



Sherwood Grange Public School Annual School Report

2011



Messages

Principal's message

At Sherwood Grange we strive for excellence as we guide our students towards maximising their academic potential while being happy, well-rounded citizens.

Throughout 2011 we continued to plan and provide systematic and explicit learning programs across the Key Learning Areas (KLAs). Of course literacy and numeracy were a focus and we set high targets for student achievement from Kindergarten through to Year 6.

We believe it is important to provide our students with a high interest, balanced curriculum. Our students participated in regular physical activity during Physical Education (PE) and Sport. Student response was overwhelmingly positive to a highly engaging dance program that covered a range of styles and involved a strong cardiovascular workout.

Highlights of the year include excellent choir and dance performances at the Sydney Opera House; highly competitive participation in public speaking and debating; and outstanding achievements in a range of sporting competitions and events. For quite a small school we do remarkably well across a diverse range of activities.

One of our great strengths is that our students, staff, parents, caregivers and volunteers work together to maintain the high standards we have set for ourselves as a thriving school community. I am sure we will continue to do so throughout 2012 and beyond.

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.

Vicki Robertson

P & C message

2011 was a productive year for the Sherwood Grange P&C. With the hard work of the P&C members and the support of the school community we have again been able to purchase two interactive whiteboards for the school. These were installed in the senior classrooms, so there

are now boards in both the primary and infant sections of the school.

Many events were held through the year that the students enjoyed with the highlights being the disco and the sports day. With the closure of the canteen sausage sizzles were very successful and well supported by the students.

The P&C plays an important role in providing an outlet for parents to be involved in the life of the school and we welcome your involvement as a regular member or as a volunteer at the events held throughout the year.

Julie Collins P & C President



Student representative's message

2011 has been an outstanding year both academically and in the extra-curricular activities students can participate in at Sherwood Grange.

The Student Leadership Team attended the 'Law and Justice Leadership Conference' run by the Young Lawyers Association of NSW. It was great fun and we learnt a lot about human rights, justice and citizenship.

Our school choir and dance group performed outstandingly at the Sydney Opera House and were a feature of the very successful official opening ceremony for our new hall.

Another highlight of 2011 was the Footsteps dance program which was not only fun but taught us a great range of different dance styles such as Latin American and Hip-Hop.

Years 5 and 6 had a fantastic overnight excursion to Canberra and the Snowy Mountains where we saw firsthand how parliament works.

On the sporting side of things it was another highly successful year. Students represented the region at state carnivals for cricket and athletics.

As the 2011 school captains it has been a great privilege to be part of this wonderful school.

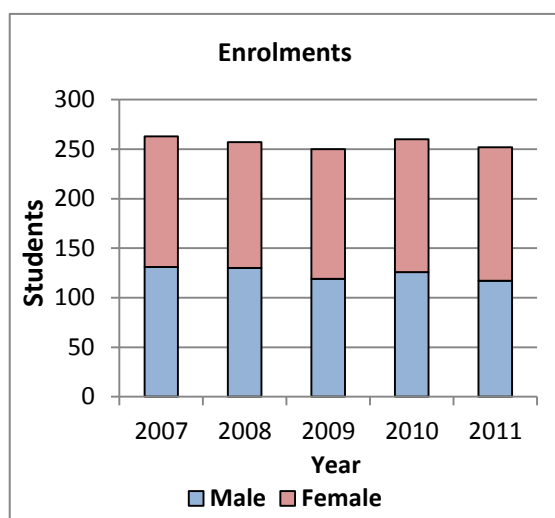
Tia Zammit and Clayton Telfer

School context

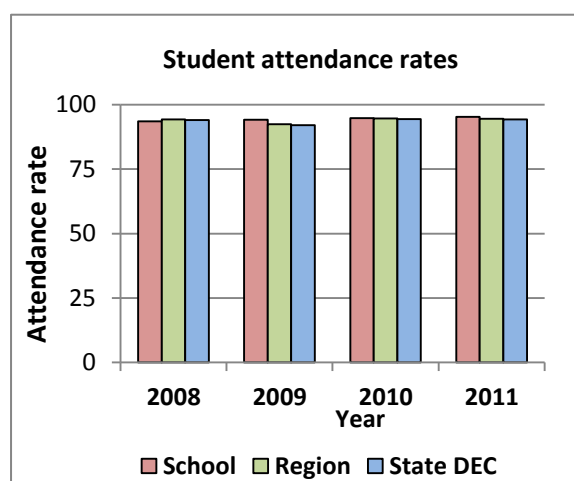
Student information

Student enrolment profile

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



Student attendance profile



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

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

Roll class	Year	Total per year	Total In class
K_1C	K	6	20
KB	K	20	20
KR	K	20	20
1SL	1	22	22
K_1C	1	14	20
2_3U	2	10	26
2M	2	27	27
2_3U	3	16	26
3_4M	3	19	28
3_4M	4	9	28
4_5B	4	11	29
4_5S	4	12	29
4_5B	5	18	29
4_5S	5	17	29
6J	6	29	29

Staff information

Staff establishment

Our school's teacher entitlement for 2011 was 13.82.

