

# Sherwood Grange Public School

## Annual School Report 2013



## School Context

The purpose of Sherwood Grange Public School is to meet the academic, social, physical and emotional needs of every child in our care.

*Quality Teaching* is the focus of every classroom as we strive to maximise outcomes within a supportive and engaging learning environment.

Our school promotes and fosters the important social values of: respect and tolerance; care and compassion; integrity; fairness; excellence; and responsibility.

We strive to prepare our students to become active, informed and responsible citizens of the 21<sup>st</sup> Century.

## Students

282 students were enrolled at Sherwood Grange Public School when enrolment numbers were submitted in February, 2013.

12 classes were formed.

58% of our students come from Language Backgrounds Other than English (LBOTE).

## Principal's message

It is an honour and a privilege to be the principal of Sherwood Grange Public School. As a school community we have learning outcomes and student wellbeing at the core of our decision making.

In 2013 we celebrated many achievements across academic areas, sporting endeavours and creative pursuits. Our successes result from the work ethic, high expectations and strong values of our students, staff and parents.

There was also a time of great sadness with the passing of Mrs Suzanne Matherson. Suzanne was a dearly loved member of our school community. Her connection with Sherwood Grange began as a parent, a casual teacher, a long term temporary teacher and then as a permanent classroom teacher. Among Suzanne's great passions were music and her treasured school choir. Her legacy will always be remembered and 2014 will see the introduction of a new award at our Presentation Evening. From now on a student will be presented annually with the *Suzanne Matherson Performing Arts Award*.

As we look forward to 2014 I am sure that as a community we will continue to work harmoniously together to ensure that Sherwood Grange Public

School continues to be a model of excellence in Public Education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Ms Vicki Robertson**

## P&C Message

2013 was a very busy year for the P&C at Sherwood Grange. We had a great number of volunteers who turned up to support each event held and are extremely grateful for the ongoing support provided by the Sherwood Grange Community. The events held throughout the year were mostly the same as previous years as we like to follow a similar format with regards to our fund raising efforts.

Some of the events which help provide funds include the Coin Line, Mother's and Father's Day Stalls and a massive raffle held at our annual Easter Fair. Additionally, we ran the canteen on special event days and a school disco was held in November.

We are still working towards our goal of paying for interactive whiteboards which have been installed in every classroom as well as the Staffroom and the new 13<sup>th</sup> classroom established for the increasing numbers of students at Sherwood Grange. The P&C were able to cover half of the remaining invoice and the balance will be paid in 2014.

I would like to personally thank all of the parents, grandparents and other community members who have helped with the running of our fundraising activities, the support is integral to ensuring our events run smoothly and the children reap the benefits of these activities. We had a large number of new Kindergarten parents who made donations towards our events with prizes and covering the costs of the food in some cases and the P&C are so lucky to have this help.

We are looking forward to another great year in 2014 with new goals to achieve, with the fundraising shifting toward being able to provide a covered play area near the oval for the children.

**Suzie Williams**  
P & C President

## Student Representative's Message

As we look back at 2013 we see what a fun and fantastic year it was.

There were many highlights including: the Year 5/6 overnight excursion to Canberra and the Snowy Mountains; all the sports carnivals; the space themed book parade; and the amazing performances of our school choir and dance group at the Sydney Opera House led by our outstanding teachers, Miss Bradshaw, Miss Reinhard and Mrs Chisholm.

Our school has also excelled in many academic competitions including the ICAS Maths and English, the Mathematics Problem Solving Olympiad, the Premier's Spelling Bee and the Multicultural Public Speaking Competition.

Overall, it has been an honour to be the school captains this year and we wish all the best to everyone and for their future successes in 2014 and onwards.

**Jade Williams and Christopher Fias-ayon**  
School Captains



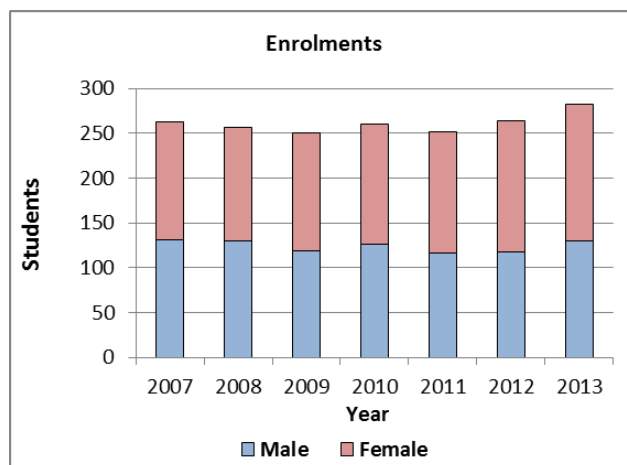
**2013 Student Leadership Team**

## Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student Enrolment Profile

Gender	2007	2008	2009	2010	2011	2012	2013
<b>Male</b>	131	130	119	126	117	118	130
<b>Female</b>	132	127	131	134	135	146	153



