

# Ermington Public School Annual Report



2018



1860

## Introduction

The Annual Report for **2018** is provided to the community of Ermington Public School as an account of the school's operations and achievements throughout the year.

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

*Mrs Samantha Newth*

Relieving Principal 2018

*Ms Jennifer Riley*

Principal (Appointed Term 4 2018)

### School contact details

Ermington Public School

Winbourne St

West Ryde, 2114

[www.ermington-p.schools.nsw.edu.au](http://www.ermington-p.schools.nsw.edu.au)

[ermington-p.school@det.nsw.edu.au](mailto:ermington-p.school@det.nsw.edu.au)

9874 4109

## Message from the Principal

In 2018 Mrs Samantha Newth was R/Principal for the majority of the year. This message has been written by her to summarise 2018.

It has been my pleasure and privilege to spend most of my last year here at Ermington Public School as R/Principal. This year we embarked on a new journey with the implementation of a new School Plan. We developed a vision for 2020 to have students who are Confident Creative Active Citizens who Thrive and Succeed through Strong Community Partnerships in a Changing World. To paint the road to achieve this vision we developed three strategic directions which are: Connected Learners, Innovative Teaching Practices and Thriving Community.

This year has been an exciting year for the teaching staff of Ermington Public School. We have engaged in professional development to make learning more visible for the students, to develop creative and critical thinking skills and to integrate the cross curricular perspective of sustainability. I would like to take the time now to thank the amazing staff here at Ermington. Thank you to our supportive and motivated executive, highly talented and dedicated teachers, ever giving student learning and support officers and the amazing office and support staff. Great schools run on a lot of goodwill from staff and the staff here have a never ending supply.

Without our parent community we would not be able to achieve what we do here at Ermington PS. Throughout the rest of our school plan of 2018 – 2020 we endeavor to continue to foster the whole community. I have no doubt that at the end the community will be thriving and succeeding in all areas. I thank our hardworking P&C Association, which has maintained such consistent and constructive support for the school in so many ways. This year saw a new covered outdoor learning area constructed, our first and highly successful trivia night and the continuous regular yearly fundraising events. I encourage each and every one of you to get involved as much as possible with your child's journey through primary school as the memories you can build as you work with them, other families and the teachers are special and unforgettable. I would like to wish the P&C the best of luck for their bi-annual fete which will be held in 2019. Thank you for your ongoing continual support to continue to improve Ermington PS.

Every day we strive to provide students with an outstanding learning environment and without a doubt each day we walk into the school grounds we are surprised and amazed with what the students present to us from their written work to questioning and involvement in extra-curricular activities. Although today only recognises a small group of you on stage each and every one of you should be extremely proud of the individual learning goals you have achieved, the skills you have developed as you have engaged in robotics, project based learning and STEM activities..

This year I like to say that we hit jackpot with many things throughout the year. We worked closely with the School Excellence Framework to plot Ermington using the 14 elements across the learning, teaching and leading domains. These define the core business of excellent schools in three stages. We needed to make judgements as to where we thought we were along the continuum of delivering, sustaining and growing and excelling. It was exciting to celebrate our achievements and identify our areas of future development. I feel we have hit jackpot again with welcoming Ms Riley as Principal of Ermington Public School. I have no doubt that she will focus on making Ermington even better than what it is today. She is going to be a wonderful asset to Ermington PS bringing her own passion about teaching and learning, developing teacher's capacity and promoting a thriving community.

On a final note I want to let you all know that it has been a privilege and an honour to have worked at Ermington Public School for 8 years. There is something very special about Ermington PS, a unique quality that only those who step inside our gates can understand. I wish you all the best as you continue travelling the learning journey at Ermington Public School.

Mrs Samantha Newth

R/Principal

## Message from the school community

This was my first year as the P&C President and it has been an exciting, rewarding yet challenging year.

I took this role on to help build upon the relationship between the P&C, the school and the parents yet I found being involved with the school has many benefits and being able to help influence and lead positive change, which will not only benefit my children but all the students at Ermington Public School was the biggest reward.

But, no one person can make a change on their own, so before I go any further I want to say a huge thank you to all the volunteers around the school, who give their time to help make Ermington a better community. It is because of all of them that we are able to continue our school events, keep the canteen and uniform shop running and continue to raise funds to improve our school.

So, thank you!

As a community we held a number of events throughout the year such as the Father's Day and Mother's Day stall, the Easter Morning Tea and we even threw in a few extra cake stalls... which I'm sure were very popular with the teachers after recess.

The school disco once again was a popular event and for the first time we held a trivia night for the parents, which was a huge success.

It's events like these that allow the P&C to continue to improve the school by adding a new COLA, or updating the library or purchasing new class furnishings. With more improvements planned in 2019 we thank you all for your ongoing support.

Next year is just around the corner, and with some fresh faces in the committee, I am very keen to see what 2019 can bring for all of us here at Ermington Public School.

Vicki Tanner

P&C President, 2018

## Message from the students

It has been an honour leading you all this year as School Captains of Ermington Public School. We will take with us very fond memories of our years at Ermington Public School.

It seems like only yesterday that I Jenna Baker, walked through our gates for the very first time with yellow ribbons in my plaits all read to start big school.

On behalf of Year 6 we would like to take this opportunity to share with you some of the special memories from our time at Ermington Public School.

We have all learnt to read, solve maths problems, and achieve our pen licenses. Some of my favourite memories from our younger years are the classic Friday Fun, our kindy news, and class mascots. We have been on excursions to Taronga Zoo, Field of Mars, and to The Schoolhouse Museum where we dressed up as children from the olden days. Our creative Easter hat parades and book parades where we had the time of our lives.

We have all come a long way from our first school concert where we stole the show as Bollywood dancers. Along the way we have made amazing lifelong friends and are now ready for the next chapter of our lives to begin.

I, Aryan was lucky enough to join this wonderful school in Year 5, for OC. On the orientation day, I immediately said to myself: This is the school for me. I was nervous, unlike my usual self, but Ermington welcomed me with warm arms.

The first thing that comes to mind when I think about Year 5 is camp. This was my and many others' first camp EVER, so you can imagine how excited we would have been and everyone was right to be, because it was a blast.

Come to think of it, another special moment in Year 5 at Ermington was this day, only one year ago. The induction of the Student Executives. All the countless days spent making posters, memorising speeches, all came down to this. When they were presenting the badges, I remember thinking that they had forgotten my name, but they finally called me up.

Now onto the last year of primary school – Year 6. Year 5 was amazing, don't get me wrong, but it was nothing compared to this year. It included the National Young Leaders Day, hearing inspiring stories for many different people, not to mention the excursion to State Parliament House.

But the highlight of Year 6 was, no doubt, Canberra Camp. Nothing can compare to sitting in the House of Representatives, or seeing Titan the robot in action at the Mint. It was such a great time with all our friends.

Apart from all this, Ermington has provided so many opportunities such as peer support, mini fete and the school concert, all of which have been thoroughly enjoyable.

Our time at Ermington has been incredible, and although we will be sad to leave, we will cherish all the memories. We would like to take a moment to thank you all.

