

# Sherwood State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The 2015 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 2015

We have a strong commitment to continuous improvement that builds on our enviable success over many years. In 2015 our priorities included:

- Ensuring high quality reading practices were used in classrooms across the school including a particular emphasis on reading comprehension;
- Building a core consistent approach to teaching across all classrooms based on the Gradual Release of Responsibility model developed by Fisher and Frey (2014);
- Developing a strong school wide competency for using key data to inform effective teaching and learning.

The focus on reading across the school has resulted in dramatic improvements in student capacities particularly in the way students understand and apply what they are reading. The approach the school has taken is founded on systematic collection of key reading data and effectively matching the needs of students with the appropriate teaching strategies. This

approach supports students who are struggling with their learning as well as the students who are exceeding their Year Level expectations. Differentiation is a foundation of daily teaching practices at Sherwood.

The Gradual Release of Responsibility model developed by Fisher and Frey (2014) is one that our teachers feel familiar with but our strategy is to refine and extend on already high quality teaching. There are a series of phases to this model:

Phase 1: Focussed Instruction – where the teacher expertly models what the students are expected to learn.

Phase 2: Guided Instruction – where the teacher works together with students to co-construct an activity, the teacher asks timely questions to prompt student thinking, and provides cues and prompts when required to help scaffold the students' progress.

Phase 3: Collaborative Learning – where the students work productively in pairs or small groups to practice their learning. In this phase the teacher is actively teaching the students how to work together effectively as a team.

Phase 4: Independent Learning – where the students work independently to further develop their mastery. High quality teacher feedback is vital in this phase as is student capacities for time management, persistence and problem solving.

This Gradual Release of Responsibility model of teaching is evident in all classrooms at Sherwood and teachers continue to build their expertise around this core approach to effective teaching and learning. In 2016 the work will focus on *Effective Feedback* and *Productive Group Work* as a continuation of this model.

The third priority is using key data to inform effective teaching and learning. The systematic collection and analysis of student data at all levels across the school has helped identify the greatly varied needs of students and helped to ensure we can address these needs with the appropriate resources and teaching strategies.

We know that great teachers make the greatest difference and our whole-of-school efforts consistently focus on extending teacher expertise.

## Future outlook

The imperatives for 2016 extend on our achievements in 2015 and also flow into our next phase of learning.

- Building and extending expertise in the teaching of writing – developing a consistent whole-of-school approach linked to the Australian Curriculum;
- Focussing on *Effective Feedback* and *Productive Group Work* which are two key elements of the Gradual Release of Responsibility model of classroom teaching (Fisher and Frey, 2014); and
- Using a deep knowledge of our students including comprehensive data to make wise decisions about teaching and learning – with a particular emphasis on:
  - Early and ongoing intervention and
  - Collaborative decisions based on key student data (teachers and specialists working together).

Ongoing work for 2016 include *building consistency* of high quality teaching practices across our classrooms:

Embedding 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 Mathematics across the school.

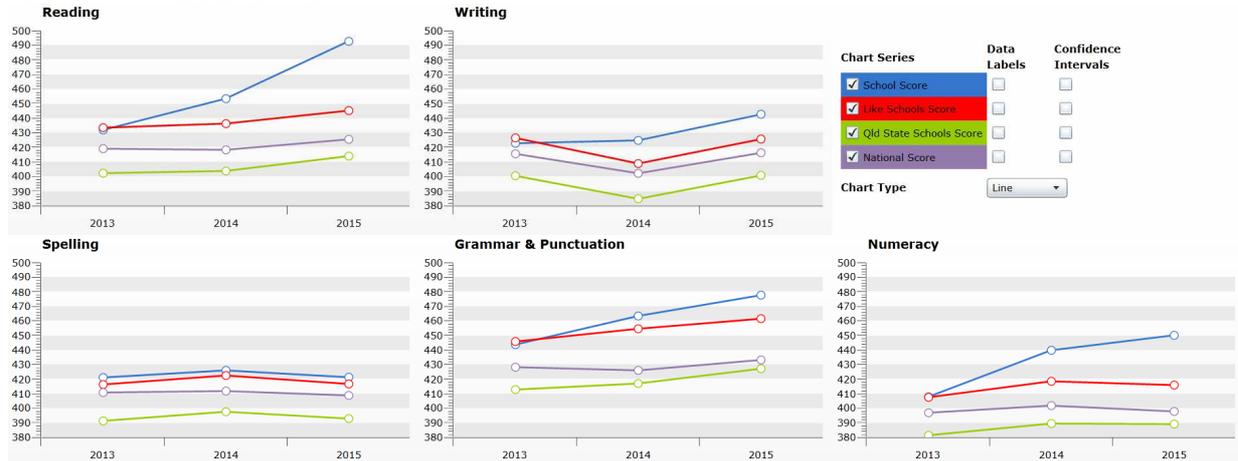
Continuing to implement RoleM across Prep to Year 3. This program was developed through the Australian Council of Educational Research (ACER) to build strong foundations of mathematical understanding for young students combining

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.

