



# Emerton Public School Annual Report



2016



4422

## Introduction

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

Approximately 244 students attend Emerton Public School. The school provides for both mainstream students and students who have a moderate learning disability. All students participate in the K–6 curriculum with provisions made to cater for the individual needs of all students.

The student population is comprised of 22% ATSI, 52% Pacific Islander background, and 26% other. The students work in an environment where the differences of other students are celebrated and there is a positive and inclusive attitude towards all activities.

### School contact details

Emerton Public School

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9628 6367

## Message from the Principal

The students at Emerton Public School maintain a fantastic attitude to their learning and a great commitment to each other. Terrific teaching ensures a desire to learn across the whole curriculum. The students have been well supported by the staff who demonstrated their dedication to the ongoing education of the students by going above and beyond the call of duty. The school community is supportive and displays much pride in the achievements of their children.

Throughout the year there were many occasions where student achievement was celebrated. The induction ceremony for the student leaders began the year recognising the talents of those students elected to leadership positions. The continued use of cutting edge technology to support classroom teaching resulted in improved student engagement and an up skilling of staff. The use of XOs and the purchase of more laptops and iPads further added to the school's commitment to future focussed learning.

The continuation and expansion of the Early Action for Success (EAfS) program for students in the K–2 and 3–6 classes reflected significant gains in the areas of Literacy and Numeracy. The improved writing skills in these grades was a highlight of the year.

The ongoing commitment of the parent body, alongside our hardworking Community Liaison Officer, was obvious throughout the year. Relocating and expanding the playgroup provided greater opportunities for the 'prior to school learners' to develop skills in preparation for formal schooling. Parent programs such as Work Opportunities for Women, boot camp and Hippy were provided to deepen engagement across the community. The financial support, fundraising and enthusiastic planning reflected a successful and fulfilling 2016.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kel Atkins

## Message from the school community

2016 was a busy year at Emerton Public School and for the P and C . We saw the winding up of our Parent Cooking class, the return of boot camp and a new leadership team. With the help of our awesome community we've been able to contribute and instil the importance of education through our continued engagement.

Our P&C AGM was held in March 2016 and all positions were filled.

Our Breakfast Club ran intermittently through out the year with food being donated by Hands and Feet, I Am Community, St Vincent de Paul's and Charity. Our Big Breakfast with Youth With A Mission runs every Friday for it's fourth year.

Emerton Little Teddies has expanded to five days a week with members of staff supporting this playgroup.

Through Mission Australia we have been able to access free child minding which makes it possible for our community to participate in events that they normally would not. This year this included the First Aid Certificate and a free DIY course.

The Skoolbag app, which was initiated and funded by the P&C, is now downloaded onto over 150 devices keeping the channels of communication open with our families.

Two mixed teams of netballers represented Emerton Public School in the Winter PSSA competition. This followed an approach by a parent who requested that the P&C provide support for participation in the competition.

In 2016, we were successful in our application for funding for our Speech Program and our President received a cheque for \$19,800 from St Mary's Leagues Club.

We look forward to 2017 being as busy and productive as 2016

On behalf of the committee a heartfelt thanks to those on the P&C and to all of the EPS community who have turned sausages, baked cakes, changed readers in classrooms and helped out when and where needed. Without you our children would not be able to benefit from the resources and facilities we were able to provide.

Ida Manterola & Sylvia McKenzie

(P&C President)      (Community Liaison Officer)

## School background

### School vision statement

Our students will be successful learners who will be resilient, kind and curious. They will become active and globally connected citizens.

### School context

Emerton Public School, a dynamic, friendly school located in Western Sydney, provides a welcoming and supportive environment for students, staff, parents and the broader community. The school is committed to meeting the individual needs of every student in ten mainstream classes and one class for students with a moderate intellectual disability. Approximately twenty two percent of the students are Aboriginal and/or Torres Strait Islander and more than fifty percent are Pacific Islander. Strong cultural ties evident in the community are represented in school programs and practices.

