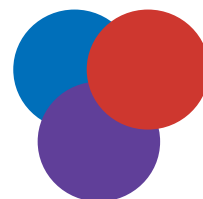


# Sherwood Grange Public School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Sherwood Grange Public School as an account of the school's operations and achievements throughout the year.

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



Ms Vicki Robertson  
Principal

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## Message from the Principal

2015 was my tenth year as Principal of Sherwood Grange Public School. What a privilege and honour it has been and continues to be.

Our school passionately strives for excellence in all that we do. This of course includes academic achievement; but of equal importance are the social, emotional, creative and physical outcomes for our students. As a school we maintain a relentless focus on meeting the needs of EVERY CHILD in our care.

One of our greatest assets is the strong sense of community we have collectively built and nurtured here at Sherwood Grange. The high expectations of our students, staff and families underpin our strategic directions and day to day life at the school. Our strong reputation beyond the school grounds reflects this.

This annual report encapsulates many of our achievements and initiatives throughout the 2015 calendar year. I believe it also captures the essence of what makes Sherwood Grange such a wonderful school; our values, care and compassion.

## Message from the P&C

I would like to start by thanking all the committee members and volunteers for their time and service throughout 2015.

I would also like to thank Ms Vicki Robertson and the teachers in SGPS for all of their assistance and support.

In 2015, we held many fundraising activities - from the Election Day BBQ to Pizza Days; the flower bulbs and the Entertainment Book; the Mother's and Father's Day stalls; the school disco and all the raffles throughout the year. We also entered into a new partnership with Quickbeds.com.au which has the promise to be beneficial to the school. This partnership is similar to the one we have with The Athlete's Foot, where parents can assist the school simply by mentioning our name when making a purchase. Perhaps one of the most exciting events was our first ever Twilight Market held in November. It was a lot of work to plan for an event of that scale and being our first time, we considered it a success in terms of the atmosphere of the night, the crowd turnout and the entertainment!

We ended the year having raised some funds that can be put toward building a covered shelter for the school.

Nancy Keasbery

P&C Vice President 2015

P&C President 2016





## School background

### School vision statement

## OUR SCHOOL PURPOSE

*At Sherwood Grange Public School our focus is on*  
***EVERY CHILD***

As a learning community our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care.

We seek to create a challenging learning environment that encourages a sense of belonging, high expectations for success and differentiated instruction that is responsive to individual students.

Within a caring, respectful and supportive environment, our school is committed to instilling in each student a desire to learn and accept challenges.

Our school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, socially responsible and informed global citizens.

### School context

Our school is located in a quiet suburban area in Merrylands West. It has a settled, extremely positive tone, where children feel happy and safe within a supportive environment. Highly skilled and inspirational teaching and administration staff foster an atmosphere where students are encouraged to care for others and give their best.

At Sherwood Grange Public School our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD in our care. Collegial staff, supportive families and proud students set high expectations for the school. Excellence is promoted across all aspects of school life. Quality teaching, student engagement and differentiation of the curriculum are the focus of every classroom. We provide well planned and explicit learning experiences designed to cater for individual needs and maximise outcomes across Key Learning Areas.

Our school promotes and fosters the important social values of: respect and tolerance; care and compassion; integrity; fairness; excellence; and responsibility. Parents, carers and community members are an integral part of our learning community. Particular emphasis is placed on maintaining a warm, welcoming and harmonious school environment for all.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

The following findings were identified from our school self-assessment using the *School Excellence Framework* and our school achievements. The *Excellence 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.

At the end of 2015 our staff discussed the *School Excellence Framework* and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated in our professional learning sessions to thoroughly examine the School Plan to determine elements of the *School Excellence Framework* that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our school focused on the five areas of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. At our school there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive and respectful relationships ensure productive learning environments for EVERY CHILD and well developed policies and programs identify, address and monitor student learning needs. The implementation of the KidsMatter framework is ensuring that our school consistently implements a whole school approach to wellbeing and the identified need of introducing explicit teaching of social and emotional learning will improve individual and collective wellbeing. Quality teaching and professional practice are evident in every learning environment; providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Our school is in the process of refining our explicit processes to collect, analyse and report internal and external student performance data and the use of Bump It Up Walls has enhanced students reflecting on their own learning journey.