On behalf of Year 6 we would like to thank the phenomenal staff teachers and support staff for their dedication and endless support through our years at Ermington. You are an inspiration to us all and we thank you for your countless hours you have given us to help us be the best that we can be.

We would also like to thank the P&C for all their hard work, my fellow Student Executives, and wish the best of luck to our 2019 Student Executives. But finally, I would like to thank each and every one of you students, for making our time at Ermington so memorable.

**Jenna Baker and Aryan Narayanan**

2018 School Captains

## School background

### School vision statement

Ermington Public School students are confident, creative and active citizens who thrive and succeed, through strong community partnerships in a changing world.

### School context

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

The school aims to provide an environment which encourages each student to achieve their full potential in all aspects of their learning (academically, socially, emotionally and physically). There are 429 students ranging from Kindergarten to Year 6 (including two Opportunity Classes). The school caters for the development of the whole child. Literacy and numeracy skills are integrated across all curriculum areas; physical development is fostered by a highly successful and well-planned physical education program; music is respected as a core activity; and the practical arts focus is evident in outstanding displays and performances. Programs have a high emphasis on digital literacy and developing skills as 21st Century Learners.

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework 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.

The results of this process indicated in the panel report are:

In the domain of **Learning** the school's self–assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Curriculum the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Assessment the evidence presented indicates the school is working towards the Delivering stage. In the element of Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage.

### School Plan:

The following processes will underpin improvement in the **Learning Domain**:

- Wellbeing programs will be implemented to build interpersonal skills of students.
- Wellbeing programs (PDHPE) and the Positive Behaviour for Learning (PBfL) framework will incorporate data based improvements to whole school practices.
- Visible learning principles are implemented across K–6. Consistent procedures for data collection, data analysis and effective feedback inform and enhance teaching practices.

To **excel**, the school needs to:

- Further develop strong collaborations between parents, students and the community to support the continuity of learning for all students.
- Ensure ongoing parental engagement and involvement in Wellbeing programs through communication channels and targeted workshops.
- Implement consistent procedures for data collection, data analysis and effective feedback to inform teaching and learning programs and ensure they are dynamic.

In the domain of **Teaching** the school's self–assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of Effective classroom practice the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Professional standards the evidence presented indicates the school is working towards the Delivering stage.

### School Plan:

The following processes will underpin improvement in the **Teaching Domain**:

- Wellbeing programs will be implemented to build interpersonal skills of students.
- Wellbeing programs (PDHPE) and the Positive Behaviour for Learning (PBfL) framework will incorporate data based improvements to whole school practices.
- Visible Learning principles are implemented across K–6. Consistent procedures for data collection, data analysis and effective feedback inform and enhance teaching practices.
- Staff are equipped with exemplary strategies to teach literacy and numeracy across the curriculum, catering for all levels of achievement. Through professional learning and collaboration, syllabus documents are effectively implemented.
- Professional learning is targeted to build staff capacity for creative and critical thinking, communication and collaboration resulting in innovative teaching and learning programs to develop these skills in our students.
- Sustainability perspectives are incorporated into whole school practices.
- Project/Inquiry/STEM based learning will be incorporated across K–6 to build students' future focused skills and engagement in learning.

To **excel**, the school needs to:

- Build the capacity of teachers so they are highly capable of implementing visible learning principles and to take greater responsibility for changes in their practice and performance of using data.
- Ensure professional learning is targeted to ensure the ongoing development and improvement of all teachers.

- Create whole school or inter-school relationships where staff can demonstrate and share their expertise to share and embed quality practice.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of School resources the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Management practices and processes the evidence presented indicates the school is operating at the Delivering stage.

### **School Plan:**

The following processes will underpin improvement in the **Leading Domain:**

- Active parent and community partnerships are built and strengthened through school initiatives.
- Through professional learning and collaboration, syllabus documents are effectively implemented.
- Programs are implemented to enhance the wellbeing of the whole school community.

To **excel**, the school needs to:

- Establish processes to build the capacity of the school community to use data and evidence for strategic school improvement.
- Develop a strong model of instructional leadership to generate a cohesive team approach to collectively sharing ownership for school improvement.
- Use innovative thinking and feedback from the broader school community in designing and implementing a school plan that delivers measured progress and achievement.

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

### Connected Learners

#### Purpose

Connected learners experience supportive relationships within the school and deeper engagement with their learning. They develop collaborative skills and enhanced interpersonal skills to prepare them for success in a connected world.

#### Overall summary of progress

Overall the teams working towards the Connected Learners milestones have had an effective year and have successfully implemented a range of strategies and programs across the school.

The Positive Behaviour for Learning (PBfL) team worked at analysing data to improve whole school practices. The most exciting initiative for the (PBfL) team was to launch the school mascot Ermo officially into the school. The team has also redesigned some resources and updated the expectations ready for 2019.

Process 2 involved the implementation of robotics, Project Based Learning (PBL) tasks and Science Technology Engineering and Mathematics (STEM) tasks to build students' future focused skills and engagement in learning. Staff were excited and enthusiastic to implement these across Key Learning Areas. The staff engaged in three teacher professional learning sessions presented by James Phelps – Minds Wide Open to develop their knowledge and skills to implement future focused learning and project based learning. The following are examples of how this process was successful across the school K–6:

- Stage 3 were successfully involved in the Marsden Learning Alliance Rube Goldberg PBL task, which was the largest showcase to date
- Stage 2 worked closely with the Ozobots and using them to demonstrate their understanding of Captain Cooks journey around Australia
- Stage 1 implemented the use of James Phelps's Critical and Creative Thinking Crunches in their Speaking and Listening Program
- Early Stage 1 began to introduce Cubbetos which is a type of robotics to begin to develop the basic coding skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% students receive a silver award.	Resources \$2000	All teachers established consistent approached in acknowledging student positive behaviour. 72% of students achieved a silver award.
15% reduction of minor incidents in the classroom	Teacher Relief S1000	There was a reduced rate of minor incidents compared to previous years. Positive behaviour for Learning expectations in 2019 will be reviewed and lessons formalised.
15% reduction of minor incidents in the playground	Teacher Relief \$1000	Minor playground incidents were higher than classroom incidents. Playground areas will be evaluated and data collection processes will be reviewed in 2019. to specify location of incidents occurring.
Students show evidence of increased resilient behaviours.	Resources \$2500	Teachers reported higher levels of resilience in their students and identified Learning and Support processes were supportive in implementation of strategies to build resilience.

#### Next Steps

In 2019 Ermington Public School will:

- Continue to show evidence of the Wellbeing Framework in Teaching and Learning Programs

- Further refine resilience programs to enhance interpersonal skills of students
- Continue to analyse PBfL data to incorporate data based improvements to whole school practices
- Implement the PBL and Future Focused Competencies scope and sequences that were developed in 2018

## Strategic Direction 2

### Innovative Teaching Practices

#### Purpose

Staff are motivated, creative, highly collaborative practitioners who incorporate innovative, evidence based practices to equip students for a dynamic world.

