

Emerton Public School

Annual Report



2017



4422

Introduction

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

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

Nathan Smith

Principal

School contact details

Emerton Public School

Hindemith Ave

Emerton, 2770

www.emerton-p.schools.nsw.edu.au

emerton-p.School@det.nsw.edu.au

9628 6367

Message from the Principal

It is with great pleasure that I present the Emerton Public School 2017 Annual Report. The report gives an overview of the school and provides parents and the community with information about the school's educational performance, development and additional activities, which extend the students' opportunities beyond the classroom. The achievements and progress against the school determined strategic directions are also outlined along with a summary of the financial operations within the school.

At Emerton Public School, the learning environment is rich and stimulating and all students are given the opportunity and encouragement to grow and develop to reach their individual potential academically, physically and socially. The school is fortunate to have a highly qualified and dedicated team of new and experienced teachers and support personnel. They are collaboratively committed to providing a rich and diverse school curriculum, which is engaging and challenging to meet student needs and develop each individual child.

Our goals over these coming years aim to raise the achievement of all students by building on our wellbeing practices, improving our work in connecting children with the world of information through improved use of technology and by creating flexible learning opportunities and spaces. We aim for all children to be more than recipients of their education, to become more visible in the design of what and how they learn. This is significant new learning for us as a staff team and student body and I am extremely excited at the journey we undertake and the innovations that will inspire learning in our children.

I congratulate our hard working staff and community, who have shown great agility, professional commitment and willingness to work in this new space and look forward to continuing this work over the coming years.

After 8 years of service as the Principal of Emerton Public School, I would like to take this opportunity to congratulate Mr Kel Atkins on his retirement from the Department of Education in 2017.

Nathan Smith

School background

School vision statement

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

School context

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

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

Specialised music, cooking and gardening programs run alongside and support quality teaching of English, Mathematics and other Key Learning Areas. Support for individual students is provided through targeted programs, including English as an Additional Language or Dialect (EAL/D), support programs for students with learning difficulties, an Aboriginal in-class tutoring program (Norta Norta) and a Reading Recovery program. The school also provides access to speech and occupational therapists. Emerton Public School continued with the Early Action for Success initiative in 2017 and maintained an Instructional Leader at Deputy Principal level who led the improvement of teacher learning with a view to improving student learning outcomes in Literacy and Numeracy for Kindergarten to Year 3.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

In the domain of Teaching, we have continued to focus on collaborative practice for staff members as well as the regular use of data to inform planning and future school directions. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Importantly, staff are developing evidence based practice through their reflections and evaluations of collective work. Teachers have begun to demonstrate more responsibility in working towards the school goals.

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

Our self-assessment process will assist the school to refine 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

Quality Teaching

Purpose

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

Overall summary of progress

Teachers worked with school leaders to confidently develop effective teaching programs using the English and Mathematics Syllabuses. Teachers demonstrated a clear understanding of and utilised a range of assessment strategies in literacy and numeracy.

All teachers worked with school leaders and collaborated with staff in Professional Learning Cells to share their expertise in the areas of Growth Mindset, Formative Assessment and Behaviour Management to develop efficient teaching programs, refine teaching practice and effectively use assessment data to inform and modify their teaching and learning programs to improve student outcomes in literacy and numeracy.

Teachers developed more effective teaching plans and assessment strategies by continuing to work with school leaders to effectively implement Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Highly effective teachers who are more able to implement high quality teaching learning strategies.		<p>Teachers and executive staff formed Professional Learning Cells, which addressed the goals of teacher's PDPS. The PL Cells addressed the areas of Formative Assessment, Behaviour Management and Growth Mindset. Staff shared their expertise to provide professional development in these areas so that teachers can utilise high quality teaching and learning strategies.</p> <p>Teachers used a range of Formative Assessment strategies to inform their teaching programs and practice.</p>
<p>Improved student learning outcomes:</p> <p>K–2 as measured by EAfS targets (ie 80% by 2017)</p>	<ul style="list-style-type: none"> • \$50,000 (0.458FTE Reading Recovery allocation) • \$54,000 (0.5FTE additional literacy support) • \$22,000 (0.2FTE additional RFF) 	<p>All K–2 staff and 3–6 were continuing to implement Targeted Early Numeracy (TEN).</p> <p>Teachers collaborated to develop differentiated lessons and assessments in both literacy and numeracy. Two Reading Recovery teachers were utilised to support students who were struggling with reading.</p> <p>Teachers had opportunities for across the stage Writing Consistent Teacher Judgements (CTJs) during additional RFF time. Teachers analysed writing samples together, collated data and used this information to inform their teaching and learning programs.</p>
<p>Improved student learning outcomes:</p> <p>Years 3–6 75% of students on Literacy continuum in Reading Texts and Aspects of Writing</p>	<ul style="list-style-type: none"> • \$104,000 (1.0FTE classroom teacher) • \$5,000 (additional reading resources) 	<p>Executive members of staff used in an Instructional Leadership role to support teachers and students in reading and writing.</p> <p>Data chats with Instructional Leader in reading and writing each term to set student targets and assist</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2017		teachers with programming of writing and reading. Guided readers and quality picture texts were purchased.

