

# Sherwood State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The 2014 School Annual Report (SAR) provides an overview of important information about our school. The information provided includes progress towards our school targets, the aspirations we have for the future, a profile of student enrolments and an overview of our curriculum offerings. The SAR also includes information about parent, student and staff satisfaction with the school, ways in which parents are involved in the school, and a staff profile. In addition, there is important information about student performance as well as links to further information located on the MySchool website.

### School progress towards its goals in 2014

We have a strong commitment to ongoing improvement that builds on our enviable success over many years. In 2014 our priorities included:

- Pedagogical imperatives of *intellectual rigour* and *differentiation* guiding daily classroom teaching and learning
- Continuing implementing the new National Curriculum for English, mathematics, science and history
- Ensuring high quality reading practices are used in classrooms across the school including a particular emphasis on reading comprehension.

Our pedagogical imperatives are levers for high quality teaching. Teachers at Sherwood are great learners too, and together we are learning new ways to lift intellectual rigour in our daily lessons. In 2012 we introduced the Sherwood State School Thinking Skills Program. The Program is based on De Bono's Six Thinking Hats and Bloom's Taxonomy including complex thinking skills. Put simply, teachers are actively helping our students to think in new and more powerful ways using high order thinking strategies like analysis, evaluation and design. One of our Gifted Education Mentors, staff trained to help colleagues cater for our brightest students, worked in classrooms to help implement the new Thinking Skills Program – modelling strategies for teachers and providing the kinds of resources they needed to lift the performance of our most able students.

The second imperative, differentiation, is about making the adjustments in daily classroom practices to ensure ALL students are learning every day and that the lessons fit the students' needs and abilities. Teachers are learning how to make these important adjustments to cater for students with learning difficulties or disabilities as well as our most talented students. We know that great teachers make the greatest difference!

### Future outlook

The imperatives for 2015 flow out from our teaching fundamentals of intellectual rigour and differentiation. We continue to strengthen whole-of-school programs for the goals set out for 2013-14. In 2015 there are THREE imperatives for what is happening day to day in classrooms:

- High quality evidence-based reading strategies including guided reading and a focus on comprehension
- Explicit teaching using the Gradual Release of Responsibility Model (Fisher and Frey, 2014) and
- Using a deep knowledge of our students including comprehensive data to make wise decisions about teaching and learning.

Other initiatives for 2015 include *building consistency* of high quality teaching practices across our classrooms:

Introducing a whole-of-school program for Mathematics with an emphasis on:

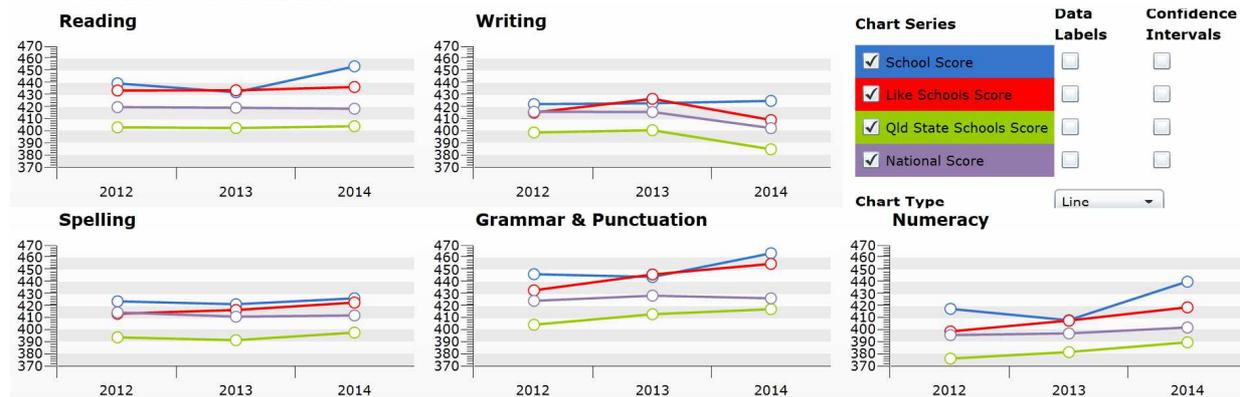
1. Maths problem solving
2. Mental maths and number facts, and
3. Consistent use of Mathletics across the school.

