NSW GOVERNMENT | Education
Public Schools

Ellison Public School

Annual Report

2016

4568

Introduction

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

Ian Short

Relieving Principal 2016

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Message from the Principal

As the Relieving Principal at Ellison PS in 2016, I would like to thank the staff, the students and the community for their support and hard work in a year where Ellison accomplished much, with many programs initiated, new approaches trialled and all the children challenged.It has been an amazing experience working with such a cooperative, dynamic and supportive learning community that has a truly student centred approach with every project undertaken. 2016 saw the expansion of existing technology programs integrated with future focused programs that promoted an investigative, inquiry based approach. Teachers built their capacity to deliver the new pedagogies through a number of collaborative professional learning programs, while student learning was supported with a suite of learning interventions and the implementation of PBL classroom systems.Student feedback and ongoing assessment were explored and productive links were forged with the community. The students at Ellison Public School enjoyed a year of success in the many extra–curricular activities. Ellison's Creative and Performing Arts and sporting groups represented the school with pride and were ably managed and supported by a team of dedicated staff and community members who constantly strive to make a great school even better.

Message from the school community

2016 was another very productive year for the P&C. One of the key roles of the P&C is to assist the school in fundraising for much needed equipment and supplies for the students. The main focus for us in 2016 was investigating improvements to the school grounds with a view to more outdoor learning and more inclusive play. As this is an enormous endeavour, we predict that it will be a long term goal. 2016 fundraising activities included:– three discos, Easter Hat Parade morning tea, Easter basket raffle, Ladies Night In and Mother's Day and Father's Day stalls. Additionally we launched our uniform shop and have had great feedback and increasing sales through the year. The P&C continued to serve cold drinks and ice blocks in Term 1 and 4 from the canteen and also ran canteens at sports carnivals and on cross country day. As always our clothing pool operates 2 days a week and provides a valuable service to the community with its affordable uniforms. We are always grateful for the support of parents and volunteers who assist us in running these events. The other primary function of a P&C is to bring the community together and our Ladies Night brought donations from all over the area and attendance from the wider community. It has been great to see many new faces who have come to the P&C meetings and offered new ideas, contributions and initiatives and brought much support and enthusiasm into the group. Ellison Public School is lucky to have such a wonderful community without whom none of the P&C initiatives would be possible. I know that I and the other P&C members are excited for what we can achieve in the coming year.

Rebekah Kaminski, P & C President

School background

At Ellison we work across the community to foster a positive culture based on caring, achievement, responsibility and engagement. The development of the whole person is paramount and the success of all is celebrated.

School context

Ellison Public School is a community based primary school of 325 students situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW.

The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison Public School has a hard–working, dedicated staff that focuses on providing quality educational programs, with the students being challenged and supported with a student–centred and future focused approach to the delivery of an engaging curriculum.

Student welfare is central to all aspects of school activity at Ellison. Universal systems are established through a well–managed PBL program where students accept their rights and responsibilities, are given opportunities to exercise them throughout each year and are explicitly taught the school's high expectations with the use of clear agreed upon behavioural success criteria.

Learning Support has seen significant changes with numerous targeted and intensive interventions supporting the strong universal systems established by the Learning and Support team and the Positive Behaviour for Learning committee.

Technology has been a focus at Ellison Public School for several years. There are multiple computers in all classrooms and two–banks of laptops connected to a wireless network. The school's main computer lab in the Library is sustained as 28 of the most modern, efficient computers currently available.

Ellison has a strong tradition of excellence in the performing arts. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, African drumming, dance, choir and public speaking.

Sport has continued to play an important role in the school's culture. All students are encouraged to participate fully in the school's sport programs to develop their skills, confidence and well–being.

Ellison Public School has a very supportive community. Parents help in the classroom, in an evolving gardening program, sporting events and fund raisers. The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities. The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar.

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, we have had a strong focus on wellbeing, future focused learning and increasing student engagement through setting high expectations and making learning more visible. Our whole school approach to student welfare has been strengthened with the review of the behavioural expectations, with students receiving regular feedback on how those expectations are being met. The PBL classroom systems were reviewed, ensuring behaviour management practices and processes were consistent with newly introduced behavioural interventions and were linked with the whole school award system. Student engagement was improved through the integration of an inquiry based learning approach

and the setting of achievable yet challenging learning goals. Teachers trialled inquiry based units in history and science, explored the integration of technology into these learning processes and developed a scope and sequence of investigative units of work that were linked to real life issues and problems. Students were introduced to the use of success criteria, learning intentions and worked samples to allow feedback to be more explicit, linked with student reports and delivered to parents in a more timely manner.

In the domain of Teaching, the school continued to strengthen the collaborative practice of the staff, with the expansion of team teaching, coaching, mentoring and collaborative planning programs. Teachers participated in the team teaching of inquiry based units of work, technology and music. Teachers were coached by the Learning and Support Teacher, Occupational Therapists and Speech Pathologists and stage based teams collaboratively planned future focused units. Ellison's Learning Support Programs were strengthened with improved student tracking, PLP development and the implementation of academic and behavioural interventions that were managed by the School Learning Support Officers, ensuring the transfer of skills into the classroom. Student engagement was strengthened with the trialling of robotics, flexible learning spaces and the integration of such technology as online collaboration tools into investigative units of work. Extra curricula activities were expanded, homework practices reviewed and sporting programs developed to both engage the students and foster a culture where students take risks and accept challenges. Academic success criteria was linked with behavioural expectations and collaboratively moderated to ensure student feedback was consistent, explicit and communicated to the parents.

