

Ellison Public School Annual Report



2017



4568

Introduction

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

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

Rob Francis

Principal

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Message from the Principal

Ellison Public School continues to uphold many fine traditions such as Swimming, Cross Country and Athletics Carnivals, K–2 Water Fun Day, Storytime, Harmony Day, Year 6 Fete and Summer Games. Additionally we have continued the strong focus on performing arts with students involved in the Festival of Choral Music, Celebration Sing Out Choir, Festival of Instrumental Music and the Blue Mountains and Nepean Dance Festival. Successful camps have been held for Year 4 (Lutanda), Year 5 (Brewongle), Year 6 (Milson Island) and Stage 3 (Canberra).

This year saw the expansion of existing technology programs integrated with future focused programs that promoted an investigative, inquiry–based approach. Teachers built their capacity to deliver the new pedagogies through a number of collaborative professional learning programs such as robotics and Google Apps, while student learning was supported with a range of learning interventions and the implementation of PBL classroom systems.

I have thoroughly enjoyed my first year as Principal at Ellison Public School. I would like to thank the staff, the students and the community for their support and hard work in a year where Ellison consolidated a number of programs, and trialled new approaches such as 'Morning Routines'. It has been a fantastic experience working with such a caring, passionate and supportive learning community that focuses on the education, welfare and wellbeing of our students.

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

Rob Francis

Principal

Message from the school community

2017 has been a quiet, yet productive year for us. Our main objective is to keep a positive relationship with our school and community. Our dedicated committee members strive to do what is best for our school during our meetings and throughout the year during school events. One of our key roles is raising funds to help provide resources for the students and staff at Ellison Public School.

We have raised funds to go towards:–

- A new website for our Uniform Shop
- basketball jerseys
- new rug for StoryTime children
- structured play items, including board games for COLA play
- contributions towards Presentation Day
- Air–conditioning for the hall

2017 fundraising activities included:–

- selling drinks at Cross Country
- Easter Hat Parade, Cake Stall, raffle and BBQ
- Mother's Day and Father's Day Stall
- Athletics Carnival canteen and BBQ
- Book Parade Cake Stall
- Discos
- School canteen during Terms 1 and 4

I thank the parents, grandparents and caregivers who have supported the P&C so these events run smoothly. Your time and commitment is greatly appreciated.

Our Uniform Shop continues to thrive and a new website has been created. I thank Allison Todd for making this a successful endeavour. Our clothing pool has also had another great year. I thank Jenny Anderson for running such a valuable asset. We will miss you.

Our P&C committee are a wonderful group of people, who all share the same values; support our school and our students. Along with our wonderful volunteers and school community, Ellison Public School is a special place to be. Looking forward to 2018 and what we can achieve.

Tenille Weir

P&C Secretary

School background

School vision statement

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

School context

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

This year, staff members at Ellison Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at staff meetings in Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. Ellison Public School has developed a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. The fundamental importance of wellbeing is resulting in a culture of trust, respect and valuing of each other through the facilitation of programs such as Positive Behaviour for Learning (PBL), 'Cool Kids' by our School Counsellor, Peer Support, Child Protection, anti-Bullying, Interrelate, Aboriginal Education, a range of musical groups and activities and the introduction of growth mindset. Periodical student reviews of learning and welfare as well as counsellor referrals continue to support individual and collective wellbeing. NAPLAN results indicate high value-added results for the students who have accessed learning interventions. This is a key indicator of the success of Learning and Support programs. The use of a speech therapist onsite has also benefited students. Also prominent has been the development of evidence-based teaching practices effectively developing the knowledge, skills and understanding of all students. Such programs include the implementation of "Morning Routines" and the commencement of a STEM Action Project in Stage 2 classes. We have also participated in a school TeachMeet and visited a similar event at another school. Ethics classes have been successfully trialled for Stage 1 classes.

Our major focus in the domain of Teaching has been on collaborative practice and constructive feedback from school leaders to improve teaching practice. The biggest impact has been the collaboration around the programming and teaching of Mathematics, which has resulted in the development of a K-6 Scope and Sequence and common teaching and learning programs. Teachers have gained professional learning on the new K-6 Geography syllabus and have successfully trialled units of work. Classroom observations by school leaders have been implemented to further improve the teaching practice of "Morning Routines". The school is beginning to incorporate data analysis in their planning for learning. Some classes are using rubrics and "I Can" statements to make learning visible and this should be expanded across all classes in the near future. Professional learning to improve the teaching of Synthetic Phonics also occurred and is now being trialled in classrooms. The school continues to develop and strengthen the use of robotics and the integration of online tools through professional learning. The staff attended and participated in professional learning on Google Apps for Education to ensure that collaboration occurs around future-focused practices.

A focus on the collection of data is required to ensure that teaching can be more informed and thus strengthened. NAPLAN data indicates a need for professional learning in writing and numeracy. Quality teaching will guide this development through a framework of 'Spirals of Inquiry', which will be gradually introduced.

