

Ermington Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ermington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jennifer Claro

Relieving Principal

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Message from the Principal

Ermington Public School is a vibrant community where education is highly valued by the students, teachers and parents. The school has been established since 1888 and has developed a proud tradition that caters for each and every student. The school aims to provide an environment which encourages each student to achieve their full potential in all aspects of their learning (academically, socially, emotionally and physically). The school has a reputation for its strong involvement in sporting events, gifted and talented enrichment and a variety of performing arts opportunities.

I am a firm believer in the ancient African proverb, ***“It takes a village to raise a child”***. Our ‘village’ has never been more essential than it is today. At Ermington Public School, our goal is to deliver future-focused learning environments for your child to succeed in the 21st Century. With teachers who are committed to creating an empowering, inspired and innovative future for every child, in partnership with our devoted and supportive parents. Positive partnerships allow children to see the significant people in their lives collaborating together. We are Team Ermington.

The motto of Ermington Public School is ‘Virtus in Arduis’ – Virtue through hard work. Our school is truly a very special community built with the imagination, dedication, courage and hard work that comes from the hero in all of you. I would like to share with you a snapshot of some of the extraordinary achievements of our community in public education. However, this list is just a small sample of our students and each of our students should be proud of their personal milestones they have achieved this year in their learning.

- Our teachers have implemented the new Australian history and geography curriculum. They are working with the latest framework and are exploring new ways to monitor and plan for learning using online tools and resources.
- Our students are adding to their scores in NAPLAN, with growth data continuing to show significant progress between Years 3 and 5. Average scores continue to be comparable with or above the averages for similar schools and across the state.
- Our Student Representative Council – having a voice for the student body and persuading and collaborating with our canteen manager to add delicious sushi to the menu, as well as fundraising for our sponsor child.
- Our creative and talented musicians, band members, singers, actors and dancers that have performed at the Ryde Schools’ Spectacular, The Epping District Music Festival, The Jacaranda Instrumental Concert and the Arts Alive Drama Festival.
- Our talented aerobics teams that have represented our school at a State and National level.
- Stage 3 students involved in the Marsden Learning Alliance – an innovative Project Based Learning Competition between local schools, where they had to design and create an app/website that benefited the community.
- PSSA sporting teams, finalists and champions and individual zone and regional representatives.
- Our K–6 Peer Support leadership program that incorporated aspects of building resilience and mindfulness into everyday learning, as well as providing a wonderful peer–buddy program across the school.
- The students who have attained a prestigious Gold Award by demonstrating outstanding school citizenship and our school expectations

Thank you to each and every community member, for your time, your continued support and trust. Together, we are making our community, our future, stronger and richer.

Jennifer Claro

Relieving Principal

Message from the school community

Ermington Public School proved to be a fantastic community in which to learn and to grow in 2016. We are truly blessed to have such a committed, selfless and talented staff body, a wonderful cohort of students and many parents who are willing to invest their time and effort in making this community even richer.

In 2016, members of the P&C in partnership with the school, have successfully organised a host of activities, including:

- Mother's and Father's Day stalls and breakfasts
- Movie night
- Athletics Carnival BBQ
- Discos
- Election day fundraisers
- Working bees
- Securing a community grant for a covered walkway
- Car Boot Sale

A huge thank you to the all those parents, teachers and caregivers who continue to support the school each year by contributing thousands of hours in the various activities throughout the year and attending P&C meetings. Whether helping in one of our sub-committees, in the canteen, uniform shop, band, OOSH, fundraising, applying for grants, attracting sponsors, in-class literacy and numeracy support, Kiss and Ride and many other aspects of school life, your efforts are golden.

We look forward to seeing how 2017 pans out for the students, teachers and parents that make up the wonderful Ermington Public School community, and look forward to partnering with as many of you as we can to make it even better.

Jason Wraxall

P&C President 2016

Message from the students

In 2016, we had the privilege of being the School Captains of Ermington Public School. We were able to experience many different opportunities such as representing our school at Parliament House and going to the National Young Leaders Day. We have also learnt the responsibilities and skills that are required to be a true leader.

Over the past 7 years, we have formed many lifelong friendships. In fact our journey at Ermington Public School from the day we walked through those big green school gates in 2010 seems to have passed so quickly. On behalf of Year 6 we would like to take this opportunity to look back at all of the amazing experiences that we have shared. We have bonded through various activities including our Year 5 and Year 6 camps, excursions, the mini fete, sporting days and everyday classroom life. We have laughed together, played together and grown up together. Even though we will be going our separate ways, we will all look back in years to come of the many fond memories that we have created.

Overall, it has been an honour to represent our school as its captains and help it grow. We would like to thank Miss Claro and the teachers for their dedication, commitment and passion to allow us to have the best education. We believe each of you go beyond what is expected and we thank you for your countless hours.

Many thanks and best wishes to everyone over the coming years.

Nicholas Griffith and Brooke MacKenzie

2016 Ermington Public School Captains

School background

School vision statement

Our vision at Ermington Public School is to cater for students who will have success today and be prepared for tomorrow by creating a harmonious and dynamic school learning community where highly skilled and motivated teachers implement high quality student-centred teaching and learning programs. We respect our core values of honesty, loyalty, and compassion.

School context

Ermington Public School is a vibrant community where education is highly valued by the students, teachers and parents. The school has been established since 1888 and has developed a proud tradition that caters for each and every student. Ermington Public School is located in West Ryde and there is a great sense of community pride associated with the school.

The school aims to provide an environment which encourages each student to achieve their full potential in all aspects of their learning (academically, socially, emotionally and physically). There are 456 students ranging from Kindergarten to Year 6 (including two Opportunity Classes). The school caters for the development of the whole child. Literacy and numeracy skills are integrated across all curriculum areas; physical development is fostered by a highly successful and well-planned physical education program; music is respected as a core activity; and the practical arts focus is evident in outstanding displays and performances. Programs have a high emphasis on digital literacy and developing skills as 21st Century Learners.