#### Overall summary of progress

The implementation of Visible Learning principles was a priority for Ermington Public School. Staff engaged in professional learning sessions delivered by Corwin and executive staff members to develop their understanding of Visible Learning. All staff were excited, on board and enthusiastic during the professional learning sessions with all staff trialing aspects within their individual classrooms. Professional dialogue was exchanged between stage team members on a regular basis in formal and informal situations. Students language began to change the more they were exposed to the Visible Learning Principles. Baseline data was collected from students and staff and analysed to inform the school wide Visible Learning Project. Data comparison will be a focus of the Visible Learning project.

Literacy and Numeracy continued to be key areas across the school with P&C funding a support teacher for 3–6 to compliment the model that the Department of Education funded for K–2 Literacy and Numeracy Support. The updated mathematics scope and sequence across K–6 was implemented successfully. It is highly evident across the school that in all teaching and learning programs student are engaged in evidence based activities catering for all levels of achievement. Beginning teachers continued to be supported through a teacher mentor support program focusing on developing their ability to incorporate exemplary strategies into their own teaching repertoire.

Scope IT continued to externally provide Coding lessons to students. Staff engaged in the lessons effectively and developed their skills, knowledge and understanding of how to successfully implement coding into their teaching and learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff implementing visible learning principles in their classrooms.	Professional learning session: Corwin Visible Learning – \$13 500.00	100% of teaching staff attended professional learning and implemented at least one aspect of Visible Learning
100% of teaching staff achieving whole school, stage and personal Performance and Development goals.	Teacher Release \$6000.00.	Teaching staff collaborated with stage teams to set and evaluate goals. All teachers achieved their Performance Development Plan goals.
75% or more students achieving in the top two bands of NAPLAN. 70% Year 3 and 65% Year 5.	Allocated DoE funds Quality Teaching Successful Students Professional Learning Funds \$5000.00	The Quality Teaching Successful Students allocation was used to target identified student groups to increase proficiency in literacy and numeracy. Results in Top 2 Bands is a total of 62.31%
85% of students demonstrating a growth of greater than 0.8 in NAPLAN.	Additional teacher support for literacy and numeracy 3–6 to support targeted students \$33 000.00	Average Scaled Growth of an average of 74.62% across all areas of literacy and numeracy. At or Above Expected Growth of an average of 68.62% across all areas of literacy and numeracy.
100% teachers incorporating Quality Teaching aspects into Literacy and Numeracy programs.	Professional Learning sessions delivered to staff on the Quality Teaching Framework \$2500	Quality Teaching elements are embedded in programs. Teachers had time to discuss and share ideas associated with the Quality Teaching Framework at the professional learning sessions and stage meetings.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students engaged in authentic project/inquiry based learning opportunities throughout a year.	Minds Wide Open Resources and Professional Learning through James Phelps Minds Wide Open \$5,150	Project Based Learning tasks were trialled in 3–6 and K–2 implemented Critical and Creative Thinking Crunches. Scope and Sequence for authentic learning developed and ready for implementation in 2019.
100% students able to articulate what it means to be a visible learner.	Teacher release \$5000	Baseline data on Visible Learning was collected to establish student understanding. Students will continue to be exposed to what it means to be a visible learner in 2019.  The schools learner dispositions will be launched in 2019.

## Next Steps

In 2019, Ermington Public School will:

- Launch the school's Learner Dispositions in line with the Visible Learning Principles
- Implement the PBL and Future Focused Competencies Scope and Sequences
- Develop PDP goals that align with the schools strategic directions
- Engage in further professional development with Corwin on Visible Learning
- Implement the new Science and Technology syllabus

## Strategic Direction 3

### Thriving Community

#### Purpose

Members of a thriving collaborative community are equipped to be confident, resilient and adaptable in a complex world. Teachers, students and parents are engaged, challenged and supported to be active citizens in the community.

#### Overall summary of progress

Ermington Public School has worked diligently to develop a thriving community by encouraging active parent and community partnerships were built and strengthened through school initiatives. We continued to engage with Relationships Australia as an external provider for parent workshops that targeted groups across the school. Kindergarten Connections was highly successful with Relationships Australia receiving positive feedback from the parents involved in the program. They were also well received at the 2019 Kindergarten Orientation Days with new parents of Ermington Public School showing their interest in the programs that will be offered in 2019. Other programs that were delivered by Relationships Australia were Tuning into Teens for parents and Trauma Informed Practices for staff. Relationships Australia continue to work alongside Ermington Public School to provide a tailored program for the whole school community.

The school website was redeveloped and launched. Weekly emails are sent to school administrators outlining the amount of visits to the school website. The weekly newsletter continues to be uploaded on to the website along with an updated calendar of events.

The eco-garden was used as a focus for student involvement to develop an understanding of sustainability. Sustainability was incorporated into teaching and learning programs. Student composting, gardening club and Earn and Learn bottle recycling were key areas around the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% of school community involved in school activities such as workshop attendance and volunteering.	External Provider – Relationships Australia	Attendance at workshops, classroom/school event involvement, parent surveys. 30% volunteers; 10% attendance at workshops.
80% of the school community registered for the School Enews application.	School Enews App – \$345.00	School Enews is enhancing communication with the school community. 1290 devices have push notifications for Ermington PS Enews registered with email subscription at a total of 411 subscriptions.
30% of parents completing the Tell Them From Me Survey	Tell Them From Me Survey Platform	5% of the parent community completed the TTFM Survey in 2018. Increased communication and encouragement of survey participation will form part of community engagement strategies.

#### Next Steps

In 2019, Ermington Public School will:

- Encourage parent engagement through innovative ways
- Develop a school's Facebook page
- Launch the use of Seesaw as a platform for parent engagement
- Work closely with the P&C to develop community partnerships

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Learning and Support Team • Aboriginal background loading (\$5,573 )	PLPs evaluated and reports reflected each child's progress
<b>English language proficiency</b>	EAL/D teacher • English language proficiency (\$41,726)	This is analysed and reported on by the EAL/D teacher. Any students that are not achieving stage expectations, are followed up with the EAL/D teacher.
<b>Low level adjustment for disability</b>	Learning and Support Team Classroom Teachers • Low level adjustment for disability (\$37,170)	ILPs are evaluated and information is passed on to the teacher for 2019.
<b>Socio-economic background</b>	Finance committee Executive team • Socio-economic background (\$12,375) • Socio-economic background (\$0.00)	Review data on students in these targeted groups through common assessment tasks, PM benchmarking and PLAN data.
<b>Support for beginning teachers</b>	• Support for beginning teachers (\$2,000) • Support for beginning teachers (\$0.00)	Ermington Public School's temporary beginning teachers were supported through a teacher mentor program. One teacher attended Beginning Teacher Network meetings.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	241	225	231	221
Girls	218	222	216	195

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	95.5	95.2	93.3
1	95.9	94.8	94.5	94.7
2	95.9	97.6	93.8	93.7
3	95.5	96.6	97.2	94.5
4	96	95.3	94.8	96.8
5	96.1	96.7	96.4	96.4
6	95.8	96.5	93.5	94.5
All Years	95.8	96.3	95	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

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

Regular attendance is highly valued by our staff and the importance of attendance at school is communicated to our community through newsletters and P&C Meetings. All teacher staff are responsible for marking rolls and monitoring attendance of their students. Parents/Carers are contacted (via notes or a phone call) if there are any concerns regarding non-attendance. Attendance (whole day absences and partial absences) are recorded on end of semester reports. When there are concerns regarding non-attendance referrals to the school Learning and Support Team and Home School Liaison Officer are made .