In the domain of Teaching, our school focused on Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. All classrooms are effectively managed, with well-planned teaching taking place, so that students can engage in learning productively and with minimal disruption. Teachers routinely review previous content and preview the learning planned for students in class. Student assessment data is continually analysed and used to understand the learning needs of students and data analysis informs our school's learning goals and monitors progress towards them. The introduction of stage planning days allowed teachers to work together to improve teaching and learning and the change in the way we run stage meetings ensured staff the opportunity to regularly evaluate programs as well as the assessment of student outcomes. Our teachers participated in relevant and meaningful professional learning targeted to our school's priorities as well as their own professional needs and our beginning teacher was teamed up with an experienced teacher mentor so as to develop identified areas of need. Our teachers understand and implement professional standards and curriculum requirements and all have professional learning goals as part of the school's performance and development processes.

In the domain of Leading, our priorities have been to further develop leadership roles within the school. Roles such as teacher mentors were successfully introduced and further enhanced the capacity of our experienced teachers. Our school articulates a commitment to equity and high expectations for learning for EVERY CHILD and is responsive to changing needs.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.



## Strategic Direction 1

### *Excellence in learning and wellbeing*

#### Purpose

To enhance educational aspirations and ongoing performance improvement for EVERY CHILD.  
To enhance the cognitive, emotional, social, physical and creative wellbeing for EVERY CHILD.  
To enhance student confidence, creativity and critical problem solving capacity for EVERY CHILD.  
To enhance the ability of EVERY CHILD to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

#### Overall summary of progress

Our school-wide focus on differentiation, engagement and student wellbeing continues to drive best practice. Bump It Up Walls were successfully trialled in every classroom which resulted in students having more ownership of their learning and being able to verbalise what they each need to do to progress to the next level. The systematic implementation of teachers using PLAN to plot their students as well as the completion of individual student learning needs questionnaire to support the National Consistent Collection of Data (NCCD) process enabled teachers to write detailed class profiles. This has culminated in each student having a learning profile which follows them through to the next year. Evidence has shown that this has resulted in teachers having a better understanding of their own students and allows for an easier transition to the next class.

The purchase of more mathematical resources has resulted in a higher engagement level of students. The resources purchased also support the engaging lessons utilising concepts of the TEN (Teaching Early Numeracy) and TOWN (Taking off With Numeracy) programs. Professional learning around TEN and TOWN was also systemically delivered throughout Term 3 and Term 4.

Term 4 saw the Learning and Support Team evaluate their systems and policy, reflecting on ways to improve referral processes and ways to support all teachers. Circle Time was introduced into Stage 2 with the support of the school counsellor, this will continue into 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funding allocated
80% of students from Kindergarten, Year 1 and Year 2 achieving expected school	90% of students in Year 1 achieved bench mark in 2015 88% of Year 2 students achieved bench mark in 2015.	Resource Allocation Model (RAM) Teacher Professional



based and external benchmarks or identified SMART goals as outlined in Personalised Learning and Support Plans (PLSPs).		Learning (TPL) Planning Literacy and Numeracy (PLAN)
95% of students from Year 5 exhibit positive growth in all aspects of the value added component of NAPLAN.	<p>94% of students in Year 5 made positive growth in reading.</p> <p>91% of students in Year 5 made positive growth in writing.</p> <p>100% of students in Year 5 made positive growth in numeracy.</p>	<p>Resource Allocation Model (RAM)</p> <p>Teacher Professional Learning (TPL)</p> <p>Planning Literacy and Numeracy (PLAN)</p>
Improved wellbeing outcomes as evidenced in school based and systemic data.	<p>This year we collected data using the Tell Them From Me survey, KidsMatter survey and school based data. The data has been analysed and targeted programs will be implemented in 2016 to meet our students' needs.</p> <p>Our School Discipline Policy will also be reviewed in 2016. There were no suspensions in 2015 and more students achieved Principal Awards than in previous years.</p> <p>In Term 1 2016 students will be completing the same Tell Them From Me Survey so we can analyse growth in outcomes.</p>	<p>Resource Allocation Model (RAM)</p> <p>Teacher Professional Learning (TPL)</p> <p>Planning Literacy and Numeracy (PLAN)</p>

### Next steps

- Continue to provide support to all teachers around differentiation in the form of professional learning and team teaching with the Learning and Support Teacher.
- Whole school focus on TEN and TOWN activities, using external and school based data to drive student improvement.
- Whole school implementation of 'Bounce Back', a social and emotional learning program to improve the wellbeing of all students.
- Professional learning on the role of the Learning and Support Team and reviewing the new process.