Ermington Public School is staffed by teachers who pride themselves on the ability to utilise current trends and research to form the basis of their teaching programs. Whilst the main focus is on literacy and numeracy, the teachers deliver balanced programs to ensure that each student is able to develop the skills and attitudes to become effective global citizens.

The school is committed to encouraging parents to become involved in their child's education. Parents support the wide range of teaching and extra-curricular programs by volunteering their time during school hours and supporting after school activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Within the learning domain, we believe we are **sustaining and growing** in the elements of learning culture, wellbeing, curriculum and learning, assessment and reporting and student performance measures. We have a highly collaborative teaching staff, with positive and respectful relationships evident among students and staff. Our Positive Behaviour for Learning (PBL) framework ensures our policies and processes identify, address and monitor the learning and wellbeing needs of our students. The *'Mindfulness in Action'* program that was implemented across Years 3–6 classes was well received and assisted in creating positive teaching and learning environments for our students. Quality teaching is at the forefront of our teaching and learning programs and we continually implement professional development for teachers around the Quality Teaching framework. Curriculum provision is enhanced by our active participation in the *Marsden Learning Alliance*. Two Stage 3 classes participated in the inaugural 'Project Based Learning Competition' within the local community of schools. At Ermington Public School, parents are informed about the assessment and reporting processes across K–6 classes. The school has explicit processes to collect, analyse and report on student performance. This is achieved effectively through consistent teacher judgement practices across the teaching staff during collaborative planning and assessment dialogue days. Student reports contain detailed descriptions of each student's strengths and areas of development. In 2016, all parents/carers (K–6) received PLAN (Planning Literacy and Numeracy) letters regarding their child's achievement and areas of development in literacy and numeracy.

Teaching

Within the teaching domain, we believe we are **sustaining and growing** in the elements of effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards. We have a highly collaborative and professional teaching staff. The dedicated staff at Ermington Public School who work beyond their classrooms to contribute to broader school programs. Teachers regularly utilise student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. However, we want to empower our teachers and further enhance these skills by moving forward in developing the capacity of all teachers to comprehend and use student assessments in determining teaching directions. We have a good balance of experienced and early career teachers. Effective mentoring processes are in place at Ermington Public School to provide formal support to improve teaching practice and skills in our early career teachers. All staff are engaged in planning their own professional development to improve their performance. In 2017, we want to focus on building the capacity in all teachers to improve their teaching pedagogy by implementing evidence-based practices in their classrooms, in line with our whole school shared vision.

Leading

Within the leading domain, we believe we are **sustaining and growing** in the elements of leadership, school planning, implementation and reporting, school resources and management practices and processes. We are proud to be excelling with practices and processes that are responsive to community feedback and consultation. The school leadership team effectively and clearly communicates school priorities and practices. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. We have a highly committed executive team and teaching staff and our direction for 2017 is to build greater capacity in leadership development across the school by connecting with our local learning alliances.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Reflective Learners

Purpose

To develop a culture of collaboration and evidence-based decision making to ensure students can evaluate their learning. This will be achieved through curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students.

To implement a comprehensive and inclusive framework to support wellbeing and embed positive behaviours within the school community.

Overall summary of progress

The assessment dialogue days were highly beneficial for teachers in building collegiality and consistent teacher judgement practices into moderating English and mathematics samples of work. The implementation of the PLAN letters going home to parents/carers K-6 was well received and will be continued in 2017. The Positive Behaviour for Learning (PBL) team regularly reviewed and analysed data that was collected for positive behaviour incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">80% of students demonstrating a growth of greater than 0.8 in NAPLAN.	76.5% of students achieved the expected or greater than expected growth in numeracy. 75.3% of students achieved the expected or greater than expected growth in reading. 72.5% of students achieved the expected or greater than expected growth in spelling. 70% of students achieved the expected or greater than expected growth in grammar and punctuation.	We utilised the RAM Equity for Socio-economic Background funding (\$13 2010) to employ a teacher to work with targeted students K-6 (across the four school terms) to improve their literacy and numeracy skills. Specific programs were targeted depending on the needs of each class.
<ul style="list-style-type: none">80% of students receive a Silver Award and 20% of students receive a Gold Award in a calendar year. The Silver and Gold Awards reflect and recognise positive behaviour engagement.	82.3% of students (K-6) received a Silver Award in 2016. 24.3% of students (K-6) received a Gold Award in 2016. The Positive Behaviour for Learning (PBL) team regularly reviews data and presents this to all staff for evaluation and to inform new initiatives.	PBL Team \$2000
<ul style="list-style-type: none">90% of students achieving cluster level benchmarks in literacy and numeracy. There are specific targeted programs to assist students, including the Stage 3 Intensive Reading Program and the Resource Allocation Model funding to students K-6.	Semester 2 mathematics reports indicate that 90.6% of our students K-6 were achieving grade benchmarks in numeracy. Semester 2 English reports indicate that 86.1% of our students K-6 were achieving grade benchmarks in English.	We utilised the RAM Equity for Socio-economic Background funding (\$13 201) to employ a teacher to work with targeted students K-6 (across the school terms) to improve their literacy and numeracy skills. Specific programs were targeted depending on the needs of each class. We also utilised part of the RAM Equity for Low Level Adjustment for Disability (\$28, 673) to employ SLSOs to run specific and targeted programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Annual evaluation of teaching practice impacts on future programs and practices.	The Performance and Development Framework was refined in 2016 and used to formulate and target teacher goals for their teaching pedagogy and practice. Each stage had shared goals with their colleagues relating to the school plan and directions. A positive, collegial and collaborative culture has been established that is evidence based and data driven.	QTSS allocation – 0.331 FTE (1.5 days per week)

Next Steps

At Ermington Public School we will continue to inform our teaching and learning from the analysis of data through consistent teacher judgement to support and target each child's learning needs. Professional development for teachers around data collection and differentiation is paramount for our school's future directions. In 2017, the Positive Behaviour for Learning (PBL) team is looking at introducing new initiatives. This includes introducing a school mascot, loyalty cards for Stage 3 students and refining the process to achieve a Silver and Gold Award. The focus is around positive behaviour management and encouraging school spirit.



