

Ermington Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Ermington Public School** as an account of the school's operations and achievements throughout the year.

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

Jennifer Scuglia

R/Principal

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Message from the Principal

We have had a highly productive and exciting year at Ermington Public School. This year, we come to the end of our three-year school plan cycle and we soon embark on a new journey, with a fresh vision for our students in 2020. We have been on a journey as a community, with the partnership between home and school playing a vital role in the success of our expedition so far. As John Dewey once said, *“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”* What is even more fascinating about this statement is that it was written in 1915.

One of our school plan’s strategic directions was ‘reflective learners’. This year, students set a personal writing goal for their learning. Whether that was to ‘include paragraphs in their written pieces’ or to remember to ‘include a full stop at the end of a sentence’, each child had a goal to strive to achieve. This was an extremely powerful and fulfilling project that proved successful. The journey for the students was just as important as the goal setting, which was the focal point of their successes as learners.

The role of the teacher has changed dramatically and although now not the fountain of all knowledge, the role is as important as ever in teaching children how to process the abundance of information at our fingertips. Developing these skills is a critical part of education. In developing knowledge, teachers must connect content to real life experience. 21st century skills such as the 4Cs –creativity, critical thinking, communication and collaboration are essential for our children when they embark on the workforce.

Children need to develop character, including behaviours, attitudes and values, to face an increasingly challenging world. Our Positive Behaviour for Learning framework and Peer Support program are significant in reinforcing the development of character.

I commend the remarkable staff – the teachers, the office staff, the support staff. Their dedication is uplifting, not only in the classrooms, but in so many other aspects of school life as well, and they are wholeheartedly committed to the personal wellbeing and development of each of the students. The outstanding success of this school in so many fields is due to their individual and collective skills, their commitment and sheer hard work in nurturing the multiplicity of talents, which our amazing students possess, and I thank them for their devotion to the students of Ermington Public School.

Also fundamental to our students’ success is the educational partnership with our parents and caregivers. Research studies have shown that a significant feature of maximising student success at school is the participation and supportive engagement of parents as partners in their child’s education. I thank our hardworking P&C Association, which has maintained such consistent and constructive support for the school in so many ways. The bi-annual fete this year in May was a tremendous success, with valuable funds being reinvested into the classrooms and playground of our special school. The many morning teas, BBQs, discos and working bees are so well appreciated by all of us at Ermington Public School. Thank you to our tireless volunteers who each and every day support the students and teachers. We truly thank you for your efforts.

Finally, I need to acknowledge the students – the reason we are all here. Be proud of your accomplishments and continue to strive to reach your goals in 2018.

Jennifer Scuglia

R/Principal

Message from the school community

Ermington Public school continues to be a great environment in which our children can learn and to grow in 2017. With a dedicated and talented staff body, a wonderful group of students and parents who are willing to invest their time and effort in making this community even richer we find ourselves in a learning “suite spot”. While this is something to savour and enjoy, it is not something we should ever take for granted.

The P&C plays an integral part in our school community. Together our skills, talent, money and time achieve far more for our students than any one of us might be capable on our own. A major theme in 2018 will be enhanced communication. At each meeting the Principal provides regular updates and seeks feedback regarding many aspects of school life at Ermington Public School. The P&C would like to thank and commend Mrs Scuglia and all the teaching and office staff for being so supportive of the P&C and our common work in 2017. In particular, we would like to commend Mrs Scuglia for the way in which she continues to administer the school this year. Her “can do” attitude continues to be a positive role model for both students and staff.

The teaching team at Ermington continues to show a passion and commitment to their roles that models and exemplifies the core values of the school. Their example is a challenge for all of us as parents to show our kids, rather than just tell them the value of 'doing their best', 'being responsible', 'staying safe' and 'showing respect'.

This year members of the P&C have successfully organised a host of activities. These include, a record breaking fete in May, morning teas, raffles, BBQ breakfasts, discos, working bees and much more. We also provided grants for state and national sporting representatives. In addition we have operated the canteen and uniform shop with the assistance of volunteers which also contribute to funds raised by the P&C. From the funds raised by activities, we were able to support: new multi-purpose flip tables, a day towards an above establishment teacher and contribute to a new covered outdoor learning area to be built in 2018.

Our canteen and uniform shops continue to amply meet the needs of our students and provide excellent value as well as funds towards the school. We have successfully added a new uniform option for girls.