In the domain of Leading, our priorities have been to progress leadership management practices and processes by building capacity through aspiring leader programs, strategic direction work groups and through school excellence evaluation and whole school planning. The consistency and effectiveness of the implementation of our strategic directions has been due to a strong foundation of leadership capacity building across the school. School executive have also attended and participated in 'Spirals of Inquiry', an inquiry-oriented, evidence-based approach to learning and teaching. This will be implemented gradually to strengthen the quality of teaching and learning. All teaching staff take on leadership roles in some form and it is this leadership development that is central to the achievement of school excellence. It has been a collaborative effort on the part of all staff in leading the initiatives outlined in this report. Staff, parents, students and community members have been involved in the consultation and development of the new school plan. Parent communication has continued to improve with parent information sessions, workshops and the increased use of social media. While there is community consultation, the school seeks to foster further collaboration with key stakeholders in evaluation and planning as well as the involvement of the school as part of the community.

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

Learning for All

Purpose

Engagement in 21st Century Learning Practices.

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

Overall summary of progress

Collaborative practice, Learning Support, future focused learning and morning routines have been the focus areas for professional learning in 2017, aiming to increase student engagement by improving collective teacher efficacy. Through collaborative planning and programming, team teaching and by distributing the leadership of the school's strategic directions and developing a culture of reflective practice against the teaching standards, the school's educational, professional learning and administrative processes have seen some changes. Communication has become more efficient and stage and committee based teams have adopted a more collaborative approach. As a result, gains have been made in the areas of curriculum delivery and learning support. A structured approach to inquiry based learning and an authentic integration of technology with appropriate learning adjustments is evident. We have begun to track students and included the appropriate behavioural, social and academic interventions as needed. All students have ready access to suites of iPads, laptops and desktop computers that are integrated into inquiry based learning programs and have clear learning intentions and agreed upon success criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Collaborative Practice</p> <p>100% of Staff have included collaborative practice as part of their PDPs, and professional learning goals</p> <p>100% of targeted students have reviewed PLPs showing the necessary behavioural and academic adjustments</p> <p>Parent surveys and review meetings reflect 100% satisfaction with communication of appropriate adjustments being made.</p> <p>Stage data being used in learning support, PBL, School excellence framework and teacher accreditation reviews</p> <p>Staff surveys show a 90% satisfaction rating for staff communication</p>	NIL	<p>100% of staff have Performance & Development Plans aligned to Australian professional standards</p> <p>All targeted students have PLPs collaboratively written to meet individual needs and to show learning and behavioural adjustments.</p> <p>Baseline data on parent and community participation has been collected and entered into Strategic Direction 3 – Community</p> <p>Through surveys, data indicates 85% satisfaction rating for staff communication.</p> <p>100% of teaching staff have developed and implemented 'Morning routines'</p> <p>23% of classroom teachers have assessed students against the writing aspect of the literacy continuum</p>
<p>Learning Support</p> <p>100% of Targeted students have PLPs successfully reviewed with parents and LaST support</p>	\$112,092	<p>All PLPs reviewed by LaST, in consultation with parents and teachers and all teachers coached on learning adjustments. Communication with parents of PLP students' needs has greatly improved.</p> <p>100% increase in the number of students engaged</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Classroom behaviour referrals reduced</p> <p>100% of students with 3 or more behavioural referrals in a short time frame, included in targeted or universal interventions</p> <p>Increase of students targeted for interventions</p> <p>Data reflecting a positive effect size of each intervention</p> <p>Feedback at weekly SLSO meetings and daily written communication positively reflecting on role change</p>		<p>in an intervention with 20% of students participating in a targeted intervention.</p> <p>A total of 85 students participated in a range of interventions including MultiLit, QuickSmart Numeracy, Language for Learning, Language for Thinking, Language for Writing, Reading recovery, Corrective Reading, Gross Motor and Fine motor programs</p> <p>A total of 22 students participated in external interventions including Speech Pathology and Occupational Therapy</p> <p>A total of 6 students received support from the Itinerant Teacher (Hearing)</p> <p>Data reflecting significant growth in 100% of students participating in Quicksmart Numeracy, Words Their Way trial, MultiLit, Fine Motor Skills and Language for Learning. Systems established to allow the collection of data for Quicksmart numeracy. The framework of timetabling, data recording and data analysis being transferred to other interventions. NCCD data showed 30% increase in students identified with a disability and catered for with appropriate adjustments.</p>
<p>Future Focused Learning</p> <p>100% of staff teaching collaboratively planned inquiry based units</p>	\$2515	<p>100% of students involved in robotics as part of weekly technology lessons</p> <p>50% of teachers teaching inquiry-based units. Targeted teachers for team teaching based on inquiry-based learning and technology successfully integrating the approaches into everyday teaching.</p>
<p>Feedback, Assessment and Differentiation</p> <p>90% of teachers using success criteria</p> <p>Success criteria used in reports</p> <p>Increased differentiation through an increase in formative assessment and stage based moderation as is evidenced by student movement and distribution on student data walls</p>	NIL	<p>The majority of teachers are actively engaged in the use of success criteria. Some classes have success criteria and learning intentions visible.</p>
<p>Student Engagement</p> <p>Tell Them from Me Survey results indicating that student engagement is improving</p>	NIL	<p>A higher than average percentage of students enjoys positive relationships and a sense of belonging at school. Additionally our students value schooling outcomes and demonstrate higher than average positive behaviours at school but lack effort with homework. Interest and motivation is waning. There are some early signs of disengagement in some Year 5 students.</p>
<p>Flexible Use of Resources</p> <p>Interventions have a measurable effect size</p>	NIL	<p>Spelling trial of 'Words Their Way' show improved student growth.</p>