Strategic Direction 2

Engaged Learners

Purpose

To improve student learning experiences that result in development of students' ability to think critically and creatively. This will be achieved through increasing 21st Century Fluencies (Solution, Information, Creativity, Media, Collaboration, Global Digital Citizen) and engaging through technology.

Overall summary of progress

Professional learning around the Google Apps platform was strategically planned to focus on the Google Classroom and Google Forms for all teaching staff. This was well received with many teachers (Stage 2, Stage 3, science RFF and library RFF) setting up a virtual classroom to assist students with being key 21st Century learners. Additional flexible learning space furniture was purchased for all Stage 3 classes. The Marsden Learning Alliance (local community of schools) in collaboration with the University of Technology Sydney, implemented a Project Based Learning Competition between the local schools and their Stage 3 students. This was well received by the teachers, students and parents involved. The coding program implemented on Stage 3 was an invaluable program and we are looking at extending this to Stage 1 and Stage 2 in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teaching staff using technology to provide a productive learning environment.	100% of teaching staff are utilising technology to provide a productive learning environment. 43% of teachers utilised Google Docs into their teaching programs.	
<ul style="list-style-type: none">• 100% of teaching staff implementing project/inquiry based learning that meets the needs of all students. This is monitored through staff surveys.	100% of teaching staff have implemented a project/inquiry based learning activity or program into their teaching practices.	Marsden Learning Alliance \$6000
<ul style="list-style-type: none">• Students engage and apply 21st Century learning tools to enhance learning outcomes. The monitoring of student work samples and assessment items will demonstrate these skills.	40% of students regularly engaged in utilising 21st Century tools to enhance learning outcomes in relation to Project Based Learning.	
<ul style="list-style-type: none">• Students demonstrate collaborative work skills, engaging in self-directed learning. The feedback from students and teachers will indicate the collegiality in the learning environments.	The members of the Positive Behaviour for Learning (PBL) team effectively implemented staff sharing sessions and professional dialogue throughout stage and communication meetings, as well as collaborative planning days. The data showcased the positive engagement of students in lessons.	Collaborative Planning Days \$6000

Next Steps

In 2017, Ermington Public School will continue to ensure professional development of our teaching staff involves targeted sessions on 21st Century learning fluencies for Project Based Learning. We will be extending coding lessons to Stage 1 and Stage 2 students. Additional flexible learning spaces furniture will need to be purchased for Stage 2 students. We will continue on strengthening the Marsden Learning Alliance through the continuation of Project Based Learning opportunities for our students, as well as parent sessions on the Google Apps and Project Based Learning in 2017.



Strategic Direction 3

Quality Teaching

Purpose

To provide a purposeful, challenging and innovative learning environment catering for the needs of all students. This will be achieved through differentiated teaching and learning in numeracy and literacy.

Overall summary of progress

Through targeted professional learning on differentiation in literacy and numeracy, Ermington Public School has continued to ensure teachers are up-skilled in these focus areas to ensure student learning outcomes are maximised. Conceptual programming in English was a focus for 2016 and involved professional development from the Primary English Teaching Association Australia (PETAA).

Progress towards achieving improvement measures

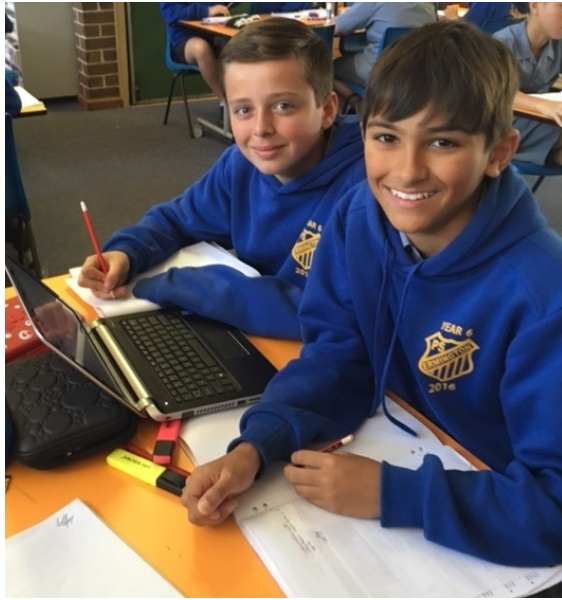
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Differentiated teaching and learning programs using evidence based teaching practices and innovative delivery mechanisms. This is monitored through evaluations of teaching and learning programs.	Differentiated teaching and learning programs was delivered across K–6, with teachers involved in collegial sessions to analyse work samples and plan engaging programs for the students.	Assessment Dialogue Sessions \$13 500
<ul style="list-style-type: none">Teaching and learning incorporates conceptual programming in English and mathematics using current BOSTES syllabus documents and support materials. This is analysed through the monitoring of teaching and learning programs.	83% of teaching staff are implementing conceptual programming in English. Teacher professional development sessions have focused on differentiation in English and mathematics, and providing practical tools for classroom teachers to implement.	English resources and professional development \$3600
<ul style="list-style-type: none">Full implementation of the Australian Curriculum accurately and effectively in all relevant curriculum areas.	100% of teaching staff have implemented the new Australian Curriculum areas. This has included the new history syllabus in 2016.	Teacher professional learning and resources \$1700