In the domain of Leading, the central focus areas have been related to distributed leadership, the use of data, the flexible use of resources and forging stronger links with the community and community of schools. Leadership opportunities were expanded with the formation of aspiring leader programs, strategic direction work groups and through expanding such reflective practices as data analysis, school excellence evaluation and whole school strategic planning. School resources were utilised flexibly, with the school's technology resources expanded and reallocated with numerous ipad and laptop suites and mini– computer labs established ensuring every student had ready access to technology. Administration roles and work spaces were adjusted in readiness for a new school management system and teachers and stage teams played a larger role in the strategic use of school funds. Systems of data collection were reviewed to improve the sharing of student data between committees, the communication of data to the community and staff and the analysis of school data to better inform the implementation of interventions and the planning of strategic directions. Strong links were made with neighbouring schools, community groups, medical professionals and parent groups effectively utilising shared expertise and to strengthen student welfare, environmental, Gifted and Talented and teacher professional learning programs. Parent communication was improved through the introduction of parent consultation groups, parent information sessions, the increased use of social media and the trialling of text messaging services.

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

Learning for All

Purpose

Engagement in 21st Century Learning Practices.

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st century and to build the capacity of the teachers to provide an engaging curriculum and challenge all students.

Overall summary of progress

Collaborative practice, Learning Support, future focused learning and visible learning practices have been the focus areas for professional learning in 2016, aiming to increase student engagement by improving collective teacher efficacy.Through the expansion of collaborative planning, team teaching, coaching and mentoring, and by distributing the leadership of the school's strategic directions and fostering a culture of reflective practice against the teaching standards, the school's educational, professional learning and administrative processes have seen significant changes. Communication has become more efficient and stage and committee based teams have adopted a cooperative problem solving approach. As a result, universal gains have been made in the areas of curriculum delivery and learning support. A structured approach to inquiry based learning and an authentic integration of technology with appropriate learning adjustments is evident in all rooms. All students are tracked and included in the appropriate behavioural, social and academic interventions as needed. All students have ready access to suites of ipads, laptops and desktop computers that are integrated into inquiry based learning programs, that have clear learning intentions and agreed upon success criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaborative Practice 100% of Staff have included collaborative practice as part of their PDPs, and professional learning goals 100% of targeted students have reviewed PLPs showing the necessary behavioural and academic adjustments Parent surveys and review meetings reflect 100% satisfaction with communication of appropriate adjustments being made. Stage data being used in learning support, PBL, School excellence framework and teacher accreditation reviews Staff surveys show a 90% satisfaction rating for staff communication	All staff have identified their professional mentors and professional learning goals that will be met through team teaching and /or coaching. 60% of staff have completed formal team teaching and / or coaching sessions and feedback from these programs have been overwhelmingly positive with teachers wanting the timetables for such programs to be formalised and scheduled throughout the year. Staff surveys showed a 92% improvement in staff collegiality and 95% satisfaction in relation to professional learning. Stages are beginning to systematically review behavioural criteria, and collaboratively develop learning support stage projects that use data to meet the learning needs of the cohort eg fine motor skill programs, spelling trials and flexible learning spaces. All teachers have Teaching Standards evidence folders ready for use once per term in stage meetings. Staff surveys show 90% satisfaction rating related to teacher communication with 20% suggesting streamlining of the staff newsletter, reducing its length	$60 113
Learning Support 100% of Targeted students have PLPs successfully reviewed with parents and LaST support	All PLPs reviewed by LaST and all teachers coached on learning adjustments.Communication with parents of PLP students needs improved consistency with term reviews.100% increase in the number of students engaged in an intervention with	$38 346

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classroom behaviour referrals reduced 100% of students with 3 or more behavioural referrals in a short time frame, included in targeted or universal interventions Increase of students targeted for interventions Data reflecting a positive effect size of each intervention Feedback at weekly SLSO meetings and daily written communication positively reflecting on role change	20% of students participating in a targeted intervention. Data reflecting significant growth in 100% of students participating in Quicksmart Numeracy, Words their Way trial, Mult Lit, Fine Motor Skills and Language for Learning. Systems established to allow the collection of data for Quicksmart numeracy. The framework of timetabling, data recording and data analysis being transferred to other interventions. NCCD data showed 30% increase in students identified with a disability and catered for with appropriate adjustments. Science mentoring program commenced and managed by newly appointed Community Liaison Officer	
Future Focused Learning 100% of staff teaching collaboratively planned inquiry based units	100% of teachers teaching inquiry based units.Targeted teachers for team teaching based on inquiry based learning and technology successfully integrating the approaches into everyday teaching	Part of the Collaborative Practice funds above
Feedback, Assessment and Differentiation 90% of teachers using success criteria Success criteria used in reports Increased differentiation through an increase in formative assessment and stage based moderation as is evidenced by student movement and distribution on student data walls	100% of teachers used success criteria with writing. All stages established guidelines on their use of learning intentions for each lesson. Report comments were not directly linked to success criteria. Feedback in parent forums suggested that Term 1 interview times had a positive effect.	$2000
Student Engagement Tell Them from Me Survey results indicating that student engagement is improving	Small gains in student perspective of Quality instruction and intellectual rigour with scores increasing from 7.6 to 7.8. Learning climate scores plateaued at 6.9. Student expectation scores reduced from 8.3 to 8.2 Sporting participation fell from 85–75 and extra curricula participation in the TTFM surveys fell from 55–43	$19 673
Flexible Use of Resources Interventions have a measurable effect size	Spelling trial of 'Words their Way' strategies showed significant student growth Student engagement in flexible learning space program was high	$11000

Next Steps

Collaborative Practice

- Formalise team teaching and peer observation lesson timetables

- Formalise PDP process to ensure all professional learning is differentiated and caters for the needs of each teacher and is linked to PDP professional goals and the school's strategic directions

- Continue to integrate LST and PBL processes and conducting more PBL data collection assessments and meetings to further expand staff engagement in student welfare processes.

