

Ellison Public School Annual Report



2018



4568

Introduction

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

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

Robert Francis

Principal

School contact details

Ellison Public School

Ellison Rd

Springwood, 2777

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

ellison-p.school@det.nsw.edu.au

4751 5099

Message from the Principal

Ellison Public School continues to uphold many fine traditions in sport, the performing arts, technology and so much more. Students have had opportunities to gain an "all-round" education through the many learning experiences offered. A successful 5 day camp to Milson Island was attended by Year 6 students, while Year 5 students continued the traditional leadership camp at Brewongle. Our Year 4 students had their first camp experience at Lutanda.

Our strong focus on the performing arts continued with participation in a range of concerts and performances, which included our choir, dance groups, violinists, recorder group, ukulele group, school band and African drumming.

In sport, we continued our tradition of participation in a range of gala days including the Summer Games and Winmalee Cup. A highlight was the development of our boys' and girls' football teams in the West Sydney Wanderers Cup where we qualified for the Finals Gala Day only to encounter some very strong teams. What a wonderful experience it was for the students!

Another highlight was our strong participation in the inaugural 'Film By The Eucalypts' short film festival, which I'm sure will develop into another fine tradition for the school, giving students the unique opportunity to develop, script and film their own short films.

Our P&C worked extremely hard this year raising approximately \$15,000 by organising a fantastic colour run, which was enjoyed by everyone!

2018 saw the school implement the first year of a new three-year plan. The strategic directions we developed in consultation with students, teachers, parents and the community are now progressing. I thank the staff, students, parents and the community for their support and dedication where a number of programs were strengthened and new ones developed. We have continued to strengthen morning routines through deepening our understanding of cognitive load. As a result of the detailed analysis of NAPLAN results, staff have trained in 'Seven Steps for Successful Writing' and we are keen to see statistical evidence of improvement as the anecdotal evidence seems promising. Greater emphasis has been placed on knowledge of basic number facts through professional learning. As well, staff have implemented 'Spirals of Inquiry' to improve teaching and learning in writing. We look forward to strengthening this area in 2019.

Finally, the school has placed greater emphasis on strengthening community. This year we have:

- * Performed a concert for people from local elderly homes
- * Surveyed the expertise of parents to source unique skills
- * Welcomed the expertise of parents in classrooms through student workshops such as science experiments with a

physicist and didgeridoo playing with another parent

- * Invited a local scientist who fascinated students with his research on the Peacock Spider
- * Raised money for people affected by the Tathra bushfires and also supported Australian farmers
- * Built partnerships with 'Build a Mind' and "The Orchard Brasserie" at Springwood Country Club
- * Encouraged students to develop their voice. Students have initiated a way to educate others on the benefits of recycling and creating less litter
- * Travelled to Mannering Park to decorate trees for Christmas as part of a community project
- * Supported the Stronger Families Alliance by participating in surveys and promoting their initiatives
- * Participated in collaboration with the University of Technology, Sydney (UTS) in the 'Australopedia' project for Stage 1 based on "Our Local Place"

I continue to marvel at the dedicated, caring and passionate work of all our stakeholders and I look forward to 2019.

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

Mr. Rob Francis

Principal

Message from the school community

Our hard working P&C committee have worked through a very busy year, increasing our fundraising and being able to contribute towards vital school resources for the students and staff at Ellison Public. Our P&C meet once a month to discuss and plan events, and maintain and strengthen a positive relationship with our school and community.

We have been very fortunate to have had so many volunteers step into roles to help with our fundraising events. The P&C are very grateful for all the help we have received this year. We could not be successful without it. We have also been delighted to receive so much positive feedback from families, staff and students about our Colour Explosion, which was held earlier in the year.

In 2018, we have raised funds to go towards:–

- Sports equipment (sponsored by Springwood Country Club)
- contributions towards Presentation Day
- Netball equipment
- Cordial dispenser (used at discos)
- Air-conditioners in classrooms (1 replaced and one re-positioned)
- Soccer jerseys/socks
- New school signage

In 2018, our fundraising activities have included:–

- Colour Run (our major fundraiser)
- Easter Hat Parade Cake Stall and raffle
- Mother's Day and Father's Day Stall
- Athletics Carnival canteen and BBQ
- Book Parade Cake Stall
- End of term Discos
- School canteen during Terms 1 and 4

In 2018, our P&C contributed to non-profit events/plans including:–

- Our first Welcome Community Breakfast
- Film by the Eucalypts
- First stages of upgrading gardens
- Student morning tea for class who raised the most money during our Colour Run

I would like to take this opportunity to express my gratitude to the parents, grandparents and caregivers who have

supported our P&C so our events can run smoothly. Your help is greatly appreciated.

I thank Allison Todd for continuing to run and maintain our successful Uniform Shop. I also thank Clothing Pool volunteers for taking time each week to sell our 2nd hand uniforms.

Thank you to our P&C committee members who always strive to do the best for our school, Ellison Public School is certainly a special place to be a part of. I look forward to 2019.

Tenille Weir

P&C Secretary

School background

School vision statement

To strengthen our connection with our community by promoting a positive culture of CARE; cooperation, achievement, responsibility and engagement through evidence-based practices.

School context

Ellison Public School is a P2 primary school of 308 students situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently good academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, African drumming, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, OzTag, basketball and cricket. Ellison Public School and six other local public schools have also combined to develop and host the 'Film By The Eucalypts' short film festival in 2018 and this initiative looks set to become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students accept their rights and responsibilities, being given opportunities to exercise them throughout each year.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. A steering committee has been formed to develop the Blue Mountains Alliance, comprising public schools across the Blue Mountains to further enhance the quality of teaching and learning and to develop stronger partnerships and collaboration.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. Ellison Public School has developed a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. The fundamental importance of wellbeing is resulting in a culture of trust, respect and valuing of each other through the facilitation of programs such as Positive Behaviour for Learning (PBL), 'Cool Kids' by our School Counsellor, Peer Support, Child Protection, anti-Bullying, Interrelate, Aboriginal Education, a range of musical groups and activities and the introduction of growth mindset. Periodical student reviews of learning and welfare as well as counsellor referrals continue to support individual and collective wellbeing. NAPLAN results indicate high

value-added results for the students who have accessed learning interventions. This is a key indicator of the success of Learning and Support programs. The use of a speech therapist onsite has also benefited students. Also prominent has been the development of evidence-based teaching practices effectively developing the knowledge, skills and understanding of all students. Such programs include the strengthening of "Morning Routines" and the commencement of 'Seven Steps to Writing Success in all classes.

Our major focus in the domain of Teaching has been on collaborative practice and constructive feedback from school leaders to improve teaching practice. The biggest impact has been the strengthening of "Morning Routines" through further professional learning on Cognitive Load Theory presented by Joanne Dooner. Additionally, professional learning in 'Seven Steps to Writing Success' has contributed to effective teaching in classes, which suggests improvements through anecdotal evidence. Collaboration around the programming and teaching of Mathematics, has been strengthened through further review of a K-6 Scope and Sequence and common teaching and learning programs. Teachers have drafted a Personal Development, Health and Physical Education K-6 Scope and Sequence and will trial units of work in 2019. The school is beginning to incorporate data analysis in their planning for teaching writing through the implementation of 'Spirals of Inquiry'. Some classes are using rubrics and "I Can" statements to make learning visible and this should be expanded across all classes in the near future as staff familiarise themselves with the Learning Progressions. Professional learning to improve the teaching of Synthetic Phonics also occurred and is now being trialled in classrooms. The school continues to develop and strengthen the use of robotics and the integration of online tools through professional learning.

In the domain of Leading, our priorities have been to progress leadership management practices and processes by building capacity through aspiring leader programs, strategic direction work groups and through school excellence evaluation and whole school planning. The consistency and effectiveness of the implementation of our strategic directions has been due to a strong foundation of leadership capacity building across the school. School executive have led 'Spirals of Inquiry', an inquiry-oriented, evidence-based approach to learning and teaching. This has been implemented gradually to strengthen the quality of teaching and learning. All teaching staff take on leadership roles in some form and it is this leadership development that is central to the achievement of school excellence. It has been a collaborative effort on the part of all staff in leading the initiatives outlined in this report. Staff, parents, students and community members have continued to review the school plan. Parent communication has continued to improve with parent information sessions, workshops and the increased use of social media. While there is community consultation, the school has begun to foster further collaboration with key stakeholders in evaluation and planning as well as the involvement of the school as part of the community. This year, community groups and individuals have been more involved. We have held a Community Welcome Barbecue during Term One, which was well attended. We have also surveyed the parents to gauge key skills, which can help support the teaching and learning at school, thus building community capacity. Additionally, the school has been part of community events such as Springwood ANZAC Day March, decorating Manners Park for Christmas and holding a musical concert for the elderly at school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching, Learning and Leading

Purpose

To enhance future-focused learning that builds the capacity of staff and embeds differentiation into quality teaching and learning programs to meet the diverse educational and cultural needs of all students.

Overall summary of progress

Collaborative practice, 'Spirals of Inquiry', Learning Support, future focused learning, 'Seven Steps to Successful Writing and the strengthening of morning routines through professional learning in Cognitive Load Theory have been the focus areas for professional learning in 2018, aiming to increase student engagement by improving collective teacher efficacy. Through collaborative planning and programming, team teaching and by distributing the leadership of the school's strategic directions and developing a culture of reflective practice against the teaching standards, the school's educational, professional learning and administrative processes have seen some changes. Communication has become more efficient and stage and committee based teams have adopted a more collaborative approach. As a result, gains have been made in the areas of curriculum delivery and learning support. We have begun to track students in aspects of writing and reading and included the appropriate behavioural, social and academic interventions as needed. All students have ready access to suites of iPads, laptops and desktop computers that are integrated into inquiry based learning programs and have clear learning intentions and agreed upon success criteria.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| All teaching programs are based on future-focused practices. | Professional Learning in Synthetic Phonics, Spelling and Morning Routines (\$6000.00) Professional Learning in 'Seven Steps to Successful Writing' (\$3960.00) Junior Elementary Maths Mastery resources (\$92.50) | K-2 staff have begun to implement Synthetic Phonics. All staff have received professional learning in 'Seven Steps to Writing Success' and are implementing it in classrooms. All staff have strengthened the teaching of Morning Routines through additional professional learning. Stage 2 has strengthened the teaching of spelling using 'Words Their Way'. Stage 3 has strengthened the teaching of spelling using 'Spelling Mastery'. Stage 2 are currently trialling 'Junior Elementary Maths Mastery' |
| All teaching and learning programs show differentiation reflecting student needs. | As listed above. | All staff received professional learning on how to differentiate 'Morning Routines'. 60% of staff are differentiating learning in Mathematics, Reading, Spelling and Morning Routines' |
| All Year 5 students meet or exceed expected growth in NAPLAN Writing and Numeracy. | NIL | 57% of students met or exceeded expected growth in writing. 69% of students met or exceeded expected growth in numeracy. |

Next Steps

Future Focused Learning

- * Develop a range of assessment practices (formative and summative) through professional learning
- * Further professional learning in synthetic phonics, morning routines, components of whole literacy blocks and 'Seven Steps to Successful Writing'
- * Continue to strengthen 'Words Their Way' in Stage 2 classes and 'Spelling Mastery' in Stage 3 classes
- * Possible implementation of Junior Elementary Maths Mastery in Stages 2 and 3
- * Maintain and strengthen the quality of learning support programs such as MacLit, MultiLit, Language for Learning and QuickSmart Maths

Feedback, Assessment and Differentiation

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

NAPLAN Writing and Numeracy

- * Professional learning in SCOUT for executive to analyse and identify areas of need with their teams
- * Training in Learning Progressions for Literacy and Numeracy for all staff

Strategic Direction 2

Wellbeing

Purpose

To provide a quality learning environment that focuses on physical, social and emotional wellbeing, one that fosters success, growth mindset and strong character in our community.

Overall summary of progress

Ellison's continued school-wide focus on Positive Behaviour for Learning and Learning Support has enabled us to achieve significant progress in this strategic direction. Through the introduction of a variety of Learning Support and behavioural interventions, a review of the school's data collection systems and a focused approach on improving student engagement, many new initiatives were made possible. The school has implemented three tiers of data informed learning support and behavioural interventions. The school has been plotted on the Positive Behaviour for Learning Matrix and improvement targets have been set. Visible Learning strategies such as clear and differentiated success criteria for academic and behavioural programs were trialled.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|--|
| Surveys indicate improvement in levels of confidence and happiness compared to 2017. | NIL | 'Tell Them From Me' data indicates that: 81% of students feel a strong sense of belonging 92% of students have high expectations for success 68% of students feel a sense of advocacy at school |
| Strengths and Difficulties Questionnaire (SDQ) indicates increased resilience in students and a positive growth mindset | NIL | Strengths and Difficulties Questionnaire indicates that 85% of students enjoy strong relationships. However, only 70% of students are strong emotionally. |

Next Steps

- * Strengthen the sense of belonging in students through stronger advocacy in 'Spirals of Inquiry'.
- * Continue to implement Peer Support program and Buddy Class programs
- * Continue to review through the PBL process, ways to integrate Tier 3 interventions into whole school expectations and practices
- * Further integrate the wellbeing framework with the expansion of universal interventions such as growth mindset and positive psychology.
- * Continue the collection of EBS4 data for behaviour.

Strategic Direction 3

Strengthening Community

Purpose

To develop a culture of high expectations and provide information, skills, support, connections and other resources to effectively cater for a range of equity issues in the school.

Overall summary of progress

The Learning Support Team, the staff and the Community of Schools have been focusing on ways to share and utilize the expertise that exists in the community and neighbouring schools. Ellison has also endeavoured to expand parental involvement, improve parental communication and make student and parent feedback more explicit and delivered in a timely manner. In turn we are aiming to better promote the school's achievements, better inform the community of current pedagogies and make learning in the classroom better connected to real life issues and problems. As a result of these pursuits, Ellison has conducted parent workshops and established community based programs such as parent consultation groups and Bushfire Information Evenings. Furthermore, through the generosity of the P&C, the school held its first Community Welcome Breakfast. The school engaged with the community by holding a concert featuring our musical groups for the local elderly citizens, joining with other community groups to decorate Manners Park in Springwood for Christmas and gave back to the community by donating food for Christmas hampers, raising funds for the farmers and also for the Tathra bushfires. We surveyed parents on skills that they could share with students at school. A parent who is a physicist completed science experiments and an indigenous parent showed K–2 students how to play the didgeridoo. Additionally, the school has a range of community groups using its facilities for physical culture, jazz ballet, karate and fitness. Parents also received improved student feedback with Personalised Learning Programs being more collaboratively developed and reviewed and parent interviews being conducted earlier in the year. Communication with the local community was also strengthened with an increased use of social media and the trialling of a texting service. We are also a key part of the Stronger Families Alliance whose aim is to improve the lives of young people in the Blue Mountains. We entered into partnerships with 'Build A Mind' to further develop STEM (Science, Technology, Engineering and Mathematics) through after school programs and also with 'The Orchard' Brasserie at Springwood Country Club, securing donations towards sports equipment. Finally, Ellison Public School was one of seven inaugural schools who initiated the 'Film By The Eucalypts' short film festival, which was highly successful and should continue to grow and become part of the culture of schools in the Blue Mountains.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Increased interaction with local education community from 2017 – 2020 through improved communication, sharing of resources and collaboration on educational events. | NIL | <ul style="list-style-type: none"> * Ellison Public School has members on a steering committee to form the Blue Mountains Learning Alliance * Continued strong partnerships with Winmalee High School and Winmalee Public School * Continued collegiality through the Mid Mountains Learning Community and Mid Mountains Principals' Network * Ellison Public School was one of seven inaugural schools who initiated the 'Film By The Eucalypts' short film festival, which was highly successful and should continue to grow and become part of the culture of schools in the Blue Mountains. |
| Increased levels of engagement by all community members. | NIL | <p>Parents have attended</p> <ul style="list-style-type: none"> * P&C Meetings (an average of 10–12 parents per meeting) * ANZAC Day March in Springwood (33% of families) |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| Increased levels of engagement by all community members. | | <p>* Parent Information Evenings (45% of families)</p> <p>* Bushfire Information Evenings (6% of families)</p> <p>Parent / Teacher Interviews (70% of families)</p> <p>* Easter Hat Parade (50% of families)</p> <p>* Presentation Day (30% of families)</p> <p>'Tell Them From Me' surveys indicate that:</p> <p>* Parents feel welcome at school</p> <p>Programs have been very successful, with parents making valuable contributions to the school at</p> <p>* Parent forums and information evenings</p> <p>* Classroom helpers</p> <p>* Sports coaches</p> <p>* Year 6 Farewells</p> <p>* Sports Carnival helpers</p> <p>Engaged with the community by:</p> <p>* holding a Welcome Community Barbecue in Term 1 to strengthen relationships and welcome new parents, students and community partners</p> <p>* holding a concert featuring our musical groups for the local elderly citizens</p> <p>* joining with other community groups to decorate Manners Park in Springwood for Christmas</p> <p>* giving back to the community by donating food for Christmas hampers, raising funds for the farmers and also for the Tathra bushfires</p> <p>Established:</p> <p>* Links with Gateway and Stronger Families Alliance</p> <p>Fostered and strengthened programs such as:</p> <p>* Storytime</p> <p>* Build A Mind (STEM)</p> |

Next Steps

- * Purchase of 'Skoolbag' app to further improve communication
- * Establishment of Blue Mountains Learning Alliance
- * Continue to develop and grow the 'Film By The Eucalypts' Film Festival

- * Continue to strengthen links with Gateway and Stronger Families Alliance
- * Work as a community of schools in raising student expectations and "moving the middle" in literacy and numeracy
- * Create a database of parent skills to support class teaching and learning programs
- * Continue to communicate progress of school plan to parents and the community
- * Explore ways in which students can support the community
- * Further expand the use of the Blue Mountains Gazette for promotional purposes

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | Aboriginal Background funding (\$8238) | All Aboriginal Students are supported by Personalised Learning Pathways (PLPs), which are collaboratively developed with the Learning and Support Teacher, the class teacher and the parents. The PLPs are reviewed and teachers are coached by the Learning and Support teacher on the appropriate learning adjustments needed to support or extend each individual student. Greater consultation and communication about Personalised Learning Pathways has occurred with parents. |
| Low level adjustment for disability | <ul style="list-style-type: none"> • Low level adjustment for disability (\$103 678.00) | School Learning Support Officers (SLSOs) were employed to support targeted students and their behaviour, health or learning support programs where necessary. These SLSOs also managed playground interventions and learning support programs such as QuickSmart Numeracy, Language for Learning, Language for Writing, Language for Thinking, Multilit, MacLit and Corrective Reading. Our approach has resulted in greater than expected growth for these students. |
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57 158.00) | <p>Funds were utilised to build leadership capacity in school executive and aspiring leaders, support collaborative professional planning time such as collaborative planning in mathematics to support NESA initiatives. Additionally, funds were allocated for professional learning in Morning Routines, Spelling and Spirals of Inquiry. As a result, teachers showed improved capacity to deliver Morning Routines, Writing and Spelling, provide appropriate learning adjustments in class and deliver quality mathematics teaching programs using a common scope and sequence.</p> <p>Students at Ellison PS were above the national average in Numeracy but require further growth in Spelling and Writing.</p> |
| Targeted student support for refugees and new arrivals | | New Arrivals funding supported two students by providing EAL/D support one day per week. Literacy was targeted and both students are now meeting average grade level standards. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 161 | 160 | 162 | 150 |
| Girls | 164 | 167 | 159 | 157 |

Enrolments have been generally stable over the past few years but Kindergarten enrolments for 2018 were lower than normal. As a result, we lost a class at the beginning of 2018.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.5 | 96.7 | 96.6 | 95.5 |
| 1 | 94.6 | 96.3 | 93.7 | 95 |
| 2 | 96.8 | 96.2 | 95.4 | 93.4 |
| 3 | 94.8 | 95.4 | 93.6 | 95.5 |
| 4 | 94.1 | 94.5 | 94.1 | 94.2 |
| 5 | 93.6 | 94.4 | 92.1 | 92.9 |
| 6 | 92.9 | 94.5 | 93.3 | 92.4 |
| All Years | 94.8 | 95.4 | 94 | 94 |
| 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

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

- * Counselling
- * Morning transition programs

* Home School Liaison Officer support

* Family support

Home School Liaison Officer Support and the Lateness and Attendance Monitoring Program (LAMP) have greatly assisted in supporting some students and families.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 11.25 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.82 |

*Full Time Equivalent

Ellison Public School has no teachers who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff at Ellison PS in 2018. Much of this teacher development was focused on the school's strategic directions with many of the sessions being devoted to 'Spirals of Inquiry', Spelling, Seven Steps for Successful Writing, Cognitive Load Theory, synthetic phonics and mathematics. The new Geography syllabus document and related investigative pedagogies has been implemented and initial learning on the new Personal Development, Health and Physical Education syllabus has been explored by the staff with a draft scope and sequence produced. Much training and professional discussions were centred around learning support and student welfare with PBL

classroom systems being a major focus for professional learning along with anxiety workshops and learning support strategies. Other professional learning areas of focus also included Managing Children with PostTraumatic Stress Disorder and Self-assessment for the School Excellence Framework. Compliance training included Child Protection update, CPR, Anaphylaxis and Asthma, Code of Conduct, Bushfire Safety and Workplace, Health and Safety. All of the above sessions were strengthened by team teaching and collaborative planning throughout the year, supporting teachers to reflect upon current practice and evaluate and trial new approaches and practices. As of 2018, all teachers are accredited at the 'Proficient' level. Practices and processes are being put into place to ensure that all teachers can maintain accreditation at this level. All teaching staff have been provided with Professional Learning Journals to track and annotate professional learning. Support will be provided for those teachers who wish to be accredited at higher levels.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 252,046 |
| Revenue | 2,758,124 |
| Appropriation | 2,609,455 |
| Sale of Goods and Services | 9,990 |
| Grants and Contributions | 135,689 |
| Gain and Loss | 0 |
| Other Revenue | 100 |
| Investment Income | 2,891 |
| Expenses | -2,722,823 |
| Recurrent Expenses | -2,722,823 |
| Employee Related | -2,447,806 |
| Operating Expenses | -275,017 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 35,301 |
| Balance Carried Forward | 287,348 |

Ellison Public School has a finance committee that meets twice a term to review school income and expenditure. School spending and budgets are

presented to staff during planning meetings and the community at P & C meetings.

School staff develop budgets allocated to specific Key Learning Areas.

Intended use of funds support the school plan, which has been collaboratively developed with students, parents, staff and the community.

This year we spent additional funds to accommodate leave.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,129,544 |
| Base Per Capita | 62,072 |
| Base Location | 0 |
| Other Base | 2,067,473 |
| Equity Total | 131,309 |
| Equity Aboriginal | 8,238 |
| Equity Socio economic | 19,393 |
| Equity Language | 0 |
| Equity Disability | 103,678 |
| Targeted Total | 126,895 |
| Other Total | 165,715 |
| Grand Total | 2,553,464 |

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.

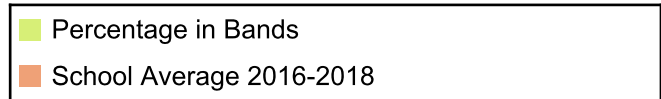
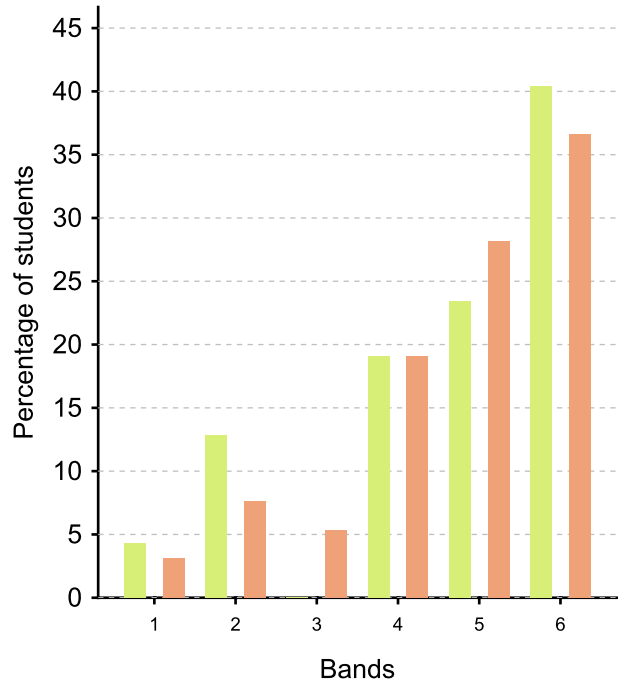
Year 3 students scored above state average in Reading, Writing and Grammar & Punctuation. They were below average in Spelling.

Year 5 students scored above state average in Reading, Spelling and Grammar & Punctuation. They were at state average in Writing.

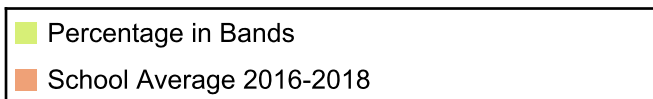
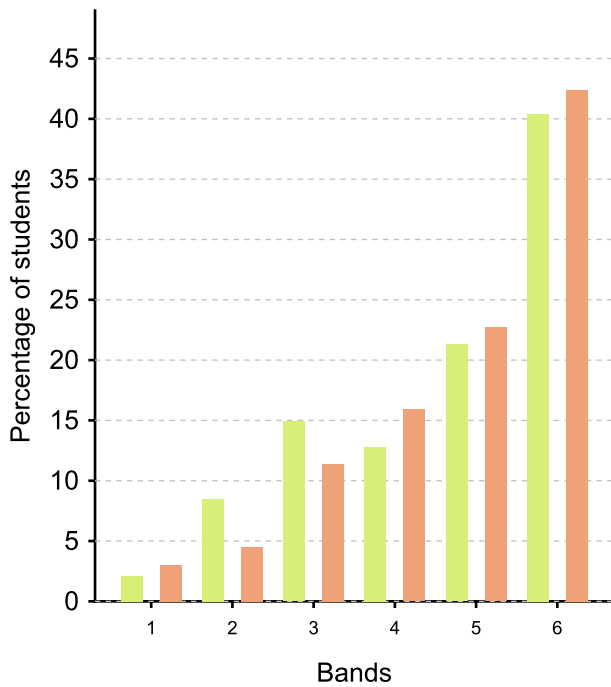
Professional learning in 2019 will focus on the development of modelled, guided and independent strategies and clear success criteria in literacy.

Value Added results from Kindergarten to Year 3, Year 3 to Year 5 and Year 5 to Year 7 indicate that our school is sustaining and growing.

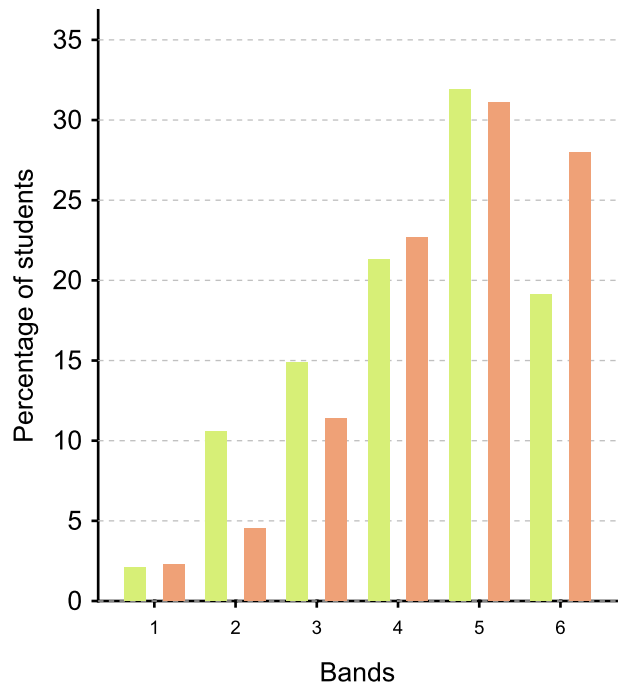
Percentage in bands:
Year 3 Reading



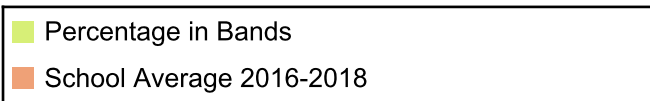
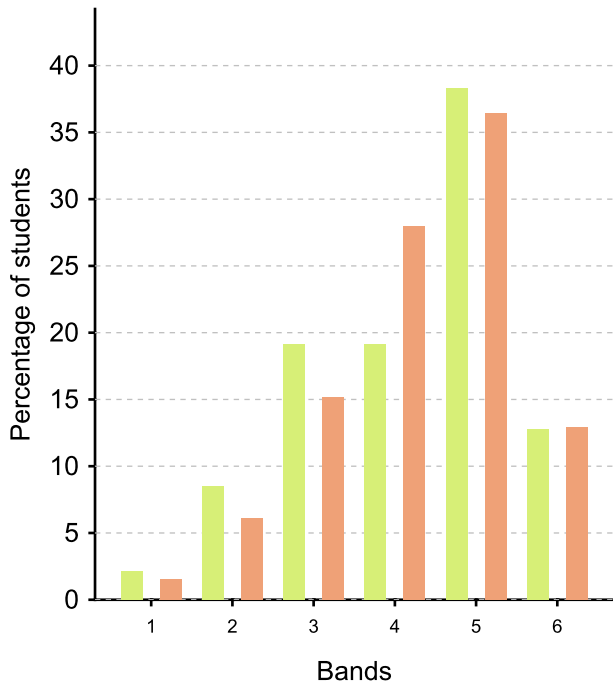
Percentage in bands:
Year 3 Grammar & Punctuation



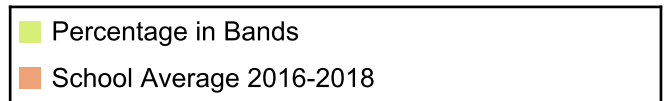
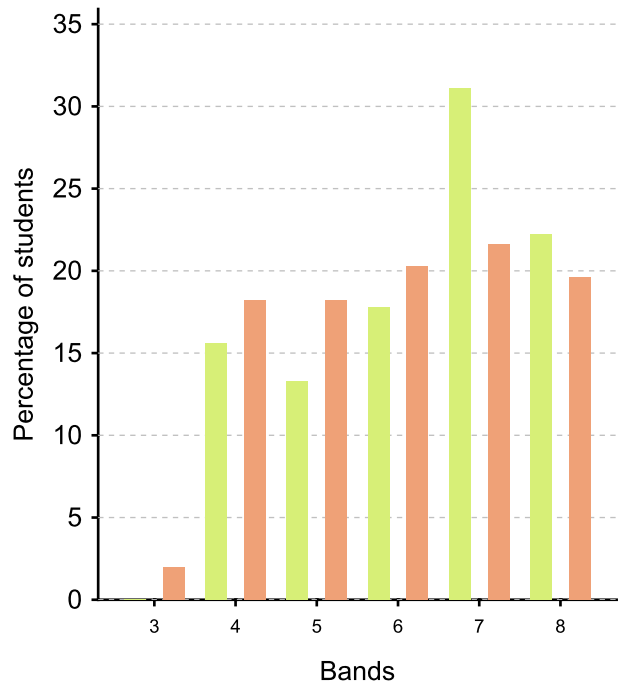
Percentage in bands:
Year 3 Spelling



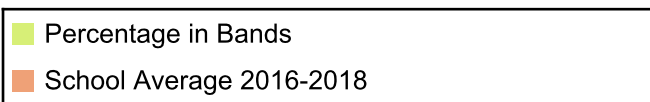
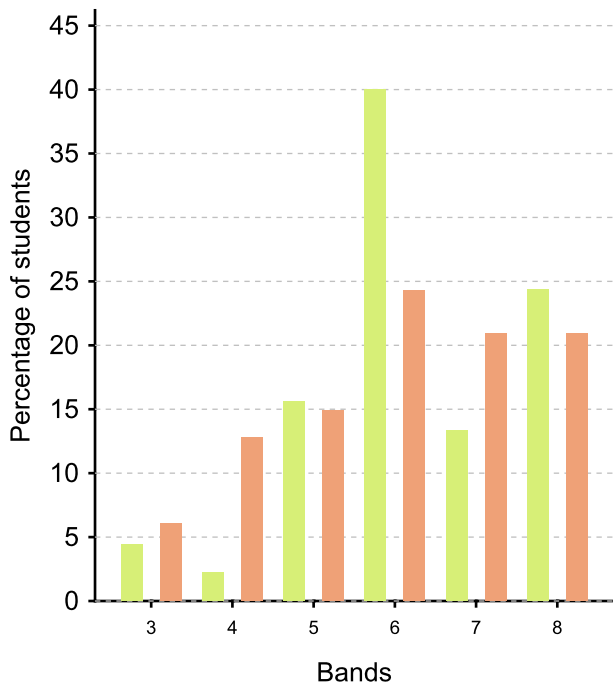
Percentage in bands:
Year 3 Writing



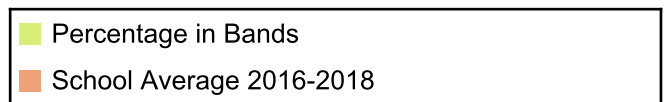
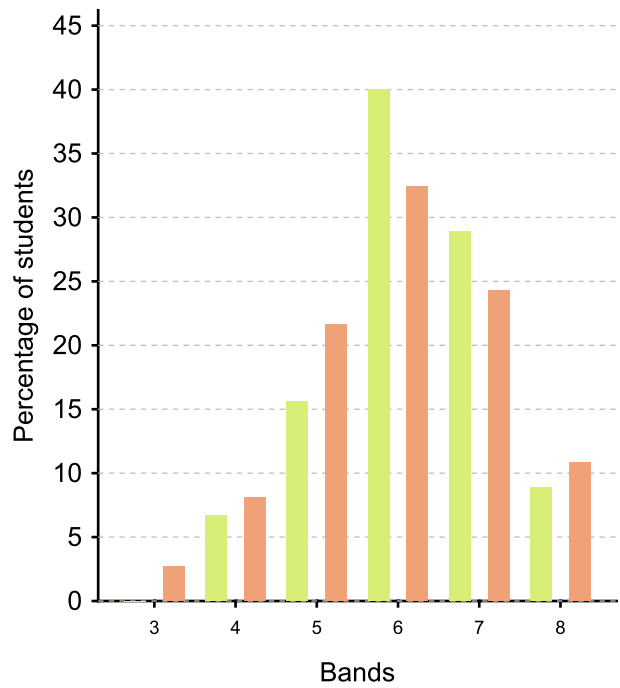
Percentage in bands:
Year 5 Reading



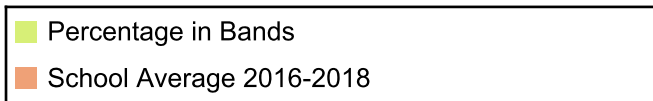
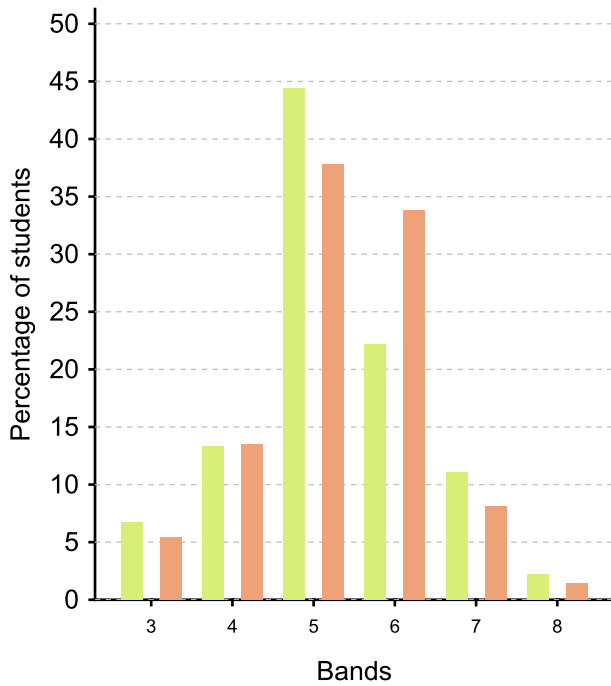
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



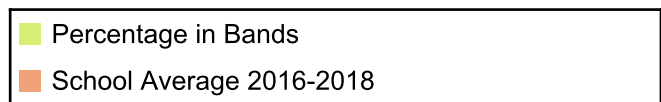
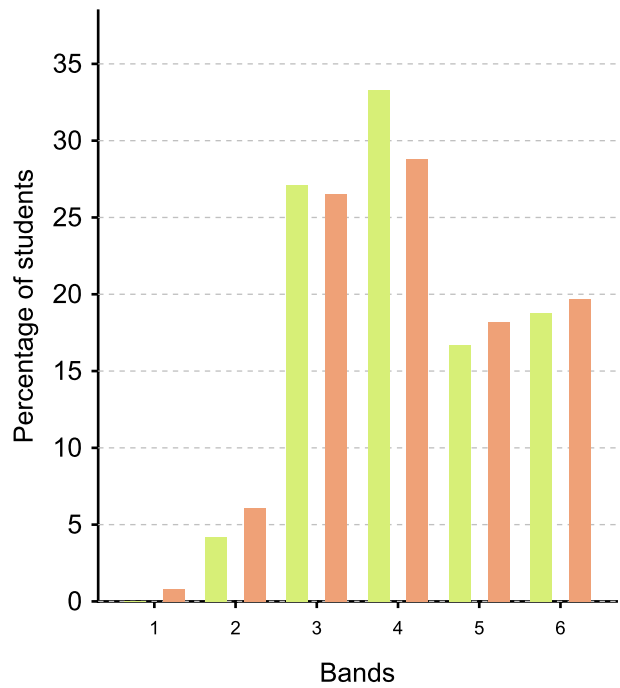
Year 3 students scored above state average in Numeracy.

Year 5 students scored above state average in Numeracy.

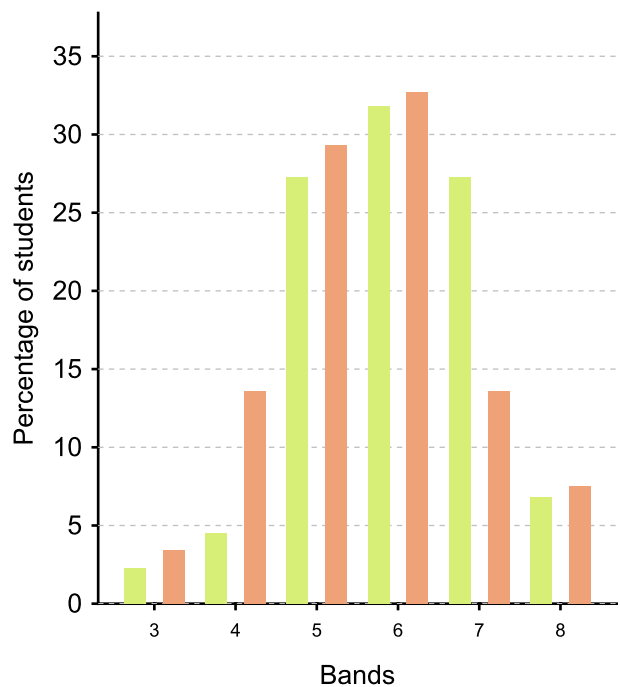
Professional learning in 2019 will focus on the development of modelled, guided and independent strategies and the development of mathematics routines, differentiation and success criteria in mathematics.

Value Added results from Kindergarten to Year 3, Year 3 to Year 5 and Year 5 to Year 7 indicate that our school is sustaining and growing.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

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

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

Mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands indicate that there were only two students and neither was placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. In 2018, Ellison Public School used the 'Tell Them From Me' Survey and online surveys to capture their opinions and guide future directions, interventions and innovations. A summary of their responses follows.

Students

Students responded with at or above state average scores in the areas of

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

Areas identified by the students as needing further development include

- * Homework and the setting of homework
- * Interest and motivation
- * Quality instruction

Parents

The highest ranking parent responses included answers related to

- * Parents feeling welcome
- * Positive student behaviour
- * Being an inclusive school

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

Staff

The staff responses reflected a positive perspective compared to the NSW government norm on

- * Teacher collaboration
- * Learning culture
- * Data informed practices
- * Teaching Strategies
- * Technology
- * Being an inclusive school
- * Parent Involvement

Areas such as

- * Leadership were areas needing further attention.

Policy requirements

Aboriginal education

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

Multicultural and anti-racism education

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