Next Steps

Ermington Public School will continue to ensure professional development for teachers is differentiated and targeted with a focus on the Quality Teaching Framework in 2017. Accessing professional development from outside agencies (Anita Chin for mathematics and PETAA for English) will contribute to improving teaching and learning practice within the school.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	We had five students identifying as Aboriginal in 2016. Personalised Learning Plans were implemented with consultation with parents/carers and evaluated and regularly reviewed. A teacher was employed to assist students in their learning with a session dedicated to reflect each child's learning needs. Semester reports reflected each child's progress.	\$1389
English language proficiency	Employed a teacher and School Learning Support Officers (SLSOs) to target small groups of students throughout the year. 91% of EAL/D students have achieved a 'sound' grade in English. This is analysed and reported on by the EAL/D teacher. Any students that are not achieving stage expectations, are followed up with the EAL/D teacher.	\$13 270
Low level adjustment for disability	School Learning Support Officers (SLSOs) are engaged to support students that have been targeted on the Nationally Consistent Collection of Data (NCCD) and have an Independent Learning Plan in place. The programs are designed in consultation with the Learning and Support Team and the classroom teacher to target specific learning needs. Independent Learning Plans are evaluated regularly.	\$28 672
Quality Teaching, Successful Students (QTSS)	Employed a teacher (1.5 days per week) to release Executive teachers to support and mentor early career teachers. It was also utilised to implement observations of teaching practices as part of the Performance and Development Framework. All teachers involved in this process found it beneficial and supportive.	0.331 FTE (1.5 days per week)
Socio-economic background	Review data on students in these targeted groups through common assessment tasks, PM benchmarking and PLAN data.	\$13 210
Support for beginning teachers	Ermington Public School had two teachers commencing in their first year of permanency and both were provided with additional release and support with their supervisors. We had one teacher in their second year of permanency. The teachers are presenting and programming effective lessons based on student needs and outcomes, with targeted support from their supervisors.	\$30 836



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	244	256	241	225
Girls	227	225	218	222

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	97.1	95	95.5
1	97.4	96.5	95.9	94.8
2	96.9	97.5	95.9	97.6
3	96	96.3	95.5	96.6
4	95.9	96.6	96	95.3
5	97	98.1	96.1	96.7
6	95.2	96.1	95.8	96.5
All Years	96.3	96.9	95.8	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

are contacted (via notes or a phone call) if there are any concerns regarding non-attendance. Attendance (whole day absences and partial absences) are recorded on end of semester reports. Referrals to the Home School Liaison Officer are made when there are concerns regarding non-attendance.

In Term 3, Ermington Public School moved from paper rolls to online roll marking through the LMBR system via ebs4Agent. This will continue to be employed in 2017 by all teaching staff.

Class sizes

Class	Total
KS	19
KR	18
KC	20
1/2D	22
1W	22
1M	22
2V	21
2M	20
3Y	27
3C	27
3/4L	26
4S	27
5G	29
5T	27
5S	30
6C	30
6B	30
6J	30

Management of non-attendance

The table shows student attendance rates at Ermington Public School. This is a reflection of the values of the school community in relation to education and regular school attendance.

Regular attendance is highly valued by our staff and the importance of attendance at school is communicated to our community through newsletters and P&C meetings. All teaching staff are responsible for marking rolls and monitoring attendance of their students. Parents/carers

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	3.32
Other Positions	0.17

*Full Time Equivalent

Ermington Public School has an enthusiastic and dedicated team of teachers ranging from early career to experienced teachers and executive. There are no staff members who identify as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

Professional Learning

At Ermington Public School, professional learning aligns with the school management plan and the school strategic directions. All staff and the wider community are part of the process in formulating the milestones for the school plan. All staff undergo mandatory professional learning programs that have built the capability of early career teachers, experienced teachers and the executive team. Professional development focused on the NSW English syllabus, NSW History and Geography syllabi, differentiation in the NSW Mathematics syllabus, Positive Behaviour for Learning (PBL) framework and 21st Century Learning technologies and fluencies. The staff were involved in mandatory training for CPR, Anaphylaxis, Child Protection, Code of Conduct and Emergency Care. In 2016, the principal and School Administration Staff were involved in intensive LMBR training in preparation for the new financial operating system in June of 2016.

Teacher Accreditation

Ermington Public School had two teachers commencing in their first year of permanency and both were provided with additional release and support with their supervisors. There are four teachers working towards their Board of Studies Teaching and Educational Standards NSW (BOSTES) level of 'Proficient Teacher'. We have nine teachers working at the 'Maintenance of Accreditation' level of the accreditation process. Early career teachers are supported at Ermington Public School from their supervisors.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and does not involve expenditure such as permanent salaries, building and major maintenance.

The information provided in the financial summary includes reporting from 1 December 2015 to 8 June 2016 as we transferred from the OASIS financial system to the SAP/SALM system.

We follow processes according to the school plan. The balance carried forward is larger than expected but this includes unpaid salaries, invoices and orders.

Income	\$
Balance brought forward	202 474.23
Global funds	205 648.75
Tied funds	77 893.68
School & community sources	261 822.12
Interest	2 692.62
Trust receipts	21 601.35
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	90 998.75
Excursions	25 287.72
Extracurricular dissections	80 535.93
Library	8 735.64
Training & development	8 321.55
Tied funds	85 632.41
Short term relief	35 598.95
Administration & office	40 396.38
School-operated canteen	0.00
Utilities	30 929.44
Maintenance	28 891.44
Trust accounts	21 480.75
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 9 June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	679 635.51
(2a) Appropriation	567 773.79
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	109 745.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 115.94
Expenses	-439 433.04
Recurrent Expenses	-439 433.04
(3a) Employee Related	-264 374.53
(3b) Operating Expenses	-175 058.51
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	240 202.47
Balance Carried Forward	240 202.47

	2016 Actual (\$)
Base Total	2 711 610.18
Base Per Capita	24 389.37
Base Location	0.00
Other Base	2 687 220.80
Equity Total	250 382.27
Equity Aboriginal	1 389.03
Equity Socio economic	13 210.42
Equity Language	135 695.20
Equity Disability	100 087.62
Targeted Total	37 060.87
Other Total	72 230.51
Grand Total	3 071 283.83

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 5 data includes our Opportunity Class students.

