

Ermington West Public School Annual Report



2016



4125

Introduction

The Annual Report for **2016** is provided to the community of Ermington West 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.

Shannan Judge

Principal

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Message from the Principal

This year saw the second year of our three-year planning cycle, and one that proved to be an incredibly exciting and rewarding time for staff, students and families. Staff as Lead Learners: The teachers at Ermington West PS continuously seek opportunities and learning that will demonstrate our commitment to improving student outcomes. Our focus on collective capacity has seen us involved in the following professional learning experiences:

- Three teachers presented a workshop at the 2016 Inspire Innovate Conference
- School leadership team attend 'Agile leadership for Learning' with Simon Breakspear (Roadmap to Deeper Learning) and Kindergarten–Year 3 teachers launched a project on improving writing outcomes through 'Empowering Aspiring Leaders.'
- Three teachers presented at a TeachMeet at Glenmore Park PS
- Our school was selected as one of 35 schools accepted on a state wide STEM project. Mrs Hutchens and Mr Bailey have led this important learning for Stage 2–3 students in Team Tornado.
- L3 – Miss Elias as a Trainer, Miss Haynes completed her training and Miss Lam has completed her initial year.

Teachers have presented professional learning experiences within the school and across other schools. We have had educators visit our school to see our pedagogical approach and learning spaces. Our teachers have mentored eight primary and early childhood education students from Macquarie University and Swinburne University.

We continued our school wide, three week cycle for literacy and numeracy. In this cycle, teachers identify aspects of the literacy and numeracy continuums and English and Mathematics syllabus, prepare pre and post assessment, create 'bump it up displays', analyse data, identify target students, cross moderate work samples and importantly – celebrate learning!

This year, we also introduced more systemic models of observations of practice and peer feedback. All teachers work in collaboration with at least one other, based on Hattie's belief that "the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care"

This year also saw the migration to SAP finance, and Student Management and Wellbeing systems through the integration of LMBR. This process commenced with rigorous, ongoing professional learning for our Administrative Managers. I would like to thank Mrs Neilson and Mrs Collins for their ongoing dedication, patience and intelligence! Our successful transition is a testimony to their work this year.

Our school community continues to be our partner in all we do. It is evident in interactions between families, staff and students as well as visitors to our school. Ermington West really is a friendly, welcoming school where people from all backgrounds are embraced into our community. We use formal measures to discuss learning through parent information sessions, parent–teacher–student Interviews and our Kindergarten Orientation programs. In 2016 we introduced 'Open for Inspection' afternoons at the end of each term, allowing parents to have a scheduled time to visit the classroom. Feedback I have received from parents is that teachers always demonstrate a willingness to discuss, share and celebrate the achievement of students.

Students from years 4, 5 and 6 have continued the intergenerational program with the residents of Arrunga Uniting Care. This year was a tough year with the passing of Ruth and David, two of our long-time friends. The integrity of the students in the group was highly visible during this time and I am incredibly proud of them for the way they shared this loss. Thank you Anne for your commitment to this program, your enthusiasm and energy never ceases to amaze me!

Our partnerships with local early childhood services has extended to include Active Kids, Sophie's Kindergarten and most recently Miss Elias and Team Munchkins have been involved in a Transition program with Ermington Preschool. Our students have led library and orientation visits with Active Kids; we had staff invited to speak at Kinder information sessions at Sophie's Cottage kindergarten and Active Kids. Possum Patch and Active Kids were invited and attended the matinee of the Wizard of Oz. Our increased kindergarten enrolments are a reflection of these efforts, with Ermington West PS becoming the school of choice for local children and their families.

Our relationship with the P&C has meant that the school planning process would reach a wider group of parents than in the past. Having the P&C understand and believe in what we are all working towards has been critical in the success of the school. This year we launched our Community Room, an important initiative in providing a space for community gathering. Playtime began in Term 4, run by Earlylinks (occupational therapists). By all accounts, Playtime has been a sounding success! All sessions so far have been well attended and received.

This year our involvement in the Cumberland Community of Schools saw many opportunities through: the summer Band, Tour, PL on the Move; term 3 combined staff meeting; Dan Haesler Growth Mindset and Engagement sessions; term 4 dance program and science workshops for teachers. Working across schools allows us to share ideas and resources,

and ultimately strengthens our partnerships in learning.

Our Korean language program has continued in 2016, and students had the opportunity to visit the Korean Cultural Centre and Korean Education Centre. Thirty-five principals on tour from South Korea visited Ermington West to hear about our language program. They were entertained through a solo performance by Kate Lee and a group performance by kindergarten students.

This year saw a strong focus on our partnerships with community organisations and businesses. Our Kids Curriculum program was supported by the RSPCA, GE Australia, Parramatta Council, Fernwood Fitness as well as parents, staff and students. In recognition of our partnerships in learning, Ermington West PS was selected to be a recipient of a Schools Plus grant of \$20000, a generous donation from Reckitt Benckiser. This donation will allow us to buy a Kitchen Kart and enable us to improve and continue Kids in the Kitchen in 2017.

In closing, I am proud of our progress as a team, excited by the possibilities that still lie ahead and grateful to be a part of this incredible school.

