



Sherwood State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

The school motto 'Aim Higher' reflects the ethos and values we share with our Community, echoing our belief that all the students at Sherwood can reach their potential when they are engaged and active learners. We deliver an inclusive curriculum which has a strong emphasis on literacy and numeracy. Sherwood State School performs exceptionally well across many school dimensions; with reading and mathematics being particular strengths. We also perform significantly better than the National mean in many other curriculum areas. Remarkably high percentages of our students achieve in the top two bands of the NAPLAN results. Sherwood State School employs full time music and physical education specialists. Chinese Mandarin is taught in Years 5 and 6. The instrumental music program provides specialist tuition for strings, brass, woodwind and percussion. The social skills and student leadership programs are at the heart of our high quality education programs, and our students are recognised for their friendly caring manner.

Facilities include a heated swimming pool, tennis courts and generous playing fields. All classrooms are air-conditioned and include computer facilities and data projectors for whiteboards.

Our school community has a strong sense of care and pride in what we do daily for our students.

Principal's Foreword

Introduction

It is with pleasure that we present the Sherwood State School 2017 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2017.

The details 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.

Sherwood State School has continued its commitment towards the consistent and effective teaching of reading from Prep to Year 6. The school's key focus has been to continue to work towards the consistency of pedagogy and processes across all classrooms. Teacher development and the ongoing building of the capacity of all staff has been at the forefront of more recent school improvement priorities. The focus for our future will include the integration of technology to keep pace with the needs of our 21st Century Learners, through the update and development of ICT's in all classrooms.

In 2017 our priorities included:

- Writing within the broader context of literacy across the curriculum
- 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

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 567 | 277 | 290 | 9 | 95% |
| 2016 | 588 | 300 | 288 | 8 | 96% |
| 2017 | 583 | 289 | 294 | 8 | 97% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

The **Sherwood Best** defines 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

Our parent body values education and have high expectations for the success of all students. The number of international students within our school community is growing and currently almost 20% of students have a first language background other than English. These students and their families arrive from countries across the globe and add much to the cultural understanding and appreciation within our community; providing many valuable opportunities for our students to develop an understanding that we are global citizens.

Enrolment continuity continues to show support for the professional practice of Sherwood State School. 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

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 23 | 23 | 23 |
| Year 4 – Year 6 | 26 | 25 | 25 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Sherwood State School is delivering the Australian Curriculum (AC). The school employs a full time Head of Curriculum who works both with individual teachers and year level teams to build the consistency of curriculum delivery across the school. The consistency also includes common assessment across year levels and robust moderation to ensure student progress is validated from one class to another. There are also comprehensive data collections and analysis to identify areas where students need additional support including the extension of our highly capable learners.

Specialist teachers who also work with students to deliver a range of programs that also align with the Australian Curriculum. Building a cohesive collaboratively developed curriculum reflecting the Australian Curriculum is one of the projects embedded in our *Towards 2020* strategic plan.

Co-curricular Activities -

There is an extraordinary range of co-curricular 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.

A number of our students are regularly offered places in the Westcent Music Camp each year - these students are selected through audition. Our ensembles regularly compete successfully in the Brisbane Bands Festival. There is an extensive Choral Program comprising two choirs - La Bella Voci and Cantorri.

The Friends of the Nature Area group (FONA) 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.

The Sherwood Arrows also has a long history stretching to 35 years in 2017. 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.

Extra-Curricular activities –

- OptiMinds competition. Our teams have often won awards at this competition and in recent times were selected for the State Finals.
- Artist-in-Residence Program that has been operating now for more than a decade. The artist works collaboratively with teachers and students extending their knowledge of visual arts techniques, and also is sponsored annually by the Student Council to create a public art work.
- Drama Club is also on offer - this is supervised here by committed staff as an afterschool program
- Before and after school there are extensive curriculum choices for students including visual arts, drama, dance, instrumental music (strings, keyboards), computer programming, tennis, swimming and many other sports.

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 improving each year. All of the school is now covered by a wireless network.

Altogether there are approximately 180 PC computers for student use, all of which are connected to the school intranet and the internet. There are computers in every classroom as well as 28 located in a computer lab. Two years ago, an additional 60 laptops were purchased by the Parents and Citizens Association (P&C) for Year 5 and 6 students to use in preparation for Junior High.

In recent years small groups of six iPads has been purchased by the P&C for each Prep to 3 class and these prove to be highly engaging and valuable learning tools.

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. Robotics is becoming increasingly important. In 2016 we held the first intra-school Robotics competition for students in Years 3 to 6. Now plans are in place to extend this from Prep to Year 2 in alternate years. Prior to this the school entered teams in the Brisbane Robotics Competition where they excelled winning significant awards.