Year 3

In reading, 36% of students achieved in the top band compared to 28% of the state.

In writing, 21% of students achieved in the top band compared to 16% of the state.

In spelling, 38% of the students achieved in the top band compared to 27% of the state.

In grammar and punctuation, 42% of the students achieved in the top band compared to 34% of the state.

Year 5

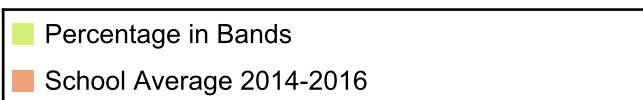
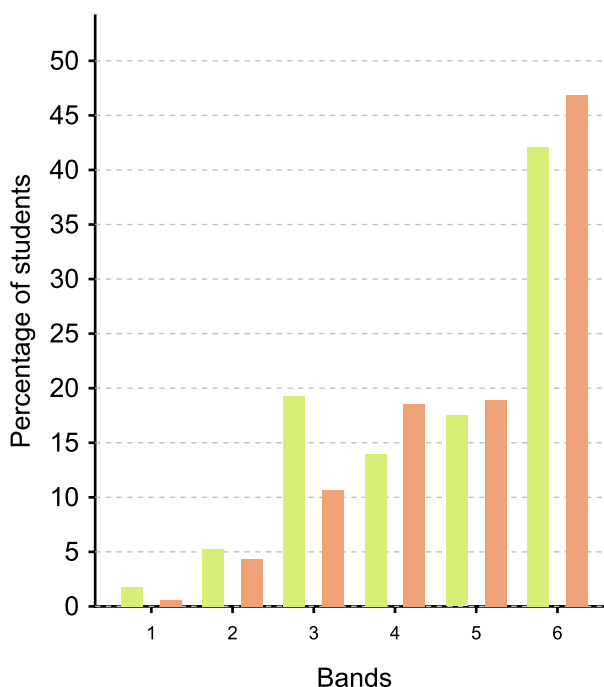
In reading, 43% of students achieved in the top band compared to 15% of the state.

In writing, 28% of students achieved in the top band compared to 5% of the state.

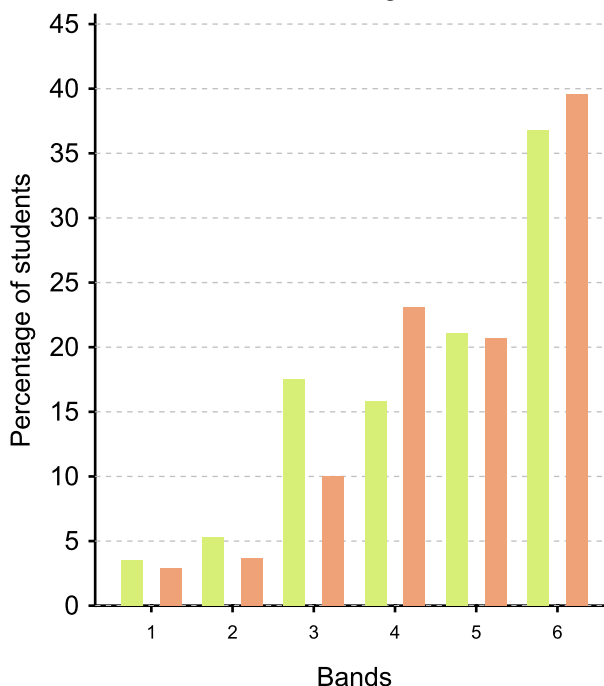
In spelling, 52% of the students achieved in the top band compared to 15% of the state.

In grammar and punctuation, 61% of the students achieved in the top band compared to 20% of the state.

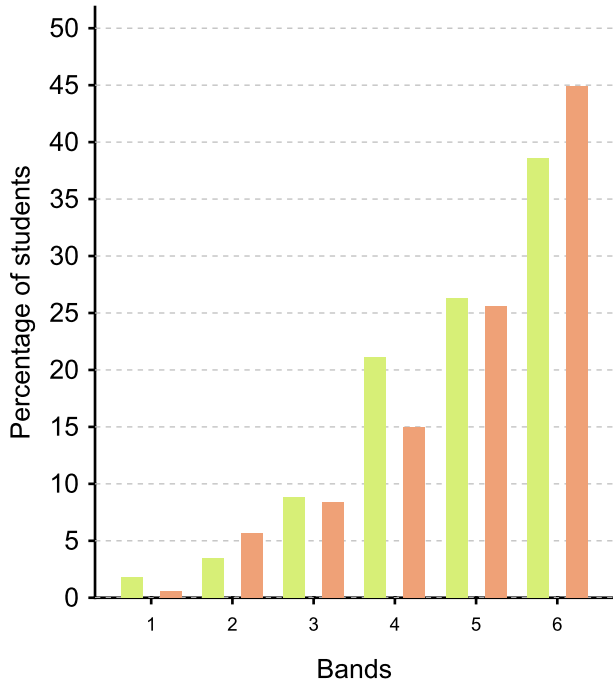
Percentage in bands:
Year 3 Grammar & Punctuation



