

QUEENSLAND STATE SCHOOL REPORTING - 2010

Sherwood State School (0078)

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Principal's foreword

Introduction

Sherwood is a wonderful community and our school is going from strength to strength. In recent times we have taken the lows of flood inundation, not only in classrooms, but across our community. We also celebrate our highs with excellent academic, cultural and sporting achievements. It is impressive that our excellent results continue to strengthen.

This School Annual Report provides a snapshot of our progress. We celebrate our achievements, discuss where we need to develop further and lay out the priorities for the future.

School progress towards its goals in 2010

Sherwood State School is a community with enormous pride and support.

There are two characteristics we are seeking from our school academic performance:

- Outstanding achievement, and
- Ongoing improvement.

The data below is drawn from our Year 7 NAPLAN results over the previous years. It shows that we were achieving exceptionally well in 2008 but have continued to improve. Sherwood continues to *Aim Higher*. For example, in the top two achievement bands in 2008 there were 28% and 24% of our Sherwood students respectively – an achievement of which we can be very proud. However, by 2010 the percentages have stretched to 28.8% and 35.6% - a total of 64.4%. This is both an outstanding achievement and improvement.

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Proportions of Year 7 Students in each Achievement Scale Band

Year	Achievement Band %						Count			NMS %	
	<4	5	6	7	8	9>	n	Exempt	Absent/ Withdrawn		
Numeracy											
2008	School	2.0	2.0	12.0	32.0	28.0	24.0	49	1	0	98.0
	State Schools	5.7	19.2	27.7	23.9	15.4	8.1				94.3
	National	4.6	14.6	25.8	26.0	17.2	11.7				95.4
2009	School	1.9	3.8	15.1	20.8	30.2	28.3	53	0	0	98.1
	State Schools	6.8	16.3	28.6	24.5	16.2	7.6				93.2
	National	5.1	13.5	25.7	27.9	17.4	10.3				94.8
2010	School	0.0	0.0	5.1	30.5	28.8	35.6	59	0	0	100.0
	State Schools	6.0	15.4	25.8	27.4	15.3	10.1				94.0
	National	4.9	12.6	26.0	26.9	17.6	11.9				95.0

Similar high achievement and ongoing improvement is also reflected in the Reading results.

Proportions of Year 7 Students in each Achievement Scale Band

Year	Achievement Band %						Count			NMS %	
	<4	5	6	7	8	9>	n	Exempt	Absent/ Withdrawn		
Reading											
2008	School	2.0	4.0	28.0	34.0	18.0	14.0	49	1	0	98.0
	State Schools	8.6	18.9	32.9	21.3	12.9	5.4				91.4
	National	5.8	14.1	27.6	27.8	16.9	7.7				94.2
2009	School	1.9	1.9	28.8	32.7	25.0	9.6	52	0	1	98.1
	State Schools	9.6	17.9	28.9	23.0	15.1	5.6				90.4
	National	6.0	13.2	24.5	28.6	19.0	8.6				94.0
2010	School	1.7	3.4	10.2	40.7	23.7	20.3	59	0	0	98.3
	State Schools	8.3	18.1	24.6	26.3	16.9	5.8				91.7
	National	5.1	12.6	24.3	28.5	19.3	10.1				94.8

Across all dimensions of our school NAPLAN results there are very high percentages of students achieving at or above the National Minimum Standards (NMS% - see above tables).

Sherwood is also achieving remarkable results in cultural pursuits. Our large Audition Choir, La Bella Voci, achieved a rare Platinum Award the 2010 Brisbane Choral Festival, and our non-audition choir, Cantori, was awarded Gold. Sherwood also enjoys and celebrates a very large instrumental music program including large bands and string sinfonias. We continued the seventh year of sponsoring an Artist-in-Residence at Sherwood which helps both students and our teachers build their appreciation and capacities in visual arts. Our before and after school extra-curricula program includes speech and drama, art, ceramics and music.