Shannan Judge

Principal, Ermington West PS

Message from the school community

As part of the School Plan 2015–2017, the P&C was identified as a key partner in engaging families in school life. The P&C has a responsibility to work with the school to build an engaged community. A community that is inclusive, respectful, celebrates diversity and supports one another. A community that is capable of effectively supporting our children's learning.

It is my opinion that when a community is engaged and its members are active participants, then the rest of the "traditional" P&C work falls into place. Communication becomes more streamlined and effective because families are connected to what is happening and feel engaged in the school's vision. Fundraising is no longer an arduous task. Families are willing to contribute when asked because they feel a sense of collective responsibility and can see direct, tangible benefits for their children.

I sincerely thank the staff at Ermington West Public School, led by the visionary Shannan Judge, for allowing the P&C to be an active partner in learning and to work with the school in "creating the future together".

The recent performances of "The Wizard of Oz" provided a wonderful opportunity for me to reflect, as President of the P&C, whether we have been successful in the past two years in building our community. I saw in the cast, crew, audience and supporters the ideal embodiment of an engaged community. Including teachers, support staff, students, siblings, parents, grandparents, neighbours, local preschool kids and aged care residents, and future Ermington West families.

What I can say with all honesty is that when I watched those performances, I wasn't just proud of my own child's efforts, I was proud of each and every one of the students at our school. These are children I have gotten to know by being active in our school community. I have witnessed their improvement during reading groups, I have seen their excitement when I painted their faces like tigers for an assembly performance, I worked shoulder to shoulder with them at numerous election BBQs and cake stalls and saw the pride they have in their school. I've gotten to know these children supervising discos, serving popcorn at movie nights and handing ice blocks to eager hands on hot summer Friday afternoons.

The success of our children is something we are all responsible for. And as active members of the Ermington West school community, their success is something we can all take pride in.

This to me is what the P&C is all about. And I thank the staff at Ermington West for recognising the vital contribution parents and families can make to the life of the school. When we talk about "Team EWPS", I am thankful it's not just lip-service, but that staff, children and families and the wider community are all wholeheartedly included in this team.

I would like to take the opportunity to applaud and recognise the hard work and dedication of all staff at Ermington West Public School. They truly go above and beyond what is required in their roles to provide the very best opportunities for our children. We are incredibly fortunate to have their professionalism, enthusiasm and care for our children.

Among the P&C's achievements for 2016 was working with the school to identify gaps in funding to meet the additional needs of the school population. With the help of the P&C's fundraising initiatives and successful grant submissions, we were able to install bird netting under the COLA to ensure a clean and safe environment for our children. We were also able to install air conditioning in both the Community Room and Uniform Store and complete our covered walkways project so that all essential buildings within the school are now accessible in any weather. We also have some additional

funding by way of a volunteer's grant to purchase items that will attract new volunteers and also better support existing volunteers until June 2017.

The P&C was also encouraged by the school to become a partner in the establishment of the Community Room and I am proud to see this exciting space come to fruition this year. With the introduction of the very successful Play Time this term, the school has shown its dedication to increasing access to early learning opportunities for even our youngest community members. I have every confidence this initiative will provide positive outcomes for our future Ermington West students and their families as they transition to school in the coming years.

Like other times, it's been a busy year of events and activities driven by the P&C. Several initiatives were continued from the previous year to encourage families to engage more with the life of the school. For example, family events like the Community Carnival and Picnic Day and the adults-only Trivia Night provided social opportunities for community members, and the Mothers and Fathers Day Breakfasts, deliberately held out of school hours, enabled working families to attend and share a special occasion with their children on school grounds. Strong community partnerships fostered by the P&C with local businesses enabled these community events to be provided at minimal cost to the P&C.

The P&C's participation in Kindy Orientation and hosting a first day of Kindergarten Tears & Cheers morning tea also provide opportunities for new families to connect with the Ermington West community and provided a welcoming introduction to the work of the P&C. The P&C's support of the students participating in NAPLAN by providing breakfast on each of the three days showed our continued support of our students and continued what is now a much anticipated treat for those in Years 3 and 5.

Alongside ongoing initiatives including the Uniform Store, School Banking, and Book Club, the P&C continues to be a vital part of the school community. With thanks to Danie Bourke, Tina Pandoulis, Kendall Cooke and Naciye Bottos for their commitment to these projects in particular. I would like to thank each and every individual at Ermington West who has volunteered in any capacity – whether it was at P&C activities, or offering a hand with school initiatives and in the classrooms. We all have something we can contribute to make Ermington West the enviable community it is and your participation is recognised, appreciated and valued.

I would like to finish by commending and acknowledging the outgoing P&C Executive team for 2016. Vice Presidents Shannon O'Keeffe and Louise Nicholson, Secretary Kirsty Archer and Treasurer Soula Carlson. All of us have reasons why we can't volunteer. We all have other commitments. But these women put their hand up to dedicate their personal time and energy to the P&C. Not for the personal benefit of their own children. But for the benefit of your children. There are any number of legitimate reasons these women could have said no to taking on an Executive role. But they didn't say no to this opportunity for service because they all wanted to support the community that supports and nourishes their children. These four women are the embodiment of a successful, engaged and supportive school community and I thank each of you for leading with such vision and compassion and being such inspirational role models for what a community can achieve when we all work together. Thank you for not crossing your fingers and hoping "someone else" would put their hand up for the job. It has been a pleasure to work alongside you and has been the highlight of my two years as President.