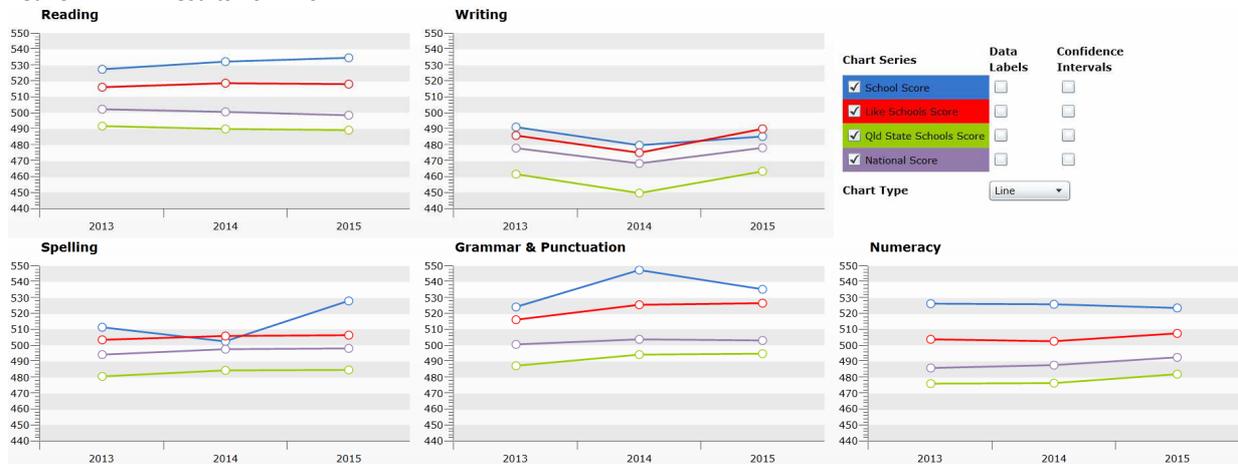
We can be justly proud of our achievements of 2015, especially in our priority area of Reading, however we are driven to constant improvement in our teaching and learning practices. In 2016 whilst continuing the strong achievements of Reading we will shift emphasis to Writing.

**Year 3 NAPLAN results 2012-2014**



A key strategy is to ensure we build our strengths achieved in Year 3 and maintain student progress through to Year 5.

**Year 5 NAPLAN results 2012-2014**



**Great Results Guarantee (GRG) 2015**

Below is the summary of achievements resulting from strategies put into place using Greater Results Guarantee (GRG) Federal funding for Sherwood State School. The strategies resulting from the funding have made a big difference to the success of our students.

<b>Progress</b>	<b>Target set to achieve drawing on GRG funds</b>	<b>Notes</b>
Progressing well to achieve  2016 target	Increase percentage of Year 3 students in Reading U2B from 69% in 2014 to >75% in 2016	75.4% in 2015
Challenging target	Increase percentage of Year 3 students in Numeracy U2B from 63% in 2014 to >75% in 2016	39.2% in 2012 37.0% in 2013 63.4% in 2014 60.3% in 2015
Progressing well to achieve  2016 target	Increase the % of students in Prep reading at PM Benchmark 8 from 31% in 2014 to 50% in 2016	47% of Prep students achieved PM benchmarks 8 or above in 2015.  69% of Prep students achieved PM benchmarks 5 or above in 2015.
Achieved	Maintain NMS in Year 3, 5 & 7 reading and maths >95% and complete an Individual Learning Plan for any students not achieving the benchmark in 2015	Year 3: 100% Reading 98.8% Numeracy  Year 5: 96.3% Reading 98.5% Numeracy

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	607	294	313	13	97%
2014	583	281	302	12	96%
2015	567	277	290	9	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 2015			
<a href="#">Index of Community Socio-Educational Advantage (ICSEA)</a>			
School ICSEA value			1144
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%	10%	64%
Australian Distribution	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>			

Students 2015	
Total enrolments	567
Girls	277
Boys	290
Full-time equivalent enrolments <sup>2</sup>	567
Indigenous students	2%
Language background other than English	17%

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		
	2013	2014	2015
Prep – Year 3	23	23	20
Year 4 – Year 7 Primary	26	27	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	36	10	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

The Australian Curriculum for English, maths, science, history and geography have been introduced. The new HPE curriculum will be implemented in 2017.

At Sherwood we systematically deliver the Australian Curriculum with a focus on our school priorities. We collaboratively plan our units of work as year level teams using the C2C resources. We focus on knowing our students and differentiating learning in a planned approach so they are challenged, supported and encouraged to reach their potential.

Sherwood employs a full time Health and Physical Education Teacher and a Music Teacher. 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. Our students in Year 4 and 5 also participate in a Languages program learning Chinese.

