachers continuing to develop CTJ practices, including collecting, reviewing, discussing and analysing student work samples - structured and highly supported team meetings that focus on identifying gaps in learning based on progression data and student work samples - teams working collaboratively to analyse data, plan explicit teaching, develop learning sequences and activities to reinforce explicit teaching and then assessments to evaluate evidence of impact and next steps in learning - executive providing opportunities for staff to observe and team teach to build capacity of the entire team and share best practice - Assistant Principals working with teachers to provide feedback and support development of practice through demonstration lessons, professional dialogue and team teaching - Assistant Principals supporting wellbeing practices by developing positive and professional relationships with students in their stage cohort - systems and processes embedded to support the professional development of staff - leaders working with their teams to build quality teaching and assessment practices. <p>After evaluation, the next steps to support our students will be:</p> <p>Continued focus on supporting the development of teacher's professional practice will remain a priority in 2023 using the QTSS allocation. There will be a focus on continuing to support teachers to work shoulder to shoulder with executives, looking at the What Works Best framework as a tool for ensuring best practice as well as learning walks to look for evidence of</p>

<p>QTSS release \$159,395.43</p>	<p>impact and areas for further growth. The new K-2 Curriculum and associated executive release time will provide further opportunities to strengthen teacher knowledge and successful curriculum implementation.</p>
<p>Literacy and numeracy intervention \$96,534.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sherwood Ridge Public School who may be at risk of not meeting minimum standards.</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 Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of instructional leader learning to work with teachers to analyse a number of data sources and drive programming based on student needs in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - continued monitoring and tracking of the Understanding Texts element of the Literacy Progressions and the implementation of the Creating Texts element of the Literacy Progressions - implementation of needs-based elements of the Numeracy Progression - instructional Leader has worked shoulder to shoulder with classroom teachers, modeling best practice, team teaching and planning learning sequences based on data - reading level data has been tracked, analysed based on PM Benchmark or a Fountas and Pinnell level continuing a school wide process for data collection - achievement of above the target of 70% of students in Years K-3 meeting the school identified Reading Recovery levels with associated reading comprehension. In Years K-3, 83% achieved the reading level target. <p>After evaluation, the next steps to support our students will be:</p> <p>With clear evidence of impact from data driven practices led by the Instructional Leader Learning and student performance data in literacy and numeracy, these activities and strategies will become part of the new Assistant Principal, Curriculum and Instruction in 2023. The AP,C&I will continue to work alongside Deputy Principals, Assistant Principals and together with the HAE program and through the Spirals of Inquiry model, a strong focus will remain on data driven practices along with the provision of intervention to students in K-2 who may be at risk of not meeting minimum standards.</p>
<p>COVID ILSP \$60,180.00</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 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 specialist teacher to deliver small group tuition - three ten week phases with each group consisting of 4-5 students • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy - phonological awareness and place value <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - sixty students in Years 1-3 supported over the year resulting in all students involved in the program making progress in their achievement of literacy

<p>COVID ILSP</p> <p>\$60,180.00</p>	<p>and numeracy outcomes</p> <ul style="list-style-type: none"> - students in Phase 1 Literacy improved between 13-49 points and students in Numeracy moved within the level or up one level - reading accuracy improved in each grade for students in Phase 2 with Year 2 averaging improvement of between 13-43%, and Year 3 students making 15-22% average improvement - in Phase 3, reading accuracy improved with Year 2 students making a 23% average improvement, Year 3 students a 11% average improvement and students in Numeracy moved within the level or up one level - students involved in the program demonstrate growth in self-confidence in spelling, reading and writing, successfully transferring knowledge from small group to the classroom - modelling of best practices from expert teacher to colleagues enhanced the teaching of literacy and numeracy across the school <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to refine the team approach developed to plan and implement the LaST/COVID ILS program. To develop and deliver explicit professional learning to teachers based around the results and success of the program. Purchase resources to support explicit and systematic instruction in literacy and numeracy in every classroom.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	464	439	420	382
Girls	412	382	364	356

