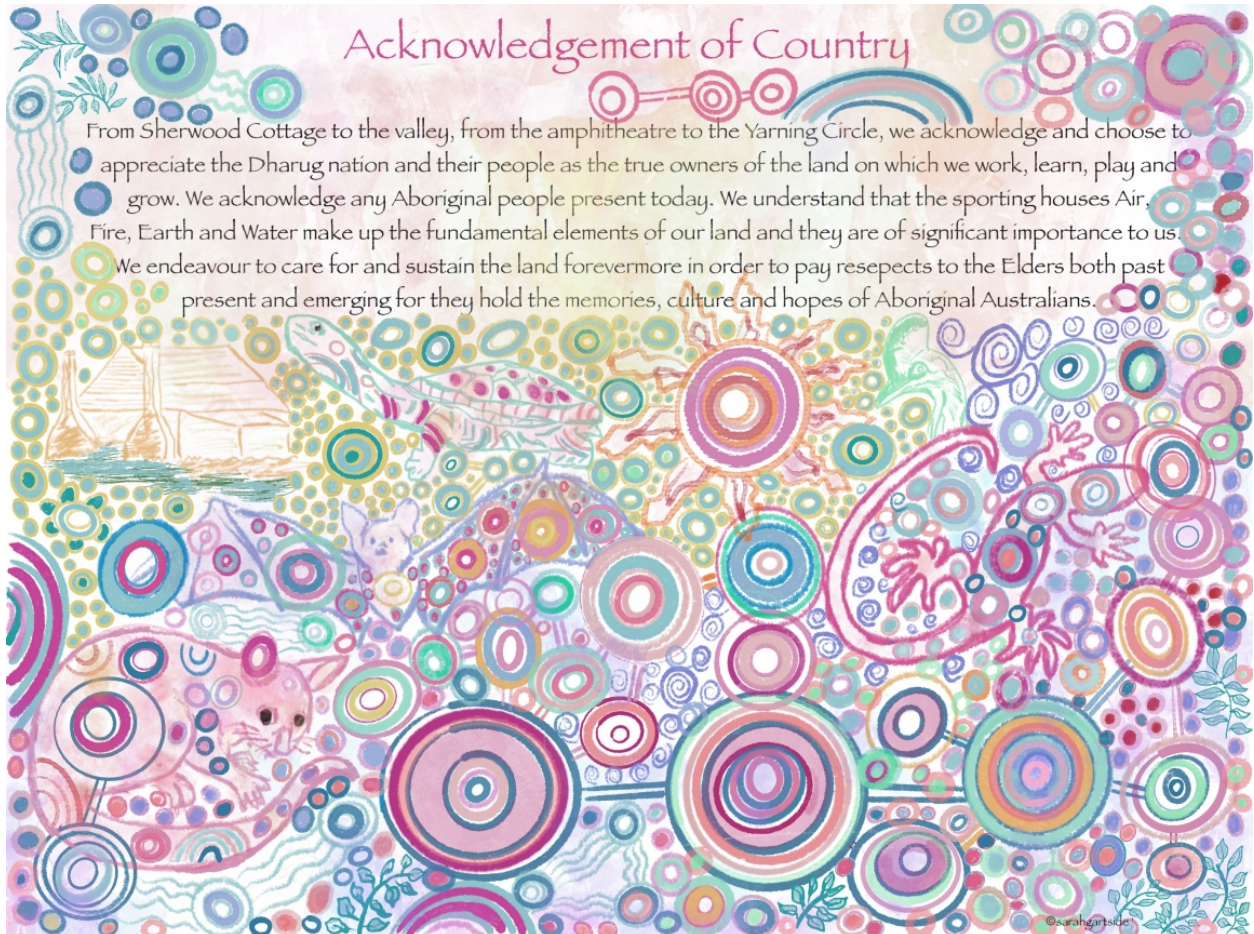


# 2023 Annual Report

## Sherwood Ridge Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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At Sherwood Ridge Public School we are committed to our school vision, one that speaks of being inclusive where wellbeing and student growth are at the centre of all that we do. A vision where we partner with parents and carers to ensure that our students are engaged and learning. Evidence of our commitment to this vision are our many community events at which we have seen a dramatic increase in attendance by our parents and carers. Several new initiatives this year in the area of community were introduced, including - FriYays and the Kindergarten Enrolment Interviews. Both were hugely successful in sharing learning and also providing opportunity for connections to be made between families. At our school, our staff work tirelessly to ensure that each student learns, grows and belongs.