The P&C is very iceberg-like with a lot of action and effort happening out of the public eye. There are a small number of special non-executive individuals who quietly spend their time making very good things happen that benefit the school community. Their effort is invaluable and a great many things simply wouldn't happen if it weren't for the efforts of these people. To those people we say, 'Thank you'. We hope more parents take up the challenge to follow their example in the year ahead. A thank you must also go to the all those parents and caregivers who continue to support the school each year by contributing thousands of hours in the various activities throughout the year and attending P&C meetings. Whether helping in one of our sub-committees, in the canteen, uniform shop, band, OOSH, fundraising, applying for grants, attracting sponsors, in-class literacy and numeracy support, Kiss and Ride and many other aspects of school life, your efforts are golden. Ermington students benefit from resources, facilities and experiences which simply wouldn't be possible without your efforts – so on their behalf I thank you, and encourage you to keep going in 2018 and consider the amazing things we can achieve if more of us get involved.

Thank you to the members of the P&C Executive for their support and involvement throughout 2017. Three years ago I came to an AGM with no intention whatsoever of becoming president, but in hindsight, I am glad it worked out that way. I have learned a lot and would encourage anyone sharing a passion to see our children get the best education that some accidents are definitely worth considering. As my three year term comes to a close, I would like to acknowledge the support and encouragement of everyone who has made my accidental presidency such a rewarding experience. All parents are welcomed to our meetings held each month during the school term. Come along and join in the discussion and help shape the education of our children.

Jason Wraxall

P&C President 2017

Message from the students

We have had the privilege of being the School Captains of Ermington Public School for the past year. We believe that students at Ermington are extremely fortunate to have so many opportunities and support from the teachers as well as the whole school community.

Students at Ermington have the opportunity to participate in and attend many excursions, incursions and other events such as the annual Easter Hat Parade and book parades. The camps in Year 5 and Year 6 were memorable experiences. During these camps teachers spent time away from their families to take care of us, something we should all be very thankful for.

Many students have been part of extracurricular groups and activities such as PSSA teams, band, dance group, choir and many other activities. These activities are often run outside school hours and teachers and coaches give up their own time to coach children and attend performances. This shows the commitment and dedication of the teachers and parents at Ermington Public School.

As we all know, school is not just about academic achievement but is a time for children to make friends, develop who they are and be prepared for later life. Our time at Ermington has been an enjoyable and memorable experience, something we will look back on fondly in the years to come. It was a privilege to be school captain and interesting and challenging to be on the student Executive. The experience taught us a lot about responsibility and leadership.

Year 6 students have made some fantastic friends and created some unforgettable memories together. At the Year 5 Aussie Bush Camp we were asked to meditate. As soon as our eyes were closed, we were sprayed with mud! The shock and fun of that moment is something that we will never forget. The Year 6 camp to Canberra was also amazing! Visiting Questacon, Parliament House, rolling down hills and watching interesting movies during the extra-long bus ride are all memories that we have shared. The end of year events, such as the mini-fete, Year 6 Farewell, Graduation ceremony and Party Day, added to our memories.

I am sure all Year 6 students would agree that our time at Ermington has changed us all. The memories of our experiences will remain with us as we prepare to move on to high school. Our primary years are at an end and high school awaits us.

On behalf of the current Year 6 students, we would like to thank our principals, Mr Hoppitt and Mrs Scuglia, all of the teachers and staff at Ermington Public School, our parents, P&C and the whole school community for the vital role they have played in making our time at Ermington as great as it has been and we wish everyone all the best for the years ahead.

Sunny Lee and Jack Feltham

2017 School Captains

School background

School vision statement

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

School context

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

The school aims to provide an environment which encourages each student to achieve their full potential in all aspects of their learning (academically, socially, emotionally and physically). There are 444 students ranging from Kindergarten to Year 6 (including two Opportunity Classes). The school caters for the development of the whole child. Literacy and numeracy skills are integrated across all curriculum areas; physical development is fostered by a highly successful and well-planned physical education program; music is respected as a core activity; and the practical arts focus is evident in outstanding displays and performances. Programs have a high emphasis on digital literacy and developing skills as 21st Century Learners.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

Within the learning domain, we believe we are **sustaining and growing** in the elements of learning culture, wellbeing, curriculum and learning, assessment and reporting and student performance measures. We have a highly collaborative staff, with positive and respectful relationships evident among students and staff. Our Positive Behaviour for Learning (PBL) framework ensures our policies and processes identify, address and monitor the learning and wellbeing needs of our students. Due to the success of the *'Mindfulness in Action'* program in 2016 we decided to extend the program to students in Years 2–6. Students in Kindergarten and Year 1 participated in a *'Cooperative Learning and Social Skills program'* due to the effectiveness of this program we will continue the program into next year. Quality teaching is at the forefront of our teaching and learning programs and we continually implement professional development for teachers. At Ermington Public School, parents are informed about the assessment and reporting processes across K–6 classes. The school has explicit processes to collect, analyse and report on student performance. This is achieved effectively through consistent teacher judgment practices across the teaching staff during collaborative planning and assessment dialogue days. Student reports contain detailed descriptions of each student's strengths and areas of development. In 2017, we continued to distribute PLAN (Planning Literacy and Numeracy) letters to all parents/carers of students in years Kindergarten to Year 4 regarding their child's achievement and areas of development in literacy and numeracy.