Next Steps

- Staff will plan their PDPs for 2018 around Quality Teaching, Quality Learning and Quality Relationships and school leaders will provide Professional Learning to assist teachers to meet their goals for developing effective teaching plans and assessment strategies.
- Teachers will work with school leaders to develop Individualised Education Plans (IEPs) to provide meaningful educational programs which are flexible, future orientated and ensure that goals are measurable and achievable.
- Teachers will work collaboratively to develop efficient and effective teaching programs in English and Numeracy which is differentiated to meet the individual needs of students.
- Teachers will work closely with school leaders develop quality teaching programs which are informed by a range of formative assessments.

Strategic Direction 2

Quality Learning

Purpose

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

Overall summary of progress

Multiple opportunities for students to be exposed to experiential learning experiences both within and outside of the school. These experiences linked with local community organisations.

100% of staff participated in professional learning opportunities aligned with their Personal Development Plans. All staff participated in professional learning cells, providing them with the opportunity to lead and inspire their colleagues.

Continuing to work towards 100% of students achieving attendance rates above 90%. Consultation with the Home School Liaison Officer and Aboriginal Student Liaison Officer each fortnight. Executives and classroom teachers continuing to monitor and record attendance on Sentral.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students reflecting an increase in self and school satisfaction.	\$10,000 (Book Project)	Multiple opportunities for students to be exposed to experiential learning experiences both within and outside of the school. These experiences linked with local community organisations. The use of funds to initiate the 'Emerton Book Project' which provided students with their own texts that linked to experiential learning experiences at Joan Sutherland Theatre.
100% of teachers will demonstrate a commitment to Professional Learning.	• \$22,000 (0.2FTE additional RFF)	Executive lead staff in developing Professional Learning Plans. These plans aligned with the School's Plan and included teachers own professional goals. From this process, Professional Learning cells were implemented. 'Growth Mindset' was an area in which staff led and mentored teachers in the school. Staff attended professional learning opportunities that were required to meet their goals. The teacher professional learning provided at school was planned to meet the need of the teachers. An additional hour of RFF was allocated to classroom teachers which enabled staff to participate in consistent teacher judgement sessions, peer coaching, classroom observations and collegial planning.
100% of students achieving attendance rates of above 90%.		Continuing to work towards 100% of students achieving attendance rates above 90%. Consultation with the Home School Liaison Officer and Aboriginal Student Liaison Officer each fortnight. Attendance Improvement Plans are implemented for students that are not meeting targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieving attendance rates of above 90%.		Executives and classroom teachers continuing to monitor and record attendance on Sentral.

Next Steps

- Further professional development in assessment for learning.
- Continue to provide engaging experiential learning experience for all students.
- Continue to focus on the improved attendance of students through initiatives and raising parental awareness about the impacts of poor attendance.
- Provide more frequent opportunities for support staff to be incorporated in collegial planning opportunities
- Provide opportunities for support staff to be a part of the process of plotting.
- Promote the opportunity for staff to visit other schools and see outstanding practice

Strategic Direction 3

Quality Relationships

Purpose

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

Overall summary of progress

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

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

Opportunities were provided for staff to mentor and lead colleagues with a view to building the capacity of all staff members in the area of classroom management.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of planned and proactive opportunities for engagement with parents and the broader community.		Parents continued to engaged in the PaTCH Program which provided formalised training sessions to increase parent and caregiver confidence in supporting children's learning at home and in school. Multiple opportunities for the community to be involved with the school through assemblies, sport, cooking, TAFE Program and Songroom.
Students and staff will have positive and respectful relationships and experience a sense of belonging to their school community.		The Positive Behaviour for Learning (PBL) program provides the school community with strategies to create respectful relationships. Teachers and executive staff formed Professional Learning Cells. One of the PL Cells focused on managing challenging behaviour within the classroom. This developed teacher knowledge and expertise in this area. It also provided opportunities for staff to be mentored as leaders. Staff, parents and students participated in NAIDOC, ATSI Excursion and Harmony Day enhancing a sense of community.