Next Steps

Collaborative Practice

- Use the 'Spirals of Inquiry' model to collaborate in stage groups to strengthen teaching practice in literacy and numeracy with specific foci on writing and mathematics – numeracy

Learning Support

- Maintain the quality of learning support programs to meet individual needs

Future Focused Learning

- Develop a range of assessment practices (formative and summative)
- Professional learning on STEM, development of STEM units of work and integration with existing inquiry-based learning units and HSIE and Science units
- Purchase robots for coding to support stage 2 students
- Further develop professional learning in synthetic phonics, guided reading strategies, writing and numeracy

Feedback, Assessment and Differentiation

- Develop and utilise range of assessment practices (standardised, formative and summative)
- Develop and use formative assessment practices to gauge timely feedback on teaching and learning
- Professional learning on differentiation to effectively meet the needs of all students.
- More consistent use of Learning Intentions and Success Criteria

Student Engagement

- Greater emphasis on student feedback and formative assessment
- Greater focus on growth mindset practices in classrooms

Flexible use of resources

- Further trials of 'Words their Way' and 'Spelling Mastery'

Data informed teaching and learning

- Develop data walls in all classrooms
- Professional learning in the new learning progressions
- Professional learning on benchmarking in reading leading to whole school data collection
- Initial testing in spelling using agreed standardised tests

Strategic Direction 2

Wellbeing

Purpose

Fostering Success and Strong Character

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

Overall summary of progress

Ellison's continued school-wide focus on Positive Behaviour for Learning and Learning Support has enabled us to achieve significant progress in this strategic direction. Through the introduction of a variety of Learning Support and behavioural interventions, the integration of visible learning practices, a review of the school's data collection systems and a focused approach on improving student engagement, many new initiatives were made possible. The school has implemented three tiers of data informed learning support and behavioural interventions, such as QuickSmart Numeracy, Corrective Reading and structured play programs. Students are tracked and progress monitored and communicated to all stakeholders. These second tier interventions were also supported through the Professional Development of teachers in effective classroom practices and behaviour management as well as MAPA (Management of Actual or Potential Aggression) training. Visible Learning strategies such as clear and differentiated success criteria for academic and behavioural programs were trialled and the school's technology programs were expanded to include robotics and Google Apps for Education being used on an increasing number of iPads, laptops and desktop computers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student welfare Interventions A significant impact and/or effect size of the interventions Reduction in the number of classroom behavioural referrals and repeat LST referrals.	NIL	Targeted student behavioural referrals reduced by 5%
Visible Learning Student feedback linked with success criteria in the majority of classrooms Learning intentions displayed in 90% of rooms Success criteria used for writing in every stage	\$1300	23% of teachers are making learning 'visible' through classroom data wall displays Majority of teachers are displaying learning intentions in their rooms All teachers are using success criteria for writing in some form.
Data Collection and Record Keeping 100% of interventions driven by data. Data regularly analysed by LST and PBL team, stored and openly communicated	NIL	A data driven culture has been established allowing for an evaluative thinking approach to school evaluation and intervention delivery.
Technology Integration 100% of classrooms authentically integrating technology into inquiry based processes that encourage	NIL	All staff trained in Google Apps for Education. All staff are authentically integrating technology into some inquiry-based teaching and learning practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the students to create and collaborate		All staff trained in Google Apps for Education. All staff are authentically integrating technology into some inquiry-based teaching and learning practices.
Classroom systems 100% of teachers trained in PBL classroom systems Behavioural expectations and success criteria reviewed	NIL	All teachers have been trained in PBL Regular reviews of behavioural expectations and success criteria are conducted through informal and formal processes

Next Steps

Student welfare Interventions

- Continue to maintain and expand the number of interventions that the staff have been trained in to allow a flexible and quick response to teacher referrals and report data.
- Introduce restorative practices Tier 2 KidsMatter program

Visible Learning

- Expand the use of learning intentions and success criteria to other KLAs
- Develop class data walls to make learning visible
- Professional learning in Learning Progressions

Data Collection and Record Keeping

- The use of EBS4 for all student data

Technology Integration

- Expand range of robots to cover all stages of learning from Early Stage 1 to Stage 3
- Continue professional learning on investigative inquiry processes, collaboratively plan units integrating real life inquiries and the authentic integration of technology.

PBL Classroom systems

- Continue to review through the PBL process, ways to integrate Tier 3 interventions into whole school expectations and practices.
- Further integrate the wellbeing framework with the expansion of universal interventions such as growth mindset and positive psychology.