### Student Attendance Profile

Year	2009	2010	2011	2012	2013
K	94.9	93.9	96.3	94.6	95.6
1	92.0	94.7	94.0	94.5	96.4
2	95.6	94.5	95.9	92.7	96.4
3	95.7	95.4	94.5	96.2	95.4
4	94.5	95.8	95.6	93.9	95.3
5	94.9	94.1	95.9	94.3	95.6
6	91.8	95.1	94.1	94.9	96.0
<b>Total</b>	<b>94.2</b>	<b>94.8</b>	<b>95.3</b>	<b>94.4</b>	<b>95.8</b>

### Management of Non-attendance

Students are expected to be at school every day unless they are not medically well enough to attend. Parents 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 and Communities (DEC) Home School Liaison Officer (HSLO).

### Class Sizes

Class	Students
KB	18
KC	19
KF	19
1S	20
1Y	21
2M	26
2S	24
3R	29
3S	28
4/5KB	27
4/5M	27
6J	28

## Workforce Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff Composition

Primary Principal 4	1.0
Primary Assistant Principal	3.0
Primary Teacher	9.0
Primary Part-Time Teacher	0.5
Primary Teacher RFF	0.504
Primary Teacher Librarian	0.6
Primary Teacher of ESL	0.2
Learning and Support - Primary	0.7
Primary SS Teacher of Reading Recovery	0.5

<b>Total Teacher Entitlement</b>	<b>16.004</b>
----------------------------------	---------------

Primary General Assistant District Scheme	0.462
Primary School Administrative Officer	1.122
Primary School Administrative Manager Level 3	1.0

<b>Total Non-Teacher Entitlement</b>	<b>2.584</b>
--------------------------------------	--------------

The Australian Education Regulation, 2013 requires schools to report on 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.

## Financial Summary

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

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	109869.03
Global funds	196763.22
Tied funds	68534.27
School & community sources	100411.17
Interest	4274.61
Trust receipts	20527.15
Canteen	0.00
Total income	500379.45
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	71510.08
Excursions	37522.33
Extracurricular dissections	23676.69
Library	7902.88
Training & development	2697.48
Tied funds	51239.23
Casual relief teachers	30455.39
Administration & office	63516.79
School-operated canteen	0.00
Utilities	36085.19
Maintenance	13864.88
Trust accounts	18597.97
Capital programs	15000.00
Total expenditure	372068.91
<b>Balance carried forward</b>	<b>128310.54</b>

A full copy of the school's 2013 financial statement has been forwarded to the P&C. Further details concerning the statement can be obtained by contacting the school.



## School Performance 2013

### Academic Achievements

#### 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

#### Literacy – NAPLAN Year 3

##### Analysis of our Year 3 NAPLAN results indicate:

- 70% or more of the students placed in the top four bands in all strands of the Literacy tests.
- Areas of strength include identifying and interpreting a character's action.
- Areas for future development include locating directly stated information in a text and making inferences from a text.