Student potential and talent were supported through a range of avenues including, sports carnivals and performing arts festivals, science fairs and mathematics days. Our strong sense of community was showcased when we hosted a television program visit to our school.

In Term 2 we were Externally Validated by the Department of Education and this process identified that we made significant gains in whole school excellence across a range of elements, achieving 90% of our school targets and progress measures as set out in our school strategic improvement plan.

Staff continued to prioritise the needs of our students, evidenced by their passionate dedication to high quality education. Our impressive growth in student achievement is testament to high quality teaching and a commitment to service delivery. I am proud of our staff who work together showing care and expertise of the highest level as part of what has become a high-expectations learning culture.

I thank our parents and carers for their unwavering support and partnership in educating their children. We are fortunate to work alongside a dedicated P&C team who strive to support not only the school, but also students and their families. I look forward to 2024 and continuing to foster these valuable parent partnerships.

Next year, our school community will celebrate 20 years of Sherwood Ridge Public School - what a fabulous milestone for the Kellyville community and for public education, but most importantly for our students.

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 797 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 53% 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, taking 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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

**Professional learning**  
**Refugee Student Support**  
**Integration funding support**  
**Socio-economic background**  
**English language proficiency**  
**Low level adjustment for disability**  
**New Arrivals Program**

### Summary of progress

Our focus for 2023 was to support teachers in the implementation of the new K-2 curriculum and continue to refine our processes and practices to ensure we were continuing to improve student learning outcomes in reading and numeracy across the school. We had four activities, Curriculum, Data Talks, Visible Learning Goals and Intensive Learning Support. All four activities were carried out across the entire 12 month period. Within the activities Curriculum and Data Talks we successfully implemented the new K-2 Mathematics syllabus through whole school professional learning. Mathematics leaders focussed on best practice through the Big Ideas to Start Strong professional learning, the use of IfSR and numeracy progressions. Teachers implemented the K-2 Mathematics units and followed the department scope and sequence documents. In addition to driving numeracy across the school, the curriculum activity focussed on supporting the implementation of the new K-2 English syllabus. This activity supported reading through professional learning in guided reading planning tools, the ongoing monitoring of fluency and whole school assessment practices for reading. The activity Visible Learning Goals resulted in the implementation of a consistent language across the school in classrooms through the 'Glow and Grow' initiative that has laid the foundation for ensuring every student has identified, achievable and personalised learning goals. This focus has been introduced to work in partnership with the Intensive Learning and Support activity which focussed on our students who required significant differentiation at both the High Potential and Gifted Education level and for those students identified as needing additional support. The Intensive Learning Support activity continued to refine our practices in supporting students with identified learning needs, targeting both literacy and numeracy foundational skills. The team of teachers who lead and work with these students routinely collected classroom data, assessed and provided targeted intervention as well as provided additional support and guidance for classroom teachers. This resulted in all students who accessed additional support achieving measurable growth in their learning. All progress measures for this strategic direction have been achieved, and as a result implications for 2024 are centred around the successful implementation of the new 3-6 syllabus documents and ensuring that every student makes measurable growth. This will involve the continuation of Data Talks, Curriculum Reform sessions and Intensive Learning and Support, while also building on the foundations created in the visible learning space and a large focus on HP&GE teacher professional learning to further challenge our students of all capabilities in their learning.

### 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
• 70% of students in Years 2-6 who completed the PAT Reading	Longitudinal growth in reading based on PAT Reading data shows 81% of students demonstrated the required growth from Term 1 to Term 4.