Vanessa Julien, President, Ermington West Public School P&C Association

School background

School vision statement

Ermington West Public School aims to create a community of learners with a shared responsibility towards a future as successful learners, confident and creative individuals, and active and informed citizens.

We are Creating the Future Together!

School context

Ermington West PS is a small school with big ideas and enormous dreams for our students. The school comprises of just under 140 students from approximately 90 families. Families and teachers work collaboratively to ensure school is a safe, inclusive and fun place to be.

Our students are the leaders of the future. They:

- *initiate, organise and lead programs
- *mentor younger students in literacy and numeracy
- *engage in inquiry based, collaborative learning
- *create their own learning opportunities
- *regularly engage with the wider community

Ermington West PS teachers are focused on building a collective capacity. Our teachers are committed professionals who place student learning and equity at the centre of all professional learning and practice. Our teachers are the lead learners of the school. They:

- *differentiate outcomes, content, teaching strategies, products and learning environment
- *provide core and extended outcomes for students
- *deliver specific and direct instruction of literacy and numeracy skills
- *facilitate opportunities for students to collaborate on real world issues and problems
- *celebrate the individual strengths, needs and interests of learners

The parents and families of Ermington West PS are partners in learning. The community is actively involved in key aspects of decision making and are valued contributors to many facets of school life. Our community is passionate about the provision of quality student learning experiences and are an integral aspect of our school culture. Our community members:

- *are visible partners in learning
- *share their expertise with student
- *volunteer to benefit all students

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Ermington West PS School Plan incorporates aspects of both **Sustaining and Growing – Excelling** on the School Excellence Framework. The following are areas of impact in 2016:

Learning Elements

- * Students are self-aware, build positive relationships and actively contribute to the school, the community & the society in which they live; and
- * The school achieves excellent value-added results on external performance measures.

Teaching Elements

- * The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing;
- * The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts;
- * Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness; and
- * Teachers draw on and implement evidence-based research to improve their performance and development.

Leading Elements

- * The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations;
- * The use of school facilities is optimised within the local community, to best meet the needs of students and the local community; and
- * Administrative practices providing explicit information about the school's functioning to promote ongoing improvement.

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

All Staff are Lead Learners

Purpose

To effectively build collective and individual capacity and place emphasis on ongoing, relevant and evidence-based learning and practice at an individual and collective level. To ensure there is strong leadership at all levels of the school that is capable, willing and actively working to shift thinking and practice. To further develop systems for professional learning focusing on the needs of teachers and ensuring a comprehensive approach to vertical and horizontal development.

Overall summary of progress

Collective capacity is evident in all aspects of curriculum and extra curricular activities. Teachers work shoulder to shoulder in teams to maximise impact on student learning. The school leadership team comprises of substantive and aspiring leaders, with oversight of the strategic directions and milestones forming an integral aspect of career development. Processes for staff professional goals and learning will continue to be refined in 2017, in order to ensure continued success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers demonstrate proficiency and 25% of teachers seek further leadership opportunities	All teachers have successfully completed one year cycle of PDP, demonstrating an understanding of the Australian Teaching Standards. School leadership team represents 50% of teaching staff.	School allocated professional learning time, RFF schedule, school leadership planning and review time Identified and differentiated PL for teachers \$8200.00
All staff successfully set & meet challenging goals of their PLP (Performance Development Framework)	Feedback from teachers has been sought regarding the value of current processes and how these can be improved further. There is overwhelming support for continuing with team teaching and team RFF from all staff members. All teachers were able to discuss their overall professional learning and growth, with particular strengths in reflection and matching evidence of impact to their goals. Future systems/structures of professional learning were also discussed.	Staff Development Day – Education Changemakers 'Design Thinking' • Socio-economic background (\$5900.00) Additional SASS staff, funded through school sources

Next Steps

2017 will see two key focus areas: how can we ensure beginning teachers increase their capacity to improve student outcomes, and leadership capacity building for existing and aspiring leaders for school succession planning.

Strategic Direction 2

Partnerships in Learning

Purpose

To engage all stakeholders so that the entire school community is informed, engaged and influential in the learning culture of the school. To build capacity within and across the school and with other schools. To develop partnerships with organisations and agencies which will allow the school to implement a balanced, dynamic and innovative curriculum. To involve all stakeholders in decision-making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

2016 saw a whole school focus on refining existing partnerships with schools, organisations, agencies and businesses. Of particular note is the establishment of the community room, Playtime and P&C focus on community development.

Our partnership with Nemingha PS was strengthened through the school visit, STEM project and showcase and through teacher networks. EWPS furthered connections with the Korean Education Centre, with a commitment to continuing Korean language program in 2017.