In addition, RoleM is being implemented across Prep to Year 3. This program was developed through the Australian Council of Educational Research (ACER) to build strong foundations of mathematical understanding for young students combining manipulation of many 'hands-on' materials with multiple language representations – simply put, a great start for deep mathematical understanding in later years.

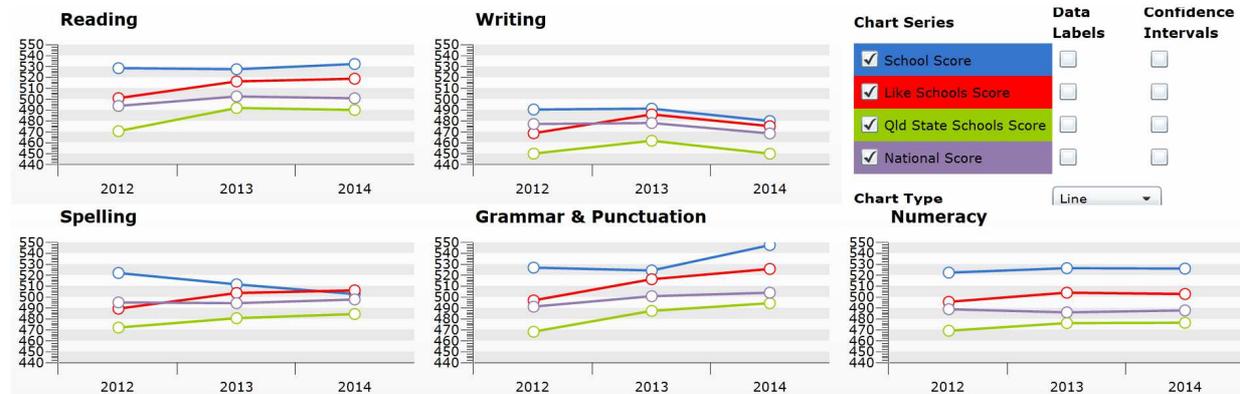
We will also be revisiting our spelling program to review the use of Words-Their-Way, and begin building a school wide writing program (both initiatives responding to our school wide NAPLAN data analysis).

We can be justly proud of our achievements of 2014, but are driven to constant improvement in our teaching and learning practices.

### Year 3 NAPLAN results 2012-2014



### Year 5 NAPLAN results 2012-2014



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	571	272	299	96%
2013	607	294	313	97%
2014	583	281	302	96%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Students of Sherwood take great pride in our school and strive for their Sherwood Best.

The Sherwood Best – our expectations of student mindset and keys to future success

- Care for ourselves and others
- Be a helper
- Listen well and speak respectfully to others
- Be ready to learn and
- Keep trying our best.

There are a significant percentage of professional parents of students attending Sherwood State School and the expectations of academic success for their children are high. Table 3 below provides a guide to the relative socio-economic advantage of the community.

Student background 2014				
<a href="#">Index of Community Socio-Educational Advantage (ICSEA)</a>				
School ICSEA value	1133			
Average ICSEA value	1000			
Data source	Parent information			
<b>Distribution of students <sup>2</sup></b>				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	4%	9%	26%	61%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				

Students 2014	
Total enrolments	583
Girls	281
Boys	302
Full-time equivalent enrolments <sup>?</sup>	583
Indigenous students	2%
Language background other than English	16%

There are very few Indigenous students attending the school. However, the number of international students is growing and currently almost 16% of students have a first language background other than English. These students arrive from countries across the globe and add much to the cultural understanding and appreciation within our community. They provide many valuable opportunities for our students to begin understanding that we are global citizens.

Enrolment continuity is impressive. Many students who enrol at Sherwood complete their schooling here in Year 6. Strong bonds of student friendship are formed that often last through secondary school and beyond.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	26	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	23	36	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

The Australian National Curriculum for English, maths, science, history and geography have been introduced. The new HPE curriculum will be implemented in 2016. The Queensland Curriculum and Assessment Authority is awaiting endorsement for the other Key Learning Area curricula which include Technology (design), The Arts, and Languages Other Than English (Mandarin Chinese in Years 5 and 6).

Sherwood employs a full time Health and Physical Education Teacher and a Music Teacher for four days each week. Sports and music are important dimensions of the school curriculum and we have much to be proud of with the achievement of our students in these specialist areas.

Sherwood also employs a full time Teacher Librarian, as well as Instrumental Music Teachers who teach strings, brass, woodwind and percussion each week in Years 3 to 6.