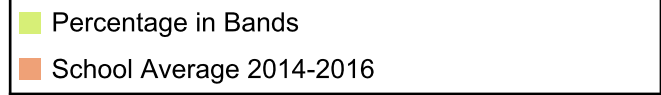
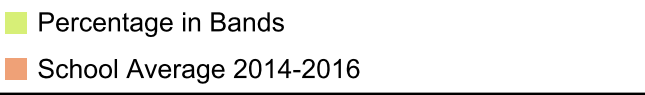
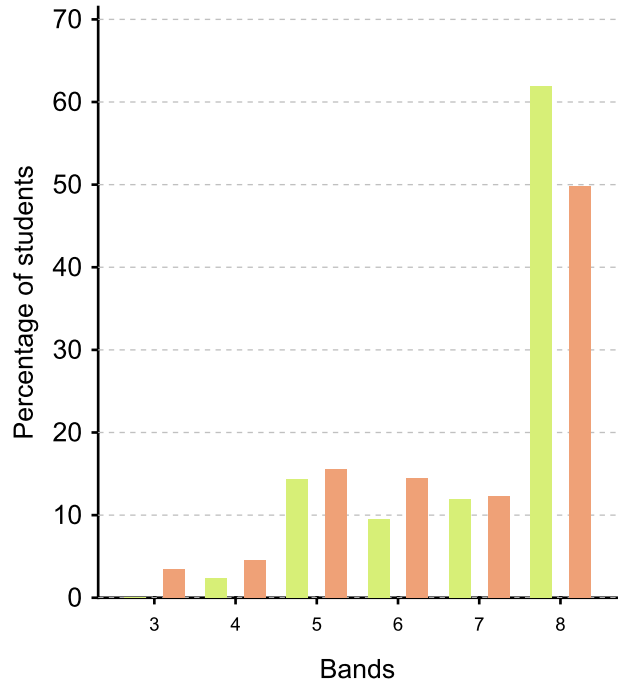
Percentage in bands:
Year 3 Reading



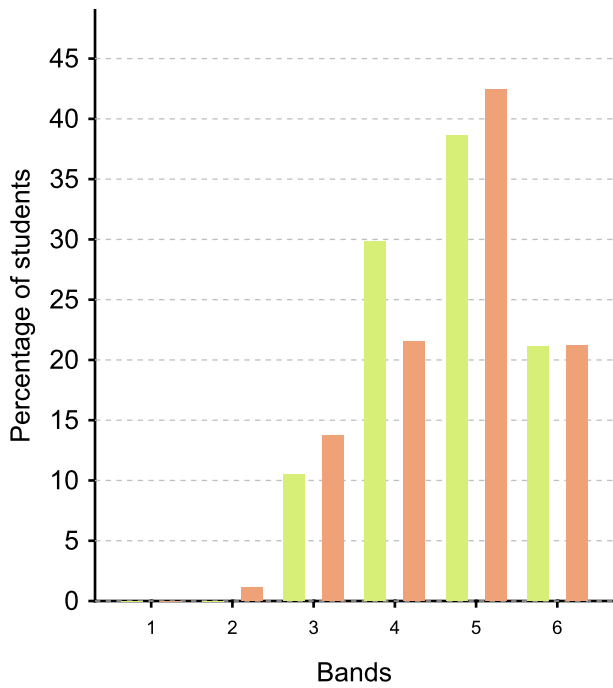
Percentage in bands:
Year 3 Spelling



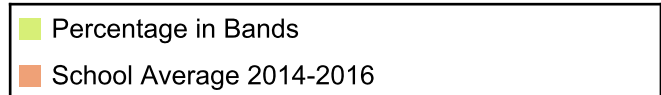
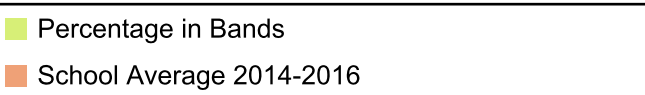
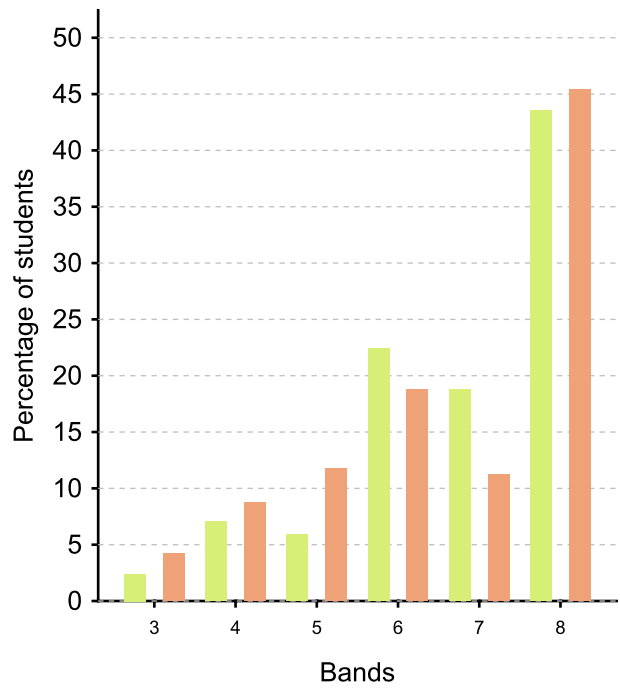
Percentage in bands:
Year 5 Grammar & Punctuation