In 2018, Ermington Public School continued to employ online roll marking through the LMBR system. Monitoring attendance has improved with new systems and practices implemented and refined through 2018.

## Class sizes

<b>Class</b>	<b>Total</b>
KS	20
KC	18
KA	19
1_2H	21
1N	20
1L	21
2Q	21
2L	20
3H	29
3B	27
4T	29
4_5J	30
5/6C	30
5L	30
5E	28
5/6M	29
6G	30



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.16
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.32

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

All staff undergo mandatory professional learning programs that have built the capabilities of early career teachers, experience teachers and the executive team. Professional development focused on Visible Learning, Creative and Critical Thinking and Sustainability.

The staff were involved in mandatory training for CPR, Anaphylaxis, Child Protection, Code of Conduct and Emergency Care. In 2018, the School Administration Staff were involved in training to develop their skills to successful use elements within the SAP Portal

including EfPT and SAP HR Payroll.

### Teacher Accreditation

Ermington Public School staff were exposed the maintenance of accreditation scheme. There are two teachers working towards their proficiency teacher status. In 2018, three teachers submitted their accreditation documentation to achieve the Proficient Teacher level of accreditation. Early career teachers receive support at Ermington Public School from their supervisors, beginning teacher mentor and attendance at Beginning Teacher Network Meetings.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	396,103
<b>Revenue</b>	3,893,360
Appropriation	3,499,092
Sale of Goods and Services	24,543
Grants and Contributions	358,084
Gain and Loss	0
Other Revenue	5,250
Investment Income	6,390
<b>Expenses</b>	-3,731,519
Recurrent Expenses	-3,731,519
Employee Related	-3,249,419
Operating Expenses	-482,100
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	161,841
<b>Balance Carried Forward</b>	557,945

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

A finance committee which is coordinated by the Principal and School Administrative Manager collaborated to manage school finances following Department of Education procedures. The financial balance was used to improve literacy and numeracy resources across the school, implement robotics kits and storage facilities to cater for students from K–6. Coding lessons were also implemented by the school. Additional projectors were purchased by the school and additional data points were added to support the integration of technology in the library space. Funds were used to replenish Physical Education resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,884,411
Base Per Capita	86,436
Base Location	0
Other Base	2,797,975
<b>Equity Total</b>	263,425
Equity Aboriginal	5,573
Equity Socio economic	12,375
Equity Language	125,017
Equity Disability	120,460
<b>Targeted Total</b>	35,584
<b>Other Total</b>	216,563
<b>Grand Total</b>	3,399,982

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.

**NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 5 data includes our Opportunity Class students.

**Year 3**

In reading, 58.8% of students achieved in the top two bands compared to 51.6% of NSW government schools.

In writing, 58.8% of students achieved in the top two bands compared to 51.6% of NSW government schools.

In spelling, 62.7% of students achieved in the top two bands compared to 50.2% of NSW government schools.

In grammar and punctuation, 62.7% of students achieved in the top two bands compared to 48.0% of NSW government schools.

**Year 5**

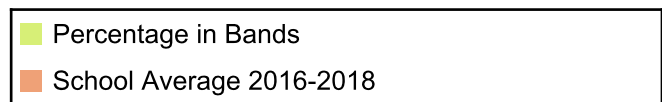
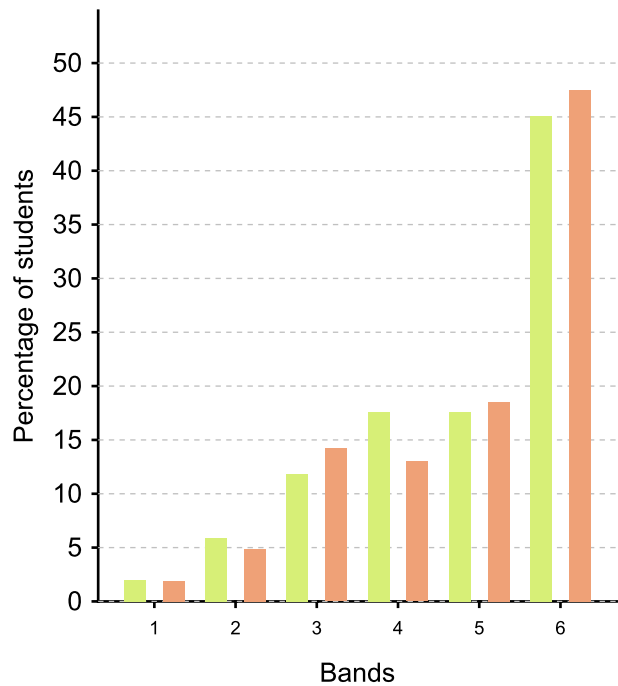
In reading, 68.7% of students achieved in the top two bands compared to 36.3% of NSW government schools.

In writing, 44.6% of students achieved in the top two bands compared to 14.9% of NSW government schools.

In spelling, 70.2% of students achieved in the top two bands compared to 35.8% of NSW government schools.

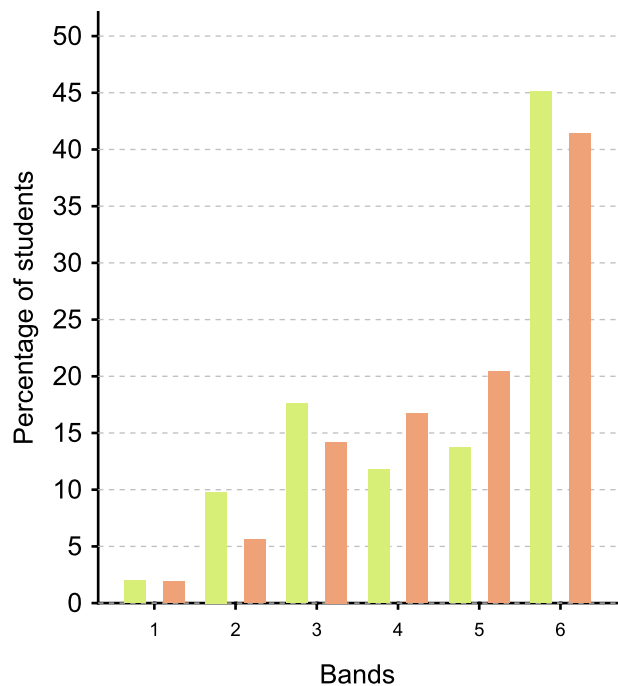
In grammar and punctuation, 64.3% of students achieved in the top two bands compared to 34.8% of NSW government schools.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