Next Steps

- Continue to provide opportunities for parents to participate in programs such as PaTCH Program, Songroom, assemblies and performances.
- Possible future revamp of Positive Behaviour for Learning (PBL) to make it relevant to the school community.
- Students to be presented with opportunities to develop leadership skills (for example Sport Leaders and Library Monitors).
- Continue to build leadership within the staff through the Professional Learning Cells.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$52 395</p> <p>An Aboriginal member of staff was released from class one day per week to work with Aboriginal and Torres Strait Islander students in Years K to 6 to help students develop cultural understandings, resilience and to support learning.</p> <p>Teachers were released to prepare Personalised Learning Pathways (PLPs) in consultation with students and parents/carers.</p> <p>An SLSO was employed 3 days per week to work with ATSI students.</p> <p>Resources were purchased and a performer employed for NAIDOC day activities.</p>	<p>Aboriginal students achieved 17.5 points above Non-Aboriginal students in the 2017 NAPLAN Assessment.</p> <p>57% of Aboriginal students achieved in the top two bands for NAPLAN Writing.</p>
English language proficiency	<p>\$12 390</p> <p>Our allocated EAL/D Teacher worked 2 days per week with students during writing lessons in K-3.</p> <p>Two SLSO's were employed full time to provide additional support to our new cohort of Kindergarten students for the first 4 weeks of school.</p>	<p>74.5% of Year 3 EAL/D students achieved in the top 2 bands for NAPLAN Writing.</p>
Low level adjustment for disability	<p>\$58 526</p> <p>An SLSO supported students 2.5 days a week to access a differentiated curriculum. As well as improving academic achievements the SLSO was able to implement behaviour modification where necessary under the guidance of the Learning and Support Teacher (LaST).</p> <p>Another SLSO was employed 2 hours per day, 5 days per week, to provide a supported playgroup program for the local community. One session each week of this initiative included a specific</p>	

Low level adjustment for disability	transition to school program for children beginning Kindergarten in 2018.	
Quality Teaching, Successful Students (QTSS)	<p>\$18 791</p> <p>The employment of a teacher 1 day per week allowed for the extra release of an executive teacher and enabled all classroom teachers to observe the lessons of others and to be observed for their own performance development.</p>	Please see Strategic Direction 2 – Quality Learning for further information.
Socio–economic background	<p>\$440 319</p> <p>The employment of a range of support and teaching staff enabled improved learning outcomes to be achieved.</p> <p>Roles included a specialist Music and a cooking teacher, Speech and Occupational therapists, A Reading Intervention teacher working in Year 2 and 3, and 4 experienced teachers working 3 days per week across all mainstream classes to provide intervention programs for targeted students.</p> <p>A classroom teacher was paid at higher duties to provide a further Assistant Principal to the school to further enhance the executive team.</p> <p>A Community Liaison Officer was employed 3 days per week to work side by side with the school to engage the community in school programs.</p> <p>\$18 000 for a book project that incorporated a novel study of Jackie French (K–2) and David Walliams (3–6) with children attending a theatrical performance of the novel and taking home a copy of</p>	Please see Strategic Directions 1, 2 and 3 for further information.
Support for beginning teachers	<p>\$33 625</p> <p>Four beginning teachers were provided with additional RFF to collaborate with the</p>	All beginning teachers completed a number of pieces of evidence for use in their final accreditation. One beginning teacher submitted accreditation to NESA.

Support for beginning teachers

teachers on their stages for planning, programming and assessing. They also met for one hour every week to work with experienced teachers to develop their evidence for accreditation.

They attended personalised professional learning for beginning teachers outside the school to further support them in their classrooms.

