

Ermington West Public School

Annual Report



2017



4125

Introduction

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

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

Shannan Judge

Principal

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Message from the Principal

Staff as Lead Learners

This year Miss Kim teamed up with Miss We and ensured Kindergarten had the chance to grow, play and learn in a classroom where always trying your hardest is valued. Mrs Simic and Mrs Lam certainly showed Stage One that determination, a growth mindset and encouragement from friends can go a long way. We welcomed Miss Britten and Miss Tebbutt to Team EWPS. Both teachers were recognised for their teaching potential as part of the NSW Department of Education's Targeted Graduate program. I would like to congratulate both teachers on their completion of their first year of teaching. Mr Bailey and Mrs Hutchens completed their second year as team mates, and are an example of the positive impact of mentoring beginning teachers, as well as team teaching.

Miss Elias provided targeted support and mentoring across K–4 this year, benefiting many students from her knowledge of explicit teaching in literacy. Our students engaged in learning across the curriculum with art lessons with Mrs Hunter, science lessons with Mrs Lucas, Korean language with Ms Shin and Ms Lee and in PE with Jared and Steve from Got Game. Our student learning support officers, Mrs Richardson and Mrs McLeod worked tirelessly to provide individual and small group support for students.

Mrs Neilson, Mrs Chambers, Mrs Collins and Mrs Fenton form our office team and are responsible for keeping the wheels turning. Our office team provided administrative, financial, student and parent support to the school and I appreciate their hard work and dedication to Team EWPS.

Beginning teacher support has been a major focus this year with the school receiving almost \$90 000 for our teachers in their first two years of teaching. Mrs Simic has coordinated this program and mentored beginning teachers. I would like to acknowledge the work of Mrs Simic in this, and I know all of the teachers have valued the time they spend together on a Friday. Mrs Simic was selected to complete the PESG – Lead program: a two year initiative of high-level professional learning and accreditation at Lead teacher upon submitting a body of evidence.

The External Validation process undertaken this year revealed the journey the school has been on for the past three years. All teachers were involved in the identification, annotation, and analysis of the 2015–2017 school plan. Our validation at Excelling for 11/14 areas is a testimony of our outstanding team.

Partnerships in Learning

Our partnerships in learning start with our relationships with families. It is always our priority to engage, inform, and collaborate with families in the learning process of their child(ren). We would like to thank all of the parents who have

attended learning conferences, open classrooms, school events, helped in the classroom, supported learning at home and shown how students can only benefit when they have home and school working together.

The P&C Association have continued to work in partnership with the school: from interactions in the playground, meetings, grant applications, introducing a new uniform, fundraising and school events and contributions to our External Validation panels. All members of the executive have juggled responsibilities at home, work and for the school. I would like to personally acknowledge the work of Louise Nicholson, Shannon O 'Keeffe, Alanna Pavey, Trish Tillard and Lisa Heys.

Additionally, thank you to Tina Pandoulis and Jeni Siström for leading the Mother's Day and Father's Day activities, Dolly Abboud and Naciye Bottos for resurrecting the canteen, Kylie Smart and Lana Hamley for their work in the uniform shop and to the members of the P&C who have attended meetings and provided insights into how the school can better operate.

We continued our learning with the Cumberland Community of Schools, with many initiatives running successfully across the year. Of note, the student leadership day initiated by Mrs Hutchens and Mr Bailey, which will now continue important leadership development for students across 11 schools. The combined staff development day saw many positive additions to our student wellbeing program and allowed 375 teachers to engage in research on positive education strategies. The CoSFest film festival was a great success. Thank you to the families who attended, as well as Miss Britten for her leadership of this program.

Kids Curriculum saw many partnerships develop and thrive. We enjoyed a visit from David and Betty from MKR through the support of Reckitt Benckiser. The kitchen cart they purchased for us has been an invaluable addition to the Kids Curriculum program. We have been supported through the work of volunteers, organisations and agencies, including the RSPCA, Commonwealth Bank, Atlassian and Australian Rugby League.

