



4328

2022



NSW
GOVERNMENT

Education &
Communities

Public Schools NSW

Sherwood Grange Public School Annual School Report

Messages

Principal's message

At Sherwood Grange Public School our purpose is to maximise the academic, social and emotional outcomes of every child in our care. Student well-being is at the centre of everything we do and every decision we make.

We aim high and have the perfect ingredients needed for a highly successful school:

- Students who are friendly, respectful and highly motivated.
- Staff who are dedicated and strive for excellence in their chosen profession.
- Parents and community members who are highly involved and an integral part of our school.

It is a pleasure and an honour to be the principal of this wonderful school.

I certify that 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.

Vicki Robertson

P & C message

The Sherwood Grange P&C had a fun, busy, and successful year in 2012. With a growing group of members and an ever increasing number of mums, dads, grandparents and carers helping out, we were able to organise and run, quite painlessly, many different events – including the always popular food days, the sports day, gift stalls and of course the school disco.

In addition, the P&C Uniform Shop, run by a couple of amazing volunteers, has proven to be an important resource for the school and our families. In 2012 the Uniform Shop moved to new more spacious premises and our uniform has had a little facelift, incorporating the school logo onto all shirts.

All of the hard work from the school community has resulted in our marching quite quickly towards our goal of having an electronic whiteboard in every classroom. Three whiteboards were purchased in 2012. In addition, we have entered into an arrangement that has fitted the remaining four rooms with whiteboards, with our commitment to

fund these in the coming year. This means that every child now has the benefit of this additional resource to aid their learning in many exciting new ways.

On behalf of the P&C I'd like to thank everyone who has helped with fundraising activities. It is great to see the entire school community, including families and our fantastic teachers, pull together and provide support to our children. We are looking forward to working with you again in 2013 for another successful year.

Julie Collins P & C President

Student representative's message

2012 was an enjoyable year for everyone at Sherwood Grange with a wide range of events enthusiastically attended by the whole school community.

Great fun was had at the school disco, Easter Fair, talent quest and the end of year school picnic.

Year 5 and 6 had a great time at the Great Aussie Bush Camp facing their fears on the giant swing, flying fox and high ropes course as well as participating in archery, canoeing and tackling the mud filled obstacle course.

Many students also celebrated great academic achievements across a number of areas including public speaking, spelling, mathematics, debating and art.

We wish everyone all the best for continued success in 2013.

Joel Booker and Brooke Litvensky



2012 Student Leadership Team

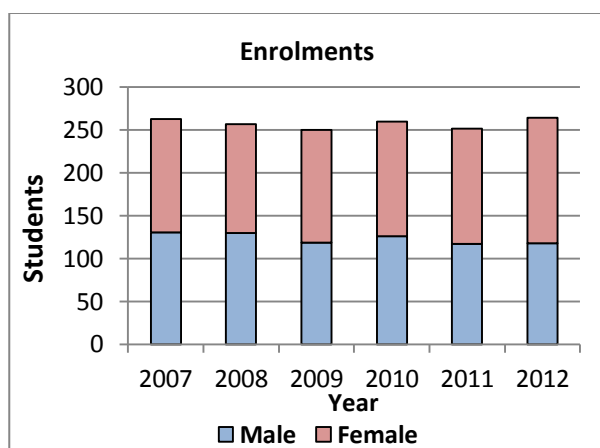
School context

Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	131	130	119	126	117	118
Female	132	127	131	134	135	146



Student attendance profile

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

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

Eleven classes were established in 2012. They were formed in accordance with the guidelines for average class sizes in public schools in NSW.

The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 21 March 2012.