Teachers at Emerton hold high expectations of students in both learning and behaviour, and work in partnership with parents and the community to set and maintain high standards. These high standards extend across the curriculum and are grounded in a culture of trust and cooperation in which every child can succeed.

Specialised music, cooking and gardening programs run alongside and support quality teaching of English, Mathematics and other Key Learning Areas. Support for individual students is provided through targeted programs, including English as an Additional Language or Dialect (EAL/D), support programs for students with learning difficulties, an Aboriginal in-class tutoring program (Norta Norta) and a Reading Recovery program. The school also provides access to speech and occupational therapists. Emerton Public School continued with the Early Action for Success initiative in 2016 and maintained an Instructional Leader at Deputy Principal level who led the improvement of teacher learning with a view to improving student learning outcomes in Literacy and Numeracy for Kindergarten to Year 2.

## 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.

In the domain of Learning, our efforts have continued to focus on Wellbeing and Curriculum and Learning. The school community is committed to working together to strengthen and deliver on school priorities. The school consistently implements a whole school approach to wellbeing that has clearly defined behaviour expectations and creates a positive teaching and learning environment. This focus has seen a shift in our self-assessment from delivering to sustaining and growing. Students with high learning needs are being identified early and the school has established active partnerships and works collaboratively to ensure continuity of learning for all students.

In the domain of Teaching, we have continued to focus on collaborative practice for staff members. Opportunities have been provided to staff to plan, teach and grow as a team in each of our Stages. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Importantly, staff are developing evidence based practice through their reflections and evaluations of collective work. Teachers have begun to demonstrate more responsibility in working towards the school goals.

In the domain of Leading, we have continued to prioritise that resources, both human and physical, are strategically used to achieve improved student outcomes. Physical learning spaces are being used flexibly and technology is accessible to staff and students. Succession planning and leadership development have been reviewed and are now designed to drive whole school 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

### Quality Teaching

#### Purpose

Research consistently identifies that quality teaching has the greatest impact on a child's learning. The school will ensure that all teachers are committed to effective teaching methods and effective assessment data supported by systems that sustain quality teaching practice.

#### Overall summary of progress

Teachers worked with school leaders to develop more effective teaching plans and assessment strategies in English. Teachers demonstrated a clear understanding of what an effective and sequential Literacy program looks like and were confident when programming using the English Syllabus and Literacy Continuums.

Teachers worked with school leaders to develop more effective teaching plans and assessment strategies in Numeracy. Teachers were provided with professional learning on Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Teachers continued to work with school leaders to develop more effective teaching plans and assessment strategies in History and Geography. This was evidenced through class programs which were informed by and based on the new syllabus documents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly effective teachers who are more able to implement high quality teaching learning strategies.	Teachers have had collegial discussions around PLAN data. ½ day plotting for all staff K–6. Collaborative planning time was reflective of PLAN data areas of concern. Targeted students in each class every 5 weeks. Specific training and demonstration lessons for some staff around what works in Literacy and Numeracy.  K–6 Professional Learning for both History and Geography. Collaborative planning of History and Geography units. Excursions planned to reflect outcomes of units. All teachers linked History and Geography units across all KLAs.	\$3 670
<b>Improved student learning outcomes:</b> <b>K–2 as measured by EAfS targets (ie 80% by 2017)</b>	All K–2 staff and 3–6 support staff were trained in Targeted Early Numeracy (TEN). This involved demonstration lessons and team teaching opportunities.  Differentiated lessons and assessments were created collaboratively. Two Reading Recovery teachers were utilised to support students struggling with reading.  Staff members participated in quality professional learning in organising the literacy block and literacy in the early and middle years of school.	\$126 000
<b>Improved student learning outcomes:</b> <b>Years 3–6 75% of students on Literacy continuum in Reading Texts and Aspects of Writing 2017</b>	Executive member of staff used in an Instructional Leadership role to support teachers and students in reading and writing.  Lesson observations of expert teacher in writing conducted each term and collaborative programming of writing every 5 weeks.	\$131 200

