

2020 Annual Report

Ermington Public School



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Introduction

The Annual Report for 2020 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

What a journey 2020 has been! At Ermington PS, we've battled huge downpours, power outages as well as a myriad of changes in school operations due to the COVID-19 pandemic. At all times the school community has stayed strong, resilient and responsive in adapting to the changes that 2020 has brought with it. The learning from home period which commenced at the end of March was an extensive shift in school operations. With many students learning from home, Ermington Public School teachers became learners themselves, quickly adapting to innovative ways to ensure there was a continuity of learning for their students. For many classes, Seesaw or Google Classroom along with some Zoom sessions became the norm. The administrative and support team worked diligently and went into production ensuring equitable provisions through weekly packages for students who were unable to access technology from home. They even went so far as to personally drop learning materials to letter boxes to ensure learning continued for students. The care, concern and passion of all staff to meet the wellbeing and educational needs of each and every student was truly highlighted over this time and is something we are incredibly proud of! This however would not have been possible without the support and motivation of parents who became the facilitators of learning from home. Thank you parents/carers for enabling continuity of learning for your child. I am truly appreciative of your partnership.

On May 25th, it was a highlight for all of us when students returned back to school full time. The smiles from students (and parents) were infectious and it was such a joyous, momentous occasion to have students walking back through the school gates and seeing their high level engagement in face to face teaching and learning activities.

I cannot thank the leadership team, classroom teachers and support staff enough for their commitment to the students, quality teaching and in ensuring a healthy and safe environment this year. A special mention must go to our School Learning and Support Officers who go above and beyond to support the teachers and the students in the school along with our school administrative support staff and general assistants. A school is a community and one should not forget our cleaners who have worked tirelessly in providing regular, ongoing cleaning throughout the day.

2020 has been quite the learning journey for all of us and the school vision of students being Engaged, Proud and Successful was truly exemplified as students persevered through challenges, became immersed in learning whether online or face to face and continually strived for success!

As the proud principal of Ermington Public School, I congratulate all 415 of our students on their learning journey this year.

Ms Jennifer Riley

Ermington Public School Principal

Message from the school community

Parents and Citizens operations were altered in 2020. We were lucky enough to start the year off with a welcome BBQ for the new kindy parents however, it wasn't long before COVID-19 hit and everything was shut down suddenly. This meant with limited parent access to the school our aim for the year changed from building a strong sense of community and engagement within the parent community to more of an administration role looking at ways to improve what is currently in place.

The playground project to improve the school and create an inclusive play space continued into 2020. The fundraising from 2019 built the foundations to get this rolling however it wasn't until we were successful in obtaining a \$120,000 grant from the My Community Project Grant along with a second grant of \$50,000 from Community Building Partnership 2020 grant, that allowed us to make this massive project become a reality. We made some minor changes to the existing K-2 playground to bring it up to safety standards and completed stage 1, the 3-6 ropes course early, in Term 1.

We also managed to get a few more concrete paintings around the school to continue to brighten up the play space, including a hopscotch, alphabet tree, snail and compass, but the improvements didn't stop there with Mr Dylan Law working alongside Ms Dhanji to apply for a sustainable schools grant which will focus on the local Aboriginal history of Ryde and incorporate Key Learning Areas.

The year proved to be very tough for the uniform shop volunteers, although it continues to have a strong supporting team, who were very much affected by COVID-19. Having the store closed to parents meant all orders were now placed online only (a role that only a few knew) and we found parents were over-ordering and wanting more exchanges due to the uncertainty of what size and how much was needed.

Fundraising came to a complete halt in March with parents not allowed onsite, meaning for the first time in years we could not hold our annual Easter morning tea and raffle or the Mother's Day stall and breakfast and our major event, the trivia night was also cancelled. We needed to explore new ways to continue fundraising in a COVID-19 safe way.

We moved the Pie Drive and Father's Day Stall online, both of which proved to be successful and changed the school disco to a daytime event in stage groups. The K-2 & 3-6 party days went ahead with some minor changes to keep in line with COVID rules and it proved to be a very exciting day for all the students. As the face of the P&C it is great to know that we can give back even in such a difficult year. A huge thanks to the volunteers and P&C members who helped organise and run all these events making them successful.

As I come to the end of my 3-year term I am happy to say that I feel Ermington has really made some huge changes for the better. Much of the change is due to school leadership team and I would particularly like to thank our principal, Jennifer Riley for all she has done for the school.

I am hoping as COVID restrictions ease we can continue to build a stronger sense of community within the school between the parents and the staff as well as build up the engagement within the parent community.