Strategic Direction 3

Community

Purpose

A Common Purpose

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

Overall summary of progress

The Learning Support Team, the staff and the Community of Schools have been focusing on ways to share and utilize the expertise that exists in the community and neighbouring schools. Ellison has also endeavoured to expand parental involvement, improve parental communication and make student and parent feedback more explicit and delivered in a timely manner. In turn we are aiming to better promote the school's achievements, better inform the community of current pedagogies and make learning in the classroom better connected to real life issues and problems. As a result of these pursuits, Ellison has conducted parent workshops and established community based programs such as parent consultation groups. Additionally, the school has a range of community groups using its facilities for physical culture, ballet, karate and fitness. Parents also received improved student feedback with Personalised Learning Programs being more collaboratively developed and reviewed and parent interviews being conducted earlier in the year. Communication with the local community was also strengthened with an increased use of social media and the trialling of a texting service. We have also become part of the Stronger Families Alliance whose aim is to improve the lives of young people in the Blue Mountains.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Real life Learning 100% of teachers participating in professional learning on investigative approach to the new syllabus documents and 60% incorporating such approaches into peer observation programs and class programs such as online mentoring	NIL	All teachers participated in professional learning on the new Geography syllabus and its applications to inquiry-based learning.
Professional Learning with the Community of Schools Classroom PBL systems professional learning completed and aligned with local High School	NIL	Similar PBL systems established to ensure a smooth transition to the local public high school.
Parental and Community Involvement Established <ul style="list-style-type: none">• Parent garden and grounds committee• Regular Parent forums and parent review committees analysing school data and developing school directions• Links with Gateway, Stronger	NIL	<ul style="list-style-type: none">• An average of 9 parents attend P&C Meetings• Interacted with Winmalee High School at meeting on External Validation, Community of Schools meetings, whole school attendance at theatrical performance of "The Addams Family", Year 6 high school transition day, additional transitions for students with special needs and Presentation Days for both schools• ANZAC Day March in Springwood, Paul Kelly Cup, Summer Games, Western Sydney Wanderers Cup, Christmas Tree decorating event in Springwood

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Family Alliance and self–help parent groups</p> <ul style="list-style-type: none"> • Church mentoring program • Community liaison programs <p>Fostered and strengthened programs such as</p> <ul style="list-style-type: none"> • Storytime • Fitness programs • Scripture programs through regular meetings and support 		<p>Parents have attended</p> <ul style="list-style-type: none"> • ANZAC Day March in Springwood (33% of families) • Parent Information Evenings (45% of families) • Parent Consultation Meetings for School Plan (11% of families) • Parent / Teacher Interviews (70% of families) • Easter Hat Parade (50% of families) • Presentation Day (30% of families) <p>‘Tell Them From Me’ surveys indicate that:</p> <ul style="list-style-type: none"> • Parents feel welcome at school <p>Programs have been very successful, with parents making valuable contributions to the school.</p> <p>Established</p> <ul style="list-style-type: none"> • Regular Parent forums and parent review committee, analysing school data and developing school directions • Links with Gateway and Stronger Family Alliance • Parent helpers in classrooms • Parents coach sport teams • Ethics class in Stage 1 <p>Fostered and strengthened programs such as</p> <ul style="list-style-type: none"> • Storytime • Fitness programs
<p>Feedback of student Achievement</p> <p>Parent Surveys of feedback positive</p> <p>Parent consultation meetings reporting improved feedback</p>	NIL	<p>Parent surveys are consistent with the state average in terms of two–way communication about student achievement, supporting learning and student behaviour.</p> <p>Parent and community consultations for the new School Plan resulted in active participation by 11% of the community.</p>
<p>Promotion of school</p> <p>Parent surveys show that communication has improved and strategic directions are understood</p>	NIL	<p>Facebook hits have significantly improved.</p> <p>School website hits have improved.</p> <p>SMS system established.</p>

Next Steps

Real Life Learning

- Professional learning on STEM education for all teachers

Professional learning with Community of schools

- Expand work being done with Community of Schools
- Expand connections with other schools through common areas of professional learning such as TeachMeets and film festivals
- Work as a community of schools in raising student expectations and “moving the middle” in literacy and numeracy

Parental Involvement and the informing of the community of current pedagogies

- Expand parental involvement in classrooms
- Develop parent skills bank to support class teaching and learning programs
- Strengthen links with Gateway and Stronger Family Alliance
- Continue to communicate progress of school plan to parents and the community
- Explore ways in which students can support the community

Promotion of school and communication with parents

- Further expand the use of the Blue Mountains Gazette

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9721	All Aboriginal Students are supported by Personalised Learning Pathways (PLPs) which are collaboratively developed with the Learning and Support Teacher, the class teacher and the parents. The PLPs are reviewed and teachers are coached by the Learning and Support teacher on the appropriate learning adjustments needed to support or extend each individual student.
Low level adjustment for disability	\$112 092	School Learning Support Officers were employed to support targeted students and their behaviour, health or learning support programs where necessary. These SLSOs also managed playground interventions and learning support programs such as QuickSmart Numeracy, Language for Learning, Language for Writing, Language for Thinking, Multilit and Corrective Reading. Our approach has resulted in greater than expected growth for these students.
Quality Teaching, Successful Students (QTSS)	\$30 080.48	Funds were utilised to build leadership capacity in school executive and aspiring leaders, support collaborative professional planning time such as collaborative planning in mathematics to support NESA initiatives. As a result, teachers showed improved capacity to provide appropriate learning adjustments in class and deliver quality mathematics teaching programs using a common scope and sequence.
Socio-economic background	\$20 076	These funds were used to expand technology programs and fund stage trials related to inquiry-based learning, STEM and fine motor skill and social skill interventions. Funds were also utilised to support students accessing excursions and extra-curricular activities ensuring full access to the curriculum.
Support for beginning teachers	\$5 392	The beginning teacher was provided with access to additional professional learning and collaborative planning time in relation to robotics, formative assessments and technology program development. These programs were linked with team teaching initiatives to assist the teacher to review current practices and work towards professional goals.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	168	161	160	162
Girls	160	164	167	159