#### Numeracy – NAPLAN Year 3

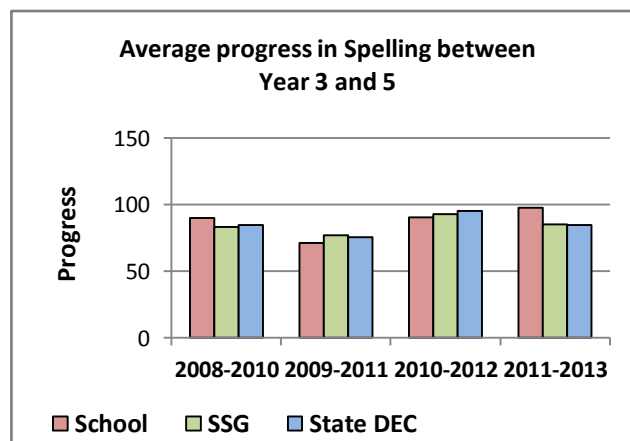
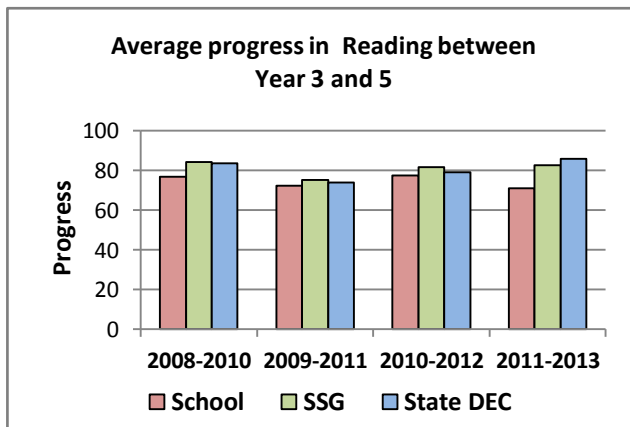
- 60% of students were placed in the top four bands.
- Student performance was better in number and patterns and algebra than space and measurement.
- Areas for further development include increased understanding of 3D object and 2D shape concepts and position.

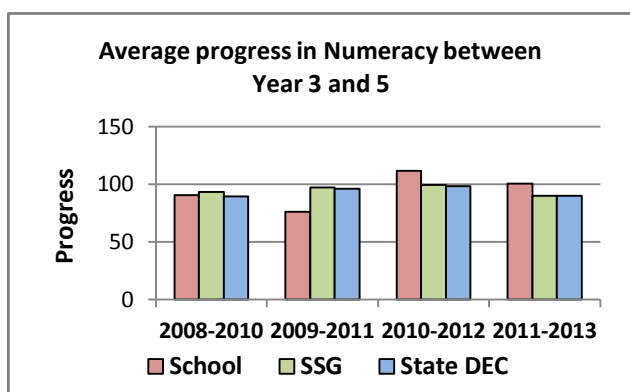
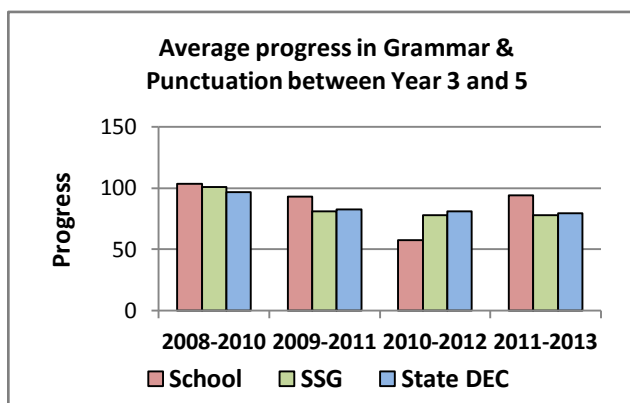
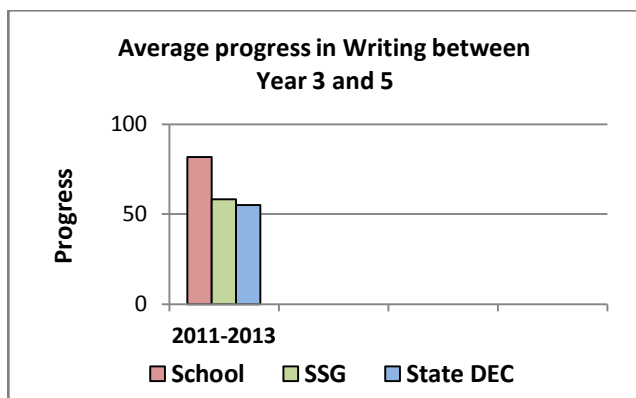
##### Analysis of our Year 5 NAPLAN results indicate:

- 71% or more of students were placed in the top three bands in all four strands of reading, writing, speaking, grammar and punctuation.
- Areas of strength include identifying correct use of past tense, contractions and capital letters.
- Areas for future development include interpreting information from a photograph and inferring information in different text types.

#### Numeracy – NAPLAN Year 5

- 84% of students were placed in the top 4 bands.
- Areas of strength include fractions and decimals, 3D objects and working backwards.
- Areas for further development include increased understanding of 2D shapes and locating data in a spread sheet.





## Sport

In 2013, our school achieved great success in the area of sport.