Teaching

Within the teaching domain, we believe we are **sustaining and growing** in the elements of effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards. We have a highly collaborative and professional teaching staff. The dedicated staff at Ermington Public School who work beyond their classrooms to contribute to broader school programs. Teachers regularly utilise student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. However, we want to empower our teachers and further enhance these skills by moving forward in developing the capacity of all teachers to comprehend and use student assessments in determining teaching directions. In 2018, we are beginning the journey of Visible Learning to further develop teachers ability to successfully use data to improve classroom practice and student learning. We have a good balance of experienced and early career teachers. All staff are engaged in planning their own professional development to improve their performance.

Leading

Within the leading domain, we believe we are **sustaining and growing** in the elements of leadership, school planning, implementation and reporting, school resources and management practices and processes. We are proud to be excelling with school resources with the use of school facilities optimised within the local community, to best meet the needs of students and the local community. The school leadership team effectively and clearly communicates school priorities and practices. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. We have a highly committed executive team and teaching staff and our direction for 2018 is to develop deeper engagement from all stakeholders, when possible, in the development of the vision, values and purpose for the school as well as having the school plan align more closely to local and system priorities and ensures responsiveness to emerging needs.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Reflective Learners

Purpose

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

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

Overall summary of progress

Overall the Reflective Learners team has had an effective year and have implemented many new strategies and activities successfully.

One of the biggest achievements this year would be the implementation of writing goals across the whole school. Robyn Wilde presented an engaging TPL for staff on writing. Staff were then able to use strategies that she demonstrated in their classrooms. Staff worked collaboratively about their individual success stories and were able to share strategies with other staff members. This whole school writing initiative then allowed for staff to promote individual goals in other areas of English as well as in mathematics.

The scheduled sessions to implement PLAN data ensures consistent teacher judgment and that all staff are entering the data at the correct times. Due to feedback given last year the PLAN letters were only sent home to students K–4. These letters were quite well received by parents K–4. Unfortunately, the parent sessions were unable to run due to no parents attending.

The reflective learners team felt that success was due to quality literature that the students are exposed to and a future direction for the Literacy team would be to develop book packs to go with writing programs that will be stored in a central location for teachers to be able to easily access. TPL sessions where staff are able to share their success stories, teaching ideas and strategies are well received by the staff.

The Positive Behaviour for Learning Team has had a successful year with implementing a few new ideas. The silver selection criteria worked well. The school mascot is well underway.

K–1 thoroughly enjoyed the participation of the Cooperative Learning and Social Skills Program. This will continue next year. Extending mindfulness to Year 2 students was received well by teachers, students and parents and will also continue again next year.

The EAL/D support within classroom has allowed for enormous gains to be made within Stage 1 with an emphasis on reading and writing. Individual gains were evident and there was a shift from basic to sound marks being attained in the end of school report. Teachers benchmarking students each term and utilising the Reading Recovery teacher and setting individual reading goals allowed for a rise in students receiving a sound or above in their end of year report. ES1 and Stage 2 has the Learning and Support Teacher targeting writing in small groups group as well as group problem solving in mathematics. Positive gains were made in this area. The Heather Harvey program continued with all students making gains in their individual reading levels and comprehension strategies. ES1 and Stage 1 utilised funds to target students sitting at a low sound in reports. Classroom teachers liaised with the support teacher discussing individual learning targets for those students and activities were devised to promote their knowledge and confidence in writing. Significant gains were made by many students as they shifted to a mid or high sound.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">80% of students demonstrating a growth of greater than 0.8 in NAPLAN.	We utilised the Equity for Socio-economic Background funding (\$14,434) to employ a teacher to work with targeted students K–6 (across the four school terms) to improve their	66.7% of students achieved the expected or greater than expected growth in reading. 63.8% of students achieved the expected or greater than expected growth in spelling. 72.5% of students achieved the expected or greater than expected growth in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 80% of students demonstrating a growth of greater than 0.8 in NAPLAN. 	literacy and numeracy skills. Specific programs were targeted depending on the needs of each class.	66.7% of students achieved the expected or greater than expected growth in reading. 63.8% of students achieved the expected or greater than expected growth in spelling. 72.5% of students achieved the expected or greater than expected growth in numeracy.
<ul style="list-style-type: none"> 80% of students receive a Silver Award and 20% of students receive a Gold Award in a calendar year. The Silver and Gold Awards reflect and recognise positive behaviour engagement. 	PBL Team \$2000	80% of students have received a Silver Award 14% of students received a Gold Award
<ul style="list-style-type: none"> 90% of students achieving cluster level benchmarks in literacy and numeracy. There are specific targeted programs to assist students, including the Stage 3 Intensive Reading Program and the Resource Allocation Model funding to students K–6. 	We utilised the Equity for Socio-economic Background funding (\$14,434) to employ a teacher to work with targeted students K–6 (across the four school terms) to improve their literacy and numeracy skills. Specific programs were targeted depending on the needs of the class. We also utilised part of the Equity for Low Level Adjustment for Disability (\$38,524) to employ SLSOs to run specific and targeted programs.	80% of students achieving cluster level benchmarks in literacy and numeracy.
<ul style="list-style-type: none"> Annual evaluation of teaching practice impacts on future programs and practices. 	QTSS allocation – 0.331 FTE (1.5 days per week)	The Performance and Development Framework was refined in 2017 and each stage had shared goals with their colleagues relating to the school plan and targets. A highly collaborative and positive culture has been established that is data driven and evidence based.