As mentioned earlier in this report, the school teaching fundamentals are:

- Intellectual Rigour and
- Differentiation

These approaches focus every classroom on the importance of high order thinking processes like analysis, evaluation and design as well as ensuring that teachers make daily adjustments to cater for the many different needs and capacities of the students in their care.

### Extra curricula activities

There is an extraordinary range of extra-curricula offerings for students attending Sherwood State School.

The instrumental music program is large and of exceptional quality. Each week instrumental music teachers instruct students in strings, woodwind, brass and percussion. In 2014 Senior Band and the senior strings group, Sinfonia, competed successfully in Education Queensland's Band Fanfare. The Instrumental program runs workshops for local schools and takes part in performances with the local high school. A number of students are regularly included in the Westcent Camp offers each year – selected through audition. Our ensembles compete successfully in the Brisbane Bands Festival. There is an extensive Choral Program that has seen the number of students participating above 200 students taking part in one of 4 large choirs. The auditioned senior choir and non-auditioned junior choir compete well each year in Musicfest, often taking a place in the top 3 choirs across Brisbane.

The Friends of the Nature Area group has a 30+ year history at Sherwood and meets regularly in the school Nature Area to garden and further develop their appreciation and understanding of natural history. This group has grown in popularity over recent years and now has over 50 members. In 2015 the school received a \$25,000 grant to enhance our nature area and to extend the educational possibilities of this beautiful part of the school.

The Sherwood Arrows also has a long history stretching to 30 years in 2013. This Jump Rope for Heart demonstration skipping team is the longest serving in Australia and is an icon of the school. Their skipping skills are legendary and to be part of this Team is highly coveted. Many students across the year levels take the opportunity to train with the Sherwood Arrows weekly.

### How Information and Communication Technologies are used to assist learning

Computers are used by students and staff in all classrooms and many other learning areas around the school. The infrastructure supporting the use of ICTs is constantly improving. All of the school are now covered by a wireless network.

Altogether there are 150 PC computers for student use, all of which are connected to the school intranet and the internet. These computers are now on a 5 year replacement schedule to ensure their quality. There are computers in every classroom as well as 24 located in a computer lab. All classrooms and many other teaching spaces have large Interactive Whiteboards that are also internet enabled. In addition, 30 laptops were purchased by the Parents and Citizens Association (P&C) for Year 6 students to use in preparation for Junior High next year.

In recent years a small group of six iPads has been purchased by the P&C for each Prep and Year 1 class and prove to be highly engaging and valuable learning tools. In 2015 the P&C has extended this program into Year 2.

To assist the implementation of the Australian National Curriculum, Education Queensland has developed enormous digital resources that are accessed on-line by teachers and students. Sherwood is ideally placed to take advantage of these resources. All teachers are provided with laptops which enable excellent access to the resources provided on-line, and which can be used to bring these resources into life in the classrooms.

Mathletics was trialled in 2011 and introduced across the school in 2012 – a great on-line mathematics resource that students can access both at home and at school.

### Social Climate

Visitors to Sherwood often remark that there is a very friendly atmosphere. As Principal, I would hope there is a sense of warm demandedness from our teachers – we build solid relationships of high expectations to *Aim Higher* (our school motto). *The Sherwood Best* guides the actions of both staff and students. The values of the school focus on the aspirations for our students as they build their capacities through the school.

At Sherwood we value:

- Optimistic and happy learners
- Flexibility and honesty in the way we interact with others
- A strong sense of self-expression and well developed communication skills
- Confident and socially competent active members of the community
- People who work purposefully and with persistence to achieve realistic goals
- Co-operative, considerate and well-adjusted contributors to our own wellbeing and the wellbeing of others around us
- A love of learning and creative thinking
- Life-long learners with the skills and abilities to participate productively in local and global communities.

The Student Leadership Framework (SLF) was developed in 2001. The SLF provides a standard of excellence, linking with *The Sherwood Best*, to inform parents and students about how we are building effective social and emotional intelligences through the years. A progress report based on the SLF is provided to Year 4-6 parents and students at the end of Term 3. This report determines whether students are eligible for important student leadership positions in Year 6, including nominations for School Captains.

The Student Council meets weekly. There are two representatives from each of the Year 4 and 5 classes and a UNICEF representative from each of the Year 6 classes. The Executive of the Student Council comprises the School Captains and Vice-Captains. As well as undertaking weekly leadership activities, this group assists with important school functions helping to organise the school disco, run weekly parade and special events such as ANZAC Day.