- Trial collaboratively planned units in Geography

- Formally start teacher accreditation evidence collection at least once per term through the stage meetings

- Continue stage projects especially the spelling and flexible learning spaces

- Continue and expand aspiring leaders programs

- Formalise roles and responsibilities to improve distributive leadership

- Formalise collaborative student welfare problem solving approach at a stage level

- Continue online communication and expand to include an increase use in Twitter, Pinterest and blogs

Learning Support

- Establish timetables for PLP review

- Include PLP information sharing in stage meetings

- Continue to expand links between PBL and LST committees

- Begin trial of Corrective Reading

- Formalise timetabling of SLSOs to include time to collect and analyse data

Future Focused Learning

- Continued professional learning on technology, the SAMR model of technology integration, google apps and visual organisers.

- Expansion of mathematical problem solving and investigations utilising lighthouse classes

- Trial of geography units following SDD professional learning

- Fostering the link with Emu Heights PS and trial project based learning in light house classrooms

Feedback, assessment and differentiation

- Writing of success criteria for other KLAs

- Linking of success criteria to reports early in Semester 1

- Timetabling of moderation of success criteria in stage meetings

- Further professional learning on the links between the success criteria and student feedback focusing on the processes, skills and content required.

Student Engagement

- Increase communication with parents re extra curricula activities

- Make success criteria and the setting of challenging goals a universal expectation of all classrooms

- Strengthen the risk taking culture by making it a focus area throughout the year.

- Trial changed homework procedures

- Continued explicit teaching of Fundamental Movement skills through modified sports

- Continue stage projects with flexible learning spaces

Flexible Use of Resources

- Continue learning spaces project

- Expand the use of 'Words Their Way' strategies and integrate into literacy programs

Strategic Direction 2

Wellbeing

Purpose

Fostering Success and Strong Character
To work across the school community to foster a positive culture based on the expectations of being caring, achieving, responsible and engaged learners and community members. Supporting PBL to achieve a culture where success is valued and strong character is developed.

Overall summary of progress

Ellison's continued school–wide focus on Positive Behaviour for Learning and Learning Support has enabled us to achieve significant progress in this strategic direction. Through the introduction of a variety of Learning Support and behavioural interventions, the integration of visible learning practices, a review of the school's data collection systems and a focused approach on improving student engagement, many new initiatives were made possible.

The school has implemented three tiers of data informed learning support and behavioural interventions, such as Quick–smart Numeracy, Corrective Reading, Check In Check Out and structured play programs. Students are tracked and progress monitored and communicated to all stakeholders. These second tier interventions were also supported through the Professional Development of teachers in effective classroom practices and behaviour management

Visible Learning strategies such as clear and differentiated success criteria for academic and behavioural programs were trialled and the school's technology programs were expanded to include robotics and Google apps, being used on an increasing number of ipads, laptops and desktop computers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student welfare Interventions A significant impact and/or effect size of the interventions Reduction in the number of classroom behavioural referrals and repeat LST referrals.	QuickSmart Numeracy saw substantial student growth in the student speed and accuracy in addition, subtraction and multiplication and average gain overall. Repeat LST referrals significantly reduced Targeted student behavioural referrals reduced	$22 346
Visible Learning Student feedback linked with success in criteria in the majority of classrooms Learning intentions displayed in 90% of rooms Success criteria used for writing in every stage	The majority of teachers actively engaged in the use of success criteria The majority of classes have success criteria and learning intentions visible	$1000
Data Collection and Record Keeping 100% of interventions driven by dataData regularly analysed by LST and PBL team, stored and openly communicated	A data driven culture has been established allowing for an evaluative thinking approach to school evaluation and intervention delivery	$1600
Technology Integration 100% of classrooms authentically	62% of class teachers coached in ipad use and integration	$19673

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
integrating technology into inquiry based processes that encourage the students to create and collaborate	100% of children have access to technology all day, every day	
Classroom systems 100% of teachers trained in PBL classroom systems Behavioural expectations and success criteria reviewed	The eight essential classroom practices readily utilised by 100% of teachers	$3000

Next Steps

Student welfare Interventions

• Continue to expand the number of interventions that the staff have been trained in to allow a flexible and quick response to teacher referrals and report data.

Visible Learning

• Expand the use of success criteria to the other KLAs

Data Collection and record Keeping

• The rollout of the whole school assessment package to allow the calculation of student impact of staff micro inquiries and learning and behavioural interventions

• The use of EBS4 for all student data

Technology Integration

• Expand iPad and laptop suites

• Continue professional learning on investigative inquiry processes, collaboratively plan units integrating real life inquiries and the authentic integration of technology.

PBL Classroom systems

• Continue to review through the PBL process, ways to integrate Tier 3 interventions into whole school expectations and practices

.• Further integrate the wellbeing framework with the expansion of universal interventions such as circle time, positive psychology and classroom based mind matters programs.