## Strategic Direction 2

### *Excellence in quality teaching*

#### Purpose

To enhance effective teaching methods using evidence-based teaching strategies to meet the needs of EVERY CHILD.

To enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for EVERY CHILD.

To enhance systems for collaboration and feedback to sustain Quality Teaching practices for EVERY CHILD.

To enhance professional learning and its impact on the quality of teaching and student learning outcomes for EVERY CHILD.

To enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of EVERY CHILD.

#### Overall summary of progress

Our school wide focus on Assessment, Pedagogy and Curriculum ensured quality teaching in every classroom. Stage Meetings were focused on formative assessment which was used effectively to inform our teaching. Bump It Up Walls and Assessment Planning Days culminated in an increased ability in staff using formative assessment to drive their teaching. The introduction of 'Learning Walks' enabled teachers to discuss effective practice and share ideas.

Professional Learning continued in the areas of Descriptive and Effective Feedback, Strategic Questioning and Learning Intentions and Success Criteria. This has culminated in all teachers using Learning Intentions and Success Criteria in English and Mathematics lessons. Strategic Questioning was enhanced in the classrooms through using evidence based strategies such as the 'Hands Down' strategy.

Staff were introduced to the new History and Geography Syllabus and a new Teaching and Learning Sequence was written to incorporate these new syllabuses. We also continued to reflect on and evaluate the new Mathematics and Science Teaching and Learning Sequences.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funding allocated
100% of teachers using Learning Intentions, Success	A series of professional learning sessions on Learning Intentions and Success Criteria which resulted in all teachers effectively using Learning	Resource Allocation Model(RAM)

Criteria, Descriptive/Effective Feedback, peer and self-assessment within daily practice across Key Learning Areas.	Intentions and Success Criteria in English and Mathematics.	Teacher Professional Learning (TPL)  Planning Literacy and Numeracy (PLAN)
100% of teachers using formative assessment to inform their teaching and learning practices.	<p>By the end of 2015 every teacher was using a Bump It Up Wall to inform their teaching.</p> <p>Stage 1 teachers were implementing 'Exit Surveys' as a form of self assessment.</p> <p>Stage 2 students were able to verbalise where they would place their name on the Topic Talk Bump It Up Wall and elaborate on what they needed to do to move to the next level.</p> <p>Stage 3 students were using self assessment cards to write their own goals in Mathematics.</p>	<p>Resource Allocation Model (RAM)</p> <p>Teacher Professional Learning (TPL)</p> <p>Planning Literacy and Numeracy (PLAN)</p>

## Next steps

- Stage Meetings with a focus on formative assessment.
- Expanding the use of Learning Intentions and Success Criteria to all Key Learning Areas.
- Continue 'Learning Walks' to encourage the sharing of ideas and examples of best practice.
- Professional Learning on Descriptive and Effective Feedback.
- A whole school approach to using Descriptive and Effective Feedback.



## Strategic Direction 3

### *Excellence in educational leadership and organisational management*

#### Purpose

To enhance a culture of shared responsibility where EVERY CHILD, school staff and community members are given opportunities to embrace formal and informal leadership roles.

To enhance school wide management systems, structures and processes to ensure ongoing improvement for EVERY CHILD.

To enhance our already high expectations, strong values and culture of excellence to ensure that Sherwood Grange is a model of best practice in Public Education.

#### Overall summary of progress

The areas of Funding, Community and Leadership continue to be a focus in our School Plan. Budget meetings occurred at the end of each term to ensure that our funding allocation is used effectively and equitably.

Communication between school and the community was significantly improved through the purchase and use of a school app 'Skoolbag' as well as starting a school Twitter account, showcasing our students' achievements.

Staff roles and responsibilities were formalised and there was an increased opportunity for building leadership capabilities in all staff. The formation of an 'Aspiring Leaders' group for any teacher looking at applying for promotion or working towards higher accreditation levels enabled the group to build their knowledge around current research and evidence based practices.

Year 5 students participated in more formalised leadership training to build on their leadership skills resulting in a high number of students being nominated for the student leadership team.

Year 5 students were also trained to be 'Buddies' and support our 2016 Kindergarten students on their Orientation Days.





Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funding allocated
A comprehensive range of informal and formal leadership opportunities for students within and beyond the classroom.	<p>Year 5 leadership program.</p> <p>Student Representative Council instigated numerous fundraising days.</p> <p>Year 5 Buddy Program allowing for all Year 5 students to support future Kindergarten students.</p> <p>Opportunities for leaders within House Groups, Website updating, technology and library.</p>	Resource Allocation Model (RAM)
An increase in teachers taking on informal and formal leadership opportunities across the school.	<p>Teacher mentor positions to support early career teachers.</p> <p>The formation of an 'Aspiring Leader' group.</p> <p>Roles and Responsibilities enable teachers to become leaders in curriculum areas.</p> <p>Roles and Responsibilities enable teachers to become leaders in extracurricular activities.</p>	Resource Allocation Model (RAM)
Improved methods of communication within and across the school community.	<p>Purchase and use of 'Skoolbag'.</p> <p>The use of a school Twitter account to showcase student work and achievement.</p> <p>P&amp;C Facebook page</p> <p>The continuation of our School Newsletter.</p>	Resource Allocation Model (RAM)

## Next steps

- Encourage download of our school app.
- Using Skoolbag to showcase students receiving weekly awards.
- 100% of staff using Twitter to showcase student work and or achievements.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>All students have a Personalised Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>The PLPs have ensured the improved quality of teaching and learning for Aboriginal students.</p> <p>Strengthening partnerships and promoting genuine collaboration between our school and Aboriginal families.</p> <p>Specialised Year 6 to Year 7 transition program and Kindergarten transition for our Aboriginal students to ensure a successful start to the year.</p>	\$5126
<b>English language proficiency funding</b>	<p>Purchase of resources to support engaging and meaningful lessons.</p> <p>Professional learning for our English as an Additional Language or Dialect (EAL/D) teacher improved quality of teaching and learning.</p> <p>Funding the employment of a School Learning Support Officer (SLSO) to work with targeted students using a variety of programs such as Jolly Phonics and the MiniLit Program to improve learning outcomes for students.</p>	\$18 190
<b>Targeted students support for refugees and new arrivals</b>	<p>Funding allowed extra time for our EAL/D teacher to work with our newly arrived students.</p> <p>Funding for our EAL/D teacher to attend excursions and extracurricular activities to support our newly arrived students.</p> <p>Purchase of resources to support</p>	\$1598

	<p>engaging and meaningful lessons.</p> <p>Improved students' general wellbeing and adjustment to school.</p> <p>Professional learning for our EAL/D teacher.</p>	
<b>Socio-economic funding</b>	<p>Increased student support to enable all students the opportunity to participate in extracurricular activities such as PSSA and camp.</p> <p>Strengthened partnerships between school, families and community organisations.</p> <p>Purchase of resources, in particular XO laptops, so that every child in Years K-2 has access to a computer.</p>	\$26 731
<b>Low level adjustment for disability funding</b>	<p>Each child identified as needing support was placed on a Personalised Learning and Support Plan (PLSP). This was done in consultation with parents/carers, class teachers and the Learning and Support Teacher.</p> <p>Funding teacher days to enable teachers to work on PLSPs.</p> <p>Funding the employment of a School Learning and Support Officer (SLSO) to work with targeted students using both the MiniLit Program and the Reading Tutor Program.</p>	\$37 430
<b>Support for beginning teachers</b>	<p>With the support of a mentor, our beginning teacher was provided with ongoing support and feedback about her teaching. She was given access to individualised professional learning that focused on classroom and behaviour management strategies, building student engagement, collaborative professional practices and developing productive relationships with parents and carers.</p>	\$9168.45



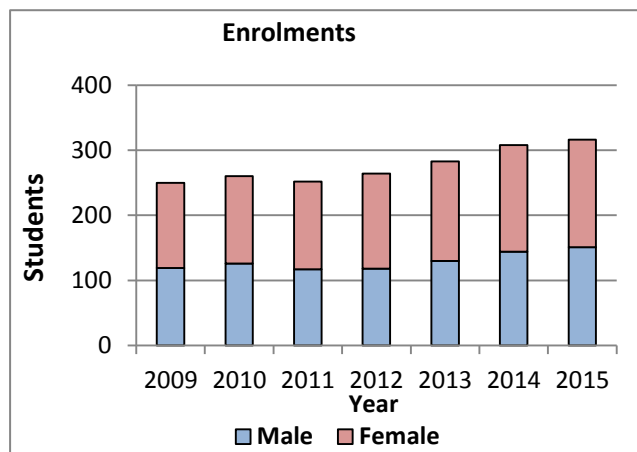
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>In 2015, this staffing allocation was used to improve the quality of teaching in all primary classrooms. It ensured that all primary students benefit from high quality teaching and learning practices that better meet the full range of student needs. It enabled:</p> <ul style="list-style-type: none"> <li>• collaborative practices in the school to allow teachers to jointly plan and observe lessons in other classrooms, and develop units of work and assessment tasks</li> <li>• teachers working together to analyse student data</li> <li>• comprehensive and focused support for beginning teachers with the accreditation processes and the new Performance and Development Framework.</li> </ul>	<p>0.12 staffing allocation</p>
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## Student information

Gender	2009	2010	2011	2012	2013	2014	2015
Male	119	126	117	118	130	144	151
Female	131	134	135	146	153	164	165

## Student attendance profile



Students are expected to be at school every day unless they are not medically well enough to attend. Rolls are collected on a weekly basis, with levels and patterns of absence monitored. Parents and carers are reminded regularly in the School Newsletter that all absences must be explained, preferably in writing.

If a child's attendance is causing concern the school is able to access support from a Department of Education (DoE) Home School Liaison Officer (HSLO).



## Student attendance

	Year	2010	2011	2012	2013	2014	2015
School	K	93.9	96.3	94.6	95.6	96.9	95.1
	1	94.7	94.0	94.5	96.4	96.0	94.3
	2	94.5	95.9	92.7	96.4	96.1	94.6
	3	95.4	94.5	96.2	95.4	96.7	94.8
	4	95.8	95.6	93.9	95.3	95.0	95.3
	5	94.1	95.9	94.3	95.6	95.9	94.7
	6	95.1	94.1	94.9	96.0	95.5	96.4
	Total	94.8	95.3	94.4	95.8	96.1	95.0
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

## Structure of classes

Class	Students
KCD	21
KR	20
KS	20
1A	21
1P	23
2/1S	23
2F	24
3/2M	25
3K	28
4J	28
5/4UB	26
6/5M	29
6/5S	29

## Workforce information

Sherwood Grange Public School is fortunate to have skilled and experienced staff members who are able to provide many extra curricula activities for students. As well as class teachers, our school has specialist teachers in Reading Recovery, Library, English as an Additional Language/Dialect (EALD) and Learning Support. Reporting of information for all staff must be consistent with privacy and personal information policies.

## Staff composition

Primary Principal	1.0
Primary Assistant Principal	3.0
Primary Teacher	10.0
Primary Part-Time Teacher	0.5
Primary Teacher RFF	0.546
Primary Teacher Librarian	0.8
Learning and Support	0.9
Reading Recovery Teacher	0.5

Administration staffing consists of a School Administration Manager (SAM), a full time and a part time School Administration Officer (SAO) , a part time General Assistant (GA) and a part time School Learning and Support Officer (SLSO).

The Australian Education Regulation 2015, requires schools to report on the Aboriginal composition of their workforce. Sherwood Grange Public School has 0% Aboriginal teachers.



## Teacher qualifications

All teachers at Sherwood Grange meet the professional requirements for teaching in NSW public schools.