Our partnerships through the Korean Language program saw our students receive second prize for their dance contribution at the Korean Performance Contest. I would like to thank Ms Shin and Ms Ko for their work this year in teaching students from K-6 and the opportunities thus provided.

Students as Leaders and Learners

Our students have shown that the future is in very safe hands. They are friendly, caring, determined, passionate, witty and reflective. You can walk into any classroom, at any time of the day and each and every student will be able to tell you about their learning and why it is important.

Our students lead programs and projects well beyond their years. They teach electives, sometimes to students older than themselves. They speak to parents, visiting schools, Members of Parliament, businesses and the media with ease and pride in their school. Our students represent Team EWPS at sporting, cultural, and leadership events and always seem to stand out from the crowd. It is for them, and because of them that families and staff are so invested in the school.

The expertise of teachers, support of families and willingness of students to work hard, listen to feedback and apply this to their learning is why we have seen such impressive gains academically. The 2017 NAPLAN data and Scout reports confirmed what we already knew: our K-2 literacy and numeracy programs are closing the gap and setting students up for future success.

These results reveal a bigger story at play, where what is best for students is the key factor in all decision making. Students with a strong sense of belonging and empowerment in learning have greater academic success. It is, therefore, safe to say that the achievement of students shows the positive culture of the school for all.

School background

School vision statement

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

We are Creating the Future Together!

School context

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

Our students are the leaders of the future. They:

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

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

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

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

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

Self-assessment and school achievement (for schools participating in External Validation)

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

Validated at Excelling for:

- Learning Culture
- Wellbeing
- Curriculum & Learning
- Assessment & Reporting

Validated at Sustaining and Growing for:

- Student Improvement Measures

Teaching

Validated at Excelling for:

- Effective Classroom Practice
- Data Skills and Use
- Collaborative Practice
- Learning and Development

Validated at Sustaining and Growing for:

- Professional Standards

Leading

Validated at Excelling for:

- Leadership
- School Planning, Implementation & Reporting
- School Resources

Sustaining and Growing for:

- Management Practices and Processes

Our self-assessment and the external validation 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

All Staff are Lead Learners

Purpose

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

Overall summary of progress

This year was the first year in which beginning teachers were given an allocated two hours weekly to work with another beginning teacher with similar PDP goals under the guidance of a mentor. The staff worked collaboratively and also had individual time to help build teacher capacity which in turn impacted on student learning. Teachers have completed their second year of the PDP cycle. One of our aspiring leaders was successful in being appointed to the position of assistant principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Formal coaching and mentoring provides the high proportion of beginning teachers with the support they need in the early years of their career.	Beginning teacher funds: \$95 551 QTSS mentoring time: 0.272	All teachers benefited from time spent each Friday with the AP mentor. Three teachers completed their Accreditation documentation during this time. Teachers received personalised learning at their point of need.
Career development and leadership opportunities are an essential aspect of the school professional learning culture.	Leadership Development Initiative – LDI Lead mentor program \$6500 Primary Executive Support Group Lead Program – PESG LEAD	The principal (as a mentor) and assistant principal (as a participant) attended professional learning involving accreditation at a higher level. This led to the Beginning Teacher program described above. These programs (LDI Lead and PESG – LEAD program) continue in 2018. Capacity Building program saw a focus on developing the skills of aspiring leaders. In 2017 this occurred through school leadership meetings, planning days, our coaching and mentoring program and professional learning. The capacity of school leaders was also developed through the school's participation in External Validation.

Next Steps

In 2018, we will continue the beginning teacher mentoring time focusing on building teacher capacity to continue to improve student outcomes. Our school will continue its professional learning community and strengthen these ties through targeted professional learning experiences. The school leadership team will be strengthened through the appointment of an additional assistant principal and teachers interested in developing their leadership skills. The newly appointed AP will participate in the Leadership Development Initiative – Highly Accomplished program with the principal as a mentor.