Enrolments have been generally stable over the past four years but Kindergarten enrolments for 2018 are lower than normal.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	96.5	96.7	96.6
1	95.7	94.6	96.3	93.7
2	95.2	96.8	96.2	95.4
3	94.4	94.8	95.4	93.6
4	94.9	94.1	94.5	94.1
5	95.3	93.6	94.4	92.1
6	91.7	92.9	94.5	93.3
All Years	94.7	94.8	95.4	94
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

While student attendance is above the average for the Department of Education, all students with problematic attendance are referred to the Learning Support Team who implement support programs including:

- Counselling
- Morning transition programs
- Home School Liaison Officer support

- Family support

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.29
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

Ellison Public School has no teachers who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff at Ellison PS in 2017. Much of this teacher development was focused on the school's strategic directions with many of the sessions being devoted to 'Spirals of Inquiry', a TeachMeet, synthetic phonics, growth mindset, MAPA (Management of Actual or Potential Aggression) training and student engagement through the authentic integration of technology. The new Geography syllabus document and related investigative pedagogies were explored by the staff. Much training and professional discussions were

centred around learning support and student welfare with PBL classroom systems being a major focus for professional learning along with anxiety workshops and learning support strategies. Other professional learning areas of focus included Google Apps for Education, Positive Schools, Managing Children with Post Traumatic Stress Disorder, Self-assessment for the School Excellence Framework. Compliance training included Child Protection update, CPR, Anaphylaxis and Asthma, Code of Conduct and Workplace, Health and Safety. All of the above sessions were strengthened by team teaching and collaborative planning throughout the year, supporting teachers to reflect upon current practice and evaluate and trial new approaches and practices.

As of 2018, all teachers are accredited at the 'Proficient' level. Practices and processes are being put into place to ensure that all teachers can maintain accreditation at this level. Support will be provided for those teachers who wish to be accredited at higher levels.

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	148,914
Revenue	2,997,357
Appropriation	2,795,616
Sale of Goods and Services	10,601
Grants and Contributions	188,574
Gain and Loss	0
Other Revenue	0
Investment Income	2,567
Expenses	-2,894,225
Recurrent Expenses	-2,894,225
Employee Related	-2,554,023
Operating Expenses	-340,201
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	103,132
Balance Carried Forward	252,046

Ellison Public School has a finance committee that

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,179,263
Base Per Capita	49,974
Base Location	0
Other Base	2,129,289
Equity Total	141,889
Equity Aboriginal	9,721
Equity Socio economic	20,076
Equity Language	0
Equity Disability	112,092
Targeted Total	155,444
Other Total	162,835
Grand Total	2,639,431

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

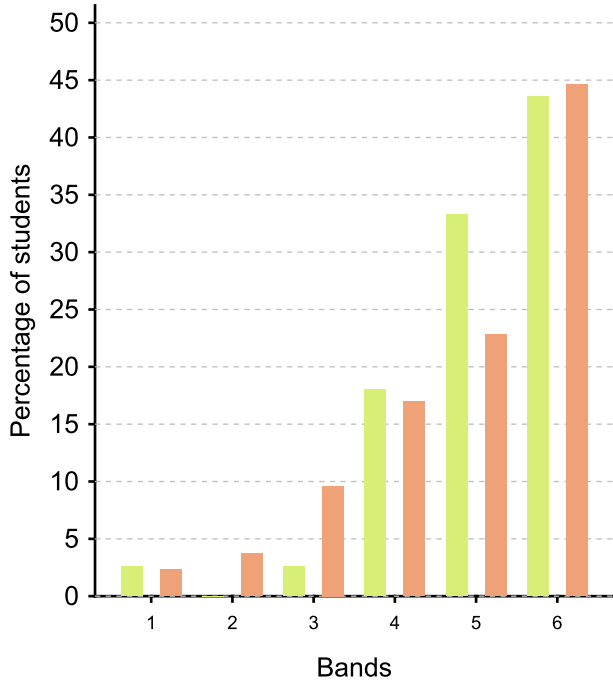
NAPLAN

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.

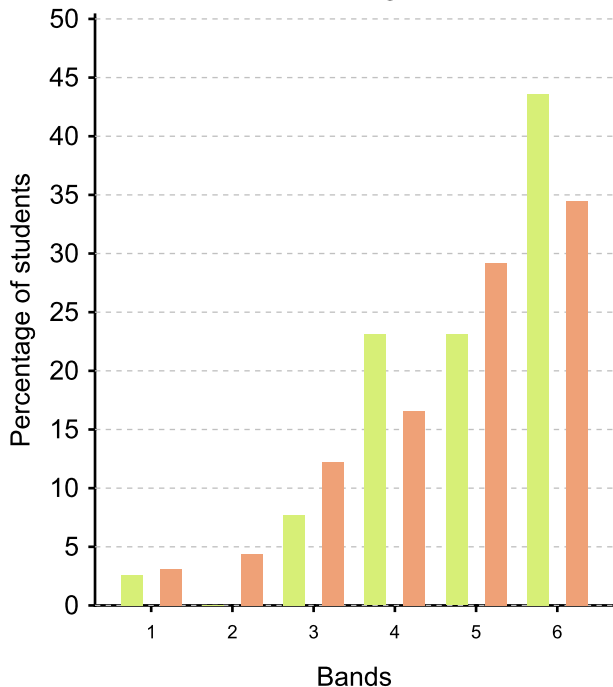
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. NAPLAN literacy results have been a useful tool to focus the school's professional learning and goal setting directions. While Year 3 NAPLAN Literacy results show many of Ellison's

