



Sherwood State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

It is with pleasure that we present the Sherwood State School 2018 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2018.

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 2018 our priorities included:

- Reading and 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	588	583	586
Girls	300	289	298
Boys	288	294	288
Indigenous	8	8	7
Enrolment continuity (Feb. – Nov.)	96%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

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

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.

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 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.

Overview

The school motto 'Aim Higher' reflects the ethos and values we share with our

community, reflecting our belief that all the students at Sherwood can reach their potential when they are engaged and active learners. We deliver an inclusive curriculum has a strong emphasis on literacy and numeracy. Sherwood State School performs exceptionally 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 utilize high quality computer facilities including electronic whiteboards. Our school community has a strong sense of care and pride in what we do daily for students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Sherwood State School is delivering the Australian Curriculum (AC). The school employs three part-time teachers (sector support teachers) across the following sectors: P-1, 2-4, 5-6 who work both with individual teachers and year level teams to build the consistency of curriculum delivery and they case manage student support 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 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.

Co-curricular activities

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.
- 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

How Information and Communication Technologies are used to Assist Learning

Computers are used by students and staff in all classrooms as well as 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. In addition, 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 a small group 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.

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

Overview

Visitors to Sherwood often remark that there is a very friendly atmosphere. As Principal, we work as a team 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	94%	95%
• this is a good school (S2035)	95%	95%	96%
• their child likes being at this school* (S2001)	99%	96%	97%
• their child feels safe at this school* (S2002)	98%	100%	99%
• their child's learning needs are being met at this school* (S2003)	96%	94%	98%
• their child is making good progress at this school* (S2004)	96%	94%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	85%	94%
• teachers at this school motivate their child to learn* (S2007)	98%	91%	97%
• teachers at this school treat students fairly* (S2008)	96%	90%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	91%	97%
• this school works with them to support their child's learning* (S2010)	95%	84%	94%
• this school takes parents' opinions seriously* (S2011)	87%	77%	89%
• student behaviour is well managed at this school* (S2012)	87%	84%	95%
• this school looks for ways to improve* (S2013)	93%	86%	92%
• this school is well maintained* (S2014)	98%	97%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	98%
• they like being at their school* (S2036)	95%	92%	95%
• they feel safe at their school* (S2037)	98%	97%	97%
• their teachers motivate them to learn* (S2038)	97%	95%	97%
• their teachers expect them to do their best* (S2039)	100%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	95%
• teachers treat students fairly at their school* (S2041)	92%	87%	92%
• they can talk to their teachers about their concerns* (S2042)	89%	89%	92%
• their school takes students' opinions seriously* (S2043)	92%	88%	91%
• student behaviour is well managed at their school* (S2044)	90%	86%	94%
• their school looks for ways to improve* (S2045)	96%	95%	94%
• their school is well maintained* (S2046)	97%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	88%	94%	92%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	83%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	86%	100%
• they receive useful feedback about their work at their school (S2071)	89%	64%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	65%	84%
• students are encouraged to do their best at their school (S2072)	100%	95%	98%
• students are treated fairly at their school (S2073)	100%	81%	98%
• student behaviour is well managed at their school (S2074)	75%	55%	95%
• staff are well supported at their school (S2075)	89%	53%	90%
• their school takes staff opinions seriously (S2076)	79%	53%	84%
• their school looks for ways to improve (S2077)	93%	80%	98%
• their school is well maintained (S2078)	100%	79%	84%
• their school gives them opportunities to do interesting things (S2079)	89%	83%	91%

* 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 2018 Fete was again 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

Respectful relationships education 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	17	13	16
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	258,793	223,268	245,244
Water (kL)	1,401	596	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	30	0
Full-time equivalents	34	17	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	2
Bachelor degree	34
Diploma	0
Certificate	0

*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 2018 were \$65 000.

The major professional development initiatives are as follows:

- Tuesday afternoon professional learning sessions were held regularly through 2018 - topics aligned with the school priorities including the teaching of reading, productive group work, effective feedback and vocabulary development
- The Master Teacher provided coaching across the school with a focus on guided reading
- The Head of Curriculum and Year Level Coordinators 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

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	92%	92%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

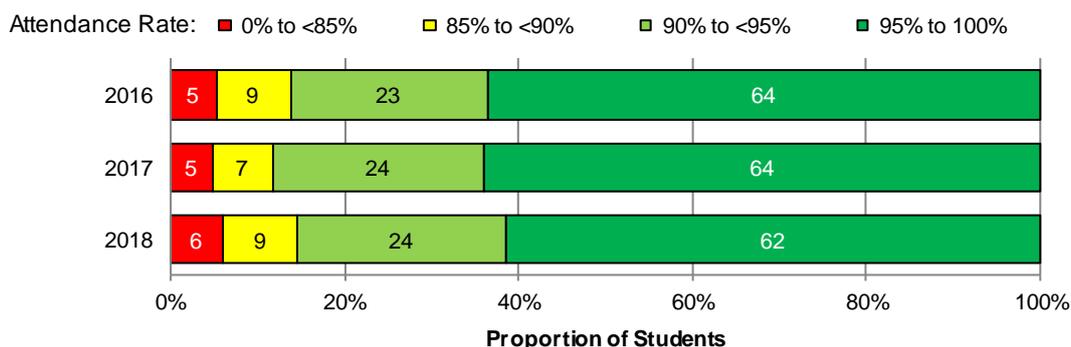
Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	95%	95%	95%
Year 2	94%	95%	95%
Year 3	96%	94%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	94%
Year 6	95%	94%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
- Letters 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 10.00am 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.
- These staff also school manage 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

In 2018, 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 2018 we continued to work as a community working on building an ethos of *paying it forward*, with our student committees raising funds for various causes including:

- our Student Welfare Fund
- our F.O.N.A group (Friends of Nature)

Our values program, *You Can Do It*, continues our focus on building the emotional intelligence and confidence of all of our students. *At Sherwood SS we prefer to focus our students on making the 'kind' choice.*



Sherwood State school has a community heart and the efforts of so many people from so many quarters is wonderful to feel - a source of enormous pride for us all as we play our part in this wonderful school.