Mrs Vicki Tanner

P&C President

Message from the students

We would like to thank all the amazing teachers that work at this school and especially the three year 6 teachers, Mr Lawless, Mrs Clarke and Miss Grover who have helped us throughout the year. Also our amazing principal Ms Riley who has not stopped bringing new and exciting features to our school.

I would also like to thank all the incredible SASS staff who work countless hours helping our school. Thank you Mrs Connors for always running the office in an organised and fun way. Thank You all the learning support staff who help children who need extra help. And a big thanks to all the other parents and helpers who make this school a great place.

Some of the highlights of this year have been Year 6 camp, the swimming carnival and the Netball/Soccer tournament in Stage 3. We were even fortunate enough to be able to go on the new playground.. The renovations have produced a mega, magnificent makeover to this school.

Moreover, this year has been a battle, but one worth fighting for. We've really enjoyed this experience as it has challenged us and made us more resilient. We've learnt this year to enjoy everything you can get because it can disappear before your eyes.

On behalf of the student leaders for 2020, thank you for a great year. We wish you all the best for your learning journey at Ermington Public School and beyond!

Harry Wraxall and Alexia Ghalloub

Ermington Public School - School Captains 2020



School vision

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 415 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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

Student growth over 2020 was tracked through internal measures. It was difficult to determine increases due to the COVID-19 pandemic and cancellation of NAPLAN testing. The external Check In Assessments provided insight to student capabilities and pinpointed strengths in literacy and numeracy areas as well as areas for improvement.

In 2020 students developed improved understanding of criteria and feedback throughout the learning from home period and during face to face schooling. Provision of feedback and in turn application of feedback increased through 2020 due to the change in operations and necessity for feedback on student learning and work being turned in through online platforms including Seesaw for K-2 and Google Classroom for 3-6. Teachers upskilled themselves and their colleagues in methods to provide students with criteria and rubrics online.

Personalised wellbeing targets for individual students were designed by staff to ensure appropriate measures, strategies and adjustments were in place to enable growth in the wellbeing domain. Tracking of individual students occurred through phone consultation, opportunities for learning and wellbeing assistance during COVID-19 and wellbeing teacher mentor support programs. 85% of students in 2020 achieved whole school Positive Behaviour for Learning expectations.

Teachers had ongoing professional learning on the CESE publication What Works Best and strengthened their knowledge of evidence based practices which became increasing visible in teaching practices, programs and initiatives.

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)
Professional development, instructional leader programs and quality teaching rounds enabled improved practices in modelled reading, teaching and learning processes and greater tracking of student progress and growth.	Early Years Literacy Teacher - \$40,000 Quality Teaching Rounds Initiative - Newcastle University \$10,000 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$20000.00)

Progress towards achieving improvement measures

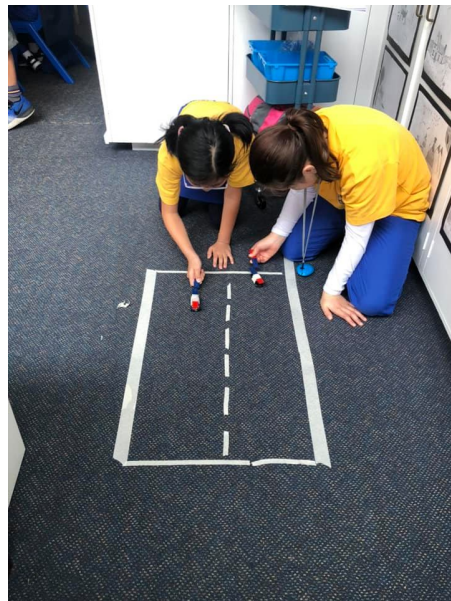
Process 2: *Wellbeing*

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)
Wellbeing programs centred on support through the COVID-19 pandemic with a focus on tailored support for individual students, check ins to each student learning from home, goal specific targets for students and implementation of an online wellbeing program. Coordination of a wellbeing mentor optimised support for various students as required where there was a focus on self-regulation and social skills support. In addition, school chaplain programs provided targeted wellbeing support and small group models and whole class experiences provided students with opportunities to build knowledge and understanding and practice social skills.	Chaplain - \$12,000

Next Steps

Due to the success of Quality Teaching Rounds and Instructional Leader programs in 2020, these initiatives will be strengthened in 2021. Student Wellbeing will centre on the implementation of Zones Of Regulation in 2021 and chaplain programs will remain in place due to the positive support provided.



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

The implementation of data talks in 2020 provided thorough, rigorous opportunities for teachers to analyse student data and plan for next steps in literacy and numeracy development.

Due to COVID-19 the increase of students in the top two bands was unable to be determined.