assessment achieve positive growth from their Term 1 to their Term 4 results.	Therefore over 70% of students in Years 2-6 who completed the PAT Reading test achieved growth in the school year.
<ul style="list-style-type: none"> <li>All staff using the Literacy Progressions within the sub-element Understanding Texts.</li> </ul>	All staff K-6 including support unit class teachers are using literacy progressions to identify areas for growth within reading. Using the sub-element Understanding Texts, teaching teams are conducting and then analysing student assessments, plotting student achievement, identifying areas of need and then planning and implementing teaching and learning experiences to address identified areas. Teachers are then monitoring student progress throughout the teaching and learning cycle and modifying learning experiences as students demonstrate growth through observations and assessment. All teachers have engaged in a minimum of two teaching and learning cycles across the year.
<ul style="list-style-type: none"> <li>70% of students in Years 2-6 who completed the PAT Numeracy assessment achieve positive growth from their Term 1 to their Term 4 results.</li> </ul>	74% of students in Year 3 to Year 6 demonstrated the required growth in PAT Numeracy from Term 1 to Term 4. Therefore this progress measure has been achieved.
<ul style="list-style-type: none"> <li>All staff to gain a deeper understanding of the Numeracy Progressions.</li> </ul>	Biweekly data talks have allowed all staff to discuss numeracy data and implement IfSR questions which were analysed through the numeracy progression and used to inform teaching to ensure all students' needs are met through an integrated approach to assessment, programming and planning.
<ul style="list-style-type: none"> <li>School works towards achieving 'Excelling' in the theme 'Data Analysis' in the element of 'Data Skills and Use' in the SEF.</li> </ul>	Self-assessment against the School Excellence Framework shows the school currently working towards excelling in the theme 'Data Analysis' 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"> <li>All students receiving Intensive Learning and Support show growth in their learning.</li> </ul>	All students receiving Intensive Learning and Support have shown growth in their learning, evidenced by pre- and post- assessment data, EAL/D progressions, ESL scales, anecdotal records, work samples and the tracking of PLaSPs and PLPs.
<ul style="list-style-type: none"> <li>50% of students at the completion of Year 1 are 'on track' (28-40 out of 40) in the phonics screening assessment tool.</li> </ul>	66% of Year 1 students at the completion of Year 1 are on track with an average score across the cohort of 29 out of 40 on the phonics screening assessment tool. This is an increase of 7% from 2022. Overall the majority of students scored better on the real word component rather than the pseudo words by at least 2 marks. Many students found the more complex consonant blends and digraphs sounds harder. Results indicate that adjustments made to the Kindergarten and Year 1 spelling and phonics program due to the curriculum reform process in 2022-2023 are making a difference and should be continued and refined.
<ul style="list-style-type: none"> <li>10% of students interviewed can explain where they are in their learning, where they need to get to, and how they can get there in school-selected literacy and numeracy tasks.</li> </ul>	67% of students surveyed following school-selected literacy and numeracy tasks were able to articulate their 'Glow' (where they are) and 'Grow' (where they need to get to) with respect to the learning intentions and success criteria. 49% of students were able to articulate their next steps (how they can get there) either through links with prior learning and success criteria, or by classroom-supported strategies e.g. attend masterclasses, use the Bump It Up Wall. The progress measure has been exceeded through the implementation of a whole-school focus on 'Glow and Grow' as a consistent language across K-6 to engage students in visible learning.

## 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

QTSS release  
Beginning teacher support  
AP Curriculum & Instruction

### Summary of progress

Our focus for 2023 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. 2023 has seen the effective implementation of the new K-2 curriculum in both English and Mathematics with teachers receiving the support, guidance and professional learning they need to implement the department's units of work and new curriculum with the effectiveness and rigour for which it was intended. 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 Collaborative Inquiry, shoulder-to-shoulder teaching through the Mentoring and Highly Accomplished Educator activities, along with effective use of QTSS funding, 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. 2023 has seen the achievement of all progress measures in this strategic direction.

### 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 is working towards achieving 'Excelling' in the theme 'Professional Learning' in the element of 'Learning and Development' in the SEF.	Self-assessment against the School Excellence Framework shows the school currently working towards 'Excelling' in the area of 'Professional Learning within the element of 'Learning and Development'. This is demonstrated through a number of school wide initiatives. All staff have a PDP goal that supports the implementation of the Strategic Improvement Plan that drives ongoing school wide improvement. Staff participate in ongoing evaluation of professional learning, collegial discussions and collaborative planning to ensure professional learning continues to meet the wide and varied needs of both staff and students. Executive staff engaged in collaboration sessions with staff in other schools through The Ponds Network Community of Practice to share and embed good practice. This has resulted in ongoing implementation of the most effective strategies to improve teaching and learning, demonstrating the achievement of this progress measure.
• School maintains 'Excelling' in the theme 'Collaborative Practice and Feedback' in the element of 'Learning	Self-assessment against the School Excellence Framework shows the school currently performing at 'Excelling', demonstrated through the school activity - Collaborative Inquiry with a school wide focus on reading. Through