1.0 indicates one full time staff member and 0.2 indicates one day per week.

Position Entitlement

Principal	1.0
Teaching Assistant Principal	3.0
Teacher	7.0
Part-Time Teacher	0.4
Teacher RFF	0.42
Teacher Librarian	0.6
Teacher of ESL	0.4
Teacher Learning Assistance	0.5
Teacher of Reading Recovery	0.5

Total teacher Entitlement 13.82

General Assistant	0.462
School Administrative Officer	1.122
School Administrative Manager	1.0

Total Non Teacher Entitlement 2.584

Teacher qualifications

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

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:	30/11/2011
<i>Income</i>	\$
Balance brought forward	82 910.01
Global funds	123 130.74
Tied funds	30 040.16
School & community sources	76 931.24
Interest	4 853.35
Trust receipts	17 400.25
Canteen	2 392.45
<i>Total income</i>	<u>337 658.20</u>
<i>Expenditure</i>	
Teaching & learning	
Key learning areas	20 338.62
Excursions	27 939.10
Extracurricular dissections	23 869.09
Library	4 978.59
Training & development	1 777.64
Tied funds	37 622.84
Casual relief teachers	31 599.11
Administration & office	42 834.50
School-operated canteen	2 376.00
Utilities	30 124.59
Maintenance	17 914.81
Trust accounts	17 641.13
Capital programs	13 621.96
<i>Total expenditure</i>	<u>272 637.98</u>
Balance carried forward	<u>65 020.22</u>

A full copy of the school's 2011 financial statement is tabled at the Annual General Meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

2011 was a busy and successful year for the choir and dance group. As well as outstanding performances once again at the Granville District

'Our Spectacular', the choir and dance group were a highlight at the official opening of our school hall by The Honorable Chris Bowen, Minister for Immigration. The singing of the National Anthem, led by the choir and sung by the whole school was something he said he found very moving and heartfelt and was a credit to both the singing ability and the sense of community displayed by our students. The dance group must be congratulated for their hard work in preparing a newly choreographed dance to present at the assembly on top of the effort they put in for their Opera House performance.

Sport

In 2011, our school achieved great success in the sporting arena.

The boys' softball, boys' t-ball, senior cricket and senior soccer teams won their respective Zone PSSA Competitions.

Our students represented zone teams at regional carnivals in swimming, cross-country, athletics, soccer, softball, cricket and Rugby League.

Rhys Magno went on to compete in the discus event at the State Athletics Carnival and Joel Seniuk attended the State Carnival as part of the South Western Sydney Region cricket team.

The Merrylands High School Gifted and Talented Sports Program assisted in the skill development of some of our students in sports such as cricket and soccer.

Our P&C organised an enjoyable Sports Day that saw every child in the school participate in a range of fitness and skill-based activities. The assistance of our school community ensured it was a lively and successful day for our students.

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:

- 80% or more of the students placed in the top three bands in reading, writing and spelling;
- areas of strength include reading, writing and spelling; and
- areas for future development include increasing student knowledge of grammar and making inferences from a text.

Numeracy – NAPLAN Year 3

- 89% of students were placed in the top four bands;
- student performance was better in number than space and measurement; and
- areas for further development include application of space and measurement concepts to real life problems.