Across the school we appreciate and promote high levels of fitness. The Health and Physical Education Program, coordinated by our full-time HPE Teacher, and supported by our famous Sherwood Arrows skipping team and very enthusiastic swimming club, the Sherwood Sharks, provides students with many opportunities to excel.

The Student Leadership Program and school wide social skills program (You Can Do It!) are highly valued. The Student Council comprises class representatives from each Year 4 to 7 class and meets weekly. Our Year 7 student leaders are very active in supporting diverse school activities.

Our Vision and Values at Sherwood are focussed on our students - Nurturing their well-being now and into the future.

Aim Higher – *Happy, creative, life-long learners*

Our Sherwood Children

- Are optimistic and happy learners
- Demonstrate flexibility and trustworthiness in the way that they interact with others
- Have a strong sense of self expression and well developed communication skills
- Are confident and socially competent as active members of the community
- Work purposefully and with persistence to achieve realistic goals
- Are cooperative, considerate and well adjusted contributors to their own well being and others around them
- Show their love of learning and are creative thinkers
- Are life long learners with the skills and abilities to participate productively in local and global communities

Future outlook

By 3 October, 2011 we will have the new National Curriculum loaded into OneSchool with all of the School Programs, Unit Plans, lesson plans and many great resources for English, Maths and Science from Prep to Year 7. Teachers will have these fantastic resources literally at their finger tips – on-line and ready to go.

Recently we have Science Sparks presenters working with our Year 4 to 7 teachers aligning our new program with the National science expectations. We have purchased all of the hands-on science resources supporting Primary Connections – the comprehensive science program and resources will position our school well to implement the new National curriculum.

Our teaching priorities across all classrooms will concentrate on:

- Intellectual Rigour (High Order Thinking)
- Differentiation (meeting individual learning needs of ALL students)

These will be the focus of our activities, guiding and strengthening high quality teaching at Sherwood. We will also focus our PD activities on the most effective teaching practices – the approaches to teaching and learning that are proven to make the greatest difference:

- Formative assessment
- Quality relationships
- Frequent constructive feedback
- Effective teaching styles (direct teaching & reciprocal teaching)

These approaches will continue to lift our outstanding results – High Achievement with Ongoing Improvement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
536	250	286	91%

Characteristics of the student body:

Sherwood State School draws a high proportion of students from professional families. There are a growing number of students whose first language is not English (approximately 30 students currently) and this growing diversity is a wonderful asset – helping students understand that we live in a global community. Attendance rates are high, support from parents is exceptional, with many helping in classrooms and in diverse ways, and our retention of students to the end of Year 7 is excellent. Sherwood State School is located in the inner west of Brisbane and has a strong sense of community support.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	83%	67%	17%	17%
Year 4 – Year 10	26	60%	60%	0%	40%
All Classes	25	73%	64%	9%	27%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our school at a glance

Mandarin Chinese is taught to all Year 6 and Year 7 students and we are building strong connections extending to Secondary School, working with a cluster of schools through our Asian Studies Program. Soon we will have a sister school in China and we are also establishing web-conferencing facilities to build more opportunities for our students.

We have a full-time Music Teacher who is a choral specialist – directing large school choirs. Our Health and Physical Education Teacher is also full-time and supports many comprehensive activities across our school.

Extra curricula activities

Choral Program: Singing and music are at the heart of our school. Our Audition Choir has grown very substantially in recent years and now has more than 90 members. La Bella Voci rehearse weekly, and in the Brisbane Choral Festival have twice been awarded rare Platinum Awards. Cantori is a large non-audition choir and provides wonderful experiences for students who enjoy signing with others.

Instrumental Music: We support a very large instrumental music program including weekly tuition for diverse strings, woodwind, percussion and brass instruments. Our bands and string sinfonias are achieving remarkable success and are treasured in our school community.