Class	Number of students
KB	20
KR	19
K/1C	21
1/2M	24
1/2P	24
1/2S	23
3/4M	27
3/4U	28
4/5K	25
5/6J	27
5/6M	26

Staff information

Staff establishment

Primary Principal	1.0
Primary Assistant Principal	3.0
Primary Teacher	8.0
Primary Part-Time Teacher	0.5
Primary Teacher RFF	0.462
Primary Teacher Librarian	0.6
Primary Teacher of ESL	0.2
Primary SS Teacher Learning Assistance	0.5
Primary SS Teacher of Reading Recovery	0.42

Total Teacher Entitlement 14.682

General Assistant District Scheme

School Administrative Officer

School Administrative Manager Level 3

Total Non-Teacher 2.584

Staff retention

2012 saw the following staff changes:

Ms Karen Macphail secured the position of Assistant Principal through the Merit Selection Process, replacing Mrs Kelly Nielson who had been on extended maternity leave.

Miss Jennifer Bradshaw was appointed as a classroom teacher through the Merit Selection Process, replacing Mr Keith Easton who retired.

Mrs Suzanne Matherson and Miss Alicia Reinhard were both appointed as permanent members of staff after many years of temporary engagement.

Mr Jeff Sayers was appointed to our school as the General Assistant.

Teacher qualifications

All teachers have qualifications that meet professional requirements for teaching in NSW public schools.

Financial summary

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	65020
Global funds	192415
Tied funds	33370
School & community sources	83695
Interest	5376
Trust receipts	19670
Canteen	0.00
Total income	399546
Expenditure	
Teaching & learning	
Key learning areas	27646
Excursions	20841
Extracurricular dissections	31963
Library	7505
Training & development	3849
Tied funds	35685
Casual relief teachers	38794
Administration & office	38012
School-operated canteen	0.00
Utilities	32422
Maintenance	19871
Trust accounts	19281
Capital programs	13809
Total expenditure	289677
Balance carried forward	109869

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 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Excellent student achievement in the arts was spread across a number of areas in 2012.

The fantastic performances of the dance and choir groups at the Granville District 'Our Spectacular' were once again a feature of the year. It was a pleasure to see so many students keen to be in the dance group and we were able to send our largest contingent yet. The students thrilled the audience with their dance celebrating the Australian Lifesaving Organisation and the great work they do on our beaches as part of the 'Australiana' theme of the event.



2012 Dance Group

The students of the choir combined with hundreds of students from other schools to sing a great range of iconic Australian songs throughout the night. The standard achieved by this combined choir was outstanding.



2012 Choir

As part of Education Week an art show was held in the hall that included a fantastic array of work from every child in the school including paintings, collages, sculptures and dioramas. The artistic talent of students of all ages was greatly enjoyed by everyone who visited.



A number of students entered the Holroyd 'Design an Ad' competition. Students were given a design brief and were required to use their imagination and drawing 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 Evanna Dannoun 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.

Sport

In 2012 our school accomplished many achievements in the area of sport.

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

John Belcher competed at the State Swimming Carnival, Rhys Magno attended the State Athletics Carnival and Joshua Wickens earned selection into the State Softball team.



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

All students participated in a school wide gymnastics program which enabled them to demonstrate control in performing sequences of gymnastic movements.

Technology

In 2012 we established a student committee to help coordinate our school website. Under the guidance of a teacher the students maintain our website, a big responsibility which they took on with great enthusiasm.

We anticipate that from now on a new committee will be formed every year.



2012 Student Website Committee

Academic

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.

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

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

Literacy – NAPLAN Year 3

Analysis of our Year 3 NAPLAN results indicate:

- 90% or more of the students placed in the top three bands in all strands of the Literacy tests.
- Areas of strength include writing and spelling.
- Areas for future development include locating information from a text and making inferences from a text.

Numeracy – NAPLAN Year 3

- 88% of students were placed in the top four bands.
- Student performance was better in number than space and measurement.
- Areas for further development include increased understanding of time and 3D object concepts.