<p>and Development' in the SEF.</p>	<p>this approach we have embedded explicit systems that facilitate professional dialogue, collaboration, modelling of effective teaching practices and collegial feedback. This has resulted in ongoing school-wide improvement in the teaching practice of reading and when combined with student results, demonstrates the achievement of this progress measure.</p>
<ul style="list-style-type: none"> <li>• School maintains 'Excelling' in the theme 'High Expectations Culture' within the element of 'Educational Leadership' in the SEF.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'Excelling', demonstrated through the school activity - Mentoring. Through this approach we have embedded explicit systems that foster a professional learning community which is focused on continuous improvement of teaching and learning. Staff across the school at all stages of their career and in all positions have worked consistently towards achieving their PDP goals and have made use of opportunities to observe colleagues' practice and improve their own practice through the process of mentoring. This has resulted in the achievement of this progress measure.</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

#### Aboriginal background

### Summary of progress

Our focus for 2023 was to continue to build on and strengthen our wellbeing practices, further develop student voice opportunities and foster authentic connections with families across our school community. With the ongoing position of Wellbeing Mentor we embedded strong data driven wellbeing practices that supported teachers in identifying behaviours of concern and implementing strategies to support not only individuals but cohort groups and whole-school practices. Based on the regular collection of wellbeing data, students presenting with challenging behaviours have been provided with small group social skills lessons providing interventions and strategies for improved social and emotional skills. We refined our school-wide reward system following rigorous community consultation and introduced student led Supported Play Activity groups that have fostered students' sense of belonging, engagement and social skills. Student voice has begun to have a greater focus with clear and consistent data collection points in Terms 2 and 4 to not only capture student voice but determine the impact of our initiatives and activities in this area. We introduced Student Lesson Feedback Forms which are used more consistently across the school which along with survey results and other student learning feedback measures are having a positive impact on students having a greater say in lesson structure and delivery. In the area of student wellbeing, over 70% of our students feel that they have positive wellbeing and feel that they belong. This is a figure that we will continue to strive to improve in 2024. Fostering connections between home and school has been a key area of focus this year providing multiple opportunities for parents and carers to connect with their children, teachers and other families at school. The establishment of Class Parents/Carers has resulted in stronger communication across the community and an increased participation at all school events and activities. The introduction of FriYays has seen more parents/carers/grandparents visit the school and engage in activities with their child than in any previous year. The work done in this area has also allowed for greater community consultation and feedback opportunities. This has seen a greater willingness for our parent community to get involved, share opinions and become partners in their children's schooling journey. 2023 has seen the achievement of five out of seven progress measures in this strategic direction. Of the remaining two progress measures we have made significant gains in these areas with clear plans for further growth in 2024.

### 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
• Increase the percentage of students attending school 90% of the time.	65.5% of students attended school greater or equal to 90% of the time with the overall attendance rate of 90.3%, which is a significant improvement on 2022. As part of our attendance monitoring in 2023 we introduced term attendance letters sent to parents whose children were below 90% attendance. This process has seen improved attendance patterns for many of our students, especially those in the 80-90% attendance bracket. As a result of these processes, we have achieved this progress measure.
• School achieves 'Excelling' in the theme 'A Planned Approach to Wellbeing' in the 'Wellbeing' element in the SEF.	Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' in the theme 'A Planned Approach to Wellbeing' in the 'Wellbeing' element. Internal student wellbeing data indicates that the school has not achieved this progress