Next Steps

In 2018 Ermington Public School will:

- Further progress with the implementation process of Seesaw to further develop parent participation and involvement in their child's learning.
- Utilise the success of individual writing goals across more areas of English and other subject areas.
- Begin a collection of graded writing/ reading samples across the school to use in CTJ practices.
- Involve teachers in the transition from PLAN to Literacy and Numeracy progressions.
- Be involved in Visible Learning professional learning.
- Continue to use the Cooperative Learning and Social Skills Program as well as Mindfulness.
- Launch the school mascot
- Continue to review Positive Behaviour for Learning policies and procedures.

Strategic Direction 2

Engaged Learners

Purpose

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

Overall summary of progress

Professional learning on the integration of new technologies into the classroom was well received by staff. Parent workshops on the integration of technology into teaching programs and the use of technology by students received a positive response from the parents who attended. All teaching staff employ a variety of technologies to provide a rich, engaging and productive learning environment for their students. During 2017, most teachers reported the development of greater expertise and confidence in the use of technology. Flexible furniture (flip tables) were purchased for Stage 2 classrooms to enable more variety in the use of these learning spaces. A whole school scope and sequence for HSIE/History/Geography was developed and new teaching and learning programs were trialled, evaluated and aligned with the recently implemented syllabus documents. Year 5 students again participated in a project based learning tasks with students from other schools in the Marsden Learning Alliance. The project enhanced the students' collaborative skills and critical, creative problem solving skills. They enjoyed the opportunity to showcase their final products and appreciated the feedback they received. Project/inquiry based learning has been implemented across K–6 during 2017. Staff reported that over the course of the year students developed improved collaborative skills and were able to engage in project and inquiry based learning tasks more effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teaching staff using technology to provide a productive learning environment.	Professional learning sessions –external presenters (3D printing – \$2000) Casual relief – external TPLs \$2400	100%of teaching staff use a variety of technologies to provide a rich, engaging and productive learning environment. 74% of teachers agree they have developed greater confidence using technology during 2017.
<ul style="list-style-type: none">• 100% of teaching staff implementing project/inquiry based learning that meets the needs of all students. This is monitored through staff surveys.	Marsden Learning Alliance – \$6000	84% staff implementing project/inquiry based learning that meets the needs of all students.
<ul style="list-style-type: none">• Students engage and apply 21st Century learning tools to enhance learning outcomes. The monitoring of student work samples and assessment items will demonstrate these skills.	Flexible Furniture for Stage 2 Classrooms – Funded by the P&C	100% of students are using 21st century learning tools to engage with their learning.
<ul style="list-style-type: none">• Students demonstrate collaborative work skills, engaging in self-directed learning. The feedback from students and teachers will indicate the collegiality in the learning environments.		Students have developed greater collaborative skills over the course of 2017 and were able to engage in project and inquiry based learning tasks more effectively.

Next Steps

In 2018 Ermington Public School will continue to build the capacity of staff to effectively incorporate future focused fluencies into their teaching and learning programs. Professional learning opportunities will equip staff with the skills required to implement authentic project based learning tasks as well as effectively integrate new and emerging technologies into teaching programs. Key focus areas will be development of a K-6 'Future Focused Fluencies' scope and sequence and a K-6 'Project Based Learning scope and sequence, updating the K-6 ICT skills scope and sequence.