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

Social Climate

Overview

Visitors to Sherwood often remark that there is a very friendly atmosphere. At Sherwood we believe in a team approach to ensure every child in every classroom matters every day. We build solid relationships with our students and following our school motto - our expectation is that students will *Aim Higher*.

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.



- We are Responsible
- We are Respectful
- We are Safe
- We are Active Learners

The school vision: *Courageous resilient life-long learners*

Our Mission: *Engaging every student every day*

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 94% | 95% | 94% |
| this is a good school (S2035) | 95% | 95% | 95% |
| their child likes being at this school* (S2001) | 95% | 99% | 96% |
| their child feels safe at this school* (S2002) | 95% | 98% | 100% |
| their child's learning needs are being met at this school* (S2003) | 93% | 96% | 94% |
| their child is making good progress at this school* (S2004) | 94% | 96% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 97% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93% | 95% | 85% |
| teachers at this school motivate their child to learn* (S2007) | 94% | 98% | 91% |
| teachers at this school treat students fairly* (S2008) | 92% | 96% | 90% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 97% | 91% |
| this school works with them to support their child's learning* (S2010) | 89% | 95% | 84% |
| this school takes parents' opinions seriously* (S2011) | 87% | 87% | 77% |
| student behaviour is well managed at this school* (S2012) | 89% | 87% | 84% |
| this school looks for ways to improve* (S2013) | 93% | 93% | 86% |
| this school is well maintained* (S2014) | 99% | 98% | 97% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 93% | 98% | 97% |
| they like being at their school* (S2036) | 88% | 95% | 92% |
| they feel safe at their school* (S2037) | 94% | 98% | 97% |
| their teachers motivate them to learn* (S2038) | 94% | 97% | 95% |
| their teachers expect them to do their best* (S2039) | 95% | 100% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 96% | 97% | 95% |
| teachers treat students fairly at their school* (S2041) | 85% | 92% | 87% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 89% | 89% |
| their school takes students' opinions seriously* (S2043) | 87% | 92% | 88% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2015 | 2016 | 2017 |
| student behaviour is well managed at their school* (S2044) | 84% | 90% | 86% |
| their school looks for ways to improve* (S2045) | 95% | 96% | 95% |
| their school is well maintained* (S2046) | 95% | 97% | 91% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 88% | 94% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 96% | 96% | 83% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 86% |
| they receive useful feedback about their work at their school (S2071) | 78% | 89% | 64% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 94% | 65% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 95% |
| students are treated fairly at their school (S2073) | 100% | 100% | 81% |
| student behaviour is well managed at their school (S2074) | 78% | 75% | 55% |
| staff are well supported at their school (S2075) | 78% | 89% | 53% |
| their school takes staff opinions seriously (S2076) | 73% | 79% | 53% |
| their school looks for ways to improve (S2077) | 91% | 93% | 80% |
| their school is well maintained (S2078) | 95% | 100% | 79% |
| their school gives them opportunities to do interesting things (S2079) | 78% | 89% | 83% |

* Nationally agreed student and parent/caregiver items

'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

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 2017 Fete was a wonderful community event that celebrated our 150th year, 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

Respectful relationships programs

The school has developed a range of programs that focus on appropriate, respectful and healthy relationships. These programs appropriately align with the needs of students ranging in age from Prep to Year 6.

- Adopt-a-Cop personal safety talks across all classes and at whole school assemblies through the year
- Anti-bullying programs aligned with the High Five framework
- Weekly Skill Streaming lessons skilling students in expected behaviours
- Cyber Safety talks for Year 5 & 6 students
- Relationships Education lessons provided through a personal safety and child protection lens for Year 4, 5 and 6 students

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 19 | 17 | 13 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

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 |
| 2014-2015 | 234,029 | 331 |
| 2015-2016 | 258,793 | 1,401 |
| 2016-2017 | 223,268 | 596 |

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|--------------------|-------------|
| Years | Electricity kWh | Water kL |

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 39 | 28 | 0 |
| Full-time Equivalent | 34 | 15 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 2 |
| Graduate Diploma etc.** | 5 |
| Bachelor degree | 47 |
| Diploma | 1 |
| Certificate | 5 |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$50,000

The major professional development initiatives are as follows:

- Tuesday afternoon professional learning sessions were held regularly through 2017 - topics aligned with the school priorities including writing, productive group work, effective feedback and vocabulary development
- The Master Teacher provided coaching across the school with a focus on writing
- The Head of Curriculum and the Master Teacher met weekly with all Year Levels assisting teachers to align their programs with the Australian Curriculum
- Teachers the Annual Performance Review including a focus on reading improvement for students not achieving the school benchmarks.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95% | 95% | 95% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 95% | 92% | 92% |

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

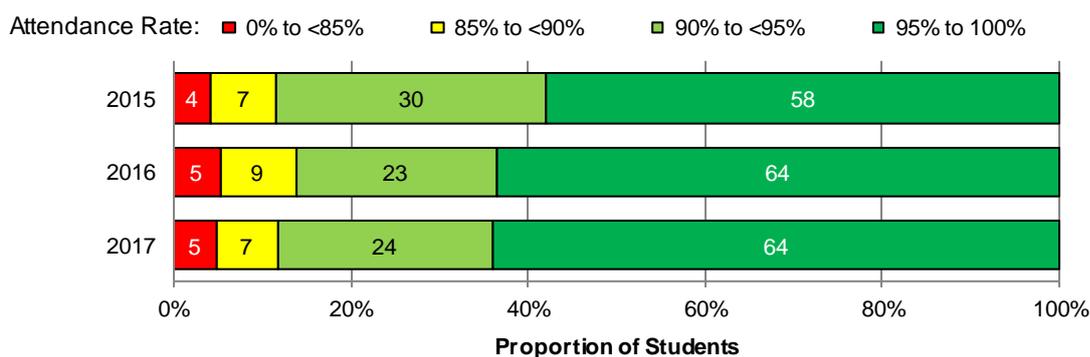
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 94% | 95% | 96% | 95% | 95% | 95% | 95% | | | | | | |
| 2016 | 95% | 95% | 94% | 96% | 95% | 95% | 95% | | | | | | |
| 2017 | 95% | 95% | 95% | 94% | 95% | 95% | 94% | | | | | | |

*Attendance rates effectively count 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Electronic rolls are marked daily in OneSchool by class teachers. Letter and emails explaining student absences are retained and processed via the school front office. Same-day unexplained absence notification is a mandatory requirement for all state schools in Queensland from the start of the 2017. At Sherwood State School we use an SMS (text) service to start the communication process with families around managing any unexplained absences from school. Contact is made with parents/guardians by SMS for any unexplained absences, typically before 10am each day.

Each term the school sends a bulk mail-out requiring families to respond to any instances of unexplained absenteeism. The school uses an AO2 role in conjunction with the Deputy

Principal and Principal to support the *Compulsory Schooling* process.

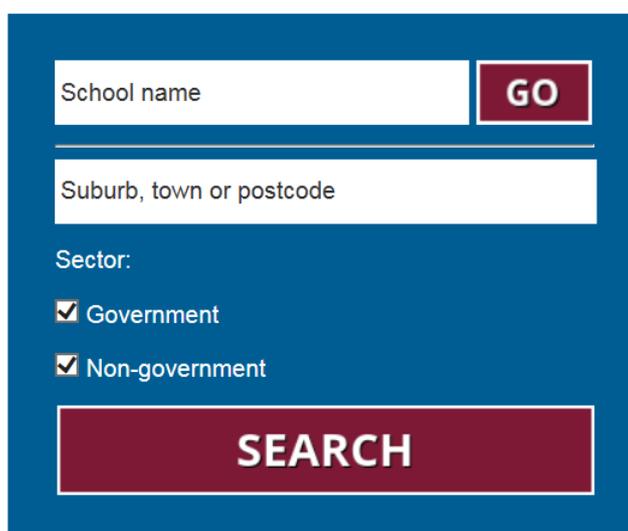
At Sherwood State School, we always make initial contact with parents to assist in ensuring all students attend every day if absenteeism patterns occur. Following this step, we meet with parents prior to implementing the formal processes. Late arrivals to school are managed by our office staff, who record all late arrivals to ensure already marked rolls are accurate. The also school manages an early departure process through the front office.

NAPLAN

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Conclusion

In 2017 we continued our work on building capacity in the highlighted goals that were developed through the comprehensive School Review conducted by the School Improvement Unit in 2016.

In 2017 Sherwood State School celebrated 150 years of history and through the year there were many occasions to acknowledge the wonderful history of our school. Community interest in these celebrations was enormous and was reflective of the tremendous pride and support the school has generated over many years.

Sherwood State school has a community heart and the efforts of so many people from so many quarters is wonderful to feel - as a educators and members of the community the spirit or culture of the school is something we are all invested in and work hard to develop. We can all Aim Higher as we play our part in continuing to make this wonderful school amazing.