Literacy – NAPLAN Year 5

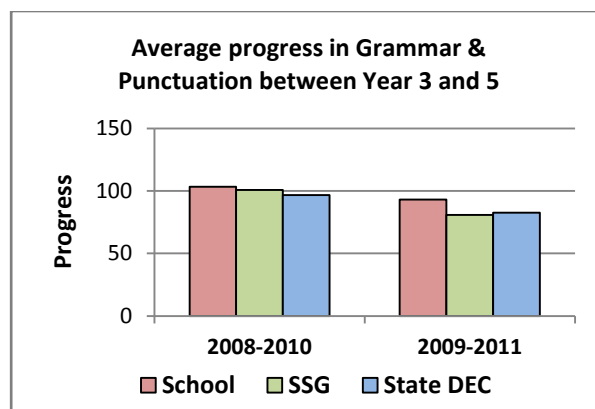
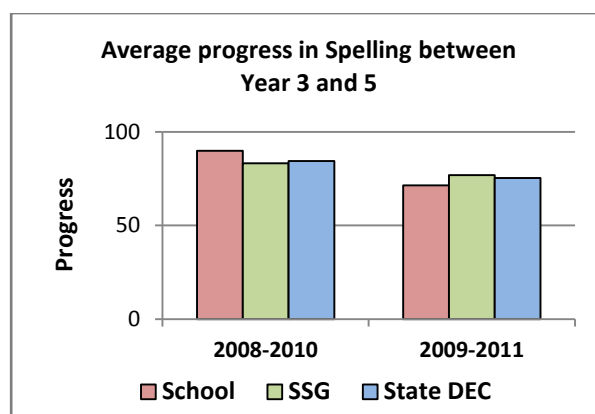
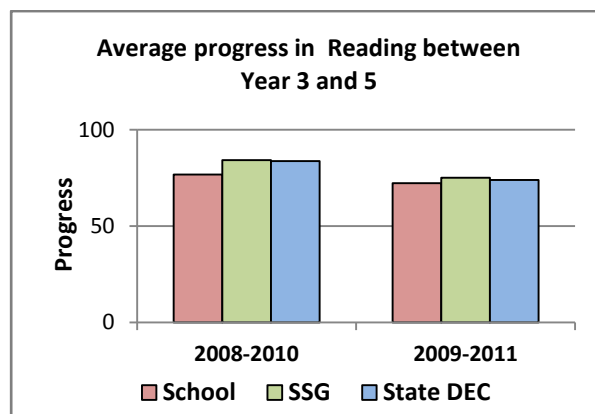
Analysis of our Year 5 NAPLAN results indicate:

- the four strands of the literacy test showed 80% or more of the students placed in the top four bands in each;
- student performance was better in grammar and writing than punctuation and reading; and
- areas for further development include interpreting author motivation and expanding on base ideas when writing.

Numeracy – NAPLAN Year 5

- 77% of students were placed in the top four bands;
- student performance was stronger in space and measurement than in number, but the average growth was higher in number; and
- areas for further development include fractions and decimals and solving multi-step problems.

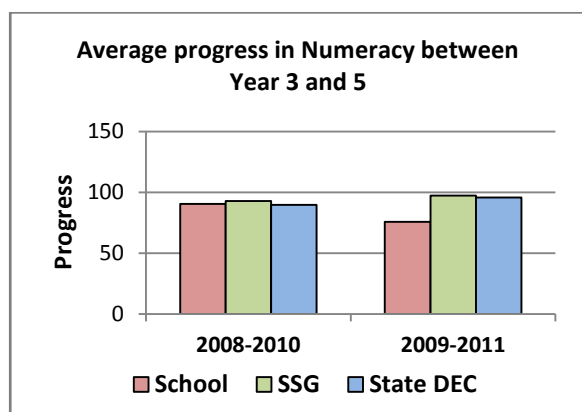
Progress in literacy



Note: Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.



Progress in numeracy



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	97.2
Grammar & Punctuation	100.0
Numeracy	97.2

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	88.6
Writing	97.1
Spelling	100.0
Grammar & Punctuation	97.1
Numeracy	97.1

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are embedded across all Key Learning Areas (KLAs). Strategies employed to achieve this include:

- inclusion of the 'Welcome to Country' at school events and ensuring community understanding of the significance of this;
- developing an understanding of Aboriginal history and culture across a range of KLAs; and
- appreciation of the work of Aboriginal people in the creative and performing arts including authors, illustrators and artists.

Multicultural education

At Sherwood Grange 48% of our students are from a language background other than English. We continue to acknowledge and value the cultural diversity of our students and wider society through:

- embedding multicultural perspectives across all KLAs through the use of inclusive resources such as student reading material; and
- the participation of all students in Years 3-6 in the Multicultural Perspectives Public Speaking Competition.

Respect and responsibility

Our school promotes and fosters the important social values of: respect and tolerance; care and compassion; integrity; fairness; excellence; and responsibility. Strategies employed to promote these values include:

- a merit award system to acknowledge and reinforce positive student behaviour;
- developing an understanding and acceptance that every individual owns his/her behaviour and must be accountable for his/her actions;
- school wide implementation of a social skills program and an anti-bullying program; and
- development of a school culture that is supportive and sets high expectations.

Progress on 2011 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;
- use of STLA teachers and Learning Assistance Program funding to support early intervention programs; and
- the introduction of the Reading Recovery program within the school.

Our achievements include:

- seven students successfully completing the Reading Recovery program.
- 100% of Year 3 students achieving above the minimum standards in three of the four literacy strands: reading, writing and grammar; and
- 97% of Year 5 students achieving above the minimum standards in writing, spelling and grammar and punctuation.

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

Strategies to achieve this target include:

- systematic and explicit teaching of all strands of the Mathematics K-6 syllabus that involve modelled, guided and independent activities;
- the development of problem solving strategies through systematic and explicit teaching; and
- the use of learning intentions, success criteria and effective feedback strategies.

Our achievements include:

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

Target 3: The engagement of all students through differentiation of the curriculum and proactive student welfare and well being programs.

