

# Ermington West Public School

## Annual Report



2018



4125

## Introduction

The Annual Report for **2018** is provided to the community of Ermington West 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.

Barbara Simic

Principal (Rel.)

## School contact details

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## Message from the Principal

Ermington West Public School is committed to the continuous improvement of student outcomes. Staff continue to work in a team teaching environment to provide and deliver differentiated educational programs to the students. The caring and passionate staff have assisted and watched the students grow and develop throughout the year. The Stage 1 teachers began or continued their professional learning with the L3 literacy program. Miss We and Miss Kim completed an online autism course to assist students at our school. Mr Bailey and Miss Tebbutt teamed up this year to deliver a strong cohesive leadership team for the stage 3 students. These teachers have mentored staff members and students. This has shown our stage 3 students the achievements which can be made.

Mrs Richardson and Miss Moore, our school learning support officers, provide individual and small group support for students.

Our office team provide administrative and financial support to the school as well as support the students and parents of EWPS. These ladies are the backbone of the school that ensure the smooth day to day running of the school. On behalf of the school community I thank them for their dedication to the school.

Mrs Judge, was seconded to work on a project called Every Student is Known, Valued and Cared For. She worked with two other principals to develop a resource which is now available system wide. Mrs Judge was involved in Stage 1 of this project. Mrs Judge and her team have put together school stories and resources to develop a digital toolkit for teachers. Congratulations to Mrs Judge and her team on developing such a wonderful resource.

The P&C Association has continued to work in partnership with the school. I would like to thank Shannon O'Keefe, Trish Tillard and Lisa Heys for their leadership role of the team. I would like to acknowledge all members of the P&C for their commitment and dedication to the students, staff and community of Ermington West Public School.

Our partnerships with the community have continued to flourish with the continuation of our learning with the Cumberland Community of Schools. As a part of this community of schools a choreographer Hernan worked at our school with our students during Kids Curriculum. Our students were lucky enough to be chosen to perform at Parramatta Riverside Theatre for Celebrating the Arts– a showcase of the Creative Arts in the Parramatta Merrylands area.

Kids Curriculum has continued its ties with the community and developed new partnerships. An ex-principal Steve, has assisted the students with the making of hedgehog pencil holders and a member from Parramatta City Council has come in to speak to the students about Sustainability.

The students at Ermington West Public School develop learning goals and strive to achieve these goals. They are developing resilience, persistence and collaboration skills in preparation for the years ahead.

This year has seen the students join in many activities to assist their learning and also develop their social skills. Some of the programs the students have been a part of this year include: the BeCome program for Stage 3; the Science Inspire Program for Year 5; Leadership Days for Stage 3; The NRMA Science and Road Safety Day; students have presented at Reverse Teach Meets; The Powerhouse excursion for Stage 1; EWPS Games; Camp; the Invictus Games, Kids Curriculum and the L3 program which is run in Stage 1.

The staff and community cannot speak highly enough of the achievements of the students at our school. Well done to all of you and I encourage you to keep striving in the future.

Finally, I would like to thank all of the parents in our community for their collaboration with the teachers to develop learning goals for their child/ren. The support of the families has been shown through the participation during learning conferences, goal settings and school run events. Together 'We are Creating the Future'.

Barbara Simic

Principal (Rel.)

### Message from the school community

Over the past 5 years that I have had kids at Ermington West Public School the school has seen a lot of changes. The most obvious is that our school has grown by over a third during this time. This has given the P&C pause to reflect on how we ensure that we engage new families in our school community and reflect the wonderful diversity that this has brought.

Because of this the P&C decided that our focus should be on supporting teachers and the school leadership and developing our school community as an inclusive place for all students and their families. In practical terms this has meant thinking about how our P&C activities can help deliver this. We agreed that fundraising was less important than creating opportunities for new and older families to meet each other, to identify where we could provide financial support to create more inclusive play spaces, for example and to look for grants to fund larger projects rather than rely on family contributions.

To this end we have refitted our canteen using grant money so that it is now a fully accessible multi-purpose space for all students and can be used as a canteen, kitchen classroom or for parents to cater for P&C events. Sharing food is such an important part of celebrating culture and the investment in the new canteen now means that it can play a central role in new school and P&C events. This has included our mothers and fathers day breakfasts, providing breakfast before NAPLAN tests.

The P&C recognises that many families do not have the flexibility to attend school events during their work hours. This can be a cause of upset to both families and students. Because of this the P&C now live streams school events, where practical, and shares this on the P&C Facebook page. The engagement levels have been very high and reflect the importance of looking for how new technologies can be used to support the broader aims of the P&C.