Literacy – NAPLAN Year 5

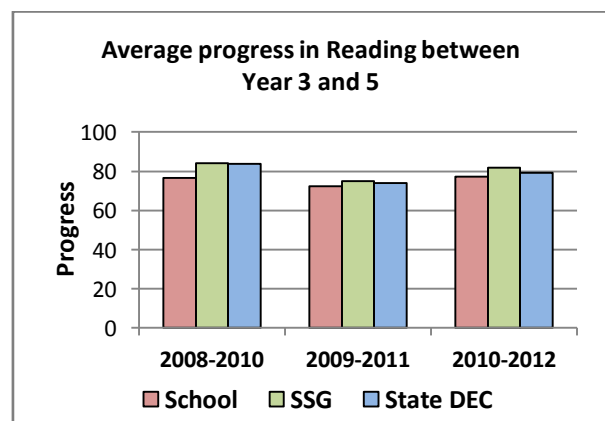
Analysis of our Year 5 NAPLAN results indicate:

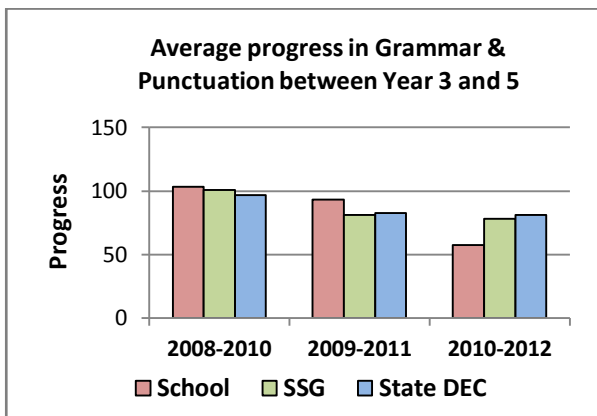
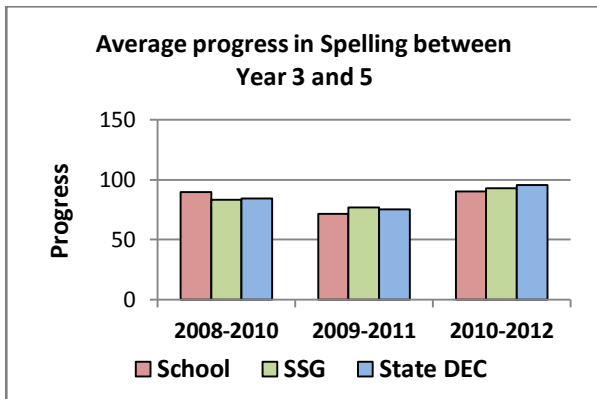
- 96% of students placed in the top four bands in all four literacy strands.
- Student performance was better in spelling and reading than writing.
- Areas for further development include writing with increased cohesion and detail, and utilising skills in grammar and spelling when completing independent writing tasks.

Numeracy – NAPLAN Year 5

- 93% of students were placed in the top four bands.
- Student performance was stronger in space and measurement than in number.
- Areas for further development include applying basic operation and fractions knowledge to more complex tasks.

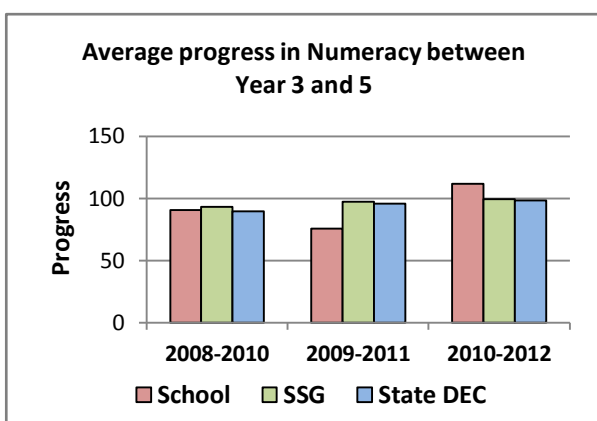
Progress in Literacy





Note: Average progress for Writing is **not** displayed due to the change in the Writing scale from Narrative

Progress in numeracy



Note: SSG stands for Statistically Similar Group

Significant programs and initiatives

Aboriginal education

At Sherwood Grange we are committed to closing the gap for Aboriginal students through a culture of high expectations along with high support.

