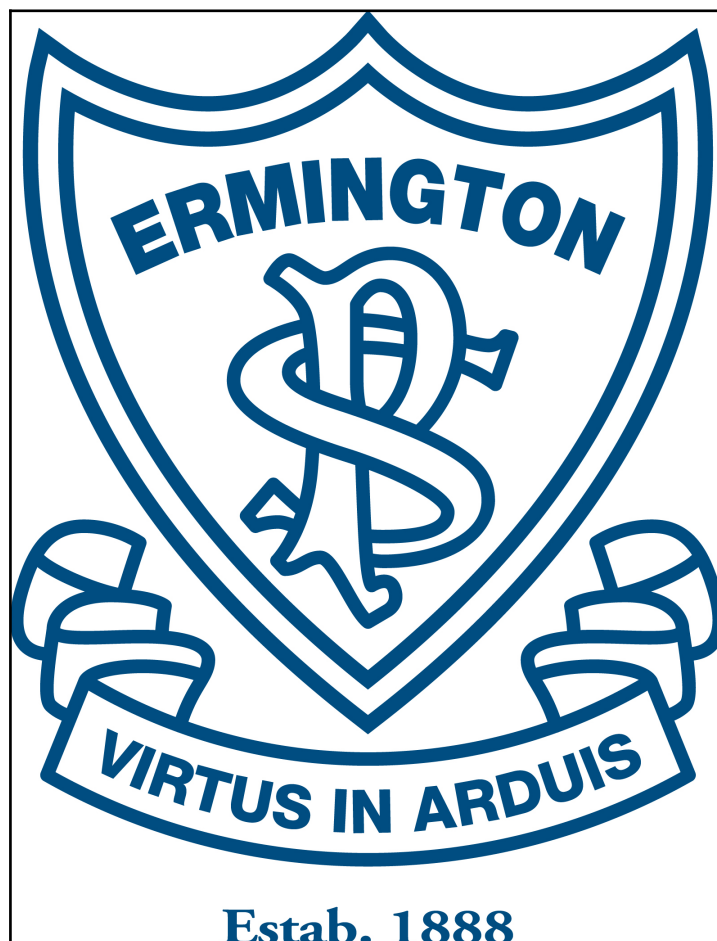


Ermington Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Ermington Public School
Winbourne St
West Ryde, 2114
www.ermington-p.schools.nsw.edu.au
ermington-p.school@det.nsw.edu.au
9874 4109

Message from the principal

At Ermington Public School, we aim to uphold a vision that all students will be Engaged, Proud and Successful. They will participate in all learning endeavours, take pride in themselves, their school and community. They will experience success in all that they do and come to realise that success is about persevering through challenges. Our motto *Virtus in Arduis* – there is virtue in hard work serves as a wonderful reminder that by working hard we can all achieve greatness and be incredibly proud and humbled by the experience.

Ermington Public School has had a number of achievements this year and there has been visible improvement across the school. Something as simple as parents and children coming together and painting the school grounds has lifted the spirits of students, staff and the community. I am grateful the Department of Education has enabled the replacement of all roofs and provided support for classroom refurbishments to ensure that Ermington PS has optimal learning environments for the students. I thank our wonderful 2019 student executive team who have contributed to so many ideas of how we can make our school a better place.

The efforts of the executive team, classroom teachers and support staff has been evident through the implementation and delivery of high quality teaching and learning programs which aim to engage and inspire the diversity of students at Ermington PS. Thank you to our incredible, passionate teaching staff. This year there has been an improved focus on personalised learning for individual students within the classroom and also through the introduction of a number of literacy intervention programs across the school including MiniLit, the Reading Tutor Program and Reading for Life. I would like to thank the Learning and Support Team, parent volunteers and our school learning and support officers for their outstanding implementation of these programs and for providing many students with individualised support. Our school learning and support officers are the most wonderful people who go above and beyond to support the teachers and the students and they deserve recognition. Thank you Mrs Civatella, Mrs Giltinin and Mrs Spanovic. A school cannot run successfully without the support of our School Administrative Staff and I acknowledge the hard work of Ms Barry, Mrs Connors, Ms Neill and Mrs Summerhayes in ensuring organisational efficiency. Our grounds are well maintained and inviting due to our hardworking General Assistants, Norm Bels and Mario De Reland. In addition, the school chaplain Mrs Kim has provided outstanding wellbeing support for the students at Ermington Public School.