students achieve results in the upper bands, there is an over-representation of Year 5 children in the lower and middle bands. In particular, the results in writing need to be addressed. This has informed the schools practices in writing, with professional learning in 2018 focusing on the development of modelled, guided and independent strategies and clear success criteria in writing.

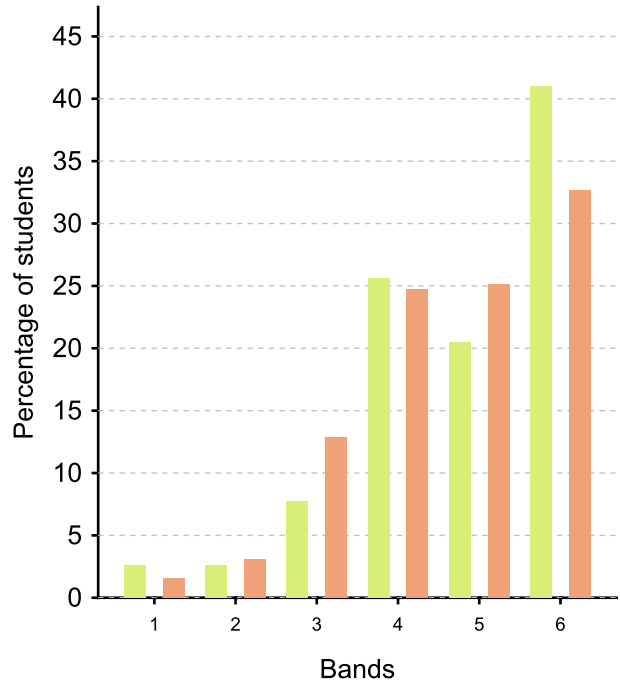
Percentage in bands:
Year 3 Grammar & Punctuation



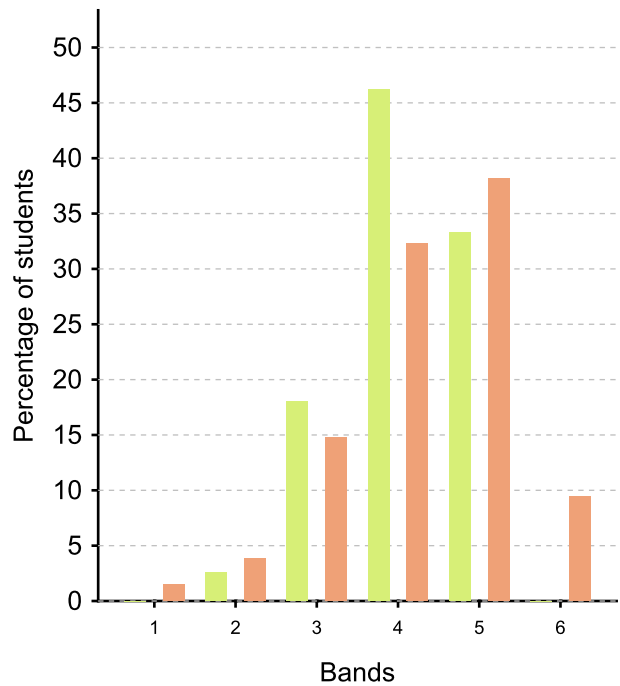
Percentage in bands:
Year 3 Reading



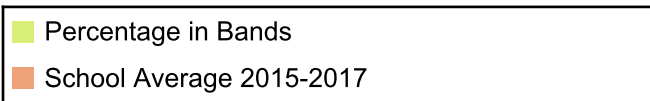
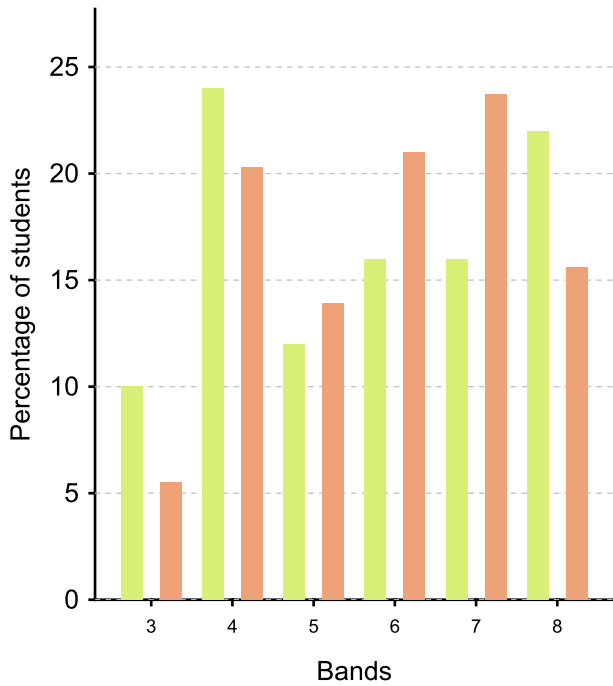
Percentage in bands:
Year 3 Spelling