Stage 3 and Opportunity Class students continued to have a variety of enrichment experiences and continued to participate in extra curricular activities including debating through Zoom.

COVID-19 was a catalyst for building the digital technology skills of students and enabled greater technological developments to occur across K-6. There was evidence of authentic, real world tasks being derived from the syllabus and enabled high student engagement particularly in the Stage 3 realm.

Teacher collaborative practices were highly strengthened in 2020 and there was shared understanding developed of student literacy and numeracy needs across the school. Teachers had opportunities for stage meetings, data talks, collaborative conversations and teaching and learning cycle consultation as a result of effective educational leadership. Improved mechanisms for feedback to teachers and reflection opportunities enabled informed understanding of where to next for students.

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)
Opportunities to enhance teacher collaboration is evident and feedback provided from staff indicates this is necessary measure to improve teaching and learning practices across the school and enable personalisation of learning for students. Staff have engaged more closely with the School Excellence Framework and participated strategic improvement goal setting. Professional learning is tailored to teacher needs and is contextual relating to specific class and student cohorts.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$24020.00)

Process 2: Authentic Learning

Progress towards achieving improvement measures

Process 2: 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)
Extra curricular opportunities provided Stage 3 students with enrichment opportunities where students had to think critically. The participation of Stage 3 students in the Premier's Debating Challenge was new this year and feedback from students was positive. Teachers have upskilled themselves in the use of technology due to a change in operations and now have more confidence in incorporating technology in an effective, authentic way in daily classroom activities. Mathematics enrichment groups focused on problem solving were a highlight for students in Year 3-6.	

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

Evaluation	Funds Expended (Resources)
Process 3: <i>This process area was completed in 2018. The school plan was updated in 2019.</i>	

Next Steps

Data talks, collaborative conversations and stage team meetings are essential and will continue in 2021. There will be modifications made to stage and team meetings with student work samples and tracking sheets at the centre of discussions. Professional Learning Communities will be a core focus in 2021 providing opportunities for inquiry in action, research based analysis and implementation of evidence informed practice.



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

Weekly policy communication and clear policy implementation processed has support all staff in understanding expectations, roles and responsibilities. This has been systematic, logical and transparent and has enabled improvement in organisation and greater awareness of the role of the school administrative team.

Due to COVID-19 participation in school events was coordinated differently. Opportunities were provided for online participation in school readiness and transition to school programs. Parents participated in online surveys and there was greater interaction from parents via Seesaw and the school Facebook page.

Enrolment interest was high and there is evidence of an increased positive perception of the school from administrative data collection.

Organisational efficiency is evident with improved processes implemented and third party programs enabling greater system management and communication.

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)
Management systems have improved and there is greater, more streamlined connections and communication with parents/carers as a result. There is increased understanding of Department of Education and NESA policies and procedures resulting in quality implementation of expectations and staff roles and responsibilities at Ermington Public School.	Funding Sources: • Management Systems (\$12152.00)

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 school improvement and performance.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation

Collaboration was predominantly through online means in 2020 and data collected on community engagement. In addition teachers were committed to regular phone consultations and zoom interviews to ensure student learning development over 2020. There was evidence of improved partnerships and relationships being formed as a result of these processes.

(Resources)

Funding Sources:

- Student and Parent Engagement Resource (\$1432.00)

Next Steps

Parent workshops and opportunities for external companies to deliver programs for parents will become a core focus in 2021. It is anticipated that there will be greater opportunities to enable parent participation back in the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School Learning and Support Officer Mini Lit Intervention Program Reading Tutor Program Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 902.00) 	Personalised Learning Plans were formalised for Aboriginal and/or Torres Strait Islander students with improved strategies for tracking gains and outcomes. Opportunities for evidence based intervention programs were provided to students identified as Aboriginal and/or Torres Strait Islander.
English language proficiency	English as An Additional Language/Dialect Teacher Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$92 567.00) 	The EAL/D teacher provided analysis of student needs within the school and ensured whole class programs and small withdrawal groups were tailored to the needs of English as an Additional Language/Dialect learners. There were opportunities for the EAL/D teacher to collaborate with others and enhance knowledge of EAL/D students and their development.
Low level adjustment for disability	Learning and Support Teacher School Learning and Support Officer Intervention Programs: MiniLit and Reading Tutor programs Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$122 382.00) 	In 2020 Learning and Support and low level adjustment for disability programs provided essential wellbeing and academic support for the diverse population of students at Ermington Public School. Literacy intervention consisted of MiniLit small group programs and reading withdrawal by School Learning and Support Officers. Opportunities for capacity building of classroom teachers enabled individual goal setting and personalisation of learning to occur. As such growth and data was tracked and professional conversations provided a support to teachers and their students. Opportunities for parent consultation was embedded further and strengthened in 2020 and staff were strategic in supporting families throughout the COVID-19 period.
Quality Teaching, Successful Students (QTSS)	Early Years Literacy Teacher Instructional Leader Literacy Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$72 522.00) 	The Quality Teaching Successful Students program enabled greater modelling and team teaching approaches from Kindergarten to Year 6. An Early Years Teacher collaborated with K-2 teachers to develop improved writing practices and processes across the school which incorporated a sentence structure focus and vocabulary. In addition students requiring extension were provided with opportunities to think more deeply benefited from small group programs. Funding was also utilised to provide instructional leader support for teachers in K-6 to transform the way in which reading was being implemented across the school. As a result modelled reading processes were embedded and cemented as common practice and greater explicit teaching through modelled reading is evident across the school.
Socio-economic background	School Learning and Support Officer Literacy Intervention	Support of students was distributed throughout Ermington Public School through School Learning and Support Officer targeted literacy and numeracy programs and