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Improved student learning outcomes:</b>  <b>Years 3–6 75% of students on Literacy continuum in Reading Texts and Aspects of Writing 2017</b>	<p>Demonstration of running records and reading strategies by trained Reading Recovery teacher.</p> <p>Aboriginal and Torres Strait Islander (ATSI) School Learning Support Officer (SLSO) worked with specific ATSI students for targeted reading and writing programs.</p> <p>Two staff members worked with Instructional Leaders and other literacy teacher leaders in the local area to analyse writing samples and develop assessment rubrics for consistent teacher judgement.</p> <p>Guided readers and quality picture texts were purchased.</p>	

## Next Steps

- Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in English.
- Teachers will work with school leaders to develop more effective teaching plans and assessment strategies in Numeracy.
- Teachers will work with school leaders to develop efficient and effective teaching programs.

## Strategic Direction 2

### Quality Learning

#### Purpose

Collective responsibility for school-wide student learning and success with high levels of student, staff and community engagement will lead to quality learning for all stakeholders.

#### Overall summary of progress

Multiple opportunities for students to be exposed to learning opportunities within and outside the school and other environments.

We are working towards 100% of staff articulating learning intentions and success criteria. 100% of staff used/implemented learning intentions and success criteria in writing as observed during walkthroughs.

Working towards 100% of students achieving above 90%. Have implemented several initiatives throughout the year. Consultation with the Home School Liaison Officer (HSLO) and executive. Classroom teachers monitoring with phone calls which are recorded on SENTRAL.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students reflecting an increase in self and school satisfaction.	Multiple opportunities for students to be exposed to learning opportunities within and outside the school and other environments.	\$650
<b>100% of teachers will demonstrate a commitment to Professional Learning.</b>	Federation representative and Principal attended Professional Development Plan training provided by the Teachers Federation. Information was relayed to staff.  Executive lead staff in developing their Professional Development Plans to align them with the School Strategic Directions as well as their own professional goals.  Staff attended professional learning as required to meet their goals. In addition, Executive planned training and development to assist staff with their Professional Learning.	\$77 370
<b>100% of students achieving attendance rates of above 90%.</b>	Working towards 100% of students achieving above 90%. Have implemented several initiatives throughout the year.  Regular consultation with the HSLO and executive. Classroom teachers monitoring with phone calls which are recorded on SENTRAL.	\$150

#### Next Steps

- Further professional development in assessment for learning.
- Continue to expand the learning opportunities provided to students both within and outside the classroom.
- Continue to focus on the improved attendance of students through in-school initiatives and raising parental awareness.

## Strategic Direction 3

### Quality Relationships

#### Purpose

Quality relationships among and between all stakeholders are essential for the achievement of the school's vision. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

#### Overall summary of progress

School leaders provided opportunities to engage parents in school programs through parent information sessions, volunteer programs and the Parents as Teacher/Classroom Helper (PaTCH) program.

Students engaged with Positive Behaviour for Learning (PBL) inside and outside the classroom through explicit teaching of expectations and whole school wellbeing initiatives.

Opportunities were provided for staff to shadow, mentor and lead colleagues with a view to building the capacity of all staff members.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Increase in the number of planned and proactive opportunities for engagement with parents and the broader community.</b>	Parents engaged in the PaTCH Program which provided formalised training sessions to increase parent and caregiver confidence in supporting children's learning at home and in school.  Multiple opportunities for the community to be involved with the school through performance nights, assemblies, cooking classes, sport, excursions and transition days.  Parents were provided with formal panel selection training giving them the opportunity to contribute to staffing decisions.	\$66 000
<b>Students and staff will have positive and respectful relationships and experience a sense of belonging to their school community.</b>	The Positive Behaviour for Learning (PBL) program provides the school community with strategies to create respectful relationships.  The Tell Them From Me Survey  NAIDOC, ATSI Excursion, Harmony Day	\$3 600