Strategic Direction 2

Partnerships in Learning

Purpose

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

Overall summary of progress

This year we continued to engage all families in the learning culture of our school by keeping them updated on their child progress through semester reports, learning conferences, social media, face to face meetings and phone calls. Teachers built on their capacity by collaborating with students and staff from our Cumberland Community of Schools. We developed and maintained partnerships with organisations and agencies from the broader community to continue to provide our students with a dynamic and innovative curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of families engaged in the learning culture of the school.	Subscription to School Interviews \$195 Playtime \$6400	Parent – 92% of families attended learning conferences throughout the year with a tracking sheet used to record when these occurred P & C representation (24 members out of 93 families, representing 26% of the school community) Increased involvement of parents assisting in classrooms. A high proportion of parents engaging with the school on Twitter. Consistent attendance at Playtime, and interest from families outside the school.
Teachers will systematically collaborate within our community of schools to improve outcomes for students.	Term 3 SDD – Education Changemakers – \$800 Casual days x 5 \$2000.00	The school is well on the way to achieving this goal, with future plans of Cumberland Community of Schools to ensure ongoing and regular collaboration.
The school will be recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.	\$8500: Kids Curriculum \$23 500: Donation from Reckitt Benckiser for a cooking cart	The school benefited from the involvement of external agencies. In 2017, the RSPCA, Reckitt Benckiser, My Kitchen Rules, Atlassian, Arrunga Aged Care, Possum Patch and Active Kids early learning centres, ex-prac students, a retired principal, PlayNRL, Commonwealth Bank and Royal Life Saving support our students through our Kids Curriculum program.

Next Steps

In 2018 we will continue to strengthen our partnerships with local agencies and organisations by offering them roles in our Kids Curriculum. We will build on the capacity of all staff members by developing a collaborative professional learning network with the schools from our Cumberland Community of Schools, which all teachers will be involved in. Additionally we will continue to involve parents and carers in the learning progress of their children by creating digital portfolios that can be accessed regularly.

Strategic Direction 3

Students as Leaders and Learners

Purpose

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

Overall summary of progress

Over the previous three years students have had increasing leadership opportunities at EWPS. This year through Kids Curriculum students have taken on leadership of learning electives. 5–6 students have also had opportunities such as the Kids Ambassadors Team, Learning Ambassadors Team and CCC Leadership Days, to further develop and refine their leadership skills. Adapted electives through Kids Curriculum have also begun among K–2 students and staff. All students are now experiencing differentiated learning experiences as a natural part of the learning at EWPS. Programs such as Arrunga, Active Kids, RSPCA, Water Safety, Coding etc have further developed student potential to be confident, creative and informed citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show one year's worth of progress for one year's learning.	\$2400 for casuals so that teams could analyse data.	(Mapping one years progress for each child) Years K – 4 students progress clusters 1 – 2 clusters. Years 3–6 progress 1 cluster. Naplan data was used to predict growth and effect size. Internal data including pre and post assessments, L3 & TENS were used to monitor student growth.
Enhanced formal processes for students to engage in leadership development.	\$500 for Leadership Day & Parliament	Students were involved in leadership roles within the school (captains, clubs, teams). Student lead electives. Learning ambassadors team actively facilitated learning conversations and feedback sessions in the classroom. Students participated in Bennelong STEM Challenge, KAT Team and Community of Schools Leadership Day.