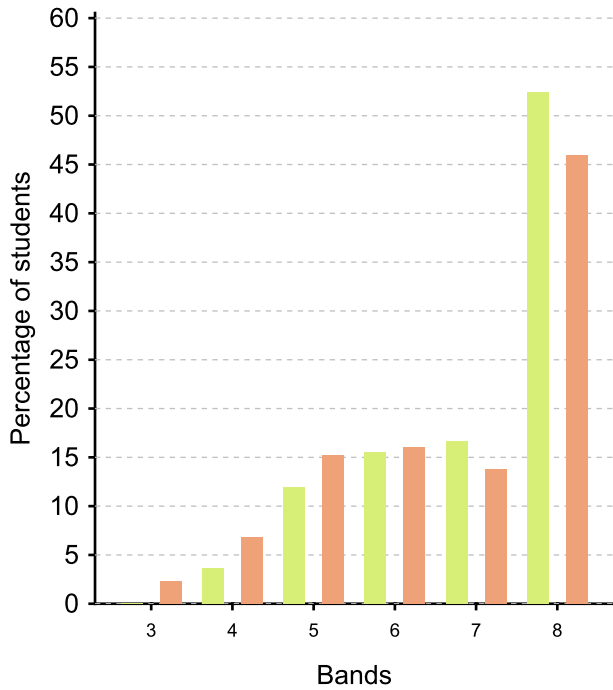
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



NAPLAN – Numeracy

The Year 5 data includes our Opportunity Class students.

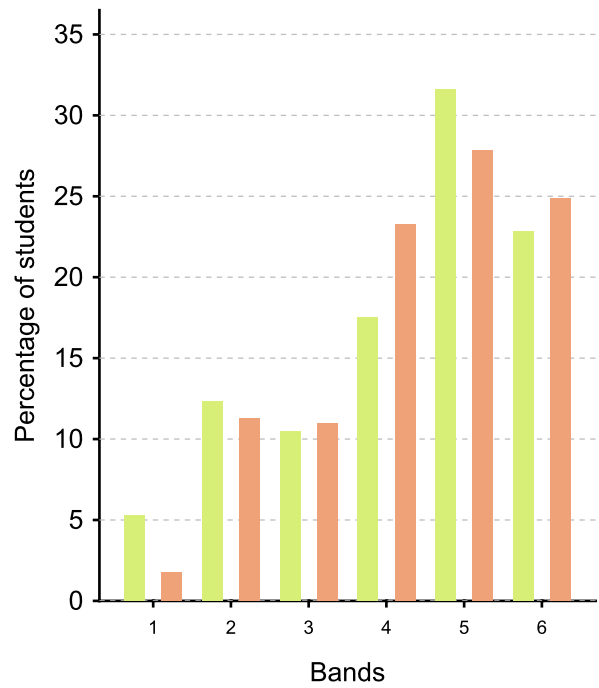
Year 3

In numeracy, 22% of students achieved in the top band compared to 20% of the state.

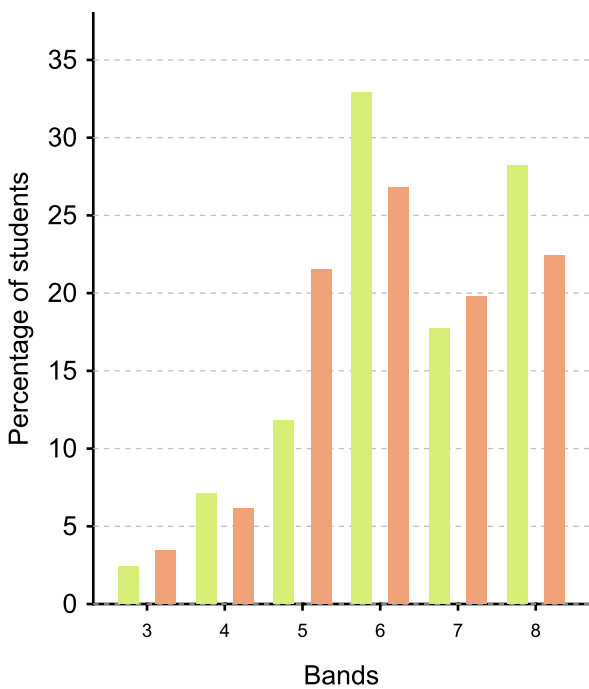
Year 5

In numeracy, 55% of students achieved in the top band compared to 15% of the state.

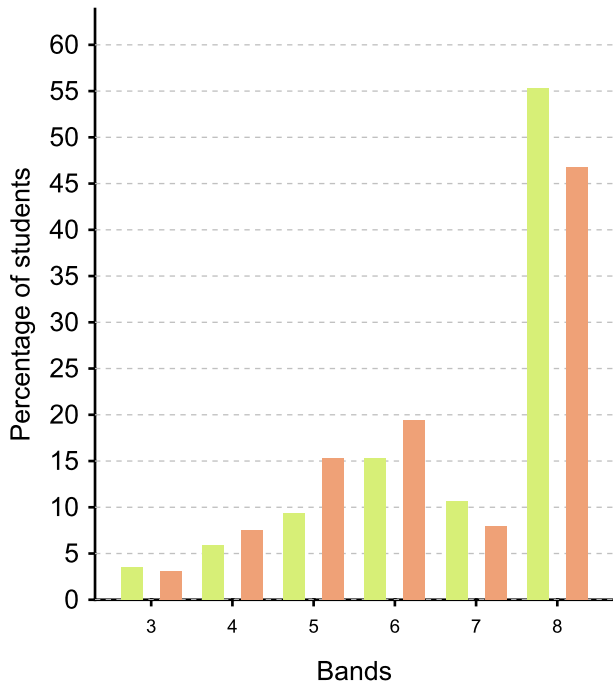
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Year 3

In reading, 36% of students achieved in the top band compared to 28% of the state and 58% of students achieved in the top two bands compared to 52% across the state.

In numeracy, 22% of students achieved in the top band compared to 20% across the state and 54% of students achieved in the top two bands compared to 39% of the state.

Year 5

In reading, 43% of students achieved in the top band compared to 15% of the state and 62% of students achieved in the top two bands compared to 37% across the state.