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	94.2	94.2	89.6
1	95.1	94.0	95.2	88.6
2	94.7	95.9	95.4	90.9
3	95.0	94.0	96.1	90.1
4	95.2	95.4	93.9	90.3
5	94.8	95.1	94.3	88.6
6	94.1	94.6	93.8	88.7
All Years	94.8	94.8	94.7	89.5
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	28.1
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	7.47

*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	1,148,496
Revenue	7,396,239
Appropriation	6,867,310
Sale of Goods and Services	43,819
Grants and contributions	466,692
Investment income	16,880
Other revenue	1,538
Expenses	-7,829,892
Employee related	-7,055,235
Operating expenses	-774,656
Surplus / deficit for the year	-433,653
Closing Balance	714,843

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	102,685
Equity Total	310,584
Equity - Aboriginal	1,045
Equity - Socio-economic	19,530
Equity - Language	81,809
Equity - Disability	208,199
Base Total	5,576,045
Base - Per Capita	202,882
Base - Location	0
Base - Other	5,373,164
Other Total	579,558
Grand Total	6,568,872

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

In 2022, data from the Tell Them From Me Parent, Teacher and Student Survey was used as a reflective tool to gain insight into how the school was perceived by parents/caregivers, students and teachers and the progress made on school improvement initiatives. Data from the Tell Them From Me Parent Survey indicated that parents and carers felt welcomed when they visited the school (7.1) and that they could easily speak to staff and were well informed about school activities (7.2). They also felt that staff listened to and acted upon their concerns and that communication from the school was in clear, plain language (7.2). Parents also felt that school activities were scheduled at times when they could attend and the Principal and Office Staff were helpful and approachable (7.2). They also felt that they were regularly informed of their child's progress academically and socially in clear and precise terms (7.0). Parent participation in the school through P&C, committees and fundraising was maintained. Overall, all surveys indicated that parents felt valued as a part of the school community and that the school was flexible in how it dealt with both working and at home parents.

Data from the Tell Them From Me Student Survey indicates that students felt a positive sense of belonging and that they had positive relationships with teachers and peers. Students valued schooling and found school interesting and motivating. They also felt that their learning was effective, relevant and that teachers set clear, explicit goals for learning and provided feedback. Students felt valued and accepted by peers and that the teachers were responsive to their needs (7.9). Most students are proud of the school and saw it as a place they could pursue their goals (87%). Most students found their work required high skills, challenge and practice that allowed them to confidently use and apply their skills (71%). Overall, students found the school to be a safe and engaging place to be and were proud to be a member of the SRPS community.

From the Tell Them From Me Teacher Survey and People Matter Survey, teachers felt that school leaders are supportive, provide guidance, useful feedback and create learning opportunities in an orderly safe environment (8.7). They indicated that they felt that the school has a collaborative environment which is evidenced through cross curricula learning opportunities, feedback and discussion that involve sharing ideas, plans and strategies (9.3). Teachers felt that a culture of high expectations (9.0) has been fostered through the regular monitoring of student learning (9.2), discussing learning goals with students (8.4), providing engaging activities (8.3) and working effectively with students who have learning or behaviour concerns (8.3). 96% of staff believe the school is a welcoming culturally safe place. They also see the use of data as a key factor in moving students forward and informing their practice (8.1). Teachers see the school as an inclusive, positive place to work (8.7).

The results of the Tell Them From Me Survey indicate that parents, students and teachers feel that Sherwood Ridge Public School is a safe school that supports positive behaviour, learning, innovation and wellbeing. They also see the school as an inclusive place (9.0) with established and clear expectations around behaviour and learning (9.3) and that its leaders effectively lead and implement change (79%) and clearly communicate the schools strategic vision and values (97%). The survey data has also reinforced the fact that our school improvement initiatives are making a difference to the learning and wellbeing environment of our school community.

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.