Next Steps

In 2018 a schedule for students to meet with a student/teacher mentor on a regular basis will be established. With the support from staff, the learning ambassadors team will review and redevelop the current extrinsic reward system within the school. Staff attend relevant training on positive psychology techniques and implementing these in a variety of school contexts to support student intrinsic motivation and leadership opportunities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9546.00	NAPLAN data analysed for expected growth (Yr 5 students). Mid term PLAN data analysed to monitor the learning progress of indigenous students. Final meeting with families to discuss the personalised learning plans and future needs of students. Feedback from individual students about their progress and opportunities for learning and leading.
English language proficiency	FTE – \$60 944.00 Flexible Funding – \$18 231.00	The FTE equivalent was used as support funding for a teacher three days a week. with the flexible funding utilised for additional teacher relief in order for stage teams to plan and evaluate collaboratively.
Low level adjustment for disability	FTE – \$30 472.00 Flexible funding – \$18 993.00	The FTE was utilised for creating an additional teaching position. The flexible funding utilised for additional teacher relief in order for stage teams to plan and evaluate collaboratively.
Quality Teaching, Successful Students (QTSS)	FTE – 0272 (\$23 000)	The FTE was used to release the beginning teacher mentor one day a week to work with the significant number of beginning teachers in the school (7/8). Each teacher received mentoring aligned to their professional goals and point of need.
Socio-economic background	\$23 075 • Socio-economic background (\$11 537.50)	The flexible funding here was used for Got Game PE lessons (0.2) During this time, stage teams met to plan and evaluate collaboratively. Evidence of success is in the quality of interactions between stage teams, programming and lesson implementation, classroom observations and student assessment items.
Support for beginning teachers	\$ 88 826.00	Beginning teachers received two hours of mentoring each week, based on their professional learning goals, and point of need. They all attended a two day conference in Melbourne run by the Education Changemakers where they learnt from educators from all sectors.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	80	78	82	77
Girls	71	64	69	80

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	93.1	94.7	95.4
1	95.8	93.3	94.8	95.6
2	94.9	93.8	94.3	97.6
3	94.6	95.1	93.8	95.4
4	95.5	91.5	97.1	95
5	96.1	95.6	94.9	97.4
6	95.3	93.6	93.8	95.1
All Years	95.4	93.7	94.7	95.8
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

Student attendance is monitored regularly by the classroom teachers and the school leadership team. Our school has higher than state attendance rates across all years. Students whose attendance is causing concern are discussed at Learning Support meetings, and an individual attendance plan formed, which includes measures for positive engagement, communication with families and a proactive approach to ensuring students are at school, on time, every day.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	11.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Ermington West Public School has no staff who identify as Indigenous.

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	0

Professional learning and teacher accreditation

Professional learning in 2017 has allowed all staff to learn, practise and refine their skills. The Term 1 Staff Development Day, run by Corwin ensured teachers understood the role of quality feedback in student learning. In addition, in May four teachers attended the two day Dylan Wiliam Thinking and Learning Conference, meaning that all teaching staff at the school have received instruction from the leading expert in Formative Assessment. In the September holidays, the majority of teaching staff attended EC17 – The Education Changemakers Annual Event, with Mrs Hutchens and Mrs Judge running a workshop on Kids Curriculum at the event.

Stage Two and Three teachers completed the 'Mathematics building blocks for numeracy' online modules, and this learning ensured students were receiving differentiated learning based on their present skillset in mathematics. All K–2 teachers attended L3 training, with Miss Kim, Miss We and Mrs Simic attending their first year of this course. Mrs Lam has completed her second year and as such is now an accredited L3 trained teacher.

We joined our community of schools, Cumberland Community Connections for Staff Development Day in Term 3, for a full day workshop on Positive Education. This professional learning immediately impacted students, with teachers scheduling wellbeing lessons as part of their timetable and adopting a variety of approaches to support students.

Mrs Simic successfully applied for the Primary Executive Support Group – Lead program (PESG–Lead) and is working on her Accreditation at Lead submission. At present, two teachers are awaiting the processing of their Accreditation submission. All teachers employed by the NSW Department of Education prior to 2005 are on track for receiving their "Proficient" teacher status in 2018.

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	36,124
Revenue	2,499,809
Appropriation	2,330,942
Sale of Goods and Services	0
Grants and Contributions	168,251
Gain and Loss	0
Other Revenue	0
Investment Income	616
Expenses	-2,393,002
Recurrent Expenses	-2,393,002
Employee Related	-2,162,492
Operating Expenses	-230,510
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	106,807
Balance Carried Forward	142,931

Financial accountability at Ermington West PS is maintained through:

- systems to monitor the income and expenditure of funds, including use of SAP reports by the administrative manager(s), the principal, and the school executive. In addition, the employment of a business coach one day per fortnight has ensured that financial planning is a regular occurrence, with forecasting projected spending factored in to finance meetings.
- casual salaries were higher than previous years, and beginning teaching funds shows funds available. We anticipate these will be expended in CEPS statements, as these are considerably in arrears.
- Funds available are all accounted for in orders pending or capital planning.