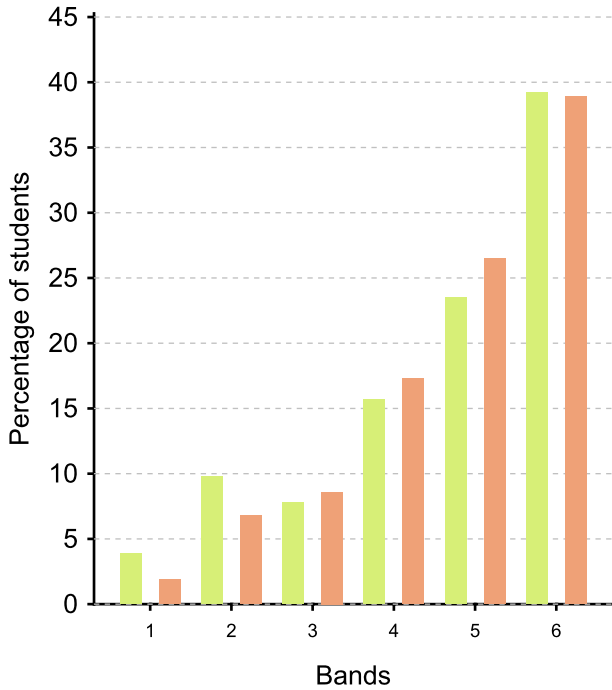
Band	1	2	3	4	5	6
Percentage of students	2.0	5.9	11.8	17.6	17.6	45.1
School avg 2016-2018	1.9	4.9	14.2	13	18.5	47.5

**Percentage in bands:**  
Year 3 Reading



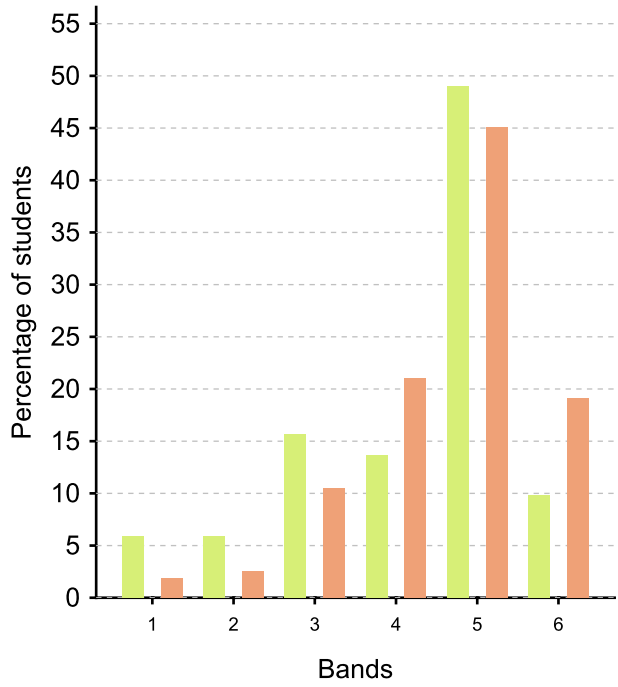
Band	1	2	3	4	5	6
Percentage of students	2.0	9.8	17.6	11.8	13.7	45.1
School avg 2016-2018	1.9	5.6	14.2	16.7	20.4	41.4

**Percentage in bands:**  
Year 3 Spelling



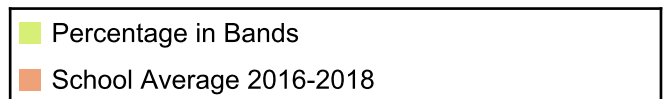
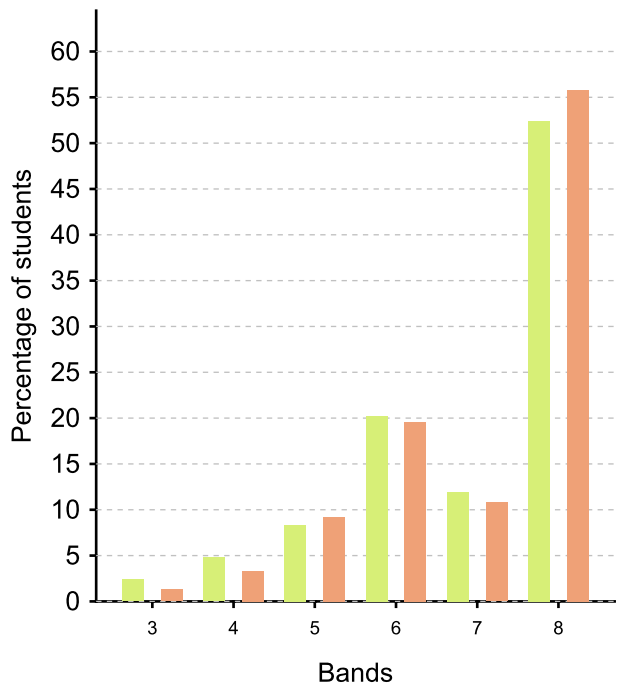
Band	1	2	3	4	5	6
Percentage of students	3.9	9.8	7.8	15.7	23.5	39.2
School avg 2016-2018	1.9	6.8	8.6	17.3	26.5	38.9

**Percentage in bands:**  
Year 3 Writing



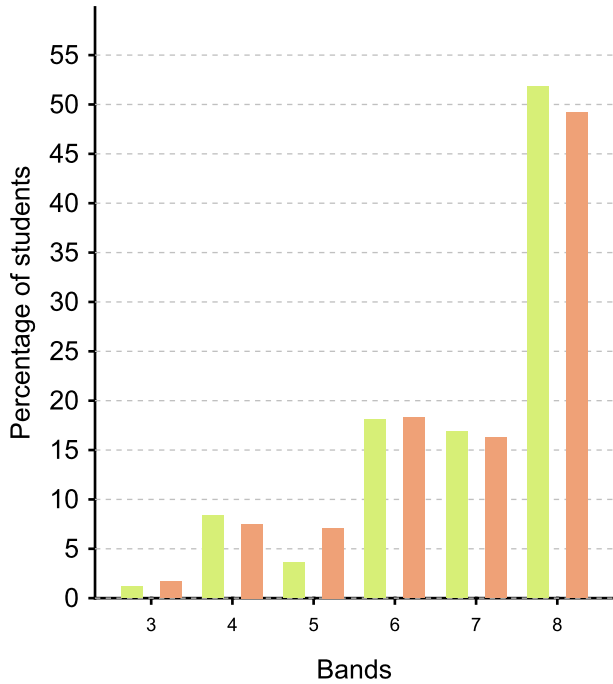
Band	1	2	3	4	5	6
Percentage of students	5.9	5.9	15.7	13.7	49.0	9.8
School avg 2016-2018	1.9	2.5	10.5	21	45.1	19.1

**Percentage in bands:**  
Year 5 Grammar & Punctuation



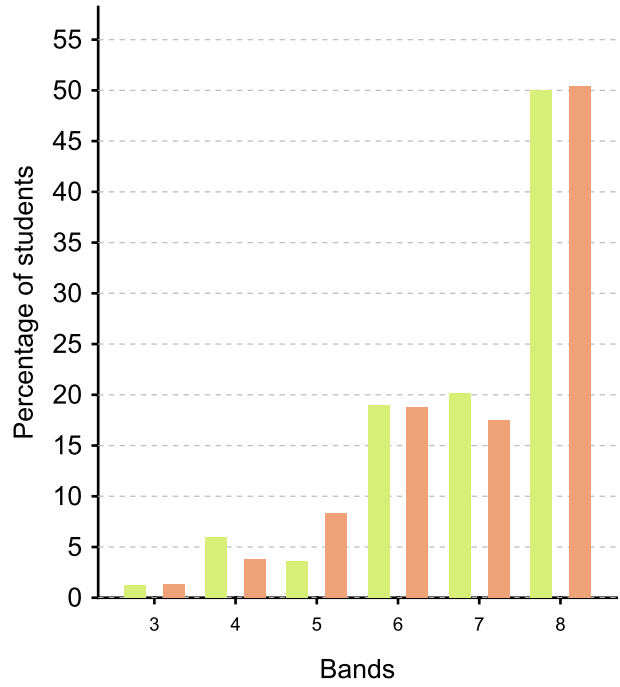
Band	3	4	5	6	7	8
Percentage of students	2.4	4.8	8.3	20.2	11.9	52.4
School avg 2016-2018	1.3	3.3	9.2	19.6	10.8	55.8