#### Next Steps

- Staff to be provided with time and mentoring to further develop more meaningful relationships with students, colleagues and parents.
- Students to be presented with further opportunities to develop and reinforce leadership skills.
- Continue to increase the participation and engagement of parents in formal and informal learning opportunities.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Teachers were released to prepare Personalised Learning Plans (PLPs) in consultation with students and parents/carers. An SLSO was employed 3 days per week to work with ATSI students. An Aboriginal member of staff was released to provide weekly cultural lessons for Indigenous students in years 3–6. A teacher was released to work with K–2 ATSI students on a writing competition. Resources were purchased and a performer employed for NAIDOC day activities as well as to begin restoring the Aboriginal garden.</p> <p>ATSI students in Years 3 and 5 met or exceeded minimum benchmarks in NAPLAN in Reading and Spelling. 100% of ATSI students in Year 5 met the minimum benchmark for Grammar and Punctuation, 80% for Numeracy and 60% for Writing. 100% of Year 3 students met the minimum benchmark for Writing, 75% for Numeracy and 50% for Grammar and Punctuation. 40% of ATSI students in Year 2 reached cluster 8 in Reading Texts and Comprehension on the Literacy Continuum. 30% of ATSI students in Year 1 reached cluster 6 in Reading Texts and 15% reached cluster 6 in Comprehension on the Literacy Continuum. 15% of ATSI students in Kindergarten reached cluster 4 in Comprehension.</p>	<p>\$37 000</p> <p>Norta Norta funding was used for employing a tutor for 2 hours per week. The tutor worked specifically with ATSI students in years 4 and 6 who did not meet the minimum benchmarks in two or more aspects of NAPLAN in 2015.</p>
<b>English language proficiency</b>	<p>Our allocated EAL/D Teacher worked 2 days per week with students during writing lessons in K–2.</p> <p>In addition to this a classroom teacher was employed to provide support during writing lessons to students with English as an additional language in years 3–6.</p>	<p>\$25 000</p> <p>Targeted Refugee Funding was used to purchase sets of texts that would build the knowledge of students across the school of the plight of refugee families.</p>
<b>Low level adjustment for disability</b>	<p>An SLSO supported students to access a differentiated curriculum. As well as improving academic achievements the SLSO was able to implement behaviour modification where necessary under the guidance of the Learning and Support Teacher (LaST).</p>	<p>\$44 000</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The employment of a teacher 1 day per week allowed for the extra release of an executive teacher and enabled all classroom teachers to observe the lessons of others and to be observed for their own performance development.</p>	<p>\$18 000</p>
<b>Socio–economic background</b>	<p>The employment of a range of support staff and teaching staff enabled improved learning outcomes to be achieved. Roles included a specialist Music and a cooking teacher, Speech and Occupational therapists, an extra executive (AP) with a focus on Technology, 2 CRTs, a Community Liaison Officer, 0.4 support teacher to support ES1/S1 students, 0.4 support teacher to support S3 students. \$18 000 to provide the Books in Homes program across the school.</p>	<p>\$431 000</p>

<b>Support for beginning teachers</b>	One teacher on staff accessed the funds to support her professional learning. She used the extra release and mentoring time to work with an executive member to work towards achieving her PDP goals. The teacher attended courses and expanded her professional reading.	\$4 080
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	118	115	122	127
Girls	103	107	112	115

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.2	91.3	83.8	90.5
1	92.4	89	86.5	88.1
2	92.2	93.6	88.5	90.9
3	91.1	91	90.4	92.9
4	91.9	91.4	89.4	94.6
5	92	91.5	92.1	91.9
6	90.1	93.6	90.6	93.3
All Years	91.5	91.5	88.6	91.7
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

### Management of non-attendance

The school has implemented a number of strategies and initiatives to successfully improve the level of attendance in 2016. The school target was 90% and we achieved 91.90%. Significant improvements were made in Kindergarten from 83% – 90% and Year 4 from 89%– 94%.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	9.86
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	3
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	3.42
Other Positions	0.3

\*Full Time Equivalent

At Emerton Public School we have two staff members who identify as being from an Aboriginal background.