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	1,372,875
Base Per Capita	23,077
Base Location	0
Other Base	1,349,799
Equity Total	161,261
Equity Aboriginal	9,546
Equity Socio economic	23,075
Equity Language	79,175
Equity Disability	49,465
Targeted Total	99,282
Other Total	592,223
Grand Total	2,225,641

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. Ermington West PS teachers use NAPLAN results as a measure of progress for individual students as well as cohorts of students. NAPLAN results are compared with both formative and summative assessment in order to make adjustments to teaching and learning programs.

The analysis of internal and external performance measures to determine the effectiveness of teaching is an integral component of practices at Ermington West Public School. Our focus has been on raising the number of students performing in the top two bands.

Reading:

53% of Year 3 students demonstrated proficiency, compared to 23% in 2016

32% of Year 5 students demonstrated proficiency compared to 25% in 2016

Writing:

53% of Year 3 students demonstrated proficiency, compared to 23% in 2016

17% of Year 5 students demonstrated proficiency compared to 0% in 2016

Spelling:

47% of Year 3 students demonstrated proficiency, compared to 27% in 2016

39% of Year 5 students demonstrated proficiency compared to 13% in 2016

Punctuation and Grammar:

58% of Year 3 students demonstrated proficiency, compared to 19% in 2016

28% of Year 5 students demonstrated proficiency compared to 19% in 2016

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	5.3	5.3	10.5	21.1	10.5	47.4
School avg 2015-2017	10.2	11.5	24.2	16.7	8.7	28.8

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	21.1	21.1	26.3	26.3
School avg 2015-2017	9.1	9.5	27.8	16.7	19.2	17.8

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	26.3	21.1	36.8	10.5
School avg 2015-2017	7.1	14.7	21.1	22.5	20.6	13.9

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	10.5	31.6	5.3	42.1	10.5
School avg 2015-2017	0.0	9.3	36.5	17.2	27.0	10.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	11.1	22.2	11.1	27.8	5.6	22.2
School avg 2015-2017	5.8	9.5	24.0	29.5	19.8	11.5

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	21.1	26.3	21.1	10.5	21.1
School avg 2015-2017	4.4	21.5	25.2	19.6	15.8	13.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	16.7	11.1	11.1	22.2	11.1	27.8
School avg 2015-2017	5.6	7.9	28.2	29.5	15.7	13.2

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	22.2	16.7	27.8	16.7	16.7	0.0
School avg 2015-2017	11.5	13.9	41.6	21.6	11.5	0.0

Numeracy:

42% of Year 3 students demonstrated proficiency, compared to 12% in 2016

28% of Year 5 students demonstrated proficiency compared to 20% in 2016

Percentage in Bands:

Year 3 - Numeracy

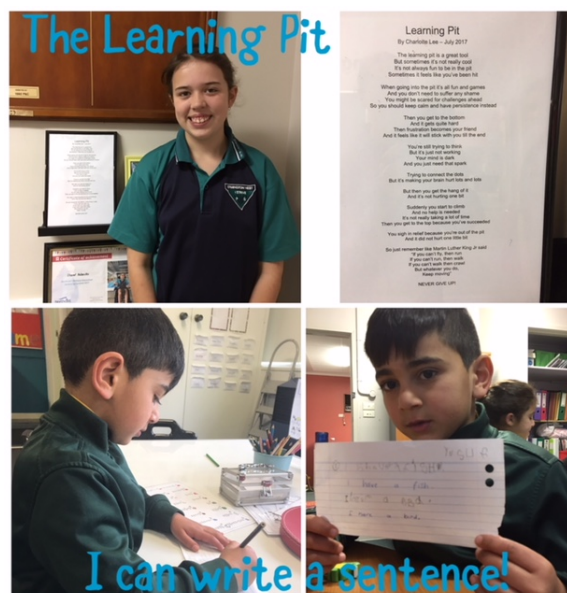
Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	31.6	21.1	10.5	31.6
School avg 2015-2017	7.2	19.3	28.0	21.9	10.0	13.8