<p>Socio-economic background</p>	<p>programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$13 617.00) 	<p>wellbeing programs. This provided optimal assistance and enabled effective tailored assistance. In addition, students received support from Learning and Support Teachers and teachers were provided with information and professional learning on Ermington Public School's diverse population.</p>
<p>Support for beginning teachers</p>	<p>New Teacher Network Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>Beginning Teacher programs consisted of the New Teacher Network and evidence collection for proficient teacher accreditation occurred. This was funded through the school to support part time beginning teachers.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	231	221	221	236
Girls	216	195	181	179

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	93.3	94.2	94.7
1	94.5	94.7	94.1	91.9
2	93.8	93.7	93.7	94.6
3	97.2	94.5	93.3	91.6
4	94.8	96.8	94.8	93.3
5	96.4	96.4	96.4	95.2
6	93.5	94.5	94.1	95.4
All Years	95	94.9	94.4	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	14.04
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	556,116
Revenue	3,933,241
Appropriation	3,602,505
Sale of Goods and Services	27,163
Grants and contributions	299,792
Investment income	2,310
Other revenue	1,470
Expenses	-4,347,578
Employee related	-3,392,878
Operating expenses	-954,700
Surplus / deficit for the year	-414,337
Closing Balance	141,779

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.

	2020 Approved SBA (\$)
Targeted Total	51,500
Equity Total	233,468
Equity - Aboriginal	4,902
Equity - Socio-economic	13,617
Equity - Language	92,567
Equity - Disability	122,382
Base Total	2,901,904
Base - Per Capita	96,683
Base - Location	0
Base - Other	2,805,221
Other Total	289,940
Grand Total	3,476,811

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

- 75% of students indicated a high sense of belonging and 84% of students indicated they had positive relationships.
- 95% of students value educational outcomes with 87% of students indicating they try hard in their learning to be successful.
- 92% of students rated support for positive behaviour was high.
- 95% of students rated intellectual engagement highly particularly in the areas of quality instruction and application of effort.
- 77% of students Positive teacher relationships and teacher expectations for success were also rated highly. Staff were surveyed over the course of 2020.

100% of staff indicated high levels of confidence and achievement related to the school strategic directions and support provided in maintaining teaching and learning programs and quality school operations over the COVID-19 period.

Parents/carers were highly satisfied by the efforts of Ermington Public School throughout 2020 and indicated communication and support was effective throughout the learning from home period. Surveys were sent to parents in Term 4 of 2020 focused on school excellence. The following information was obtained from the parents who completed the survey.

- Learning Culture - 75% of the respondents strongly agree/agree the school has effective partnerships in learning
- Wellbeing - 85.7% of the respondents strongly agree/agree their child feels a sense of belonging and connectedness at Ermington PS. 82/4% of respondents indicate their child can identify a staff member who they can seek advice, support and assistance from.
- Curriculum - 65.7% of parents indicate their child's individual needs are addressed by the school/teacher to enable improved learning.
- Assessment - 57.2% of the respondents strongly agree/agree that they understand the assessment approaches used in the school and their benefits for learning.
- Reporting - 68.6% of the respondents strongly agree/agree they understand their child's strengths and weaknesses from reports.
- 65.7% strongly agree/agree that their child's goals on term overviews are helpful for me to understand where their child needs to go next.
- Educational Leadership - 60% of the respondents strongly agree/agree that there is a high performance culture at Ermington PS with a clear focus on student progress and achievement.
- Management Practices and Processes: 68.6% of the respondents strongly agree/agree the administrative team is responsive to your needs.

Parent/caregiver, student, teacher satisfaction data from 2020 will help drive further improvement in 2021.





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.

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.