Strategies to achieve this target include:

- the review and implementation across K-6 of our Anti-Bullying Policy and strategies;
- building and maintaining effective friendships programs;
- purchase of mini whiteboards for every students to use across the KLAS to increase direct, meaningful engagement; and
- the design and distribution of K-6 tracking sheets to record and monitor each student's academic achievements and welfare needs from year to year.

Our achievements include:

- tracking sheets completed for all students passed on; and
- all students participating in an anti-bullying program and all staff and students signing an anti-bullying pledge which is displayed in the school foyer.



Key evaluations

Educational and management practice

Teaching

Background

In 2011 the community, staff and students completed a survey on teaching. Responses were gathered and evaluated.

The results of the data collected on teaching indicated that:

- teachers provide class activities that are interesting and appropriate, meeting the needs of their students;
- teachers know their students and what they are required to learn;
- staff evaluate, develop and refine teaching programs by assessing and tracking student learning outcomes; and

- parents and students understand how students' learning will be assessed and how this information will be reported.

Findings and conclusions

The Sherwood Grange community believes that our teachers display a strong understanding of the educational practices required to foster and promote student development.

Future directions

Our teachers will continue to monitor and make adjustments to systems that target improving the education of our students.

Curriculum

Two members of the student leadership team (Clayton Telfer and Tia Zammit) coordinated a focus group study in order to gather meaningful data on the way problem solving in Mathematics is taught and learnt. They met with students from Years 3 to 6 and asked a series of open ended questions.

Findings and conclusions

Results of the focus group survey indicated that:

- students are beginning to understand that problem solving has a focus on choosing effective strategies to use to solve a problem and is not just about the answers;
- that problem solving ability is an important skill to have as it develops thinking process that can also be used for life outside of school;
- students enjoy the challenge of solving problems beyond the four operations; and
- a wide variety of teaching and learning experiences are occurring within classrooms and that problem solving is becoming easier with practice.

Future directions

- continued explicit teaching of problem solving strategies throughout the whole school
- further provision of opportunities for students to use taught skills in a variety of contexts.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

Parents contributed our schools success to the high educational standards presented by the school and the positive attitude of the school community.

Students commented on the dedication of our teachers; the feeling of wellbeing and the successful introduction of new technologies such as interactive whiteboards.

Staff observed a high level of satisfaction and support amongst teachers and a commitment to working together in order to maximise student learning outcomes.

Professional learning

Staff members were involved in a range of professional learning experiences, including:

- training and development sessions every Wednesday after school with the main focus being quality teaching and learning;
- team meetings to plan, program, assess and evaluate learning activities;
- first aid, CPR training and anaphylaxis awareness, safety and treatment;
- School Development Days with topics including fire safety and the safe use of fire extinguishers, the teaching of reading in the classroom, utilising data from the Best Start Assessment Tasks; and
- as part of the Granville Community of Schools Differentiated Professional Learning Pilot teachers chose based on their own professional needs from a range of workshops including Newman's Error Analysis, grammar and feedback.

School planning 2012—2014

School self evaluation processes provide 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

Outcome for 2012–2014

To maximise the literacy standards of all students.

2012 Targets to achieve this outcome include:

- 60% of Year 3 students achieving proficiency levels in NAPLAN reading; and
- 38% of Year 5 students achieving proficiency levels in NAPLAN reading;

Strategies to achieve these targets include:

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

School priority 2: Numeracy

Outcome for 2012–2014

To maximise the numeracy standards of all students.

2012 Targets to achieve this outcome include:

- 40% of Year 3 students achieving proficiency levels in NAPLAN numeracy; and
- 30% of Year 5 students achieving proficiency levels in NAPLAN numeracy.

Strategies to achieve these targets include:

- the creation of Mathematics groups within all stages to allow the delivery of targeted Mathematics programs including the extension of high achieving students; and
- the use of STLA teachers to provide early intervention and support to students in K-2.

School priority 3: Aboriginal Education

Outcome for 2012–2014

Improve learning outcomes for Aboriginal students.

2012 Targets to achieve this outcome include:

- increase in partnerships between the school, Aboriginal community and Aboriginal Education consultants; and

- increase in the meaningful acknowledgment of, and perspectives of, Aboriginal Culture and Peoples within school events and programs.

Strategies to achieve these targets include:

- development of quality personalised learning plans collaboratively between school, parent and student for each Aboriginal child; and
- review of school events to establish what appropriate and meaningful additions can be made to include aspects of Aboriginal culture, e.g. 'Acknowledgement of Country', use of Aboriginal flags and NAIDOC week activities.

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
Michelle Manning	Assistant Principal
Peter Shearer	Assistant Principal
Michael Joseph	Assistant Principal
Clayton Telfer	Student Representative
Tia Zammit	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 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>