**Percentage in bands:**  
Year 5 Reading



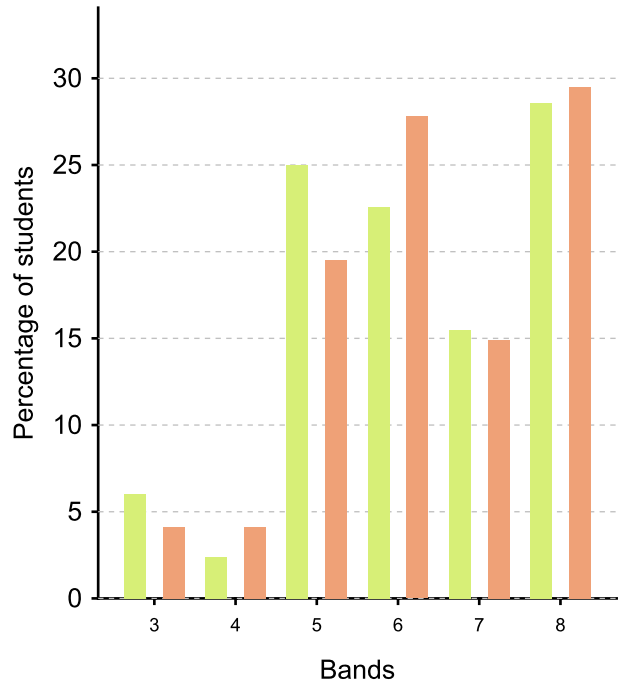
Band	3	4	5	6	7	8
Percentage of students	1.2	8.4	3.6	18.1	16.9	51.8
School avg 2016-2018	1.7	7.5	7.1	18.3	16.3	49.2

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	1.2	6.0	3.6	19.0	20.2	50.0
School avg 2016-2018	1.3	3.8	8.3	18.8	17.5	50.4

**Percentage in bands:**  
Year 5 Writing



<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Percentage of students	6.0	2.4	25.0	22.6	15.5	28.6
School avg 2016-2018	4.1	4.1	19.5	27.8	14.9	29.5

**NAPLAN – Numeracy** (including all strands number and algebra, measurement and geometry and statistics and probability)

The Year 5 data includes our Opportunity Class students.

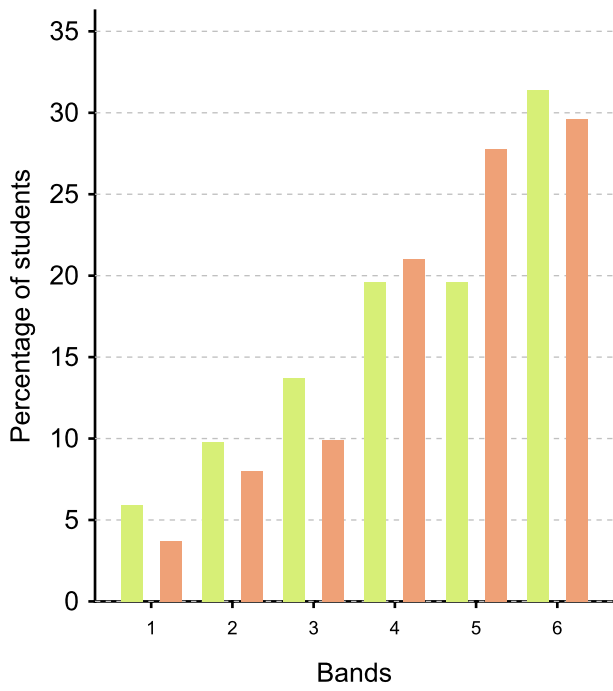
### **Year 3**

In numeracy, 51% of students achieved in the top two bands compared to 40.8% of NSW government schools.

### **Year 5**

In numeracy, 65.1% of students achieved in the top two bands compared to 30.2% of NSW government schools.

**Percentage in bands:  
Year 3 Numeracy**



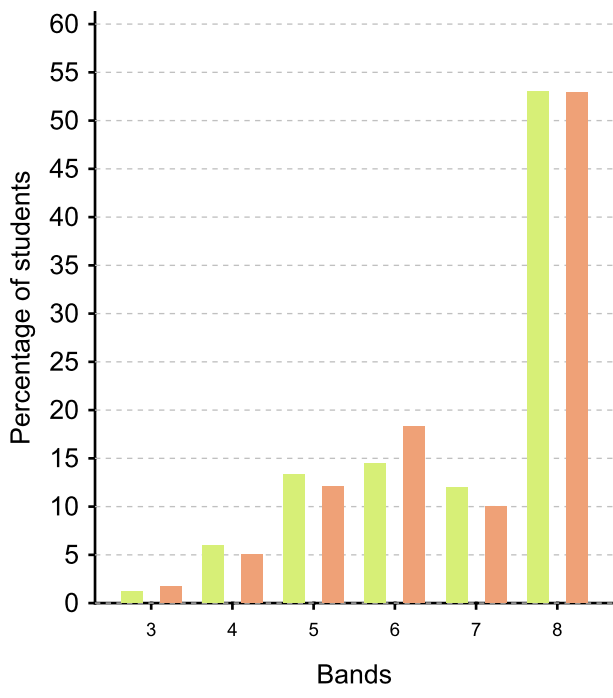
Band	3	4	5	6	7	8
Percentage of students	1.2	6.0	13.3	14.5	12.0	53.0
School avg 2016-2018	1.7	5	12.1	18.3	10	52.9

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.>



Band	1	2	3	4	5	6
Percentage of students	5.9	9.8	13.7	19.6	19.6	31.4
School avg 2016-2018	3.7	8	9.9	21	27.8	29.6

**Percentage in bands:  
Year 5 Numeracy**





## The Premier's Priorities:

1. **Increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019** To address the above priority Ermington Public School uses the K–2 Literacy and Numeracy funding to support identified students to improve their levels of academic success and progress. The P&C funded a teacher to focus on Literacy and Numeracy for students in Years 3 –6. Research into additional evidence based programs is occurring ensuring that the funding is best used to address the needs of students and have the most positive impact on student academic progress. This year the average percentage for students in the top two bands in Years 3 and Year 5 at Ermington Public School was 63.21%. Ermington will strive for the 8% increase.
2. **The percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy** The students who identify as Aboriginal are supported through the use of the Aboriginal funding and RAM Equity. Students participate in withdrawal groups and receive support within their classrooms. Personalised Learning Plans are developed and revisited throughout the year to ensure that progress is being made and goals are being achieved.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Throughout 2018 all stakeholders had the opportunity to participate in a range of surveys. We have used google forms, workshop feedback from external providers and the Tell Them From Me Surveys throughout 2018. Some of the data collected from the surveys are presented below.