### 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	18

## Professional learning and teacher accreditation

Staff at Emerton Public School engaged in professional learning in a range of areas throughout the year. Executive members of the school analysed staff Professional Development Plans (PDP) and tailored professional learning experiences to meet the specific needs of staff. Staff also completed mandatory training in Child Protection, CPR, Anaphylaxis and School Communities Working Together.

All K–2 staff were trained in Targeted Early Numeracy (TEN) over Semester 1. This involved completing 13 face to face modules, 5 demonstration lessons and 5 team teaching lessons. Staff members in 3–6 trained in Taking Off With Numeracy (TOWN) which involved 3 face to face sessions with an external facilitator and 5 collaborative planning sessions with the 3–6 staff. All staff participated in professional learning of the new Geography Syllabus, understanding how to navigate the new syllabus, how to create effective units of work specific to the local area and types of adequate resources to successfully teach the units. Later into the year, staff were part of curriculum teams in the area of Mathematics, History and Geography whereby they made changes to the trial scopes and sequences based on teacher feedback and ordered resources necessary to effectively teach these areas of the curriculum. All staff were part of an action learning model to implement Learning Intentions and Success Criteria in line with the school plan. This involved a session where teachers engaged in videos and professional readings on Learning Intentions and Success Criteria, trialled this during writing lessons, then reported back on the effectiveness to create a plan of implementation for Emerton Public School.

Writing was a large focus for all staff K–6, with extensive professional learning provided on analysing work samples, plotting them accurately on the Literacy Continuum, developing writing focuses for individual students and creating innovative lessons to support progress in writing. Two teachers participated in a whole day workshop to analyse the English Syllabus and Literacy Continuum with Instructional Leaders and other teacher leaders from local schools. This involved analysing the markers on the Literacy Continuum to make them more user friendly and consistent for schools to accurately assess student writing samples.

Two members of staff worked towards completing their accreditation with Board of Teaching and Educational Standards (BOSTES). One teacher successfully achieved Proficient level of accreditation and another teacher completed their first cycle of maintenance of accreditation. The Instructional Leader was accepted in the Leadership Development Initiative (LDI) and worked towards achieving accreditation at the Lead level, which will continue into 2017.

## 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	\$
<b>Balance brought forward</b>	<b>485 378.45</b>
Global funds	172 474.42
Tied funds	761 672.96
School & community sources	40 620.30
Interest	7 787.87
Trust receipts	2 248.00
Canteen	0.00
Total income	1 470 182.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 662.46
Excursions	6 575.55
Extracurricular dissections	22 531.62
Library	3 913.64
Training & development	2 414.15
Tied funds	512 154.34
Short term relief	24 654.96
Administration & office	32 339.31
School-operated canteen	0.00
Utilities	34 971.01
Maintenance	10 768.71
Trust accounts	64 238.73
Capital programs	0.00
Total expenditure	728 224.48
<b>Balance carried forward</b>	<b>741 957.52</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. Interest was considerably lower due to Regionally held funds being moved from the school's account.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	768 949.72
(2a) Appropriation	773 153.51
(2b) Sale of Goods and Services	4 117.35
(2c) Grants and Contributions	-8 755.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	434.37
<b>Expenses</b>	-339 123.05
Recurrent Expenses	-339 123.05
(3a) Employee Related	-259 855.28
(3b) Operating Expenses	-79 267.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	429 826.67
<b>Balance Carried Forward</b>	429 826.67

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.