The P&C would like to thank the wonderful teachers from EWPS who support the P&C and continually look for opportunities to align the school program with the wider school community.

Shannon O'Keeffe

P&C President

### Message from the students

2018 was a blockbuster year for our glorious little school.

We had some ups and downs, some challenges, and some highs. Overall, 2018 surpassed our expectations, and it is definitely a year to remember. We started with the Swimming Carnival, where EWPS students got the opportunity to swim with students from different schools in the Parramatta Zone. We then broadened our academic knowledge through the Cumberland Connections Science Program, where EWPS students got the chance to learn about science concepts first-hand. After, we had the Young Change Agents program; a program that allowed our students to develop their entrepreneurial skills. We also had the BeCome program, where students thought about their careers, a topic that not many students have really explored before. Other programs included excursions, the L3 program, and Buddies.

From a younger perspective, Miss Kim and Miss We opened up doors for Kindergarten, and turned them into independent, young learners. Mrs Lucas, Mr Englefield, and Mrs Simic, developed our Stage 1's knowledge from basic, to advanced, and definitely extraordinary. Our lovely Stage 2 teachers changed the way our Stage 2 students think, and made them into young leaders. From our perspective, Mr Bailey and Miss Tebbutt were two excellent teachers that prepared all of us for high school, and led us through the year. On a finishing note, Chloe and I, Ayden, would like to say thank you to EWPS for a mind-blowing 2018!

## School background

### School vision statement

Team EWPS students are self-motivated learners – confident and creative, with the personal skills for future success and wellbeing.

We are Creating the Future Together!

### School context

Ermington West PS has an enrolment of 175 students representing 27 language groups and just under 10% Aboriginal students and diversity in socio-economic status. Our students are the leaders of the future. They:

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

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of **Learning**, Ermington West assessed ourselves as sustaining and growing. Students are aware of the expectations in the school, enabling students to optimise their learning. Classrooms have reading and writing bump it up walls which students use daily to assist their own learning. Students refer to the walls to make their learning goals, as well as to assist them in their daily classwork. Referring to these walls allows students to take control of their learning, see what they need to achieve to be successful learners and see where they need to go to next. Students also complete number of the day activities and Targeted Early Numeracy (TEN) to develop their numeracy strategies. The school analyses data from a number of sources and reports on areas of students strengths and areas of development. Parents are updated on the progress of their child with formal reporting processes. Parents, students and teachers work together to develop learning goals for the students.

In the domain of **Teaching**, our self assessment process showed that Ermington West Public School was sustaining and growing school practices. Teachers meet weekly in stage teams to collaborate, share curriculum knowledge, look at data to inform their programming and lessons to meet the needs of all students. The students undergo a three week assessment cycle. This cycle consists of a pre test, a post test and the development of the skills needed to develop a concept. The assessments relate to the skills which will be taught in the cycle. The assessments are developed to



promote consistent teacher judgement of student learning, to monitor student learning progress and identify areas for improvement and areas for extension. The Stage 1 staff attend L3 professional learning sessions to develop their skills and knowledge of evidenced based research to develop the literacy skills of the students. Teachers , as a part of the Teacher Professional Development Plans, negotiate observations of classroom teaching practice with other staff members. These observations include feedback to improve professional knowledge and practice.

In the domain of **Leading**, staff have worked in their teams to ensure the finances and resources purchased align to the school plan. The school teams meet regularly to monitor school data to gauge and inform any changes to the school plan. This strategy assists in the development of a shared distribution of leadership, as every teacher is a leader at Ermington West. Mr Bailey and Miss We, were given the relieving assistant principal roles during term 3 and 4 while Mrs Simic relieved as principal. Through Kids Curriculum we have community members as well as students who lead electives. Our school leaders attend leadership days and we also have a Kids Ambassador Team who meet with students from other schools to design and run projects to develop their leadership. Staff work as co teachers and are mentoring their colleagues on a daily basis. Staff also mentor beginning teachers as well as supervising practicum students from universities during their block.

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

Staff as Lead Learners

### Purpose

To strengthen the capacity of teachers in evidence-based learning through:

- strong leadership at all levels of the school
- systems for professional learning focusing on the needs of teachers
- a comprehensive approach to building leadership capacity

### Overall summary of progress

Staff wrote their Personal Development Plans and attended professional learning in line with their goals.

Specialist timetables were organised so that students could be supported in their learning.

Beginning Teacher Program ran throughout the year to support these teachers in their first few years of teaching.

Weekly team meetings were run for programming and planning, as well as for staff to analyse data. K–2 used L3 data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) 100% of teachers have targeted professional learning experiences that will allow them to implement innovative, future focused pedagogy.		All staff attended professional learning in line with their PDP.  Staff reported back to the rest of the team about their professional learning.
2) All staff members have high-quality evidence to support their progress towards the successful completion of their		Staff recorded professional learning, pod casts, evidence based research readings to complete their goals.
3) All staff have a shared responsibility for the implementation and review of the school plan, where all staff contribute to successful completion of projects in action plans.		Teams worked together to complete milestones and ensure that projects were completed or informed changes were made to complete the projects.

### Next Steps

Continue to support the accreditation and maintenance of teachers pursuing higher levels using the Australian Professional Standards for Teachers.

Teachers to complete the AITSIL self reflection tool.

Teachers to continue writing their Performance and Development Plans to plan for their professional learning and self assessment throughout the year.

Teachers to engage in negotiated observations of classroom teaching practice.

## Strategic Direction 2

### Partnerships in Learning

#### Purpose

To engage all stakeholders so that the entire school community is informed, engaged and influential through:

- ***aspirational expectations of learning progress and achievement for all students, and commitment to the pursuit of excellence***
- strengthening relationships amongst our community of schools.
- maintaining, developing and seeking out new partnerships to continue implementing a balanced, dynamic and innovative curriculum.

#### Overall summary of progress

At the start of 2018 digital portfolios were set up to show a snapshot of student work for parents.

Staff attended Community of Schools professional learning in the form of twilight sessions and a staff development day in term 3. These sessions align to staff PDP goals.

Formalised the attendance policy, set up regular learning support team meetings and individual learning and attendance plans were created.

Surveyed all students about playground spaces to promote well being and attendance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) Targeted students' attendance at school is at/above 95%		Regular learning support team meetings held to discuss attendance. Whole school policies in place to increase overall attendance.
2) Improved family involvement in learning with all parents attending learning conferences (as reflected in parent contact data) throughout the year and accessing student digital portfolios regularly (once per term).		Learning conferences were held in term 1. The majority of parents attended.
3) Increased opportunities for staff and students (CCC) leading to teacher professional learning targeted at need and improvement of student outcomes in key areas.		EWPS staff and students led a Twilight session about Kids Curriculum.

#### Next Steps

To implement a playground buddy roster to teach our students how to interact in small groups to develop resilience and team collaboration.

To support the program above equipment will be purchased to provide a variety of activities to be included in the playground.

To set up digital portfolios for any new students at EWPS.



### Strategic Direction 3

#### Students as Leaders and Learners

#### Purpose

To create a genuine and powerful culture of learning and leadership which pervades the entire school and becomes a natural part of the way the school operates through:

- personalising learning for students to create successful, confident and creative individuals and active and informed citizens.
- opportunities for students to learn, practise and refine skills relative to leadership.

#### Overall summary of progress

Integrated outdoor learning spaces such as the yarning circle into classroom routines.

Students successfully completed a teacher training course before they were able to lead their own elective during Kids Curriculum.

Kids Ambassador Team successfully completed their project. At the end of the year the students handed over their role to the team for 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) All students have individualised learning pathways that encompass their strengths and future directions in academic, social and personal development.		Learning goals completed in term 1 to allow for individualised pathways.
2) All students develop leadership skills demonstrated through connections between leadership knowledge and putting this into practice beyond the classroom.		Teacher training courses for students who wish to run an elective completed.
Increase proportion of students at/above expected benchmarks for literacy and numeracy as measured by state performance.		In Year 3 in reading 71% of students achieving in the top two bands in NAPLAN.  In Year 3 64% of students achieving the top 2 bands in numeracy in NAPLAN.

#### Next Steps

Identify 3–6 students to run electives in K–2 and 3–6 Kids Curriculum.

Survey students about their passions and interests so that they can be integrated into Kids Curriculum.

To establish a student council to liaise with staff and students to achieve school priorities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9 497.00 • (\$0.00)	All students have Personalised Learning Plans which involved the student, parent and teacher to establish goals.  Purchased Aboriginal teaching resources.
<b>English language proficiency</b>	\$73 519.00	Teachers make adjustments to their programs to support students with EALD backgrounds.  Our staff who speak Korean have assisted with translating for parent/ teacher interviews and speak Korean to students who may arrive at school with little or no English so that the students can access the curriculum.
<b>Low level adjustment for disability</b>	\$71 862.00	Class teachers provide differentiated curriculum for students. They make adjustments to programs so that all students can access the curriculum.  Additional SLSO helped support students through the preparation of resources.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$28 319.00	A staff member was employed to allow teachers time off class for team collaboration meetings and programming to occur weekly.
<b>Socio-economic background</b>	\$21 999.00	To allow students access to programs which are run at EWPS.  Supporting the community through the provision of an OT run play group.
<b>Support for beginning teachers</b>	\$35 900.00	Four beginning teachers were supported to have extra release off class and receive mentoring support.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	78	82	77	85
Girls	64	69	80	86

In 2018 the total enrolment was 171 students.

Nine classes of mixed ability were formed to place all students enrolled from K – 6.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	94.7	95.4	94.5
1	93.3	94.8	95.6	93.2
2	93.8	94.3	97.6	92.9
3	95.1	93.8	95.4	93.7
4	91.5	97.1	95	93.4
5	95.6	94.9	97.4	91.4
6	93.6	93.8	95.1	94.7
All Years	93.7	94.7	95.8	93.4
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

Student attendance is monitored by classroom teachers and the school leadership team. At our school Learning Support Team Meetings any students whose attendance is causing concern is discussed. Individual attendance plans are formed. Staff work with families to ensure students are at school on time every day. Home School Liaison Officers also assist the staff in forming individual attendance plans and communicating with families.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.64
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher ESL	0.4
School Administration and Support Staff	2.02

\*Full Time Equivalent

Ermington West Public School has no staff who identify as Indigenous.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Staff at Ermington West have completed mandatory compliance training related to WHS requirements in first aid, CPR, emergency care, anaphylaxis training and child protection updates.

Staff received training and / or professional learning in the following areas:

- \* Strategic Directions, Milestones and the School Plan
- \* L3
- \* the Aboriginal Policy
- \* General Capabilities and the Learning Framework
- \* Online Training Australia: Understanding Autism Spectrum Disorders
- \* the Learning Progressions
- \* One Note

\* Communication in the classroom

\* Gifted and Talented

\* Use of High Possibility Classrooms and Implications for Programming

## 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>	142,931
<b>Revenue</b>	2,799,841
Appropriation	2,690,096
Sale of Goods and Services	0
Grants and Contributions	108,685
Gain and Loss	0
Other Revenue	0
Investment Income	1,060
<b>Expenses</b>	-2,733,713
Recurrent Expenses	-2,733,713
Employee Related	-2,458,167
Operating Expenses	-275,545
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	66,128
<b>Balance Carried Forward</b>	209,059

The financial accountability and processes at Ermington West Public School continue to be refined and embedded into administrative systems. The principal, administrative manager and the school executive monitor the income and expenditure of funds.

Ermington West Public School's expenditure ensures that the strategic directions of the school plan are adequately resourced. The budget is reviewed regularly.

### 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>	1,548,522
Base Per Capita	30,359
Base Location	0
Other Base	1,518,164
<b>Equity Total</b>	176,878
Equity Aboriginal	9,497
Equity Socio economic	21,999
Equity Language	73,519
Equity Disability	71,862
<b>Targeted Total</b>	94,342
<b>Other Total</b>	752,657
<b>Grand Total</b>	2,572,400

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.

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.

Students in Year 3 were above average in Grammar and Punctuation in bands 2, 3 and 4.

Students in Year 3 were above average in Reading in bands 1, 2, 3 and 4.

Students in Year 3 were above average in Spelling in

band 1, 2, 3 and 4.

Students in Year 3 were above average in Writing in bands 2 and 3.

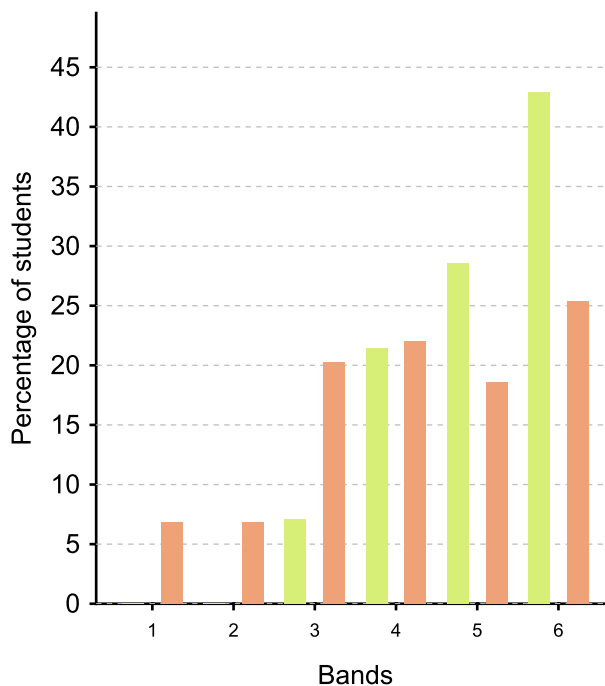
Students in Year 5 were above average in Grammar and Punctuation in bands 4, 5 and 8.

Students in Year 5 were above average in Reading in bands 3, 5 and 8.

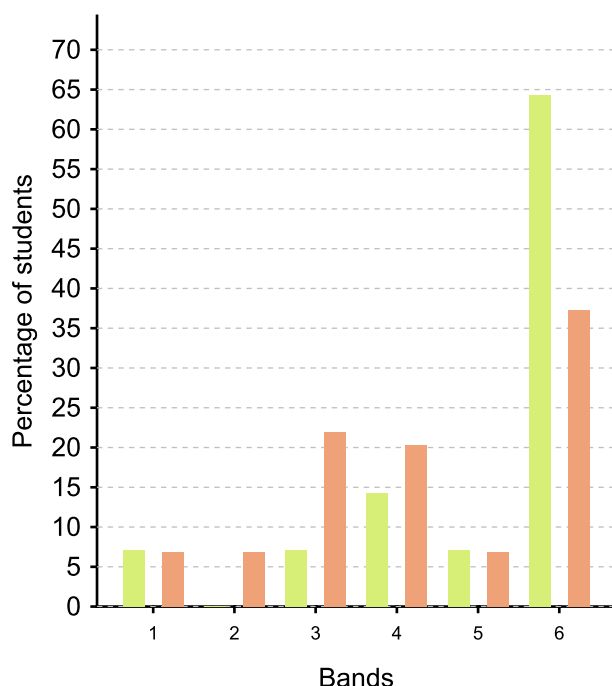
Students in Year 5 were above average in Spelling in bands 5, 6 and 8.

Students in Year 5 were above average in Writing in bands 3, 4 and 6.

**Percentage in bands:**  
Year 3 Reading



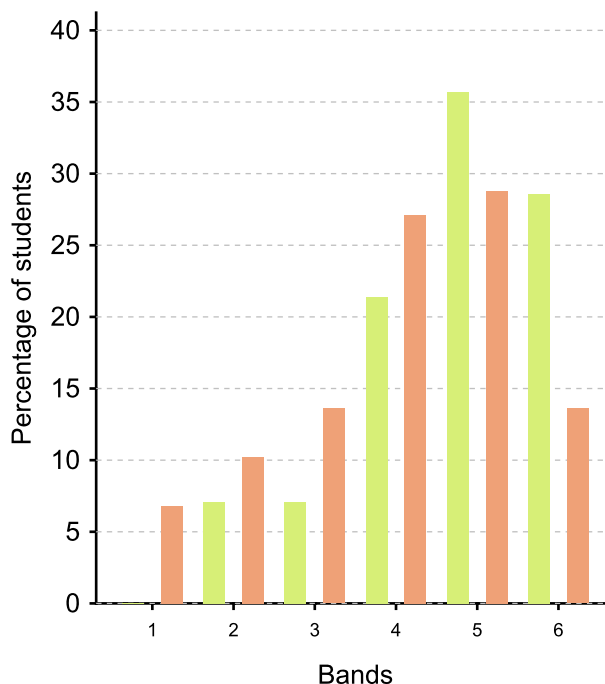
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	7.1	0.0	7.1	14.3	7.1	64.3
School avg 2016-2018	6.8	6.8	22	20.3	6.8	37.3

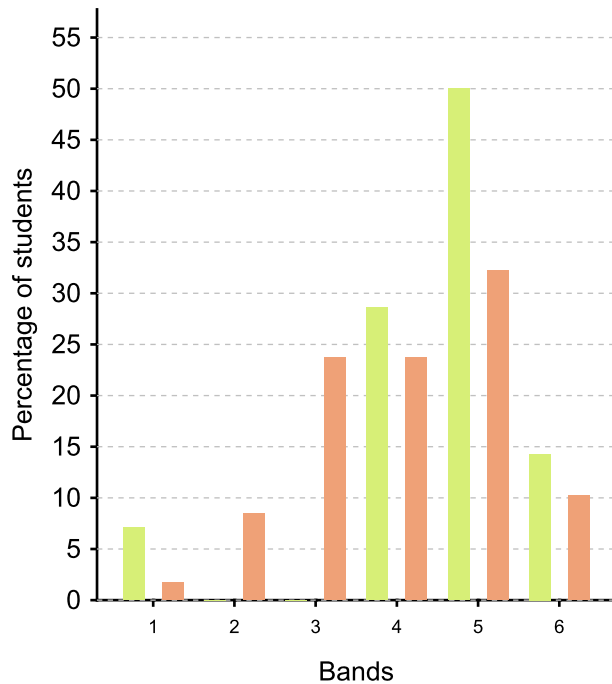
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	7.1	21.4	35.7	28.6
School avg 2016-2018	6.8	10.2	13.6	27.1	28.8	13.6

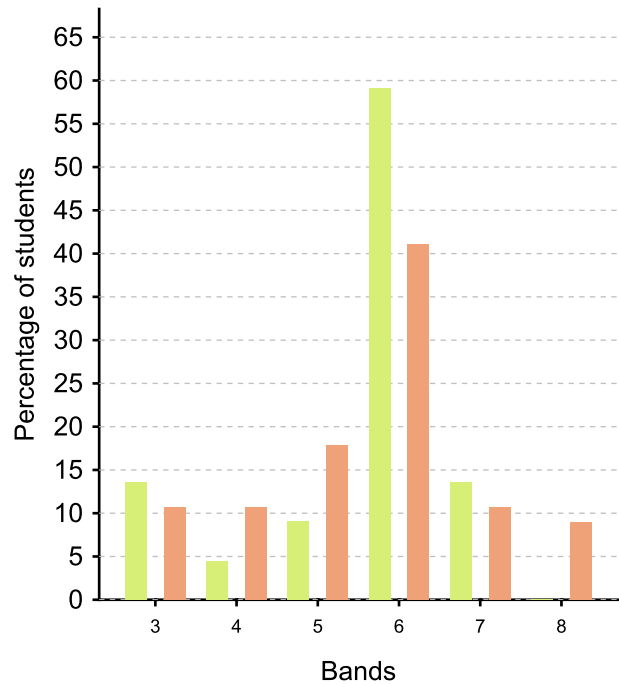
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	7.1	0.0	0.0	28.6	50.0	14.3
School avg 2016-2018	1.7	8.5	23.7	23.7	32.2	10.2

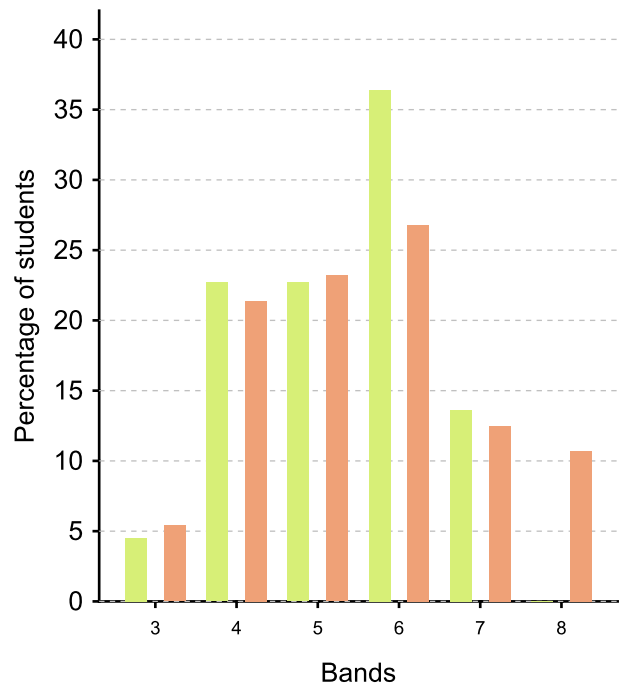
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.6	4.5	9.1	59.1	13.6	0.0
School avg 2016-2018	10.7	10.7	17.9	41.1	10.7	8.9

**Percentage in bands:**  
Year 5 Reading

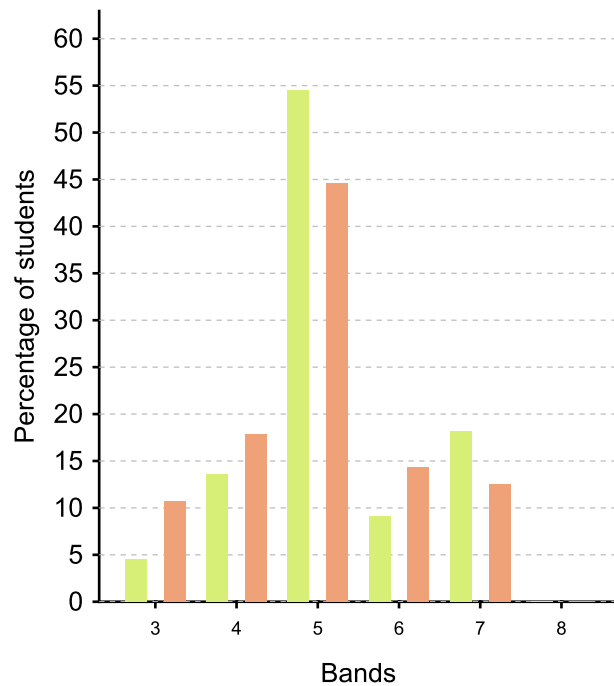


Percentage in Bands  
School Average 2016-2018



Band	3	4	5	6	7	8
Percentage of students	4.5	22.7	22.7	36.4	13.6	0.0
School avg 2016-2018	5.4	21.4	23.2	26.8	12.5	10.7

**Percentage in bands:**  
Year 5 Writing



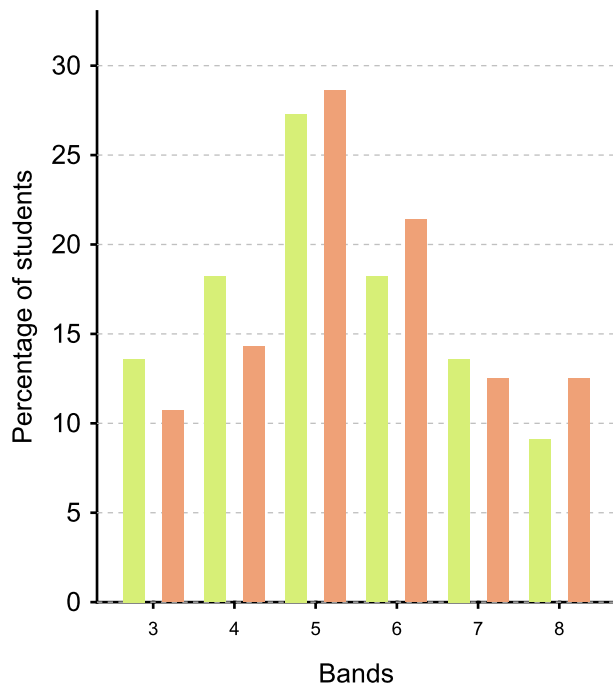
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.5	13.6	54.5	9.1	18.2	0.0
School avg 2016-2018	10.7	17.9	44.6	14.3	12.5	0

Students in Year 3 were above average in numeracy in bands 1, 2, 3 and 4.

Students in Year 5 were above average in numeracy in bands 3, 4 and 8.

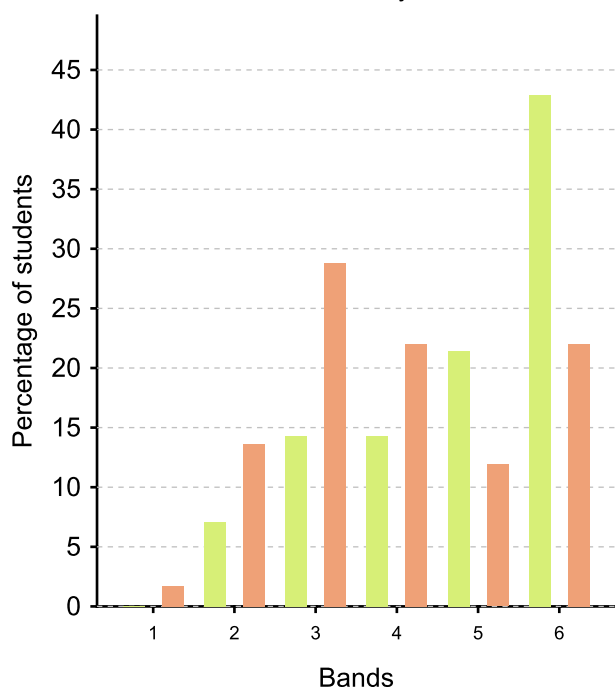
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.6	18.2	27.3	18.2	13.6	9.1
School avg 2016-2018	10.7	14.3	28.6	21.4	12.5	12.5

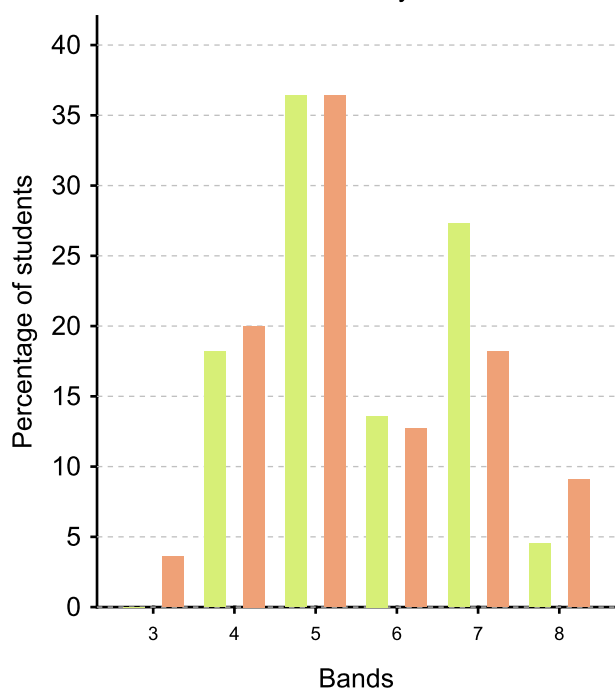
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	14.3	14.3	21.4	42.9
School avg 2016-2018	1.7	13.6	28.8	22	11.9	22

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	18.2	36.4	13.6	27.3	4.5
School avg 2016-2018	3.6	20	36.4	12.7	18.2	9.1

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.

Our Year Three students continue to demonstrate the impact of an early foundation in essential literacy and numeracy skills through the NAPLAN tests, with 71% achieving in the top 2 Bands for Reading (increase of 18% from 2017) and 64% of students achieving in the top 2 bands for Numeracy (increase of 22% from 2017). These results exceed the Premier's Priority of increasing students in the top 2 bands by 8%.

This year one Aboriginal student sat the Year 3 NAPLAN test and one Year 5 Aboriginal student sat the NAPLAN test.

Ermington West PS will continue to monitor individual student progress, ensuring every student is supported as they progress through school years.



## Parent/caregiver, student, teacher satisfaction

In 2018, Ermington West Public School surveyed the students and questioned them on areas that have an influence and impact on them directly.

The students were asked about various aspects at the school through the Tell Them From Me Survey.

These responses are presented below:

- \* We demonstrate high participation levels in sports and above average in extra curricular activities
- \* Our students report high levels of positive relationships and finding value in the schooling they are receiving
- \* Overall our students are more interested and motivated in their learning and as a result put in more effort to succeed
- \* Our students report strong teacher student relationships, believing that staff hold high expectations for students to succeed

Aboriginal and/or Torres Strait Islander students:

- \* Have a strong sense of self in their culture
- \* Believe their teachers understand their culture



## Policy requirements

### Aboriginal education

Ermington West Public School has < 10% of the school community who identify as of Aboriginal and/or Torres Strait Islander background.

Aboriginal perspectives are integrated across the Key Learning Areas to raise student awareness of Aboriginal culture to promote mutual respect and understanding. At Ermington West Public School we acknowledge country at each assembly and all special occasions.

All classroom teachers complete Personalised Learning Plans for all Aboriginal students to support their educational outcomes and set goals for their learning. These plans take into account each students interests and strengths. Personalised Learning Plans are developed with the student, the student's family and the classroom teacher. These plans are monitored and reviewed throughout the year.

Dave Lardner, Aboriginal Education and Engagement Officer, came to our school to complete professional learning with the staff on the Aboriginal Education Policy and showed the staff how to integrate Aboriginal perspectives into the geography syllabus. While at the school Dave explained some of the uses of the native plants we have in the school garden and how the staff could use the plants in our school grounds to strengthen the educational outcomes for our students.

### Multicultural and anti-racism education

At Ermington West Public School twenty-seven language groups are represented within our community. The teaching and learning programs at Ermington West PS are culturally inclusive. The associated values of respect, tolerance and acceptance of all cultures is embedded in the teaching and learning programs.

The Anti Racism Contact Officer supports the school's commitment to the elimination of racial discrimination.

Harmony Day was celebrated by students wearing orange or their cultural dress/ clothes to acknowledge their understanding and acceptance of cultural diversity. Teachers ran lessons and activities in the classroom to emphasise the message of Harmony Day.