As we know, parents play an important part in their child's education and this year we have encouraged parent participation through literacy and numeracy workshops, an additional set of parent teacher interviews and opportunities for collaboration with the Learning and Support Team. In 2020 we endeavour to provide further opportunities for parents to engage with the school. I thank the Parents & Citizens for their passion and energy. They always have a myriad of ideas for school improvement and through their incredible fundraising events including the fete and colour run we are able to provide further for the students. A uniform shop, canteen, banking and OOSH would not be possible without the work of the P&C and the many volunteers who assist. Your involvement in the school is much appreciated.

I congratulate all of our students on their 2019 learning journey. They are well on their way to becoming confident, creative and active citizens who are thriving and succeeding due to strong community partnerships.

Congratulations Ermington Public School.

Message from the school community

Well what a great year 2019 has been. I am very privileged to be part of the P&C and have the benefit of being able to work closely with the school leadership team to help influence and lead positive change throughout the school.

This year we started off strong with the repainting of the concrete pictures, followed by many successful events including the school's biannual Fete. But the biggest accomplishment this year has been the designing of our new school playground, an initiative that will be implemented throughout 2020.

I want to also take a moment to thank 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 can continue our school events and continue to raise funds.

As each year passes and our students move on into high school, they may find new friends, have new teachers and change their uniform, but it is the memories built over the years here at Ermington Public School that they will cherish. Memories from events such as the colour fun run, school Fetes and school discos. Memories that have come to be because of our dedicated volunteers.

This year as the Year 6's move on, we will be losing some long-term volunteers who have spent countless hours helping in different areas so I would like to take this opportunity to thank these families for all their support.

As we come to the end of the year, I look forward to what 2020 will bring to our school.

On behalf of all the parents I would like to congratulate all the children and the Year 6's who are leaving to move onto a new chapter in their lives we wish you the very best of luck. I hope your time at Ermington has been memorable.

Message from the students

We have really enjoyed our time at Ermington Public School. The number of opportunities and options there are for us to choose from, is endless. The teachers here are so engaged and make sure that the children get the best out of their time at primary school. There are many sporting choices, as well as many academic co-curricular activities. As school captains, we are required to represent the school at many events such as the Epping Music Festival and at Parliament House. There are also some duties in and around the school such as welcoming and thanking visitors and dignitaries, hosting assemblies and raising the flag daily.

During our experience as captains, we have learnt the importance of organizational skills. Before getting this role, nobody could ever describe the amount of work put into this position. Although this role is a large responsibility, it has taught us more than it would without the work. The lessons we have learnt, whilst being captain, are the most valuable lessons that we could take away from this experience. Some of the most enjoyable things we found in Year 5 and 6 was camp. It was so fun to go on a bus with our friends for a couple hours and arrive in Canberra. Although it was cold there, it was one of the warmest memories of Year 6 for us.

Our time at Ermington has been one of the greatest experiences of our learning journey so far. I remember first walking through these gates, saying bye to my mum and starting this school journey. It's incredible how time flies. Ermington is a school that allows freedom to express ideas. Both Joel and I, have found the environment one of the school's most valuable assets.

In addition, we would both like to thank the caring, positive, and encouraging Ermington staff. Many have assisted us to become the people we are today. The office staff and P&C are the most admirable community we have been lucky enough to work with. Thank you to Mrs Connors and Mrs Summerhayes for their countless efforts in helping to make our school run so smoothly. We would like to wish the 2020 executive team good luck, we know you will do wonderfully. We appreciate our cleaners who without their efforts, our school would not be the same. As well as, our wonderful OOSH carers who have looked after us so well. Thank you so much Mr Butler for your time, patience and enthusiasm with the school band. Helping us from Year 3 all through to Year 6. Thank you Ms Riley for guiding us and making this school such a wonderful and inclusive place. Lastly, thanks to the wonderful year 6 peers that we have grown up with. The friends we have made are the most wonderful people I can imagine.

Overall, our experience as captains and in Ermington as a whole, was one we will never forget. This school has taught us so much and sometimes we both think that we never want to leave. It was like a second home for us. Ermington Public School was a school that we are so lucky to have been able to attend.

Thank you Ermington Public School for everything.

Emily Hele and Joel Britton



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.