In numeracy, 55% of students achieved in the top band compared to 15% across the state and 67% of students achieved in the top two bands compared to 30% of the state.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. As part of our school's self evaluation, approximately 44.7% of parents responded to the survey. Data was collected from students in Kindergarten to Year 6 and teacher feedback. Respondents could select from strongly agree, agree, neutral, disagree, strongly disagree. The responses are presented below.

Percentage of respondents who 'strongly agreed' or 'agreed' that Ermington Public School was a great place to learn/teach

Students – 96%

Teachers – 92%

Percentage of respondents who 'strongly agreed' or 'agreed' that Ermington Public School provides programs that meet the individualised needs of the students

Students – 75%

Parents – 87%

Teachers – 100%

Percentage of respondents who 'strongly agreed' or 'agreed' that Ermington Public School's Peer Support program was beneficial

Students – 85%

Parents – 94%

Teachers – 83%

These results demonstrate a 10% increase from the 2015 parents surveys and can be attributed to the new programs and activities Ermington Public School has initiated within our Positive Behaviour for Learning framework, as well as the positive feedback about the PDHPE program, 'Mindfulness in Action'.

Percentage of respondents who 'strongly agreed' or 'agreed' that they could see the benefits of the Google Apps platform for learning at both school and home

Students – 65%

Parents – 84%

Teachers – 83%

In 2017, we plan to have a parent information with the Google Apps platform as part of a joint venture with the school and P&C. Students in Years 3–6 utilised this platform, so this is reflected in the data. The feedback reflected the stage taught by the teacher or the grade/stage of the student.



Policy requirements

Aboriginal education

Students at Ermington Public School consider Aboriginal and Torres Strait Islander cultures and customs across the Key Learning Areas. In 2016, we had five students that identified as Aboriginal. Funding of \$1389 was provided to the school to support these students with their learning needs and goals. Personalised Learning Plans were developed in consultation with the parents/carers.

This is achieved through:

- The recognition of NAIDOC Week
- Aboriginal artists and performers visiting the school as part of NAIDOC Week
- Acknowledgement of country at all school assemblies and functions to pay respect to Aboriginal cultures both past and present
- Aboriginal perspectives incorporated into teaching lessons and programs.



Multicultural and anti-racism education

Ermington Public School encourages our community to foster an atmosphere of respect, diversity and acceptance by embracing our multicultural diversity. This is reflected in communication to parents/carers and through lesson content and everyday classroom practices. The school had one Anti-Racism Contact Officer in 2016.

The English as an Additional Language or Dialect (EAL/D) program at Ermington Public School had 266 students from a Language background other than English in 2016. This makes up 59.6% of the school enrolment. These students are supported by a six day allocation of teaching staff with additional funding for English Language Proficiency through the Resource Allocation Model (RAM). The RAM funding supports students by providing school learning support officers to assist in classrooms and small withdrawal groups.

Other school programs

The students at Ermington Public School are fortunate to have the opportunity to partake in a plethora of in-school and extra-curricular activities. The highlights from 2016 include the following:

Positive Behaviour for Learning (PBL)

PBL is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. The school-wide expectations are: Show Respect, Do Your Best, Be Responsible and Stay Safe. PBL is a data driven program. Therefore, what is learnt from the data influences the ongoing implementation of PBL.

Student Representative Council (SRC)

The Student Representative Council had another highly successful year. The students involved in the SRC meet regularly to discuss issues and initiatives around the school. Any issues or suggestions made by class

representatives at the meetings are then discussed, and when required, discussed with the Principal. They also coordinate fundraisers around the school to raise funds for our sponsor child, Hiwan. The SRC is a voice for the student body and even persuaded and collaborated with our canteen manager to add delicious sushi to the menu in 2016.

Reading Recovery

The Reading Recovery program at Ermington Public School proved to be a successful year in 2016. Six students from Year 1 were part of this program. All these students achieved success and completed the program. Reading Recovery consists of a variety of reading and writing experiences designed to help children develop effective reading and writing strategies. The program continues until the child can read within or above the class average and has demonstrated the use of independent reading and writing strategies. It shows that a high percentage of at-risk students can achieve success. This is done through early intervention with a specialised teacher. Lessons take place daily. The students work one-to-one with the Reading Recovery teacher for 30 minutes each day.

Ryde Schools' Spectacular Dance Group and Choir

We had 55 talented students participate in the dance and choir at the Ryde Schools' Spectacular at the Sydney Opera House. We had 8 students that were part of a special regional dance troupe that performed at the spectacular.

Aerobics

2016 was a very successful year for the aerobics program at Ermington Public School. A record number of six teams consisting of 40 students from Years 2–6 achieved our finest results yet.

State Finals:

- The athletes trained early mornings and lunchtimes upskilling their routines to all reach the Schoolaerobics State Finals at Sutherland Entertainment Centre.
- The Fitness Team and Where's Wally were State Champions in their prospective sections, Let's Get Loud received a silver medal, The Fashionistas bronze and Cha Cha Chicks came in fourth.

National Titles:

- Five out of the six teams gained entry from their results into National Level which took place at the Convention Centre on the Gold Coast.
- All teams represented our state with pride and competed in very high levelled sections. The Fitness Team received a bronze medal with the remaining teams placing just outside medal contention.

A very successful year of aerobics for all teachers, students and families involved.

PSSA

The students enjoyed a rewarding season in winter and summer PSSA. These games provide children with the opportunity to partake in a more rigorous competition and to meet students from other schools. It also provides the students the opportunity to improve their skills with training each week, thus improving their fitness. Although we did not have many teams that reached the finals all children enjoyed representing their school and they proved to be fine representatives of Ermington. Senior soccer made it to the semi finals and the boys Tiger tag missed out on competing in the grand final only by a count back of past scores. The girls and boys softball teams each won the grand final in games that proved to be very exciting. Thank you to parents who supported the teams throughout the year.