Our teachers are life-long learners. They continue to strive for excellence through ongoing and active engagement in strategic, high quality professional learning.

Qualifications	% of staff
Undergraduate degree or diploma	100

## Professional learning and teacher accreditation

All teachers participated in professional learning experiences throughout the year. These sessions were based on the needs of the school and staff. Major areas of focus were literacy, numeracy and student wellbeing.

All teachers were involved in professional development sessions which include our School Development Days. Some of these sessions are used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training. Significant time was allocated to the teaching of literacy and numeracy, including learning about the requirements of the new Science and History syllabuses.

In 2015 we had one *Beginning Teacher* who completed the Institute of Teachers accreditation and seven *New Scheme Teachers* who were maintaining their accreditation at Professional Competence. These are programs that all new teachers must complete.



## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is provided to the parent and/or community groups (P&C). Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	195092.86
Global funds	182366.04
Tied funds	146957.29
School & community sources	95720.28
Interest	4782.01
Trust receipts	8802.80
Canteen	0.00
Total income	633721.28
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12617.88
Excursions	20150.09
Extracurricular dissections	49827.98
Library	6719.10
Training & development	376.92
Tied funds	154721.60
Casual relief teachers	51007.63
Administration & office	54778.54
School-operated canteen	0.00
Utilities	36047.59
Maintenance	75974.97
Trust accounts	7234.26
Capital programs	10500.00
Total expenditure	479956.56
<b>Balance carried forward</b>	153764.72

## 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 further detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### Minimum Standards

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	95.2
Numeracy	97.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	91.2
Writing	88.2
Spelling	88.2
Grammar & Punctuation	88.2
Numeracy	91.2

## Year 3

73.2% of Year 3 students were placed in the top three bands in reading.

90.5% of Year 3 students were placed in the top three bands in writing.

76.3% of Year 3 students were placed in the top three bands in spelling.

90.5% of Year 3 students were placed in the top three bands in grammar and punctuation.

58.6% of Year 3 students were placed in the top three bands in numeracy.

## Year 5

55.9% of Year 5 students were placed in the top four bands in reading.

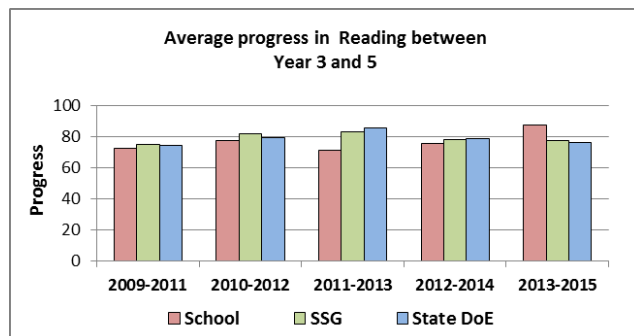
88.3% of Year 5 students were placed in the top four bands in writing.

58.9% of Year 5 students were placed in the top four bands in spelling.

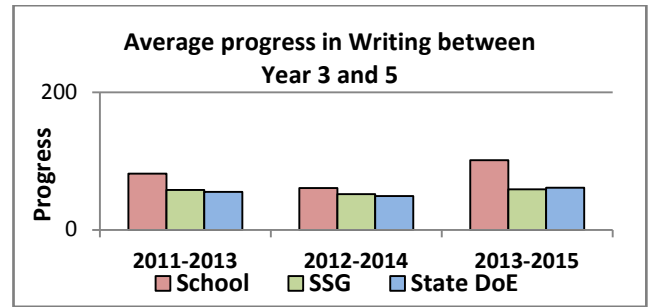
68.7% of Year 5 students were placed in the top four bands in grammar and punctuation.

52.9% of Year 5 students were placed in the top four bands in numeracy.