At Ermington Public School, all students will be Engaged, Proud and Successful.

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 412 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

External validation occurred in 2018 and the school executive leadership team developed stringent and ambitious goals to improve elements aligned to the school excellence framework. There has been ongoing targets and measures in place to drive school improvement and this will continue in 2020.

Strategic Direction 1

Connected Learners

Purpose

To improve student growth and progress by developing students who are deeply connected to their learning through high quality visible teaching practices. This will empower students to be engaged, confident and active learners.

Improvement Measures

5–10% increase of mainstream students in the top two bands for literacy and numeracy.

Increase of students who utilise criteria and apply feedback to improve knowledge, understanding and skills in all Key Learning Areas.

All teachers demonstrate knowledge and use of evidence based practices in teaching and learning.

85% of students meet whole school Positive Behaviour for Learning expectations and all students meet personalised wellbeing targets..

Overall summary of progress

- There is an increase of students in the top two bands for literacy and numeracy.
- Teacher reports and data collection evidences 80% of students in each class readily applying feedback. The implementation of criteria checklists was instrumental in K–2 to build learn capacity and independence in tracking learning goals.
- 85% of students met whole school Positive Behaviour for Learning expectations and personalised wellbeing targets were implemented and tracked for students with additional wellbeing needs.
- What Works Best provided teachers with insight to a range of evidence–based practices and from PDP observations there was identification of quality evidence based practices occurring in lessons.

Progress towards achieving improvement measures

Process 1: **Quality Teaching**

Develop effective pedagogical practices through Visible Learning, deep knowledge of the curriculum and evidence based practices to ensure student growth in literacy and numeracy across all Key Learning Areas. This will involve professional learning and instructional leadership practices to strengthen quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>The Quality Teaching professional learning increased staff understanding of quality teaching and will contribute to "in house" professional learning occurring in 2020.</p> <p>All staff participated in Corwin Visible Learning Professional Learning and developed understanding and confidence in the implementation and delivery of Visible Learning principle. Learner qualities were re–established and effective feedback became a focus for all teachers in 2019.</p> <p>Staff evaluation indicates improved understanding of effective feedback and positive impact on quality teaching. All teaching staff presented evidence of their learning journey and implementation of effective feedback into their class teaching and learning program. The use of learning intentions and success criteria could be evidenced in each classroom and various forms of feedback applied by teachers and students.</p>	<p>University of Newcastle Quality Teaching Rounds Project</p> <p>Corwin Visible Learning Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$12237.00)

Process 2: **Wellbeing**

Progress towards achieving improvement measures

Process 2:

Strengthen student wellbeing by providing safe and supportive environments through the implementation of frameworks and wellbeing systems to foster connected and resilient learners.

Evaluation	Funds Expended (Resources)
<p>There is improved Positive Behaviour for Learning processes at Ermington Public School. There is common language within school wide settings. In addition, new signage throughout the school has provided reference points to students and teachers, enabling more explicit teaching in each setting.</p> <p>The school has thoroughly enhanced Learning and Support for students due to improved processes, stronger collaboration and consultation. Student adjustments have been implemented effectively to support student academic, social and emotional needs. The implementation of Personal Development and Health as a Release from Face to Face Program has ensured wellbeing modules through Bounce Bank is taught to Year 3–6.</p> <p>Student acknowledgement is an important aspect of the PBfL program. Student successes were celebrated through Gold and Silver Award activities which were of high value to the students and appreciated by the parent body.</p>	<p>Signage: \$13 175</p> <p>Awards: \$3533</p>

Next Steps

- Quality Teaching will continue to be a core focus of Ermington Public School in 2020. Funds from the Quality Teaching Rounds project by the University of Newcastle will be expended in 2020 to enable colleague lesson observation and quality teaching rounds across the school.
- In 2020, regular opportunities for teacher observations, modelling and instructional leadership needs to be embedded to ensure high level pedagogical feedback occurs to build teacher capacity. Further data tracking systems are to be developed and increased use of the literacy and numeracy progressions are to be adopted in order to measure the literacy and numeracy development of students.
- The Positive Behaviour for Learning Staff Committee will ensure a greater focus on consistent classroom expectations and explicit teaching of school wide expectations across the school in 2020.
- The Learning and Support processes within the school will continue to strengthen through enhanced roles and establishment of a Learning Success and Engagement Team. Evidence of adjustments will be identified in teaching and learning programs through planning, programming, registration and evaluation. The implementation of the Reading Tutor program and MiniLit occurred in 2019 and these programs will continue to be instrumental in 2020 in providing intensive literacy support for students.
- There are some limitations with the process to gain Silver and Gold Awards and varying amounts of awards handed out by teaching staff. The recognition is predominantly through cumulative collection of awards. Further feedback is required from staff, students and parents in 2020 to ensure above 85% of students have the opportunities to be recognised for their successes.