Our school competed enthusiastically in summer and winter PSSA competitions with our senior soccer team qualifying for the final series.

Numerous students represented the Merrylands/Parramatta Zone at regional carnivals in swimming, cross country, athletics, softball, soccer and Rugby League.

Rhys M and Aleena C competed at the State Athletics Carnival. Rhys also earned selection to take part in the National Athletics Championships.

The Merrylands High School Gifted and Talented Sports Program continued the skill development of selected students in athletics.

All students participated in a school wide dance program which enabled them to explore, select and combine movement sequences.



**2013 Cross Country**

## Creative and Performing Arts

Excellent student achievement in the arts was spread across a number of areas in 2013.

The fabulous 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 'Footloose' which tied in with the theme 'Celebrating the Eighties'.



**2013 Dance Group**

The students of the choir directed by Mrs Karen Chisholm combined with hundreds of students from other schools to sing a great range of songs from the 'Eighties' throughout the night. The standard achieved by this combined choir was outstanding.

After last year's winning result a number of students once again entered the Holroyd 'Design an Ad' competition. Students were given a design brief and were required to use their creativity and artistic skills to design an advertisement for their nominated company.

Students from many schools across the area designed ads for a wide range of companies. It was wonderful to see the work of Rhys M not only chosen as a finalist, but to be selected as the best ad designed by a primary student and featured prominently in a local newspaper, the Parramatta Sun.

Dance was also a whole school focus in 2013 with all students participating in the Dance Program 'Footsteps'. The students were able to gain a number of different skills through learning a variety of highly engaging and enjoyable dances.

The Arts held 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.

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

In 2013 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.

At school we held a Senior Competition for Years 5 and 6 and a Junior Competition for Years 3 and 4. The winners of the Senior Competition were Jessica R and Ryan B, while Isaac H and Louise T won the Junior Competition. These four students represented Sherwood Grange at the Regional Finals.



Louise T went on to win the next two levels of the competition to make it to the NSW State Final held at the ABC Studios in Ultimo. We were fortunate to be able to take along a support crew of 20 students who were on the edge of their seats as Louise confidently progressed

through round after round. The rest of Sherwood Grange followed Louise's awe inspiring effort via internet radio. Out of 44 students Louise made it to the top 9 in the state. We are so proud of her efforts.

### **Debating**

In 2013 the debating team participated in four debates as part of 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.

The debating team also utilised the Connected Classroom facility in the Library to debate against Ringrose Public School via video conferencing facilities. This was a new and exciting opportunity and a chance for the students to fine tune their debating skills. We hope to continue using this facility in 2014.

### **Significant Programs and Initiatives**

#### **Reading Recovery**

Reading Recovery was implemented for the third year running. A total of 11 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. Ten students successfully completed the program in less than 20 weeks and one student transferred to a new school. 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 2014.

#### **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 learning, social, emotional 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 regularly 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 hearing impairment issues.
- Working collegially with outside agencies such as psychologists, Family and Community Services, speech and occupational therapists, psychiatrists, paediatricians and counsellors.
- Referrals for students to attend Stewart House.
- Successfully applying for extra funding to support students with a specific diagnosis or emerging need in the classroom.
- Holding information evenings on areas such as growth and development, puberty and speech therapy.
- Successfully trialled 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.
- Professionally developing the staff in areas such as speech and communication delays, dyslexia and Autism Spectrum Disorder (ASD), including Asperger's.
- Implementation of a systematic and explicit social skills program.
- Strategic implementation of MULTILIT, an early intervention program for targeted students.

## Student Wellbeing

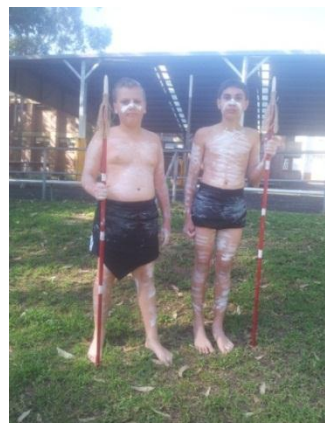
Our school promotes student wellbeing through the provision of a quality learning environment; the systematic and explicit teaching of social skills; the meaningful engagement of students through Quality Teaching; an emphasis on our School Values and adherence to our School Rules; systems to acknowledge 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 Pizza Party at the end of the year. In 2013, there were 42 students presented with a *Principal's Award*.