Strategic Direction 3

Community

Purpose

A Common Purpose

Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning that is in partnership with an informed school community.

Overall summary of progress

The Learning Support Team, the staff and the Community of Schools have been focusing on ways to share and utilize the expertise that exists in the community and neighbouring schools. Ellison has also endeavoured to expand parental involvement, improve parental communication and make student and parent feedback more explicit and delivered in a more timely manner. In turn we are aiming to better promote the school's achievements, better inform the community of current pedagogies and make learning in the classroom better connected to real life issues and problems.

As a result of these pursuits, Ellison has trialled mentoring programs, co– developed shared student welfare procedures with neighbouring schools, conducted joint professional learning programs with neighbouring schools and established many community based programs such as parent consultation groups, mentoring programs, parent self–help courses and community liaison programs.

Student feedback also improved with Personalised Learning Programs being more collaboratively developed and reviewed and parent interviews being conducted earlier in the year. Communication with the local community was also strengthened with an increased use of social media and the trialling of a texting service.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Real life Learning 100% of teachers participating in professional learning on investigative approach to the new syllabus documents and 60% incorporating such approaches into peer observation programs and class programs such as online mentoring	Science mentoring program trialled Professional learning completed in scientific, geographical and historical inquiries	NIL
Professional Learning with the Community of Schools Classroom PBL systems professional learning completed and aligned with local High School	Shared professional learning with other schools in • PBL • School Excellence Framework Validation • "Bump it Up" processes • Teacher Accreditation • Learning Support • Future focused learning	NIL
Parental and Community Involvement Established • Parent garden and grounds	Programs have been very successful, with parents making valuable contributions to the school	$8660

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
committee • Regular Parent forums and parent review committees analysing school data and developing school directions • Links with gateway, Stronger family Alliance and self–help parent groups • Church mentoring program • Community liaison programs Fostered and strengthened programs such as • Storytime • Fitness programs • Scripture programs through regular meetings and support	Programs have been very successful, with parents making valuable contributions to the school	
Feedback of student Achievement Parent Surveys of feedback positive Parent consultation meetings reporting improved feedback	Parent feedback on • Parent Interview times being moved to Term 1 • PLP and NCCD systems being reviewed and strengthened • Parent forums was overwhelmingly positive	$1600
Promotion of school Parent surveys show that communication has improved and strategic directions are understood	Facebook hits significantly improved SMS system established Newspaper articles explored and trialled Parent surveys show that school communication systems align with parental preferences	$1000

Next Steps

Real Life Learning

• Continue to embed investigative approaches into an increasing array of learning and inquiry processes through the conduit of peer observations and lesson study etc

• Explore mentoring programs in writing, maths

• Explore Money Smart programs and aboriginal artists and mentors

Professional learning with Community of schools

• Expand work being done with Community of Schools

• Expand connections with other schools with PBL and Learning Support

• Work as a community of schools in raising student expectations and "moving the middle"

Parental Involvement and the informing of the community of current pedagogies

- Expand parental involvement in classrooms

- Build on Community Liaison Programs

- Strengthen links with Gateway and Stronger Family Alliance

- Expand parent garden committee

Feedback of student Achievement

- Expand the writing of success criteria to all Key Learning Areas

- Continue professional learning on Learning Intentions and Success Criteria and authentic student feedback for behavioural and academic goals

Promotion of school and Communication with parents

- Further expand the use of the Blue Mountains Gazette

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal Students are supported by Personalised Learning Plans (PLPs) which are collaboratively developed with the Learning and Support teacher, the class teacher and the parents. The PLPs are reviewed and teachers are coached by the Learning and Support teacher on the appropriate learning adjustments needed for each individual student. The school started planning for a series of Bush Tucker Gardens with money spent on an irrigation system and an upgrade of existing gardens in readiness for this initiative.	$4438
Low level adjustment for disability	School Learning Support Officers were employed to support targeted students and their behaviour, health or learning support programs. These SLSOs also managed playground interventions and learning support programs such as QuickSmart Numeracy, Language for Learning, Language for Writing, Language for Thinking, Multilit and Corrective Reading.	$22346
Quality Teaching, Successful Students (QTSS)	Funds were utilised to support collaborative professional programs such as team teaching, peer observations, collaborative planning and coaching and mentoring initiatives. As a result, teachers showed improved capacity to provide appropriate learning adjustments in class and deliver inquiry based programs in mathematics, science, history, technology and music.	$25089
Socio–economic background	These funds were used to expand technology programs and fund stage trials related to flexible classroom furniture, inquiry based learning and fine motor skill and social skill interventions. A Community Liaison program was also initiated, supporting families in need of community support and/or funding. Funds were also utilised to support students accessing excursions and extra–curricular activities ensuring full access to the curriculum.	$15800
Support for beginning teachers	The beginning teacher was provided with access to additional professional learning and collaborative planning time in relation to robotics, formative assessments and technology program development. These programs were linked with team teaching initiatives to assist the teacher to review current practices and work towards her professional goals.	$6537

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	151	168	161	160
Girls	160	160	164	167

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.4	96.5	96.7
1	93.6	95.7	94.6	96.3
2	94.3	95.2	96.8	96.2
3	94.6	94.4	94.8	95.4
4	94.5	94.9	94.1	94.5
5	92.9	95.3	93.6	94.4
6	96.1	91.7	92.9	94.5
All Years	94.4	94.7	94.8	95.4
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

While student attendance is at a high level, all students with problematic attendance are referred to the Learning Support Team who implement support programs including

- Counselling
- Morning transition programs
- Check in Check Out
- Home School Liason Officer support
- Family support

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	1.12

*Full Time Equivalent

Ellison Public School has no teachers who identify as 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	96
Postgraduate degree	4

Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff at Ellison PS in 2016.