Strategic Direction 2

Innovative Teaching Practices

Purpose

To enrich a culture of collaboration by strengthening the way teachers work together and use data effectively to inform quality teaching practices and delivery of authentic learning experiences to students.

Improvement Measures

Teachers analyse data and utilise literacy and numeracy progressions and collaborate with others to plan for next steps in student literacy and numeracy development.

5–10% increase of students in the top two bands for literacy and numeracy.

Increased percentage of Stage 3 and Opportunity Class students who are challenged through authentic learning experiences that enrich their capabilities and extend their problem solving skills.

All teachers design authentic learning tasks and embed technology meaningfully in teaching and learning programs.

All leaders incorporate quality data practices into collaborative planning and team meetings to inform curriculum, planning, programming, assessing and reporting.

Overall summary of progress

- Due to greater learning and support processes embedded within the school, there has been improved goal setting for students in literacy and numeracy. Early Stage One teachers have utilised the literacy and numeracy progressions to build upon student learning goals and develop explicit teaching directions.
- Stage 3 and opportunity classes implemented high quality rich tasks in Science and Technology. A number of initiative took place to enhance the learning and extension opportunities for student including the Year 4 Marsden Learning Alliance STEM day and the Opportunity Class challenge Day with Ryde OC students.
- Science and Technology was a professional development for area for teachers having traditionally been an RFF Program. All teachers identified science and technology as an opportunity for authentic teaching and learning and benefited from the implementations of Science and technology within their own class.
- Collaborative data analysis has significantly improved due to the expectation for collaborative stage meetings each week. At these stage meetings, there is opportunity for data talks and consistent teacher judgement.

Progress towards achieving improvement measures

Process 1: Collaborative Practices

Implement collaborative practices to build a culture of collective efficacy where teachers are supported to establish data informed practices to improve the outcomes of students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Collaborative practices at Ermington PS were highly strengthened in 2019. The introduction of weekly stage meetings have strengthened collective efficacy with collaboration focused on improving student learning outcomes through quality teaching and learning.</p> <p>K–2 Instructional Leader support was effective. The utilisation of the literacy and numeracy teacher allocation and funding enabled the delivery of a model where an experienced early years teacher was able to build capacity of classroom teachers, strengthen resources and work to enhance the literacy learning of all students K–2.</p> <p>Improved data collection and assessment schedules were developed to track and monitor student progress and achievement enabling more effective planning and programming approaches in meeting the individual needs of</p>	<p>Professional Learning \$4000</p>

Progress towards achieving improvement measures

students.

Process 2: *Authentic Learning*

Learning experiences will be strengthened through authentic teaching and learning initiatives including Project Based Learning and meaningful integration of technology. This will provide students with skills to be active participants in their learning who engage in real world problem solving.

Evaluation	Funds Expended (Resources)
<p>With introduction of the High Potential and Gifted Policy, staff are continuing to build upon the Opportunity Class model and learning programs.</p> <p>Project Based Learning was evident in the area of Science and Technology in Stage 3 Classes. All teachers have increased their capabilities in teaching Science and Technology as this had previously been taught as an RFF program..</p> <p>Staff across the school attended professional learning on digital technologies and provided overviews to staff not in attendance to develop knowledge and understanding. All teaching staff implemented digital technologies teaching through Science and Technology. Many classes combined together to develop peer leadership and mentoring through digital technologies.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$2500.00)

Process 3: *This process area was completed in 2018. The school plan was updated in 2019.*

Evaluation	Funds Expended (Resources)
This process was completed in 2018.	

Next Steps

Continued opportunities for collaboration will be timetabled and crafted to build collective efficacy and ensure continual improvement of student outcomes.

Instructional Leadership support to be increased with a focus on effective pedagogical practices in reading for students in Years 3–6. while still maintaining K–2 instructional literacy programs and embedding numeracy support through professional learning.