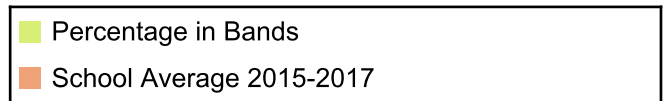
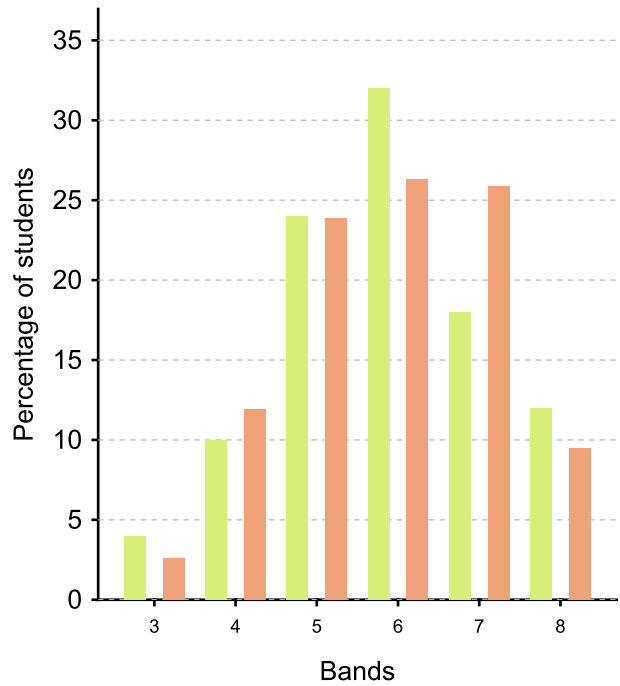
Percentage in bands:
Year 3 Writing



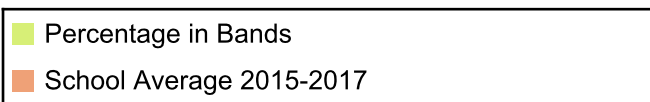
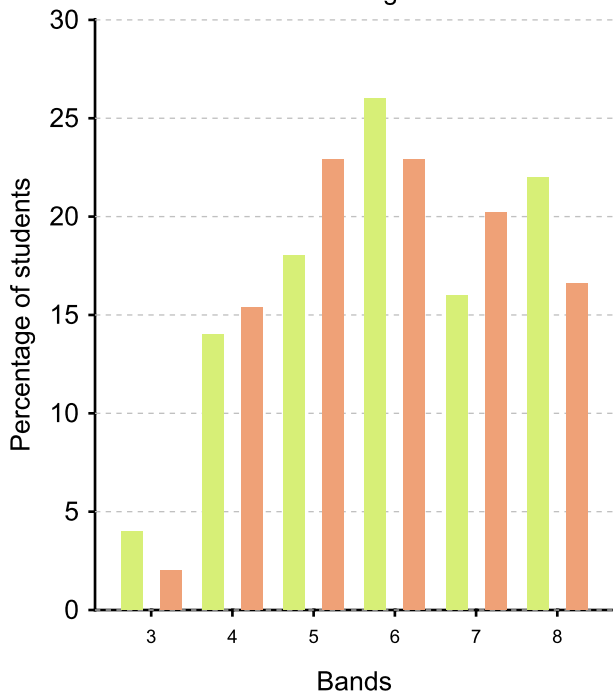
Percentage in bands:
Year 5 Grammar & Punctuation



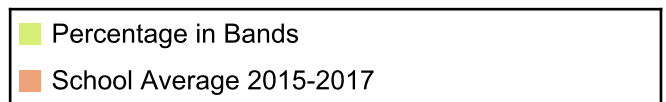
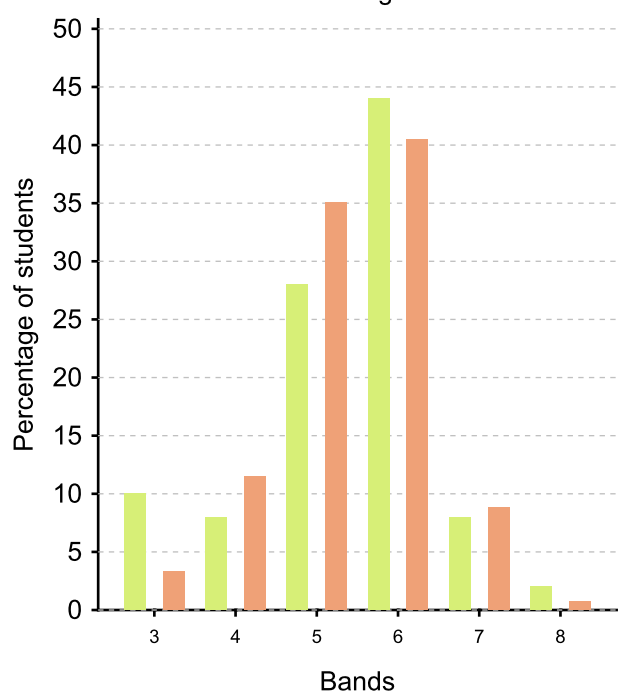
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