All beginning teachers completed a number of pieces of evidence for use in their final accreditation. One beginning teacher submitted accreditation to NESAs.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	115	122	127	139
Girls	107	112	115	113

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	83.8	90.5	89.7
1	89	86.5	88.1	89.5
2	93.6	88.5	90.9	87
3	91	90.4	92.9	87.4
4	91.4	89.4	94.6	90.9
5	91.5	92.1	91.9	93.2
6	93.6	90.6	93.3	89.7
All Years	91.5	88.6	91.7	89.4
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 school has implemented a number of strategies and initiatives to improve the level of attendance of students in 2017. The school executive have worked in collaboration with the Home School Liaison Officer, the Aboriginal Student Liaison Officer and the Western Sydney Family Referral Service to improve the attendance of targeted families in our community.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	11.39
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	3
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	3.52
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

Schools with an effective approach to teacher performance and development have a commitment to ongoing formal and informal feedback and coaching built into their culture. Timely, frequent and improvement focused feedback supports teachers' efforts to improve their practice, guides choices about professional learning, and informs reflection on and revision of performance and development goals.

Professional Learning throughout the year

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

Writing remained a large focus for all staff K–6, with continued extensive professional learning provided to teachers so that they could better analyse work samples and develop writing focuses and create innovative lessons to support progress in writing.

The teaching staff attended a session on Staff Development Day 3 with teachers from Shalvey Public School at Henry Parkes Equity Centre to further develop a K–6 understanding of the Numeracy Continuum with a focus on Early Arithmetical Strategies and Place Value.

The Instructional Leader, an Assistant Principal and an Aspiring Leader worked together to develop an action plan for the implementation of quality Numeracy professional learning for staff to further enhance teacher understanding after a strong focus in 2015/2016 on Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). Over 3 terms the team delivered the Mathematics Building Blocks and Understanding the Numeracy Continuum professional learning to compliment the Department's numeracy initiatives. The alignment of these initiatives in this course will enable teachers to see the learning and developmental progression from K – 8.

The Reading Recovery and Reading Intervention teachers ran sessions for staff on the effective teaching of reading which involved hands on activities as well as observations of practice in the classroom. A group of 3–6 teachers also had training by staff from Westmead Public School on Literature Circles and then visited Stage 3 classrooms at Westmead to see the program in action.

Professional Learning Cells

An important part of effective professional practice is collecting evidence that provides the basis for ongoing feedback. Research shows observation of classroom practice, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development. In 2017, teachers participated in

differentiated professional learning linked to the Australian Professional Teaching Standards and the school strategic directions. The three cells were Formative Assessment, Growth Mindset and Managing Challenging Behaviours.

Core components of the Professional Learning for all staff/all cells included:

- Professional reading of current, evidence based research and proven effective practice. e.g. CESE <http://gtil.cese.nsw.gov.au/>
- Action learning– evidence of improved student and teacher learning.
- Observation of classroom practice
- Opportunities for reflection and change
- Self–evaluation and reflection (using Peer coaching tools and Australian Teaching Standards.)

Teacher Accreditation

Four members of staff worked towards completing their accreditation with one teacher successfully submitting Proficient level accreditation to the NSW Educational Standards Authority (NESA).

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	429,827
Revenue	4,058,916
Appropriation	4,013,035
Sale of Goods and Services	12,392
Grants and Contributions	31,665
Gain and Loss	0
Other Revenue	0
Investment Income	1,825
Expenses	-3,562,667
Recurrent Expenses	-3,562,667
Employee Related	-3,356,909
Operating Expenses	-205,758
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	496,249
Balance Carried Forward	926,076

The management of finance at Emerton Public School is aligned to strategic and management planning. Input is provided by staff, the community and parents and is linked to the school strategic plan.

School leaders responsible for each strategic direction address identified needs of the school and programs on the basis of the strategic plan. Draft budgets are prepared by the Principal after consultation with the strategic direction team leaders. Key Learning Area priorities are identified by stage/school teams.

The Principal determines total funds available to educational programs, administrative programs, reserves for capital expenditure items and contingency. The Principal and Administrative Manager monitor income and expenditure on a monthly basis. Records are maintained for reference.

Summative evaluation occurs at the end of each term as well as at Rollover in preparation for the Annual

Financial Statement.

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	1,833,691
Base Per Capita	38,167
Base Location	0
Other Base	1,795,524
Equity Total	776,935
Equity Aboriginal	52,395
Equity Socio economic	470,791
Equity Language	53,019
Equity Disability	200,729
Targeted Total	215,174
Other Total	1,083,739
Grand Total	3,909,538

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.