- the financial management processes include regular meetings with the Senior Administration Manager (SAM) and executive staff. Information regarding the use of funds is shared with P & C which meets on a regular basis.
- spending short term relief was considerably down on the previous year due to increased attendance of staff; trust payments decreased due to withdrawal of Regional funds from school's account.
- available funds will be used to support existing programs that are deemed effective. This will include the employment of para professionals such as speech and occupational therapists, as well as teaching staff and SLSOs.

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 643 928.00
Base Per Capita	12 877.67
Base Location	0.00
Other Base	1 631 050.33
<b>Equity Total</b>	753 778.10
Equity Aboriginal	39 362.37
Equity Socio economic	462 118.33
Equity Language	65 992.17
Equity Disability	186 305.23
<b>Targeted Total</b>	201 487.98
<b>Other Total</b>	908 335.42
<b>Grand Total</b>	3 507 529.51

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.

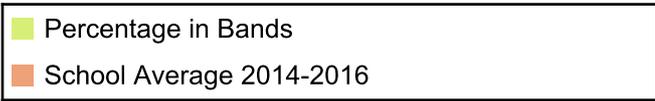
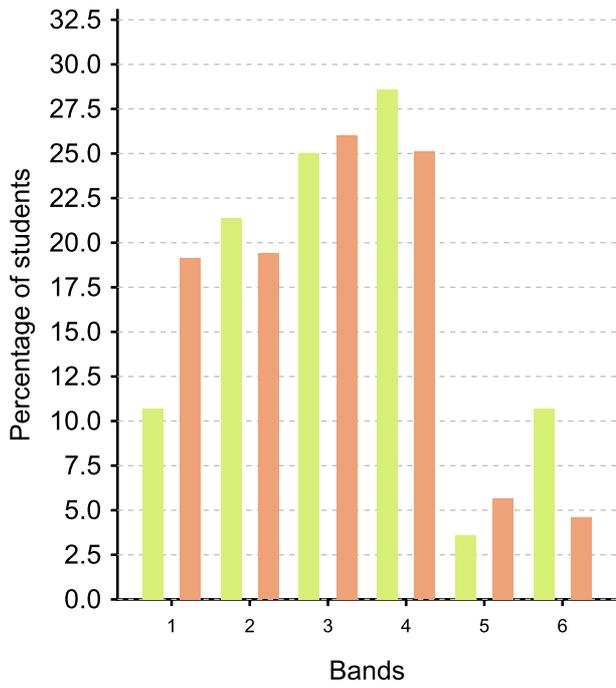
## School performance

### NAPLAN

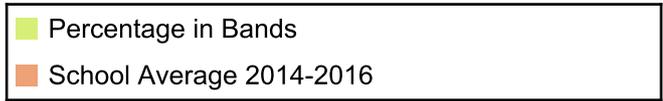
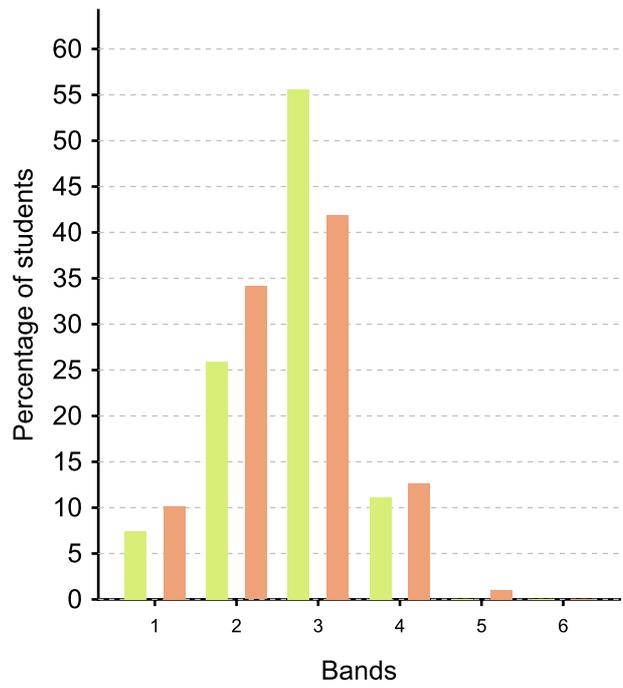
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 **Emerton Public School** in the Find a school and select GO to access the school data.