### Teachers:

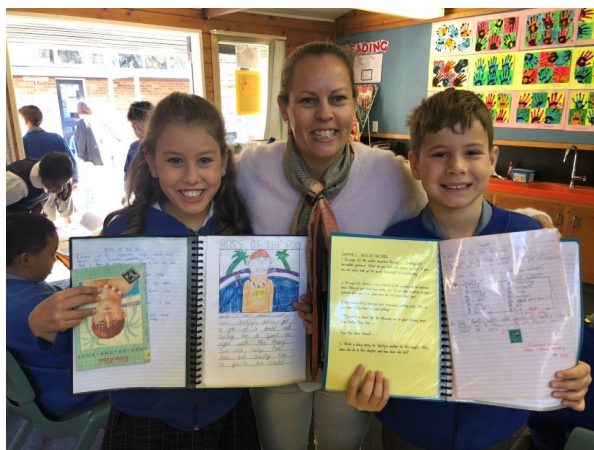
- 92% of teachers agree that involvement in Professional Learning has led to changes in their teaching and learning in their classroom.
- 68% of teachers have used areas around the school other than the garden to teach aspects of sustainability.
- 75% of teachers feel equipped to continue to implement Visible Learning in 2019.

### Students:

- 58% of students in years 4–6 have a high level of perseverance when it comes to the extent to which students can pursue their goals to completion, even when faced with obstacles.
- Staff emphasise academic skills and hold high expectations for all students to succeed had a school mean of 9.0 which is above the NSW Government Norm School.
- The top three learner qualities identified by the students as being important to their learning were; resilience, creativity and open–mindness.

### Parents:

- 47% of parents are happy with the level of communication from the school and their child's teacher
- 72% of parents find the newsletter very useful as a type of communication for finding out news about the school
- 85.7% of parents found parent teacher interviews helpful



## Policy requirements

### Aboriginal education

Students at Ermington Public School consider Aboriginal and Torres Strait Islander culture and customs across the Key Learning Areas. In 2018, we had 8 students identify as Aboriginal. Funding of \$5,573 was provided to the school to support these students with their learning needs and goals. Personalised Learning Plans were developed in consultation with parents/carers and reviewed regularly throughout the year.

### **Aboriginal Education – NAIDOC Day**

Aboriginal perspectives are regularly embedded into units of study at Ermington Public School. In 2018, we celebrated the NAIDOC theme of 'Because of her, we can!'. Students came to school dressed in red, black and yellow clothes to pay tribute to the colours of the aboriginal flag and we enjoyed a performance by Aboriginal Educator Phillip Geia titled 'Island Dreaming'. Students from K–6 were able to learn about:

- Traditional stories given modern relevance
- Song and dance, instruments (didgeridoo, bipra (clap sticks), kulaps (shakers), boomerangs)
- Cultural insights

All Ermington Public School assemblies and formal functions begin with an acknowledgement of country to pay respect to the local Aboriginal people, their culture and heritage.

### **Multicultural and anti-racism education**

Ermington Public School encourages our community to foster an atmosphere of respect, diversity and acceptance by embracing our multicultural diversity. This reflected in communication to parents/carers and through lesson content and everyday classroom practice. The school had one Anti–Racism Contact Officer in 2018.

The English as an Additional Language and Dialect (EAL/D) program at Ermington Public School had 203 students from a language background other than English in 2018. This makes up 62.3% of the school enrolment. These students are supported by a five day allocation of teaching staff with additional funding for English Language Proficiency through the Resource Allocation Model (RAM). The RAM funding supports students by providing school learning and support officers to assist in classrooms and small withdrawal groups.

## **Other school programs**

### **Sport**

Our achievements on the sporting field this year have been exceptional. Ermington Public School continued to offer opportunities for students to participate in a wide variety of sports at school, zone, area and national levels throughout the year. The school's sport program aims to provide students with activities that cater to their needs and interests as well as providing a healthy balance between physical exercise and leisure.

### **Sports Carnivals**

The swimming, cross country and athletics carnivals were held at Auburn Ruth Everuss Aquatic Centre, Ermington Public School and Dunbar Park respectively. Our school carnivals were fantastic, with a large percentage of students participating in many events and we had 5 swimming and 3 athletics records broken by two of our talented students. From these carnivals, students were selected to participate against other schools in each of the zone carnivals. 26 students represented Ermington at the zone swimming carnival, 65 at the zone cross country carnival and 45 at the zone athletics carnival. Some of our students then went on to represent Ryde Zone at the Sydney Area Carnival and performed commendably. In particular, one of our students was awarded the Junior Female Age Champion at the zone swimming carnival after breaking three records. This student went on to represent Ermington at the area carnival and national carnival held in Hobart breaking two more records along the way and was crowned the national champion for her age group. Another of our talented students was awarded the 11 Year Female Age Champion at both the zone and area athletics carnival and performed commendably at the state athletics carnival. Well done to all of Ermington's representatives.

### **PSSA**

Our students love to participate in the Primary Schools Sports Association (PSSA) competitions and do so with immense pride and steely determination. Students in Years 3–6 competed against other schools in the Ryde Zone PSSA competitions on Friday afternoons. This year we offered softball, t–ball, cricket, volleyball and newcombe ball in summer, as well as soccer, netball and tiger tag in winter. All teams played well and displayed good sportsmanship and were wonderful representatives of this school. We had some outstanding results with numerous teams reaching the semi–finals in their respective competitions. This great success was due to the commitment and dedication of our players and coaches over the entire year. Some of the achievements are in more detail below:

### **T–Ball**

The Mixed T–Ball and Boys T–Ball teams competed in the Ryde Zone PSSA competition in Terms 1 and 4. Both teams finished in 5th place, just missing out on semi–finals. All students were enthusiastic and dedicated during training and made excellent skill gains

over the year. The Boys team in particular played some outstanding games and were unfortunate to miss out on finals. Both teams demonstrated excellent sportsmanship each week, with many other schools commenting on their positive and kind attitudes.

### **Netball**

The Senior Girls A and Senior Girls B PSSA netball teams competed each week at Meadowbank Park. The Senior A team finished 7th out of 15 teams and the Senior B team finished 10th out of 16 teams, improving their placing from previous years. The Senior A result was particularly pleasing considering the team was mostly comprised of Year 5 students while most other school's teams were comprised of Year 6 students. The students were very dedicated to training and made good improvements in skill throughout the year. Their sportsmanship during games was always of a high standard and they represented Ermington Public School with pride.

### **School Sport**

Students in Years 3–6 who did not choose to participate in the PSSA sports were able to participate in a variety of sports at school that included basketball, diamond cricket, hockey, mini tennis, newcombe ball, soccer, table tennis, t-ball and touch football. Students rotated between sports every two weeks allowing time for games and skill development.

