2010 Annual School Report
Sherwood Grange Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

It is with great pleasure that I present this report on our school’s achievements throughout 2010 and our targets for 2011.

At Sherwood Grange quality teaching is the priority of every classroom. During 2010 our dedicated teachers continued to focus on student engagement and differentiation of the curriculum in order to meet the needs of all of our students and maximise learning outcomes.

We have a tradition of strong community support at our school. This is evidenced by our hard working P&C and the volunteers, parents and broader community members, who so generously give their time to be an integral part of our school.

Our students continue to follow our school motto of “Strive to Improve”. We see this every day in classrooms across the school and at out of school events such as carnivals; public speaking and debating competitions; student leadership days; and performing arts concerts.

2010 saw the completion of our new hall. This is a wonderful facility which is being put to good use in so many ways including: school assemblies; dance and choir practice; social events such as a school disco; and of course our end of year Presentation Evening.

I anticipate that 2011 will be another exciting and productive year at Sherwood Grange. Students, staff, parents and community members will continue to work together to maintain a standard of excellence across our wonderful school.

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

Ms Vicki Robertson

P & C message

2010 was a fantastic year for our P&C. We continued to work closely with the school with fundraising and this has seen a steady bank balance even though we have purchased two interactive white boards at nearly $16,000. It is our aim to outfit every classroom in the school with one of these boards in the next five years.

I would once again like to thank all the parents of Sherwood Grange Public School who continue to support our fundraising efforts and all the volunteer parents who freely give their time.

Our P&C is an important part of our school, not just for fundraising, but as a way for parents to stay informed and feel part of a wider community. I would like to encourage all parents to regularly attend meetings and help where you can.

Mr Bradley Howell - 2010 P&C President

Student representative’s message

Sherwood Grange provides students in all grades the opportunity to improve their skills in a variety of areas and participate in new and fun activities.

Students have participated enthusiastically and with great success throughout 2010 in debating, performing arts, public speaking and a wide variety of sports including netball, cricket, soccer and athletics.

A highlight for Years 5 and 6 was the three day overnight trip to the Great Aussie Bush Camp where we went on flying foxes, high ropes, did canoeing and archery and a whole lot more.
Another highlight for the year was the completion of our new hall. It is fantastic and the disco we had in Term 4 was a great event.

We are sure that 2011 will be another fun and enjoyable year for everyone.

Tia Zammit and Clayton Telfer

School context

Student information

Student enrolment 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 Training (DET) Home School Liaison Officer (HSLO).

Class sizes

The following table shows our class sizes as reported during the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Class</th>
<th>Numbers in each Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K 18</td>
<td>18</td>
</tr>
<tr>
<td>KR</td>
<td>K 17</td>
<td>17</td>
</tr>
<tr>
<td>1/2S</td>
<td>1 10 2</td>
<td>26</td>
</tr>
<tr>
<td>1M</td>
<td>1 24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2 26</td>
<td>26</td>
</tr>
<tr>
<td>3/4L</td>
<td>3 17 4</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>3 15 4</td>
<td>28</td>
</tr>
<tr>
<td>4/5SC</td>
<td>4 15 5</td>
<td>29</td>
</tr>
<tr>
<td>5/6J</td>
<td>5 11 6</td>
<td>29</td>
</tr>
<tr>
<td>5/6E</td>
<td>5 8 6</td>
<td>29</td>
</tr>
</tbody>
</table>

Staff information

Our school’s teacher entitlement for 2010 was 13.32.

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

<table>
<thead>
<tr>
<th>Staff</th>
<th>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teaching Assistant Principal</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher</td>
<td>7.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Teaching Staff Allocation 13.32
General Assistant District Scheme 0.462
School Administrative Officer 1.122
School Administrative Manager 1.0

Administration Staff Allocation 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.

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary:</td>
<td>30/11/2010</td>
</tr>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>104,553.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>124,440.80</td>
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<tr>
<td>Tied funds</td>
<td>40,878.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66,992.23</td>
</tr>
<tr>
<td>Interest</td>
<td>5,265.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17,855.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>35,752.15</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>395,738.21</strong></td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13,213.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>16,759.79</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23,760.70</td>
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<tr>
<td>Library</td>
<td>6,185.50</td>
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<tr>
<td>Training &amp; development</td>
<td>2,081.96</td>
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<tr>
<td>Tied funds</td>
<td>58,410.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>37,205.91</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>40,525.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>41,658.42</td>
</tr>
<tr>
<td>Utilities</td>
<td>34,458.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,814.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15,892.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14,860.74</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>312,828.20</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>82,910.01</td>
</tr>
</tbody>
</table>

A full copy of the school's financial statement is tabled annually at the general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
Our school once again participated in the Granville District ‘Our Spectacular’ at the Sydney Opera House. Excellent performances were presented by the school choir and the dance group. We were proud to be represented by Samuel Killick who was selected to compere the evening and did an outstanding job.