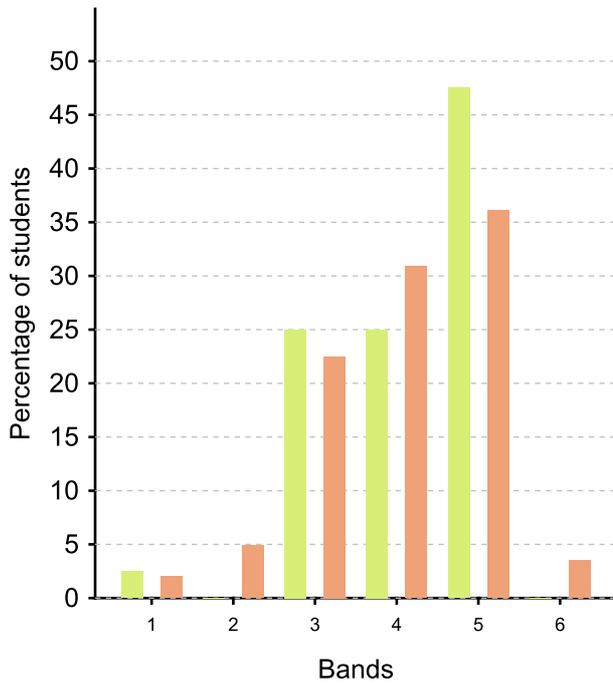
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

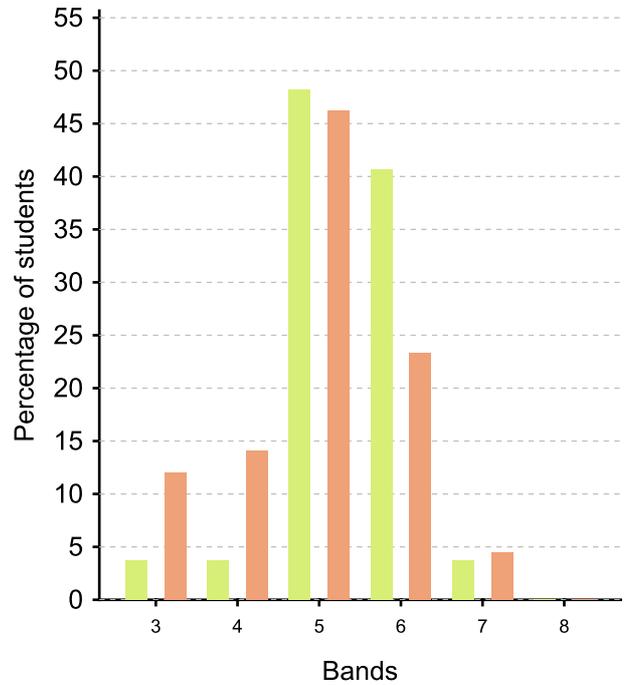
NAPLAN

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.