## Aboriginal Education

Sherwood Grange is 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 and training.

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

- The continuation of Personalised Learning Plans (PLPs) for all Aboriginal students.
- Curriculum-based programs that educated all students about Aboriginal history, culture and current Aboriginal Australia.
- 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.
- A K-6 celebration of NAIDOC Week where the children were immersed in Aboriginal culture, including activities such as dance and art.
- Working with Merrylands High School to involve our Aboriginal students in the Merrylands High School Aboriginal Dance Troupe. This involved the students travelling to MHS on a regular basis to practise the 'Welcome Dance' and then having the opportunity to perform this dance throughout the year at events such as NAIDOC Day (MHS and Sherwood Grange), Aboriginal Days (Granville South Performing Arts High School) and also at the Sydney Opera House as the opening act in the Granville/Strathfield "Our Spectacular".
- Working with the Aboriginal Community Liaison Officer to be a mentor to one of our Aboriginal students.



**Troy and Daniel**



## Multicultural Education

Approximately half of our students come from a language background other than English and multicultural perspectives are embedded across curriculum areas. Resources and lessons reflect cultural diversity and promote our 'School Values' which include respect and fairness.

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.

At Sherwood Grange we provide teaching and learning programs that enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens. We ensure inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

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.

Daniel K and Louise T were chosen to represent Stage 2 and Sehej S and Joaquin E were chosen to represent Stage 3. They were required to present a prepared speech and an impromptu presentation after only five minutes of preparation. They did very well and we are proud of their achievements. Special mention must go to Daniel K who won the regional competition.

## School Planning 2012—2014: Progress in 2013

### School Priority 1: Literacy

**To maximise the literacy standards of all students.**

**Strategies to achieve this target included:**

- All staff trained in *Focus on Reading* techniques, including the *Super Six* comprehension strategies.
- The implementation of *Best Start Assessment* in Kindergarten was continued and expanded into Stage 1 and 2. Stage 1 and 2 teams continued tracking student performance along the continuum, which enable teachers to target individual students requiring additional support and extension.
- The Literacy Committee purchased literacy resources to support programs such as *Focus on Reading* which enabled the school to meet planned targets.
- All staff provided students with authentic feedback to assist them in developing their knowledge and ability.
- Introduction to new English National Curriculum and NSW Board of Studies English Syllabus.
- Review of our *Teaching and Learning Sequence* to ensure it follows the new English Syllabus.
- The continuation of *Reading Recovery* to support identified Year 1 students.
- The implementation of the *MULTILIT* program to support students who have been identified as needing targeted intervention.

**Our achievements included:**

- Completion of Phase 1 *Focus on Reading*.
- **77%** of students in Kindergarten were reading Level 7 or above by the end of 2013.
- **74%** of Year 3 students achieved Bands 3 and above in 2013 NAPLAN results.
- **74%** of Year 5 students achieved Bands 6 and above in 2013 NAPLAN results.
- **97.4%** of Year 3 students achieved at or above minimal standards in 2013 NAPLAN reading.
- **100%** of Year 5 students achieved at or above minimal standards in 2013 NAPLAN reading.
- Post assessment of students participating in the *MINILIT* program has shown a marked

improvement in the literacy skills of the students particularly with sight word recognition, phonics and reading.

- Post assessment of students participating in *MULTILIT (Reading Tutor Program)* has shown a marked improvement in the literacy skills of the students particularly with sight word recognition, spelling and reading.

## **School Priority 2:**

### **Numeracy**

**To maximise the numeracy standards of all students.**

**Strategies to achieve this target included:**

- The analysis of *Best Start* and NAPLAN data to measure outcomes on the learning continuum and determine students' skills and strategies.
- All staff provided students with authentic feedback to assist them in developing their knowledge and ability.
- An introduction to the new Mathematics National Curriculum and NSW Board of Studies Mathematics Syllabus.
- A review of the school mathematics resources was undertaken. New resources were purchased based on the review.
- Throughout 2013 stage teams discussed class timetables and calendars to maximise instructional time for numeracy.

**Our achievements included:**

- **60%** of Year 3 students achieved Bands 3 and above in 2013 NAPLAN results.
- **84%** of Year 5 students achieved Bands 5 and above in 2013 NAPLAN results.
- **86.8%** of Year 3 students achieved at or above minimal standards in 2013 NAPLAN.
- **92.1%** of Year 5 students achieved at or above minimal standards in 2013 NAPLAN.
- **67.6%** of Year 5 students have achieved greater than or equal to expected growth in numeracy.
- Sherwood Grange Public School has scored 'growth in numeracy' above the state average.