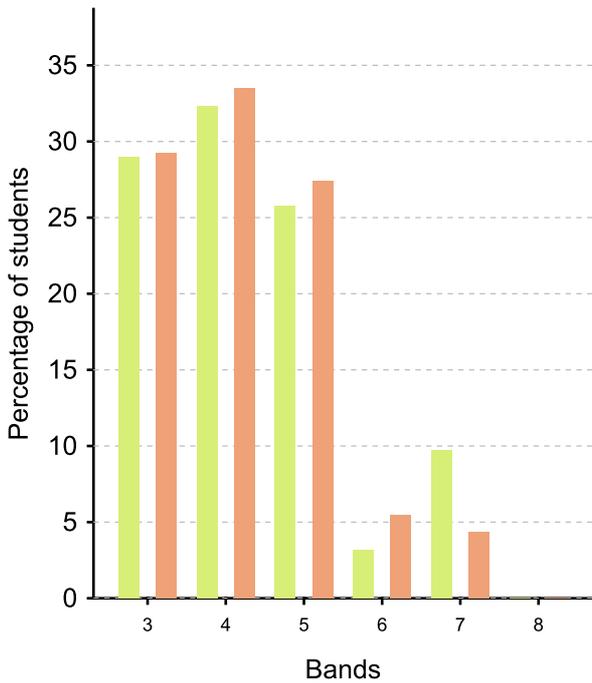
**Percentage in bands:**  
Year 3 Reading



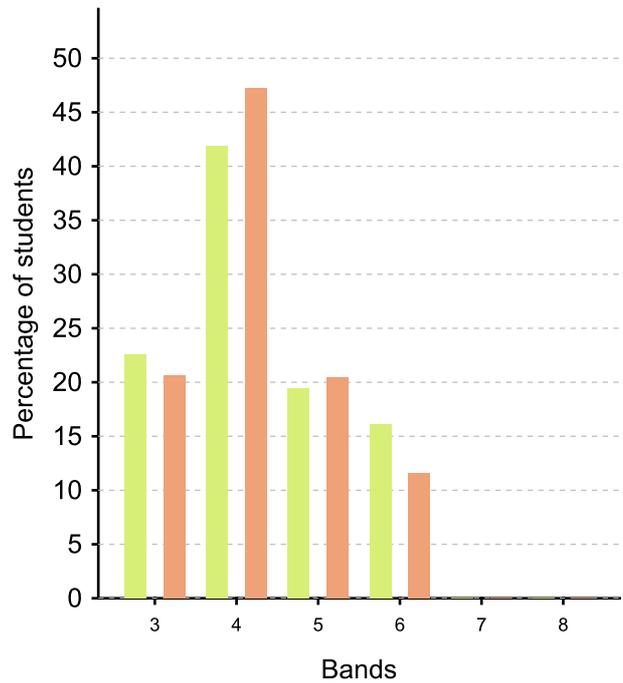
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

These are some of the highlights from the 2016 *Tell Them From Me Survey*.

### Years 4–6 Student Survey

- 97% of students in this school valued School Outcomes – they believe that education will benefit them personally and economically, and will have a strong bearing on their future. The NSW Government norm for these years is 96%.
- 85% of the girls and 81% of the boys in this school were interested and motivated. The NSW Government norm for girls is 83% and for boys is 73%.
- 90% of the girls and 87% of the boys in this school tried hard to succeed. The NSW Government norm for girls is 90% and for boys is 85%.
- In this school, Positive Teacher–Student Relations were rated 8.7 out of 10. The NSW Government norm for these years is 8.4.