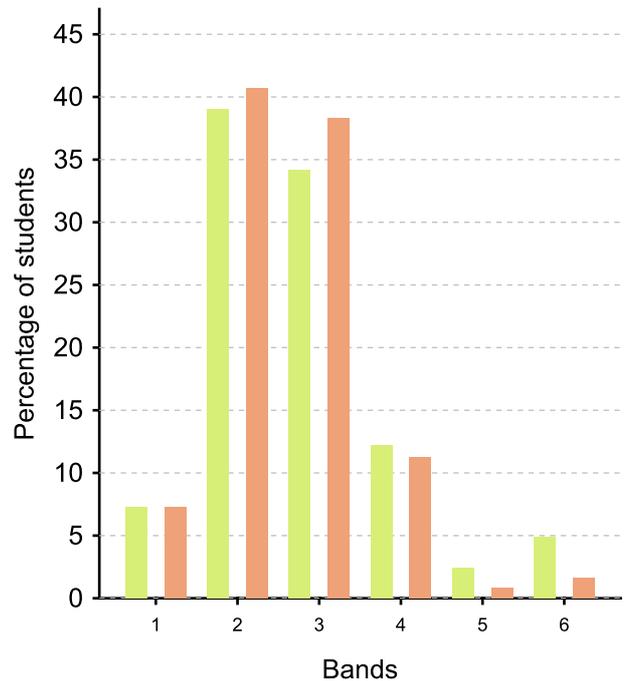
Percentage in bands:
Year 3 Writing



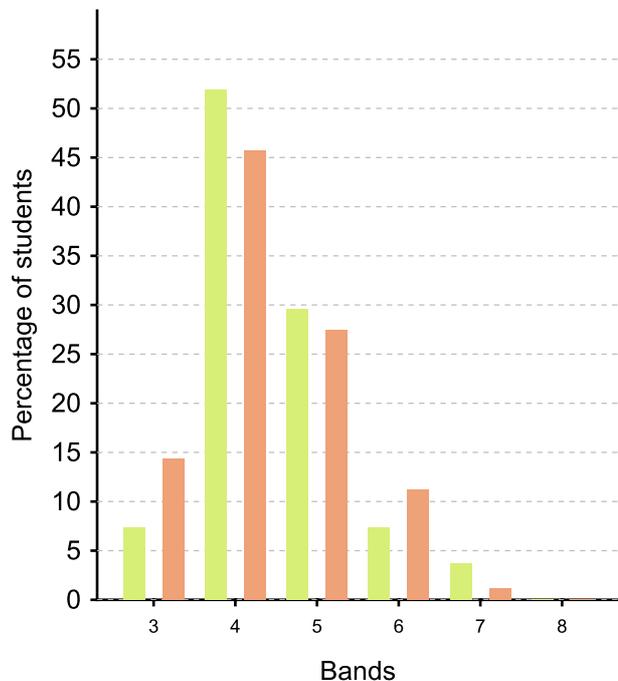
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

At Emerton Public School there has been a 0.7% increase in the number of Aboriginal students, and a 3.46% increase overall in the percentage of students in the top 2 bands for Reading and Numeracy from 2015 –2017 in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

These are some of the highlights from the 2017 **Tell Them From Me Survey**.

Student Survey

99% of students in this school valued School Outcomes– they believe that education will benefit them personally and economically, and will have a strong bearing on their future. The NSW Govt norm for these years is 96%.

92% of the girls and 80% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

92% of the girls and 85% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

In this school, Positive Teacher–Student Relations were rated 8.6 out of 10. The NSW Govt norm for these years is 8.4.

Parent Survey

72% of parents feel that they can easily speak to their child’s teachers.

64% of parents spoke to their child’s classroom teacher about their child’s learning or behaviour on more than 3 occasions throughout the year.

68% of parents believe that teachers at this school have high expectations for their child to succeed

58% of parents believe that teachers take account of their child’s needs, abilities and interests.

Teacher Survey

81% of teachers believed that assessments help them to understand where their students are having difficulties.

88% of the staff felt that they have opportunities to talk with other teachers about strategies that increase student engagement.

91% of teachers monitor the progress of individual students within their class.

Policy requirements

Aboriginal education

At Emerton Public school we are committed to improving the educational achievements / outcomes of Aboriginal and Torres Strait Islander students and enhancing the knowledge and understanding of all students about the history, heritage and cultures of Aboriginal Australians.

Key Strategies:

- Provide TPL for Staff on the trends Aboriginal cultural education and educational awareness about Aboriginal Australia to enhance knowledge and understanding, as it is everybody’s business through TPL.
- Strengthen the, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.
- Encourage parents to participate in school life with decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Programs implemented in 2017 include:

- A classroom teacher released from class one day per week to work with Aboriginal and Torres Strait Islander students in years K to 6 to help students develop cultural understandings, resilience and to support learning.
- Aboriginal and Torres Strait Islander students from K–6 visited a Nursing Home in Blacktown to perform dances to celebrate NAIDOC.

- Aboriginal Torres Strait Islander students visited a Nursing Home in Blacktown to sing Christmas Carols and present a small gift to the elderly.
- NAIDOC Day celebrations where students participated in various cultural activities throughout the school, a special assembly was held where Aboriginal students performed traditional Aboriginal dances and all students K–6 watched and participated in an Indigenous performance.
- Students K–2 were taught Darug words to the song Head, Shoulder, Knees and Toes by a Staff member who is Darug.
- Bush Tucker Garden: students from K–6 involved in the construction and ongoing development of this site.
- All students K–6 participated in lessons about the importance of Reconciliation week and National Sorry Day and created a whole school hands display in the Aboriginal Garden.
- Teachers provided with release time to develop Personalised Learning Plans in consultation with ATSI students and their parents/carers
- ATSI students not meeting grade expectations provided with additional targeted support by SLSO in classrooms or withdrawal groups.
- Year 5 and 6 ATSI students were provided the opportunity to attend a 3 day STEM Camp for Indigenous students across Sydney.
- A number of students received the Gili Scholarship award and teachers worked with students and parents/carers to plan appropriate ways of utilizing the funds to best support the child
- 'The Song-room' provided two parent workshops over one semester each. This included creating various Aboriginal artworks with a local Aboriginal artist, Danny Eastwood, and participating in a 20 week Bush Tucker cooking course with Kallico Catering.
- Aboriginal and Torres Strait Islander students participated in the interactive cultural performance 'Saltbush' at the Joan Sutherland Centre.