Data conversations and data use needs to be scheduled to ensure teacher understanding, improvement of data skills and identification of personalised learning approaches for students. Assessments procedures and tasks will be reviewed in 2020.

Attendance at professional learning and Opportunity Class networks will be maximised in 2020 to ensure comprehensive exploration of the High Potential and Gifted Policy. A review of student identification systems and implementation of a Learning Success and Engagement Team with high level focus on gifted and talented students is to be implemented in 2020.

To enhance authentic learning and project based learning, scopes and sequences need reviewing to allow for rich task design and effective curriculum integration.

Some exemplary digital technologies teaching and learning activities were witnessed in 2019 especially with combined classes taking on various collaborative roles. Continuation of this approach needs to occur and structured leadership and mentoring to build teacher capacity in the area of STEM and digital technologies is a future focus.



Strategic Direction 3

Thriving Community

Purpose

To strengthen and build partnerships with the whole school community through the establishment of effective systems, processes and structures. This will ensure a systematic framework to achieve school excellence.

Improvement Measures

All staff follow Department of Education policies, procedures and practices by utilising effective systems embedded throughout the school.

Increased participation by parents/carers and community in school life is evident from attendance at events, participation in workshops and greater completion of surveys.

Streamlined data, systems processes exist to ensure organisational efficiency.

Perceptions of Ermington PS are positive in the community and the school is considered the first choice of in area school enrolments.

Overall summary of progress

- There has been enhancement of staff development in policies and procedures of the Department of Education and translated implementation procedures for Ermington Public School. This has enabled quality systems management throughout the school.
- A highlight of 2019 was the coordination of parent workshops and events to build a strong community ethos and enabled improved involvement.
- There was significant interest in the school as evidenced from enrolment applications and phone conversations about community perceptions.
- Improved data processes and systems were implemented through the use of Sentral which provides a connected area for information ensuring organisational efficiency.

Progress towards achieving improvement measures

Process 1: *Effective Systems and Processes*

Develop efficient and effective administrative practices to support quality service delivery. This will enable effective student, teacher, parent and community engagement. Whole school services in line with Department of Education and NESA policies and systems will be streamlined.

Evaluation	Funds Expended (Resources)
The work flow for administrative and financial management meets NSW Audit requirements and the Finance In Schools Handbook.	NSW Department of Education Policy and Procedures
There have been three blocks of classrooms refurbished fully, providing more optimal and supportive teaching and learning environments. Significant grounds maintenance has taken place and new signage implemented to ensure an efficient, safe and quality whole school environment.	Sentral Assets Funded Works
The implementation of Sentral has streamlined systems management and through the efficiency of school administrative and support staff quality service delivery is evident.	Funding Sources: <ul style="list-style-type: none">• Maintenance (\$25028.00)• Administrative (\$8389.00)

Process 2: *Thriving Partnerships*

Build and strengthen parent and community partnerships to instil a culture of collaboration and engagement to ensure active participation and an increased positive perception of Ermington PS in the wider community. This will be reflected in a shared community vision and a collective approach to

Progress towards achieving improvement measures

Process 2: school improvement and performance.

Evaluation	Funds Expended (Resources)
<p>Perception of the school is high evidenced from the high proportion of local area enrolments for Kindergarten and interests from non-local area. There is confidence in school leadership and teaching and learning programs.</p> <p>The Opportunity Class Orientation program, Transition to Kindergarten sessions, School Readiness session and tours of the school were invaluable and engaged the community of parents and students.</p> <p>The P&C worked effectively with the school over 2019 and instilled values and built partnerships with the school and wider community.</p>	<p>Kindergarten Transition and OC Orientation Materials</p> <p>Promotional Flyers</p>

Next Steps

The implementation of literacy and numeracy workshops for parents and a revamped Kindergarten Transition program were highlights of 2019. Opportunities for parents to engage in a wider variety of workshops and develop partnerships with the school will be a continued focus for 2020.

Greater engagement of parents through the implementation of three way conferences will enable greater partnerships and focus on educational outcomes and student learning goals between students, teachers and parents.

Quality school promotion will continue to be built upon to ensure a strong reputation in the community of schools. Additional communication of the school vision and steps in place at the school in working towards the 2020 vision will be evidenced through increased communication via various school channels.

Continual collaboration with the P&C and alignment of school and community priorities will assist to further improve the school and student outcomes in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Reading Tutor Program – MultiLit • School Learning and Support Officer • NAIDOC Performance Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 536.00) 	<p>Individual students who participated in the Reading Tutor program improved as evidenced by pre and post word attack assessment data. The School Learning and Support Officers established positive relationships with all of the students within the program and pleasing results were gained. Through the NAIDOC performances and an embedded curriculum, all students of Ermington Public School gained an understanding of Aboriginal and Torres Strait Islanders.</p>
English language proficiency	<p>Casual teachers to release classroom teachers for professional dialogue meetings</p> <p>Casual teachers to release staff to complete progressions for EAL/D students</p> <p>EAL/D teacher</p> <p>Teaching Resources to aid the students in teaching and learning programs</p> <p>School Learning and Support officers employed</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$122 474.00) 	<p>All classroom teachers had professional dialogue interviews with the EAL/D teacher. These discussions revolved around the skills of those students and ways to build upon these in targeted teaching and learning activities.</p> <p>Staff were introduced to the progressions and regularly updated these for the individual EAL/D students. They used these to enhance their teaching and learning.</p> <p>The EAL/D and classroom teacher as well as the School Learning and Support Officers worked with individual and small groups of students to improve their English skills. Data shows that students within these EAL/D programs made improvements with their English dialogue that was then transferred into Literacy and numeracy tasks.</p>
Low level adjustment for disability	<p>Casual teachers to release teachers for interviews and to create programs</p> <p>Casual teachers were employed to release teachers to collaborate with the assistant principal to complete various forms</p> <p>SLSO are employed to work with students that require individual assistance</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$123 401.00) 	<p>The Learning and support roles within the school throughout 2019 made enormous changes that had a positive impact on staff and students. The Learning and support team who were guided and mentored by the Assistant Principal met on a fortnightly or if the need arose, weekly meetings. Teachers presented data and information on individual students and immediate feedback and suggestions were given to staff members. The Assistant Principal consulted regularly with staff and offered suggestions and helped in the creation of individual learning plans of the targeted student. Professional dialogue interviews were set up to discuss individual students between the classroom teacher and Support teacher. Data was looked at, current achievements of the students were discussed and goals were set for each individual student. Time was allocated for teachers to then design and update Individual Learning Plans. Learning and Support folders were introduced. Through professional development, teachers were shown how to complete and update the components of these folders. Release time was given to update and hand over these folders to 2020 teachers for the new school year. This information and sharing was well</p>

<p>Low level adjustment for disability</p>	<p>Casual teachers to release teachers for interviews and to create programs</p> <p>Casual teachers were employed to release teachers to collaborate with the assistant principal to complete various forms</p> <p>SLSO are employed to work with students that require individual assistance</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$123 401.00) 	<p>received by all staff members. School Learning and Support Officers played a pivotal role in the individual learning plans of many identified students throughout the school. Their nurturing and professional approach allowed great results to be achieved by students on these programs as they had that 1:1 assistance that sees their self esteem, confidence and love for learning grow. This is evident in their individual results.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$75 875.00) 	<p>The Literacy and Numeracy teacher was pivotal in the early years throughout 2019. Team teaching, Guided and modelled teaching experiences were experienced by all K–2 teachers and they found this very helpful. Teaching practices and high expectations were enhanced in all classrooms. Phonemic awareness, reading, writing and mathematics were targeted in Kindergarten. The teacher collected data and targeted small groups. Data shows that the majority of students exiting Kindergarten were on a higher than average benchmark reading level for the state. Small group instruction with a focus in reading in Year 2 was the focus. Data showed that these students moved from a low sound to mid to high sound after this instruction. In Year 1, mathematics was the focus and small groups were targeted. Data showed that the teacher supported and guided students. Teaching resources were designed for all K–2 classes that assisted in delivering quality teaching and learning programs. Through the modelling of explicit teacher instruction using a quality teacher model, students achieved pleasing results and teachers became more confident in their delivery of literacy and numeracy.</p>
<p>Socio–economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$13 876.00) 	<p>Weekly stage meetings were held and as part of the agenda each week, the wellbeing of students was discussed. Students from families with a low socio–economic background were provided with assistance that was needed to ensure that these students had the same involvement and needs of others.</p>
<p>Support for beginning teachers</p>	<p>Teacher to mentor beginning teacher</p> <p>Beginning teacher network meetings held at school</p> <p>Casual teacher to release beginning teacher to attend network meetings</p> <p>Funding Sources:</p>	<p>An experienced teacher within the school mentored our beginning teacher once a week. She demonstrated quality teaching lessons in all Key Learning areas that allowed the beginning teacher to gain confidence in all areas of the school curriculum. Collecting data and utilising this to create quality teaching and learning programs were shown. The beginning teacher worked collaboratively with her stage colleagues and created quality teaching and learning programs in all key</p>

Support for beginning teachers

• Support for beginning teachers (\$14 130.00)

learning areas throughout the year. Programming was modelled and the beginning teachers program improved throughout the year. Assessment and reporting was also modelled and report comments and knowledge of all individual students was evident in the class' reports. Student data collected showed that the beginning teacher had a pivotal role in enhancing student outcomes. The beginning teacher also attended the Beginning teacher network meetings.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	225	231	221	221
Girls	222	216	195	181

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.2	93.3	94.2
1	94.8	94.5	94.7	94.1
2	97.6	93.8	93.7	93.7
3	96.6	97.2	94.5	93.3
4	95.3	94.8	96.8	94.8
5	96.7	96.4	96.4	96.4
6	96.5	93.5	94.5	94.1
All Years	96.3	95	94.9	94.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.94
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	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional Learning with a focus on Quality Teaching, Visible Learning and effective feedback was a core focus in 2019. All teachers were provided with professional learning opportunities to improve pedagogical practices. This development enabled the implementation of:

- Learning Intentions and success criteria
- Effective feedback
- Quality teaching
- Collective efficacy
- Literacy and numeracy progressions



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	557,945
Revenue	3,782,987
Appropriation	3,393,105
Sale of Goods and Services	26,268
Grants and contributions	354,125
Investment income	6,625
Other revenue	2,864
Expenses	-3,784,816
Employee related	-3,070,405
Operating expenses	-714,411
Surplus / deficit for the year	-1,829

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	49,477
Equity Total	266,288
Equity - Aboriginal	6,536
Equity - Socio-economic	13,876
Equity - Language	122,474
Equity - Disability	123,401
Base Total	2,678,297
Base - Per Capita	97,609
Base - Location	0
Base - Other	2,580,688
Other Total	308,248
Grand Total	3,302,311

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me survey captured the satisfaction of student in Years 4–6.

- 83% of students indicated a high sense of belonging and 91% of students indicated they had positive relationships.
- 96% of students value educational outcomes
- 95% of students rated intellectual engagement highly particularly in the areas of quality instruction and application of effort.
- Positive teacher relationships and teacher expectations for success were also rated highly.

Staff were surveyed over the course of 2019. 100% of staff indicated high levels of confidence and achievement related to the school strategic directions. There were high levels of satisfaction, greater transparency and improved learning spaces and resources available for students.

The parent/caregivers were highly positive about the new directions of the school in 2019 and highly valued the school rejuvenation projects occurring in the school including the new roofing, building refurbishments, ground maintenance and updated technology resources. There were high levels of participation in parent workshops and positive feedback about these initiatives. Parents indicated there was improved communication and clarity about school operation.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The Aboriginal Education Policy informs the programming of educational activities for students who identify as Aboriginal and Torres Strait Islander and for non-indigenous students. At Ermington Public School, the National Aboriginal and Islander Observance Committee (NAIDOC) Week activities and performances provide students with greater awareness of Aboriginal culture, heritage and inclusion of all. Through the curriculum, students engage with Aboriginal and Torres Strait Islander concepts in all Key Learning Areas, developing deep understanding about history, culture and way of life. Aboriginal and Torres Strait Islander students are supported through Personalised Learning Plans to ensure the learning and wellbeing needs are met.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

The school provides a range of quality programs in addition to regular classroom teaching and learning programs. Ermington Public School was highly successful in all its endeavours in 2019. Additional programs included:

- Junior dance
- Senior dance
- Junior choir
- Senior choir
- String ensemble
- Recorder ensemble
- Band
- Debating and Public Speaking
- Aerobics
- Robotics, Technology and Science Technology Engineering and Mathematics
- Chess
- Tournament of the Minds
- Environmental and Sustainability Programs
- PSSA and Sport