<ul style="list-style-type: none"> <li>• School achieves 'Excelling' in the theme 'A Planned Approach to Wellbeing' in the 'Wellbeing' element in the SEF.</li> </ul>	<p>measure. To achieve this progress measure, we need to: implement an evidence-based intervention program to enhance wellbeing, build resilience and support social and emotional learning in our students.</p>
<ul style="list-style-type: none"> <li>• School is working towards achieving 'Excelling' in the theme 'High Expectations' in the element of 'Learning Culture' in the SEF.</li> </ul>	<p>The whole school community demonstrates high expectations for learning progress and achievement for all students is evident through the use of individual learning plans to support students' learning. The Glow and Grow strategy is laying the foundation for timely learning goals for all students that are reflected upon and shared with parents and carers. In 2023 there has been a significant focus on strengthening home school connections, ensuring all parents feel welcomed and comfortable to engage with the school. 83% of parents and carers stated in the Class Parent Survey that this new initiative has been very useful in supporting their engagement with the school. With these initiatives and shift in culture we are firmly moving towards achieving 'Excelling' in the theme 'High Expectations' in the element of 'Learning Culture' in the SEF.</p>
<ul style="list-style-type: none"> <li>• 70% of students choose either 'always' or 'most of the time' in Part 1 Student Agency and Voice of the W.A.V.E Survey.</li> </ul>	<p>Student surveys indicated an overall average of 65.3% of students choosing either 'always' or 'most of the time' in Part 1 (Student Voice) of the W.A.V.E. Survey, resulting in the school not achieving this progress measure. This was however an increase of 1.6% from 2022 and demonstrates a continuing shift in learning culture towards a collective responsibility for student learning and success. A high percentage (97.2%) of students recognise that they are completing differentiated levels of work across all areas of the curriculum and there has been an increase of 12% of students being actively involved in what success looks like. A focus on students seeing their ideas being incorporated into classrooms, and supporting staff in fostering these opportunities, will underpin our focus for 2024.</p>
<ul style="list-style-type: none"> <li>• School achieves 'Building' in the 'Respect and celebrate the diversity within the school community' element of Dimension 3 'Building Community and Identity' in the School Assessment Tool Reflection Matrix.</li> </ul>	<p>Survey data indicates that 63% of staff rated us as either building or sustaining and growing. 46% of parents rated us as either building or sustaining and growing with 35% rating us as developing. Our student SRC representatives were also surveyed asking whether we could do better, are doing ok or are doing this well. Of the 34 students surveyed, 52% of students voted we do this well or are doing ok in this area. The data gathered in this survey along with the school assessment against the EAL/D School Evaluation Framework will form the foundation for our plan in 2024.</p>
<ul style="list-style-type: none"> <li>• School achieves 'Delivering' in the 'Parent and Community Engagement' element of the 'Leading' domain in the EAL/D SEF.</li> </ul>	<p>Self-assessment against the EAL/D School Evaluation Framework shows that the school is currently performing at 'Delivering' in the 'Leading' domain achieving this progress measure. The specialist EAL/D teacher engages with families including new arrivals, during parent teacher meetings, PLaSP meetings and when suggested by LST.</p>
<ul style="list-style-type: none"> <li>• School is working towards achieving 'Excelling' in the theme 'Behaviour' in the 'Wellbeing' element of the SEF.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' in theme of 'Behaviour' in the 'Wellbeing' element. Internal student wellbeing data indicates that we are making progress towards achieving 'Excelling' in this theme as there has been an overall increase in positive behaviours across the school, resulting in the school achieving this progress measure. Further work in co-developing expectations of behaviour, explicit teaching of PBL expectations and developing teacher knowledge and skills in being able to support students with complex behaviours are required to achieve 'Excelling' in this theme.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,503.19</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of specialised EAL/D teacher to support funded students</li> <li>• providing access to school activities and events for identified students, such as excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- EAL/D specialist teacher one-to-one support for identified students, enabling students to access the curriculum and resources to achieve expected growth in their learning</li> <li>- identified refugee student measuring growth in all areas of the PAT Reading test, demonstrating increased reading levels from 24 to 29</li> <li>- identified refugee student making expected growth on the ESL scales in the areas of reading and responding, oral interaction and writing</li> <li>- refugee students accessing excursions and events.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></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. We will continue to foster positive relationships with culturally and linguistically diverse parents to improve home-school communication to enhance learning and wellbeing. A focus for 2024 will be to continue to identify and assess refugee students to ensure their learning and wellbeing needs are being met.</p>
<p>New Arrivals Program</p> <p>\$42,106.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Sherwood Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of NAP students enrolled for more than one term showed growth in pre- and post- new arrival assessment, student work samples, reading levels and the ESL scales</li> <li>- intensive language support and early intervention allowed successful transition into school life for identified new arrivals</li> <li>- funded students received targeted support by a specialist EAL/D teacher</li> <li>- 100% increase in students' basic English language proficiency and confidence, which enabled participation in classroom situations using basic interpersonal communication skills.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>A continued focus in 2024 will be for the NAP teacher to work with class teachers to enhance teaching and learning programs through built-in language scaffolding to ensure classroom content is accessible for students</p>