The opening of the new school hall provided the opportunity to hold a Performing Arts show featuring the choir, dance group and Stage 3 performing a dance they had choreographed.

Sport
2010 was another successful year on the sporting field across a wide range of sports.

In the Zone PSSA Competitions senior soccer, senior cricket and the girls t-ball won grand finals with a number of other teams making semi finals including all of our summer teams.
Students represented Zone teams at regional carnivals in swimming, cricket, softball, Rugby League, athletics and cross-country. Kabir Patel went on to attend the State Carnival as part of the South Western Sydney Region cricket team scoring 86 runs in one match and taking four wickets in another.

Some of our gifted students once again participated in the Merrylands High School Gifted and Talented Sports Program with students attending training sessions in cricket, athletics and netball.

A highlight of the year was a Commonwealth Games sports day organised by the P&C that saw every child in the school participate in a range of fitness and skill activities. Students across the grades were placed into different ‘countries’ and worked together to complete the activities.

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

**Literacy – NAPLAN Year 3**

Analysis of our Year 3 NAPLAN results indicate:

- the four strands of the literacy test showed 80% or more of the students placed in the top three bands;
- areas of strength included grammar, punctuation and spelling; and
- areas for future development include adding detail to written texts and applying grammatical knowledge to reading comprehension.

**Numeracy – NAPLAN Year 3**

Analysis of our Year 3 NAPLAN results indicate:

- 78% of students were placed in the top four bands;
- student performance was better in space and measurement than in number; and
- areas for further development include number concepts and understandings.

**Literacy – NAPLAN Year 5**

Analysis of our Year 5 NAPLAN results indicate:

- the four strands of the literacy test showed 78% or more of the students placed in the top four bands;
- student performance was better in spelling, grammar and punctuation than writing;
- reading had more students in the top two bands than writing but a larger number of students were in the top three bands for writing than in reading; and
- areas for further development include reading comprehension skills and writing more complex and detailed texts.

**Numeracy – NAPLAN Year 5**

Analysis of our Year 5 NAPLAN results indicate:

- 83% of students were placed in the top four bands;
- student performance was stronger in space and measurement than in number in terms of the percentage of students who achieved the top two bands; and
- areas for further development include the continuation of problem solving strategies and the solving of algorithms for students in the lower bands.

**Progress in literacy**

Our NAPLAN results have shown that more than half of the students have shown growth greater than the expected minimum in reading, spelling and grammar and punctuation.

**Progress in numeracy**

Our NAPLAN results have shown that more than half of the students have shown growth greater than the expected minimum 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.
<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Punctuation and grammar</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

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 stated in the tables above.

**Significant programs and initiatives**

**Aboriginal education**

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

- student participation in delivering the ‘Welcome to Country’ at school events and ensuring community understanding of the significance of this; and

- ensuring that Aboriginal history is acknowledged and incorporated into a range of learning activities across KLAs.

**Multicultural education**

At Sherwood Grange 47% 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:

- the participation of all students in Years 3-6 in the Multicultural Perspectives Public Speaking Competition; and

- embedding multicultural perspectives within teaching programs and the choice of resources used.

**Respect and responsibility**

The values of respect and responsibility are an integral component of the culture of our school. Strategies employed to promote this include:

- awards targeting students who demonstrate the school values of respect, tolerance, care, compassion, integrity, fairness, excellence and responsibility; and

- school wide implementation of social skills programs.

**Progress on 2010 targets**

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

Strategies to achieve this target included:

- the strategic purchase of literacy resources;

- the review of literacy teaching and learning across the school through participation in the “Granville Schools Growth Initiative”; and

- the ongoing development of K-2 ‘Best Start’ learning plans developing links with Literacy Learning Continuums.

Our achievements included:

- implementation of the use of learning intentions, success criteria and effective feedback strategies in all classrooms;

- 94% or more of Year 3 students achieving above the minimum standards in all strands; and

- 97% of Year 5 students achieving above the minimum standards in writing and spelling and 94% in reading, grammar and punctuation.