## **School Priority 3:**

### **Curriculum and Assessment**

**To implement the New National Curriculum and associated syllabus documents.**

**Evidence of progress towards outcomes in 2013:**

- Professional learning based on implementing the new curriculum effectively by exploring planning and programming, teaching and assessment practices.
- Professional learning based on conceptual programming to design a unit of learning. This approach develops students' deep understanding of the substantive concepts, skills and ideas contained in the Board of Studies NSW English K–10 Syllabus.
- Professional learning focusing on the diverse needs of the 21st Century learner.
- Examined each syllabus, analysing needs and formulating implementation plans.
- The development of a *Teaching and Learning Sequence* in line with the new English Syllabus.

**Strategies to achieve these outcomes in 2014:**

- Planning time across stages to create English Units of Work incorporating all new English Syllabus outcomes.
- Implementation of a new *English Teaching and Learning Sequence*.
- A review of our assessment and reporting guidelines to incorporate all new syllabus document outcomes.

### **Professional Learning**

Supporting and promoting professional learning for staff is essential in any school. At Sherwood Grange we plan, implement and access strategic professional learning in order to further develop our capacity to meet the needs of every student. We aim for best practice across the school which reflects the *NSW Model of Quality Teaching*. In 2013 staff at Sherwood Grange were committed to and engaged in continuous learning throughout the year.

An ongoing priority was *Focus on Reading*, an intensive professional learning program. *Focus on Reading* develops teacher expertise to support the explicit teaching of the key aspects of reading;

namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning.

The program emphasises the importance and use of:

- Rich texts, particularly subject-based texts, multi-modal texts and the types of texts that interest and motivate learners in the middle years.
- Rich talk of the kind that encourages students to 'show their thinking' through talk.
- 'Deliberate' teaching that begins with insightful assessment; involves planning for explicit instruction based on student needs; supports and scaffolds students through modelled, guided and independent teaching; provides clear and purposeful feedback and constant opportunities for student reflection.

In 2013 Phase 1 of *Focus on Reading* was completed and our teachers will engage in Phase 2, which has a focus on vocabulary, in 2014.

Throughout the year all staff members were also involved in the following training:

- Anaphylaxis and Asthma
- Code of Conduct
- CPR
- Child Protection Updates
- Best Start
- PLAN (Planning Literacy and Numeracy)
- Disability Standards for Education
- The Learner and the New Curriculum (English)
- Teaching for the New Curriculum
- Your school and the K-10 English syllabus for the Australian curriculum
- Getting our head around the new Maths syllabus
- Regular stage and team meetings

In addition some teachers were involved in professional learning in the following areas:

- Live Life Well (Health and Wellbeing)
- Motor Coordination Difficulties
- Dyslexia and Significant Difficulties in Reading
- Autism Spectrum Disorders
- Inclusion for learners with speech, language and communication needs

## Parent, Student and Teacher Satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school.

A summary of responses are presented below.

Students thought that some of the most important factors that contribute to making Sherwood Grange a successful school included:

- Acknowledging and appreciating the contributions made by students and recognising achievements.
- A highly motivated and effective P&C who assist in providing exciting and valuable learning experiences.
- Everyone: students, teachers, office staff and parents are respectful to each other.
- Outstanding teachers and staff who are caring and fair. Teachers always want students to learn new things and do their personal best.
- The range of opportunities and programs on offer. For example: public speaking, debating, dance, choir, cyber safety lessons, sport and excursions.

Staff feedback on some of the most important factors that contribute to making Sherwood Grange a successful school included:

- Having high expectations that are made clear through policies, procedures, routines and consistency. New teachers take on board our high standards.
- Highly effective, engaging and differentiated teaching and learning programs that meet student needs.
- Staff collegiality and professional support of each other.
- Opportunities for ongoing high quality professional learning. For example: *Focus on Reading* and First Aid/CPR.
- Explicit and consistent student wellbeing policies that contribute to a safe and positive learning environment.
- Effective and respectful communication between staff and parents.
- Strong leadership and support from the executive team.

Parent/Carer comments on some of the most important factors that contribute to making Sherwood Grange a successful school included:

- Good communication and the opportunities available for parents to be involved in the classroom and at school events.
- Strong school discipline and a structure focused on positive and clear expectations which are maintained through the acknowledgement of student achievement.
- Professionalism of the staff.
- Excellent leadership and management of the school.