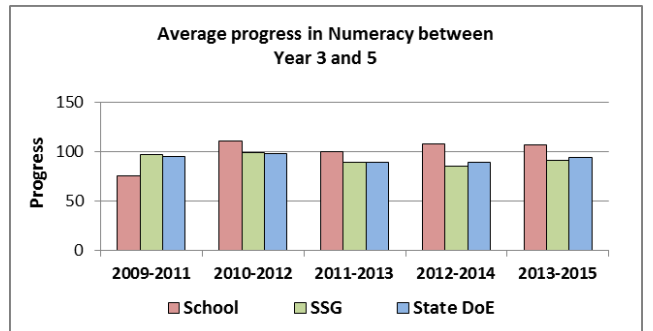
## Year 5 Growth



94% of students in Year 5 made positive growth in reading.



91% of students in Year 5 made positive growth in writing.



100% of students in Year 5 made positive growth in numeracy.



## Satisfaction surveys

Each year our school is required to seek the opinions of parents, students and teachers about the school.

### Parent/Carers

All parents and families were invited to complete the survey, however, only 18 responses were received.

While it is difficult to extract valid data from such a small sample, the following observations can be made:

The majority of parents feel welcome when they visit the school; can easily speak with their child's teachers; feel they are well informed about school activities; felt that the school's administrative staff were helpful when they have a question or problem; felt that they were kept updated with regards to their child's behaviour; believed that teachers encouraged their child to do their best at school; felt that the school supported positive behaviour; responded that their child felt safe at school; and had talked to their child's class teacher.

Requested improvement areas were; more detailed information around events; earlier notification to allow working parents the chance to attend school functions; and increased parent/teacher meetings.

### Students

The results below are based on results from all Year 4, 5 and 6 students.

The vast majority of students indicated that they had a high rate of participation in sports; had a high rate of participation in extracurricular activities; had a high sense of belonging; valued school outcomes; had positive behaviour; were

interested and motivated; tried hard to succeed; find classroom instruction relevant to their everyday lives and had positive relationships.

### Teachers

Survey results from teachers indicate that school leaders have helped them establish challenging and visible learning goals for students; school leaders have helped them create new learning opportunities for students; school leaders have helped them improve their teaching; school leaders have provided guidance for monitoring student progress; they work with school leaders to create a safe and orderly school environment; school leaders have taken time to observe their teaching and school leaders have supported them during stressful times

## Aboriginal education

Sherwood Grange continues to be committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Significant programs and initiatives in Aboriginal education at Sherwood Grange include:

- Curriculum-based programs that educated all students about Aboriginal history, culture and current Aboriginal Australia.
- The continuation of Personalised Learning Pathways (PLPs) for all Aboriginal students.
- Continuing to encourage Aboriginal students to pursue personal excellence, including a commitment to learning.
- Continued implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) to assist our school



in accelerating improvements in the educational outcomes of Aboriginal students.

- Extended transition to high school program for our Aboriginal student in Year 6.
- A personalised orientation with carers and Aboriginal Liaison Officer for our Aboriginal Kindergarten student.

### **Multicultural Education and Anti-racism**

The Department of Education's Code of Conduct and our School Expectations are designed to develop an inclusive school community and a racism-free learning and working environment.

As part of the Human Society and its Environment curriculum, teaching and learning programs have been implemented that are culturally inclusive and develop understanding of cultural, linguistic and religious differences. Resources and lessons reflect cultural diversity and promote our 'School Values' which include respect and fairness.

The school has two trained Anti-Racism Contact Officers in case issues arise.

Community harmony is promoted through school policies and practices which counter and reject racism and intolerance and develop an understanding of cultural, linguistic and religious differences. Our *School Values* reflect this.

Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

All students in Years 3-6 entered the *Multicultural Perspectives Public Speaking Competition* as part of our talking and listening programs. Class finalists were selected and from this group three speakers were chosen to participate in a school

competition. Four students were then selected to represent Sherwood Grange at the district competition.

### **Creative and Performing Arts**

Excellent student achievement in the arts was spread across a number of areas in 2015.

The wonderful performances of the dance and choir groups at the Granville/Strathfield 'Our Spectacular' were once again a feature of the year. Led by Miss Alicia Reinhard and Miss Jennifer Bradshaw the dance students wowed the audience with their performance to 'We are' which tied in with the theme 'Together We Care'.

The students of the choir directed by Mrs Karen Chisholm and Miss Esther Kim combined with hundreds of students from other schools to sing a great range of songs based around the theme. The standard achieved by this combined choir was exceptional.