<p>New Arrivals Program</p> <p>\$42,106.00</p>	<p>with limited English language proficiency.</p>
<p>Integration funding support</p> <p>\$66,561.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO staff to provide additional support for students who have high-level learning needs and receive integration funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, SLSO staff will continue to provide in-class and playground support for identified students to meet their learning and wellbeing needs, for students to successfully achieve their personalised learning goals. The use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's learning and support needs.</p>
<p>Socio-economic background</p> <p>\$19,016.03</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 experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students with economic support for educational materials, uniform, excursions and activities, equipment and other items</li> <li>• employment of SLSOs to implement the Gold Star Reading program to support identified students with additional needs and/or low engagement in reading</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Students from a range of backgrounds being able to access equipment, uniforms and activities</li> <li>- Increased engagement with quality texts; and increased level of reading confidence and fluency.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> 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 practise reading on a regular basis to ensure equal opportunity and enable all students success in their learning.</p>
<p>Aboriginal background</p> <p>\$1,473.59</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>Aboriginal background</p> <p>\$1,473.59</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Planned Approach to Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Acknowledgement of Country signage updated and implemented</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- upskilled staff using teaching strategies that support Aboriginal students in their learning and engagement in school</li> <li>- Aboriginal students' learning needs being explicitly met through their PLP's</li> <li>- increased use of literature containing content about Aboriginal peoples, histories and culture.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>A priority for 2024 will be to further unpack the Strong Strides Together document for future planning and to continue to foster an environment of cultural safety for Aboriginal students, staff, parents and carers, and also to foster stronger partnerships with the local AECG and the local Aboriginal community.</p>
<p>English language proficiency</p> <p>\$101,948.83</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional specialist EAL/D teacher 3 days a week to provide intensive support for targeted students from EAL/D backgrounds</li> <li>• employment of a specialist EAL/D teacher to provide support in the classroom and as part of differentiation initiatives across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- EAL/D learners achieved expected growth on the EAL/D learning progressions</li> <li>- 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</li> <li>- all EAL/D students who received intensive support across a minimum of two terms, increased on average a reading growth of 7 benchmarked reading levels.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, 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, continue to 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 students success in their learning. A focus for 2024 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. This includes the EAL/D teacher being a part of the parent teacher meetings at school.</p>
<p>Low level adjustment for disability</p> <p>\$208,198.82</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$208,198.82</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement of a learning and support teacher to work with individual students in a case management role within the classroom/whole school setting</li> <li>• support for targeted students within the classroom through the employment of a School Learning and Support Officer</li> <li>• 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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- in consultation with students, parents/carers, PLaSPs including SMART goals were developed for 10 mainstream students with a diagnosed or imputed disability, resulting in all students achieving their goals</li> <li>- 10 Year 2 students who accessed the MiniLit literacy program showed their reading levels improve by at least five to nine levels. Most students were at the 'support level' in the phonics screener and then improved into the 'monitor level.' Spelling improved between six and 20 words, measured using the South Australian Spelling test</li> <li>- 10 Year 1 students currently accessing the MiniLit literacy program have shown improved reading and spelling levels</li> <li>- 25 students in the mainstream classes received SLSO assistance in the classroom and/or playground to further support their physical, cognitive, social/emotional and sensory needs, resulting in growth in their learning</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, Learning and Support will continue to focus on a team approach of specialist staff with LaST, EAL/D, and SLSO skill sets to ensure student needs are known, understood, tracked and met across the school to reduce equity gaps for all students. 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>\$46,254.38</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of new K-2 curriculum within which all teachers effectively develop their knowledge and understanding of syllabus content and curriculum requirements</li> <li>• staff participating in high impact professional learning on developing knowledge of restrictive practices, behaviour and anti-bullying as well as visible learning and curriculum content areas</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all staff have engaged in high impact professional learning that aligns with their PDP goals and/or the Strategic Improvement Plan (SIP) with clear links to improving student outcomes</li> <li>- 100% of staff have aligned at least one PDP goal to the SIP and made measurable gains in improving student outcomes as a collective through engagement with high impact professional learning</li> <li>- curriculum leaders, Assistant Principals, and a variety of K-6 teachers engaged with NSW Maths Strategy Big Ideas to Start Strong professional</li> </ul>