### 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 improve 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. The weekly lesson is discussed in all classrooms and included in the weekly school Newsletter.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	94%	94%
this is a good school (S2035)	94%	96%	95%
their child likes being at this school (S2001)	100%	98%	95%
their child feels safe at this school (S2002)	100%	98%	95%
their child's learning needs are being met at this school (S2003)	94%	88%	93%
their child is making good progress at this school (S2004)	100%	88%	94%
teachers at this school expect their child to do his or her best (S2005)	94%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	89%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	94%	90%	94%
teachers at this school treat students fairly (S2008)	100%	94%	92%
they can talk to their child's teachers about their concerns (S2009)	94%	94%	95%
this school works with them to support their child's learning (S2010)	94%	92%	89%
this school takes parents' opinions seriously (S2011)	88%	83%	87%
student behaviour is well managed at this school (S2012)	87%	88%	89%
this school looks for ways to improve (S2013)	82%	94%	93%
this school is well maintained (S2014)	94%	98%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	95%	93%
they like being at their school (S2036)	97%	92%	88%
they feel safe at their school (S2037)	97%	97%	94%
their teachers motivate them to learn (S2038)	98%	96%	94%
their teachers expect them to do their best (S2039)	99%	99%	95%
their teachers provide them with useful feedback about their school work (S2040)	95%	90%	96%
teachers treat students fairly at their school (S2041)	94%	91%	85%
they can talk to their teachers about their concerns (S2042)	98%	89%	88%
their school takes students' opinions seriously (S2043)	94%	90%	87%
student behaviour is well managed at their school (S2044)	86%	85%	84%
their school looks for ways to improve (S2045)	96%	95%	95%
their school is well maintained (S2046)	95%	97%	95%
their school gives them opportunities to do interesting things (S2047)	96%	92%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	85%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	90%	78%
staff are well supported at their school (S2075)	100%	90%	78%
their school takes staff opinions seriously (S2076)	94%	83%	73%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school looks for ways to improve (S2077)	100%	100%	91%
their school is well maintained (S2078)	100%	95%	95%
their school gives them opportunities to do interesting things (S2079)	100%	85%	78%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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 2014 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

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	245,312	615
2013-2014	360,333	523
2014-2015	234,029	331

\*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.

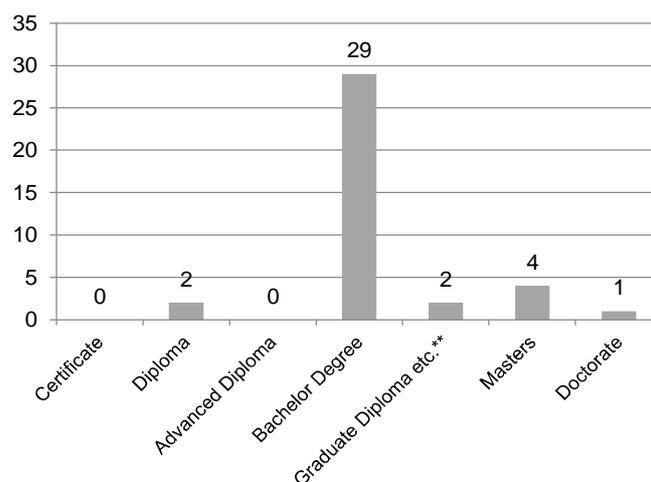
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	22	0
Full-time equivalents	32	14	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	2
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 2015 were \$47, 647.

The major professional development initiatives are as follows:

- 38 hours of school-based professional development was provided to teaching staff which also included a range of optional professional development
- 10 staff achieved coaching qualifications and have worked with colleagues in coaching sessions
- Both the Master Teacher and Head of Curriculum worked in classrooms providing models of teaching, co-planning and providing feedback
- A comprehensive program of formal teacher observations and feedback were undertaken
- All staff were involved in the Performance Development Framework
- A Beginning Teacher Mentor Program was implemented

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. Teacher aides and other staff were also provided opportunities for professional learning.

Average staff attendance	2013	2014	2015
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, 91% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	95%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

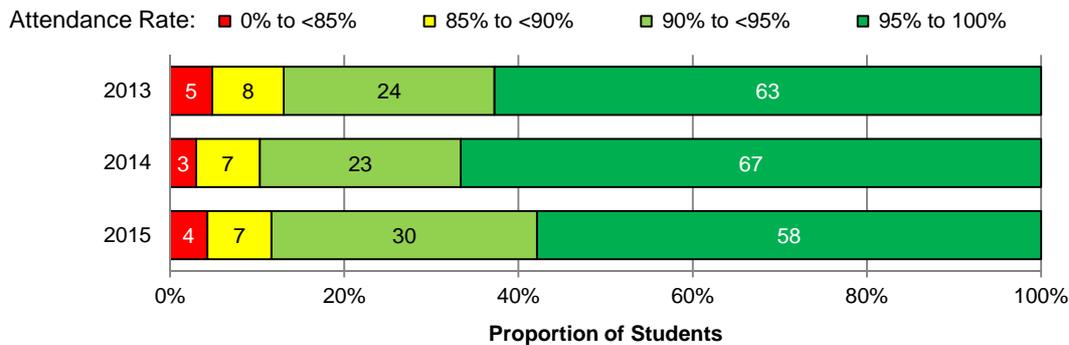
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	93%	94%	95%	95%	96%	94%	97%	92%
2014	95%	96%	93%	95%	96%	96%	97%	97%
2015	94%	95%	96%	95%	95%	95%	95%	NA

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### 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.

## Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.