Much of this teacher development was focused on the school's strategic directions with many of the sessions being devoted to curriculum differentiation, visible learning techniques, success criteria and student engagement through the authentic integration of technology. Many of the new syllabus documents such as Science, English and Mathematics were revisited when the Geography and History documents and their related investigative pedagogies were explored by the staff. The processes behind the student centred investigations were trialled and open ended tasks were collaboratively planned and implemented.

Much training and professional discussions were centred around learning support and student welfare with PBL classroom systems being a major focus for professional learning along with anxiety workshops and learning support strategies.

Other professional learning areas of focus included

music, continuum tracking, Gifted and Talented education, teacher accreditation and NAPLAN data analysis.

All of the above sessions were strengthened by teacher coaching, team teaching and collaborative planning throughout the year, supporting teachers to reflect upon current practice and evaluate and trial new approaches and practices.

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	228 621.62
Tied funds	204 960.55
School & community sources	87 887.14
Interest	4 003.59
Trust receipts	17 385.00
Canteen	0.00
Total income	841 315.90
Expenditure	
Teaching & learning	
Key learning areas	16 402.16
Excursions	48 030.20
Extracurricular dissections	33 709.77
Library	4 474.10
Training & development	5 641.08
Tied funds	213 243.84
Short term relief	59 672.58
Administration & office	64 351.75
School-operated canteen	0.00
Utilities	28 339.39
Maintenance	10 766.99
Trust accounts	17 804.76
Capital programs	0.00
Total expenditure	502 436.62
Balance carried forward	**338 879.28**

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

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	400 608.98
(2a) Appropriation	348 710.27
(2b) Sale of Goods and Services	5 568.39
(2c) Grants and Contributions	45 538.76
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	791.56
Expenses	-251 694.85
Recurrent Expenses	-251 694.85
(3a) Employee Related	-126 914.70
(3b) Operating Expenses	-124 780.15
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	148 914.13
Balance Carried Forward	148 914.13

	2016 **Actual** ($)
Base Total	2 134 303.61
Base Per Capita	17 504.55
Base Location	0.00
Other Base	2 116 799.06
Equity Total	122 695.11
Equity Aboriginal	4 437.54
Equity Socio economic	14 294.86
Equity Language	0.00
Equity Disability	103 962.70
Targeted Total	113 520.00
Other Total	148 757.96
Grand Total	2 519 276.68

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.
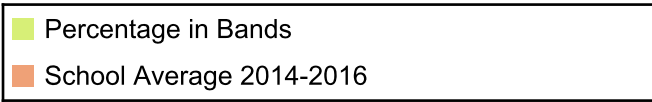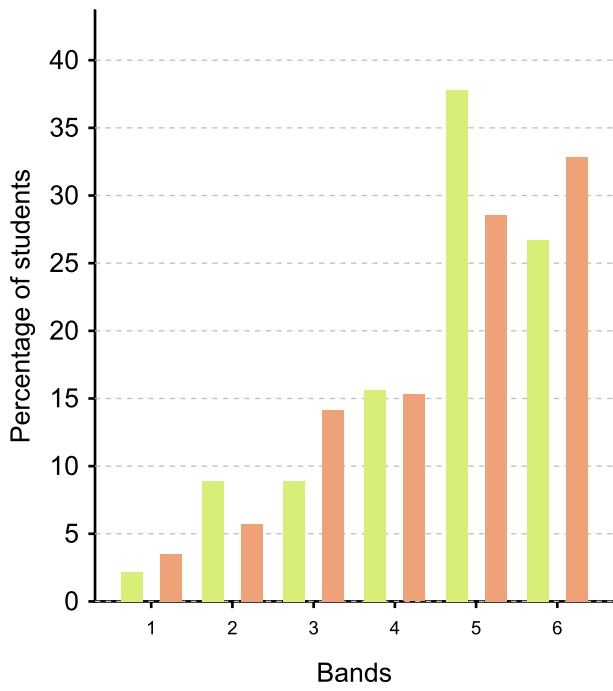
School performance

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.

NAPLAN literacy results have been a useful tool to focus the school's professional learning and goal setting directions.
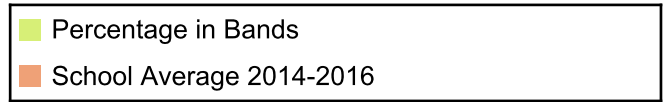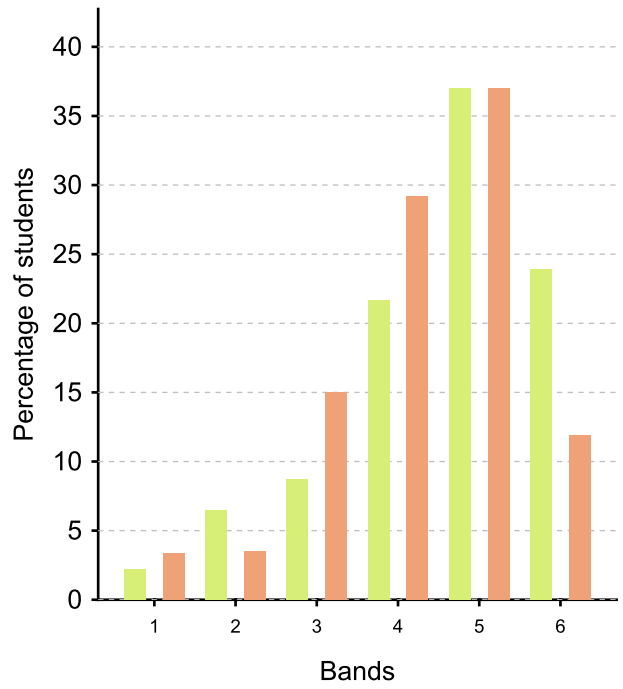
While Year 3 NAPLAN Literacy results show many of Ellison's students achieve results in the upper bands, there is an over–representation of Year 5 and Year 7 children in the lower and middle bands.