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

- The school in collaboration with an Aboriginal Education Consultant started the process of writing Personalised Learning Plans (PLPs) for all Aboriginal students.
- Curriculum-based programs educated all students about Aboriginal history, culture and current Aboriginal Australia.
- In 2012 staff continued professional learning about cultural understandings.
- Staff trained in the '8 Ways of Learning' which is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.
- The inclusion of 'Acknowledgement of Country' at assemblies and school events where applicable.
- Aboriginal students had the opportunity to attend an excellent and informative science day that was held at the University of Western Sydney.

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.

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.

Ryan B and Louise T were chosen to represent Stage 2 and Joel B and Zara G 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 all did a wonderful job.

Premier's Spelling Bee

In 2012 we continued our participation in the Premier's Spelling Bee. The Premier's Spelling Bee is a dynamic and enjoyable way for primary school students to engage with spelling. The program includes activities to encourage all students and promote improved literacy in combination with the English K-6 Syllabus.



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 Matthew C and Joel B. Ryan B and James C won the Junior Competition.

These four boys represented Sherwood Grange at the Regional Finals. While they did not make it further in the competition, all represented our school with pride and to the best of their ability.

Professional Development Project

In 2012 our school was very fortunate to acquire a sum of money from other schools in the Granville School Education Group who receive National Partnership funds. The money was utilised to participate in a school-based **Professional Development Project** to further develop teacher capabilities and student learning outcomes.

The **Professional Development Project** included:

- Developing personal professional learning plans for all teaching staff.
- Reflecting on a lesson - Quality Teaching to support the NSW Professional Teaching Standards.
- Reflecting on a lesson in a Team - Quality Teaching to support the NSW Professional Teaching Standards.
- Working with colleagues in the classroom, including receiving and giving effective feedback.

The purpose of the project was to:

- Use professional teaching standards to identify professional learning needs.
- Develop a personal professional learning plan with clearly articulated goals.
- Critically reflect on a lesson, with emphasis on the deep knowledge that students engage with during the lesson.
- Address aspects of classroom practice that require the development of expertise in connecting with students and using that knowledge to enhance learning.
- Understand, reflect, analyse and refine teaching.
- Improve student learning outcomes.

Outcomes of this project included:

- Professional development relevant to the needs of the staff and school.
- Increased professional dialogue leading to meaningful action.

- Increased professional development and evidence of it being effectively used in classrooms.
- Increased familiarisation with the Quality Teaching Model and Professional Teaching Standards.
- Increased staff collaboration when planning units of work.
- Teachers modelling and exchanging different ideas and strategies which are now being effectively implemented in other classrooms.

Progress on 2012 targets



Target 1: To maximise the literacy standards of all students.

Strategies to achieve this target included:

- Talking and listening, reading and writing programs that involve modelled, guided and independent activities.
- The purchase of high quality, engaging resources to support classroom programs.



Our achievements include:

- Staff reflecting on and refining writing units of work through classroom visits, team teaching and cooperative planning.
- 100% of Year 3 students achieving above the minimum standards in three of the four literacy strands: reading, writing and spelling.
- 100% of Year 5 students achieving above the minimum standards in reading, spelling and grammar and punctuation.

Target 2: To maximise the numeracy standards of all students.

Strategies to achieve this target included:

- The creation of Mathematics groups within all stages to allow the delivery of targeted Mathematics programs including the extension of high achieving students.
- The use of Support Teacher Learning Assistance (STLA) staff to provide early intervention and support to students in K-2.

Our achievements include:

- 97% of Year 3 students achieving above the minimum standards.
- 100% of Year 5 students achieving above the minimum standards.

Target 3: To improve learning outcomes for Aboriginal students.

Strategies to achieve this target included:

- The collaborative development of personalised learning plans for Aboriginal students.
- The review of school events to establish what appropriate and meaningful additions can be made to include aspects of Aboriginal culture. For example 'Acknowledgement of Country', the use of Aboriginal flags and NAIDOC week activities.