Sherwood Arrows: The Sherwood Arrows is the longest serving Jump Rope for Heart Demonstration Team in Australia with a history of nearly 30 years. These students practice weekly and perform throughout the south-east corner as well as bi-annual tours to other districts.

Friends of the Nature Area (FONA): FONA has a history of more than 30 years and is centred about a beautifully treed nature area adjacent to our pool. Students involved with FONA devote one of their lunch periods each week to caring for the Nature Area, and also a range of activities to build their appreciation and knowledge of natural history and gardening.

Sherwood Sharks: The Sherwood Sharks is a very strong swimming club coordinated by volunteers – as a sub-committee of our Parents and Citizens Association. The Sherwood Sharks meet for competitions regularly in Term 1 and Term 4, run learn to swim classes and training squads regularly through the swimming season, and also attend carnivals to compete with other clubs – the best of which is the 'Oxley Road Challenge'. The Sherwood Sharks has done much to lift the quality of facilities at the pool including the addition of solar heating.

Visual Arts: Visual Arts is an important activity at Sherwood. For many years now we have had an artist-in-residence who works with both teachers and children to extend our knowledge of visual arts through a diverse range of techniques and activities. There are also after school classes for students who want to extend their capacities further.

Opti-Minds: Each second year the school becomes involved in the mind stretching and very challenging program called Opti-Minds. In recent years our teams have achieved many awards through this program including being selected for the State finals.

How Information and Communication Technologies are used to assist learning

Computers with internet access are located in all classrooms. There are also interactive white-boards (large

Our school at a glance

touch screen computers) located in every classroom and many other learning areas. Recently the school also established a computer lab and key staff are learning to use the web-conferencing facilities which will create many new possibilities for connecting our school to schools in other parts of Australia and the world. OneSchool is software that the Queensland Department of Education has made available to all State Schools – providing greatly enhanced access to student information, curriculum resources and assessment records that support effective teaching and learning. The possibilities of OneSchool will grow considerably when the National Curriculum (ACARA) comes on line in late 2011.

Social climate

Sherwood State School is guided by the *Sherwood Best*, as we:

- Care for ourselves and others
- Be helpers
- Listen well and talk to others kindly
- Are Ready to learn and
- Keep trying our best

In each classroom across the school we have fully implemented the You Can Do It! social skills program. We also have a very active Adopt-a-Cop Program, and our Adopt-a-Cop regularly visits classrooms to talk with students about a range of topics including cyber safety, anti-bullying strategies and child safety issues. A Guidance Officer works in the school for two days each week and we link up with many community services where their benefits our students.

Sherwood students are known and recognised for their great behaviour and genuine care for others – a feature that is often noted by visitors to our school. In the 2010 State School Opinion Surveys 96.4% of parent respondents said Sherwood was a good school and 93.1% were satisfied with their child's well-being – both responses far higher than schools generally across the State. These parents reflect a strong culture of care and dedication – foundations of our school community.

Parent, student and teacher satisfaction with the school

Parent confidence in our school is high. Students and staff are demanding the very best to ensure the ongoing improvement of education at Sherwood. Students particularly want greater access to computers, faster computer speeds, more IT devices and opportunities. We are working hard to meet their demands in ways that enhance their educational achievements now and into the future. Sherwood is on the move with many ongoing demands on our staff to adopt new directions and improve the quality of educational services for our students and community. Teaching is very demanding – we are working hard to provide the focussed professional learning opportunities Teachers are demanding to improve their capabilities and to meet their changing needs.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	82%

Our school at a glance

Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	73%

Involving parents in their child's education.

Parents have many opportunities to be involved in their child/ren's education at Sherwood. Particularly in the early years there are strong cultures of parent volunteer programs to help in classrooms. Early in Term 1 there are Meet-the-Teacher evenings followed by Parent/Teacher Interviews at the end of Term 1. Teachers across the school use email to facilitate strong links with parents, and all welcome parent/teacher conferences when requested. There are strong parent support groups to help with the Sherwood Sharks, Sherwood Arrows and our choral programs. We also have a strong and well-attend Parents and Citizens Association and numerous sub-committees.