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	5.6	22.2	33.3	11.1	11.1	16.7
School avg 2015-2017	4.1	18.0	40.1	16.0	14.0	7.8

Reporting on the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands would breach the confidentiality of individual students due to the percentage of indigenous students enrolled.



Parent/caregiver, student, teacher satisfaction

Partnership in education with families is highly valued and respected at Ermington West PS. Throughout 2017 families have maintained a high level of involvement in school decision making, educational delivery and participation in activities to support the school. Families were asked to provide feedback using De Bono's Six Thinking Hats. The following is a summary of the responses:

What do you know about EWPS?

- EWPS is a fantastic little school with so many wonderful initiatives and a great community feel
- The school has a lot more money now than back when I studied here in the 90s, but has always had the smartest and (at times) friendliest teachers
- I know that each child has equal support, there is no bullying and everyone is accepting
- It is an excellent school for young learners who want to co-operate and socialise with peers in collaborative learning opportunities like Kids Curriculum and STEM
- Children and parents have support and a listening ear when needed

What are our most valuable programs or practices?

- Kids Curriculum
- Kids in the Kitchen
- Gymnastics
- Teaching and Counselling
- Art classes
- Got Game
- My child likes learning outside

How do you feel about EWPS?

- I feel very lucky to have my kids here. The support has been phenomenal for my children.
- I am grateful for the education my family has received from EWPS, dating from 1994–2017. May the next generation learn and grow – we Strive our Best
- I love our little school and everything it has to offer. Blessed to have my kids here!
- Really happy and proud that my child attends EWPS
- I feel like EWPS is a school where every child gets the education they need
- We love the community spirit of the school! Community is an essential part of life

Do you have any suggestions about new initiatives we could try?

- Codeclub.org.au
- School walking bus
- Bike club
- Chess
- Have students ring the bell again
- I would love to see the library brought back to life, perhaps the children can be shown how you get information through books not just the internet

How can we improve in teaching, learning and leading?

- Encourage students to ask more questions
- Build up student confidence through teamwork and leadership activities
- Do you know a student that can help? Teach another
- Empower students to try something new, different and challenging
- Encourage school to lead and role model consistently
- Communication channels towards parents and students – communication is key in many areas of our kids' lives
- Communicate with parents as soon as possible if there are any concerns about a child, or if they start slipping behind. I would like to know so I can help them succeed
- Utilise SchoolStream as the main communication channel, especially uploading school notes there
- Introducing specialised music classes

Overall, families see the school's programs as being supportive. The school is seen as an accepting and inclusive school where all students are accepted. Parents feel welcome in the school and have conveyed that the school culture creates a positive ethos which underpins all that goes on at Ermington West PS.



Policy requirements

Aboriginal education

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

For each of these students all classroom teachers develop Personalised Learning Plans, taking into account each students own unique abilities, interests and strengths. PLPs are developed in consultation with indigenous student's family, classroom teachers and updated regularly. The PLP is stored on the school Google Drive, so all staff have access to the goals. This is in keeping with our philosophy that we are all responsible for all students.

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

Multicultural and anti-racism education

Ermington West PS services a diverse student population, with 68% of students representing languages (other than English). All staff are committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Understanding diversity, understanding culture and intercultural understanding form part of the school's approach to multicultural education. Ermington West PS is committed to eliminating racism through educating students, teachers, parents and involving the whole school community. The school adheres to the principles of the anti-racism policy to detect indicators of racism in schools, understand its effects and implement strategies for countering racism.