The Arts continue to hold a prominent place in the curriculum. Primary students who were not in the dance or choir group enjoyed different forms of creative and performing arts such as drama, music and craft. These groups are held once a fortnight.

K-2 students were involved in dance and singing activities every Wednesday.

### **Premier's Spelling Bee**

In 2015 we continued our participation in the Premier's Spelling Bee. The Premier's Spelling Bee is a fun and enjoyable way for primary school students to engage with spelling.

### **Debating**

In 2015 the debating team continued to participate in the Granville & Strathfield School Education Areas Debating Program. Throughout the year the eight members of the team

researched, wrote speeches and debated against schools in the local area. The team won two out of four debates.

## Reading Recovery

Reading Recovery was implemented for the fifth year running. A total of eight Year 1 students received extra literacy support through this program. These students received daily one-to-one instruction in both reading and writing to improve their literacy skills, enabling them to better access the classroom learning program. As a result of the Reading Recovery program and other learning support programs in place at the school, almost all Year 1 students are reading at or above expected levels. Reading Recovery will continue in 2016.

## Learning Support Team

The Learning Support Team (LST) meets weekly to discuss students identified as needing additional support. The team comprises of three Assistant Principals (of which one is the coordinator) the Principal, the School Counsellor and teachers who have made referrals for student support. Our school continues to meet the academic, social, emotional, creative and physical requirements of students with additional needs through:

- Inclusive student learning program adjustments and support for teachers to write Personalised Learning and Support Plans (PLSP).
- Learning programs developed by class teachers and support staff to address particular learning needs.
- Encouraging parents and carers to be involved in their child's education at all levels. They are encouraged to meet with class teachers to review programs and structures for learning.
- Working collegially with the Itinerant Support Teacher Hearing who works at our school with students who have a hearing impairment.

- Working collegially with outside agencies such as psychologists, Family and Community Services, speech and occupational therapists, psychiatrists, paediatricians and counsellors.
- Successfully applying for extra funding to support students with a specific diagnosis or emerging need in the classroom.
- Again having a speech therapist at our school one day a week so parents whose children need extra support in this area can access this valuable resource.
- Strategic implementation of MULTILIT, an early intervention program for targeted students.

## Student Wellbeing

Our school promotes student wellbeing through the provision of a quality learning environment; the systematic and explicit teaching of social skills; the meaningful engagement of students through Quality Teaching; an emphasis on our School Values and adherence to our School Expectations; systems to acknowledge positive behaviour; and processes to manage student discipline. There is a strong focus on the recognition and celebration of positive behaviour. Students are rewarded by the presentation of *Pink Certificates* and *Values Awards*. Students then aim to earn *High Achievers* certificates, which can then lead to a *Principal's Award*. This is a system where students can continue to strive for their next award despite the fact that the scholastic year may have passed. Students who have achieved a *Principal's Award* are invited to a special Principal's Pizza Party at the end of the year. In 2015, there were 63 students presented with a *Principal's Award*.

2015 also saw the introduction of the KidsMatter Framework. A team consisting of an executive member, a class teacher, our school counsellor and parent representative was formed.

## Sport

In 2015, Sherwood Grange PS continued to prosper in all areas of sport. Our school successfully competed in the Merrylands/Parramatta Zone PSSA summer and winter seasons. The Junior Girls Netball and Junior Girls Newcombe Ball made it through to the semi-finals for their respective competitions. The Junior Girls T-Ball made it through to the grand final undefeated, however, were beaten on the day.

Numerous students represented the Merrylands/Parramatta Zone at regional carnivals in swimming, cross country, athletics, softball, soccer and Rugby League. Isabella C and Nicola C gave a phenomenal effort and made it through to State Cross Country, with Isabella also competing in the 800m at State Athletics.

Our school was successful in gaining a Sporting Schools grant that enabled Years 3–6 to participate in a four week AFL program free of charge.

All students participated in a school wide athletics and dance program.



## About the Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Vicki Robertson	Principal
Nancy Keasbery	P&C Vice President
Karen Macphail	Assistant Principal
Peter Shearer	Assistant Principal
David Shearer	Assistant Principal

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