Kids Curriculum provided the opportunity for agencies and organisations to be involved in providing real life experiences for students. The RSPCA and GE Australia are of note in this program, through the coding and animal advocacy programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students enter school achieving Cluster 1 according to Best Start Assessment.	100% of students entered Kindergarten achieving Cluster 1 or above in literacy and 90% achieved Cluster 1 and above for numeracy	Best Start Assessment Casual days for kindergarten teachers (2)
>80% of families are highly engaged in the learning culture of the school.	School activities and events were well attended by families, and positive feedback about opportunities for students. Across the year 95% of families were involved in the learning culture of the school.	Open Classrooms (each term) Learning conferences Co-Curricular activities and celebrations, Informal meetings and discussions

Next Steps

In 2017, a partnership with Reckitt Benckiser through the SchoolsPlus program will provide valuable experiences and resources for students. This will enhance our 'Kids in the Kitchen' program through the purchase of a mobile kitchen cart, and gain experience from industry experts.

Ermington West PS's role in the Cumberland Community Connection (Community of Schools) will continue, with greater focus on student and teacher involvement in initiatives.

Strategic Direction 3

Students as Leaders and Learners

Purpose

To create a genuine and powerful culture of learning and leadership that pervades the entire school and becomes a natural part of the way the school operates. To ensure that all students experience differentiation of learning experiences which allow them to become successful learners, confident and creative individuals, and active and informed citizens. To further develop opportunities for students to learn, practise and refine skills relative to leadership.

Overall summary of progress

The end of year musical production showcased student leadership, and the talent of students at EWPS. This two day event saw all students represented through their year-long CAPA groups. A newly formed Learning Ambassadors team saw authentic student voice in future learning opportunities and a review of current practices. School parliament was implemented in 2016,, with leadership of students from years K–6 evident in parliamentary sessions. Students showed ownership of learning through feedback, setting goals and monitoring progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase by 30% the proportion at/above expected benchmarks across all year levels of the school for literacy and numeracy.	At the end of 2016, 100% of kinder students, 77% of Year 1 students and 87% of Year 2 students were achieving or exceeding expected reading levels. 61% of kinder students, 76% of Year 1 students and 78% of Year 2 students were achieving or exceeding expected writing outcomes. These are in excess of 30% growth from 2015 results.	K–2 L3 pedagogy and professional learning Roadmap to Deeper Learning and Empowering Leaders (Simon Breakspear) Seven Steps to Writing Success \$10000
100% of students engage in student directed; inquiry and project based learning.	All students K–6 engaged in student directed learning opportunities including K–2 electives, Genius Hour, Kids Curriculum	\$3000
Decrease negative incidents by 75%	Over a 2 year period targeted incidents have reduced dramatically. In 2016, these halved again, with an 81% reduction in two years.	Analysis of Welfare incidents in ESR Momentum Subscription: \$1200.00

Next Steps

In 2017, our visible learning strategies will continue to be implemented across the school, with refined opportunities and support for student leadership. Processes for analysing numeracy growth will be reviewed and improved in order to 'know thy impact'. Targeted programs for students requiring support will continue to be developed and implemented.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Analysis of attendance data, progress towards outcomes, and success of Personalised Learning Plans	Learning Support Team (3 week cycle) Kids Curriculum Targeted literacy and numeracy support • Aboriginal background loading (\$9 927.60)
English language proficiency	Student learning survey; feedback from class and support teachers; effectiveness of early intervention programs	Additional in class support in K–2; L3 Literacy professional learning; EAL/D teacher support • English language proficiency (\$23 358.94)
Low level adjustment for disability	Individual education plan reviewed; student progress mapped in PLAN and on data wall; student feedback on targeted support; review of targeted support (in class)	Case meetings with families and agencies involved with individual students; school counsellor expertise; learning support team meetings • Low level adjustment for disability (\$13 317.00)
Socio–economic background	Student involvement and attendance in curricular and co–curricular opportunities; analysis of student progress in attaining high achievement in learning	End of year musical: The Wizard of Oz, Kids Curriculum, Genius Hour, targeted literacy and numeracy programs, RFF planning cycle • Socio–economic background (\$10 747.00)



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	76	80	78	82
Girls	74	71	64	69

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	95.9	93.1	94.7
1	94.3	95.8	93.3	94.8
2	93.9	94.9	93.8	94.3
3	95.8	94.6	95.1	93.8
4	95.6	95.5	91.5	97.1
5	95.5	96.1	95.6	94.9
6	90.8	95.3	93.6	93.8
All Years	94.7	95.4	93.7	94.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0.4
School Administration & Support Staff	1.81
Other Positions	4.45

*Full Time Equivalent

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	20

Professional learning and teacher accreditation

One teacher was granted Accreditation at Proficiency, and another submitted a completed application for Accreditation at Proficiency. Three teachers identified developing an understanding of the Australian Teaching Standards as a fundamental goal in the PDP.

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.