Our achievements include:

- All Aboriginal students working on personal learning plans established through consultation between the school, parents and the student.
- All staff being trained in the '8 Ways of Learning' framework.



students access these to help guide their writing.

- Students have strong knowledge of text types and text type structure.
- Students find coming up with ideas challenging.
- Stage 3 students find writing with more depth and detail to extend their writing beyond the standard structure and features more difficult.
- Students said they enjoyed writing at school most of the time and that they received help and effective feedback from their teachers when they needed it.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of writing in the school.



Future directions

- Continued provision of a wide variety of experiences and sample texts to build students topic knowledge when leading into writing tasks.
- Further refinement of Stage 3 writing units to aid students in moving their written texts beyond the basic text type structures and language features.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

A summary of responses are presented below.

Background

Students in all grades completed surveys about the teaching and learning of writing in the school. Students were given an age appropriate survey that included multiple choice questions. They were asked about their feelings on writing, some of the practices that occurred during writing lessons, to reflect on what they found easy or challenging about writing and how the school could help them improve further.

Findings and conclusions

Results of the questionnaires indicated that:

- Learning intentions and success criteria are used consistently across the school and



2012 Student Representative Council (SRC)



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

- Our very high standards and high expectations.
- 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.
- The children are well mannered and follow our School Values and School Rules. Sherwood Grange is a well-disciplined school.
- Great resources and technology such as interactive whiteboards in every classroom and our school library.
- Our multicultural community. Racism and bullying are not accepted at our school.



2012 Library Monitors

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

- Having high expectations that are made clear through policies, procedures, routines and consistency. New teachers take on board our high standards.
- The establishment of dedicated literacy and numeracy sessions.
- 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 'Effective Whole School Behaviour Management'.
- Explicit and consistent student well-being 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/Caregiver comments on some of the most important factors that contribute to making Sherwood Grange a quality school included:

- Happy students within a safe environment.
- 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 management and leadership of the school.

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

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.



School Priority 1: Literacy

Outcomes for 2012–2014

To maximise the literacy standards of all students.

2013 Targets to achieve this outcome include:

- 62% of Year 3 students achieving proficiency levels in NAPLAN reading; and
- 40% of Year 5 students achieving proficiency levels in NAPLAN reading;

N.B. 'proficiency levels' means the top two bands

Strategies to achieve these targets include:

- All staff training in and implementing the Focus on Reading program.
- The introduction of the MultiLit programs, 'MiniLit' and the 'Reading Tutor', which target identified students.
- The purchase of high quality, engaging resources to support classroom programs.

School Priority 2: Numeracy

Outcomes for 2012–2014

To maximise the numeracy standards of all students.

2013 Targets to achieve this outcome include:

- 42% of Year 3 students achieving proficiency levels in NAPLAN numeracy.
- 32% of Year 5 students achieving proficiency levels in NAPLAN numeracy.

N.B. 'proficiency levels' means the top two bands

Strategies to achieve these targets include:

- The extension of Mathematics groups within all stages to include Space and Measurement strands to allow the delivery of targeted Mathematics programs including the extension of high achieving students.
- The purchase of high quality, engaging resources to support classroom programs.



School Priority 3: Curriculum and Assessment

Outcomes for 2012–2014

To implement the New National Curriculum and associated syllabus documents.

2013 Targets to achieve this outcome include:

- The development of a school scope and sequence for the implementation of the new English syllabus in 2014.
- All staff using the new English syllabus in the development of broad, inclusive and relevant teaching and learning programs.

Strategies to achieve these targets include:

- Staff participation in region led video conferences and school based training in looking at new syllabus documents in-depth.
- Whole school planning in the development of a scope and sequence plan for the delivery of the new English syllabus and National Curriculum outcomes.



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
Julie Collins	P&C President
Leanne Straub	Federation Representative
Karen Macphail	Assistant Principal
Peter Shearer	Assistant Principal
Michael Joseph	Assistant Principal
Joel Booker	Student Representative
Brooke Litvensky	Student Representative

School contact information

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School Code: 4328

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

<http://www.schools.nsw.edu.au/asr>