Strategic Direction 3

Quality Teaching

Purpose

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

Overall summary of progress

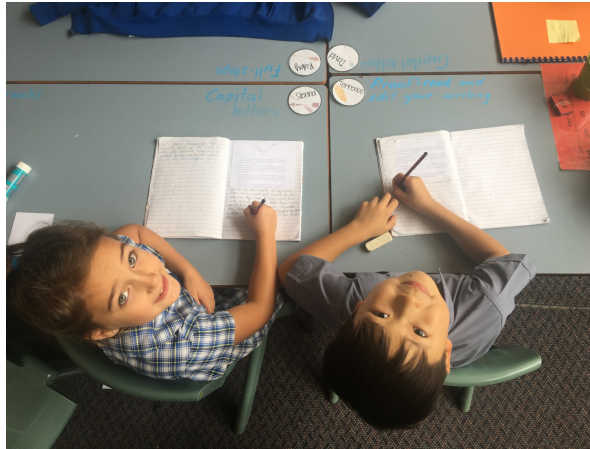
Ermington Public School has continued to ensure all teachers are up-skilled in the teaching of literacy and numeracy programs. This is achieved through professional development and collaborative planning and ensures students learning outcomes are maximized. Individual goal setting for writing was a focus and staff were involved in professional development with Robyn Wilde from the Primary English Teaching Association Australia (PETAA).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Differentiated teaching and learning programs using evidence based teaching practices and innovative delivery mechanisms. This is monitored through evaluations of teaching and learning programs. 	Collaborative Planning Days \$9000	<p>Differentiated teaching and learning programs were delivered across K–6. Teachers had the opportunity to analyse student’s work samples. Through collaborative planning teachers were able to plan engaging programs.</p> <p>Early Stage One and Stage One have implemented differentiated mathematics groups. Stage Two and Three have had students withdrawn by the Learning and Support Teacher to support their needs in mathematics.</p> <p>All staff use benchmark levels and PLAN data to guide their differentiated literacy groups.</p>
<ul style="list-style-type: none"> Teaching and learning incorporates conceptual programming in English and mathematics using current BOSTES syllabus documents and support materials. This is analysed through the monitoring of teaching and learning programs. 	English resources purchased, guided reading books focusing on levels above RR15. \$3500 Robyn Wilde TPL session \$1400 Anita Chin TPL sessions \$5000	<p>Teachers are implementing the K–10 English Curriculum with the focus on developing their students’ understanding of the concepts of English.</p> <p>Teacher professional development sessions have focused on introducing individual writing goals for students.</p> <p>Professional development sessions also included a focus on mathematical terminology, differentiation and scope and sequences.</p>
<ul style="list-style-type: none"> Full implementation of the Australian Curriculum accurately and effectively in all relevant curriculum areas. 		<p>100% of staff have implemented the new Australian Curriculum areas.</p> <p>Quality Teaching Framework elements are embedded in literacy programs. Teachers have had TPL sessions to discuss and share ideas associated with the QT framework.</p>

Next Steps

- In 2018, Ermington Public School will:
- To continue to improve Quality Teaching elements in numeracy programs across all stages.
- Finalise English Scope and Sequences– Writing, Grammar, Spelling
- Purchase a larger variety of guided reading texts for levels below RR15 to expose students to different texts



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Learning and Support Teacher \$3 293 • Aboriginal background loading (\$3 293.00)	PLPs evaluated and reports reflected each child's progress.
English language proficiency	EAL/D teacher • English language proficiency (\$23 731.00)	This is analysed and reported on by the EAL/D teacher. Any students that are not achieving stage expectations, are followed up with the EAL/D teacher.
Low level adjustment for disability	Learning and Support Team • Low level adjustment for disability (\$38 524.00)	PLPs are evaluated and information is passed on to the teacher for 2018.
Quality Teaching, Successful Students (QTSS)	QTSS allocation 0.331	Employed a teacher to release Executive teachers to support and mentor early career teachers and teachers on their stages. It was also utilised to implement observations of teaching practices as part of the Performance and Development Framework. All teachers involved in this process found it beneficial and supportive.
Socio-economic background	Teacher salary • Socio-economic background (\$14 434.00)	Review data on students in these targeted groups through common assessment tasks, PM benchmarking and PLAN data.
Support for beginning teachers	\$14 851	Ermington Public School had two teachers in their second year of permanency. We had several temporary teachers who were beginning teachers. Ermington Public Schools beginning teachers are presenting and programming effective lessons based on student needs and outcomes, with targeted support from their supervisors.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	256	241	225	231
Girls	225	218	222	216

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	95	95.5	95.2
1	96.5	95.9	94.8	94.5
2	97.5	95.9	97.6	93.8
3	96.3	95.5	96.6	97.2
4	96.6	96	95.3	94.8
5	98.1	96.1	96.7	96.4
6	96.1	95.8	96.5	93.5
All Years	96.9	95.8	96.3	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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

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

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

In 2017, Ermington Public School continued to employ online roll marking through the LMBR system. Monitoring attendance has improved with new systems and practices implemented and refined throughout 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.75
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	3.32
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	24

Professional learning and teacher accreditation

Professional Learning

At Ermington Public School, professional learning aligns with the school management plan and the school's strategic directions. All staff and the wider community are part of the process in formulating the milestones for the school plan.