The school has an adopt-a-cop, Senior Sergeant Kim Jackson, who visits classrooms and addresses parade regularly to talk about child safety issues. In addition, the Year 5s undertake a comprehensive bike education and road safety program that includes bike safety checks, and a range of activities to help children learn the road safety rules when riding their bikes.

At the end of 2013 a pro-social skills program based on *Skill Streaming* was introduced across the school. This program includes weekly lessons for each class and a commitment to whole-of-school action to support outstanding student behaviour.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	94%	94%
this is a good school (S2035)	95%	94%	96%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	89%	94%	88%
their child is making good progress at this school* (S2004)	95%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	89%
teachers at this school motivate their child to learn* (S2007)	95%	94%	90%
teachers at this school treat students fairly* (S2008)	84%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	94%
this school works with them to support their child's learning* (S2010)	89%	94%	92%
this school takes parents' opinions seriously* (S2011)	68%	88%	83%
student behaviour is well managed at this school* (S2012)	68%	87%	88%
this school looks for ways to improve* (S2013)	89%	82%	94%
this school is well maintained* (S2014)	100%	94%	98%

There are outstanding aspects of the parent and student feedback we receive. That there are several survey responses of 100% satisfaction from parents and students is fantastic. More recently there has been a stronger sense of urgency from parents for students to be engaging in early literacy activities from Prep onwards. The school is moving to meet this expectation with the implementation of the Australian National Curriculum. Funding from the Parents and Citizens Association is critical. In recent years funds provided by the P&C have been used to purchase classroom readers, many iPads and laptops, laser level the senior oval, re-turf parts of the junior oval and extend the junior boys toilet.

In the year past almost all teaching staff were retained at our school. Rarely do teachers choose to leave Sherwood. We support a significant pre-service (under-graduate) teacher program and where possible, select the outstanding candidates for employment at Sherwood. When these teachers receive permanent offers of teaching, often in their third year, they undertake to work in non-preferred locations of the State as required by the Department. We are always sad to see these teachers go, but welcome the opportunity to induct new staff into the teaching profession. Sherwood has high expectations of teaching staff. This expectation comes from the high expectations of parents and also as part of our professional school community. There is a lot of change and increasing accountability in the teaching profession and staff are working very hard to implement new curricula and teaching approaches.

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	96%	95%
they like being at their school* (S2036)	89%	97%	92%
they feel safe at their school* (S2037)	92%	97%	97%
their teachers motivate them to learn* (S2038)	98%	98%	96%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	90%
teachers treat students fairly at their school* (S2041)	90%	94%	91%
they can talk to their teachers about their concerns* (S2042)	86%	98%	89%
their school takes students' opinions seriously* (S2043)	81%	94%	90%
student behaviour is well managed at their school* (S2044)	68%	86%	85%
their school looks for ways to improve* (S2045)	96%	96%	95%
their school is well maintained* (S2046)	94%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	90%	96%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	90%
staff are well supported at their school (S2075)		100%	90%
their school takes staff opinions seriously (S2076)		94%	83%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	95%
their school gives them opportunities to do interesting things (S2079)		100%	85%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parent involvement at Sherwood is very high and takes many forms. The Parents and Citizens Association supports many sub-committees including:

- Fete Committee
- Uniform Shop Committee
- Tuckshop Committee
- Sherwood Sharks Swimming Club
- Sherwood Arrows Skipping Team
- Out-of-Hours School Care
- Building Fund
- Road Safety Committee

The executive of the sub-committees are volunteers who are not on the executive of the P&C. This breadth of commitment to the school is enormous. Many of these sub-committees also have many additional non-executive members who take an interest in decision making and attend meetings regularly.

Each year there is a Fete. The 2013 Fete was a wonderful community event and the substantial proceeds support wonderful learning opportunities and teaching resources for Sherwood students.

There are also many parents who assist as volunteers in classrooms and for special events such as Under 8s Day and excursions. There are opportunities for parents to learn more about education related topics through the school, including child protection and support-a-reader programs.

## Reducing the school's environmental footprint

Sherwood State School is serious about reducing the school's environmental footprint. In recent years we have accessed significant grants:

- Installation of extensive water capture and storage – used for gardens and irrigation
- Solar power to alleviate electricity usage
- Waste management – recycling, and ensuring the grounds are rubbish free
- Improved access to the school – bike paths, and the installation of a bike cage (along with school funded annual bike safety program)
- Creation of vegetable and herb gardens and promotion of the Friends of the Nature Area club
- Increasing the bio-diversity of the school grounds – creating bird, possum and micro-bat habitats.