The Sydney Thunder cricket team visited the school and ran a cricket workshop for Year 3 students, as well as the junior and senior cricket PSSA teams. The students gained valuable skills in a practical and informative session where individual skills and teamwork were developed.

### **Swim School**

Students from Stages 1 and 2 participated in swim school lessons at Granville Swimming Centre. The two week learn to swim program involved intensive sessions aimed at developing water confidence and basic skills in water safety and survival.

### **NSW Premiers Sporting Challenge**

Our 420 students participated in the Premier's Sporting Challenge 10 week program this year. The students were involved in many activities including sport at school and out of school, leisure activities such as walking the dog, riding bikes, walking to school and a range of other physical fun activities.

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

a great opportunity for our staff to be seen as healthy advocates and mentors.

Ermington Public School aims to develop sportsmanship and provide a balance between skill acquisition and appropriate competition. The school recognises and greatly appreciates the support of parents in transportation, assistance at events and encouragement of students in their sporting endeavours and development.

## **Creative and Performing Arts**

### **3–6 Dance Group**

The 3–6 Dance Group provides primary aged students with the opportunity to learn a choreographed dance and perform in front of an audience. 2018 marked yet another successful year for the dance group. There were 22 talented students in the group, two of which were boys. They performed a contemporary piece choreographed by Miss Katherine Brow to My Island Home by Christine Anu. Students were involved in a variety of opportunities to perform this piece at a range of venues across Sydney, as well as various school events. They performed at The Ryde Schools' Spectacular at the Sydney Opera House. The 3–6 Dance Group also competed in the Battle of the Primary Schools Dance Competition at Marsden High School and were awarded third place in their section. Students also performed their item at the school's Education Week assembly and they led the whole school in the 'Rain Dance' which was part of the school's Fiver for a Farmer Fundraiser. Through participation in the dance group, students developed their performance skills, commitment and discipline and most importantly had fun and made new friends.

### **K–2 Dance Group**

The K–2 Dance Group consists of 25 girls and 3 boys from years Kindergarten to Year 2. Everyone who auditioned was accepted into the dance group. We met every Tuesday during lunch time to practices in the hall. The dance group danced to Meghan Trainor's 'Better When I'm Dancing'. Students wore black tights, a white t-shirt and a sparkly bow in their hair. The dance group performed at several school events and competed in the Battle of the Primary Schools Dance Competition at Marsden High School where they were highly commended. The students enjoyed learning a choreographed routine and building confidence in their ability to perform in front of audiences of varying sizes.

### **Ryde Schools' Spectacular Choir**

17 Ermington students were part of approximately 600 students from 20 schools in the area of Ryde whom came together to perform at the Opera House for the Ryde Schools' Spectacular Concert. The songs selected were in keeping with the theme, Hope and Harmony. In preparation, the students met twice a week to practice the songs. In addition there were 3 rehearsals at Ryde Civic Centre, where all the students rehearsed together. At the final dress rehearsal which was at the Opera House Concert Hall, there was a buzz of excitement as the voices of the combined choir were

amplified by the amazing acoustics. The event was held on the 29th October, 2018.

## **Drama**

The drama group comprises of students in Years 5–6. Students were involved in weekly drama sessions in which they practiced essential skills when performing in front of others. This included emotional portrayal, voice projection and stage directions.

## **Recorder Group**

Children from 5L, 5/6C and 5/6M learnt to play the descant and treble recorder. They performed at various venues including the Opera House, Education Week Assembly and Presentation Day. They also attended a mass workshop at the Salvation Army Centre, Sydney. Playing music is an important and beneficial activity and children have enjoyed the various genres of music studied.

## **Aerobics**

2018 was a very successful year for the aerobics program at Ermington Public School with four teams consisting of 22 students from Yrs 3–6. The teams achieved excellent results in all competitions. The athletes trained early mornings and lunchtimes upskilling their routines to all reach the Schoolaerobics State Finals at Sutherland Entertainment Centre. The Fitness and Primary Open teams were State Champions in their prospective sections. The Open B and Future Legends teams performed their finest to achieve a medal at this very competitive championships.

All four teams gained entry from their results into National Level which took place at the Convention Centre on the Gold Coast. All teams represented our state with pride and competed in very high levelled sections. The Fitness and Future Legend Teams received a bronze medal with the remaining teams placing just outside medal contention. A very successful year of aerobics for all students and families involved was experienced throughout 2018.

## **Other School Programs**

### **Positive Behaviour for Learning**

At Ermington Public School, we believe that all students should be given the opportunity to learn and grow in a safe and happy environment. This environment is created and maintained by setting clear rules, routines and expectations and by giving appropriate reinforcement for positive behaviour to aid understanding and adherence to the rules. As a result, our school wide Positive Behaviour for Learning (PBL) continues to be implemented at Ermington Public School.

PBL is a whole school framework, which is intended to support all students and staff across all settings. It incorporates a team-based process that is designed for systemic problem solving planning and evaluation. The framework encompasses our for school expectations:

Show Respect, Do your Best, Be Responsible and Stay Safe.

In 2018, a number of initiatives have been introduced and funded to support the PBL framework. These include the introduction of our school mascot Ermo, expectation class passport, Silver and Gold Celebrations and programs were developed to enhance student wellbeing across the school. The PBL team also actively analysed and regularly presented data to staff and implemented a number of staff morale building initiatives across the school.

One of the major PBL initiative this year was the introduction of Ermo. Ermo is an admirable new student at Ermington Public School, who is constantly demonstrating the school expectations and is the prefect role model for the students at Ermington Public School. This marks a momentous time in the history of Ermington Public School, where the school community should feel proud to be a part of this amazing experience.

This year, 96% of students received a bronze award, 72% of students achieved a silver award and 20% of students were awarded their gold award.

## **Chess**

In 2018, there were two teams of four students each who represented Ermington Public School in the Local Area Chess Competition with two divisions. There were 25 students who attended the Chess trials and demonstrated great knowledge and desire to represent the school. Both teams did extremely well, with our A Team winning the Local Competition and the B Team placing second. The A team competed in the Sydney Area Chess Competition as part of the regional semi-final and were successful, earning a place in the regional final and performed very admirably. The school appreciates the support of the teachers and parents who made it possible.

## **Da Vinci Decathlon**

Two teams of 8 students travelled to Knox Grammar to compete against schools across New South Wales in the Da Vinci Decathlon. The teams competed in year groups, with each group participating in a range of academic and creative areas such as English, mathematics, science, general knowledge, art and poetry, drama, engineering, code-breaking, cartography and ideation. The teams performed extremely well, in particular the Year 5 team who placed third in mathematics, third in English and third overall. A special thanks to parents for their assistance in transportation on the day.

## **Debating**

This year Ermington PS entered one competitive team and two non-competitive teams in the Ryde District Debating Competition. The competitive team remained undefeated in all main rounds of the competition, making it to the semi-final.

## **Student Representative Council**

This year, the Student Representative Council supported the four school expectations. Students formed teams and reinforced the values weekly. Their responsibilities included presenting the weekly focus at morning assemblies, implemented social games at lunch time and monitoring the bottle recycling program. We had a very successful fundraiser for drought stricken farmers and raised over \$1000 through activities that included dressing up like a farmer, performing a rain dance, and flinging rubber chickens.