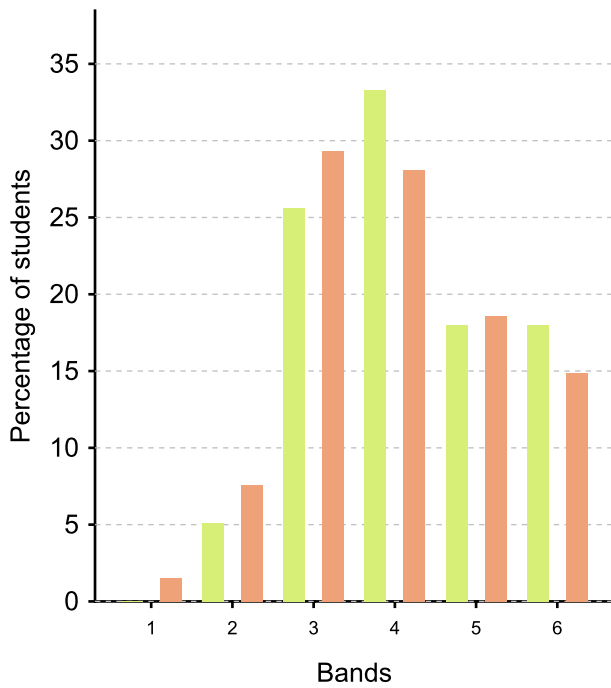


Percentage in bands:
Year 5 Writing

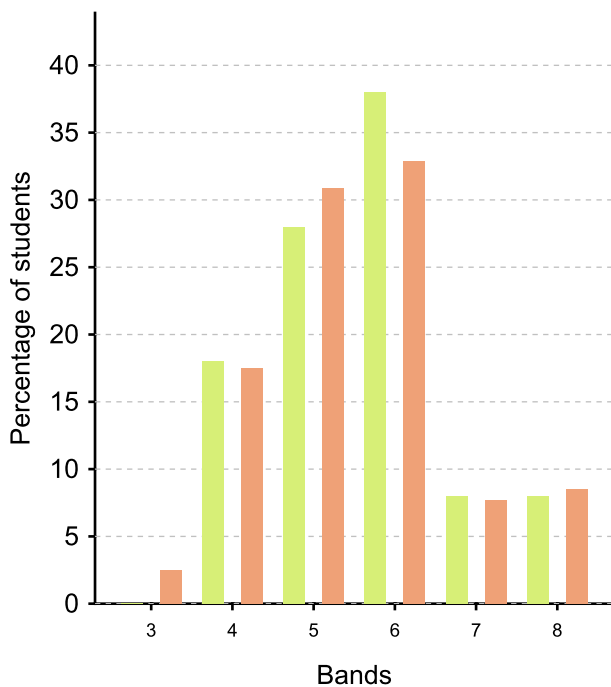


There is an over-representation of students in Years 3 and 5 in the lower bands in Numeracy. This has informed the schools practices in numeracy, with professional learning in 2018 focusing on the development of modelled, guided and independent strategies and clear success criteria in mathematics and the development of mathematics routines, differentiation and success criteria in mathematics.

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.>

In response to the Premier's Priorities of improving education results and Improving Aboriginal Education

outcomes, Ellison has devoted much of its professional learning calendar and funds to the development of common programs of mathematics and 'Spirals of Inquiry', a framework that focuses on quality teaching and learning. The Learning Support Team have also formalised the systems governing the recording and delivery of individualised and personalised education programs, ensuring that every Aboriginal child has an up to date and regularly reviewed Personalised Learning Pathways.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. In 2017, Ellison Public School used the 'Tell Them From Me' Survey and online surveys to capture their opinions and guide future directions, interventions and innovations. A summary of their responses follows.

Students

Students responded with above state average scores in the areas of

- Positive relationships, trust and encouragement
- Participation in sport and extra-curricular activities
- Sense of belonging
- Positive student behaviour
- Curriculum relevance and
- Student effort

Areas identified by the students as needing further development include

- Homework and the setting of homework
- Interest and motivation
- Quality instruction
- Clear teacher expectations

Parents

The highest ranking parent responses included answers related to

- Parents feeling welcome
- Positive student behaviour

Some parents however stated that they could be better informed of their child's social and emotional learning and student safety could be improved.

Staff

The staff responses reflected a positive perspective on

- Teacher collaboration
- Learning culture
- Data informed practices
- Innovative teaching practices such as goal setting, learning intentions and differentiation

Areas such as

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

Policy requirements

Aboriginal education

The school integrates Aboriginal education into the Teaching and Learning programs across all Key Learning Areas with the teaching of the Aboriginal perspectives and the integration of the 8 ways of learning into the school's inquiry based learning programs. The teaching staff have developed Personalised Learning Pathways for all indigenous students.

Multicultural and anti-racism education

Our school has commenced English as a Second Language (ESL) funded programs. The school integrates the multiculturalism general capability into all Key Learning Areas and the school's student welfare policy ensures all students are treated consistently with clear behavioural expectations for all our students.