School resources are also used to maintain many trees in our grounds that have significant historic importance.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	178,143	2,159
2012-2013	245,312	615
2013-2014	360,333	523

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

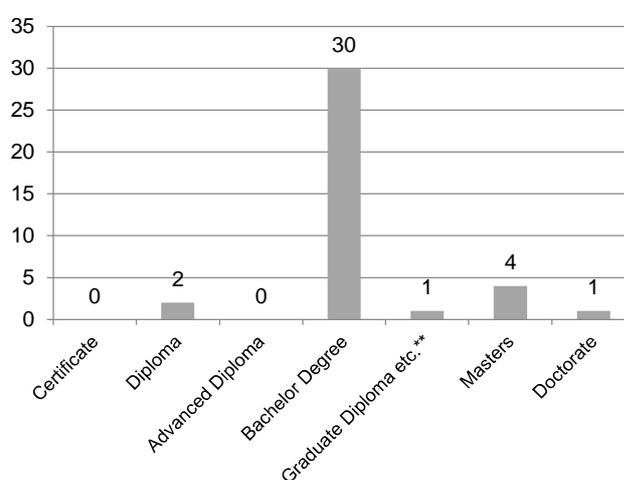
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	21	0
Full-time equivalents	32	13	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	1
Masters	4
Doctorate	1
<b>Total</b>	<b>38</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$20,071.

The major professional development initiatives are as follows:

Extensive professional learning activities were engaged by all teachers and these focussed on our priority areas of literacy (particularly reading), explicit teaching using the gradual release of responsibility model (fisher and Frey, 2014) and data analysis literacy. Other important professional learning was facilitated in preparation of RoleM maths in Prep to Year 3. There were 12 staff trained in Instructional Coaching as a way of supporting productive collegial professional conversations.

Extensive professional learning activities were also provided for our teacher aides.

Almost all staff at Sherwood are qualified for Senior First Aid, and have also undertaken training in mandated Departmental priorities including asbestos awareness, anaphylaxis, evacuation and lockdown procedures, and fire safety.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	96%

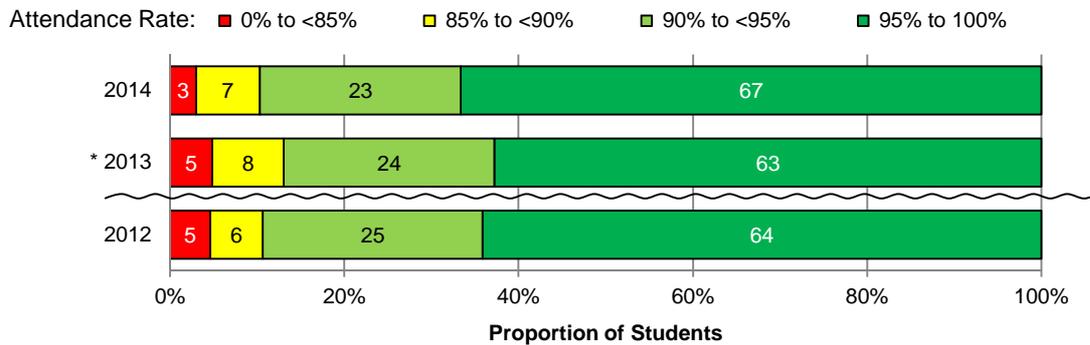
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	95%	94%	95%	96%	93%	96%	NA	NA	NA	NA	NA
2013	94%	95%	95%	96%	94%	97%	92%	NA	NA	NA	NA	NA
2014	96%	93%	95%	96%	96%	97%	97%	NA	NA	NA	NA	NA

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance rates of students are high. A process is in place to identify when a student has an unexplained absence for three consecutive days. In this case the teacher contacts the Office staff. Contact is then made with the student's family to ask for a reason of absence. Where a student is away for 10 days or more a special form needs to be completed to provide an exemption from school for the required period – this is a systemic audit requirement.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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### **Achievement – Closing the Gap**

Currently there are 13 Indigenous students enrolled at Sherwood State School and this is indicative of the small number of Indigenous students enrolled at our school. The attendance rate for ALL students at Sherwood was 96% and for indigenous students was 93.5%

Almost 100% of Indigenous students continued from 2013 to 2014.