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

Strategies to achieve this target included:

- the strategic purchase of resources to engage students across all strands of the syllabus;

- the development of mental computation skills through systematic and explicit teaching; and
systematic and explicit teaching of all strands of the Mathematics K-6 syllabus that involve modelled, guided and independent activities.

Our achievements included:

- implementation of ‘A Balanced Mathematics Program’ guidelines incorporating the explicit teaching of number, space and measurement, problem solving and mental computation activities through modelled, guided and independent tasks;
- 94% 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 included:

- to continue, and build on, the diverse range of proactive and integrated programs and practices that support and enhance learning;
- professional development for staff in positive behaviour initiatives including: the use of the language of acknowledgement and the development of preferred practices; and
- the continuation of across stage planning and assessment to develop differentiated curriculum programs.

Our achievements include:

- participation in the Australian Problem Solving Olympiads to further challenge and extend the high achieving Mathematics students in Stage 3;
- the development of a school wide assessment schedule for all Key Learning Areas; and
- Students from Kindergarten to Year 6 willing and eager to engage in a range of activities and events.

**Key evaluations**

**Educational and management practice**

**Leadership**

**Background**

In 2010 the community, staff and students completed a survey on leadership. Responses were collated and analysed.

The results of the data collected on leadership indicated that:

- school leaders develop change through an understanding of the school’s strengths and weaknesses and the needs of the students;
- changes introduced in the school result in improved learning outcomes, and
- staff, parents and students agree that opportunities are available for all members of the school community to take on leadership roles.

**Findings and conclusions**

The Sherwood Grange community believes that our school leaders at all levels have a strong understanding of the needs of our school and its members and through relationships built on
trust, respect and equality, look to make improvements that target improving the education of our students.

**Future directions**

Further opportunities for those who are interested to develop their leadership skills and capacity which would result in increased leadership density across the school.

**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 Number 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 able to identify the concepts that make up the number strand and understand that different strategies can be utilised to solve algorithms;

- students enjoy number groups for a variety of reasons including: having a different teacher, the work is at a level they are comfortable with and challenged by, teachers help them collectively and individually when they need it; and

- Stage 3 students enjoy learning new concepts, particularly when being challenged beyond their stage level. Students in this group are keen to use their Mathematical knowledge in real world, hands on activities.

**Future directions**

- Continued use of math groups to target both group and individual needs.

- Building on the students’ willingness to be challenged through further explicit teaching of mental and problem solving strategies.

**Parent, student, and teacher satisfaction**

In 2010 our school sought the opinions of parents, students and teachers about our school. Parents commented positively on a range of strengths including our high educational standards and achievements and our school values.

Students have a high respect for our school. They commented on the commitment of the teachers; the attitude of their fellow students to maintain a high standard of behaviour; student safety; and the effort that everyone makes to support school activities.

The high levels of staff satisfaction at Sherwood Grange can be attributed to the support amongst teachers in planning, working with students and maintaining discipline and consistency across the school.

**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 training in the use of electronic whiteboards, differentiation of the curriculum and the explicit teaching of physical education;

- participation in the ‘Granville Schools Growth Initiative’ involving the use of learning intentions and success criteria to enhance students learning; and

- staff working with the Regional Literacy Consultant on the delivery of differentiated reading programs throughout the school.

**School development 2009 – 2011**

**Targets for 2011**

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

Strategies to achieve this target include:
• 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 success will be measured by:

In Year 3 Literacy:

• increased percentage of students reaching proficiency standards;
• increased percentage of students at or above minimum standards; and
• 90% of students in Years K-3 achieving targeted reading levels.

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 success will be measured by:

• increased percentage of students reaching proficiency standards; and
• increased percentage of students at or above 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 and building and maintaining effective friendships programs;
• purchasing mini whiteboards for every student to use across Key Learning Areas to increase direct, meaningful engagement; and
• 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 success will be measured by:

• all students participating in anti-bullying and friendship programs; and
• tracking sheets for all students completed and passed on to 2012 teachers.

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 our school’s future development.

Vicki Robertson              Principal
Michele Saunders             Assistant Principal
Peter Shearer                Assistant Principal
Michael Joseph               Assistant Principal
Michelle Manning             Federation Representative
Bradley Howell               P&C President
Clayton Telfer               Student Representative
Tia Zammit                   Student Representative

School contact information

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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: