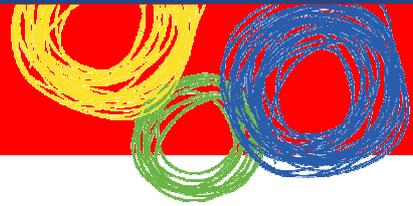


Queensland State School Reporting – 2011

Sherwood State School (0078)



Postal address	PO Box 19 Sherwood 4075
Phone	(07) 3716 2111
Fax	(07) 3716 2100
Email	the.principal@sherwoodss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Dr Greg Nelson - Principal

Principal's foreword

Introduction

The 2011 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. There is also important information about student performance as well as links to further information located on the MySchool website.

School progress towards its goals in 2011

Sherwood State School set ambitious targets against NAPLAN Performance in 2011. The results are outlined in the tables below:

Table 1: NAPLAN Minimum National Standards Year 3, 5 & 7 Reading and Number

		2011 Target	2011 Achievement
Year 3	Reading	100%	97%
	Numeracy	100%	97%
Year 5	Reading	100%	94%
	Numeracy	100%	98%
Year 7	Reading	100%	98%
	Numeracy	100%	98%

Table 2: NAPLAN Upper Two Bands Year 3, 5 & 7 Reading and Number

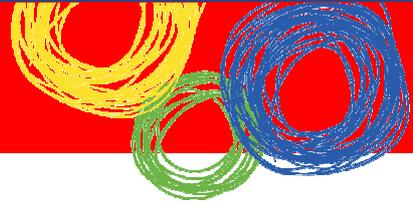
		2011 Target	2011 Achievement
Year 3	Reading	50%	53%
	Numeracy	50%	52%
Year 5	Reading	50%	41%
	Numeracy	50%	48%
Year 7	Reading	50%	48%
	Numeracy	50%	59%

The academic performance of the students at Sherwood is outstanding in many areas. There are remarkably few students achieving below the National Benchmarks across each of the strands assessed in the National Assessment



Queensland State School Reporting – 2011

Sherwood State School (0078)



Program Literacy and Numeracy (NAPLAN) A very high percentage of students are achieving in the Upper Two Bands (Upper two of six bands of achievement). In the strand of Writing 64% of Year 3 students and 68% of Year 7 students were placed in the Upper Two Bands – a stunning achievement.

We were determined in 2011 to focus school efforts on a few key priorities. The school curriculum focus was on preparing for the new Australian National Curriculum for English, maths and science which was introduced across Queensland in 2012. The foundations were also put in place for a new approach to teaching spelling across all year levels with the introduction of Words Their Way.

Finally, two teaching priorities were identified to build into everyday practices for every Sherwood State School classroom:

- Intellectual Rigour, and
- Differentiation.

These two priorities drive what we do day to day. To support intellectual rigour in classrooms, a new Thinking Skills Framework was developed. This included the High Order Thinking Skills teachers are explicitly teaching and in which year level these skills are introduced. Teachers also undertook significant professional development to learn more about how to differentiate their classroom practices to meet the diverse capacities of students, ranging from those with learning difficulties and disabilities through to the advanced learners.

There were significant facilities challenges in 2011 with the grounds of the school, four classrooms and our pool inundated by the Brisbane flood. The floods also impeded progress on our classroom refurbishments \$850,000 State Schools of Tomorrow funding) and Building the Education Revolution projects (\$3,200,000). By the end of the year we had our first class facilities in place including a new Hall, sound proof instrumental music rooms, classroom music teacher's room, computer lab, and extended resource resources management area. The new Hall includes fantastic sports facilities including an indoor Netball and Basketball Court. Restoring our facilities including air-conditioning and Internet connections to all classrooms, and rebuilding the integrity of the athletics oval and pool were important facilities goals that were achieved.

Future outlook

The future outlook for Sherwood State School is strong. In 2012 the Australian National Curriculum was introduced for English, maths and science from Prep to Year 7. The key priorities of Intellectual Rigour and Differentiation continue to be at the centre of importance:

- How can we continue to lift the bar at a school that already has high academic standards? and
- How can we adjust our teaching approaches to meet the diverse needs of our students?

These key questions guide our efforts through 2012 and beyond.

Priorities beyond the Australian Curriculum focus on embedding our new spelling program – Words Their Way, and also the development and implementation of a reading program that draws on evidence-based effective approaches with special foci on an early start to literacy in the Prep classrooms, and improving complex reading comprehension.

Both the School Teaching and Learning Audit and the Quadrennial School Review are scheduled for Semester 2 in 2012. These processes will provide valuable insight into the school's teaching and learning strengths and areas for further development. The finding will then inform the development of the Sherwood State School Strategic Plan 2013-16.



School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
574	279	295	98%

Characteristics of the student body:

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

The Sherwood Best

- Care for yourself and others
- Be a helper
- Listen well and speak kindly 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.

Table3: Index of Community Socio Advantage (ICSEA)

School ICSEA value				1126
Average ICSEA value				1000
Data source	Parent information			
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	5%	7%	30%	58%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

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

There are very few Indigenous students attending the school. However, the number of international students is growing and currently almost 15% 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 7. Strong bonds of student friendship are formed that often last through secondary school and beyond.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24.5
Year 4 – Year 7	24.5
All Classes	24.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The Australian National Curriculum for English, maths and science were introduced in 2012 with History to follow in 2013. The Queensland Studies Authority provides the other Key Learning Area curricula which include Technology (design), Health and Physical Education, The Arts, and Languages Other Than English (Mandarin Chinese in Years 6 and 7).

Sherwood employs both a full time Health and Physical Education Teacher and 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 curriculum areas.

Sherwood also employs a full time Teacher Librarian, and also Instrumental Music Teachers who teach strings, brass, woodwind and percussion each week.

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

- Intellectual Rigour and
- Differentiation

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

Extra curricula activities

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

The instrumental music program is large and of exceptional quality. Each week instrumental music teachers instruct students in strings, woodwind, brass and percussion. In 2011 both the Strings and Band were awarded Gold at the Brisbane Band Festival. There is also an extensive Choral Program. In 2011, the audition choir comprised more than 90 students almost half of whom were boys. This choir, La Bella Voci, was awarded a rare Platinum Award at the Brisbane Musicfest, and the very large non-audition choir, Cantorri, was awarded Gold.

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. 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.

Year 5, 6 and 7 classes are each involved in school camps. The highlight is the week of bush camping at Moreton Island undertaken annually by the Year 7s.

Each year the school also supports an Artist-in-Residence Program alternating between Junior and Senior classes. The program of lessons is designed in such a way as to provide not only rich opportunities for the students but also professional learning opportunities for their teachers. The lessons range across many techniques and diverse materials.

Each second year the school is involved in the highly challenging Opti-Minds – stretching the possibilities of creative problem solving. In recent years, including 2011, a Sherwood Team has advanced to the State Finals – remarkable reflections of outstanding teaching and learning and exceptional student capacities.

In 2011, for the first time, a team from Sherwood participated in the First Lego League Robotics Tournament. This is a new activity for Sherwood and is set to continue.

Outside of school hours but supported and sponsored by the school are many additional activities for interested students including:

- Visual arts
- Ceramics
- Music: strings, guitar, keyboard
- Sport: tennis, soccer, netball

There is also a very strong Swimming Club, the Sherwood Sharks, which involves approximately 180 of our students in Term 1 and Term 4 in swimming lessons, squad training and inter-club competitions. In both 2010 and 2011 the Sherwood Sharks has won the prized Oxley Road Challenge.

The program for *Out of Hours School Care* operates before and after school as well as through the vacations. Students involved in this program have many opportunities to participate in sports, crafts, art, cooking and other interest areas.

How Information and Communication Technologies (ICTs) are used to assist learning

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

Altogether there are 150 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.

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 about the 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 they are building their effective social and emotional intelligences through the years. A progress report based on the SLF is provided to Year 4-7 parents and students at the end of Term 3. This report determines whether students are eligible for important student leadership positions in Year 7, including School Captains.

The Student Council meets weekly. There are two representatives from each of the Year 4 to 6 classes and a UNICEF representative from each of the Year 7 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.

The resources of the You Can Do It! program are available for all classrooms. This program centres on the well-researched Habits of Mind, traits of highly successful people.

In 2012 as part of the Quadrennial School Review, there will be a significant review of Sherwood's anti-bullying program. This review will check our progress towards a bully-free school and help set a strong direction into the future.

Parent, student and teacher satisfaction with the school

There are outstanding aspects of the parent and student feedback we receive. A parent satisfaction rating of 96% with the 'child's school' is a remarkable response. More recently there has been a stronger sense of urgency from parents for students to be engaging in early literacy activities from Prep onwards. The school is moving to meet this expectation with the implementation of the Australian National Curriculum. In 2011-12 there will be \$25,000 devoted to home readers and other literacy resources for the early years, including Prep.

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

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	87%
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	77%
Percentage of staff members satisfied with morale in the school	74%

Involving parents in their child's education

Parent involvement at Sherwood is very high and takes many forms. The Parents and Citizens (P&C) 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 in general 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. In 2011, following the devastating Brisbane Floods, it was decided not to hold the Fete but instead to acknowledge the community support for each other by holding a Community Day. This de-emphasised fund raising and promoted the idea of a community celebration and a need to get together.

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, 2010-2011

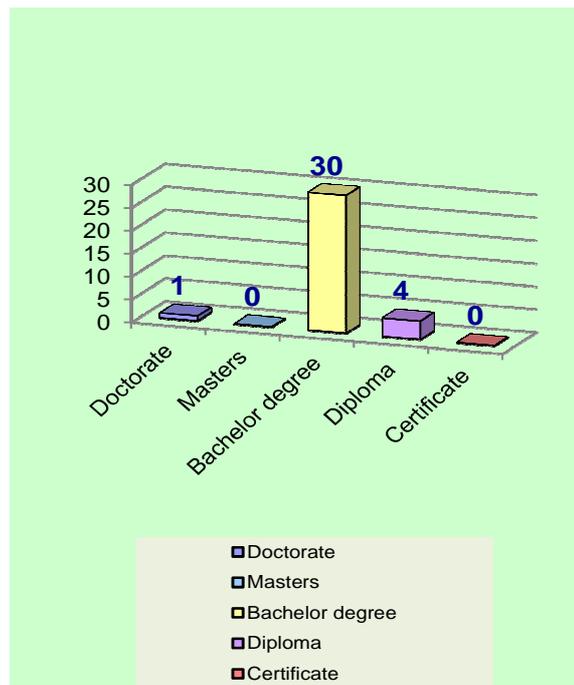
	Electricity KwH	Water KL
2011	164,130	1,152
2010	204,155	1,825
% change 10 - 11	-20%	-37%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	20	0
Full-time equivalents	31	11	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	0
Bachelor degree	30
Diploma	4
Certificate	0



Teachers at Shewood have many qualifications that extend beyond their academy titles. There are a number of teachers who have completed their course as Gifted Education Mentors, for example. One of our teachers is also a facilitator for the Pedagogical Licence – supporting teachers to learn more about using computers and digital technologies in the classroom. We also have staff qualified as facilitators for First Steps Number – a highly regarded maths development program.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$49,967.

There are a range of mandatory professional development and training activities that must be provided annually for all staff. Examples include child safety, anaphylaxis training, asbestos awareness, and fire safety. In addition, all teachers and many other staff at Sherwood have Senior First Aide and yearly training in CPR.

The focus on professional development and learning for 2011 has been outlined earlier in this report, and many opportunities were provided for staff to learn about the new Australian National Curriculum for English, maths and science. Additional science professional learning opportunities were provided for Year 4 to 7 teachers through the Science Sparks Program which was rated as outstanding by our teachers. This program supported two experienced and highly knowledgeable science teachers to work in classrooms demonstrating scientific techniques and processes and working alongside our teaching staff.

Another significant focus for professional learning in 2011 helped teachers learn more about OneSchool, a State wide software program that allows teachers to plan on-line, access many resources, track student academic performance and report to parents. The OneSchool software has enormous capability and Sherwood staff are building their knowledge progressively in this important area of accountability and data analysis.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. These professional development activities occurred in a range of settings including after school, on weekends, during 'pupil free' days, and on-line as well as some occasions when teachers were released from classroom duties. Professional development is aligned closely with school priorities.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

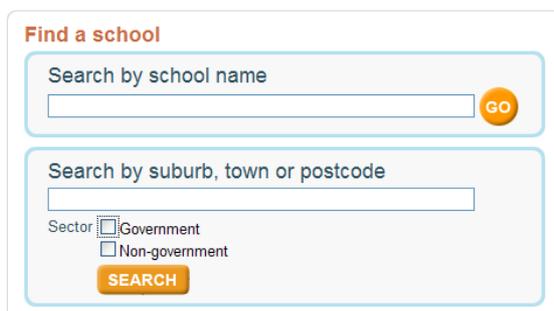
Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

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

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



Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

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

Shewood State School: Student Performance

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

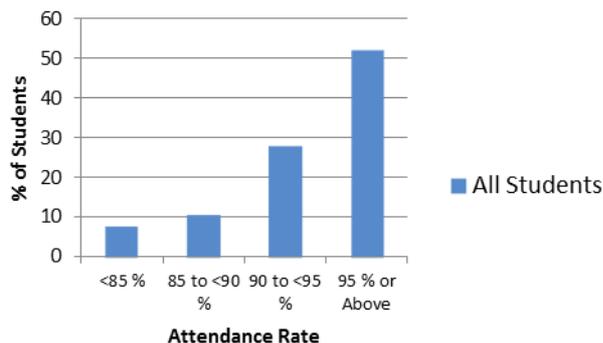
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	95%	91%	96%	94%	94%	93%

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, and 7 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school 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

Only a very small number of Indigenous students attend Sherwood State School. This information refers to the progress of these students. Attendance of these students is higher at 94.9% than the general student population which was 93.5% in 2011. Information on academic performance is not able to be provided as the student enrolment numbers are small and the information provided would identify individual students.

In summary

Sherwood State School is a great school with high numbers of students achieving well academically but also in the area of sports and music. The Sherwood community works hard to ensure the very best for our children. We want our children to be happy, creative, life-long learners who perform at their best. This is a community driven to high standards of achievement but also grounded in a spirit of care.