The most common theme in the feedback provided by students, staff and parents was 'high expectations' and a 'quality learning environment'.

## PROGRAM EVALUATION:

### English

NSW public schools conduct evaluations to support the effective implementation of the School Plan. In 2013 our school carried out an evaluation in the curriculum area of English, specifically comprehension.

### Background

Our school has always had a consistent focus on all strands of English and students working towards their potential in this Key Learning Area. An evaluation of the effectiveness of the school's English practices, specifically in the area of comprehension, was undertaken. In 2013 *Focus on Reading* was implemented across all stages. This is an in-depth professional learning program focusing on improving comprehension levels across all Key Learning Areas.

In Term 4, teachers, parents and students participated in a school-wide comprehension survey. For this survey there were specific questions for each group and some which were similar. The survey incorporated understandings, pedagogy, organisation and assessment. This would provide valuable feedback and guide future planning. 100% of teachers completed surveys, 29 parent surveys were returned and 5 children from each class were surveyed.

## Findings and conclusions

### Students

- 100% percent of students believe that it is important to learn to read.
- 93% of students enjoy reading.
- 72% of students read at home.
- 83% of students believe that work is at the correct level.
- 55% of students like reading aloud in front of the class.

#### Comments from students

- Reading is hard when you don't understand the words.
- I think a good reader is someone who understands the book and words that they read.
- A good reader is someone who; visualises what they are reading, makes connections and predicts what is being read.
- Reading groups are fun and I learn lots.

### Parents

- 100% of parents agreed or strongly agreed that the school offered them opportunities to learn about the teaching of comprehension such as the session during Education Week.
- 100% of parents agree or strongly agree that comprehension is an important subject.
- 94% of parents agree or strongly agree that their child has developed new skills in comprehension during the year.
- 100% of parents understand how comprehension is taught at the school.
- 92% of parents are confident to assist their child at home with comprehension.
- 92% of parents strongly agree their child is given extra support in comprehension when required.

#### Further comments mentioned from parents include:

- I have seen an improvement in my children during the year (especially during reading groups).



- School homework is done with more confidence.
- I would like to see more about what they are learning and have some sort of progress chart to see if they understand what is being taught.
- My son has a great teacher and has learnt a lot this year.

## Teachers

- 100% of teachers believe comprehension is important.
- 100% of teachers believe that *Focus on Reading* has been an invaluable learning experience.
- 100% of teachers are confident in teaching comprehension.
- 100% of teachers have changed the way they teach comprehension after completing Phase 1 of *Focus on Reading*.
- 100% of teachers believe that the *Focus on Reading* strategies have improved the way they teach comprehension.
- 100% of teachers agree that the consistent approach to teaching comprehension will benefit student learning outcomes.

### Further comments from teachers:

- *Focus on Reading* is better than sliced bread.
- It has made me a better teacher.
- I am seeing such a difference with the way students are learning and communicating.
- The discussions my class is having now are on such a deeper level than before.
- My reading groups have more purpose, direction and focus.
- Students are more engaged and see they are achieving outcomes.
- It has allowed for more specific assessment and tracking of student learning.

### Future directions

As a result of the surveys, the school will:

- Trial the new English *Teaching and Learning Sequence* that has been created in line with the implementation of the National Curriculum and Board of Studies syllabus documents.
- Continue with whole school explicit and systematic teaching of comprehension, including the *Super Six* strategies.
- Maintain and monitor the continued practice of *Focus on Reading*.

- Provide information and strategies to parents that will better assist them when helping their children with comprehension.
- Communicate, where possible any relevant and beneficial computer programs, software or apps that can support comprehension programs.
- Continue to provide professional learning for teachers and support professional learning opportunities to access current and up-to-date information on the teaching of comprehension.

## About this 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
Suzie Williams	P&C President
Leanne Straub	Federation Representative
Michael Joseph	Assistant Principal
Karen Macphail	Assistant Principal
Peter Shearer	Assistant Principal
Christopher Fias-ayon	Student Representative
Jade Williams	Student Representative

### School contact information

Sherwood Grange Public School

Bruce St, Merrylands West 2160

Ph: 9632 9447 9632 3625 Fax: 9892 2715

sherwoodgr-p.school@det.nsw.edu.au

School Code: 4328

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>