All staff undergo mandatory professional learning programs that have built the capability of early career teachers, experienced teachers and the executive team. Professional development focused on the NSW

mathematics syllabus and updating teaching and learning scope and sequences, 21st Century Learning technologies and fluencies.

The staff were involved in mandatory training for CPR, Anaphylaxis, Child Protection, Code of Conduct and Emergency Care. In 2017, the Principal and School Administration Staff continued to be involved in LMBR training to further develop their skills.

Teacher Accreditation

Ermington Public School had two teachers commencing their second year of permanency. There are five teachers working towards their proficiency teacher status. We have nine teachers working at the 'Maintenance of Accreditation' level of the accreditation process. Early career teachers receive support at Ermington Public School from their supervisors and a beginning teacher mentor.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	240,202
Revenue	3,831,952
Appropriation	3,445,001
Sale of Goods and Services	12,964
Grants and Contributions	369,176
Gain and Loss	0
Other Revenue	0
Investment Income	4,811
Expenses	-3,676,051
Recurrent Expenses	-3,676,051
Employee Related	-3,273,933
Operating Expenses	-402,118
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	155,901
Balance Carried Forward	396,103

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,778,554
Base Per Capita	68,313
Base Location	0
Other Base	2,710,240
Equity Total	252,659
Equity Aboriginal	3,293
Equity Socio economic	14,434
Equity Language	125,305
Equity Disability	109,626
Targeted Total	48,543
Other Total	189,076
Grand Total	3,268,832

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 5 data includes our Opportunity Class students.

Year 3

In reading, 43% of students achieved in the top band compared to 29% of the state.

In writing, 26% of students achieved in the top band compared to 15% of the state.

In spelling, 39% of students achieved in the top band compared to 28% of the state.

In grammar and punctuation, 56% of students achieved in the top band compared to 36% of the state.

Year 5

In reading, 53% of students achieved in the top band compared to 18% of the state.

In writing, 32% of students achieved in the top band compared to 5% of the state.

In spelling, 49% of students achieved in the top band compared to 17% of the state.

In grammar and punctuation, 53% of students achieved in the top band compared to 22% of the state.

NAPLAN – Numeracy

The Year 5 data includes our Opportunity Class students.

Year 3

In numeracy, 35% of students achieved in the top band compared to 23% of the state.

In data, measurement and space and geometry, 35% of students achieved in the top band compared to 24% of the state

In number and patterns and algebra 30% of students achieved in the top band compared to 21% of the state

Year 5

In numeracy, 50% of students achieved in the top band compared to 13% of the state.

In data, measurement and space and geometry, 19% of students achieved in the top band compared to 12% of the state

In number and patterns and algebra 51% of students achieved in the top band compared to 14% of the state

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 'Find a School' box and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Throughout 2017 all stakeholders had the opportunity to participate in a range of surveys. We have mainly used google forms as the tool for implementation of the surveys throughout 2017. Some of the responses from the surveys are presented below.

- 90% of students in Years 4–6 try hard to succeed in their learning.
- 94% of staff 'strongly agree' or 'agree' that they are aware of the school's strategic directions and understand their contribution to the realisation of its outcomes. In 2018, we plan to have staff more involved with the new School Plan and trial structural change in strategic direction teams so staff are able to take more ownership with a range of areas in the new school plan.
- 67% of parents 'strongly agree' or 'agree' that communication practices between school and home are clear and efficient. In 2018 we will have a focus on improving communication practices between school and home.

Policy requirements

Aboriginal education

Aboriginal Education

Students at Ermington Public School consider Aboriginal and Torres Strait Islander culture and customs across the Key Learning Areas. In 2017, we had eight students that identifies as Aboriginal. Funding of \$3293 was provided to the school to support these students with their learning needs and goals. Personalised Learning Plans were developed in consultation with the parents/carers.

Aboriginal Education – NAIDOC Day

Aboriginal perspectives are regularly embedded into units of study at Ermington Public School. In 2017 we celebrated the NAIDOC theme of “Our Languages Matter” by learning some key phrases from the local Dharug language. Students came to school dressed in red, black and yellow clothes to pay tribute to the colours of the aboriginal flag and we enjoyed a performance by Aboriginal educator Fred Reid and his son Todd. Students from K–6 were able to learn about aspects of Aboriginal culture such as ceremony, food, dance, music and language. All Ermington Public School assemblies and formal functions begin with an acknowledgement of country to pay respect to the local Aboriginal people, their culture and heritage.



Multicultural and anti-racism education

Ermington Public School encourages our community to foster an atmosphere of respect, diversity and acceptance by embracing our multicultural diversity. This reflected in communication to parents/carers and through lesson content everyday classroom practices. The school had one Anti–Racism Contact Officer in 2017.