Income	\$
Balance brought forward	0.00
Global funds	149 832.00
Tied funds	0.00
School & community sources	23 832.00
Interest	84.00
Trust receipts	0.00
Canteen	0.00
Total income	173 748.00
Expenditure	
Teaching & learning	
Key learning areas	23 755.00
Excursions	6 075.00
Extracurricular dissections	8 203.00
Library	0.00
Training & development	11 444.00
Tied funds	0.00
Short term relief	29 157.00
Administration & office	41 661.00
School-operated canteen	0.00
Utilities	4 804.00
Maintenance	12 525.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	137 624.00
Balance carried forward	36 124.00

The information provided in the financial summary includes reporting from 5 September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	173 747.35
(2a) Appropriation	149 831.99
(2b) Sale of Goods and Services	772.73
(2c) Grants and Contributions	23 059.06
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	83.57
Expenses	-137 623.02
Recurrent Expenses	-137 623.02
(3a) Employee Related	-68 697.89
(3b) Operating Expenses	-68 925.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	36 124.33
Balance Carried Forward	36 124.33

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.

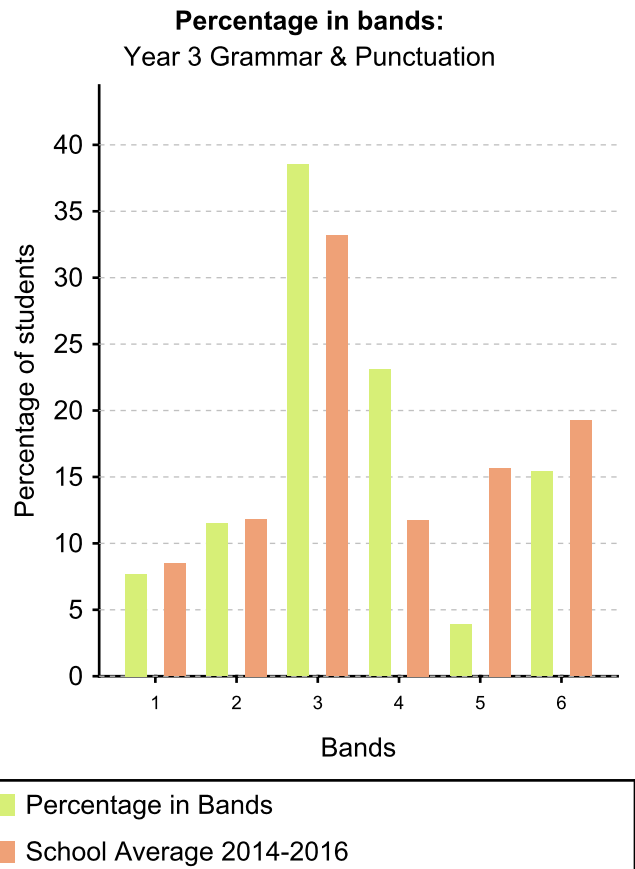
	2016 Actual (\$)
Base Total	1 185 516.43
Base Per Capita	7 723.80
Base Location	0.00
Other Base	1 177 792.63
Equity Total	128 665.37
Equity Aboriginal	9 927.60
Equity Socio economic	10 647.21
Equity Language	64 167.29
Equity Disability	43 923.26
Targeted Total	43 620.00
Other Total	586 028.05
Grand Total	1 943 829.84

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.

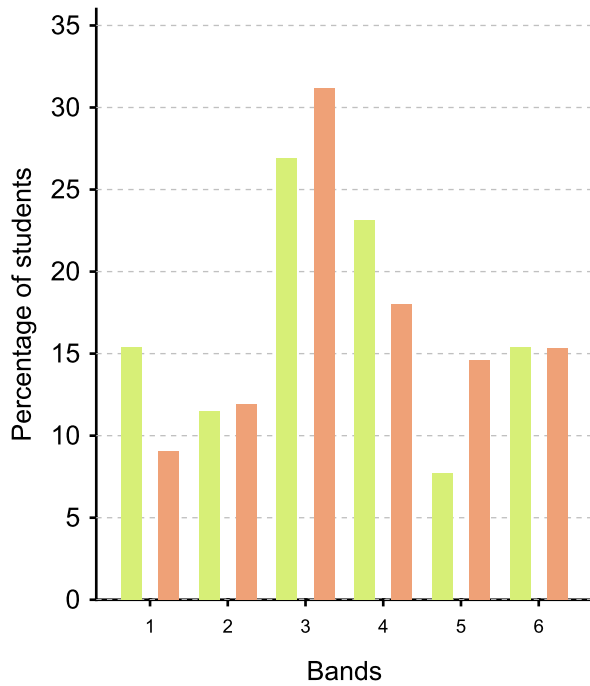
School performance

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.