### Parent Survey

- 88% of parents feel welcomed when they visit the school and 87% feel that they can easily speak to their child's teachers.
- 85% of parents feel that the school supports their child's learning at this school.
- 86% of parents believe that teachers at this school have high expectations for their child to succeed.
- 86% of parents believe that teachers take account of their child's needs, abilities and interests.

### Teacher Survey

- 84% of teachers believed that assessments help them to understand where their students are having difficulties.
- 87% of the staff felt that they have opportunities to talk with other teachers about strategies that increase student engagement.
- 85% of staff believe that school leaders clearly communicate their strategic vision and values for the school.

# Policy requirements

## Aboriginal education

Emerton Public School continued to support and promote Aboriginal and Torres Strait Islander education in 2016.

This included:

- Personalised Learning Plans (PLPs) developed for all Aboriginal and Torres Strait Islander students in the school in conjunction with the child and their parent/carer.
- Norta Norta tutoring for identified students in Years 4 and 6 who were not meeting minimum benchmarks in two or more aspects of NAPLAN in 2015.
- Aboriginal School Learning Support Officer (SLSO) working 3 days per week with targeted students K–6.
- Aboriginal member of staff and SLSO working with Aboriginal and Torres Strait Islander students 1 afternoon per week to develop cultural awareness and understanding.
- A group of Indigenous students working with an Aboriginal staff member, SLSO, Aboriginal Education Officer and Indigenous parents of the community to restore the school's Aboriginal garden.
- NAIDOC Day celebrations where students participated in cultural activities in their classroom, watched an Indigenous performance, participated in traditional Indigenous games and taste tested crocodile and kangaroo.
- Participating in the Patrick White Writing Competition.
- Year 5 and 6 students participating in the Barrangal Dyara (Skin and Bones) Art installation excursion in the Royal Botanical Gardens.
- Year 5 and 6 Aboriginal and Torres Strait Islander students and a friend participating in the Western Sydney University Primary Taster Day.
- Receiving school readiness showbags as part of the Wingaru program for 2017 Aboriginal and Torres Strait Islander Kindergarten students. This involved a presentation to the parents from a member of the Aboriginal Education Team and each of their children receiving a showbag with literacy and numeracy resources to help prepare them for Kindergarten.
- 5 students receiving the Gili Scholarship award and teachers working with students and parents to plan appropriate ways of using the funds to support the child.



## Multicultural and anti-racism education

- Harmony Day was celebrated in March this year and was a great opportunity to celebrate the cultural diversity of Emerton Public School. Students, staff and community members took the opportunity to dress in international costumes, Aboriginal colours or wear the colour orange. Many families provided a range of traditional foods from different cultures and this allowed students to experience new tastes. Class teachers conducted lessons that focused on aspects of different cultures. The day was just one example of the way in which acceptance is embedded into the operation of all aspects of school life at Emerton Public School.
- Emerton Public School has provided opportunities to improve the educational outcomes for students of language backgrounds other than English (LBOTE). This included extra teaching staff employed under flexible funding to provide further and continued support to LBOTE students and teacher training undertaken to begin to implement the ESL Scales into classroom writing programs to develop effective strategies for LBOTE students. Funding was also provided under the New Arrival Program to support students recently enrolled from another country. This offers intensive targeted support to enable those students to access quality education and to develop English skills.
- Emerton Public School has a small number of refugee students. Books about refugees were bought for the school library and for the school reading program so that all students have the opportunity to learn about refugee experiences, develop their knowledge of the wider world and its impact upon the community.
- One member of staff is trained as an (Anti Racism Contact Officer) ARCO. Any instances of racism that occur are referred to the officer who conducts an investigation where necessary according to DEC guidelines. There were a small number of incidents that required intervention by the ARCO in 2016.