<p>Professional learning</p> <p>\$46,254.38</p>	<p>learning developing deep curriculum knowledge to then lead and share teaching pedagogy and resources across the school, improving quality teaching practices in numeracy</p> <ul style="list-style-type: none"> <li>- school leaders engaged in The Ponds Network Community of Practice and other leadership development professional learning that built capacity in their role</li> <li>- school leadership has been strengthened through three Assistant Principals and a Deputy Principal engaging in the Middle Leaders Development Program Professional Learning course</li> <li>- all classroom teachers and support staff completed the NESA English professional learning for 3-6 Syllabus. NSW Department of Education English and Mathematics micro learning were completed by teaching staff.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> A focus for professional learning in 2024 will be on effective classroom practice in HP&amp;GE, EAL/D, and managing complex behaviours to reduce equity gaps and in order to increase staff knowledge and expertise in these areas across the school. 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. 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>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Sherwood Ridge Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• reduced responsibilities or teaching loads to support the development of skills</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and carers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- beginning teachers have been mentored and coached by a colleague mentor and executive supervisor</li> <li>- additional time provided to observe the practice of colleagues, engage in collaboration and reflect on feedback</li> <li>- teachers participated in targeted professional learning sessions on reporting, programming and classroom management.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> A focus for our beginning teachers in 2024 will be to provide support in the form of mentorship in the implementation of the new curriculum. An induction process will be a priority with emphasis on training and development. All beginning teachers will be encouraged and supported to join local beginning teacher networks.</p>
<p>QTSS release</p> <p>\$152,813.09</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$152,813.09</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a classroom teacher to support staff collaboration in the implementation of high-quality curriculum through the Data Talks and Collaborative Inquiry initiatives</li> <li>• employment of classroom teachers to provide Assistant Principals with additional release time to support classroom and school programs to support best teaching practice to improve student learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- successful implementation of the K-2 curriculum with teachers following department scope and sequences and implementing department units of work, resulting in improved student learning outcomes in literacy and numeracy</li> <li>- structured and highly supported team collaborative sessions that focus on identifying gaps in learning based on progression data and student work samples</li> <li>- teachers 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.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued focus on supporting the development of teachers professional practice will remain a priority in 2024 using the QTSS allocation and ensuring the successful implementation of the new English and Mathematics curriculum. There will be a focus on continuing to support teachers to work shoulder-to-shoulder with executives, looking at effective syllabus implementation and using the What Works Best framework as a tool for ensuring best practice. Executives will work with teams to analyse data, plan, implement and examine ways to track and monitor individual student growth and attainment. This will be linked closely with the new syllabus, progressions and the school's work on visible learning and feedback.</p>
<p>COVID ILSP</p> <p>\$45,134.96</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist teacher to deliver small group tuition - three ten week phases with each group consisting of 4-5 students to provide targeted, explicit instruction for students in literacy and numeracy, specifically phonological awareness and place value</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor student progress</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 40 students in Years 2-4 making progress in their achievement of literacy outcomes</li> <li>- 20 Year 2 students improved between 11% and 58%; 15 Year 3 students improved between 10% and 30% and 5 Year 4 students improved between 5% and 9% on the Neal Phonemic Skills Screening Test</li> <li>- students demonstrated growth in self-confidence in spelling, reading and writing, successfully transferring knowledge from small group to the classroom</li> <li>- modelling of best practice from expert teachers to colleagues resulted in enhanced teaching of literacy across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, a focus will be to share expertise with all teachers in order to further strengthen the teaching of literacy across the school. We will implement a new model of delivery based on small group tuition to support our literacy and numeracy learners in order to reduce gaps in their learning.</p>

AP Curriculum & Instruction

\$155,088.00

Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Collaborative Practice and Feedback

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- appointment of an AP,C&I (FTE1.0) 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
- lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school
- collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum
- coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum

**The allocation of this funding has resulted in the following impact:**

- consistent tracking of student growth in a range of internal assessments across the school to guide planning and programming
- PAT Numeracy assessment data from Term 1 to Term 4 indicates that our students have exceeded the school target (70%)
- 77% of our Years 2-6 students demonstrated academic growth in Reading (PAT data)
- 76.4% of our Years 2-6 students achieved growth in Mathematics (PAT data)
- students in Year 2 made significant gains in their learning, exceeding the target by 20% in Reading with 90% of students making academic gains
- Year 2 students exceeded the school numeracy target by 16%, with 86% of students achieving growth.