This has informed the schools practices in spelling and writing, with professional learning focusing on the development of clear success criteria in writing and the trialling of new programs in spelling.
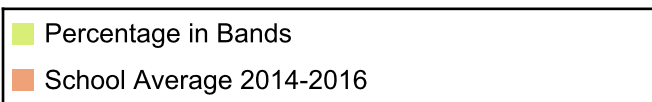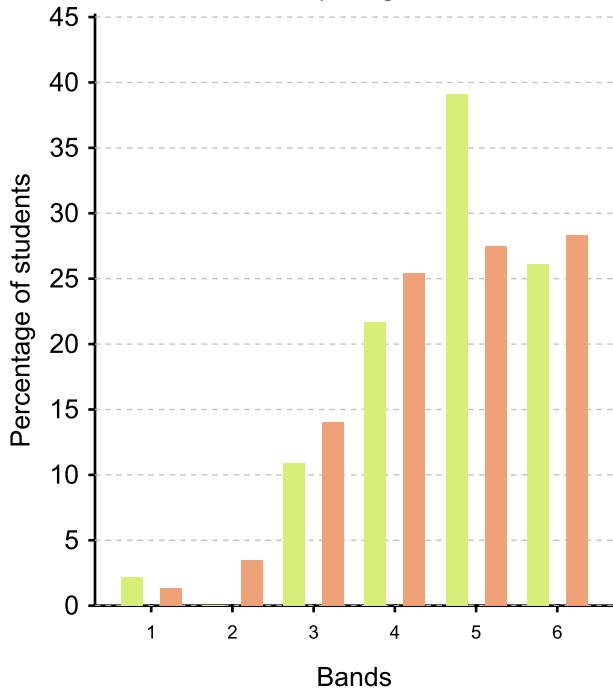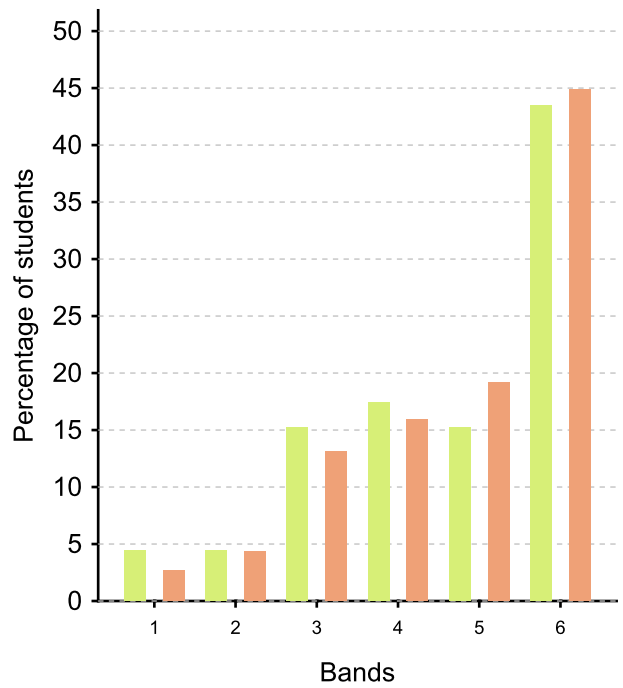
There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

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.

Ellison Public School has a finance committee that meets twice a term to review school income and expenditure. School spending and budgets are presented to staff during planning meetings and the community at P & C meetings.

Financial summary equity funding

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

Percentage in bands: Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 3 Writing

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 3 Spelling

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students vs **Bands**

- Percentage in Bands
- School Average 2014-2016
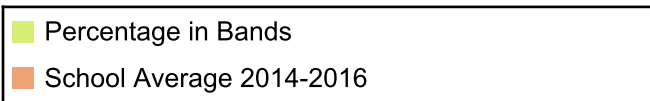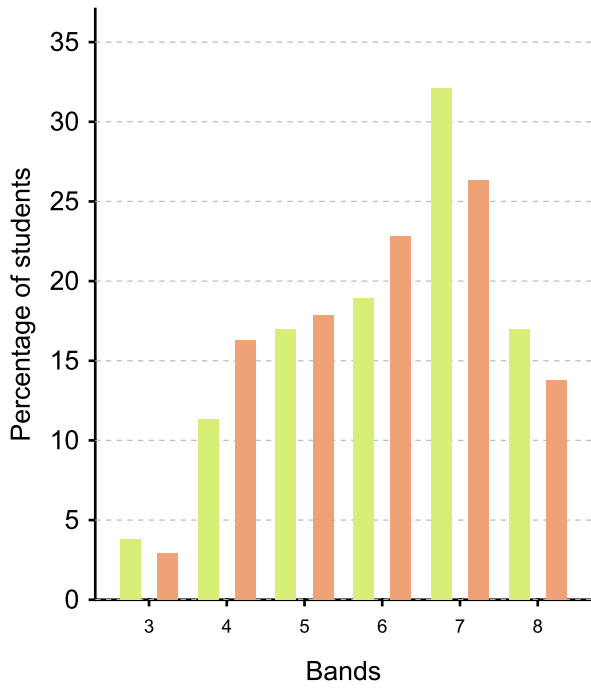
Percentage in bands:
Year 5 Spelling