The English as an Additional Language or Dialect (EAL/D) program at Ermington Public School had 270 students from a Language background other than English in 2017. This makes up 60.8% of the school enrolment. These students are supported by a five day allocation of teaching staff with additional funding for English Language Proficiency through the Resource Allocation Model (RAM). The RAM funding supports

students by providing school learning support officers to assist in classrooms and small withdrawal groups.

Other school programs

Positive Behaviour for Learning (PBL)

Our school wide Positive Behaviour for Learning (PBL) continues to be implemented at Ermington Public School. It is a whole-school framework that includes positive strategies for teaching and supporting appropriate student behaviour, to create and maintain a positive school environment. Positive behaviour support for all students within the school is implemented in areas including the classroom and non-classroom settings (playground, walkways, bathrooms, etc.). This is achieved by developing proactive systems to define, teach and support appropriate student behaviours through our four school expectations: Show Respect, Do your Best, Be Responsible and Stay Safe.

In 2017, a number of initiatives have been introduced and funded to support the PBL framework. These include the Ermington Expectations passport, loyalty card system for Stage 3 replacing 'Caught you Being Good' cards, the Silver and Gold Award criteria, Silver and Gold celebrations and the 1, 2, 3 warning system. The PBL team also actively analysed and regularly presented data to staff, updated the data wall in the staff room, implemented a number of staff morale building initiatives across the school and updated the playground duty areas, expectations and bags.

A major initiative in 2017 was the School Mascot Competition. Students across K–6 participated in the process to design and select a School Mascot. The winning design will be printed on new PBL materials, new signage and represented as a soft toy. This year, 97% of students received a bronze award, 80% of students achieved a silver award and 14% of students were awarded their gold award.

Sport

At Ermington Public School, students are provided with opportunities for participation in sport at school, zone and area levels. The school sport program aims to provide students with activities that cater to their needs and interests as well as providing a healthy balance between physical exercise and leisure.

Sports Carnivals

The swimming, cross country and athletics carnivals were held at Granville Swimming Centre, Ermington Public School and Dunbar Park respectively. These were enjoyed by the students and produced a strong level of competition. From these carnivals, students were selected to participate against other schools in each of the zone carnivals. 26 students represented Ermington at the zone swimming carnival, 67 at the zone cross country carnival and 53 at the zone athletics carnival. Some of our students then went on to

represent Ryde Zone at the Sydney Area Carnival and performed commendably.

PSSA

Students participate in competition within the school and through representation in the Primary Schools Sports Association (PSSA) competition. Students in Years 3–6 competed against other schools in the Ryde Zone through the PSSA competition in Softball, T-ball, Cricket, Volleyball and Newcombe Ball (Summer) as well as Soccer, Netball, Tiger Tag and AFL (Winter).

School Sport

Students in Years 3–6 who did not choose to participate in the PSSA sports were able to participate in a variety of sports at school that included Newcombe Ball, T-Ball, Table Tennis, Fitness, Tiger Tag, Bin Ball and Mini Tennis. Students rotated between sports every two weeks. These students also participated in dance for 30 minutes each week.

Using the Sporting Schools Grant, the school purchased a golf kit and hired a professional golf coach to teach a group of School Sport students. The Kindergarten to Year 2 sports program focused on movement, gross motor skills, gymnastics and the development of skills necessary for participation in physical activities and games.

Gymnastics (Years K–6) programs were conducted by a specialised company who taught sequential lessons on a weekly basis over a term. Students participated in age appropriate activities, where the use of technology and highly interactive equipment ensured enjoyment and success for all. The program enabled children to develop the strength, skill and confidence to complete gymnastics routines in a safe environment.

Swim School

Students from Stages 1 and 2 were involved in two week swim school lessons at Granville Swimming Centre. The intensive learn to swim program develops water confidence and provides students with basic skills in water safety and survival.

NSW Premier's Sporting Challenge

The NSW Premier's Sporting Challenge is a NSW government initiative that aims to engage young people in sport and physical activity and encourages them to lead a healthy and active lifestyle. The students were challenged to engage in physical activity every day for a period of ten weeks. Overall the school achieved Gold status for 420 minutes of physical activity each week. The teachers adopted a variety of strategies to help engage our students in this challenge. The staff participated in the challenge which gave them a chance to focus on their own health and well-being. It provided a great opportunity for our staff to be seen as healthy advocates and mentors.

Ermington Public School aims to develop sportsmanship and provide a balance between skill acquisition and appropriate competition. The school

recognises and greatly appreciates the support of parents in transportation, assistance at events and encouragement of students in their sporting endeavours and development.