**After evaluation, the next steps to support our students will be:**

Next year, our APC&I will work alongside the DP Lead Learners in English and Mathematics to support classroom teachers with the implementation of the 3-6 curriculum, and to continue to provide support for the K-2 Curriculum. A focus in 2024 will be to further develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy, and to strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms.



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	439	420	382	360
Girls	382	364	356	324

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	94.2	89.6	94.1
1	94.0	95.2	88.6	92.5
2	95.9	95.4	90.9	92.4
3	94.0	96.1	90.1	93.3
4	95.4	93.9	90.3	93.4
5	95.1	94.3	88.6	91.2
6	94.6	93.8	88.7	90.1
All Years	94.8	94.7	89.5	92.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	25.82
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	7.26

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	714,842.80
<b>Revenue</b>	7,530,839.92
Appropriation	7,021,510.79
Sale of Goods and Services	19,898.32
Grants and contributions	452,523.47
Investment income	34,181.09
Other revenue	2,726.25
<b>Expenses</b>	-7,665,575.83
Employee related	-6,942,530.96
Operating expenses	-723,044.87
<b>Surplus / deficit for the year</b>	-134,735.91
<b>Closing Balance</b>	580,106.89

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	59,344
<b>Equity Total</b>	330,637
Equity - Aboriginal	1,474
Equity - Socio-economic	19,016
Equity - Language	101,949
Equity - Disability	208,199
<b>Base Total</b>	5,402,796
Base - Per Capita	197,444
Base - Location	0
Base - Other	5,205,353
<b>Other Total</b>	614,425
<b>Grand Total</b>	6,407,203

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023, data from the Tell Them From Me Parent, Teacher and Student Survey and the WAVE 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 (8.5) and that they could easily speak to staff and were well informed about school activities (7.9). They also felt that staff listened to and acted upon their concerns (7.8) and that communication from the school was in clear plain language (8.1). Parents also stated that the Principal and Office Staff were helpful and approachable. They also commented that they were regularly informed of their child's progress academically and socially in clear and precise terms and that the school reports indicated how best to support their child's learning (83%). Parents stated that the school encouraged, supported and praised their child for doing well (7.7) and the staff showed an interest in their child's learning (7.4).

Parent participation in the school through P&C, committees, fundraising and school events such as Friyays, assemblies, Education Week and sports carnivals was maintained and strengthened. Overall, all surveys indicated that parents felt valued as part of the school community and that the school was flexible in how it dealt with both working and at home parents. 98% stated that they would recommend the school to other parents.

The data from the Tell Them From Me and WAVE Student surveys indicate 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. Most students are proud of the school and saw it as a place where they could pursue their goals. Students found their work required high skills, challenge and practice that allowed them to confidently use and apply their skills. The majority of students stated that the school made them feel included and that they belong (76%). They believe their teachers want them to be the best they can be (94%) and that their teacher gives them the confidence to have a go and work towards their learning goals (86%). Overall students found the school to be a safe and engaging place to be and were proud to be a member of the Sherwood Ridge Public School community.

From the Tell Them From Me Teacher Survey and People Matter Employee Survey, teachers felt that school leaders are supportive, provide guidance, useful feedback and create learning opportunities in an orderly, safe environment (8.4). 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 (9.1). Teachers felt that a culture of high expectations (9.2) has been fostered through the regular monitoring of student learning (9.4), discussing learning goals with students (8.4), provide engaging activities (8.5) and working effectively with students who have learning or behaviour concerns (8.2). 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 (8.6). 97% of teachers stated that school leaders were leading improvement and change and clearly communicated the school's vision. Teachers see the school as an inclusive, progressive and positive place to work.

The results of the Tell Them From Me Survey indicate that parents, students and teachers feel that Sherwood Ridge Public School is a school that puts students at the centre, is safe and supports positive behaviour, learning, innovation and wellbeing. They also see the school as an inclusive place (9.1) with established and clear expectations around behaviour and learning (9.3) and that its leaders effectively lead and implement change (97%) and clearly communicate the school's strategic vision and values (97%).

The survey data has 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

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.