Our school also works hard to communicate with parents through weekly Newsletters, a comprehensive Web Page and highly informative Student Reports each Semester. Through the year there are many special events including Athletics Days and musical evenings that welcome parents, as well as information sessions on special topics of interest – such as child safety.

Reducing the school's environmental footprint

In recent years Sherwood has installed large water storage facilities to capture rain water, and has very recently installed the first of our solar panels – a program that we expect to grow over the future years. More efficient environmentally friendly lights have been installed across the school. Increasingly we are endeavouring to reduce photocopying and other reliance on paper through the introduction of electronic communications. For example, the school now offers a weekly electronic Newsletter.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$57,335	\$43,293	\$8,150	\$0	\$4,219	\$0	\$1,673	204,155	1,825	0
2009	\$49,242	\$37,008	\$0	\$0	\$10,638	\$0	\$1,596	185,211	1,458	0
% change 2009 - 2010	16%	17%	N/A	N/A	-60%	N/A	5%	10%	25%	N/A

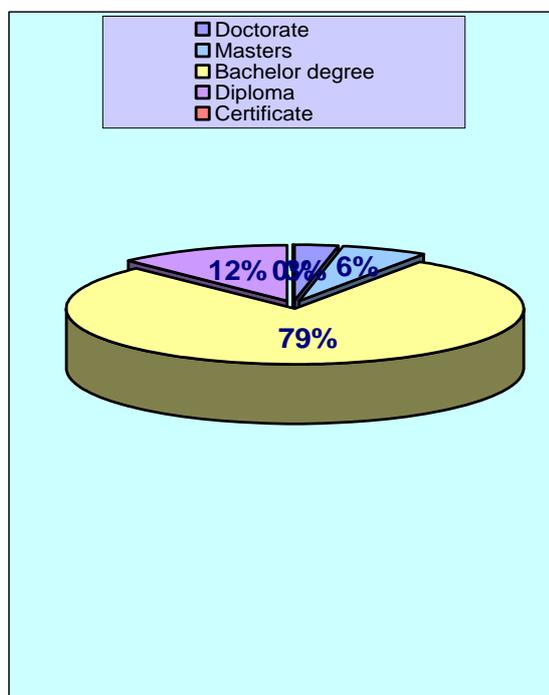
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	19	0
Full-time equivalents	30	11	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	26
Diploma	4
Certificate	0



Currently we have two staff members enrolled in their Master program.

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$70,059

The major professional development initiatives are as follows:

Our staff profile

- First Steps Number and Measurement facilitators – staff members
- First Steps Number for Teacher Aides and Prep to Year 3 Teachers
- Differentiation: Extending High Achievers in Reading; Boys in Education; Extending Working Memory – a key to overcoming some learning difficulties;
- Curriculum: Primary Connections
- Student Protections and understanding: Senior First Aide (ALL Teachers); Aspergers Syndrome; Epilepsy

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 95%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	95%	96%	95%	95%	95%	96%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Parents are requested to provide information to our school to explain student absences. If a student is absent for three days consecutively without explanation, or if there are absences that appear to be a pattern, the school administration will contact the parents of students to discuss possible support. If unexplained absences are impacting on student learning a broader range of options and support may be discussed with the parent/s including the assistance of agencies beyond the school.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Closing the Gap between Indigenous and Non-Indigenous students:

In 2010 there were 10 Indigenous students enrolled at Sherwood at the time of the school census. This represents 1.8% of the student population. These Indigenous students are enrolled quite evenly across the Year levels. With such small cohorts it is difficult to provide meaningful data trends. However, the attendance of Indigenous students was 91.6% compared with 94.7 for the overall student attendance. Each of the Indigenous students is making progress in their academic achievement and individual support is provided to ensure we are 'closing the gap'.