Student Representative Council (SRC)

The Student Representative Council had another successful year. The students involved in the SRC meet regularly to discuss issues and initiatives around the school. Any issues or suggestions made by class representatives at the meetings are then discussed, and when required, discussed with the Principal. They conducted a highly successful fundraiser for the Cancer Council and introduced a brand new initiative called the Social Club. The Social Club was run at lunch times to provide a safe, fun and supportive environment for students to socialise with students from across the school.

String Ensemble

The Ermington Public School String Ensemble comprises of students in Years 3–6. In August the strings performed in The Banksia Concert as part of the combined strings at The Festival of Instrumental Music at the Opera House. They also impressed local audiences throughout the year at school assemblies, including the school's Presentation Day assembly. In November, two talented Year 6 string students were chosen to perform as part of a small ensemble accompanying the combined choir at the Epping Music Festival at The Concourse in Chatswood.

Chess

In 2017, there were two teams of our students who represented Ermington Public School in the Local Area Chess Competition with two divisions. There were 30 students who attended the Chess trials and demonstrated great knowledge and desire to represent the school. Both teams did extremely well, with our A Team winning one of the Local Competitions and competing in the local final. The team was successful and travelled to compete in the Sydney Area Chess competition. The team members performed admirably. The school appreciates the support of the teachers and parents who made it possible.

Banksia Concert

All students in 6B and 6C learnt play the recorder this year. They have played at the Education week assembly and 40 children were chosen to represent the school in the Instrumental Concert at the Opera House in Term 3. They had to learn to play three pieces of music by heart. They were in 4 groups – descants 1 and 2, trebles 1 and 2. They worked very hard to learn all the music and were wonderful representatives of our school.

Public Speaking

Two of our students were given the opportunity to participate in the Multicultural Perspectives Public

Speaking Competition. The first stage of the competition was held at school and involved all Stage Two and Three classes. From the competition, two students were selected to represent the school at the Local Finals which was hosted by our school for the first time in 2017. This competition allowed students to demonstrate their capabilities as speakers as well as their knowledge and opinions on a diverse range of topics in relation to multiculturalism. The competition comprised a prepared and an impromptu section, with students relishing the opportunity to present an impromptu speech that tested their abilities. The students performed well and found it an excellent experience to further their public speaking skills.

3–6 Performance Dance Group

The Senior Dance Group provides primary aged students with the opportunity to learn a choreographed dance. 2017 marked another successful year for the dance group. There were 22 talented students who participated in the Senior Dance Group, two of which were boys. They performed an Irish dancing piece to 'Siamsa' from Michael Flatley's Lord of the Dance. Students have been given a variety of opportunities to perform this piece at a range of venues and concerts across Sydney, as well as various school events. They were the opening item at The Ryde Schools' Spectacular at the Sydney Opera House. Two students were selected to lead the finale at the Ryde Schools' Spectacular. The Senior Dance Group also competed at the Battle of the Primary Schools at Marsden High School and were awarded second place in the competition. Through participation in the dance group, students developed their performance skills, commitment and discipline and most importantly had fun!

Year 1 and Year 2 Dance Groups

The Year 1 Dance Group consisted of 14 students and the Year 2 Dance Group consisted of 13 students. The Year 1 Dance Group performed to 'Hair Up' and the Year 2 Dance Group performed to 'Hard Knock Life'. They both performed at the Sydney North Dance Festival at the Glen Street Theatre, from Friday 23rd June – Friday 30th June. Their performances were a rehearsal, matinee day performance and night performance. Both Dance Groups also participated in the Marsden High School Battle of the Primary Schools Eisteddfod on Tuesday 22nd August. The Year 2 Dance group came second in their category. The dance groups both performed at several assemblies and events throughout the year at Ermington Public School.

Reading Recovery

Ermington Public School participated in the Reading Recovery program. Reading Recovery is a research-based intervention that targets Year 1 students and helps them to improve their literacy skills. The program identifies students who experience difficulties after their first year of school and provides them with intense, individually designed and delivered series of lessons for 30 minutes each day with a trained Reading Recovery teacher. When the students complete the Reading Recovery program, they gain

independence in reading.

Aerobics

2017 was a very successful year for the aerobics program at Ermington Public School with four teams consisting of 30 students from Yrs 3–6. The teams achieved excellent results in all competitions. The athletes trained early mornings and lunchtimes up skilling their routines to all reach the School Aerobics State Finals at Sutherland Entertainment Centre. The Fitness Team and Future Legends were State Champions in their prospective sections. The Open B and Primary Aerobics teams performed their finest at this very competitive championships. Three out of the four teams gained entry from their results into National Level which took place at the Convention Centre on the Gold Coast. All teams represented our state with pride and competed in very high levelled sections. The Fitness Team received a silver medal with the remaining teams placing just outside medal contention. A very successful year of aerobics for all students and families involved was experienced throughout 2017.