Percentage of students vs **Bands**

- Percentage in Bands
- School Average 2014-2016
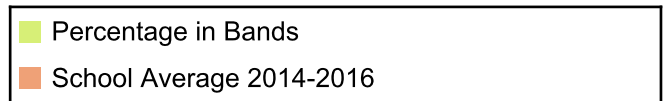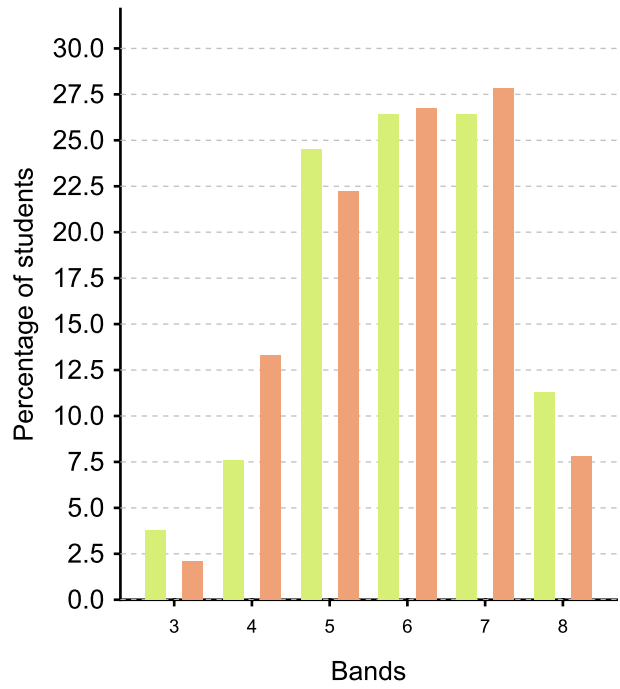
Percentage in bands:
Year 5 Reading

Percentage of students vs **Bands**

- Percentage in Bands
- School Average 2014-2016
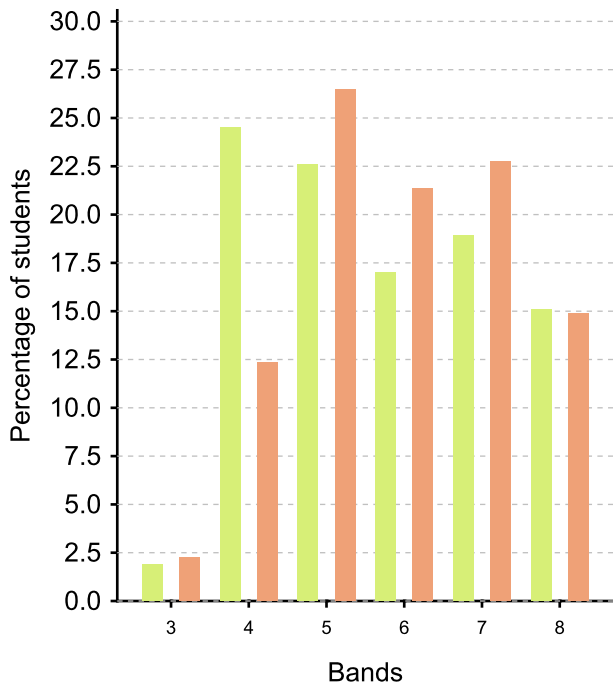
Percentage in bands:
Year 5 Writing

Percentage of students vs **Bands**

- Percentage in Bands
- School Average 2014-2016
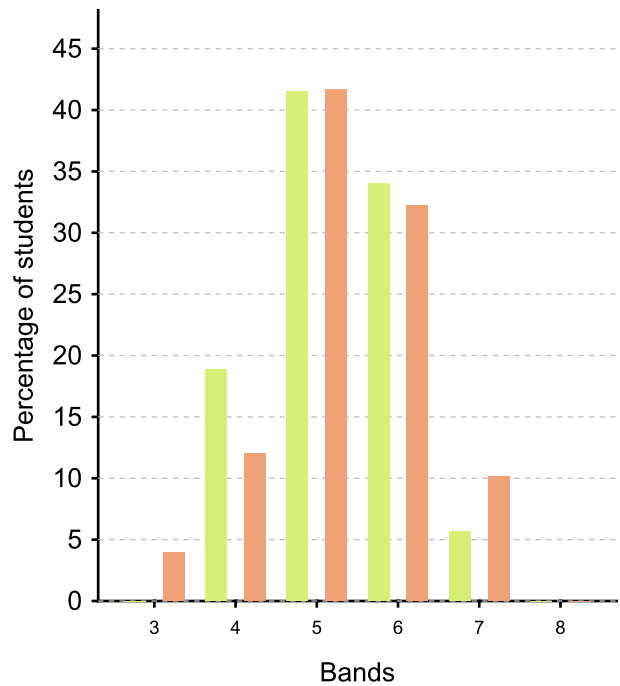
Numeracy is an area in need of further development.