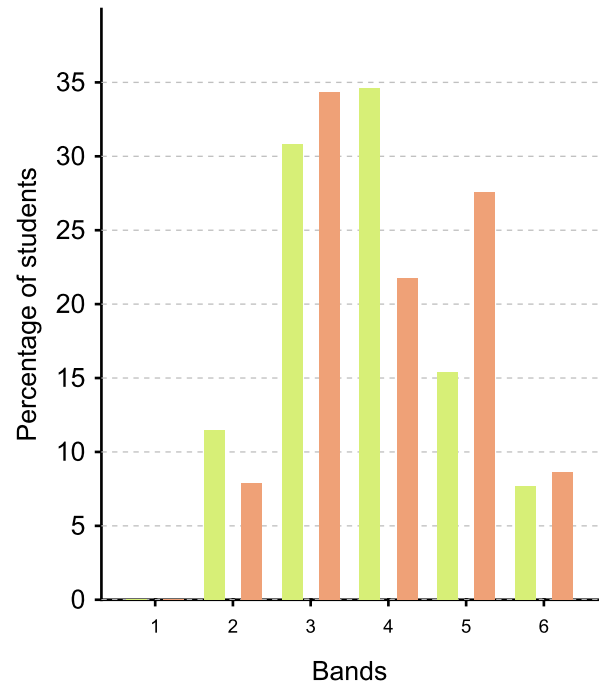


Percentage in bands:
Year 3 Reading



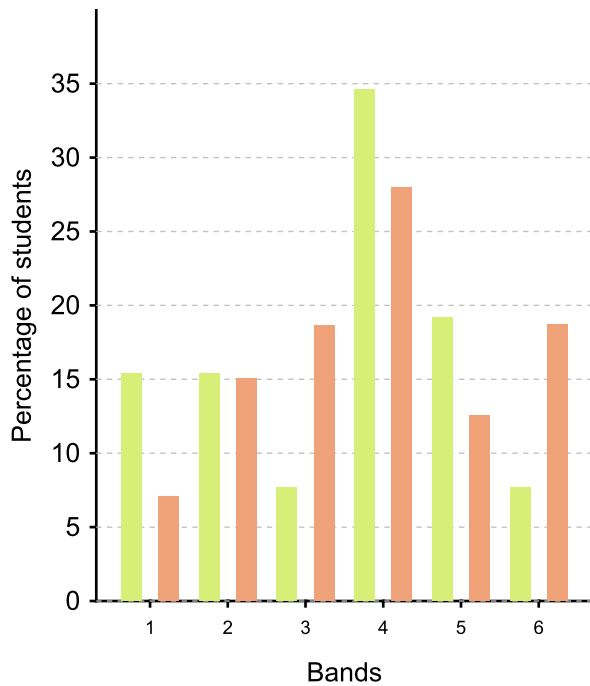
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



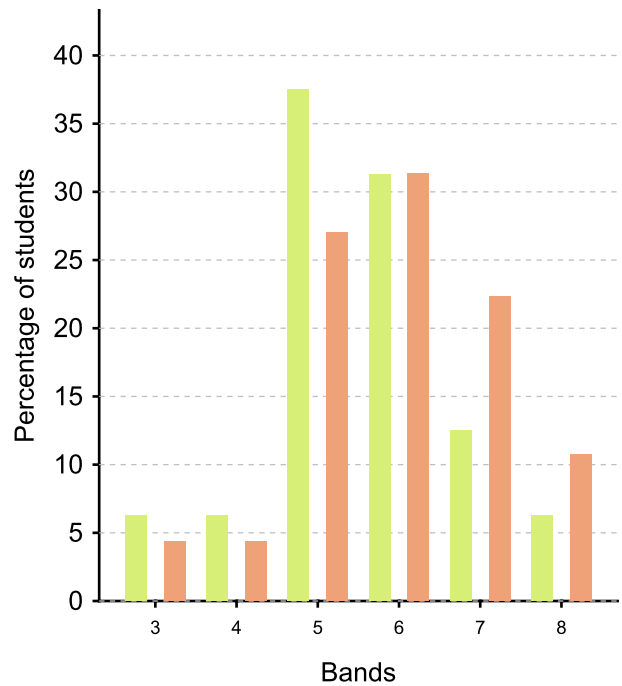
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



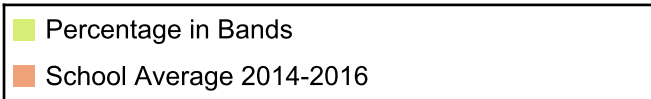
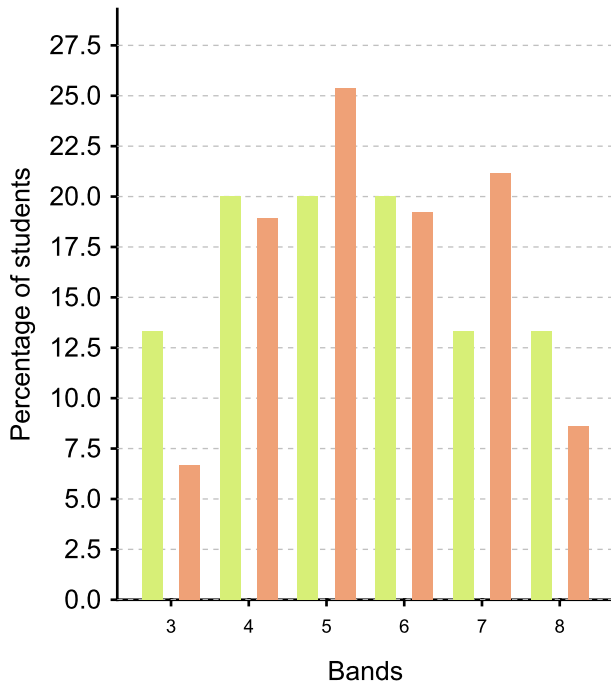
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation

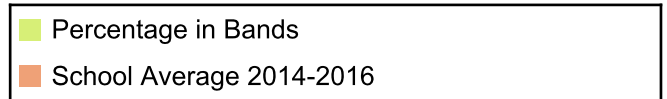
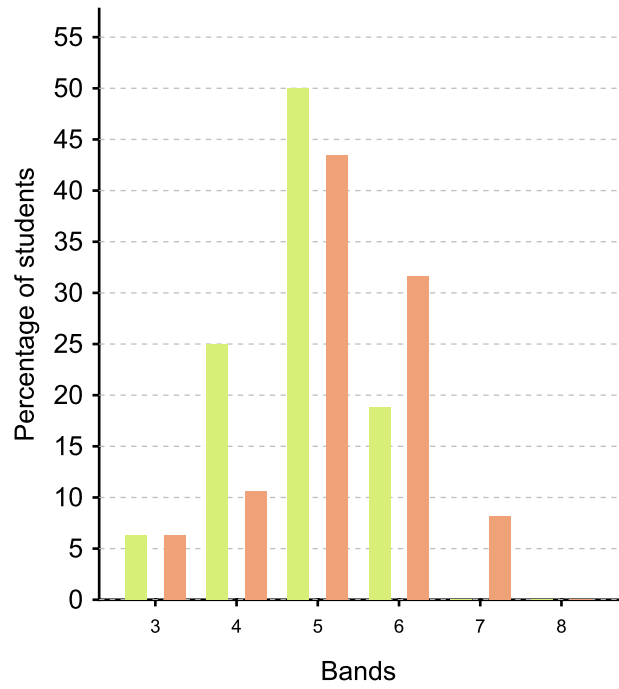


Percentage in Bands
School Average 2014-2016

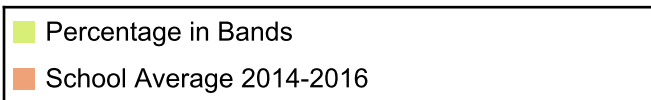
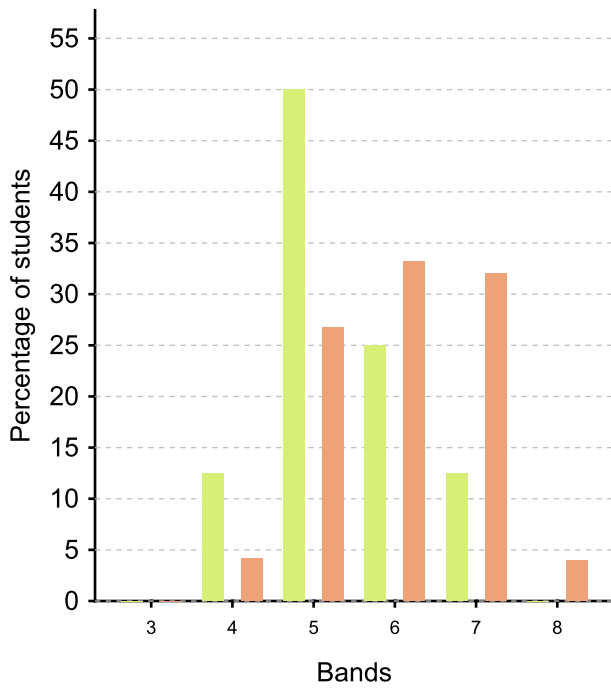
Percentage in bands:
Year 5 Reading



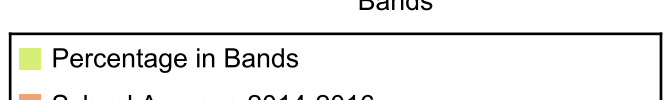
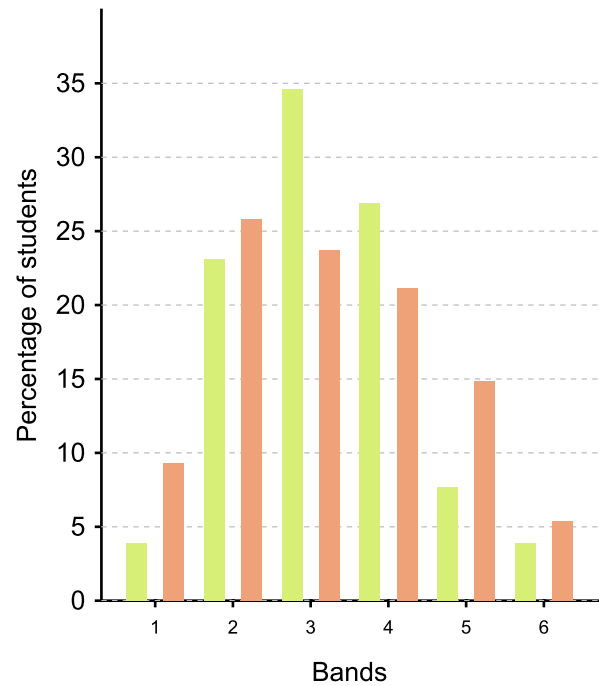
Percentage in bands:
Year 5 Writing