Multicultural and anti-racism education

Emerton Public School has provided opportunities to improve the educational outcomes for students of language backgrounds other than English (LBOTE). This included extra teaching staff employed under flexible funding to provide further and continued support to LBOTE students and teacher training undertaken to begin to implement the ESL Scales into classroom writing programs to develop effective strategies for LBOTE students. Harmony Day was celebrated in March this year and was a great opportunity to celebrate the cultural diversity of Emerton Public School. Students, staff and community members took the opportunity to dress in international costumes, Aboriginal colours or wear the colour orange. Many families provided a range of traditional foods from different cultures and this allowed students to experience new tastes. Class teachers conducted lessons that focused on aspects of different cultures.

The day was just one example of the way in which acceptance is embedded into the operation of all aspects of school life at Emerton Public School. One member of staff is trained as an (Anti Racism Contact Officer) ARCO. Any instances of racism that occur are referred to the officer who conducts an investigation where necessary according to DEC guidelines.

Other school programs

Programs to Support SASS Staff

2017 was an exciting year for SASS staff at Emerton Public School with the development of Performance and Development Plans (PDPs) for the first time. SASS meetings were held twice a term for all SASS staff to discuss roles and responsibilities, the development and evaluation of PDPs, professional development opportunities to assist with staff meeting their goals and general well-being discussions. In addition, on Staff Development Days, SASS were trained in specific literacy and numeracy interventions and designed a more effective playground engagement initiative.

Little Teddies Playgroup and Transition to School

Playgroup gives children the ability to play in a safe environment with children their own ages. They learn valuable lessons such as sharing, playing cooperatively and they build skills that will help them enter kindergarten when the time comes. For the parents its affordability, seeing your child smiling and being able to join in with them and making friends is also a bonus.

In 2017, Playgroup started the Transition to school program for 4 year olds with more than 15 children enrolled. They attended playgroup every Wednesday and were supported by Mrs Jackson and Miss Marisa to prepare for Kindergarten. Playgroup also ran the other 4 mornings of the week for children of all ages. Playgroup fundraise to attend excursions and for school events such as the Year 6 Farewell.

The parents who attend playgroup have reported that they feel playgroup gives our school and community a place to bring children under five years so they have a chance to socialise and learn different things that kids may not have at home. Playgroup makes our parents feel like they belong to a community and greatly enjoy how they are made part of the school when events are held in school, assemblies, performances, Easter, NAIDOC Day and Harmony Day.

Speech Therapy

Emerton Public School employed a speech therapist 1 day a week in 2017 to assess and provide individual speech therapy sessions. The schools priority is to focus on early stage 1, stage 1 students.

In 2017 93% (40) of kindergarten students have received a formal assessment from the Speech Therapist at Emerton Public School. They have all been diagnosed with a moderate to severe expressive and receptive language delay. Some have also been assessed with a speech delay as well.

The school also accessed some speech therapy for Aboriginal and Torres Strait Islander students under the Gilgai program. This allowed 7 students to receive 12 free speech therapy sessions.

There are another 11.4% (25) of students who have been identified as those who would benefit from ongoing speech and language support. This includes students in both the mainstream and the IO support class.

33% of ATSI students have been either identified or assessed with a speech and language delay.

90% of the students who are referred to the school counsellor have been identified as having a language delay.

The priority is kindergarten students and those with the highest needs.

Staff at Emerton Public school were surveyed to reflect on the impact of speech therapy for their students. All agreed that the program was very successful. The majority observed an improvement in the students especially in the areas of articulation, speaking, listening, confidence to participate in class discussions, reading, writing and ability to stay on task. Staff indicated that they received positive feedback from parents and had appreciated the ability to discuss students needs and strategies with the speech therapist. They majority also indicated that they had implemented some of their strategies into their classroom teaching.

The speech therapists have indicated that there has been an improvement in approximately 95% of students. Attendance is one issue that may slow a child's progress. The majority of parents prefer speech therapy to occur during school hours as they are not be able to access this after school due costs, transport and family issues.