Year 5 and Year 7 numeracy results reflect an over–representation of students in the lower to middle bands and Year 5 Numeracy results have been consistently below state average.

In response to these results, the school has focused its

professional learning programs on mathematical problem solving and explicitly teaching students how to solve problems and investigate patterns to ensure our students have a better understanding of the mathematical concepts being taught.

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2014-2016

In response to the Premier's Priorities of improving education results and and Improving Aboriginal Education, Ellison has devoted much of its professional learning calendar and funds to Visible Learning practices that set clear and challenging success criteria, bring clarity to the learning intentions of each lesson and ensure student feedback is transparent and effective.

The Learning Support Team have also formalised the systems governing the recording and delivery of individualised and personalised education programs, ensuring that every Aboriginal child has an up to date and regularly reviewed Personal Learning Program.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school.

In 2016, Ellison Public School used the tell 'Them From Me' Survey and online surveys to capture their opinions and guide future directions, interventions and innovations.

A summary of their responses follows.

Students

Students responded with above state average scores in the areas of

• Positive relationships, trust and encouragement

• The level of value students placed on education

• Positive student behaviour

• Curriculum relevance and

• Student effort

Areas identified by the students as needing further development include

• Participation in sport and extra–curricular activities

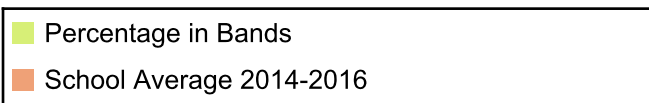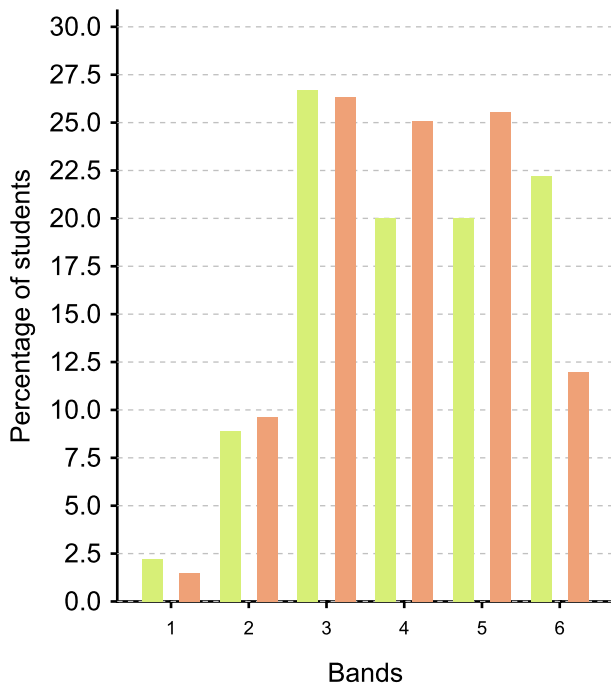• Homework and the setting of homework

• Clear teacher expectations

Parents

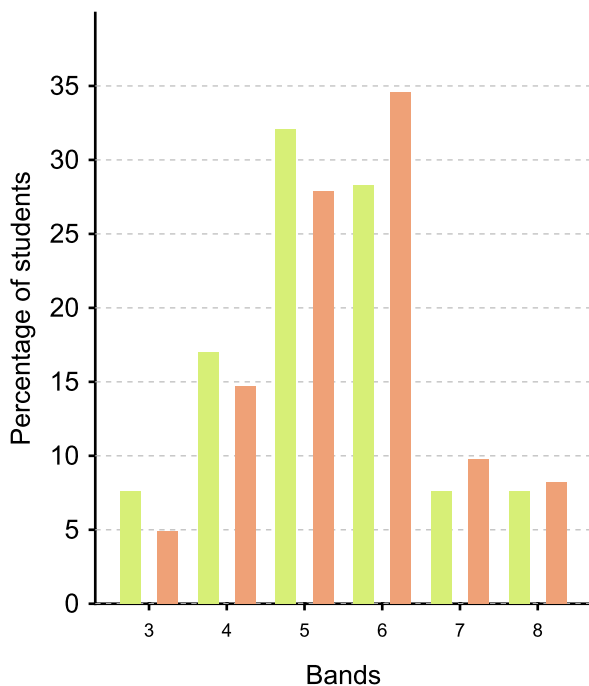The highest ranking parent responses included answers related to

• Student support

• Positive student behaviour

• School climate

Some parents however stated that they could be better informed of school events and programs and student

safety could be improved.

Staff

The staff responses reflected a positive perspective on

- Teacher collaboration

- Learning culture

- Data informed practices

- Innovative teaching practices such as goal setting, Learning Intentions and differentiation

Areas such as

- Parental involvement, technology and teacher feedback were areas needing further attention.

Policy requirements

Aboriginal education

The school integrates Aboriginal education into the Teaching and Learning programs across all Key Learning Areas with the teaching of the Aboriginal perspectives and the integration of the 8 ways of learning into the school's inquiry based learning programs. The teaching staff have developed Personal Learning Programs for all indigenous students. Multicultural Education and Anti–racism.

Multicultural and anti-racism education

Our school has no English as a Second language funded program due to the composition of the school. The school integrates the multiculturalism general capability into all Key Learning Areas and the school's student welfare policy ensures all students are treated consistently with clear behavioural expectations for all our students.