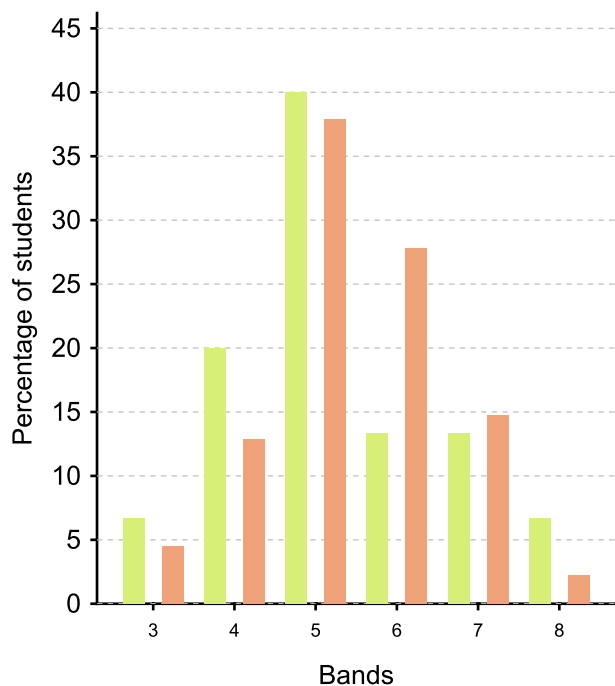
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



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



Parent/caregiver, student, teacher satisfaction

Ermington West PS completed the KidsMatter survey to determine levels of satisfaction with our mental health and well being processes.

Parent/Caregiver: Parents overwhelmingly recognised the schools's strength in providing a safe and caring environment for their child, and feeling comfortable talking with their child's teacher about their child (94%). High confidence in the school's respect of and value for family beliefs and wishes, parental role in decision making, creation of a welcoming environment and the setting of clear, high expectations for student behaviour (82%). Further opportunities exist for the school to ensure that all families know the services within the school, and external to the school for supporting families where students experience social, emotional and behavioural difficulties.

Families reported that it is extremely important for the school to learn about where they can go and how to ask for help if they need it and that all students participate in activities to promote positive relationships among all children. (90%) Respectful relationships, where students learn about cultures, families and ways of living, along with opportunities for families to engage in activities with their child are highly valued by families (85% rated this as extremely important)

Student: Kindergarten to Year 2 students completed the one page survey, which asked questions in the following categories: liking school; feeling safe; social skills; friends; and me. Strong responses were recorded across all areas, with 100% of students answering 'very true' to my teachers care about me. High responses were recorded for aspects of liking school and feeling happy and safe at school. Students identified the opportunity to learn how to cheer up a friend who is sad and taking turns and sharing with others. The school will also consider ways to ensure every child feels they have a friend to play with at lunch time.

Years 3–6 students answered a more detailed questionnaire. Areas for future exploration include the development of resilience in students and the ability to manage emotions when things are difficult. Students identified developing stronger empathy and conflict resolution in friendships as an aspect that could improve. Strengths in relationships with teachers were quite evident from student responses. 96% of students agreed that teachers encouraged them to take on challenges, and helped students who were worried or upset.

Teacher: teachers view student wellbeing as a fundamental aspect of the role and believe the school has the opportunity to make a difference in improving student mental health and wellbeing (100% of teachers strongly agreed with this question). Teachers of Ermington West PS indicated that they had a good understanding of the school community and worked to develop respectful and responsive relationships with students and their families. There is a strong sense of community across the school, with teachers

recognising the importance of collaborative relationships with parents. An area of future development is ensuring families have access to information regarding services they can access.

Policy requirements

Aboriginal education

Fifteen students (10%) of our school community are identified as of Aboriginal and/or Torres Strait Islander background. In accordance with policy requirements the school prioritises the educational outcomes and wellbeing of Aboriginal students through the establishment and maintenance of effective, respectful and collaborative relationships with Aboriginal parents/carers and community members. The school actively involves Aboriginal parents/carers in educational decision-making through formal and informal interactions, goal setting and reflection.

Ermington West PS ensures that staff are provided with on-going opportunities to access Aboriginal cultural education through professional learning and career development opportunities. The school has continued to build upon existing opportunities for students to develop deeper understandings of Aboriginal histories, cultures, languages and perspectives.

Multicultural and anti-racism education

Ermington West PS services a diverse student population, with 60% of students representing 24 languages (other than English). All staff are committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Understanding diversity, understanding culture and intercultural understanding form part of the school's approach to multicultural education.

Ermington West PS is committed to eliminating racism through educating students, teachers, parents and involving the whole school community. The school adheres to the principles of the anti-racism policy to detect indicators of racism in schools, understand its effects and implement strategies for countering racism.

In 2016, Ermington West enrolled a small percentage of students (2%) from refugee background and employed additional staff under the New Arrival Program to support these students in all aspects of school life.